District VMV Goals	School Improvement Information	Data & Information Sources	AdvancED
Vision	Vision	100% Student Success	Standard 1-1.1, 1.2: Purpose
Mission	Mission	The mission at Fuguitt Elementary is ***Preparing tomorrow's leaders today. . .***	Standard 1-1.2: Purpose
Values	Values	Our Leadership model is grounded in our belief that building cooperative relationships and nurturing responsibility, kindness and good judgment is the basis for creating a successful community of learners prepared for the 21st Century and beyond.	Standard 1-1.3: Purpose
	Part I: Current School Status		
	A. School Information		
	1. *School-Level Information*		
	☐ School	Fuguitt Elementary	
	☐ Principal's name	Dr. Kathi Bentley	
	☐ School Advisory Council chair's name	Linda Steenberge	
	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.	School Advisory Council reviews and sets priorities for goals and objectives to be included in the School Improvement Plan. SAC members work together with faculty and staff determining their roles, learning how to develop a consensus, resolving conflict, developing effective ways to work together, and make sound decisions that are based on research and data regarding school performance.	Standard 2-2.4, 2.5: Governance and Leadership
3	2. Describe the activities of the SAC for the upcoming school year.	Meet quarterly to monitor progress of school-wide initiatives, conduct data reviews and support the specialized academic and character building The Leader In Me program that is aligned to the CCSS.	
4	3. Describe the projected use of school improvement funds and include the amount allocated to each project.	4 Ipad2's, 4 protection plans, 4 Casper packages 4 case/covers and 4 hovers	
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. ☐ No, we are not in compliance.	The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, parents, and other business and community members who are representative of the ethnic, racial, and economic community served by our school.	
	5. If no, describe the measures being taken to comply with SAC requirements.	N/A	
	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	Dr. Kathi Bentley; Kim Short	Executive Summary: Section 1
3	b) Credentials (degrees and certifications)	Ed.D. DELPS, MS Ed. Leadership, BS Math Ed., School Principal, Ed. Leadership	Executive Summary: Section 1

		K-12, Mathematics 6-12; BS Elem. Ed, k-6, MS ED Leadership, Elementary Education, School Principal	
3	c) Number of years as an administrator	11; 6	Executive Summary: Section 1
3	d) Number of years at the current school;	1; 0	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)	Kathi Bentley- 2008-12 PPMS, grade: C,C,D,D; 2012-13 Fuguitt, grade B Kim Short- 2007-2013 PPES, grade: C,C,D,C,D,F	
	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	Kali Davis	Executive Summary: Section 1
	b) Subject area	Literacy Instructional Staff Developer	Executive Summary: Section 1
	c) Credentials (degrees and certifications)	Bachelor of Arts in Elementary Education, Master of Special Ed., ESOL endorsed	Executive Summary: Section 1
	d) Number of years as an instructional coach	0	Executive Summary: Section 1
	e) Number of years at the current school	0	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)	First year in this position; no data available.	
	g) Full-time or Part-time	Part-time, monthly visits.	Executive Summary: Section 1

	h) School-based or District-based	District-based	Executive Summary: Section 1
	3. *Instructional Staff*		Executive Summary: Section 1
	a) # of instructional employees	75	Executive Summary: Section 1
3	b) % receiving effective rating or higher	Narrative	
3	c) % Highly Qualified Teacher (HQT), as defined in NCLB through a High, Objective, Uniform State Standard of Evaluation (HOUSSE)	All teachers are Highly Qualified	Executive Summary: Section 1
	d) % certified in-field, pursuant to Section 1012.2315(2), F.S.	All teachers are teaching in field, non out of field.	Executive Summary: Section 1
2	e) % ESOL endorsed	30.7	Executive Summary: Section 1
2	f) % reading endorsed	4.0	Executive Summary: Section 1
3	g) % with advanced degrees	44.0	Executive Summary: Section 1
3	h) % National Board Certified	6.7	Executive Summary: Section 1
	i) % first-year teachers	5.3	Executive Summary: Section 1
	j) % with 1-5 years of experience	20	Executive Summary: Section 1
	k) % with 6-14 years of experience	30.7	Executive Summary: Section 1
	l) % with 15 or more years of experience	44	Executive Summary: Section 1
	4. *Paraprofessionals*		Executive Summary: Section 1
	a) # of paraprofessionals	We have no paraprofessionals	Executive Summary: Section 1
	b) % Highly Qualified Teacher, as defined in NCLB through a High, Objective, Uniform State Standard of Evaluation (HOUSSE)	N/A	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.	We work collaboratively with the staff in the human resources office to define the ideal teacher based on the population of students we serve. We are sensitive to the various legal guidelines about the kind of data that can be sought in interviews. A hiring selection tool that helps interviewers focus on key instructional proficiencies that are aligned with the CCSS is developed and effectively utilized. Our hiring process is clearly communicated.	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.	Pairings are based on teachers new to the school, new to the grade level, or teachers with less than two years of experience. We pair teachers by level, primary and intermediate. Planned activities include observation of mentee's instruction, providing feedback; planning lessons with mentee; connecting lesson activities to content standards; discussing student progress and analyzing student work; modeling or co-teaching lessons.	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.	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 -	Standard 3-3.7: Teaching and Assessing for Learning

		Time Keeper –helps team begin on time and ensures adherence to agreed upon agenda Meeting time: Tuesdays at 9:15 for School Based Leadership Team Review and once a month during Professional Learning Committee Meetings determined by grade level teams, MTSS operational across the grades and subjects	
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?	Principal-Kathi Bentley; Assistant Principal-Kim Short; Guidance Counselor-Angela Warner; Psychologist-Nancy Harkins; Social Worker-Michele Glen; Diagnostician-Lisa Porter; Gen. Ed Teacher-TBA; ESE Teacher-Doreen Sloan; ESE Teacher- Beverly Gallagher	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.	During meetings, students will be brought before the committee to discuss current levels of support and their effectiveness based on student progress. Processes for student monitoring of interventions for both behavior and academics will be shared with the teachers and then reviewed again for consistency and fidelity.	Standard 2-2.3,2.4: Governance and Leadership
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).	Baseline Data: Progress Monitoring and Reporting Network (PMRN) , Assessment and Information Management System (AIMS web) , Florida Comprehensive Assessment Test (FCAT) , Florida Assessments for Instructional and Reading (FAIR), Diagnostic Assessment for Reading (DAR), End of Year FAIR and FCAT, FOCUS and EDS for behavior and attendance.	Standard 5-5.1, 5.2, 5.3, 5.4: Using Results for Continuous Improvement
4,5	5. Describe the plan to support staff's understanding of MTSS and build capacity in data-based problem solving.	Training for understanding and implementation of the processes involved in MTSS will occur at the school faculty meeting in September. Teachers will be provided with information for how to identify students that needed to be included in MTSS discussions as well as what, when	Standard 3-3.11, 3.12: Teaching and Assessing for Learning Standard 5-5.3:Using Results for Continuous Improvement

		and how often interventions will be provided and progress monitored depending on the tiered level of the child. Processes will be reviewed during PLCs in conjunction with MTSS Team Leader Meetings to provide ongoing coaching and support throughout the year as needed.	
	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).	We have implemented an ELP during school hours with our hourly teachers and after school program that utilizes highly qualified teachers to deliver instruction that is offered to our struggling students. We offer challenging academic content – provide intentional learning, and utilize strategies and programs that are scientifically research based. We also incorporate methods to track student progress.	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.	Reading Coach- TBA, Media Specialist - Karen Carver, Principal – Kathi Bentley, Assistant Principal- Kim Short , 5th Grade Teacher - Kathy Hagan, 4th Grade Lesley Brown and Lourdes Pickart, 3rd Grade Teacher – Kay Howard, 2nd Grade Rhonda Correa and Suzanne Byers 1st Grade Teacher- Kathie Huff, Kindergarten Teacher - Mary Ann Bagley, ESE Teacher - Ann Shaw, Gifted Teacher - Jodi Short.	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	Executive Summary: Section 1

		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) • 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.	
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	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	1. Describe how the school ensures every teacher contributes to the reading improvement of every student.	Teachers provide ongoing progress monitoring to ensure fidelity of intervention, enrichment, and core instruction to students.	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.	Teachers, administrators, parents, and students collaborate together so that children entering kindergarten are cognitively, socially, emotionally, and physically ready to master the kindergarten standards. We have a well-planned transition program that includes parent/teacher discussions, open lines of communication, trust building through home visits and accompanying families on school visits, meetings between preschool and elementary teachers.	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?	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?	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	2013 – 25.1% (63) 2014 – 28% (8)	Assessment Matrix
1	☐ Students scoring at or above Achievement Level 4	2013 – 33.9% (85) 2014 – 37% (8)	Assessment Matrix
	b) Florida Alternate Assessment (FAA)		Assessment Matrix
1	☐ Students scoring at Levels 4, 5, and 6	2013 – 75% (6)	Assessment Matrix
1	☐ Students scoring at or above Level 7	2013 – 0% (0)	Assessment Matrix
	c) Learning Gains		
1	☐ Students making learning gains (FCAT 2.0 and FAA)	2013-72%	Assessment Matrix
1	☐ Students in lowest 25% making learning gains (FCAT 2.0)	2013 - 74%	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)	76.9% (10) 80% (1)	Assessment Matrix
1	☐ Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	23.1% (3) 26%(1)	Assessment Matrix
1	☐ Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	38.5% (5)	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	White- Math 48.8% (80), Read 66.5% (109) Science 52% (26) Writing 0% (0) Econ Disadv Math 37% (51) Read 54.7 %(75) Science 39.5% (15) Writing 0% (0)	Assessment Matrix
	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 reading scores to 63% if students achieving at level 3 and above on the FCAT.	Improve current level of student performance.	
	Possible Data Sources to Measure Goal 1: FCAT, FAIR, Running Records, IPI data, Common Assessments	Review of student performance data including Common Assessments, FAIR, and ongoing progress monitoring assessments during data meetings and SBLT meetings.	

Data Indicator(s) –corresponding to SIP Part II A-J (SIP Targets)	2012-13 Actuals		2013-14 Targets	
1.Students scoring at Achievement Level 3	63#	25.1%	8#	28%
2.Students scoring at or above Achievement Level 4	85 #	33.9%	8#	37%
3.	#	%	#	%

Action Plans (strategies) to Accomplish Goal 1 (reduce or eliminate barriers)			
Action 1-Improve current level of student performance by setting and communicating the purpose for learning by sharing learning goals for each lesson.	Communicate to teachers the purpose of posting and sharing with students the learning goal for each lesson. The anticipated barrier is the lack of familiarity with the CCSS.	Walk throughs will occur and lesson plans will be checked by administration to provide feedback on effectiveness of strategies.	

	Action 2-Improve current level of student performance by implementing high yield instructional strategies to improve the performance of all students including students of all ethnic subgroups for meeting the requirements of the Bradley MOU.	Set and communicate the process for students to receive ongoing support by teachers using high yield instructional strategies identified in the FEAP's. The anticipated barrier is lack of standards based instruction.	Walk throughs will occur and lesson plans will be checked by administration to provide feedback on effectiveness of strategies.
	Action 3-Improve current level of student performance by economically disadvantaged students by providing instruction aligned to the cognitive complexity levels of the CCS standards.	Emphasize importance by providing support of teachers in providing instruction aligned to the cognitive complexity level of grade level standards and benchmarks.	
	Action 4-	Narrative	
	Plan to Implement Action 1:	Communicate to teachers the purpose of posting and sharing with students the learning goal for each lesson. This begins with a sharing of the CCS standard being taught by the teacher. The teacher refers back to the learning goal throughout the lesson and provides students with ways for them to measure their growth towards accomplishing the learning goal through the use of scales and rubrics. Bothe the learning goal and scale/rubric must be posted for all students to see it.	
	Plan to Implement Action 2:	Students will receive ongoing support by explicit instruction being modeled by the teacher. This begins with a discussion of the standards (learning goal being taught) and then is facilitated through the use of the gradual release model of instruction. Guided practice with teacher and peer support with feedback, along with independent practice will occur.	
	Plan to Implement Action 3:	Teachers provide instruction 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:	Narrative	
	B. Area 2: Writing		
	a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)		Assessment Matrix
1	☐ Students scoring at or above 3.5	59.5% (44)	Assessment Matrix
	b) Florida Alternate Assessment (FAA)	0% (0)	
1	☐ Students scoring at or above Level 4	0% (0)	Assessment Matrix
	Goal 2 to support target(s): **Increase the number of students scoring a 4.0 or above on FCAT to 55%.**	Improve current level of performance of all students.	
	Possible Data Sources to Measure Goal 2: Writing assessments and FCAT.	Review of student performance data including Common Assessments, ongoing progress monitoring assessments during data meetings and SBLT meetings.	

	Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)	**2012-13 Actuals**		**2013-14 Targets**	
	1.Students scoring 3.5 or above on the FCAT Writing Test	**44#**	**59.5%**	**47#**	**62%**
	2.	#	%	#	%
	3.	#	%	#	%

	Action Plans (strategies) to Accomplish Goal 2 (reduce or eliminate barriers)		
	Action 1-Improve current level of performance for students scoring 3.5 or above by 3% through the use of standards based instruction and writing across the curriculum.	Set and communicate a purpose for learning and learning goals in each lesson	Walkthroughs and Lesson Plans checked by administration
	Action 2-Improve current level of performance by implementing high yield	Set and communicate the process for students to receive ongoing support by teachers using high yield instructional	Walkthroughs and Lesson Plans checked by administration

	instructional strategies.	strategies identified in the FEAP's. The anticipated barrier is lack of standards based instruction.	
	Action 3-Improve current level of student performance by aligning instruction with cognitively complex levels of standards.	Teachers will provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks.	
	Action 4-	Narrative	
	Plan to Implement Action 1:	Set and communicate a purpose for learning and learning goals in each lesson by making sure that 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 seeit*Teacher reference to the scale or rubric throughout the lesson	Walkthroughs and Lesson Plans checked by administration
	Plan to Implement Action 2:	Ensure through observation and checking lesson plans that: 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.	Walkthroughs and Lesson Plans checked by administration

	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	Walkthroughs and Lesson Plans checked by administration
	Plan to Implement Action 4:	Narrative	
	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	23.4% (59)	Assessment Matrix
1	☐ Students scoring at or above Achievement Level 4	20.6% (52)	Assessment Matrix
	b) *Florida Alternate Assessment (FAA)*		
1	☐ Students scoring at Levels 4, 5, and 6	0% (0)	Assessment Matrix
1	☐ Students scoring at or above Level 7	0% (0)	Assessment Matrix
	c) *Learning Gains*		
1	☐ Students making learning gains (FCAT 2.0, EOC, and FAA)	59%	Assessment Matrix
1	☐ Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	65%	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	All 58%, Black 41%, Hispanic 52%, White 64%, SWD 47%, Econ Disadv 56%, FAA 0% (0)	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 school participation in high school EOC	DecisionED/DW	Assessment Matrix
1	☐ Middle school performance on high school EOC	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	DecisionED/DW		Assessment Matrix
1	☐ Students scoring at or above Achievement Level 4	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	DecisionED/DW		Assessment Matrix
	Goal 3 to support target(s): Increase mathematics scores to 50% of students achieving a level 3 or above on the FCAT.	Improve current level of student performance for all learners.		
	Possible Data Sources to Measure Goal 3: FCAT, IPI data, Common Assessments	Review of student performance data including Common Assessments, ongoing progress monitoring assessments during data meetings and SBLT meetings.		
	Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)	**2012-13** **Actuals**		**2013-14 Targets**	
	1. Students scoring 3 or above on FCAT Math 2.0	**111#**	**49%**	**115#**	**52%**
	2.Students in the lowest 25% making learning gains	**#**	**65%**	**#**	**%**
	3.	**#**	**%**	**#**	**%**
	Action Plans (strategies) to Accomplish Goal 3 (reduce or eliminate barriers)			
	Action 1-Increase student achievement for all learners through the use of differentiated instruction and curriculum.	Teachers will use a differentiated curriculum along with materials to engage students in learning.		
	Action 2-Increase performance for all learners by using interventions that support core instructional goals and objectives	The SBLT will utilize data to plan for and support teachers with planning for interventions aligned to the core curriculum.		

Action 3-Improve current level of performance for all learners by using formative assessments to inform and differentiate instruction	Teachers will receive support and training to regularly assess their students so that instruction is adjusted appropriately.	Walkthroughs and Lesson Plans checked by administration
Action 4-		
Plan to Implement Action 1:	Teachers will be provided with training and materials to accommodate differentiation in instruction. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	Walkthroughs and Lesson Plans checked by administration
Plan to Implement Action 2:	SBLT utilizes data to plan for a sufficient variety of intervention courses*Intervention and core teachers communicate and plan together regularly *Intervention curriculum is aligned with core instructional goals/objectives *Core content materials and subject matter are integrated within intervention courses*Intervention strategies are reinforced in core classes*Interventions are integrated and aligned across all providers*Effectiveness of intervention courses are evaluated by reviewing student success in core courses.	Walkthroughs and Lesson Plans checked by administration

	Plan to Implement Action 3:	*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.	Walkthroughs and Lesson Plans checked by administration
	Plan to Implement Action 4:	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	24.7% (19)	Assessment Matrix
1	☐ Students scoring at or above Achievement Level 4	22.1% (17)	Assessment Matrix
	b) *Florida Alternate Assessment (FAA)*		
1	☐ Students scoring at Levels 4, 5, and 6	0% (0)	Assessment Matrix
1	☐ Students scoring at or above Level 7	0% (0)	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)	Narrative	Standard 3-3.12: Teaching and Assessing for Learning
1	☐ Participation in STEM-related experiences provided for students	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): Increase the number of students achieving a 3 or above on FCAT to 50%.	Increase the level of performance for all students.			
Possible Data Sources to Measure Goal 4: Common Assessments, FCAT, IPI data	Review of student performance data including Common Assessments, ongoing progress monitoring assessments during data meetings and SBLT meetings.			
Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets) 1.Students scoring a 3 or above on the Science FCAT 2.0	**2012-13 Actuals**		**2013-14 Targets**	
	36#	**48%**	**38#**	**51%**
2.	**#**	**%**	**#**	**%**
3.	**#**	**%**	**#**	**%**
Action Plans (strategies) to Accomplish Goal 3 (reduce or eliminate barriers)				
Action 1-Increase student achievement for all learners in science by ensuring that lessons are being delivered in alignment with the course standard.	Teachers will deliver instruction by communicating the purpose of the learning goal. Materials to support learning and curriculum will be supplied by the district and onsite administration to overcome insufficient standard based instruction.			
Action 2-Increase instructional rigor to increase student achievement for all learners.	Teachers will provide instruction aligned to the content of the standards while using techniques to increase instructional rigor.			
Action 3-Increase student achievement by differentiating instruction to meet the needs of all learners.	Teachers will regularly assess students for their level of understanding and plan lessons and activity for varying levels of readiness.			
Action 4-				
Plan to Implement Action 1:	To ensure standard based instruction is implemented with fidelity.*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		Walkthrough & Lesson Plans	

		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:	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 3:	To ensure that differentiated instruction is planned for and delivered effectively, teachers will 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.	
	Plan to Implement Action 4:		
	The following data shall be considered by middle and high schools.		

1	☐ Students enrolling in one or more CTE courses	DecisionED/DW	
1	☐ Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	DecisionED/DW	
1	☐ Completion rate (%) for CTE students enrolled in *accelerated* courses	DecisionED/DW	Assessment Matrix
1	☐ Students taking CTE industry certification exams	DecisionED/DW	Assessment Matrix
1	☐ Passing rate (%) for students who take CTE industry certification exams	DecisionED/DW	Assessment Matrix
1	☐ CTE program concentrators	DecisionED/DW	
3	☐ CTE teachers holding appropriate industry certifications	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	☐ 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.		
1	☐ Students scoring at Achievement Level 3	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above Achievement Level 4	DecisionED/DW	Assessment Matrix

		2012-13 Actuals		2013-14 Targets	
Goal 5 (add other goals as needed) to support target(s):					
Possible Data Sources to Measure Goal 5:	DecisionED/DW				
Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)	**2012-13 Actuals**			**2013-14 Targets**	
	#	**%**	**#**	**%**	
1.	#	%	#	%	
2.	#	%	#	%	
3.	#	%	#	%	
Action Plans (strategies) to Accomplish Goal 3 (reduce or eliminate barriers)					
Action 1-					
Action 2-					
Action 3-					
Action 4-					
Plan to Implement Action 1:					
Plan to Implement Action 2:					
Plan to Implement Action 3:					
Plan to Implement Action 4:					
H. Area 8: Early Warning Systems					
1. *Attendance*					
☐ Students tardy 10 percent or more, as defined by district attendance policy	0			Standard 5-5.2 Using Results for Continuous	

			Improvement
3	☐ Students absent 10 percent or more, as defined by district attendance policy	152	Standard 5-5.2 Using Results for Continuous Improvement
	2. *Suspension*		
3	☐ Students with one or more referrals	63	Standard 5: Using Results for Continuous Improvement
3	☐ Students with five or more referrals	7	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.	2	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	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.	23	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.	3	Standard 5: Using Results for Continuous Improvement
3	☐ Students with ten or more in-school or out-of-school suspension days	0	Standard 5: Using Results for Continuous Improvement
3	☐ Students referred for alternative school placement	1	Standard 5: Using Results for Continuous Improvement
3	☐ Students expelled	0	Standard 5: Using Results for Continuous Improvement
	3. *Retention*		
1	☐ Students retained	7	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.	N/A	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	6	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).		

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).		
	Goal 1 to support target(s): Increase parent involvement hours by 30% representing 50% of our parent population.	Increase parental involvement hours and use of Portal logins.	
	Action 1- **Refine our parent cadres to include regularly schedule events conducive to parent schedules.**	Parent involvement will be increased by the use of the Covey, Leader in Me program. We will have a Cadre of parents, teachers, and staff members meeting regularly to review SIP goals and implementation. Monitor the number of parent Portal logins assisting parents with training on Portal.	
	J. Area 10: Additional Targets - Bradley MOU		
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.		
	Goal 1 to support target(s): **Close the achievement gap between black and non-black students to our AMO 2014 target raising AMO in reading to 71% and math to 45%.**	Increase black student achievement.	
	Action 1- Increase student achievement for all black students in reading and math by ensuring that lessons are being delivered in alignment with the course standard.	Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs	

		of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
	Goal 2 to support target(s): **Reduce the number of discipline referrals for black students by 40% and reduce the number of suspensions by 30%.**	Decrease the number of black students receiving referrals and suspensions.	
	Action 2-Increase student engagement for black students.	Determine: Expectations are clearly and positively defined Behavioral expectations are taught and reviewed with all students and staff Appropriate behaviors are acknowledged Behavioral errors are proactively corrected A database for keeping records and making decisions is established Data-based monitoring and adaptations to the plan are regularly conducted	
	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.	1Based on the targets selected for our school, we need more technology to allow teachers to better meet the needs of our students. 2Currently 41% of our Black/ African American students scored satisfactorily on the Math FCAT, 36% scored satisfactorily on the Reading/Writing FCAT, and 33% scored a 3 or higher on the Science FCAT.	
1-5	☐ Step 1: Identify goal(s) to help you achieve your targets. Select one or more Areas each goal addresses.	1 The goal is to increase the current level of student performance in the core subject areas: Reading, Math, Science, & Writing 2All black students will make learning gains in reading and math.	

1-5	☐ Step 2: Brainstorm barriers that could prevent the school from achieving each goal.	1 The biggest barrier to our technology needs has been funding sources and lack of teacher training on available technology. 2A lack of differentiated instruction could be a barrier to achieving these learning gains.	
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 Obtaining necessary technology for teacher and student use, then providing necessary training. 1-Lack of Differentiated Instruction 2-Lack of Rigor of Instruction 3-Lack of Student Engagement	
1-5	☐ Step 4: Brainstorm which resources are available that could be used to address each targeted barrier.	1 - SIP funding, school fundraisers 2 - Content materials that are differentiated by student interests, cultural background, prior knowledge of content, and skill level can be used to address each targeted barrier.	
1-5	☐ Step 5: Brainstorm and prioritize strategies that could be used to eliminate or reduce each targeted barrier.	1 - Obtaining the funding would allow us to immediately purchase additional needed technology. 2 - *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty	
1-5	☐ Step 6: Identify action steps (including who, what, where, when) that will need to be taken to implement the identified strategies.	1- SIP funds provided by the district based on student enrollment, principal will charge	

		media specialist with purchase of technology and appropriate teacher training once technology has arrived. 2Teachers receive training, participate in effective PLC's, and SBLT reviews data.	
1-5	☐ Step 7: Determine how strategies will be monitored for effectiveness and fidelity of implementation (including who, what, where, when).	1 - The Leadership Team will monitor usage of technology through walkthroughs, lesson plans, observations and PLC's. 2 - Administration conducts walk throughs and reviews lesson plans regularly. Teachers share materials and best High Yield strategies during PLC's.	
1-5	☐ Step 8: Determine how progress towards each goal will be monitored (including who, what, where, when).	1 - The Leadership Team will monitor the progress of each goal through regular monthly PLC's, SBLT meetings, walkthroughs, lesson plans, teacher conferences. 2 - Ongoing progress monitoring, FAIR, Common Assessments, observations, FCAT	
	Part III: Professional Development		
1-5	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.	Area 1 Reading, Area 2 Writing, Area 3 Math, Area 4 Science - Improve current level of performance	
1-5	☐ Related goal	Area 1 Reading Area 2 Writing Area 3 Math Area 4 Science	
	☐ Topic, focus, and content	Area 1 - Reading - Literacy Coach provide 2-3 training on strategies to enrich student response to text Literacy Coach provide 2-3 training on strategies to enrich student response to text, Reading Units of Study Rollouts, Common Core/Literacy Leadership Team shares literacy strategies from CCSS Area 2 - Writing – Student Response To Text Area 3- Math - Student response to learning and differentiation strategies	

		Area 4 – Science - Science Non-Fiction Text Training	
	□ Facilitator or leader	Common Core Leadership Team/Literacy Team, Reading Coach, District Science coach/supervisor	
	□ Participants (e.g., Professional Learning Community, grade level, schoolwide)	School-wide K-5 Teachers	
	□ Target dates or schedule (e.g., professional development day, once a month)	Ongoing as scheduled, School-Wide vertical and grade level PLCs Monthly	
	□ Strategies for follow-up and monitoring	Walkthroughs, Reflection, PLC's	
	□ Person responsible for monitoring	Leadership Team	
	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.	We will ensure that staff members responsible for programs supported by various funding sources are involved in the assessment of needs that leads to the determination of how the monies should best be used to benefit all students. We are not a Title I school therefore, do not have Title I funds.	
	Part V: Budget		
	Based on the strategies identified during the problem-solving process, create a budget for each school-funded activity including:	Our budget will be provided by district based on student enrollment. Our allotted amount is $2950.75.	
4	□ Related goal	Areas 1-4, Reading, Math, Science, Writing	
4	□ Strategy	The benefit of ipad over doc camera is that they are approximately the same price (500 dollars "ish") and with the hover bar can be used for the same purpose... And so much more! There is a free app that allows the same functionality called stage (a hover bar) thjat	

		allows the ipad to function as a doc camera.	
4	☐ Type of resource (i.e., evidence-based programs or materials, professional development, technology, or other)	4 ipad2s, 4 protection plans (required), 4 Casper packages (also required and 4 adapters to use for projector from the bid list. 4 case/covers and 4 hover bars that would be needed to use them as doc cameras.	
4	☐ Description of resources	2950.75	
4	☐ Funding source	District SIP funds	
4	☐ Amount needed	$2947.80	
	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 of the SIP.	Narrative	Standard 5: Using Results for 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