

SIP Template with Alignment of District Strategic Plan-School Improvement Plan 2013-14- Accreditation Standards

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: Morgan Fitzgerald Middle School strives to generate a challenging learning environment that inspires high expectations for success through development-appropriate instruction that permits individual differences and learning styles. MFMS promotes a safe, orderly, caring, and supportive environment. Student's self-esteem is fostered by positive relationships with students and staff. We strive to have our parents, teachers, and community members actively involved with our student's learning.	Narrative	Standard 1-1.2: Purpose
Values	Values: *All children are capable of learning to their full potential. *School should be a safe environment where everyone is respected and protected. *A positive correlation exists between student achievement and parent involvement. *Preparing students for high school and their future is essential. *Positive teacher/student relationships enhance student achievement.	Narrative	Standard 1-1.3: Purpose
Part I: Current School Status			
A. School Information			
1. School-Level Information			
	<input type="checkbox"/> School Morgan Fitzgerald Middle	Narrative	
	<input type="checkbox"/> Principal's name Ms. Teresa Anderson	Narrative	
	<input type="checkbox"/> School Advisory Council chair's name Mrs. Dayna Gray	Narrative	
2. District-Level Information			
	<input type="checkbox"/> District	✓	
Pinellas County			
	<input type="checkbox"/> Superintendent's name	✓	
	Michael A. Grego Ed.D.		
	<input type="checkbox"/> Date of school board approval of SIP	✓	

	September 24, 2013		
	B. School Advisory Council (SAC)		
3	<p>1. Describe the involvement of the SAC in the development of this school improvement plan. *The SAC helps with the development of the SIP by giving feedback on issues that involve parents and the community. They also help by giving ideas on involving the community with our school.</p>	Narrative	Standard 2-2.4, 2.5: Governance and Leadership
3	<p>2. Describe the activities of the SAC for the upcoming school year. * The School Advisory Council (SAC) has an important role at Morgan Fitzgerald Middle School. Some of the functions SAC will perform are:</p> <ul style="list-style-type: none"> • Approval of the SIP plan • Make connections and partnerships with the community • Review/Approve the budget 	Narrative	
4	<p>3. Describe the projected use of school improvement funds and include the amount allocated to each project. *We plan to use our SIP funds to help increase/maintain the technology that we have at the school. We would also like to increase our sets of novels to be read by grade level.</p>	Narrative	
3	<p>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: <input checked="" type="checkbox"/> Yes, we are in compliance. <input type="checkbox"/> No, we are not in compliance.</p>	Narrative	
	5. If no, describe the measures being taken to comply with SAC requirements.	Narrative	
	C. Highly Qualified Staff		
	1. <i>Administrators</i>		

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	For each of your school’s administrators (principal and all assistant principals), complete the following fields:		Executive Summary: Section 1
	a) Name: 1. Mrs. Cynthia Petersen 2. Mr. Armando Gilkes 3. Mrs. Tonya Mitchell	Narrative	Executive Summary: Section 1
3	b) Credentials (degrees and certifications) 1. B.A. in Education & Masters in Ed Leadership 2. B.A. in Middle grades Math, Masters in Counselor Ed., Secondary Math, & Ed Leadership 3. B.S. in Marketing, Math 5-9, & Masters in Ed Leadership	Narrative	Executive Summary: Section 1
3	c) Number of years as an administrator 1. Eight years 2. Zero years 3. One and one-half years	Narrative	Executive Summary: Section 1
3	d) Number of years at the current school; 1. One year 2. Zero years 3. One and one-half years	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 25 th percentile in reading and mathematics, pursuant to Section 1008.34(3)(b), F.S.), and progress toward Annual Measurable Objectives (AMOs) 1. 08-09= B; 09-10= C; 10-11= C; 11-12= D; 12-13= B 2. 08-09 through 10-11= taught out of state; 11-12= B; 12-13= B 3. 08-09= B; 09-10= C; 10-11 B; 11-12= A; 12-13= B	DecisonEd/DW	
	2. <i>Instructional Coaches</i>		Executive Summary: Section 1
	For each of your school’s instructional coaches, complete the following fields		Executive Summary: Section 1
	a) Name 1. Sheila Camfield	Narrative	Executive Summary: Section 1

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	b) Subject area 1. Reading Coach	Narrative	Executive Summary: Section 1
	c) Credentials (degrees and certifications) 1. Degrees: Masters in Education, B.A. Liberal Arts; Certifications in Elem. Ed K-6, Middle English, Reading Endorsed K-12	Narrative	Executive Summary: Section 1
	d) Number of years as an instructional coach 1. Six years as coach/staff developer	Narrative	Executive Summary: Section 1
	e) Number of years at the current school 1. Five years	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 25 th percentile in reading and mathematics, pursuant to Section 1008.34(3)(b), F.S.), and progress toward Annual Measurable Objectives (AMOs) 1. 08-09= B; 09-10= B; 10-11= C; 11-12= A; 12-13= B	DecisionEd/DW	
	g) Full-time or Part-time 1. Part-time	Narrative	Executive Summary: Section 1
	h) School-based or District-based 1. District-based	Narrative	Executive Summary: Section 1
*	3. Instructional Staff		Executive Summary: Section 1
	a) # of instructional employees 95 teachers	DecisionEd/DW	Executive Summary: Section 1
3	b) % receiving effective rating or higher Pending on VAM scores	Narrative	
3	c) % Highly Qualified Teacher (HQT), as defined in NCLB through a High, Objective, Uniform State Standard of Evaluation (HOUSSE) 98%	Narrative	Executive Summary: Section 1
	d) % certified in-field, pursuant to Section 1012.2315(2), F.S. 98%	Narrative	Executive Summary: Section 1
2	e) % ESOL endorsed 25 teachers (26.3%)	DecisonED/DW	Executive Summary: Section 1
2	f) % reading endorsed	DecisionED/DW	Executive Summary:

	19 teachers (18.9%)		Section 1
3	g) % with advanced degrees 29 teachers (34.7%)	DecisionED/DW	Executive Summary: Section 1
3	h) % National Board Certified 1 teacher (1.1%)	DecisionED/DW	Executive Summary: Section 1
	i) % first-year teachers 5 teachers (5.3%)	DecisionED/DW	Executive Summary: Section 1
	j) % with 1-5 years of experience 22 teachers (23.2%)	DecisionED/DW	Executive Summary: Section 1
	k) % with 6-14 years of experience 39 teachers (41.1%)	DecisionED/DW	Executive Summary: Section 1
	l) % with 15 or more years of experience 28 teachers (29.5%)	DecisionED/DW	Executive Summary: Section 1
	4. Paraprofessionals		Executive Summary: Section 1
	a) # of paraprofessionals 3	Narrative	Executive Summary: Section 1
	b) % Highly Qualified Teacher, as defined in NCLB through a High, Objective, Uniform State Standard of Evaluation (HOUSSE) 100%	Narrative	Executive Summary: Section 1
	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. 1. EDGE Mentoring: Melodye Pizarro 2. Internships: various teachers 3. School-wide Professional Development: Cynthia Danecki and Christine Hamp 4. AVID Initiative: Michael Caris	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. *Any teacher who is in need of support may request or be assigned a mentor if mentor capacity is available at the site. The FIRST priority is brand NEW teachers.	Narrative	Standard 3-3.3, 3.7,3.12: Teaching and Assessing for Learning Standard 5-5.2,5.5Using Results for Continuous

	<p>Mentoring is for anyone who is affecting student achievement and in need of support to move their teaching practice forward.</p> <p>Mentoring is based on the need for support and is a site-based decision. New teachers may receive support for up to two school years and more as needed. Veteran teachers may only need a few months of support; whereas, teachers hired later in the year may need continued support into the following school year.</p>		Improvement
	<p>D. Multi-Tiered System of Supports (MTSS) / Response to Instruction/Intervention (RtI)</p>		
4	<p>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.</p> <p>At twice monthly meetings on Wednesdays, the SBLT/CST (School Based Leadership Team and Child Study Team) looks at either academic or behavior data, including behavior referrals, attendance data, class academic averages, FAIR data, and FCAT scores. This helps to guide how effective core instruction is and helps to determine what is working and what is not working.</p>	Narrative	Standard 3-3.7: Teaching and Assessing for Learning
4	<p>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?</p> <ul style="list-style-type: none"> • Administrators: T. Anderson, A. Gilkes, C. Petersen, T. Mitchell • Facilitator, Tonya Mitchell-generates agenda and leads team discussions • Data Managers, Carlita Mells, Kelly Lyons, Celeste Thomas- assist team in accessing and interpreting the data • Technology Specialist, M. Pizarro-brokers technology necessary to manage and display data • Recorder/Note Taker, rotates between Social Worker & Behavior Specialist-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, rotates between all members- helps team begin on time and 	Narrative	Standard 2-2.4: Governance and Leadership

	ensures adherence to agreed upon agenda		
4	<p>3. Describe the systems in place that the leadership team uses to monitor the school's MTSS and SIP. * The MTSS Leadership team (or SBLT/CST) met with the administration and other staff representatives to help develop the SIP. Since the SBLT/CST meets on a monthly basis, they are able to determine if the SIP is working effectively. If it is determined that changes need to be made based on the data, the changes are given to the department chairs who then relate the information to their departments in a timely manner.</p>	Narrative	Standard 2-2.3,2.4: Governance and Leadership
5	<p>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). When a student is referred to the SBLT/CST, the staff members are asked to provide information on what interventions have been tried within the class to help the student.</p> <p>If a student is referred for just academics, the data that the SBLT/CST looks at are report cards, FAIR testing, Baseline Assessment, FCAT scores. All of this information is located on FOCUS/SIS.</p> <p>If a student is referred for just behavior, the staff is asked to collect data based on our school-wide discipline plan and behavior referrals. They also may be asked to collect the data using a Behavior Counting Form for a period of time. The teachers are also asked to keep track of the same behavior to see if the behavior is just in one class or if the behavior is evident in all classes. The SBLT then meets with all of the teachers to discuss the data, possible interventions, and roll-out of the interventions.</p>	Narrative	Standard 5-5.1, 5.2, 5.3, 5.4: Using Results for Continuous Improvement
4,5	<p>5. Describe the plan to support staff's understanding of MTSS and build capacity in data-based problem solving. All members of the SBLT/CST have participated in Pinellas County trainings on the</p>	Narrative	Standard 3-3.11, 3.12: Teaching and Assessing for Learning Standard 5-5.3:Using Results

	general functions, goals, and implementation of MTSS. Trainings continue to be held on the school level and there are also small group meetings within the grade level teams. Staff members are encouraged to meet with a SBLT/CST member to discuss and come up with possible solutions to issues within the classroom.		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). *Our school allows time in our meeting schedule for teams to meet in Team PLC's. This way the team (Language Arts, Social Studies, Math, & Science) teachers can collaborate on issues involving their specific students. There are also PLC meetings by grade level subject too. They might discuss behavior issues, upcoming cross-curricular projects, or areas that need improvement within the team. We also have teachers who offer morning and/or after school students, as well as teachers who allow students to come to them during lunch for assistance. Some of the enrichment activities that are at our school are: Chess Club, Science Olympiad, Lego League, Model UN. Some other enrichment activities include Finance Park, National History Day Fair, Future Cities, Battle of the Books, Quiz Bowl	Narrative	Standard 3-3.1, 3.12: Teaching and Assessing for Learning
	F. Literacy Leadership Team (LLT)		
2	1. Identify the names and positions titles of the members of your school-based LLT. *The LLT is made up of a variety of teachers from different subjects: S. Camfield (Literacy Coach), E. Haley, C. Murray, J. Waddell, A. Owen, P. Roberts (K-12 Facilitator), D. Krauss, R. Putney, E. Leopold, J. Callison, C. Petersen (Administrator), E. Caplan, M. Blanken	Narrative	Executive Summary: Section 1
2	2. Describe how the school-based LLT functions (e.g., meeting processes, roles, functions). *Our LLT creates a capacity of reading knowledge within the school by focusing on the following areas of literacy concern: <ul style="list-style-type: none"> • Support for text complexity • Support for instructional skills to improve reading comprehension 	Narrative	Executive Summary: Section 1

	<ul style="list-style-type: none"> ○ Ensuring that text complexity, along with close reading and rereading of texts, is central to lessons ○ Providing scaffolding that does not preempt or replace text reading by students ○ Developing and asking text dependent questions from a range of question types ○ Emphasizing students supporting their answers based upon evidence from the text ○ Providing extensive research and writing opportunities (claims and evidence) ● Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects (a focus on text, task, and instruction). 		
2	<p>3. What will be the major initiatives of the LLT this year?</p> <ul style="list-style-type: none"> ● 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 	Narrative	Standard 3-3.1 thru 3.7: Teaching and Assessing for Learning
	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	<p>1. Describe how the school ensures every teacher contributes to the reading improvement of every student.</p> <p>*Every classroom in our school has a classroom library. Students are able to choose a book that they would like to read. We have also added an extra 15 minutes to lunch so that students have the opportunity to read on their own. Administrator classroom walk-throughs, lesson plans, and PLC minutes verify the use of research based literacy strategies. The Literacy Team is a multi-grade and multi-discipline group which allows for varied approaches to the effusion of literacy throughout our school.</p>	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? N/A	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? *In the Spring, the 6th grade counselor visits the feeder elementary schools to meet with the 5th graders. She discusses the core curriculum with them as well as available electives. Prior to school starting in August, we offer two Camp Fitzgerald’s. During this 2 ½ hour camp, incoming 6th graders meet with staff members who give them a tour of the school, show them how to work the lockers, and have group discussions on middle school life. *Our 7th grade counselor meets with all 7th graders in March to discuss the 8th grade curriculum and advise them on which classes they could take to earn high school credit and how these classes would impact their grade point average. *Our 8th grade counselor helps all 8th graders use the Florida Choices Planner. The students complete an interest inventory which gives some feedback on how their interests align with possible future career choices. The counselor also goes over what the Florida high school graduation requirements are and what students will be required to take in high school. The students are also encouraged to shadow at high schools that offer programs they might be interested in. Information is also given to students about the informational nights for students to visit the magnet and academy programs and learn more about them. The counselor also develops with the 8th graders a four year high school plan utilizing technology that is integrated into the	Narrative	Standard 3-3.8, 3.9, 3.12: Teaching and Assessing for Learning. Standard 4-4.6,4.8: Resources and Support Systems

	already established student’s account (FOCUS/SIS), called Counselor Connect. This program allows students to see the progression of courses based on what they are currently taking and make possible adjustments to increase rigor.		
1	<p>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.</p> <p>1. Active student and family participation in middle and 9th grade course selection.</p> <p>2. Utilizing MIS data to encourage student enrollment in rigorous courses.</p> <p>3. Increased communication with families regarding available countywide magnet and career academy programs.</p> <p>4. Expose all students to AVID strategies to increase success in all classes.</p> <p>5. Explore career interests with students utilizing Florida Choices Planner program.</p> <p>6. Provide opportunities for additional academic support (extended learning) for students who are not meeting expectation or learning gains.</p>	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		
	<i>a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)</i>		
1	<input type="checkbox"/> Students scoring at Achievement Level 3 25.6% (345/1348 students)- Target for 2013-14 is 35%	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> Students scoring at or above Achievement Level 4 31.3% (422/1348 students)- Target for 2013-14 is 40%	DecisionED/DW	Assessment Matrix
	<i>b) Florida Alternate Assessment (FAA)</i>		Assessment Matrix
1	<input type="checkbox"/> Students scoring at Levels 4, 5, and 6 50% (6/12 students)- Target for 2013-14 is 60%	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> Students scoring at or above Level 7	DecisionED/DW	Assessment Matrix

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	50% (6/12 students)- Target for 2013-14 is 60%																																						
	<i>c) Learning Gains</i>																																						
1	<input type="checkbox"/> Students making learning gains (FCAT 2.0 and FAA) FCAT: 58.2% (785/1348 students)- Target for 2013-14 67% FAA: 58.3% (7/12 students)- Target for 2013-14 67%	DecisionED/DW FCAT 2.0 only	Assessment Matrix																																				
1	<input type="checkbox"/> Students in lowest 25% making learning gains (FCAT 2.0) 67% (903/1348 students)- Target for 2013-14 76%	DecisionED/DW	Assessment Matrix																																				
	<i>d) Comprehensive English Language Learning Assessment (CELLA)</i>																																						
1	<input type="checkbox"/> 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) Speaking: 62.2% (46/74 students)- Target for 2013-14 71% Listening: 60.5% (46/76 students)- Target for 2013-14 69%	DecisionED/DW	Assessment Matrix																																				
1	<input type="checkbox"/> Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students) Reading: 37.8% (28/74 students)- Target for 2013-14 47%	DecisionED/DW	Assessment Matrix																																				
1	<input type="checkbox"/> Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students) Writing: 40% (30/75 students)- Target for 2013-14 49%	DecisionED/DW	Assessment Matrix																																				
	<i>e) Annual Measurable Objectives (AMOs)</i>																																						
1	<input type="checkbox"/> 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 <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"><u>Group</u></th> <th style="text-align: left;"><u>FCAT</u></th> <th style="text-align: left;"><u>FAA</u></th> <th style="text-align: left;"><u>Target 2013-14</u></th> </tr> </thead> <tbody> <tr> <td>1. American Indian</td> <td>3/4 or 75%</td> <td>N/A</td> <td>100%</td> </tr> <tr> <td>2. Asian</td> <td>107/133 or 80.5%</td> <td>1/1 or 100%</td> <td>90%</td> </tr> <tr> <td>3. Black</td> <td>65/166 or 39.2%</td> <td>1/1 or 100%</td> <td>48%</td> </tr> <tr> <td>4. Hispanic</td> <td>111/267 or 41.6%</td> <td>1/1 or 100%</td> <td>51%</td> </tr> <tr> <td>5. White</td> <td>445/714 or 62.3%</td> <td>1/1 or 100%</td> <td>71%</td> </tr> <tr> <td>6. English language learners</td> <td>9/66 or 13.6%</td> <td>1/1 or 100%</td> <td>23%</td> </tr> <tr> <td>7. Students with disabilities</td> <td>22/133 or 16.5%</td> <td>12/12 or 100%</td> <td>26%</td> </tr> <tr> <td>8. Economically disadvantaged</td> <td>329/757 or 43.5%</td> <td>10/10 or 100%</td> <td>53%</td> </tr> </tbody> </table>	<u>Group</u>	<u>FCAT</u>	<u>FAA</u>	<u>Target 2013-14</u>	1. American Indian	3/4 or 75%	N/A	100%	2. Asian	107/133 or 80.5%	1/1 or 100%	90%	3. Black	65/166 or 39.2%	1/1 or 100%	48%	4. Hispanic	111/267 or 41.6%	1/1 or 100%	51%	5. White	445/714 or 62.3%	1/1 or 100%	71%	6. English language learners	9/66 or 13.6%	1/1 or 100%	23%	7. Students with disabilities	22/133 or 16.5%	12/12 or 100%	26%	8. Economically disadvantaged	329/757 or 43.5%	10/10 or 100%	53%	DecisionED/DW FCAT 2.0 only	Assessment Matrix
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f) <i>Postsecondary readiness</i>																						
The following data shall be considered by high schools.																						
<input type="checkbox"/> 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. N/A	DecisionED/DW	Assessment Matrix																				
Goal 1 to support target(s): Increase the percentage of students who score a Level 3 or above on the FCAT from 58% to 67%.	Narrative																					
Possible Data Sources to Measure Goal 1: 1. FAIR, Achieve3000, and Read 180 Data 2. Teacher lesson plans and Administrative walk-throughs to reflect the use of the reading strategies within the classroom.	Narrative DecisionED																					
Data Indicator(s) –corresponding to SIP Part II A-J (SIP Targets) 1. All students taking the FCAT receiving a Level 3 or higher 2. 3.	<table border="1"> <thead> <tr> <th colspan="2">2012-13 Actuals</th> <th colspan="2">2013-14 Targets</th> </tr> <tr> <th>#</th> <th>%</th> <th>#</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>767</td> <td>58</td> <td>850</td> <td>67</td> </tr> <tr> <td>#</td> <td>%</td> <td>#</td> <td>%</td> </tr> <tr> <td>#</td> <td>%</td> <td>#</td> <td>%</td> </tr> </tbody> </table>	2012-13 Actuals		2013-14 Targets		#	%	#	%	767	58	850	67	#	%	#	%	#	%	#	%	
2012-13 Actuals		2013-14 Targets																				
#	%	#	%																			
767	58	850	67																			
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Action Plans (strategies) to Accomplish Goal 1 (reduce or eliminate barriers)																						
Action 1- Utilize the five school-wide reading strategies to help to increase our school reading scores. Provide Professional Development for new staff members on the five instructional strategies and a refresher for returning staff.	Narrative																					
Action 2- Independent reading 15 minutes daily at the end of the lunch block.	Narrative																					
Action 3- Grade level novels to be used during the independent reading.	Narrative																					

	Action 4- Appropriately place students that have not achieved a Level 3 or higher and correct any improper placement of students who are a Level 1 or 2.	Narrative	
	Plan to Implement Action 1: Literacy coach to provide professional development. Ensure that the teachers understand the shifts in Common Core and provide ongoing training. Usage of the gradual release process within the classroom.	Narrative	
	Plan to Implement Action 2: An additional 15 minutes was added to the lunch block to provide time for the independent reading.	Narrative	
	Plan to Implement Action 3: Reading Literacy team provided a list of novels to be used for each of the grade level during the independent reading block.	Narrative	
	Plan to Implement Action 4: Administrators and Reading teachers will make sure that students are appropriately placed in the correct Reading class. Counselors will make the appropriate changes in the students schedule.	Narrative	
	B. Area 2: Writing		
	<i>a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)</i>	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> Students scoring at or above 3.5 273/479 students or 57%- Target for 2013-14 68%	DecisionED/DW	Assessment Matrix
	<i>b) Florida Alternate Assessment (FAA)</i>		
1	<input type="checkbox"/> Students scoring at or above Level 4 5/5 students or 100%- Target for 2013-14 100%	DecisionED/DW	Assessment Matrix
	Goal 2 to support target(s): Increase the percentage of students at FCAT 3.5 or above from 56% to 70%	Narrative	
	Possible Data Sources to Measure Goal 2: Glencoe Writing, pre and post tests, teacher formative assessments	Narrative DecisionED/DW	
	Data Indicator(s) - corresponding to SIP Part II A-J (SIP Targets)	2012-13	2013-14 Targets

	1. FCAT Writing	Actuals			
		#	%	#	%
		268	56	310	70
	2.	#	%	#	%
	3.	#	%	#	%
	Action Plans (strategies) to Accomplish Goal 2 (reduce or eliminate barriers)				
	Action 1- Researching best practices for implementing writing strategies for evaluating writing techniques. Ensure teachers work in PLC groups.	Narrative			
	Action 2- Professional development for all staff on utilizing writing strategies in all classrooms.	Narrative			
	Action 3-	Narrative			
	Action 4-	Narrative			
	Plan to Implement Action 1: Provide a school wide rubric that can be implemented when grading writing assignments. Require teachers to conduct at least one type of writing assignment per week into their lesson using the rubric as a guide.	Narrative			
	Plan to Implement Action 2: Determine resources within and outside of the school and provide professional development throughout the school year.	Narrative			
	Plan to Implement Action 3:	Narrative			
	Plan to Implement Action 4:	Narrative			
	C. Area 3: Mathematics				
	1. <i>Elementary and Middle School Mathematics</i>				

SIP Template with Alignment of District Strategic Plan-School Improvement Plan 2013-14- Accreditation Standards

	The following data shall be considered by elementary and middle schools.																																						
	<i>a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)</i>	DecisionED/DW	Assessment Matrix																																				
1	<input type="checkbox"/> Students scoring at Achievement Level 3 319/1351 students or 23.6%- Target for 2013-14 33%	DecisionED/DW	Assessment Matrix																																				
1	<input type="checkbox"/> Students scoring at or above Achievement Level 4 346/1351 students or 25.6%- Target for 2013-14 35%	DecisionED/DW	Assessment Matrix																																				
	<i>b) Florida Alternate Assessment (FAA)</i>																																						
1	<input type="checkbox"/> Students scoring at Levels 4, 5, and 6 6/12 students or 50%- Target for 2013-14 59%	DecisionED/DW	Assessment Matrix																																				
1	<input type="checkbox"/> Students scoring at or above Level 7 5/12 students or 41.7%- Target for 2013-14 51%	DecisionED/DW	Assessment Matrix																																				
	<i>c) Learning Gains</i>																																						
1	<input type="checkbox"/> Students making learning gains (FCAT 2.0, EOC, and FAA) FCAT: 715/1351 students or 52.9%- Target for 2013-14 62% FAA: 6/12 students or 50%- Target for 2013-14 59%	DecisionED/DW FCAT 2.0 only	Assessment Matrix																																				
1	<input type="checkbox"/> Students in lowest 25% making learning gains (FCAT 2.0 and EOC) 824/1351 students or 61%- Target for 2013-14 70%	DecisionED/DW FCAT 2.0 only	Assessment Matrix																																				
	<i>d) Annual Measurable Objectives (AMOs)</i>																																						
1	<input type="checkbox"/> 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 <table border="1"> <thead> <tr> <th><u>Group</u></th> <th><u>FCAT</u></th> <th><u>FAA</u></th> <th><u>Target 2013-14</u></th> </tr> </thead> <tbody> <tr> <td>1. American Indian</td> <td>2/4 or 50%</td> <td>N/A</td> <td>75%</td> </tr> <tr> <td>2. Asian</td> <td>106/134 or 79.1%</td> <td>1/1 or 100%</td> <td>87%</td> </tr> <tr> <td>3. Black</td> <td>41/166 or 24.7%</td> <td>1/1 or 100%</td> <td>34%</td> </tr> <tr> <td>4. Hispanic</td> <td>77/266 or 28.9%</td> <td>1/1 or 100%</td> <td>38%</td> </tr> <tr> <td>5. White</td> <td>410/718 or 57.1%</td> <td>8/9 or 88.9%</td> <td>66%</td> </tr> <tr> <td>6. English language learners</td> <td>12/65 or 18.5%</td> <td>1/1 or 100%</td> <td>28%</td> </tr> <tr> <td>7. Students with disabilities</td> <td>22/134 or 16.4%</td> <td>11/12 or 91.7%</td> <td>25%</td> </tr> <tr> <td>8. Economically disadvantaged</td> <td>264/764 or 34.6%</td> <td>9/10 or 90%</td> <td>43%</td> </tr> </tbody> </table>	<u>Group</u>	<u>FCAT</u>	<u>FAA</u>	<u>Target 2013-14</u>	1. American Indian	2/4 or 50%	N/A	75%	2. Asian	106/134 or 79.1%	1/1 or 100%	87%	3. Black	41/166 or 24.7%	1/1 or 100%	34%	4. Hispanic	77/266 or 28.9%	1/1 or 100%	38%	5. White	410/718 or 57.1%	8/9 or 88.9%	66%	6. English language learners	12/65 or 18.5%	1/1 or 100%	28%	7. Students with disabilities	22/134 or 16.4%	11/12 or 91.7%	25%	8. Economically disadvantaged	264/764 or 34.6%	9/10 or 90%	43%	DecisionED/DW FCAT 2.0 only	Assessment Matrix
<u>Group</u>	<u>FCAT</u>	<u>FAA</u>	<u>Target 2013-14</u>																																				
1. American Indian	2/4 or 50%	N/A	75%																																				
2. Asian	106/134 or 79.1%	1/1 or 100%	87%																																				
3. Black	41/166 or 24.7%	1/1 or 100%	34%																																				
4. Hispanic	77/266 or 28.9%	1/1 or 100%	38%																																				
5. White	410/718 or 57.1%	8/9 or 88.9%	66%																																				
6. English language learners	12/65 or 18.5%	1/1 or 100%	28%																																				
7. Students with disabilities	22/134 or 16.4%	11/12 or 91.7%	25%																																				
8. Economically disadvantaged	264/764 or 34.6%	9/10 or 90%	43%																																				
	<i>2. High School Mathematics</i>																																						

	4. Algebra I End-of-Course Assessment (EOC)		
	The following data shall be considered for schools with students taking the Algebra I EOC.		
1	<input type="checkbox"/> Students scoring at Achievement Level 3 83/196 students or 42.3%- Target for 2013-14 51%	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> Students scoring at or above Achievement Level 4 104/196 students 53.1%- Target for 2013-14 62%	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	<input type="checkbox"/> Students scoring at Achievement Level 3 16/91 students or 17.6%- Target for 2013-14 27%	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> Students scoring at or above Achievement Level 4 75/91 students or 82.4%- Target for 2013-14 91%	DecisionED/DW	Assessment Matrix
	Goal 3 to support target(s): Increase mathematical concepts and skills which will then increase our Math FCAT scores from 52% Level 3 and above to 62%.	Narrative	
	Possible Data Sources to Measure Goal 3: Teacher formative assessments, pre and post tests, Math county assessments	DecisionED/DW	
	Data Indicator(s) - corresponding to SIP Part II A-J (SIP Targets)	2012-13 Actuals	2013-14 Targets
	1. FCAT 2.0	# 703	% 52
		# 781	% 62
	2.	#	%
	3.	#	%
	Action Plans (strategies) to Accomplish Goal 3 (reduce or eliminate barriers)		
	Action 1- Math department will brainstorm a variety of mathematical concepts and	Narrative	

	skills that are grade level appropriate to use a review for FCAT. Math teachers will work in PLC groups to plan instructional units. Use common assessment data to drive instruction and to inform educational instructional practices		
	Action 2- School wide math review based on grade level completed during bellwork time every other grading period.	Narrative	
	Action 3- Students achieving Level 1 in Math will receive an extra Math class in addition their regular Math class.	Narrative	
	Action 4- Ensure that students are placed in the correct Math classes and monitor their progress. Enroll struggling students in ELP to provide interventions and academic support.	Narrative	
	Plan to Implement Action 1: Math department will meet and present the math concepts and skills to whole staff.	Narrative	
	Plan to Implement Action 2: Math review will be completed during bellwork time (alternating with the writing journal).	Narrative	
	Plan to Implement Action 3: Provide students with an intensive Math class.	Narrative	
	Plan to Implement Action 4:	Narrative	
	D. Area 4: Science		
	1. <i>Elementary and Middle School Science</i>		
	The following data shall be considered by elementary and middle schools.		
	a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)		Assessment Matrix
1	<input type="checkbox"/> Students scoring at Achievement Level 3 109/487 students or 22.4%-Target for 2013-14 31%	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> Students scoring at or above AchievementLevel 4 131/487 students or 26.9%- Target for 2013-14 36%	DecisionED/DW	Assessment Matrix
	b) Florida Alternate Assessment (FAA)		

SIP Template with Alignment of District Strategic Plan-School Improvement Plan 2013-14- Accreditation Standards

1	<input type="checkbox"/> Students scoring at Levels 4, 5, and 6 2/5 students or 40%- Target for 2013-4 49%	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> Students scoring at or above Level 7 2/5 students or 40%- Target for 2013-14 49%	DecisionED/DW	Assessment Matrix
	2. High School Science		
	The following data shall be considered by high schools.		
	<i>a) Florida Alternate Assessment (FAA)</i>		
1	<input type="checkbox"/> Students scoring at Levels 4, 5, and 6	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> Students scoring at or above Level 7	DecisionED/DW	Assessment Matrix
	3. Biology I End-of-Course Assessment (EOC)		
	The following data shall be considered for schools with students taking the Biology 1 EOC.		
1	<input type="checkbox"/> Students scoring at Achievement Level 3 N/A	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> Students scoring at or above Achievement Level 4	DecisionED/DW	Assessment Matrix
	E. Area 5: Science, Technology, Engineering, and Mathematics (STEM)		
1	<input type="checkbox"/> # of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs) Roller coaster and bridge competitions; Math Club competitions; Lego; Science Olympiad, Future Cities	Narrative	Standard 3-3.12: Teaching and Assessing for Learning
1	<input type="checkbox"/> Participation in STEM-related experiences provided for students STEM-related experiences provided to students school-wide and offered through all Science classes and extracurricular clubs and activities	Narrative	Standard 3-3.1: Teaching and Assessing for Learning
	The following data shall be considered by high schools.		
1	<input type="checkbox"/> Students enrolling in one or more <i>accelerated</i> STEM-related courses	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> Students taking one or more advanced placement exams for STEM-related courses	DecisionED/DW	Assessment Matrix

SIP Template with Alignment of District Strategic Plan-School Improvement Plan 2013-14- Accreditation Standards

1	<input type="checkbox"/> Passing rate (%) for students who take advanced placement exams for STEM-related courses	DecisionED/DW	Assessment Matrix	
1	<input type="checkbox"/> CTE-STEM program concentrators	DecisionED/DW	Assessment Matrix	
1	<input type="checkbox"/> Students taking CTE-STEM industry certification exams	DecisionED/DW	Assessment Matrix	
1	<input type="checkbox"/> Passing rate (%) for students who take CTE-STEM industry certification exams	DecisionED/DW	Assessment Matrix	
	Goal 4 to support target(s): Improve our current level of performance on the Science FCAT from 50% to 60%			
	Possible Data Sources to Measure Goal 4: Science FCAT, county assessments, teacher formative assessments	DecisionED/DW		
	Data Indicator(s) - corresponding to SIP Part II A-J (SIP Targets)	2012-13 Actuals	2013-14 Targets	
	1. Science FCAT	# 244	% 50	# 266
	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 and implement high yield instructional strategies.			
	Action 2- Enrichment and hands-on activities will be offered on a weekly basis to all students with an emphasis on Black, Hispanic, Asian, American Indian, ELL, ED, and SWD. Encourage the usage of the 5 E Model of Science Instruction.			

	Action 3- Have science teachers plan instructional units together and use common data to drive instruction.		
	Action 4- Encourage science teachers to attend the District Just in Time Professional Development Training and monitor the instruction practices within the classroom by administration completing walkthroughs.		
	Plan to Implement Action 1: Align lesson with a course standard to the district pacing guide; include into lesson Common Core strategies with complex text and an essential question or goal; include teacher explanation on how essential question/goal relates to class activities and making sure teacher refers back to the goal/essential question during lesson; provide formative assessments to assess learning; provide differentiated instruction for all subgroups; Administrators conduct walk-throughs and collect and review lesson plans.		
	Plan to Implement Action 2: Use of FCAT Explorer in class and at home; offer tutoring or ELP in the morning or afternoons; participate in Future Cities, Science Fair, and Science Olympiad.		
	Plan to Implement Action 3:		
	Plan to Implement Action 4:		
	The following data shall be considered by middle and high schools.		
1	<input type="checkbox"/> Students enrolling in one or more CTE courses 290/1259 students or 23%	DecisionED/DW	
1	<input type="checkbox"/> Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses Zero	DecisionED/DW	
1	<input type="checkbox"/> Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses Zero	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> Students taking CTE industry certification exams Zero	DecisionED/DW	Assessment Matrix

SIP Template with Alignment of District Strategic Plan-School Improvement Plan 2013-14- Accreditation Standards

1	<input type="checkbox"/> Passing rate (%) for students who take CTE industry certification exams Zero	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> CTE program concentrators Zero	DecisionED/DW	
3	<input type="checkbox"/> CTE teachers holding appropriate industry certifications Reginald Walker- Business & Computer Education Michael Dority- Technology	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.		
1	<input type="checkbox"/> Students scoring at Achievement Level 3 N/A for 2012-13 school year. Target for 2013-14 is 100%	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> Students scoring at or above Achievement Level 4 N/A for 2012-13 school year. Target for 2013-14 is 75%	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.		
1	<input type="checkbox"/> Students scoring at Achievement Level 3: N/A	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> Students scoring at or above Achievement Level 4	DecisionED/DW	Assessment Matrix
	Goal 5 (add other goals as needed) to support target(s): Bradley MOU African-American students will increase learning gains in reading and math by 9%.		
	Possible Data Sources to Measure Goal 5: FCAT, teacher formative assessments, county assessments, pre and post tests	DecisionED/DW	
	Data Indicator(s) - corresponding to SIP Part II A-J (SIP Targets)	2012-13	2013-14 Targets

	1. FCAT Math	Actuals			
		#	%	#	%
		41/166	25	50/148	34
	2. FCAT Reading	#	%	#	%
		65/166	39	71/148	48
	3.	#	%	#	%
	Action Plans (strategies) to Accomplish Goal 3 (reduce or eliminate barriers)				
	Action 1- Positive behavior supports are in place in form of an effective school wide behavior plan.				
	Action 2- Differentiate instruction for African-American students.				
	Action 3- Encourage African American students to participate in enrichment activities.				
	Plan to Implement Action 1: Expectations are clearly posted, behavioral expectations are taught and reviewed with all students & staff, appropriate behaviors are acknowledged, a database for keeping records and making decisions is established.				
	Plan to Implement Action 2: Teachers provide individual and small group instruction to target specific learning needs; students are provided opportunities to demonstrate knowledge and understanding of content in different ways, content materials are differentiated by student interests, cultural background, prior content knowledge, and skill level.				
	Plan to Implement Action 3: Advertise on posters and through our website the different clubs and enrichment activities. Make Connect Ed calls to parents and update our school calendar on Focus to inform parents of extra-curricular activities.				

H. Area 8: Early Warning Systems			
1. Attendance			
3	<input type="checkbox"/> Students tardy 10 percent or more, as defined by district attendance policy	DecisionED/DW	Standard 5-5.2 Using Results for Continuous Improvement
3	<input type="checkbox"/> Students absent 10 percent or more, as defined by district attendance policy 342/1535 students Target for 2013-14 decrease by 10% or 153 students	DecisionED/DW	Standard 5-5.2 Using Results for Continuous Improvement
2. Suspension			
3	<input type="checkbox"/> Students with one or more referrals 458 students (29.8%) Target for 2013-14 decrease by 10% or 153 students	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
3	<input type="checkbox"/> Students with five or more referrals 127 students (8%) Target for 2013-14 decrease by 5% or 76 students	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
3	<input type="checkbox"/> Students with one or more in-school suspension days, as defined in s.1003.01(5)(b), F.S. 302/1535 students or 19.6% Target for 2013-14 decrease by 10% or 153 students	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
3	<input type="checkbox"/> Students with five or more in-school suspension days, as defined in s.1003.01(5)(b), F.S. 105/1535 students or 6.8% Target for 2013-14 decrease by 5% or 76 students	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
3	<input type="checkbox"/> Students with one or more out-of-school suspension days, as defined in s.1003.01(5)(a), F.S. 158/1535 students or 10.2% Target for 2013-14 decrease by 5% or 76 students	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
3	<input type="checkbox"/> Students with five or more out-of-school suspension days, as defined in s.1003.01(5)(a), F.S. 70/1535 students or 4.5% Target for 2013-14 decrease by 3% or 46 students	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
3	<input type="checkbox"/> Students with ten or more in-school or out-of-school suspension days 69/1535 students or 4% Target for 2013-14 decrease by 2% or 30 students	DecisionED/DW	Standard 5: Using Results for Continuous Improvement

SIP Template with Alignment of District Strategic Plan-School Improvement Plan 2013-14- Accreditation Standards

3	<input type="checkbox"/> Students referred for alternative school placement Zero students	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
3	<input type="checkbox"/> Students expelled Zero students	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
	3. Retention		
1	<input type="checkbox"/> Students retained 7 students in 6th grade retained 10 students in 7th grade retained 12 students in 8th grade retained	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
1	<input type="checkbox"/> 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 3 rd grade with one or more course failures on first attempt in core-curricula courses o Students in 6 th grade with one or more course failures on first attempt in core-curricula courses o Students in 9 th grade with one or more course failures on first attempt in core-curricula courses In 6th grade, we had a total of 7 students who retained on their first attempt	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
1	<input type="checkbox"/> 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.fl DOE.org/ .	DecisionED/DW assuming drop out codes are W22 and w15	
1	<input type="checkbox"/> Students dropping out of school, as defined in s.1003.01(9), F.S.	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
1	<input type="checkbox"/> 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	<input type="checkbox"/> 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	<input type="checkbox"/> 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). 1. Our school has a Parent Involvement Committee that meets once a month to plan activities to involve our parents. We have at least one activity per semester. We also have our monthly PTA meetings and our bi-monthly SAC meetings that are open to all parents.		
	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.		
	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 considered during this process. Operational data such as climate surveys and classroom walkthroughs may also be used as available and relevant.	Narrative	
1-5	<input type="checkbox"/> Step 1: Identify goal(s) to help you achieve your targets. Select one or more Areas each goal addresses. All information located at bottom of document (after Professional Development & Budget).	Narrative	
1-5	<input type="checkbox"/> Step 2: Brainstorm barriers that could prevent the school from achieving each goal.	Narrative	

1-5	<input type="checkbox"/> 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).	Narrative	
1-5	<input type="checkbox"/> Step 4: Brainstorm which resources are available that could be used to address each targeted barrier.	Narrative	
1-5	<input type="checkbox"/> Step 5: Brainstorm and prioritize strategies that could be used to eliminate or reduce each targeted barrier.	Narrative	
1-5	<input type="checkbox"/> Step 6: Identify action steps (including who, what, where, when) that will need to be taken to implement the identified strategies.	Narrative	
1-5	<input type="checkbox"/> Step 7: Determine how strategies will be monitored for effectiveness and fidelity of implementation (including who, what, where, when).	Narrative	
1-5	<input type="checkbox"/> Step 8: Determine how progress towards each goal will be monitored (including who, what, where, when).	Narrative	
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	<input type="checkbox"/> Related goal All information located at bottom of document	Narrative	
	<input type="checkbox"/> Topic, focus, and content:	Narrative	
	<input type="checkbox"/> Facilitator or leader:	Narrative	
	<input type="checkbox"/> Participants (e.g., Professional Learning Community, grade level, schoolwide):	Narrative	
	<input type="checkbox"/> Target dates or schedule (e.g., professional development day, once a month):	Narrative	
	<input type="checkbox"/> Strategies for follow-up and monitoring:	Narrative	
	<input type="checkbox"/> Person responsible for monitoring:	Narrative	
Part IV: Coordination and Integration			

4	<p>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.</p> <ol style="list-style-type: none"> 1. Title I, Part A= funds are utilized, in conjunction with district operating funds and other federal resources, to support teaching and learning, parental engagement, and professional development. Title I services are coordinated and integrated with other resources through the Division of Teaching and Learning, Student Assignment, and Research and Accountability. 2. Title I, Part C- Migrant= NA in Pinellas 3. Title I, Part D= funds which provide transition services from alternative education programs to zoned schools. In addition, a portion of Title I, Part A funds is reserved for services to neglected and delinquent students. Funds are targeted to support continuous education services to students in neglected and delinquent facilities through tutoring, instructional materials and resources, and technology. 4. Title II= funds to increase student achievement through professional development for teachers and administrators. Title II funds provide math and science coaches, as required by Differentiated Accountability, in some of the district's lowest performing schools. A portion of Title I, Part A funds is used to provide additional reading and math coaches in targeted schools based on FCAT results. 5. Title III= funds provide educational materials, bilingual translators, summer programs, and other support services to improve the education of immigrant and English Language Learners. Bilingual translators provide assistance with parent workshops and dissemination of information in various languages for Title I schools. 6. Title X- Homeless= funds to provide resources for students for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. A portion of Title I, Part A funds is also reserved to provide services to homeless students (social workers, a resource teacher, tutoring, and technology). 7. Supplemental Academic Instruction (SAI)= funds are coordinated with Title I, Part A funds to provide extended learning opportunities for students before/during/after school and during the summer. 8. Violence Prevention Program= our school has a program in place with Gulf Coast that provides programs for our 6th graders in Health class and also provide small group 	Narrative	
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	counseling.		
	Part V: Budget		
	Based on the strategies identified during the problem-solving process, create a budget for each school-funded activity including:	Narrative	
4	<input type="checkbox"/> Related goal Located at bottom of document	Narrative	
4	<input type="checkbox"/> Strategy	Narrative	
4	<input type="checkbox"/> Type of resource (i.e., evidence-based programs or materials, professional development, technology, or other):	Narrative	
4	<input type="checkbox"/> Description of resources	Narrative	
4	<input type="checkbox"/> Funding source	Narrative	
4	<input type="checkbox"/> Amount needed	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 IIIK.		
1-5	<input type="checkbox"/> 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	<input type="checkbox"/> If yes, what evidence do you see to indicate desired progress has been made to	Narrative DecisionED	Standard 5: Using Results for Continuous Improvement

	accomplish the goal?		
1-5	<input type="checkbox"/> If no, have the originally targeted barriers been eliminated or reduced?	Narrative	Standard 5: Using Results for Continuous Improvement
1-5	<input type="checkbox"/> 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	<input type="checkbox"/> If no, are the original strategies being implemented with fidelity as designed?	Narrative	Standard 5: Using Results for Continuous Improvement
1-5	<input type="checkbox"/> If yes, re-engage the problem solving process at Step 5, making edits as needed to Part II of the SIP.	Narrative	Standard 5: Using Results for Continuous Improvement
1-5	<input type="checkbox"/> 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

III. Professional Development

Related Goal	Topic, focus, content	Facilitator/leader	Participants	Target dates/schedule	Strategies for follow-up & monitoring	Person responsible
All	ESOL training	District	School-wide	All year	Collaboration at PLC's	Teachers
All	Complex Text	District	School-wide	All year	Collaboration at PLC's	Literacy team & Reading Coach
All	Mentor Training	District	Melodye Pizarro	August 2013	Observations by administrators & collaboration at PLC's	Principal and AP's
All	Child Abuse	District	School-wide	August 2013	Observations & Rtl	Teachers, Principals, AP's Counselors
All	IPDP Training	Cynthia Petersen	School-wide	August-September 2013	Teacher observations & AP evaluations	Principal and AP's

SIP Template with Alignment of District Strategic Plan-School Improvement Plan 2013-14- Accreditation Standards

All	School Improvement Plan	Various	SIP Team	July-August 2013	Monthly PLC's & teacher data	SIP Team
All	PLC's for all subjects	Various	School-wide	All year	Monthly data/PLC's	Various
All	Common Core	District	School-wide	All year	Collaboration at PLC's	Principal & Common Core Cadre
All	Bullying	Joan Ruebens	Counselors	July 2013	Observations by counselors	Kelly Lyons
All	Instructional Strategies	Sheila Camfield	School-wide	September 2013	Collaboration at PLC's	Teachers
AVID, MOU, Reading	AVID Training	AVID Team	School-wide	All year	Walkthroughs	Michael Caris
Civics	EOC Training	District	Civics teachers	January 2014	District survey, EOC results	Teacher
Civics, Writing	DBQ Training	District	Social Studies Classes	All year	Monthly PLC's	Jessica Webb
Civics	New Civics binder with new lessons	Linda Whitley & Florida Joint Center for Citizenship	Civics teachers	August 2013	District survey and monthly PLC's	Civics teachers
Math	Voyager Math	Math PLC	Intensive Math	All year	Monitoring by teacher	Teacher
Math	Summer Math Institute	District	Math Department	August 2013	Collaboration at PLC's	Angela Bolds
Parent Involvement	Train students & parents to log on to FOCUS	Data Manager and teachers	School-wide	All year	Monitor monthly	Volunteer Coordinator & Data Manager
Reading	Common Core	District	Reading & Language Art teachers	July-August 2013	Collaboration at PLC's	Rachel Putney
Reading	Read 180	Rita Tomaselli & Scholastic	Read 180 teachers	July 2013	Collaboration at PLC's	Monique Morton
Reading &	SIM (Strategic	Various	Jennifer Callison,	July 2013	Collaboration at	Sheila Camfield

Science	Instructional Model)		Lisa Valenti, Sheila Camfield, Christine Hamp		PLC's	
Science	Science Curriculum Cadre	Laura Spence	Science teachers	July 2013	Collaboration at PLC's	Casey Tennis
Suspensions	Discipline	Tonya Mitchell	Child Study Team	Bi-weekly meeting on Wednesday	Bi-weekly data	Tonya Mitchell
Suspensions	Classroom Management	Emily Pedlow	Patricia Workman	July 2013	Collaboration at PLC's	
Technology	Integrating 21 st Century Technology	District	Janet Allman	July 2013	Collaboration at PLC's	

Part V: Budget

Related Goal	Strategy	Type of Resource	Description of Resources	Funding Source	Amount Needed
All	ESOL training, materials for lessons	Evidence based program	District books and binders	District	\$0
All	District Wide Training	Various	Lecturers, presentations	District	\$0
All	FOCUS/SIS	Other	Moodle LMS Training	District	\$0
All	PLC's	Other	Teacher Collaboration	No cost	\$0
All	Mobile carts for iCivics, FCAT Explorer,	Technology	Technology	No cost	\$0

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	READ 180				
All	Tampa Bay Times	Other	Newspapers	Donated by NIE	\$0
Attendance	CST	Evidence based program	District	District	\$0
Attendance, Suspension	Rtl	Evidence based program	District	District	\$0
AVID, MOU	AVID training for staff	Evidence based program	Classes, lecturers, materials	District	\$0
Civics, Writing	DBQ Binders	Evidence based program	DBQ Binders	District	\$0
Civics	New Civics binder	Various	Binders and copies	District	\$0
CTE	?	Technology	?	SIP	\$
Math	Voyager Math Kits	Evidence based program	District	District	\$0
Math	Summer Math Institute	Evidence based program	Written materials	District	\$0
MOU	5000 Role Model & Girlfriends	Other	Lecturers	District	\$0
MOU	African-American & STEP program mentors	Other	School Staff	No cost	\$0
Reading	FAIR and PMRN	Evidence based program	Technology & software	District	\$0
Reading	AMPS, Lexia, Reading courses	Evidence based program	Technology & texts	District	\$0
Reading	Computer programs purchased with curriculum	Evidence based programs	Technology	No cost	\$0
Reading, Math, Science	FCAT Explorer	Technology	Technology software	No cost	\$0
Suspension	FOCUS reports	Technology	District	No cost	\$0
Suspension	Discipline	Evidence based program	FOCUS/SIS	No cost	\$0
Wellness	Staff Wellness	Evidence based	District approved	District directed	\$0

		program	speakers & wellness providers	budget with prior approval for services & purchases	
Wellness	Fitness Matters	Technology & evidence based program	Fitness & BMI program	District	\$0
Writing	Glencoe Writing	Evidence based program	Textbook company program	No cost	\$0
Total Budget					\$4257.38

K. Problem Solving

SIP Template with Alignment of District Strategic Plan-School Improvement Plan 2013-14- Accreditation Standards

Reading: Increase the % of students at or above FCAT Level 3									
Identified Barriers	Identified Strategy	Action Plan Steps		Step Logistics		Implementation Fidelity Frequency: bimonthly			
		Barrier	Strategy	Action Step	Implementation Steps	Person(s) Responsible	Timeline	Initiated	Ongoing
Insufficient standard based instruction	Set and communicate a purpose for learning and learning goals in each lesson							Determine lesson and the objective(s)	Align lesson with a course standard or benchmark and to the district/school pacing guide
		Include into the lesson a goal/essential question and Common Core strategies with complex text	All teachers	All year	August 2013	Jan 2014	May 2014		June 2014
		Include teacher explanation of how the class activities relate to the learning goal and to answering the essential question	All teachers	All year	August 2013	Jan 2014	May 2014		June 2014
		Focus and/or refocus class discussion by referring back to the	All teachers	All year	August 2013	Jan 2014	May 2014		June 2014

SIP Template with Alignment of District Strategic Plan-School Improvement Plan 2013-14- Accreditation Standards

			learning goal/essential question						
			Include a scale or rubric that relates to the learning goal that is posted so that all students can see and refer to it	All teachers	All year	August 2013	Jan 2014	May 2014	June 2014
			Provide formative assessment to assess learning and understanding	All teachers	All year	August 2013	Jan 2014	May 2014	June 2014
			Provide differentiated instruction as necessary for ED, ELL, ED and SWD and other subgroups						
			Teacher reference to the scale or rubric throughout the lesson	All teachers	All year	August 2013	Jan 2014	May 2014	June 2014
			Administrators will conduct periodic walk-throughs and review lesson plans	Administrators	All year	August 2013	Jan 2014	May 2014	June 2014
	Implement High Yield Instructional Strategies	The teacher will communicate learning goal in each lesson to the learner/student	Determine what the lesson focuses on including the essential learning objectives and goals by	All teachers	All year	August 2013	Jan 2014	May 2014	June 2014

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			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.	All teachers	All year	August 2013	Jan 2014	May 2014	June 2014
			Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	All teachers	All year	August 2013	Jan 2014	May 2014	June 2014
			Teachers will implement various Common Core strategies	All teachers	All year	August 2013	Jan 2014	May 2014	June 2014

SIP Template with Alignment of District Strategic Plan-School Improvement Plan 2013-14- Accreditation Standards

			AP's will utilize walk-throughs and review teacher lesson plans and observe instruction;	Administrators	All year	August 2013	Jan 2014	May 2014	June 2014
		The teacher will increase instructional rigor	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.	All teachers	All year	August 2013	Jan 2014	May 2014	June 2014
				AP's will utilize walk-throughs and review teacher lesson plans	Administrators	All year	August 2013	Jan 2014	May 2014

SIP Template with Alignment of District Strategic Plan-School Improvement Plan 2013-14- Accreditation Standards

Incorrect placement for students who are Level 1 or 2	Appropriately place student that has not achieved a Level 3 or higher	The staff, at various levels, will review previous year's FCAT data to determine the Level 1 and 2 students.	and observe instruction						
			The administration will review the school-wide FCAT data and share with the staff the first week of school to determine the Level 1 and 2 students for proper reading placement.	Administration	All year	July 2013	August 2013	January 2014	June 2014
			Administration will create a "reader sorter list" for listed placement of students.	Administration	All year	July 2013	August 2013	January 2014	June 2014
			Counselors will review to make sure Level 1 and 2 reading students are placed in the appropriate reading class.	Guidance Counselors in each grade level	All year	August 2013	Sept 2013	January 2014	June 2014
			Reading teachers will review their class lists for proper placements of their students into reading classes.	All reading teachers	All year	August 2013	Sept 2013	January 2014	June 2014
			Adjustments will be reported to counselors and made	Guidance Counselors in	All year	August 2013	Sept 2013	January 2014	June 2014

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Lack of Professional Development	Determine priority areas of professional development	Plan and organize training for staff	in the computer	each grade level					
			Determine necessary resources both within and outside of the school	SBLT	All year	August 2013	January 2014	May 2014	June 2014
			Create calendar for professional development throughout the school year	SBLT	All year	August 2013	January 2014	May 2014	June 2014

Writing: Increase the % of students at or above FCAT Level 3.5									
Identified Barriers	Identified Strategy	Action Plan Steps		Step Logistics		Implementation Fidelity Frequency: bimonthly			
		Barrier	Strategy	Action Step	Implementation Steps	Person(s) Responsible	Timeline	Initiated	Ongoing
Lack of student engagement	Set and communicate a purpose for learning and learning goals in each lesson							Determine lesson and the objective(s)	Align lesson with a course standard or benchmark and to the district/school pacing guide
		Include into the lesson a goal/essential question and Common Core strategies with complex text		All year	August 2013	Jan 2014	May 2014		June 2014
		Include teacher explanation of how the class activities relate to the learning goal and to answering the essential question		All year	August 2013	Jan 2014	May 2014		June 2014
		Focus and/or refocus class discussion by referring back to the		All year	August 2013	Jan 2014	May 2014		June 2014

SIP Template with Alignment of District Strategic Plan-School Improvement Plan 2013-14- Accreditation Standards

Lack of proper professional development	Determine priority areas of professional	Plan and organize training for staff throughout the year	learning goal/essential question						
			Include a scale or rubric that relates to the learning goal that is posted so that all students can see and refer to it		All year	August 2013	Jan 2014	May 2014	June 2014
			Provide formative assessments to assess learning and understanding		All year	August 2013	Jan 2014	May 2014	June 2014
			Provide differentiated instruction as necessary for ED, ELL, and SWD and other subgroups		All year	August 2013	Jan 2014	May 2014	June 2014
			Teacher reference to the scale or rubric throughout the lesson		All year	August 2013	Jan 2014	May 2014	June 2014
			Administrators will conduct periodic walk-throughs and review lesson plan.		All year	August 2013	Jan 2014	May 2014	June 2014
			Determine necessary resources both within and outside of the school.		All year	August 2013	Jan 2014	May 2014	June 2014

SIP Template with Alignment of District Strategic Plan-School Improvement Plan 2013-14- Accreditation Standards

	development		Create calendar for professional development throughout the school year.		All year	August 2013	Jan 2014	May 2014	June 2014
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Mathematics: Increase the percentage of students scoring at or above Level 3 on the Math FCAT									
Identified Barriers	Identified Strategy	Action Plan Steps		Step Logistics		Implementation Fidelity Frequency: bimonthly			
		Action Step	Implementation Steps	Person(s) Responsible	Timeline	Initiated	Ongoing	Pending	Complete
Insufficient standard based instruction	The teacher will identify learning goal in each lesson					The teacher will identify learning goal in each lesson	A teachers lesson will include a learning goal that is aligned with course standards & benchmarks	Mathematics teachers	All year
		All year	August 2013	Jan 2014	May 2014				June 2014
		The teacher will communicate learning goal in each lesson to the learner/student	A teachers lesson will include an essential question relating to the benchmark	Mathematics teachers	All year	Sept 2013	Jan 2014	May 2014	June 2014
			Teacher will begin each standard based lesson with a discussion of desired learning goal.	Mathematics teachers	All year	Sept 2013	Jan 2014	May 2014	June 2014
			Teachers will give an explanation of how the class activities relate to the learning	Mathematics teachers	All year	Sept 2013	Jan 2014	May 2014	June 2014

SIP Template with Alignment of District Strategic Plan-School Improvement Plan 2013-14- Accreditation Standards

			goal.						
		The teacher will implement High Yield Instruction strategies	Teachers will connect instructional objectives by utilizing students' background knowledge, interests and personal goals to establish student readiness for learning.	Mathematics teachers	All year	Sept 2013	Jan 2014	May 2014	June 2014
			Teachers will use explicit instruction; modeled instruction; guided practice with teacher support and feedback; guided practice with peer support and feedback; and independent practice.	Mathematics teachers	All year	Sept 2013	Jan 2014	May 2014	June 2014
			Teachers' lesson will focus on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcome.	Mathematics teachers	All year	Sept 2013	Jan 2014	May 2014	June 2014
			AP's will utilize walk-throughs and review teacher lesson plans	Administrators	All year	Sept 2013	Jan 2014	May 2014	June 2014

SIP Template with Alignment of District Strategic Plan-School Improvement Plan 2013-14- Accreditation Standards

			and observe instruction						
		The teacher will increase instructional rigor	Teachers will provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks through modeling, examples, questions, tasks and assessments.	Mathematics teachers	All year	Sept 2013	Jan 2014	May 2014	June 2014
			Teachers will implement various Common Core strategies	Mathematics teachers	All year	Sept 2013	Jan 2014	May 2014	June 2014
			Teachers will scaffold learning to access higher order questions and task	Mathematic teachers	All year	Sept 2013	Jan 2014	May 2014	June 2014
			Provide formative assessment to assess learning and understanding	Mathematic teachers	All year	Sept 2013	Jan 2014	May 2014	June 2014
			Provide differentiated instruction as necessary for ED, ELL, ED and SWD and other	Mathematic teachers	All year	Sept 2013	Jan 2014	May 2014	June 2014

			subgroups						
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SIP Template with Alignment of District Strategic Plan-School Improvement Plan 2013-14- Accreditation Standards

Science: Increase the % of students at or above FCAT Level 3

Identified Barriers	Identified Strategy	Action Plan Steps		Step Logistics		Implementation Fidelity			
						Frequency: bimonthly			
Barrier	Strategy	Action Step	Implementation Steps	Person(s) Responsible	Timeline	Initiated	Ongoing	Pending	Complete
						Insufficient standard based instruction	Set and communicate a purpose for learning and learning goals in each lesson	Determine lesson and the objective(s)	Align lesson with a course standard or benchmark and to the district/school pacing guide
Include into the lesson a goal/essential question and Common Core strategies with complex text	Science teachers	All year	August 2013	Jan 2014	May 2014				June 2014
Include teacher explanation of how the class activities relate to the learning goal and to answering the essential question	Science teachers	All year	August 2013	Jan 2014	May 2014				June 2014
Focus and/or refocus class discussion by referring back to the learning goal/essential question	Science teachers	All year	August 2013	Jan 2014	May 2014				June 2014
Include a scale or rubric that	Science	All year	August	Jan 2014	May				June 2014

SIP Template with Alignment of District Strategic Plan-School Improvement Plan 2013-14- Accreditation Standards

Implement High Yield Instructional Strategies		relates to the learning goal that is posted so that all students can see and refer to it	teachers		2013		2014	
		Provide formative assessment to assess learning and understanding	Science teachers	All year	August 2013	Jan 2014	May 2014	June 2014
		Provide differentiated instruction as necessary for ED, ELL, and SWD and other subgroups	Science Teachers	All year	August 2013	Jan 2014	May 2014	June 2014
		Teacher reference to the scale or rubric throughout the lesson	Science teachers	All year	August 2013	Jan 2014	May 2014	June 2014
		Administrators will conduct periodic walk-throughs and review lesson plans	Administrators	All year	August 2013	Jan 2014	May 2014	June 2014
		The teacher will communicate learning goal in each lesson to the learner/student	Science Teachers	All year	August 2013	Jan 2014	May 2014	June 2014
		Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and	Science Teachers	All year	August 2013	Jan 2014	May 2014	June 2014

SIP Template with Alignment of District Strategic Plan-School Improvement Plan 2013-14- Accreditation Standards

			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	Science teachers	All year	August 2013	Jan 2014	May 2014	June 2014
			Teachers will implement various Common Core strategies	Science teachers	All year	August 2013	Jan 2014	May 2014	June 2014
			AP's will utilize walk-throughs and review teacher lesson plans and observe instruction;	Administrators	All year	August 2013	Jan 2014	May 2014	June 2014
		The teacher will increase instructional rigor	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	Science teachers	All year	August 2013	Jan 2014	May 2014	June 2014

SIP Template with Alignment of District Strategic Plan-School Improvement Plan 2013-14- Accreditation Standards

Lack of proper professional development	Determine priority areas of professional development	Plan and organize training for staff	supports to access higher order questions and tasks.						
			AP's will utilize walk-throughs and review teacher lesson plans and observe instruction	Administrators	All year	August 2013	Jan 2014	May 2014	June 2014
			Determine necessary resources both within and outside of the school	SBLT	All year	August 2013	January 2014	May 2014	June 2014
			Create calendar for professional development throughout the school year	SBLT	All year	August 2013	January 2014	May 2014	June 2014
			(FCIM) calendars and working on reading strategies during bell ringers	Science Teachers	All year	August 2013	January 2014	May 2014	June 2014
Not utilizing resources available	Engage students in various ways of learning	Teachers and students will utilize various resources available within the school and online	Teachers will sign-up for mobile lab carts on regular basis for inquiry based problem solving and FCAT EXPLORER practice.	Science Teachers	All Year	August 2013	January 2014	May 2014	June 2014
			Grade level PLC's and department meetings which enhance school networking and data articulation.	Science Teachers	All year	August 2013	January 2014	May 2014	June 2014

School Improvement Plan Strategy: Wellness									
Identified Barriers	Identified Strategy	Action Plan Steps		Step Logistics		Implementation Fidelity			
Barrier	Strategy	Action Step	Implementation Steps	Person Responsible	Timeline	Initiated	Ongoing	Pending	Completed
Failure to form a Healthy School Team and awareness of Healthy School Program Process	Complete Healthy Schools Program 6 Step Process online	Principal oversees the formation and work of the school's Healthy School Team	Step 1 of the Healthy School Program 6 Step Process: Build Support (form Healthy School Team: school administrator, physical education teachers, cafeteria manager, health teacher/and optional members-students, parents, school nurse)	Victoria Hawkins and Debbie Porter	September, 2013				
			Review instructions and supportive resources on Moodle http://moodle.pcsb.org/course/view.php?is=12146	Healthy School Team	September, 2013				
			Using the school's account (principal's generic email address), the Leader and all members of the Healthy School Team will register with the Healthy School Program online as Contributors under Membership Type	Healthy School Team	September, 2013				
			Step 2: Evaluate PHMS online (updating Healthy School Inventory)	Healthy School Team	September, 2013				
			Using the principal's generic email, submit Inventory Update	Healthy School Team Leader	October 1, 2013				
			Step 3: Create an Action Plan online to improve one or more items not yet met on the Inventory.	Healthy School Team	October 15, 2013				
			Step 4: Explore resources to help meet the identified inventory item	Healthy School Team	November, 2013				
			Step 5: Take action to meet the inventory item	Health School Team	January, 2014				
			Update Healthy School Inventory online	Healthy School Team	April 1, 2014				

SIP Template with Alignment of District Strategic Plan-School Improvement Plan 2013-14- Accreditation Standards

Failure to assess students' fitness and/or upload fitness data into FOCUS	Track all physical education student's health-related fitness levels within the PCS student information system	Physical Education program will manage Being Fit Matters student fitness data		Leader					
			Step 6: Celebrate successes	Healthy School Team	April 1, 2014				
			Review district developed curriculum guides for standardized fitness assessment implementation	All physical education teachers	August, 2013				
			Notify parents about Being Fit Matters	All physical education teachers	August, 2013				
			Pre-assess all physical education students using Being Fit Matters	All physical education teachers	September, 2013				
			Upload pre-assessment results data into FOCUS	All physical education teachers	October 1, 2013				
			Print out Being Fit Matters Student Report and send home with report card	All physical education teachers	October, 2013				
			Generate School Statistical Report to identify targeted areas for improvement	All physical education teachers	October, 2013-May, 2014				
			Modify physical education lessons as needed to focus on targets fitness area(s)	All physical education teachers	October, 2013-May, 2014				
			Post assess all physical education students using Being Fit Matters	All physical education teachers	January, 2014 or May, 2014				
Upload data into FOCUS and generate School Statistical Report to compare to pre-assessment data	All physical education teachers	January 10, 2014 or May 1, 2014							

Fitzgerald has a quality system in place to manage the interrelated components of a healthy school environment: Policy and Systems, School Meals, Competitive Foods and Beverages, Health Education, Employee Wellness, Physical Education, and Student Wellness with dedicated resources to facilitate students' health-related fitness.

Resources:

- Healthy School Program, Alliance for a Healthier Generation, <https://schools.healthiergeneration.org/>
- Wellness Moodle site <http://moodle.pcsb.org/course/view.php?id=12146> (access key is "health")
- Being Fit Matters Moodle site <http://moodle.pcsb.org/course/view.php?id=12364>
- Physical Education Curriculum Guides by Grade Level <http://moodle.pcsb.org/course/view.php?id=11345>
- Peggy Johns, johnsp@pcsb.org

SIP Template with Alignment of District Strategic Plan-School Improvement Plan 2013-14- Accreditation Standards

Bradley MOU: African-American students will increase in learning gains on both the Reading and Math portions of the FCAT									
Identified Barriers	Identified Strategy	Action Plan Steps		Step Logistics		Implementation Fidelity Frequency: bimonthly			
		Action Step	Implementation Steps	Person(s) Responsible	Timeline	Initiated	Ongoing	Pending	Complete
Lack of differentiated instruction	Differentiate instruction					Differentiate instruction for African-American students	Content materials are differentiated by student interests, cultural background, prior knowledge and skill level	Teacher	All year
		Content materials are scaffolded to meet the needs of diverse learners	Teacher	All year	August 2013		Jan 2014	May 2014	June 2014
		-Models and questions are scaffolded to meet the needs of diverse learners -Teacher provides small group instruction to target specific needs	Teacher	All year	August 2013		Jan 2014	May 2014	June 2014
		Students are provided opportunities to	Teacher	All year	August		Jan	May	June

SIP Template with Alignment of District Strategic Plan-School Improvement Plan 2013-14- Accreditation Standards

Lack of student activities offered	Development of the extended learning program and enrichment activities	Provide a variety of enrichment activities for African-American students	demonstrate or express knowledge in different ways			2013	2014	2014	2014
			Have a weekly schedule for ELP and any tutoring available	Cynthia Petersen	All year	August 2013	Jan 2014	May 2014	June 2014
			Secure teachers for enrichment activities such as 5000 Role Models, Girlfriends, STEP, Multicultural Committee, Future Cities, Math Club, various sports and other clubs	Cynthia Petersen, Teresa Anderson	All year	August 2013	Jan 2014	May 2014	June 2014
			Advertise & encourage student activities through school newsletters, morning announcements, Connect Ed, and the school website	Various staff members	All year	August 2013	Jan 2014	May 2014	June 2014