District VMV Goals	School Improvement Information	Data & Information Sources	AdvancED
Vision	Vision 100% Student Success	Narrative	Standard 1-1.1, 1.2: Purpose
Mission	Mission The mission of the Clearwater Fundamental Community is to promote highest student achievement through cooperative efforts and a challenging curriculum.	Narrative	Standard 1-1.2: Purpose
Values	Values Respect, Responsibility and Good Citizenship	Narrative	Standard 1-1.3: Purpose
	Part I: Current School Status		
	A. School Information		
	1. *School-Level Information*		
	☐ SchoolClearwater Fundamental Middle School	Narrative	
	☐ Principal's name Linda D. Burris	Narrative	
	☐ School Advisory Council chair's nameAshika Roberts	Narrative	
	2. *District-Level Information*		
	☐ District	✓	
	Pinellas County		
	☐ Superintendent's name	✓	
	Michael A. Grego Ed.D.		
	☐ Date of school board approval of SIP	✓	
	September 24, 2013		

	B. School Advisory Council (SAC)		
3	1. Describe the involvement of the SAC in the development of this school improvement plan. The SAC committee will provide ongoing dialogue with and feedback to the school-based administrative team regarding educational processes, objectives, initiatives and results. Where appropriate, they may recommend instructional areas for review and report out to parent groups and other parties at the school level. The work of the committee will fall within the general parameters of the School Improvement Plan (SIP) while taking into consideration the long term District's strategic Plan. The administrative team considers SAC to be a key link in its efforts to regularly communicate with and gain feedback from parents.		Standard 2-2.4, 2.5: Governance and Leadership
3	2. Describe the activities of the SAC for the upcoming school year. The School Advisory Committee (SAC) is an advisory group comprised of parents, guardians, community members, faculty, staff and administrators representing Clearwater Fundamental Middle School. The purpose of this committee is to provide ongoing dialogue with and feedback to the school-based administrative team regarding educational processes, objectives, initiatives and results. Outcomes and plans for improvement are communicated back to the larger parent community. Membership responsibilities include the attendance of all meetings, provide feedback and suggestions where appropriate, recommend instructional or procedural areas for review and report out to parent and school level groups. The administrative team considers SAC to be a key link in its efforts to regularly communicate with and gain productive insight from our		

	parent community.		
4	3. Describe the projected use of school improvement funds and include the amount allocated to each project. Projected funding – Allocation of $5.00 per student with an enrollment of 850 students permits a budget of $4,250.00. Literacy (Reading & Language Arts) - $1,250.00 – Curriculum, instructional resources, professional development, enrichment activities, TDE's, supplement for clubs/organizations related to improving literacy, competitions/fees. Related Arts & AVID – Initiatives supporting literacy within the arts Mathematics - $1,000.00 – Curriculum, instructional resources, professional development, enrichment activities, TDE's, supplement for activities related to the improvement of mathematical concepts, STEM initiative, competitions/fees. Related Arts & AVID – Initiatives supporting the application of mathematics within the arts Science - $1,000.00 – Curriculum, instructional resources, professional development, enrichment activities, TDE's, supplement for activities related to the integration of science, STEM initiatives, competition/fees (Robotics, Future Cities, Engineering) Related Arts & AVID – Initiatives supporting the integration of scientific methods within the arts. Social Studies - $1,000.00 – Curriculum, instructional resources, professional development, enrichment activities, TDE's, supplement for activities related to World History, Civics and US History, competition/fees. (History Day, Geo Bee, etc.) Related Arts & AVID – Initiatives supporting geography, history and civics as related within the arts.		
3	4. Verify that your school is in compliance with Section 1001.452, F.S., regarding the establishment duties of the School Advisory Council by selecting one of the boxes below:		

	☐ Yes, we are in compliance. X No, we are not in compliance.		
	5. If no, describe the measures being taken to comply with SAC requirements. As a district-wide magnet, Clearwater Fundamental is required to meet the ethnic, racial and socioeconomic percentages of the district rather than the school community. The Clearwater Fundamental community continues to make sincere efforts to increase SAC involvement from under represented groups of stakeholders. Methods taken to bring SAC membership into full compliance include: ConnectEd phone calls (automated software driven system) and Emails to every household with a student enrolled at the school. We have also posted requests for participation on the school marquee and published in the monthly school newsletter. Requests for SAC involvement have also been made at PTA and SAC Board meetings. Community organizations outside of the school have also been contacted and appointments have been made with successful outcomes. These methods assisted the school in meeting the recommended membership profile in some subgroups. Due to the sensitive nature of this concern, all requests for additional membership have been treated in a sensitive and confidential manner. Efforts to come into full compliance will continue throughout the year.		
	C. Highly Qualified Staff		
	1. *Administrators*		
	For each of your school's administrators (principal and all assistant principals), complete the following fields:		Executive Summary: Section 1
	a) Name Linda D. Burris, Principal Paul Kurek, Assistant Principal	Narrative	Executive Summary: Section 1
3	b) Credentials (degrees and certifications) Linda D. Burris: M.Ed. Educational Leadership (K-12), University of South Florida, B.A., Exceptional Student Education, University of South Florida, AA., General Education St. Petersburg College	Narrative	Executive Summary: Section 1

	Paul Kurek: M.Ed. Educational Leadership (K-12), University of South Florida, B.A., Social Studies K-12		
3	c) Number of years as an administrator Linda Burris 3 Paul Kurek 13	Narrative	Executive Summary: Section 1
3	d) Number of years at the current school Linda Burris 0 Paul Kurek 4	Narrative	Executive Summary: Section 1
1,2,3	e) Performance record of increasing student achievement throughout their career, which should include their history of school grades, FCAT/statewide assessment performance (i.e. percentage data for achievement levels, learning gains, improvement of lowest 25th percentile in reading and mathematics, pursuant to Section 1008.34(3)(b), F.S.), and progress toward Annual Measurable Objectives (AMOs) Linda Burris- Principal Thurgood Marshall Fundamental Middle School 2012-2013 Grade: A, Reading Mastery: 74% Math Mastery: 68% Writing Mastery: 78% Science: 60% Reading Learning Gains: 72% Math Learning Gains: 69% Reading Lowest 25%: 60% Math Lowest 25%: 53% Thurgood Marshall Fundamental Middle School 2011-2012 Grade: A, Reading Mastery: 74% Math Mastery: 68% Writing Mastery: 78% Science: 60% Reading Learning Gains: 72% Math Learning Gains: 69% Reading Lowest 25%: 60% Math Lowest 25%: 53% Thurgood Marshall Fundamental Middle School 2010-2011 Grade: A, Reading Mastery: Math Mastery: Writing Mastery: Science: Reading Learning Gains: Math Learning Gains: Reading Lowest 25%: Math Lowest 25%: 2012-2013: Grade A 2011-2012: Grade A	DecisonEd/DW	

2010-2011: Grade: A
2009-2010: Grade: B
2008-2009: Grade: A
2007-2008: Grade: B
 	
Paul Kurek- Assistant Principal
 	
2012-2013 CFMS School Grade A
 	
Reading Mastery 79.8% Math: 83.7% Science 69.4% and Writing 87%
 	
FCAT 2.0 and Florida End-of-Course Assessments Achievement Level Policy Definitions
  Level 5/ Students at this level demonstrate mastery of the most challenging content of the *Next Generation Sunshine State Standards*.
  Level 4/ Students at this level demonstrate an above satisfactory level of success with the challenging content of the *Next Generation Sunshine State Standards*.
  Level 3/Students at this level demonstrate a satisfactory level of success with the challenging content of the *Next Generation Sunshine State Standards*.
  Level 2/Students at this level demonstrate a below satisfactory level of success with the challenging content of the *Next Generation Sunshine State Standards*.
  Level 1/ Students at this level demonstrate an inadequate level of success with the challenging content of the *Next Generation Sunshine State Standards*.			

2011-2012 CFMS School Grade A

Reading Mastery 83% Math: 82% Science 80% and Writing 94%

2010-2011 at CFMS School Grade A

Reading Mastery 88% Math: 85% Science 66% and Writing 98%

School made AYP for all subgroups with the exception of socio economically disadvantaged.

2009-2010 at Clearwater Fundamental Middle

School Grade: A

Reading Mastery: 88%, Math Mastery: 86% , Science Mastery: 61% and Writing Mastery: 98%

School made AYP for all subgroups with the exception of Socioeconomically disadvantaged.

2008-2009 at Kennedy Middle

School Grade: B

Reading Mastery: 60%, Math Mastery: 61%, Science Mastery: 35% and Writing Mastery: 93%

AYP was not met for the subgroups including African Americans, Hispanics and ESOL students.

2007-2008 at Kennedy Middle School Grade: B Reading Mastery: 61%, Math Mastery: 59%, Science Mastery: 31% and Writing Mastery: 88% AYP was not met for the subgroups including African Americans, Hispanics and Low Socioeconomic students. 2006-2007 at Kennedy Middle School Grade: B Reading Mastery 61%, Math Mastery: 60%, Science Mastery: 36% and Writing Mastery: 89% AYP was not met for the subgroups including African Americans, Hispanics and Low Socioeconomic students.		
2. *Instructional Coaches*		Executive Summary: Section 1
For each of your school's instructional coaches, complete the following fields		Executive Summary: Section 1
a) Name: To Be Determined	Narrative	Executive Summary: Section 1
b) Subject area: Literacy	Narrative	Executive Summary: Section 1
c) Credentials (degrees and certifications)	Narrative	Executive Summary: Section 1
d) Number of years as an instructional coach:	Narrative	Executive Summary: Section 1

	e) Number of years at the current school:	Narrative	Executive Summary: Section 1
1,2	f) Performance record of increasing student achievement throughout their career, which should include their history of school grades, FCAT/statewide assessment performance (i.e. percentage data for achievement levels, learning gains, improvement of lowest 25th percentile in reading and mathematics, pursuant to Section 1008.34(3)(b), F.S.), and progress toward Annual Measurable Objectives (AMOs)	DecisionEd/DW	
	g) Full-time or Part-time Part-time – 50% To Be Determined	Narrative	Executive Summary: Section 1
	h) School-based or District-based District Based	Narrative	Executive Summary: Section 1
	3. *Instructional Staff*		Executive Summary: Section 1
	a) # of instructional employees 51	DecisionEd/DW	Executive Summary: Section 1
3	b) % receiving effective rating or higher 100%	Narrative	
3	c) % Highly Qualified Teacher (HQT), as defined in NCLB through a High, Objective, Uniform State Standard of Evaluation (HOUSSE) 88%	Narrative	Executive Summary: Section 1
	d) % certified in-field, pursuant to Section 1012.2315(2), F.S. 88%	Narrative	Executive Summary: Section 1

2	e) % ESOL endorsed 4%	DecisonED/DW	Executive Summary: Section 1
2	f) % reading endorsed 10%	DecisionED/DW	Executive Summary: Section 1
3	g) % with advanced degrees 35%	DecisionED/DW	Executive Summary: Section 1
3	h) % National Board Certified 12%	DecisionED/DW	Executive Summary: Section 1
	i) % first-year teachers 4% (2)	DecisionED/DW	Executive Summary: Section 1
	i) % with 1-5 years of experience 14% (7)	DecisionED/DW	Executive Summary: Section 1
	j) % with 6-14 years of experience 45% (23)	DecisionED/DW	Executive Summary: Section 1
	k) % with 15 or more years of experience 37% (19)	DecisionED/DW	Executive Summary: Section 1
	4. *Paraprofessionals*		Executive Summary: Section 1
	a) # of paraprofessionals Clearwater Fundamental currently is staffed with one paraprofessional.	Narrative	Executive Summary: Section 1
	b) % Highly Qualified Teacher, as defined in NCLB through a High, Objective, Uniform State Standard of Evaluation (HOUSSE)	Narrative	Executive Summary: Section 1

	Clearwater Fundamental currently has 100% Highly Qualified Paraprofessionals.		
	5. **_Teacher Recruitment and Retention Strategies_**		
	a) Describe your school's strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible. Highly qualified teachers are actively recruited through job fairs, and by posting vacancies on the School Board Website and School Marquee. Retention of highly qualified teachers is maintained through continual support throughout the school year. Teachers are provided with meaningful opportunities for professional development and improvement along with various site based leadership opportunities.	Narrative	Standard 2: Governance and Leadership
	6. **_Teacher Mentoring Program/Plan_**		
	a) Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities. Clearwater Fundamental Mentoring Program provides high performing mentors with detailed knowledge of instructional expectations and best practices. Mentoring activities include multiple observations of mentee's instruction and providing feedback; Planning lessons with mentee; Connecting lesson activities to content standards; Discussing student progress and analyzing student work; Modeling or co-teaching lessons	Narrative	Standard 3-3.3, 3.7,3.12: Teaching and Assessing for Learning Standard 5-5.2,5.5Using Results for Continuous Improvement
	D. Multi-Tiered System of Supports (MTSS) / Response to Instruction/Intervention (RtI)		
4	1. Describe your school's data-based problem-solving processes for the implementation and monitoring of your SIP and MTSS structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs. Fundamental schools use both demerits and detentions as a reinforcement tool in support of the fundamental guidelines and historical practices. While FAIR, SRI and Classroom Assessment data will be entered on a schedule determined by the district office, data	Narrative	Standard 3-3.7: Teaching and Assessing for Learning

	created as part of the fundamental guidelines is entered within 24 hours of being issued. Support staff personnel enter district discipline, academic and attendance data into the PORTAL System as required by district policy. However, those concerns unique to the fundamental practices are tracked through a school-based database of which the faculty has direct access to		
4	2. Identify the names and position titles of the members of your school-based leadership team. What is the function and responsibility of each team member as it relates to MTSS and the SIP? Administration/Principal Linda Burris, Assistant Principal Paul Kurek, Department Heads/ Judy Strickland, Bridget Bohnet, Ken Miklos, Sheri Johnson, Nancy Nelson, Carol Zaffiri Guidance Counselors/ Maryhelen Allbritton, D. Prarie, Media Specialist/ Sharon Beckett, Social Worker/Mary Beth Dubois, Psychologist/ Bridget Mitchell -Facilitator – generates agenda and leads team discussions -Data Manager(s)/Data Coach(es) – assist team in accessing and interpreting (aggregating/disaggregating) the data -Technology Specialist – brokers technology necessary to manage and display data -Recorder/Note Taker – documents meeting content and disseminates to team members in a timely manner as well as storing a hard copy in a binder for all teachers to access -Time Keeper –helps team begin on time and ensures adherence to agreed upon agenda	Narrative	Standard 2-2.4: Governance and Leadership
4	3. Describe the systems in place that the leadership team uses to monitor the school's MTSS and SIP. Regular meetings are conducted with minutes being shared with all staff members. All district level trainings are fully supported providing MTSS members opportunities to	Narrative	Standard 2-2.3,2.4: Governance and Leadership

attend. Continual assessment of MTSS processes ensures an effective way of work.		
5	4. Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance). Speaking in broad terms, the fundamental support system can be divided into two areas, one covering the academic aspects of the school, the other discipline. The data for each is handled somewhat differently as it impacts students in different ways. Most academic data is most noteworthy on a marking period to marking period basis. While annual data is collected, the impact to students starts fresh at the beginning of each marking period. Unless a student is referred to IAC, data from one marking period does not impact a child during the next. This is not the case with the discipline policy. Most disciplinary infractions (use of cell phone, dress code, instances of disrespect or rudeness) result in the assignment of a detention. Detentions are tracked on a school year basis rather than six week period. Detentions are not tracked year to year other than for professional development purposes. In both cases, once the data is collected, individual teacher and school-wide trends can be noted over time. Teachers are provided with general data as well as data specific to each subgroup. Level I Reading: FAIR Assessments for Level 1 through 3 / Course Progression Monitoring (Grades, conduct level, teacher comments)	Narrative	Standard 5-5.1, 5.2, 5.3, 5.4: Using Results for Continuous Improvement

	Mathematics: Common Assessments, Course Progression Monitoring (Grades, conduct rating, teacher comments)		
	Writing: Common Assessments, Course Progression Monitoring (Grades, conduct level, teacher comments),		
	Science: Common Assessments, Course Progression Monitoring (Grades, conduct level, teacher comments),		
	Behavior: Peer Connection Incentive Program		
	Level II		
	Reading: All Level I activities plus continued FAIR Assessments for Level 1 through 3 / Course Monitoring / Mentoring / FCAT chats		
	Mathematics: All Level I activities plus continued Common Assessments / Mentoring / FCAT chats		
	Writing: All Level I activities plus continued Common Assessments / Mentoring / FCAT chats		
	Science: All Level I activities plus continued Common Assessments / Mentoring / FCAT chats		
	Behavior: All Level I activities plus continued Incentive programs / Mentoring / FCAT chats		
	Level III		
	Reading: All Level I and Level II Interventions plus continued FAIR Assessments for		

	Level 1-3 / Course Monitoring / Mentoring / FCAT chats / Intensive Remediation ELP Mathematics: All Level I and Level III Intervention activities, continued review of Common Assessments / Mentoring / FCAT chats / Intensive Remediation ELP Writing: All Level I and Level III Intervention activities, continued review of Common Assessments / Mentoring / FCAT chats / Intensive Remediation ELP Science: All Level I and Level III Intervention activities, continued review of Common Assessments / Mentoring / FCAT chats / Science Study Island / ELP Behavior: All Level I and Level III Intervention activities, continued review of Peer Connection Incentive Program / Mentoring / FCAT chats / Small group support with Psychologist, Social Worker and Guidance Counselors		
4,5	5. Describe the plan to support staff's understanding of MTSS and build capacity in data-based problem solving. MTSS is fully supported by site based and district administration. Regular meetings are conducted with minutes being shared with all staff members. All district level trainings are fully supported providing MTSS members opportunities to attend. Continual assessment of MTSS processes ensures an effective way of work.	Narrative	Standard 3-3.11, 3.12: Teaching and Assessing for Learning Standard 5-5.3:Using Results for Continuous Improvement
	E. Increased Learning Time/Extended Learning Opportunities		
2	Describe research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum (e.g., lengthening the school day, week, or year; providing before, after, Saturday, or summer school programs; implementing enrichment programs and activities; allowing teachers to collaborate, plan, and engage in professional development).	Narrative	Standard 3-3.1, 3.12: Teaching and Assessing for Learning

	Students will be provided additional learning opportunities after school utilizing ELP funding. During ELP classes teachers will provide additional support and enrichment for all subject areas. Student clubs and programs before and after school also provide students with high interest enrichment opportunities.		
	F. Literacy Leadership Team (LLT)		
2	1. Identify the names and positions titles of the members of your school-based LLT. Linda Burris/Principal, Paul Kurek/Assistant Principal, Nancy Nelson/FAIR Coordinator and Reading Teacher, Maryhelen Allbritton/Guidance, Sharon Beckett/Media Specialist, Carol Zaffiri/VE Liaison and ESES teacher. Judy Strickland/Health. The following Reading teachers are also included; Heather Murphy, Terre Holland, Patricia Walker	Narrative	Executive Summary: Section 1

2	2. Describe how the school-based LLT functions (e.g., meeting processes, roles, functions).
	
	Literacy Leadership Teams create capacity of reading knowledge within the school by focusing on the following areas of literacy concern:
	
	• Support for text complexity
	
	• Support for instructional skills to improve reading comprehension
	
	    o Ensuring that text complexity, along with close reading and rereading of texts, is central to lessons
	    o Providing scaffolding that does not preempt or replace text reading by students
	    o Developing and asking text dependent questions from a range of question types
	    o Emphasizing students supporting their answers based upon evidence from the text
	    o Providing extensive research and writing opportunities (claims and evidence)
		Narrative	Executive Summary: Section 1

	• Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects (a focus on text, task, and instruction). The district will provide training and tools for Literacy Leadership Teams. LLT meets on a regular basis, at least monthly in one of the classrooms. The roles and functions of the team are evenly distributed; from taking minutes, facilitation, developing handouts, videotaping students and teacher presentations and developing a demonstration schedule plus other tasks.		
2	3. What will be the major initiatives of the LLT this year? Support for text complexity • Support for instructional skills to improve reading comprehension • Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects Maintaining the highly successful course of Literacy Success as part of our master schedule continues to be a major focus of the LLT. The program continues to be threatened due to less flexibility in light of the strict enforcement of the class size amendment. To meet class size, as the number of teachers assigned to Literacy Success decreased, the number of students per class increased. Another priority includes an increased Word Walls and vocabulary building activities. Integrating/Infusing reading and vocabulary activities into	Narrative	Standard 3-3.1 thru 3.7: Teaching and Assessing for Learning

	all areas of the curriculum. The LLT also aims to develop a literacy action plan, supporting teachers to improve instruction, using data to make decisions, building leadership capacity and allocating resources within our school environment. The expected outcome of our Literacy Showcase is to sustain literacy development across the content areas and increase student achievement.		
	G. Every Teacher Contributes to Reading Improvement		
	This section is required for schools with grades 6-12, per Section 1003.413(2)(b), F.S.		
2	1. Describe how the school ensures every teacher contributes to the reading improvement of every student. The school Literacy Leadership Team is established to grow the use of literacy strategies in all disciplines. The Team is composed of a cross section of the faculty that act as liaisons to help grow department wide literacy strategies in all classrooms The school has a Student Literacy Team that assists in the development and implementation of classroom literacy strategies. Teacher evaluations include a provision for teaching reading strategies to students. The teacher summative evaluation, in most cases, uses reading data as a portion of teacher performance.	Narrative	Standard 3-3.1 thru 3.7: Teaching and Assessing for Learning
	H. Preschool Transition		
	This section is required for schools with grades K-2.		
1,2	1. Describe strategies for assisting preschool children in transition from early childhood programs to local elementary school programs, as applicable.	Narrative	Standard 3-3.1 thru 3.7: Teaching and Assessing for Learning
	I. College and Career Readiness		

	This section is required for secondary schools, per Sections 1003.413(2)(g)-(j) and 1008.37(4), F.S.		
1	1. How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future? Students are given an introduction and exploration on a computer based program . Project Based Learning instructional elements are developed. Cross curriculum planning and implementation of integrated lessons.	Narrative	Standard 3-3.5: Teaching and Assessing for Learning
1	2. How does the school promote academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful? Guidance counselors visit classrooms exploring academic and career planning opportunities with students. Students have the opportunity to investigate career paths and courses of interest.	Narrative	Standard 3-3.8, 3.9, 3.12: Teaching and Assessing for Learning. Standard 4-4.6,4.8: Resources and Support Systems
1	3. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report, which is maintained by the Department of Education, pursuant to Rule 6A-10.038, F.A.C.	Narrative	Standard 5-5.4: Using Results for Continuous Improvement
	Part II: Expected Improvements		
	For each data point below, unless otherwise directed list the current year status (number and percentage) and the target (percentage) for next year. These are schoolwide data, not disaggregated by grade level. FAA and CELLA data shall be considered by schools with 10 or more students taking the assessment.		
	A. Area 1: Reading		
	a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)		
1	☐ Students scoring at Achievement Level 3 27% (227)	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above AchievementLevel 4 53% (444)	DecisionED/DW	Assessment Matrix

			Assessment Matrix
	b) *Florida Alternate Assessment (FAA)*		Assessment Matrix
1	☐ Students scoring at Levels 4, 5, and 6	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above Level 7	DecisionED/DW	Assessment Matrix
	c) *Learning Gains*		
1	☐ Students making learning gains (FCAT 2.0 and FAA) Reading 64% (536)	DecisionED/DW FCAT 2.0 only	Assessment Matrix
1	☐ Students in lowest 25% making learning gains (FCAT 2.0) Reading 70%	DecisionED/DW	Assessment Matrix
	d) *Comprehensive English Language Learning Assessment (CELLA)*		
1	☐ Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students) Listening 100% (9), Speaking 100% (9)	DecisionED/DW	Assessment Matrix
1	☐ Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students) Reading 44% (9)	DecisionED/DW	Assessment Matrix
1	☐Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students) Writing 67% (9)	DecisionED/DW	Assessment Matrix
	e) *Annual Measurable Objectives (AMOs)*		
1	☐ Student subgroups (i.e.,American Indian, Asian, black, Hispanic, white, English language learners, students with disabilities, and economically disadvantaged) scoring at level 3 or higher on FCAT 2.0, or scoring at level 4 or higher on the FAA	DecisionED/DW FCAT 2.0 only	Assessment Matrix

	Subgroup: By ethnicity Reading: Asian 78% (18) Black 68% (25) Hispanic 72% (58) American Indian 100% (2) Two or more races 93% (27) White 81% (541) Subgroup: Special Education Reading 27% (6) Subgroup: LEP Reading 11% (1) Subgroup: Economically Disadvantaged Reading 69% (95)		
	f) Postsecondary readiness		
	The following data shall be considered by high schools.		
	☐*4-year graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.*	DecisionED/DW	Assessment Matrix
	Goal 1 to support target(s): **Increase the amount of students performing at level 3 or above from 80% to 82% and decrease the number of students performing at a level 1 and/or 2 from 20% to 18%.**	Narrative	

	Possible Data Sources to Measure Goal 1: FCAT,FAIR, Lexile, Read 180, Achieve 3000	Narrative DecisionED			
	Data Indicator(s) –corresponding to SIP Part II A-J (SIP Targets)	**2012-13 Actuals**		**2013-14 Targets**	
	1. **Student achievement of high standards, level 3 or above**	#671	80%	#687	82%
	2. **Annual Learning Gains**	536#	64%	#577	69%
	3. **Lowest 25 percentile**	#586	70%	#603	72%
	Action Plans (strategies) to Accomplish Goal 1 (reduce or eliminate barriers)				
	Action 1- Set and communicate a purpose for learning and learning goals in each lesson	Narrative			
	Action 2- Increase instructional rigor	Narrative			
	Action 3- Provide formative assessments to inform differentiation in instruction	Narrative			
	Action 4- Individual Intervention Progress Monitoring Plan, Highest Student Achievement Monitoring	Narrative			
	Plan to Implement A Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to	Narrative			

	answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson		
	Plan to Implement Action 2: Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks	Narrative	
	Plan to Implement Action 3: Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom discussions and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the	Narrative	

	lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students		
	Plan to Implement Action 4: School wide MTSS referral process Monitoring the number of students with D's and F's individually and in PLC	Narrative	
	B. Area 2: Writing		
	a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above 3.5 87% (239)	DecisionED/DW	Assessment Matrix
	b) Florida Alternate Assessment (FAA)		
1	☐ Students scoring at or above Level 4	DecisionED/DW	Assessment Matrix
	Goal 2 to support target(s): **To increase the number of students scoring 3.5 (4.0) and above from 87% to 90%. To decrease the percentage of students scoring 1, 2 or 3 from 13% to 10%**	Narrative	
	Possible Data Sources to Measure Goal 2: Florida Writes	Narrative DecisionED/DW	

	Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)	**2012-13 Actuals**		**2013-14 Targets**	
	1. **Student achievement of high standards**	**#239**	**87%**	**#246**	**90%**

		#	%	#	%
2.		#	%	#	%
3.		#	%	#	%
Action Plans (strategies) to Accomplish Goal 2 (reduce or eliminate barriers)					
Action 1- Set and communicate a purpose for learning and learning goals in each lesson	Narrative				
Action 2-- Increase instructional rigor	Narrative				
Action 3- Provide formative assessments to inform differentiation in instruction	Narrative				
Action 4- Provide opportunities for students to demonstrate their writing abilities in other academic areas.	Narrative				
Plan to Implement Action 1: Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	Narrative				

	Plan to Implement Action 2: Evidence of Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks	Narrative	
	Plan to Implement Action 3: Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom discussions and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students	Narrative	
	Plan to Implement Action 4: Provide collaboration among Language Arts teachers with content area teachers to	Narrative	

	create opportunities for students to demonstrate their writing skills in areas other than Language Arts classes.		
	C. Area 3: Mathematics		
	1. *Elementary and Middle School Mathematics*		
	The following data shall be considered by elementary and middle schools.		
	a) *Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)*	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at Achievement Level 3 32% (268)	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above Achievement Level 4 52% (435) at 4 and above	DecisionED/DW	Assessment Matrix
	b) *Florida Alternate Assessment (FAA)*		
1	☐ Students scoring at Levels 4, 5, and 6	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above Level 7	DecisionED/DW	Assessment Matrix
	c) *Learning Gains*		
1	☐ Students making learning gains (FCAT 2.0, EOC, and FAA) 76% (636)	DecisionED/DW FCAT 2.0 only	Assessment Matrix
1	☐ Students in lowest 25% making learning gains (FCAT 2.0 and EOC) 81%	DecisionED/DW FCAT 2.0 only	Assessment Matrix
	d) *Annual Measurable Objectives (AMOs)*		

1	☐ Student subgroups (i.e., American Indian, Asian, black, Hispanic, white, English language learners, students with disabilities, and economically disadvantaged) scoring at level 3 or higher on FCAT 2.0, or scoring at level 4 or higher on the FAA Subgroup: By ethnicity Math Asian 87% (20) Black 65% (24) Hispanic 73% (59) American Indian 100% (2) Two or more races 83% (24) White 86% (574) Subgroup: Special Education 41% (9) Subgroup: LEP 44% (4) Subgroup: Economically Disadvantaged 74% (101)	DecisionED/DW FCAT 2.0 only	Assessment Matrix
	2. ***High School Mathematics***		
	The following data shall be considered by high schools.		
	a) Florida Alternate Assessment (FAA)		
1	☐ Students scoring at Levels 4, 5, and 6	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above Level 7	DecisionED/DW	Assessment Matrix
	b) Annual Measurable Objectives (AMOs)		

1	☐Student subgroups (i.e., American Indian, Asian, black, Hispanic, white, English language learners, students with disabilities, and economically disadvantaged) scoring at level 3 or higher on FCAT 2.0, or scoring at level 4 or higher on the FAA	DecisionED/DW FCAT 2.0 only	Assessment Matrix
	c) Learning Gains		
1	☐ Students making learning gains (EOC and FAA)	DecisionED/DW	Assessment Matrix
	d) Postsecondary readiness		
1	☐*4-year graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A010.0315, F.A.C.*	DecisionED/DW	Assessment Matrix
	3. Middle School Acceleration		
	The following data shall be considered by middle schools.		
1	☐ Middle schoolparticipation in high school EOC 42 (participation points) Algebra 1 186 Students Geometry 37 Students	DecisionED/DW	Assessment Matrix
1	☐ Middle school performance on high school EOC 50 (performance points) Algebra 1 98% Geometry 100%	DecisionED/DW	Assessment Matrix
	4. Algebra 1 End-of-Course Assessment (EOC)		
	The following data shall be considered for schools with students taking the Algebra I EOC.		
1	☐ Students scoring at Achievement Level 3 39% (73)	DecisionED/DW	Assessment Matrix

1	☐ Students scoring at or above Achievement Level 4 59% (110)	DecisionED/DW	Assessment Matrix	
	5. *Geometry End-of-Course Assessment (EOC)*			
	The following data shall be considered for schools with students taking the Geometry EOC.			
1	☐ Students scoring at Achievement Level 3	DecisionED/DW	Assessment Matrix	
1	☐ Students scoring at or above Achievement Level 4 100% (37)	DecisionED/DW	Assessment Matrix	
	Goal 3 to support target(s): Increase the number of students scoring a level 3 and above from 84% to 86% and decrease the amount of students scoring a level 1 or 2 from 16% to 14%	Narrative		
	Possible Data Sources to Measure Goal 3:	DecisionED/DW		

	Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)	**2012-13 Actuals**		**2013-14 Targets**	
	1.Student achievement of high standards (level 3 & above)	**703**	**84%**	**#**	**86%**
	2.Annual learning gains	**636**	**76%**	**#**	**80%**
	3.Annual learning gains of lowest 25% in school	680	81%	#	83%

	Action Plans (strategies) to Accomplish Goal 3 (reduce or eliminate barriers)		
	Action 1- Implement High Yield Instructional Strategies	Narrative	
	Action 2-	Narrative	

Increase instructional rigor		
Action 3- Set and communicate a purpose for learning and learning goals in each lesson	Narrative	
Action 4- Provide formative assessments to inform differentiation in instruction	Narrative	
Plan to Implement Action 1: Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc.	Narrative	
Plan to Implement Action 2: Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks	Narrative	
Plan to Implement Action 3:	Narrative	

Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson		
Plan to Implement Action 4: Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom activities and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points	Narrative	

	D. Area 4: Science		
	1. *Elementary and Middle School Science*		
	The following data shall be considered by elementary and middle schools.		
	a) *Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)*		Assessment Matrix
1	☐ Students scoring at Achievement Level 3 32% (90)	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above Achievement Level 4 37% (103)	DecisionED/DW	Assessment Matrix
	b) *Florida Alternate Assessment (FAA)*		
1	☐ Students scoring at Levels 4, 5, and 6	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above Level 7	DecisionED/DW	Assessment Matrix
	2. *High School Science*		
	The following data shall be considered by high schools.		
	a) *Florida Alternate Assessment (FAA)*		
1	☐ Students scoring at Levels 4, 5, and 6	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above Level 7	DecisionED/DW	Assessment Matrix
	3. *Biology 1 End-of-Course Assessment (EOC)*		
	The following data shall be considered for schools with students taking the Biology 1 EOC.		
1	☐ Students scoring at Achievement Level 3	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above Achievement Level 4	DecisionED/DW	Assessment Matrix

	E. Area 5: Science, Technology, Engineering, and Mathematics (STEM)		
1	☐ # of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs) Several Participation in Grant funded through DOE, Girls Get I.T. Field trips to Museum of Science Participation in Future Cities competition Math Moves U – Mathematics competition	Narrative	Standard 3-3.12: Teaching and Assessing for Learning
1	☐ Participation in STEM-related experiences provided for students See above list	Narrative	Standard 3-3.1: Teaching and Assessing for Learning
	The following data shall be considered by high schools.		
1	☐ Students enrolling in one or more *accelerated* STEM-related courses	DecisionED/DW	Assessment Matrix
1	☐ Completion rate (%) for students enrolled in *accelerated* STEM-related courses	DecisionED/DW	Assessment Matrix
1	☐ Students taking one or more advanced placement exams for STEM-related courses	DecisionED/DW	Assessment Matrix
1	☐ Passing rate (%) for students who take advanced placement exams for STEM-related courses	DecisionED/DW	Assessment Matrix
1	☐ CTE-STEM program concentrators	DecisionED/DW	Assessment Matrix
1	☐ Students taking CTE-STEM industry certification exams	DecisionED/DW	Assessment Matrix
1	☐ Passing rate (%) for students who take CTE-STEM industry certification exams	DecisionED/DW	Assessment Matrix
	Goal 4 to support target(s): **To increase the number of students scoring an FCAT level 3 and above from (193) 69% to (209) 75%. To decrease the percentage of students scoring an FCAT level 1 and level 2 from 31% to 25%.**		

		DecisionED/DW		
Possible Data Sources to Measure Goal 4: FCAT				
Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)		**2012-13 Actuals**		**2013-14 Targets**
1. **FCAT Students scoring level 3 and above**		**#193**	**69%**	**#209**	**75%**
2.		**#**	**%**	**#**	**%**
3.		**#**	%	**#**	%
Action Plans (strategies) to Accomplish Goal 3 (reduce or eliminate barriers)			
Action 1- Set and communicate a purpose for learning and learning goals in each lesson			
Action 2- Implement High Yield Instructional Strategies			
Action 3- Increase instructional rigor			
Action 4- Provide formative assessments to inform differentiation in instruction			
Plan to Implement Action 1: Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to			

	answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson		
	Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur		
	Plan to Implement Action 3: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks		

	Plan to Implement Action 4: Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom activities and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students.		
	The following data shall be considered by middle and high schools.		
1	☐ Students enrolling in one or more CTE courses N/A	DecisionED/DW	
1	☐ Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses N/A	DecisionED/DW	
1	☐ Completion rate (%) for CTE students enrolled in *accelerated* courses N/A	DecisionED/DW	Assessment Matrix
1	☐ Students taking CTE industry certification exams N/A	DecisionED/DW	Assessment Matrix
1	☐ Passing rate (%) for students who take CTE industry certification exams N/A	DecisionED/DW	Assessment Matrix
1	☐ CTE program concentrators N/A	DecisionED/DW	
3	☐ CTE teachers holding appropriate industry certifications N/A	Narrative	Standard 3-3.11: Teaching and Assessing for Learning; Standard 4-1: Resources and Support Systems
	G. Area 7: Social Studies		

	1. *Civics End-of-Course Assessment (EOC)*		
	The following data shall be considered for schools with students taking the Civics EOC. N/A		
1	☐ Students scoring at Achievement Level 3	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above Achievement Level 4	DecisionED/DW	Assessment Matrix
	2. *U.S. History End-of-Course Assessment (EOC)*		
	The following data shall be considered for schools with students taking the U.S. History EOC. N/A		
1	☐ Students scoring at Achievement Level 3	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above Achievement Level 4	DecisionED/DW	Assessment Matrix
	Goal 5 (add other goals as needed) to support target(s): **(Social Studies Goal added as required on SIP Feedback form)** **On initial End on Course assessment for Civics, establish a baseline of 80% of the students earning a level 3 and above.** **On initial End of Course assessment for U.S. History, establish a baseline of 80% of the students earning a level 3 and above.** (Bradley MOU is placed under additional targets)		
	Possible Data Sources to Measure Goal 5: **End of Course Exam**	DecisionED/DW	

Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)	2012-13 Actuals		2013-14 Targets	
1. End of Course Exam students earning a level 3 and above	#	%	#	%
2.	#		#	
3.	#			
Action Plans (strategies) to Accomplish Goal 3 (reduce or eliminate barriers)				
Action 1- Set and communicate a purpose for learning and learning goals in each lesson				
Action 2- Implement High Yield Instructional Strategies				
Action 3-- Increase instructional rigor				
Action 4- Provide formative assessments to inform differentiation in instruction				
Plan to Implement Action 1: Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can				

	see it *Teacher reference to the scale or rubric throughout the lesson		
	Plan to Implement Action 2: Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur		
	Plan to Implement Action 3: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks		
	Plan to Implement Action 4: Determine:		

	*Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom activities and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students.		
	H. Area 8: Early Warning Systems		
	1. *Attendance*		
3	☐ Students tardy 10 percent or more, as defined by district attendance policy 36 Students	DecisionED/DW	Standard 5-5.2 Using Results for Continuous Improvement
3	☐ Students absent 10 percent or more, as defined by district attendance policy 58 Students	DecisionED/DW	Standard 5-5.2 Using Results for Continuous Improvement
	2. *Suspension*		
3	☐ Students with one or more referrals 35% (301)	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
3	☐ Students with five or more referrals 7% (56)	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
3	☐ Students with one or more in-school suspension days, as defined in s.1003.01(5)(b), F.S. 0 (0%)	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
3	☐ Students with five or more in-school suspension days, as defined in s.1003.01(5)(b), F.S. 0 (0%)	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
3	☐ Students with one or more out-of-school suspension days, as defined in s.1003.01(5)(a), F.S. 17	DecisionED/DW	Standard 5: Using Results for Continuous Improvement

3	☐ Students with five or more out-of-school suspension days, as defined in s.1003.01(5)(a), F.S. 1	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
3	☐ Students with ten or more in-school or out-of-school suspension days 1	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
3	☐ Students referred for alternative school placement 0 (0%)	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
3	☐ Students expelled 0 (0%)	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
	3. _Retention_		
1	☐ Students retained 1 (0.1%)	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
1	☐ Students with one or more course failures on first attempt in core-curricula courses, as defined in s. 1003.01(14), F.S.	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
1	o Students in 3rd grade with one or more course failures on first attempt in core-curricula courses o Students in 6th grade with one or more course failures on first attempt in core-curricula courses o Students in 9th grade with one or more course failures on first attempt in core-curricula courses	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
1	☐Students off track for graduation based on credits required to date for their cohort	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
	4. _Dropout Prevention_		
	The following data shall be considered by high schools, per Section 1003.53, F.S. If a school has significantly lower graduation rates for a subgroup when compared to the state's graduation rate, that school's improvement plan is required to include strategies for improving these results, pursuant to Section 1001.42(18), F.S. Graduation rates for the state, district, and school by subgroup are available in the AMO Outcomes Report at http://schoolgrades.fldoe.org/.	DecisionED/DW assuming drop out codes are W22 and w15	
1	☐ Students dropping out of school, as defined in s.1003.01(9), F.S.	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
1	☐ Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	DecisionED/DW	Standard 5: Using Results for Continuous Improvement

1	☐ Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
1	☐ Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
	I. Area 9: Parent Involvement		
	Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, Codified at 20 U.S.C. § 6314(b).	Narrative	
3,4	Consider the level of parental involvement at your school (this may include, but is not limited to, number of parent engagement opportunities offered in the school year; average number of parents in attendance at parent engagement opportunities; percent of parents who participated in parent engagement opportunities; percent of students in lowest performing quartile or subgroups not meeting AMOs whose parent(s) participated in one or more parent engagement opportunities). CFMS provides frequent home-school communication in a variety of formats and allows for families to support and supervise their child's educational progress. 100% Parental involvement in SAC/PTA per Fundamental Guidelines		
	J. Area 10: Additional Targets		
1-5	This section is optional and may be used as needed for data targets in areas not already addressed in the SIP. Insert Goal Cells (e.g., under Social Sciences for Goal 5) as needed. (Social Studies goal is in place as recommended on feedback form. Therefore, MOU is listed below) Goal Related to Bradley MOU: Close the achievement gap between black and non-black students to our AMO 2014 targets in Reading, Writing, Math and Science FCAT. Increase FCAT reading from 68% to 77% Increase FCAT math from 65% to 69%		

	Plan: Ensure students are placed in appropriate level classes. Provide additional instructional supports as needed Encourage active participation in academic related extracurricular activities Set and communicate a purpose for learning and learning goals in each lesson Implement High Yield Instructional Strategies Increase instructional rigor Provide formative assessments to inform differentiation in instruction Additional Goal: AVID Support the newly established AVID program and begin implementation of AVID instructional strategies school-wide. Resources: AVID Coordinator, AVID District Liaison, weekly AVID newsletter Barriers: An existing barrier is the current perception that AVID is a program designed to support lower achieving students. Plan: To inform and educate students, teachers, parents and community all aspects of AVID. Monitor progress of current program and promote success of AVID.		
	K. Problem-Solving		
1-5	Based on the targets set for your school in each required Area, engage in a problem-solving process using the following questions. Goals shall specifically address any subgroup not meeting its AMO targets for 2012-2013. The special needs of subgroups not addressed in the AMO report (e.g., migrant, homeless, neglected and delinquent) shall also be	Narrative	

	considered during this process. Operational data such as climate surveys and classroom walkthroughs may also be used as available and relevant.		
1-5	☐ Step 1: Identify goal(s) to help you achieve your targets. Select one or more Areas each goal addresses. 1-100% of students make gains in standardized testing. 2-Full implementation of CCSS in all curriculum areas. 3-Promote Grade Level Collaboration. 4-Provide Professional Development to assist teachers in reaching the highly effective rating on teacher evaluation.	Narrative	
1-5	☐ Step 2: Brainstorm barriers that could prevent the school from achieving each goal. 1-Lack of collaboration 2-Lack of student motivation or buy in 3- Lack of teacher motivation and or buy in 4-Access to technology 5-Lack of material resources (labs) 6-Teacher professional development funding	Narrative	
1-5	☐ Step 3: Prioritize targeted barriers based on alterable elements of curriculum, instruction, environment, and organizational systems (e.g., those which have the most impact on the goal if removed or are immediately actionable). 1-Access to technology 2-Lack of material resources (labs) 3-Teacher professional development funding 4-Lack of collaboration 5-Lack of student motivation or buy in	Narrative	

	6- Lack of teacher motivation and or buy in		
1-5	☐ Step 4: Brainstorm which resources are available that could be used to address each targeted barrier. 1-CCSS blended pacing 2-PARC style assessment 3-Funding 4-Tutoring 5-ELP 5-Fundamental Essentials 6-Online tutoring 7-School supplies for those in need 8-Supplemental materials 9-Edx.org-free content PD 10-Staff Meetings 11-PLC/Department Meeting 12-AVID 13-Differenciated Instruction 14-Collaborative Teaching 15-Project Based Learning	Narrative	
1-5	☐ Step 5: Brainstorm and prioritize strategies that could be used to eliminate or reduce each targeted barrier. 1-CCSS blended pacing 2-PARC style assessment 3-Funding 4-Tutoring 5-ELP 5-Fundamental Essentials 6-Online tutoring KHAN Academy 7-School supplies for those in need	Narrative	

	8-Supplemental materials		
1-5	☐ Step 6: Identify action steps (including who, what, where, when) that will need to be taken to implement the identified strategies. 1-Grade level collaboration 2-Team and Department Collaboration 3-Coaching and Mentoring 4-Financial literacy based PBS 5-Student Goal Setting 6-Funding 7-Literacy Coach	Narrative	
1-5	☐ Step 7: Determine how strategies will be monitored for effectiveness and fidelity of implementation (including who, what, where, when). 1-Practice EOC's- 2-D.A. Assessments 3-Classroom teacher made assessments 4-FAIR 5-SRI 6-Glencoe 7. Study Island 8-Standardized Testing Material 9-Data Collection and Analysis	Narrative	
1-5	☐ Step 8: Determine how progress towards each goal will be monitored (including who, what, where, when). 1-Lesson Plan Reviews 2-Walk Through 3-Standardized Testing	Narrative	

	4-EOC's 5-End of Unit Assessments 6-Progress reports/report cards 7-Skill specific rubrics		
	Part III: Professional Development		
	For all professional development identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information for each activity.	Narrative	
1-5	☐ Related goal Provide Professional Development to assist teachers in reaching the highly effective rating on teacher evaluation	Narrative	
	☐ Topic, focus, and content Reading – Trainings focused on text complexity and vocabulary / cross-curricular Language Arts – Trainings focused on analytical writing and writing cross curricular Math – Trainings focused on individual curriculum instruction from intensive to advanced curriculum. Also, STEM related trainings. Science – Trainings to support integrated curriculum. Also, STEM related trainings.	Narrative	
	☐ Facilitator or leaders Pro Ed Facilitator and Department Chairs	Narrative	
	☐ Participants (e.g., Professional Learning Community, grade level, schoolwide) Grade level Teams: Focus is on grade specific topics Departmental: The focus is subject related across all three grade plus 5th to 6th and 8th to 9th grade articulation School-wide: Training or information that may impact more than one grade level or subject area.	Narrative	

☐ Target dates or schedule (e.g., professional development day, once a month) Grade Level Teams meet every other week (Twice a month) Department Meetings take place monthly School-Wide PLC held monthly District based and subject area: As Scheduled by District Level ProEd facilitator, subject area supervisor or admin. team	Narrative	
☐ Strategies for follow-up and monitoring Minutes from Meetings, general academic and disciplinary data Departmental meeting minutes should focus on subject area concerns. I.e.: curriculum, textbooks, support materials, progress on school wide assessment and end of course (EOC) exams. Goal monitoring and setting for FCAT Assessment. Administrative review of meeting minutes to ensure alignment to SIP, IPDP. Feedback provided to support teacher improvement and teacher effectiveness.	Narrative	
☐ Person responsible for monitoring Administration will monitor minutes of meetings, observe instructional practices and review trainings attended of all instructional personnel in an effort to monitor teacher effectiveness.	Narrative	
Part IV: Coordination and Integration		

4	Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C- Migrant; Title I, Part D; Title II; Title III; Title VI, Part B; Title X- Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school.	Narrative	
	Part V: Budget		
	Based on the strategies identified during the problem-solving process, create a budget for each school-funded activity including:	Narrative	
4	☐ Related goal Projected funding – Allocation of $5.00 per student with an enrollment of 850 students permits a budget of $4,250.00. Literacy (Reading & Writing/Language Arts) - $1,250.00 – Curriculum, instructional resources, professional development, enrichment activities, TDE's, supplement for clubs/organizations related to improving literacy, competitions/fees. Related Arts & AVID – Initiatives supporting literacy within the arts Mathematics - $1,000.00 – Curriculum, instructional resources, professional development, enrichment activities, TDE's, supplement for activities related to the improvement of mathematical concepts, STEM initiative, competitions/fees. Related Arts & AVID – Initiatives supporting the application of mathematics within the arts Science - $1,000.00 – Curriculum, instructional resources, professional development, enrichment activities, TDE's, supplement for activities related to the integration of science, STEM initiatives, competition/fees (Robotics, Future Cities, Engineering) Related Arts & AVID – Initiatives supporting the integration of scientific methods within the arts. Social Studies - $1,000.00 – Curriculum, instructional resources, professional development, enrichment activities, TDE's, supplement for activities related to World History, Civics and US History, competition/fees. (History Day, Geo Bee, etc.)	Narrative	

	Related Arts & AVID – Initiatives supporting geography, history and civics as related within the arts.		
4	☐ Strategy	Narrative	
4	☐ Type of resource (i.e., evidence-based programs or materials, professional development, technology, or other)	Narrative	
4	☐ Description of resources	Narrative	
4	☐ Funding source– School Improvement allocation of $5.00 per student	Narrative	
4	☐ Amount needed- $4.250.00	Narrative	
	Part VI: Mid-Year Reflection		
	This section is to be completed after mid-year assessment data is available. Reflect on the plan created through the problem-solving process at the beginning of the year and answer the following questions for each created in Part IIK.		
1-5	☐ Has the goal been achieved?	Narrative	Standard 5: Using Results for Continuous Improvement
1-5	o If yes, what evidence do you see to indicate you have achieved the goal?	Narrative DecisionED	Standard 5: Using Results for Continuous Improvement
1-5	o If no, is desired progress being made to accomplish the goal?	Narrative DecisionED	Standard 5: Using Results for Continuous Improvement
1-5	☐ If yes, what evidence do you see to indicate desired progress has been made to accomplish the goal?	Narrative DecisionED	Standard 5: Using Results for Continuous Improvement
1-5	☐ If no, have the originally targeted barriers been eliminated or reduced?	Narrative	Standard 5: Using Results for Continuous Improvement
1-5	☐ If yes, what evidence do you see to indicate barriers have been eliminated or reduced?	Narrative DecisionED	Standard 5: Using Results for Continuous Improvement
1-5	☐ If no, are the original strategies being implemented with fidelity as designed?	Narrative	Standard 5: Using Results for Continuous Improvement
1-5	o If yes, re-engage the problem solving process at Step 5, making edits as needed to Part II	Narrative	Standard 5: Using Results for

	of the SIP.		Continuous Improvement
1-5	o If no, engage in a problem solving process around implementation fidelity of the original plan, and make edits as desired to Part II of the SIP.		Standard 5: Using Results for Continuous Improvement