District VMV Goals	School Improvement Information	Data & Information Sources	AdvancED
Vision	Vision 100% student success.	Narrative	Standard 1-1.1, 1.2: Purpose
Mission	Mission The mission of Highland Lakes Elementary School is to create a safe and respectful learning environment which fosters self-directed learners.	Narrative	Standard 1-1.2: Purpose
Values	Values Commitment to children, families, and the community Respectful and caring relationships Cultural Competence Integrity	Narrative	Standard 1-1.3: Purpose
	Part I: Current School Status		
	A. School Information		
	1. *School-Level Information*		
	☐ School Highland Lakes Elementary	Narrative	
	☐ Principal's name Tijuana Baker	Narrative	
	☐ School Advisory Council chair's name Shelly Beach	Narrative	
	2. *District-Level Information*		
	☐ District Pinellas County	✓	
	Pinellas County		
	☐ Superintendent's name	✓	
	Michael A. Grego Ed.D.		
	☐ Date of school board approval of SIP	✓	

	September 24, 2013		
	B. School Advisory Council (SAC)		
3	1. Describe the involvement of the SAC in the development of this school improvement plan. The SAC's primary role is to assist the principal in developing and evaluating the school improvement plan. The plan will be reviewed in the middle of the year with SAC to ensure that progress is being made with all goals. SAC chairperson assisted in SIP creation.	Narrative	Standard 2-2.4, 2.5: Governance and Leadership
3	2. Describe the activities of the SAC for the upcoming school year. SAC will collaborate on the 5 Star expectations for the year. SAC will create the SAC climate survey. SAC will organize a general workshop aimed at improving student achievement in the areas of math and science.	Narrative	
4	3. Describe the projected use of school improvement funds and include the amount allocated to each project. Not to exceed $2749.90 The use is yet to be determined…awaiting input from all SAC members.	Narrative	

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:
	5. To be determined
	  ☐ X Yes, we are in compliance.
	  ☐ No, we are not in compliance.
		Narrative	

	5. If no, describe the measures being taken to comply with SAC requirements.	Narrative	
	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 Tijuana Baker	Narrative	Executive Summary: Section 1
3	b) Credentials (degrees and certifications) B.S. Elementary Education M.A. Ed. Educational Leadership	Narrative	Executive Summary: Section 1
3	c) Number of years as an administrator 7	Narrative	Executive Summary: Section 1
3	d) Number of years at the current school; 2	Narrative	Executive Summary: Section 1
1,2,3	e) Performance record of increasing student achievement throughout their career, which should include their history of school grades, FCAT/statewide assessment performance (i.e. percentage data for achievement levels, learning gains, improvement of lowest 25th percentile in reading and mathematics, pursuant to Section 1008.34(3)(b), F.S.), and progress toward Annual Measurable Objectives (AMOs) The school grade for the past several years has been an A. Under my administration, the percentage of students meeting high standards has been 76% and 76% in Reading, 69% and 68% in Math, 90% and 69% in Writing, and 69% and 58% in Science. Annual Learning Gains for the lowest 25% of the students has been 74% and 63% in Reading and 57% and 71% in Math.	DecisonEd/DW	
	a) Name Christina Murphy	Narrative	Executive Summary: Section 1
3	b) Credentials (degrees and certifications) ESOL Certified B.S. Elem Education USF M.A. Ed Curriculum & Instruction ED Spec Curriculum & Instruction Ed Leadership Certified UWF	Narrative	Executive Summary: Section 1
3	c) Number of years as an administrator 1	Narrative	Executive Summary: Section 1
3	d) Number of years at the current school; 1	Narrative	Executive Summary: Section 1

	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) The school grade for last year was an A. The percentage of students meeting high standards was 76% in Reading, 68% in Math, 69% in Writing, and 58% in Science. Annual Learning gains for the lowest 25% of the students was 63% in Reading and 71% in Math.	DecisonEd/DW	
1,2,3	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 Jennifer Byrd	Narrative	Executive Summary: Section 1
	b) Subject area Literacy	Narrative	Executive Summary: Section 1
	c) Credentials (degrees and certifications) Elem Ed with ESOL Endorsement	Narrative	Executive Summary: Section 1
	d) Number of years as an instructional coach 1	Narrative	Executive Summary: Section 1
1, 2	e) Number of years at the current school 1	Narrative	Executive Summary: Section 1
	f) Performance record of increasing student achievement throughout their career, which should include their history of school grades, FCAT/statewide assessment performance (i.e. percentage data for achievement levels, learning gains, improvement of lowest 25th percentile in reading and mathematics, pursuant to Section 1008.34(3)(b), F.S.), and progress toward Annual Measurable Objectives (AMOs)	DecisionEd/DW	
	g) Full-time or Part-time	Narrative	Executive Summary: Section 1

	h) School-based or District-based	Narrative	Executive Summary: Section 1
	3. *Instructional Staff*		Executive Summary: Section 1
3	a) # of instructional employees 37	DecisionEd/DW	Executive Summary: Section 1
3	b) % receiving effective rating or higher All instructional staff received an effective rating or higher.	Narrative	
	c) % Highly Qualified Teacher (HQT), as defined in NCLB through a High, Objective, Uniform State Standard of Evaluation (HOUSSE)	Narrative	Executive Summary: Section 1
2	c) % certified in-field, pursuant to Section 1012.2315(2), F.S. 100%	Narrative	Executive Summary: Section 1
2	e) % ESOL endorsed 32%	DecisonED/DW	Executive Summary: Section 1
3	f) % reading endorsed 0%	DecisionED/DW	Executive Summary: Section 1
3	g) % with advanced degrees 24%	DecisionED/DW	Executive Summary: Section 1
	h) % National Board Certified 5%	DecisionED/DW	Executive Summary: Section 1
	i) % first-year teachers 3%	DecisionED/DW	Executive Summary: Section 1
	j) % with 1-5 years of experience 5%	DecisionED/DW	Executive Summary: Section 1
	k) % with 6-14 years of experience 22%	DecisionED/DW	Executive Summary: Section 1
	l) % with 15 or more years of experience 70%	DecisionED/DW	Executive Summary: Section 1
	4. *Paraprofessionals*		Executive Summary: Section 1
	a) # of paraprofessionals 1	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. The administrators use a strategic interview process that includes questions and strategies directly related to the needs of the students and families at HLE. Mentors are matched with newer staff members for support. Administration will ensure that school based mentors will hold regular meetings with new teachers to the school. Teachers will participate in district wide trainings in order to increase professional knowledge. Professional development opportunities are intentionally aligned to teacher and student needs. The Reading Coach will meet monthly with various grade levels to help with the full implementation of the Common Core State Standards.	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. Observation of mentee's instruction and providing feedback; Planning lessons with mentee; Connecting lesson activities to standards; Discussing student progress and analyzing student work; Modeling or co-teaching lessons	Narrative	Standard 3-3.3, 3.7,3.12: Teaching and Assessing for Learning Standard 5-5.2,5.5Using Results for Continuous Improvement
4	**D. Multi-Tiered System of Supports (MTSS) / Response to Instruction/Intervention (RtI)**		
	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. We use a weekly subject area rotation when using the problem-solving model. The team defines the goal(s) from the SIP to be attained across the Tiers. We identify possible reasons why the desired goals are not being attained. Then we develop and implement a well-supported plan involving evidence-based strategies to attain the goals. The SBLT helps identify research based interventions for all Tier 2 and 3 students.	Narrative	Standard 3-3.7: Teaching and Assessing for Learning
4	PLCs will be used as an initial forum to discuss student academic or behavioral concerns.		

	Through conversation and collaboration, strategies will be explored to meet student needs. SBLT members will attend PLCs a minimum of monthly to support staff members and to support the implementation and monitoring of student progress. SBLT members will guide staff through the MTSS process.		
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? Shanay Samuels, School Counselor, Facilitator Tina Murphy, Data Manager/Data coach, Facilitator MaryBeth Dubois, Social Worker, Recorder/Note Taker Jill McGann, School Psychologist, Recorder/Note Taker Tijuana Baker, Principal, Time Keeper	Narrative	Standard 2-2.4: Governance and Leadership
5	3. Describe the systems in place that the leadership team uses to monitor the school's MTSS and SIP. The SBLT will be responsible for managing and coordinating efforts between all school teams as well as reviewing and revising the School Improvement Plan during a weekly rotation consisting of reading/writing, mathematics, science and behavior. Goals, barriers, and strategies will be reviewed and checked for fidelity.	Narrative	Standard 2-2.3,2.4: Governance and Leadership
4,5	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). FCAT, FAIR, Common Assessment, OPM, Attendance, and walkthrough data will be utilized to monitor the effectiveness of core and supplemental instruction. It will also be utilized to determine Tier progression. Dibels Next On-going Progress Monitoring will be used to monitor all Tier 2 students in Reading on a weekly basis. AIMS Web On-going Progress Monitoring will be utilized to monitor all ESE and/or Tier 3 students. Instructional	Narrative	Standard 5-5.1, 5.2, 5.3, 5.4: Using Results for Continuous Improvement

	Practices Inventory (IPI) will be used to capture student engagement twice a year (Fall and Spring). SBLT will use all of these data sources during the weekly rotation devoted to reading/writing, mathematics, science and behavior.		
	5. Describe the plan to support staff's understanding of MTSS and build capacity in data-based problem solving Curriculum meetings, PLCs and/or faculty meetings will be utilized by the SBLT team to collaborate with teachers on how to align MTSS implementation with FAIR and common assessment data.	Narrative	Standard 3-3.11, 3.12: Teaching and Assessing for Learning Standard 5-5.3:Using Results for Continuous Improvement
2	**E. Increased Learning Time/Extended Learning Opportunities**		
	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). Daily students identified by administration and the SBLT as substantially deficient or deficient in math, attend an extended learning program in the cafeteria using iPads. The students spend approximately15 minutes doing Splash Math. There is also an opportunity for students to work on Destination Math and FCAT Explorer before school for 25 minutes daily using the computers in the Media Center. Panther Pride occurs twice a week for an hour after school with previously identified and invited students. This program takes place from Feb to April for 4th-5th grade struggling students.	Narrative	Standard 3-3.1, 3.12: Teaching and Assessing for Learning
2	**F. Literacy Leadership Team (LLT)**		
2	1. Identify the names and positions titles of the members of your school-based LLT. Tijuana Baker, Principal Christina Murpy, Assistant Principal TBD	Narrative	Executive Summary: Section 1

2	2. Describe how the school-based LLT functions (e.g., meeting processes, roles, functions). The LLT is a collaborative system that encourages a literate climate to support effective teaching and learning. The team will meet monthly in an effort to identify professional development needs, support and ways to transfer these learnings into the classroom to enhance student literacy. We will also examine support for text complexity and full implementation of the Common Core State Standards	Narrative	Executive Summary: Section 1
	3. What will be the major initiatives of the LLT this year? Support for implementation of Common Core State Standards for Literacy in Social Studies, Science. Support for instructional skills focused on how to improve reading comprehension by utilizing close reading strategies and finding text evidence.	Narrative	Standard 3-3.1 thru 3.7: Teaching and Assessing for Learning
	G. Every Teacher Contributes to Reading Improvement		
2	This section is required for schools with grades 6-12, per Section 1003.413(2)(b), F.S.		
	1. Describe how the school ensures every teacher contributes to the reading improvement of every student. Through frequent examination of student data, all teachers are aware of students' reading needs. The support or intervention required for improvement will be identified by PLC members and/or SBLT and implemented by teacher or interventionist. Frequent data chats will occur between administrators and teachers to discuss and plan for the reading improvement of every student.	Narrative	Standard 3-3.1 thru 3.7: Teaching and Assessing for Learning
	H. Preschool Transition		
1,2	This section is required for schools with grades K-2.		

1	1. Describe strategies for assisting preschool children in transition from early childhood programs to local elementary school programs, as applicable. Academic skills are integrated and allow for an integrated curriculum that focuses on the developmental needs of each child. Social adjustment and communication skills are vital to increase positive interactions between peers. Teaching styles, classroom management techniques, and routines are similar between preschool and kindergarten.	Narrative	Standard 3-3.1 thru 3.7: Teaching and Assessing for Learning
	I. College and Career Readiness		
1	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
	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		
1	a) *Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)*		
1	☐ Students scoring at Achievement Level 3 31.9%	DecisionED/DW	Assessment Matrix

	☐ Students scoring at or above Achievement Level 4 42.5%	DecisionED/DW	Assessment Matrix
1	b) *Florida Alternate Assessment (FAA)*		Assessment Matrix
1	☐ Students scoring at Levels 4, 5, and 6 N/A	DecisionED/DW	Assessment Matrix
	☐ Students scoring at or above Level 7 N/A	DecisionED/DW	Assessment Matrix
1	c) *Learning Gains*		
1	☐ Students making learning gains (FCAT 2.0 and FAA) 68%	DecisionED/DW FCAT 2.0 only	Assessment Matrix
	☐ Students in lowest 25% making learning gains (FCAT 2.0) 63%	DecisionED/DW	Assessment Matrix
1	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)	DecisionED/DW	Assessment Matrix
1	☐ Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	DecisionED/DW	Assessment Matrix
	☐ Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	DecisionED/DW	Assessment Matrix
1	e) *Annual Measurable Objectives (AMOs)*		
	☐ 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 FCAT 2.0 Level 3 or higher: Asian: 83% Black or African American: 11% Hispanics of any race: 68% Two or more races: 50% White: 81%	DecisionED/DW FCAT 2.0 only	Assessment Matrix

	FAA Level 4 or higher: N/A Black or African American Hispanics of any race White		
	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 in the number of students scoring a level 3 or above by 9% Increase in the number of students scoring a level 4 or a 5 by 5% Increase in the number of students making learning gains by 5%	Narrative	
	Possible Data Sources to Measure Goal 1: FCAT data showing the number of students receiving a level 3 or above FCAT data showing the number of students receiving level 4 or 5 FCAT data showing the learning gains or developmental scores of our students	Narrative DecisionED	

	Data Indicator(s) –corresponding to SIP Part II A-J (SIP Targets)	**2012-13 Actuals**		**2013-14 Targets**	
	1. Students receiving a level 3 or above on FCAT 2.0	#	% 74.4	#	%
	2. Students receiving a level 4 or 5 on FCAT 2.0	#	% 42.5	#	%

		#	% 68	#	%
	3. Students making learning gains on FCAT 2.0				
	Action Plans (strategies) to Accomplish Goal 1 (reduce or eliminate barriers)				
	Action 1- All teachers will be trained in effective instructional techniques for teaching Language Arts based on the Common Core Standards.	Narrative			
	Action 2- Increase student engagement.	Narrative			
	Action 3- Increase usage of rubrics/scales and formative assessments.	Narrative			
	Action 4- Provide common planning time for teachers to develop rubrics/scales for the Common Core Language Arts standards.	Narrative			
	Plan to Implement Action 1: **Teachers will set and communicate a purpose for learning and learning goals for each lesson.** **Teachers will attend training sessions (via district and/or LLC) on effective instructional techniques for teaching Language Arts based on the Common Core Standards.** **Teachers will use conferring notebooks, goal setting, reading logs, and book clubs to improve reading stamina.**	Narrative			
	Plan to Implement Action 2: **Every student will receive an additional 30 minutes of differentiated reading instruction daily outside the 90 minute block.**	Narrative			

	Teachers will use effective questioning strategies and close reading strategies in order to stimulate interest.		
	Plan to Implement Action 3 **Instructional staff will attend training sessions (curriculum and/or LLC) in utilizing rubrics/scales and formative assessments for Language Arts Common Core standards.**	Narrative	
	Plan to Implement Action 4: **Time will be provided during PLCs for teachers to work in grade level teams to plan for differentiated instruction activities related to the Common Core State Standards.** **Student progress on formal assessments and OPM will be discussed and monitored during PLCs.**	Narrative	
	B. Area 2: Writing		
1	*a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)*	DecisionED/DW	Assessment Matrix
	☐ Students scoring at or above 3.5 69%	DecisionED/DW	Assessment Matrix
1	*b) Florida Alternate Assessment (FAA)*		
	☐ Students scoring at or above Level 4 N/A	DecisionED/DW	Assessment Matrix
	Goal 2 to support target(s): To increase the percentage of students scoring 3.5 or above from 69% to 79% To decrease the percentage of students scoring levels 1, 2, or 3 from 31% to 21%	Narrative	

Possible Data Sources to Measure Goal 2: Weekly writing notebook reviews Use of rubrics by teachers and students to monitor progress Writing Common Assessment Data Writing Common Assessment Data	Narrative DecisionED/DW			
Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)	**2012-13 Actuals**		**2013-14 Targets**	
1. **Increase the number of students scoring a 3.5 or by 5% .**	**#**	**%** **69**	**#**	**%**
Action Plans (strategies) to Accomplish Goal 2 (reduce or eliminate barriers)				
Action 1- All teachers to be trained in effective instructional techniques for writing.	Narrative			
Action 2- Increase instructional vigor during writing, with a focus on differentiation of instruction.	Narrative			
Action 3- Provide time to have teacher training on how to develop and utilize writing rubrics to ensure consistent goals and expectations across grade levels.	Narrative			
Action 4- Send teachers (specifically 4th grade teachers) to district trainings on scoring writing.	Narrative			
Plan to Implement Action 1: **Meet with district writing coach to discuss effective instructional techniques for writing. Lessons should specifically state the purpose for learning and expected outcomes.**	Narrative			

	Plan to Implement Action 2: Teachers will provide instruction that aligns to FL Writes expectations as well as Common Core Standards for writing. Arrange time to showcase writing best practices through in-class modeling and coaching. Scaffold lessons so every level of writer is challenged to reach higher levels.	Narrative	
	Plan to Implement Action 3: Plan time to work on how to develop and utilize writing rubrics during staff meetings, professional development days or during PLCs.	Narrative	
	Plan to Implement Action 4: Allow time for trained teachers to share information with all grade levels so they can plan lessons that will align to helping students prepare for FL Writes and Common Core Standard expectations across grade levels.	Narrative	
	C. Area 3: Mathematics		
	1. *Elementary and Middle School Mathematics*		
	The following data shall be considered by elementary and middle schools.		
1	a) *Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)*	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at Achievement Level 3 32%	DecisionED/DW	Assessment Matrix
	☐ Students scoring at or above Achievement Level 4 35.2%	DecisionED/DW	Assessment Matrix
1	b) *Florida Alternate Assessment (FAA)*		
1	☐ Students scoring at Levels 4, 5, and 6 N/A	DecisionED/DW	Assessment Matrix
	☐ Students scoring at or above Level 7 N/A	DecisionED/DW	Assessment Matrix
1	c) *Learning Gains*		

1	☐ Students making learning gains (FCAT 2.0, EOC, and FAA) 68%	DecisionED/DW FCAT 2.0 only	Assessment Matrix
	☐ Students in lowest 25% making learning gains(FCAT 2.0 and EOC) 63%	DecisionED/DW FCAT 2.0 only	Assessment Matrix
1	*d) Annual Measurable Objectives (AMOs)*		
	☐ 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 FCAT 2.0: Asian Black or African American Hispanics of any race Two or more races White FAA: N/A Black or African American Hispanics of any race White	DecisionED/DW FCAT 2.0 only	Assessment Matrix
	2. *High School Mathematics*		
	The following data shall be considered by high schools.		
1	*a) Florida Alternate Assessment (FAA)*		
1	☐ Students scoring at Levels4, 5, and 6	DecisionED/DW	Assessment Matrix
	☐ Students scoring at or above Level 7	DecisionED/DW	Assessment Matrix
1	*b) Annual Measurable Objectives (AMOs)*		
	☐ 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
1	*c) Learning Gains*		

	☐ Students making learning gains (EOC and FAA)	DecisionED/DW	Assessment Matrix
1	*d) Postsecondary readiness*		
	☐ *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		
1	The following data shall be considered by middle schools.		
1	☐ Middle school participation in high school EOC	DecisionED/DW	Assessment Matrix
	☐ Middle school performance on high school EOC	DecisionED/DW	Assessment Matrix
	4. Algebra 1 End-of-Course Assessment (EOC)		
1	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
	☐ Students scoring at or above Achievement Level 4	DecisionED/DW	Assessment Matrix
	5. Geometry End-of-Course Assessment (EOC)		
1	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
	☐ Students scoring at or above Achievement Level 4	DecisionED/DW	Assessment Matrix
	Goal 3 to support target(s): - Increase in the number of students scoring a level 3 or above by 5% - Increase in the number of students scoring a level 4 or a 5 by 5% - Increase in the number of students making learning gains by 5%	Narrative	

Possible Data Sources to Measure Goal 3: - FCAT data showing the number of students receiving a level 3 or above - FCAT data showing the number of students receiving level 4 or 5 - FCAT data showing the learning gains or developmental scores of our students		DecisionED/DW			
Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)		**2012-13 Actuals**		**2013-14 Targets**	
1. Students receiving a level 3 or above on FCAT Math 2.0		#	% 68	#	%
2. Students receiving a level 4 or 5 on FCAT Math 2.0		#	% 35.2	#	%
3. Students making learning gains on FCAT Math 2.0		#	% 64	#	%
Action Plans (strategies) to Accomplish Goal 3 (reduce or eliminate barriers)					
Action 1- Provide instruction at or above expected grade level.		Narrative			
Action 2- Differentiate Instruction		Narrative			
Action 3- Increase Student Engagement		Narrative			
Action 4- Increase instructional rigor		Narrative			
Plan to Implement Action 1:		Narrative			

	Ensure that lessons taught: - Are aligned to the CCSS and the district provided pacing guide - Begin with a discussion of desired outcome and a learning goal - Includes a learning goal or an essential question - Engages students using collaborative learning, checks for understanding, physical movement and accountable talk. - Provides enrichment activities for students who have mastered the concept		
	Plan to Implement Action 2: Ensure instructional environment includes the following: - Teachers will assess the students' readiness for learning the new skill and will assess the level of comprehension throughout the lesson. - Teachers will use formal and informal assessments to measure students' level of understanding and will meet with students to discuss their progress and achievement toward their learning goals. - Teachers will use data to modify and adjust lessons to accommodate the different needs of students in the classroom. - Teachers will use rubrics to monitor student progress to assess readiness to move on or need for remediation. (the new CCSS has checklists to help with student progress)	Narrative	

Plan to Implement Action 3: Instructional setting and lessons will: - Be differentiated to meet individual instructional needs, cultural background and interests. - Include flexible small group instruction that can change with individual needs or level of comprehension. - Provide opportunities for students to demonstrate and express knowledge and understanding of the content in a variety of ways and varying in levels of difficulty. - Provide students with hands on and expressive learning opportunities.	Narrative	
Plan to Implement Action 4: Lessons will include: - An implementation of the new CCSS in which students will be expected a deeper level of understanding. - Expectation of use of manipulatives and/or journaling to express understanding of mathematical concepts. - Higher level of understanding by using a variety of methods to solve real world math problems. - A scaffolded approach to small groups in which the individual needs of all students are met in the classroom setting (enrichment and remediation).	Narrative	
D. Area 4: Science		
1. *Elementary and Middle School Science*		

	The following data shall be considered by elementary and middle schools.		
1	a) *Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)*		Assessment Matrix
1	☐ Students scoring at Achievement Level 3 31.9%	DecisionED/DW	Assessment Matrix
	☐ Students scoring at or above Achievement Level 4 42.5%	DecisionED/DW	Assessment Matrix
1	b) *Florida Alternate Assessment (FAA)*		
1	☐ Students scoring at Levels 4, 5, and 6	DecisionED/DW	Assessment Matrix
	☐ Students scoring at or above Level 7	DecisionED/DW	Assessment Matrix
	2. **High School Science**		
	The following data shall be considered by high schools.		
1	a) *Florida Alternate Assessment (FAA)*		
1	☐ Students scoring at Levels 4, 5, and 6	DecisionED/DW	Assessment Matrix
	☐ Students scoring at or above Level 7	DecisionED/DW	Assessment Matrix
	3. **Biology 1 End-of-Course Assessment (EOC)**		
1	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
	☐ Students scoring at or above Achievement Level 4	DecisionED/DW	Assessment Matrix
1	**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) 1. HLE Science Fair & District Science Fair	Narrative	Standard 3-3.12: Teaching and Assessing for Learning
	☐ Participation in STEM-related experiences provided for students 1. All students 1st-5th participate in HLE Science Fair & District Science Fair	Narrative	Standard 3-3.1: Teaching and Assessing for Learning

1	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
	☐ Passing rate (%) for students who take CTE-STEM industry certification exams	DecisionED/DW	Assessment Matrix

	Goal 4 to support target(s): -Increase the percentage of students achieving a level 3 -Increase the percentage of students achieving a level 4 or above			
	Possible Data Sources to Measure Goal 4: http://fcat.fldoe.org/mediapacket/2013/default.asp	DecisionED/DW		
	Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)	**2012-13 Actuals**		**2013-14 Targets**
	1. Increase by 5% of students scoring a level 3	#	% 37.2	#	%
	2. Increase by 5% of students scoring a level 4 or above	#	% 19.5	#	%
	Action Plans (strategies) to Accomplish Goal 3 (reduce or eliminate barriers)			
	Action 1- Set and communicate a purpose for learning and learning goals in each lesson			

	Action 2- Increase instructional rigor		
	Action 3- Implement high yield instructional strategies		
	Action 4- Differentiate instruction		
	Plan to Implement Action 1: Determine Lesson: -Is aligned with a course standard or benchmark and to the district/school pacing guide/science workshop -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 -Supports reading and math CCSSS		
	Plan to Implement Action 2: Evidence of: -Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks the cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks -Students are provided with appropriate scaffolding and supports to access higher order		

	questions and tasks -Teachers use probes to identify misconceptions before a new concept is introduced -Science lessons are aligned to, and support, reading and math CCSSS		
	Plan to Implement Action 3: Determine: -Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes -Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. Evidence of: - Use the 5 E's model (Engage, Explore, Explain, Elaborate, and Evaluate,) SEAMS investigations, Fusion digital labs, probes, and Fishbowl discussions occur -All students use science journals to record thinking and reflect on essential questions in an ongoing manner throughout each 5 E's workshop.		
	Plan to Implement Action 4: Evidence of: -Teacher uses the 5 E's Model (engage, explore, explain, elaborate, and evaluate) Workshops provided by the district -Teacher uses the Gradual Release of Responsibility Model -Teachers utilize data to modify and adjust teaching practices and to reflect on the needs		

	and progress of students at different cognitive levels -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 -Teachers use probes to identify misconceptions before a new concept is introduced -Students use science journals to record data collection and continually respond to essential questions. -Students set and work toward individual goals on FCAT Explorer Science -Teacher uses questioning techniques at various cognitive levels to promote learning.		
1	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
3	☐CTE program concentrators	DecisionED/DW	
	☐ 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)*		
1	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
	☐ Students scoring at or above Achievement Level 4	DecisionED/DW	Assessment Matrix
	2. *U.S. History End-of-Course Assessment (EOC)*		
1	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
	☐ Students scoring at or above Achievement Level 4	DecisionED/DW	Assessment Matrix
	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		
3	1. *Attendance*		
3	☐ Students tardy 10 percent or more, as defined by district attendance policy	DecisionED/DW	Standard 5-5.2 Using Results for Continuous Improvement
	☐ Students absent 10 percent or more, as defined by district attendance policy 42 students	DecisionED/DW	Standard 5-5.2 Using Results for Continuous Improvement
3	2. *Suspension*		
3	☐ Students with one or more referrals 57	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
3	☐ Students with five or more referrals 6	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
3	☐ Students with one or more in-school suspension days, as defined in s.1003.01(5)(b), F.S. 8	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
3	☐ Students with five or more in-school suspension days, as defined in s.1003.01(5)(b), F.S. 0	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
3	☐ Students with one or more out-of-school suspension days, as defined in s.1003.01(5)(a), F.S. 8	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
3	☐ Students with five or more out-of-school suspension days, as defined in s.1003.01(5)(a), F.S. 1	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
3	☐ Students with ten or more in-school or out-of-school suspension days 0	DecisionED/DW	Standard 5: Using Results for Continuous Improvement

3	☐ Students referred for alternative school placement 0	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
	☐ Students expelled 0	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
1	3. *Retention*		
1	☐Students retained 8	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
1	☐ Students with one or more course failures on first attempt in core-curricula courses, as defined in s. 1003.01(14), F.S.	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
1	o Students in 3rd grade with one or more course failures on first attempt in core-curricula courses o Students in 6th grade with one or more course failures on first attempt in core-curricula courses o Students in 9th grade with one or more course failures on first attempt in core-curricula courses 0	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
	☐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*		
1	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
	☐ 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		

3,4	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	
	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). The parent work schedule and single parent families continue to be barriers to parent participation in meetings and activities. The school will announce all activities in the newsletter, School Messenger, the PTA website and the marquee.		
1-5	**J. Area 10: Additional Targets**		
	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.		
1-5	**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	☐ Step 1: Identify goal(s) to help you achieve your targets. Select one or more Areas each goal addresses.	Narrative	
1-5	☐ Step 2: Brainstorm barriers that could prevent the school from achieving each goal.	Narrative	
1-5	☐ Step 3: Prioritize targeted barriers based on alterable elements of curriculum, instruction, environment, and organizational systems (e.g., those which have the most impact on the goal if removed or are immediately actionable).	Narrative	
1-5	☐ Step 4: Brainstorm which resources are available that could be used to address each targeted barrier.	Narrative	

1-5	☐ Step 5: Brainstorm and prioritize strategies that could be used to eliminate or reduce each targeted barrier.	Narrative	
1-5	☐ Step 6: Identify action steps (including who, what, where, when) that will need to be taken to implement the identified strategies.	Narrative	
1-5	☐ Step 7: Determine how strategies will be monitored for effectiveness and fidelity of implementation (including who, what, where, when).	Narrative	
	☐ Step 8: Determine how progress towards each goal will be monitored (including who, what, where, when).	Narrative	
	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.	Narrative	
	☐ Related goal Common Core State Standards support and implementation will be a professional development focus.	Narrative	
	☐ Topic, focus, and content Common Core State Standards	Narrative	
	☐ Facilitator or leader Christina Murphy and Instructional Coach	Narrative	
	☐ Participants (e.g., Professional Learning Community, grade level, schoolwide) All instructional staff	Narrative	
	☐ Target dates or schedule (e.g., professional development day, once a month) Monthly	Narrative	
	☐ Strategies for follow-up and monitoring Walkthrough data FCAT and FAIR data monitored during data chats and SBLT	Narrative	
	☐ Person responsible for monitoring Administration	Narrative	
4	**Part IV: Coordination and Integration**		

	Narrative	
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. 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. The district receives 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. Title II The district receives 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. Title III 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. Title X- Homeless The district receives 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). Supplemental Academic Instruction (SAI) 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. Nutrition Programs Title I coordinates with district food services to provide breakfast and lunch to students in Title I summer extended learning camps. Head Start Title I, Part A funds are used to provide Pre-Kindergarten to Kindergarten transition services. Title I schools coordinate with staff from public and private preschool programs, including Head Start, to prepare students for a successful start to school. A portion of Title I, Part A funds is used to provide classes for 3 year olds at targeted elementary schools to support early literacy.		
	Part V: Budget		
4	Based on the strategies identified during the problem-solving process, create a budget for each school-funded activity including: TBD	Narrative	
4	☐ Related goal Increase comprehension for all students by utilizing non-fiction text in a research based intervention program.	Narrative	
4	☐ Strategy	Narrative	
4	☐ Type of resource (i.e., evidence-based programs or materials, professional development, technology, or other)	Narrative	
4	☐ Description of resources	Narrative	
4	☐ Funding source Reading Referendum	Narrative	
	☐ Amount needed	Narrative	
	Part VI: Mid-Year Reflection		
1-5	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
	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