District VMV Goals	School Improvement Information	Data & Information Sources	AdvancED
Vision	Vision Lakewood High School: To prepare our students for a competitive global society.	Narrative	Standard 1-1.1, 1.2: Purpose
Mission	Mission The mission of Lakewood High School is to prepare our students to be successful and adaptable in a dynamic world.	Narrative	Standard 1-1.2: Purpose
Values	Values **Teachers' Collective Commitment**: Student learning needs are the primary focus of all decisions impacting the work of the school. **Students' Collective Commitment**: Students will come to school prepared to learn each day.	Narrative	Standard 1-1.3: Purpose
	Part I: Current School Status		
	A. School Information		
	1. *School-Level Information*		
	☐ School Lakewood High School	Narrative	
	☐ Principal's name Robert Vicari	Narrative	
	☐ School Advisory Council chair's name Sherry Labonte	Narrative	
	2. *District-Level Information*		
	☐ District	✓	
	Pinellas County		

	☐ Superintendent's name	✓	
	Michael A. Grego Ed.D.		
	☐ Date of school board approval of SIP	✓	
	September 24, 2013		
	B. School Advisory Council (SAC)		
3	1. Describe the involvement of the SAC in the development of this school improvement plan. The School Advisory supports the implementation of our goals and action plan. They will oversee our entire process and will provide input into our progress.	Narrative	Standard 2-2.4, 2.5: Governance and Leadership
3	2. Describe the activities of the SAC for the upcoming school year. The School Advisory committee will continue to monitor our progress and will receive monthly reports. The SAC committee's key focus will be on Writing, Math and Reading.	Narrative	
4	3. Describe the projected use of school improvement funds and include the amount allocated to each project. Lakewood will be allocated $6,515.65 for School Improvement funds for the 2013-2014 school year. These funds will be used to promote student achievement through supplemental instructional opportunities for our teachers and students and Professional Development.	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: **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) Robert Vicari, Principal	Narrative	Executive Summary:

	b) Pete Oberg, Assistant Principal c) Sue Alvaro, Assistant Principal d) Harriet Davis, Assistant Principal		Section 1
3	b) Credentials (degrees and certifications) Robert Vicari - - BA, MS, Ed.S Pete Oberg- BA, MS/Educational Leadership, Sue Alvaro- **BA Special Education; MS /Educational Leadership;** **Harriet Davis;** BA, MA, Ed.D/ Educational Leadership;	Narrative	Executive Summary: Section 1
3	c) Number of years as an administrator Robert Vicari- 17 Pete Oberg- 4 Harriet Davis- Sue Alvaro- 8	Narrative	Executive Summary: Section 1
3	e) Number of years at the current school; Vicari 4 years Oberg 23 years Alvaro 3 years Davis 7 years	Narrative	Executive Summary: Section 1
1,2, 3	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) Robert Vicari – School Grades - 2007-2008 (A); 2008-2009 (A); 2009-2010 (A); 2010 (C); 2011(B); 2012 (B) -**Proficiency in Reading** – 2007-08 (70%); 2008-09 (73%); 2009-10 (71%); 2010-11 (44%) 2012 (42%); **Proficiency in Math** - 2007-08 (75%); 2008-09 (71%); 2009-10 (70%); 2011 (61%); 2012 (40%). **Lowest 25% math**; 71%, 68%, 68%; 54%, 57%, 72%; **Lowest 25% Reading**; 65%, 77%, 59%, 35%, 39%, 61%; Pete Oberg – School Grade LHS-2004-2010 (D); 2010 (C); 2011 (B); 2012(B) **Proficiency in Reading** 2012 (42%) 2011 (42%)2009-10 (45), 2008 (52)**Proficiency in Math**- 2012 (40%) 2011 (67%) 2010; (72%), 2009 (67%).	DecisonEd/DW	

Sue Alvaro- School Grade, 2007-2008 (A); 2008-2009 (A); 2009-2010 (A); 2010 (C); 2011(B); 2012(B) **Proficiency in Reading** – 2007-08 (70%); 2008-09 (73%); 2009-10 (71%); 2010-11 (44%) 2012 (42%); **Proficiency in Math** - 2007-08 (75%); 2008-09 (71%); Harriet Davis – PPMS 2005- 2007 School Grade C; B, B- LHS 2007-2010, School Grade, D, D, D, D,C, B,B: **Proficiency in Reading** 2012 (42%) 2011 (42%)2009-10 (45), 2008 (52)**Proficiency in Math**- 2012 (40%) 2011 (67%) 2010; (72%), 2009 (67%).		
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 Nicole Harazin Tara Fowler Jennifer Pacotwa	Narrative	Executive Summary: Section 1
b) Subject area Harazin - Reading Fowler – Math Pacotwa- Science	Narrative	Executive Summary: Section 1
c) Credentials (degrees and certifications) Jennifer Pacowta – Master degree; Tara Fowler, Bachelor degree; Nicole Harazin, Literacy Coach (English, Reading, and Literacy in all content areas), Ed. Leadership Certification (USF 2011), Masters in Reading K12 (USF 2008), Masters in Teaching Secondary English (UF 2004), Bachelors in English/Minor in Secondary Ed (UF 2003), 3 prior years as an instructional coach, 0 years at the current school. Performance record: 2012-2013 District Staff Developer; Tara Fowler	Narrative	Executive Summary: Section 1

	Graduated with B.S degree in Mathematics from Fayetteville State University. Graduated with M.S degree in Curriculum & Instruction with Mathematics from University of Florida Fowler has 15 years of teaching under her belt and 12 years at Lakewood High School;		
	Number of years as an instructional coach 5 years (Pacowta); Fowler (0); Harazin 3 years.	Narrative	Executive Summary: Section 1
	d) Number of years at the current school 11 years (Pacowta); (Fowler) 13 years; Harazin 0 years at LHS.	Narrative	Executive Summary: Section 1
1,2	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) Pacowta- 2009-2010 School Grade D,D,D,: D;2011 – C, B, B- FCAT Science Proficiency 44%; Harazin: Pinellas Data: Students meeting Reading Proficiency 52% 2011-2012 Literacy Coach, St. Petersburg HS Data: Grade A, Students meeting Reading Proficiency 57%, Students making Gains 60% 2010-2011 Literacy Coach, St. Petersburg HS Data: Grade B, Students meeting Reading Proficiency 61%, Students making Gains 59%; Fowler- Math	DecisionEd/DW	
	g) Full-time or Part-time Pacowta – part-time; Fowler – part-time Harazin- full time;	Narrative	Executive Summary: Section 1
	h) School-based or District-based	Narrative	Executive

	Two school-based; One district-based;		Summary: Section 1
	3. ***Instructional Staff***		Executive Summary: Section 1
	a) # of instructional employees 101	DecisionEd/DW	Executive Summary: Section 1
3	b) % receiving effective rating or higher 95% received effective ratings; 5% received highly effective	Narrative	
3	c) % Highly Qualified Teacher (HQT), as defined in NCLB through a High, Objective, Uniform State Standard of Evaluation (HOUSSE)	Narrative	Executive Summary: Section 1
	c) % certified in-field, pursuant to Section 1012.2315(2), F.S. 99% certified in field, pursuant to Section 1012,2315;	Narrative	Executive Summary: Section 1
2	d) % ESOL endorsed 6.9%	DecisonED/DW	Executive Summary: Section 1
2	e) % reading endorsed 12.%	DecisionED/DW	Executive Summary: Section 1
3	f) % with advanced degrees 37.6%	DecisionED/DW	Executive Summary: Section 1
3	g) % National Board Certified 3.0%	DecisionED/DW	Executive Summary: Section 1
	h) % first-year teachers 9.9%	DecisionED/DW	Executive Summary: Section 1
	i) % with 1-5 years of experience 29%	DecisionED/DW	Executive Summary: Section 1
	j) % with 6-14 years of experience	DecisionED/DW	Executive

	36.6%		Summary: Section 1
	k) % with 15 or more years of experience 23.8%	DecisionED/DW	Executive Summary: Section 1
	4. *Paraprofessionals*		Executive Summary: Section 1
	a) # of paraprofessionals LHS has one paraprofessional	Narrative	Executive Summary: Section 1
	b) % Highly Qualified Teacher, as defined in NCLB through a High, Objective, Uniform State Standard of Evaluation (HOUSSE)	Narrative	Executive Summary: Section 1
	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 Principal along with the APC determine units, needs, and potential vacancies using District website, in-school candidates to identify potential candidates; Also, by creating a climate that is supportive and positive.	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. The lead teacher is Mrs. Alcott. She has performed in this role for over three years, holding monthly meetings. At this meeting teachers learn new strategies and processes that are important for LHS. Pairings are made with teachers in the mentees content areas. Ronald Schnell – Sharyn Jacob John Smith – Lisa Alcott Leandra Fernandez – Linda Santiago	Narrative	Standard 3- 3.3, 3.7,3.12: Teaching and Assessing for Learning Standard 5- 5.2,5.5Using Results for Continuous Improvement

	Marilyn Torres – Linda Santiago		
	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. SBLT: Monitors our core instruction and support teachers, Administrative Team: Walk-throughs, resource allocation, coordination of all teams; Leading the Learning Cadre: It is our teacher support system Literacy Leadership Team:: Will monitor our goals and support teachers. AVID Site Team: Professional development and support teachers Child Study Team: Will monitor students/support and support teachers PLC's: Support teachers in their content areas.	Narrative	Standard 3-3.7: Teaching and Assessing for Learning
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 • Social Studies – Ms. Forsyth and Lynsey Turner • Science- Brandy Noonan • English – Kristie Dowling/Elizabeth Halsted • Reading- Hattie Dancil-Stokes • Electives/World Languages, Arts, Physical Education- Linda Santiago • Administrator – Pete Oberg • Administrator – Harriet Davis • Administrator- Sue Alvaro Others: • CAT-Laura Lake • Guidance – Veronica Pruitt/Kathy Heatly • Social Worker- Debbie Belk • Sueanne Mills – Attendance • Teen Parent – Keeley Breemer • School Psychologist – Heather Jakobiak	• Narrative	Standard 2-2.4: Governance and Leadership

	• AVID – Tara Fowler • Special Education – Dawn Teklinsky		
4	2. Describe the systems in place that the leadership team uses to monitor the school's MTSS and SIP. Each Goal and Action Plan is monitored by the Department Chair(s) and SBLT.	Narrative	Standard 2-2.3,2.4: Governance and Leadership
5	3. 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). Our Baseline data is our guide and the data is embedded in our SIP goals.	Narrative	Standard 5-5.1, 5.2, 5.3, 5.4: Using Results for Continuous Improvement
4,5	4. Describe the plan to support staff's understanding of MTSS and build capacity in data-based problem solving. Our Instructional staff is involved in the implementation of the MTSS process through their PLC's, pre-school meetings, department meetings and throughout the school year.	Narrative	Standard 3-3.11, 3.12: Teaching and Assessing for Learning Standard 5-5.3:Using Results for Continuous Improvement
	E. Increased Learning Time/Extended Learning Opportunities		
2	Describe research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum (e.g., lengthening the school day, week, or year; providing before, after, Saturday, or summer school programs; implementing enrichment programs and activities; allowing teachers to collaborate, plan, and engage in professional development).	Narrative	Standard 3-3.1, 3.12: Teaching and Assessing for Learning

ACT Prep: frequency	Target group	number of students	Optional or Mandatory	Funds
Twice a week	11-12th	50	optional	ELP
EOC Algebra Remediation				
July, three weeks	10th	90	optional	ELP
Saturday (4xs)	10th	50	optional	ELP
FCAT Reading Bootcamp	9-12th	100	optional	ELP

	Advanced Placement	March-April	250	optional	ELP		
	Credit Recovery (12th) 5 days per week		80	mandatory	ELP		
	Robotics	June – July	50	optional	ELP		
	Summer Credit Recovery 12 days, four hours	100		mandatory	ELP		
	ELP tutoring	4 days per week	50	optional	ELP		
	F. Literacy Leadership Team (LLT)						
2	1. Identify the names and positions titles of the members of your school-based LLT. Robert Vicari (Principal), Nicole Harazin (Literacy Coach), Elizabeth Halstead (English), Kristie Dowling (English), Dawn Teklinsky (ESE), Haley Forsythe (Social Studies), Lyndsey Turner (Social Studies), Brandy Noonan (Science), Jen Pacowta (Science Coach), Tara Fowler (Math coach and AVID), Linda Santiago (Electives), Hattie Stokes-Dancil (Reading), Andie McDougal (Media Specialist)					Narrative	Executive Summary: Section 1
2	2. Describe how the school-based LLT functions (e.g., meeting processes, roles, functions). The Literacy Coach will write the agenda and lead the monthly LLT meetings. The LLT will determine the literacy needs of the students and teachers in order to plan school activities that promote literacy as well as professional development opportunities for teachers.					Narrative	Executive Summary: Section 1
2	3. What will be the major initiatives of the LLT this year? The major initiatives will all be related to promoting and increasing literacy on campus. One initiative will be to plan monthly professional development sessions for teachers. The literacy coach will facilitate these sessions during teachers' planning periods. The strategies presented will be about meeting the expectations Common Core State Standards, understanding the shifts in instruction that will take place with CCSS implementation, and writing in response to reading. The second initiative is related to the first. Teachers of English, Reading and Social Studies will meet to plan cross-curricular units of study that meet CCSS. The third initiative is also related. The literacy team will plan and implement a demonstration day early second semester. Teachers will open their classrooms for others to see how they have implemented strategies shared during professional development first semester or other strategies that enhance literacy in their classroom.					Narrative	Standard 3- 3.1 thru 3.7: Teaching and Assessing for Learning

	G. Every Teacher Contributes to Reading Improvement		
	This section is required for schools with grades 6-12, per Section 1003.413(2)(b), F.S.		
2	1. Describe how the school ensures every teacher contributes to the reading improvement of every student. There are two major ways that the school will ensure that all teachers contribute to reading improvement. First, teachers will include the school-wide initiatives in their IPDP. Evaluating administrators will check on this. Second, the administrators and instructional coaches will conduct walkthroughs to see evidence of literacy strategies being used in all content area classes. Data from walkthroughs will be used to determine future professional development needs of the entire faculty, individual departments, and/or individual teachers.	Narrative	Standard 3- 3.1 thru 3.7: Teaching and Assessing for Learning
	H. Preschool Transition		
	This section is required for schools with grades K-2.		
1,2	1. Describe strategies for assisting preschool children in transition from early childhood programs to local elementary school programs, as applicable.	Narrative	Standard 3- 3.1 thru 3.7: Teaching and Assessing for Learning
	I. College and Career Readiness		
	This section is required for secondary schools, per Sections 1003.413(2)(g)-(j) and 1008.37(4), F.S.		
1	1. How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future? Teachers incorporate board configuration to communicate the learning goal, how it applies to their lives. This is done daily.	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? Our Guidance counselors continue to do two credit checks with students and their parents' 1st and 2nd semester. In addition they promote career planning and post-secondary options. Our ESE students are provided with transitional options to help them with post-secondary or careers.	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. The SBLT will continue to utilize the High School Feedback Report to determine areas of weakness, strengths and problem solve gaps in the data. We will continue to use AVID strategies to improve instruction and student achievement. We will continue to increase ACT, SAT and CPT participation. We will continue to work on our articulation with local colleges and other postsecondary insitutions.	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 18.6%	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above Achievement Level 4 23.9%	DecisionED/DW	Assessment Matrix
	b) Florida Alternate Assessment (FAA)		Assessment Matrix

1	☐ Students scoring at Levels 4, 5, and 6 20%	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above Level 7 60%	DecisionED/DW	Assessment Matrix
	c) Learning Gains		
1	☐ Students making learning gains (FCAT 2.0 and FAA) 43.8% and 20%	DecisionED/DW FCAT 2.0 only	Assessment Matrix
1	☐ Students in lowest 25% making learning gains (FCAT 2.0) 58%	DecisionED/DW	Assessment Matrix
	e) Comprehensive English Language Learning Assessment (CELLA) *68%*		
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) 100%	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
1	☐ Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students) 100%	DecisionED/DW	Assessment Matrix
	e) Annual Measurable Objectives (AMOs)		
1	☐ Student subgroups (i.e., American Indian, Asian, black, Hispanic, white, English language learners, students with disabilities, and economically disadvantaged) scoring at level 3 or higher on FCAT 2.0, or scoring at level 4 or higher on the FAA.	DecisionED/DW FCAT 2.0 only	Assessment Matrix

Asian 100% (5), Black or African American 21.1% (44), Hispanic 72.2% (13), Two or more races 75% (3), White 83.7% (72), ESE 4.9% (2), LEP 0% (0), Economically disadvantaged 22.5% (39)		
f) Postsecondary readiness PERT Read 40% (4), Write 22.2% (2)		
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): The percentages of students scoring proficient (level 3 and above) on FCAT 2.0 and making learning gains will increase by 5%.	Narrative	
Possible Data Sources to Measure Goal 1: FCAT 2.0 FAIR Walkthroughs	Narrative DecisionED	

Data Indicator(s) –corresponding to SIP Part II A-J (SIP Targets)	2012-13 Actuals		2013-14 Targets	
1. FCAT 2.0, Students scoring level 3 and above	137#	42%	151#	47%
2. FCAT 2.0, Students making learning gains.	141#	43.%	154#	48%
3. FCAT 2.0, Students in the L25% making learning gains	46#	58%	50#	63%

Action Plans (strategies) to Accomplish Goal 1 (reduce or eliminate barriers)	
Action 1- Literacy strategies aligned to the blended standards of NGSSS tested benchmarks and CCSS at the	Narrative

appropriate level of cognitive/text complexity needed.		
Action 2- Instruction needs to include a variety of practices that promote active student discussion and writing to elaborate on complex text.	Narrative	
Action 3- Curriculum and instruction needs to engage students in authentic, higher order, cognitively complex literacy tasks.	Narrative	
Action 4- Curriculum needs to be accessible for all students. (Bradley MOU)	Narrative	
Plan to Implement Action 1: The SBLT and LLT teams will identify literacy strategies that are aligned to the tested benchmarks and expectations of CCSS. Teachers will continue to learn about appropriate level of cognitive and text complexity for their classes.	Narrative	
Plan to Implement Action 2: Teachers will receive professional development from the literacy coach on strategies, including AVID strategies, to promote active student discussion and writing in response to reading. Walkthroughs will assess the level of implementation.	Narrative	
Plan to Implement Action 3: Professional development on strategies from AVID will continue to develop teachers' knowledge and use of authentic, higher order, cognitively complex literacy tasks. Teachers will work in PLCs to identify texts that students cannot readily access. The PLCs will identify complementary texts that can be used to scaffold learning of curricular texts to support students' understanding of cultural implications and build students' background knowledge.	Narrative	

	Plan to Implement Action 4: Teachers will work in PLCs to identify texts that students cannot readily access. The PLCs will identify complementary texts that can be used to scaffold learning of curricular texts to support students' understanding of cultural implications and build students' background knowledge.	Narrative	
	B. Area 2: Writing		
	a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above 3.5 56% (190)	DecisionED/DW	Assessment Matrix
	b) Florida Alternate Assessment (FAA)		
1	☐ Students scoring at or above Level 4	DecisionED/DW	Assessment Matrix
	Goal 2 to support target(s): Increase the percentage of students earning a 3.5 or better by at least 8%. Lakewood HS teachers will increase rigor through extensive on-demand writing, and supportive feedback.	Narrative	
	Possible Data Sources to Measure Goal 2: FCAT Writing Test;	Narrative DecisionED/DW	

Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)	2012-13 Actuals		2013-14 Targets	
1. FCAT writing proficiency for 9th and 10th grades	190	56%	218	64%
2. PERT Writing scores for 12th graders	#	%	#	%

		#	%	#	%
3. FCAT reading – African Americans – all grades					
Action Plans (strategies) to Accomplish Goal 2 (reduce or eliminate barriers)					
Action 1- Instruction will provide ample opportunities to write.	Narrative				
Action 2- Students will receive consistency in the presentation of writing requirements and feedback across the curriculum to allow for improvement.	Narrative				
Action 3- Writing will scaffold from grade level to grade level in order to provide more consistency among English classes.	Narrative				
Action 4 Instruction will provide ample opportunities to respond to a written text.	Narrative				
Plan to Implement Action 1: Full school-wide implementation of common core, encouraging teachers to use writing assessments over multiple choice tests. Implement AVID writing-to-learn strategies like exit and entry slips, double entry journals, and learning logs.	Narrative				
Plan to Implement Action 2: School-wide rubric used in all classes; collaboration between departments in monthly meetings to align writing goals; joint lesson studies which include teachers from many different departments; the teaching of a common documentation style (MLA) in both Social	Narrative				

	Studies and Language Arts classrooms.		
	Plan to Implement Action 3: The English department has implemented a plan which outlines the minimum writing requirements for each grade level to encourage all teachers to engage their students in meaningful and rigorous writing assignments	Narrative	
	Plan to Implement Action 4: The majority of teachers have been (or will be) trained in the implementation of common core in their classroom. Those trainings encouraged them to include writings assignments that force readers to interact with a text such as synthesis essays, DBQs, summarizing activities, etc.	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	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above Achievement Level 4	DecisionED/DW	Assessment Matrix
	b) *Florida Alternate Assessment (FAA)*		
1	☐ Students scoring at Levels 4, 5, and 6	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above Level 7	DecisionED/DW	Assessment Matrix
	c) *Learning Gains*		

1	☐ Students making learning gains (FCAT 2.0, EOC, and FAA)	DecisionED/DW FCAT 2.0 only	Assessment Matrix
1	☐ Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	DecisionED/DW FCAT 2.0 only	Assessment Matrix
	d) Annual Measurable Objectives (AMOs)		
1	☐ Student subgroups (i.e., American Indian, Asian, black, Hispanic, white, English language learners, students with disabilities, and economically disadvantaged) scoring at level 3 or higher on FCAT 2.0, or scoring at level 4 or higher on the FAA	DecisionED/DW FCAT 2.0 only	Assessment Matrix
	2. High School Mathematics		
	The following data shall be considered by high schools.		
	a) Florida Alternate Assessment (FAA)		
1	☐ Students scoring atLevels 4, 5, and 6 Current: 80% (4) Goal: 100% (5)	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above Level 7 NONE	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 Subgroups Algebra EOC Proficiency Level | Subgroups	Algebra EOC Proficiency Level | |---|---| | African American | 24% | | Hispanic | 54% | | White | 43% |	DecisionED/DW FCAT 2.0 only	Assessment Matrix

	Subgroups -FAA			
	African American	66.7%		
	Hispanic	100%		
	White	100%		
1	☐ Students making learning gains (EOC and FAA) Current Annual Gains: 57% Goal: 62% Current Lowest 25% Gains: 75% Goal: 80%			
	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.* *28.6%*		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 12%		DecisionED/DW	Assessment Matrix

	Goal: 25% (70)		
1	☐ Students scoring at or above Achievement Level 4+ 0.46% Goal: 5% (14)	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 18.1% Goal: 23% (60)	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above Achievement Level 4+ 8.5% Goal (13%)	DecisionED/DW	Assessment Matrix
	Goal 3 to support target(s): Lakewood High School teachers will increase instructional rigor by using technology, embedding AVID strategies and moving towards the Common Core Standards to increase student achievement in math. Also, using supplemental material in technology with MathXL, Ascend, and Agile Mind to help support our students in these courses.	Narrative	
	Possible Data Sources to Measure Goal 3: Ongoing to measure Goal 3: Using classroom walkthrough data from administration, using classroom formative assessments to gage understanding, using Pinellas County Benchmark assessment progress monitoring data, using common assessments created by the math department in their various courses and using our math coach to assist teachers who are	DecisionED/DW	

		2012-13 Actuals		2013-14 Targets	
teaching the EOC courses to provide support for teachers and students. Summative: Algebra EOC, Geometry EOC, PERT, ACT, SAT, and PSAT					
Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets) 1. Algebra 1 EOC and Geometry EOC to show learning gains and a higher achievement of proficiency		#	%	#	%
2. Support our minority students (African American) to increase their proficiency on the Algebra 1 and Geometry EOCs		#	%	#	%
3. Work with our Math for College Readiness students to ensure higher scores on the Math PERT Test		#	%	#	%
Action Plans (strategies) to Accomplish Goal 3 (reduce or eliminate barriers)					
Action 1- Look at as many of our Level 1 students in Algebra 1 especially and block their Algebra 1 classes so that they are receiving Algebra 1 every day so that we are supporting them in the classroom. And implement Agile Mind program to help assist these students. So we would have to look at scheduling.	Narrative				
Action 2- Offer after school tutoring and other in class support within the classroom to support our students in Algebra 1, Geometry, and students who are taking the Math PERT test	Narrative				
Action 3- All programs that will be implemented will help with closing the achievement gap for our African American students.	Narrative				

Action 4-	Narrative	
Plan to Implement Action 1: • Make sure students are in the proper courses by their test scores from previous year • Implement block scheduling in Algebra using Agile Mind Intensified Math materials to increase instructional time for our low level (level 1) students.	Narrative	
Plan to Implement Action 2: 1. Provide funding for credit recovery programs and tutoring offered by the county (ELP Program) 2. Offer EOC tutoring after school/and Saturday tutoring to help support students weeks before the actual EOCs. Teachers/Administration will continue to monitor attendance and increase parent contacts to increase daily attendance and high student achievement in courses.	Narrative	
Plan to Implement Action 3: 1. Ensure African American students have access to preparation for EOC assessments 2. Ensure African American students have access to postsecondary readiness assessments (PERT, ACT, SAT and PSAT) 3. Use after school tutoring to support our African American students. Periodically pull students out to offer one-on-one assistance.	Narrative	
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	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above Achievement Level 4	DecisionED/DW	Assessment Matrix
	b) *Florida Alternate Assessment (FAA)*		
1	☐ Students scoring at Levels 4, 5, and 6	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above Level 7	DecisionED/DW	Assessment Matrix
	2. **High School Science**		
	The following data shall be considered by high schools.		
	a) *Florida Alternate Assessment (FAA)*		
1	☐ Students scoring at Levels 4, 5, and 6 66.7%	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 25.8%	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above Achievement Level 4 29.8%	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) We have three FTC (First Robotics) teams that compete in 4 competition/ events throughout the school year. In addition, students have the opportunity to participate in science fair at the school, district, and state level.	Narrative	Standard 3-3.12: Teaching and Assessing for Learning
1	☐ Participation in STEM-related experiences provided for students Thirty-five students participated in the robotics program. Eighty students participated in science fair projects at the school level; fifty participated at the district level, and 3 students qualified to participate in state science fair.	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 504	DecisionED/DW	Assessment Matrix
1	☐ Completion rate (%) for students enrolled in *accelerated* STEM-related courses 99%	DecisionED/DW	Assessment Matrix
1	☐ Students taking one or more advanced placement exams for STEM-related courses 96	DecisionED/DW	Assessment Matrix
1	☐ Passing rate(%) for students who take advanced placement exams for STEM-related courses 34%	DecisionED/DW	Assessment Matrix
1	☐ CTE-STEM program concentrators 414	DecisionED/DW	Assessment Matrix
1	☐ Students taking CTE-STEM industry certification exams 178	DecisionED/DW	Assessment Matrix

1	☐ Passing rate (%) for students who take CTE-STEM industry certification exams 81%		DecisionED/DW	Assessment Matrix
	Goal 4 to support target(s): Increase % of students scoring at level 3 on Biology EOC by 6 points -Increase % of students scoring at level 4 on Biology EOC or above by 3 points -Increase % of 10th grade students scoring at level 3 & above on Biology EOC by 5 points -Increase % of African American students scoring at level 3 & above by 5 points			
	Possible Data Sources to Measure Goal 4:		DecisionED/DW	

	Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)	2012-13 Actuals		2013-14 Targets	
	1. % of students scoring at level 3 (District 68% State 66%)	#	56%	#	62%
	2. % of students scoring at level 4 or above (District 33% State 27%)	#	30%	#	33%
	% of 10th grade students at level 3 (District 43% State 55%)	#	52%	#	57%

	Action Plans (strategies) to Accomplish Goal 3 (reduce or eliminate barriers)
	Action 1-Biology PLC will identify high frequency standards and compact curriculum for 10th grade Biology teachers in order to focus on mastery of hi-frequency standards for students on standard diploma track (data indicator 1 and 3)
	Action 2-Earth/Space PLC will identify standard diploma students, and spiral standards that crossover from Biology to Earth - Environmental & Evolution standards (data indicator 1)
	Action 3- Biology and Earth teachers will monitor student progress with formal and informal assessments, biology teachers will task students with monitoring their progress via learning goals, all 9th and 10th grade students will maintain science notebook (data indicator 1, 2 and 3)

	Action 4- All teachers will use research-based strategies in core instruction: 5E, Gradual Release, AVID, Text Dependent Questioning, Collaboration, Speaking and Listening, Content Enhancement, NG-CARPD,		
	Plan to Implement Action 1: PLC regularly to discuss student work and progress, unpack standards, review state content focus reports and comparable school data from other districts		
	Plan to Implement Action 2: Representative from Bio PLC will meet with Earth PLCs monthly to discuss lessons and student work related to crossover standards		
	Plan to Implement Action 3: experienced teachers and/or chairs will mentor teachers to ensure new teachers and teachers needing improvement are confident in identifying and supporting/remediating student needs		
	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 573	DecisionED/DW	
1	☐ Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses 327	DecisionED/DW	
1	☐ Completion rate (%) for CTE students enrolled in *accelerated* courses 414	DecisionED/DW	Assessment Matrix
1	☐ Students taking CTE industry certification exams 178	DecisionED/DW	Assessment Matrix
1	☐ Passing rate (%) for students who take CTE industry certification exams 81%	DecisionED/DW	Assessment Matrix
1	☐ CTE program concentrators Adobe Premiere	DecisionED/DW	

	MTA Security Fundamentals MOS Bundle 2010 MTA Software Development Fundamentals MTA Web Development Fundamentals MTA Networking Fundamentals Adobe Photoshop CS5 Adobe Dreamweaver CS5 MTA Windows OS Fundamentals Adobe Flash MTA Windows Server Admin Fundamentals		
3	☐ CTE teachers holding appropriate industry certifications 4	Narrative	Standard 3-3.11: Teaching and Assessing for Learning; Standard 4-1: Resources and Support Systems
	G. Area 7: Social Studies		

1			
1			
	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
	Goal 5 (add other goals as needed) to support target(s): The overall pass rate of students on the U.S. History EOC will be at least 50%.		
	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. EOC U.S. History	#	%	#	%
	2. L25 pass rate	#	%	#	%
	3. Honors pass rate	#	%	#	%

	Action Plans (strategies) to Accomplish Goal 3 (reduce or eliminate barriers)		
	Action 1- Instruction should be aligned to State benchmarks and CCSS standard		
	Action 2- Document based questioning will be used.		

	Action 3- Unit assessments should be aligned to EOC style question structure.		
	Action 4- Students need more exposure to primary source documents.		
	Plan to Implement Action 1: Lesson plans will include data for each unit of study.		
	Plan to Implement Action 2: DBQ's should be implemented one per 6 weeks.		
	Plan to Implement Action 3: PLC's will collaborate to develop better assessments techniques		
	Plan to Implement Action 4: Instructors will use primary documents with each lesson.		
	H. Area 8: Early Warning Systems		
	1. *Attendance*		
3	☐ Studentstardy 10 percent or more, as defined by district attendance policy Information not available	DecisionED/DW	Standard 5-5.2 Using Results for Continuous Improvement
3	☐ Students absent 10 percent or more, as defined by district attendance policy 27.5% (397 out of 1,441)	DecisionED/DW	Standard 5-5.2 Using Results for Continuous Improvement

	2. *Suspension*		
3	☐ Students with one or more referrals 583	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
3	☐ Students with five or more referrals 180	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. 261	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. 48	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. 190	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. 100 (this includes our Alternative Bell Schedule)	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
3	☐ Students with ten or more in-school or out-of-school suspension days 71	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
3	☐ Students referred for alternative school placement	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
3	☐ Students expelled 1	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
	3. *Retention*		

1	☐ Students retained 10 students retained will be considered 5th year seniors.	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. Data not available	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
1	o Students in 3rd grade with one or more course failures on first attempt in core-curricula courses o Students in 6th grade with one or more course failures on first attempt in core-curricula courses o Students in 9th grade with one or more course failures on first attempt in core-curricula courses	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
1	☐ Students off track for graduation based on credits required to date for their cohort 30 students considered off-track at this date	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. 3 students went into our Community school program	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) 323, 80%	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. 64%	DecisionED/DW	Standard 5: Using Results for Continuous Improvement

1	☐ Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
	I. Area 9: Parent Involvement		
	Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, Codified at 20 U.S.C. § 6314(b).	Narrative	
3,4	Consider the level of parental involvement at your school (this may include, but is not limited to, number of parent engagement opportunities offered in the school year; average number of parents in attendance at parent engagement opportunities; percent of parents who participated in parent engagement opportunities; percent of students in lowest performing quartile or subgroups not meeting AMOs whose parent(s) participated in one or more parent engagement opportunities). Goal: Lakewood High will continue to host AVID nights (2); College and financial aid evening (2); Career Fair (1);		
	J. Area 10: Additional Targets		
1-5	This section is optional and may be used as needed for data targets in areas not already addressed in the SIP. Insert Goal Cells (e.g., under Social Sciences for Goal 5) as needed. Lakewood will continue to monitor our Bradley MOU with the addition of staff members; We will continue to monitor our Reading, Writing and Math goals with attention to our African-American population.		
	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. LHS will improve our Math scores by constantly monitoring our data, and providing necessary resources to our instructors. LHS will ask instructors to embed Literacy strategies in all classes;	Narrative	

	LHS will continue to monitor our seniors and those off-track for graduation. LHS will monitor our AP by encouraging collaboration, training and pulling more teachers into AP training; LHS will continue to monitor our African American population to ensure student engagement and rigor in all classes.		
1-5	☐ Step 2: Brainstorm barriers that could prevent the school from achieving each goal. Monitor student engagement (more collaborative engagement) less explicit instruction; More student work displayed. We will continue to provide feedback to those teachers teaching AP classes; Consistency is key for monitoring Literacy strategies and to ensure that students are writing in all classes-Our AP's will help monitor this. AVID strategies will be incorporated in all classes to help close the achievement gap. Seniors and off track seniors will be offered Critical Thinking classes to recover credits.	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. Professional Development on Common Core; Lesson Study; College Board training, and AVID training on strategies. ELP to help students with failing classes; Saturday school for remediation in Algebra.	Narrative	
1-5	☐ Step 5: Brainstorm and prioritize strategies that could be used to eliminate or reduce each targeted barrier. Ongoing weekly meetings PLC's; Administrative walk-throughs	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). Goals will be monitored by SBLT and Administrative Team;	Narrative	
1-5	☐ Step 8: Determine how progress towards each goal will be monitored (including who, what, where, **when**).	Narrative	
	Part III: Professional Development		
	For all professional development identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information for each activity.	Narrative	
1-5	☐ Related goal: Posted Lesson Plans to Administrative Team that will be discussed and feedback given to teachers consistently; Weekly PLC minutes submitted to Principal;	Narrative	
	☐ Topic, focus, and content Literacy Strategies, Assessments; Writing samples	Narrative	
	☐ Facilitator or leader Department heads, Coaches and members of the Administrative Team;	Narrative	
	☐ Participants (e.g., Professional Learning Community, grade level, schoolwide) Professional development by Content Areas and schoolwide; (Monthly)	Narrative	
	☐ Target dates or schedule (e.g., professional development day, once a month) Once a month as determined by Department Heads;	Narrative	
	☐ Strategies for follow-up and monitoring	Narrative	
	☐ Person responsible for monitoring Principal and PLC leaders;	Narrative	

	Part IV: Coordination and Integration	
4	Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C- Migrant; Title I, Part D; Title II; Title III; Title VI, Part B; Title X- Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school. The ELP budget will be used to provide tutoring during the school day; after school and on selected Saturday's to supplement our instructor staff;	Narrative
	Part V: Budget	
	Based on the strategies identified during the problem-solving process, create a budget for each school-funded activity including:	Narrative
4	☐ Related goal A budget is in the process of being developed for Professional development.	Narrative
4	☐ Strategy Our SAC committee will provide input into the budget process to ensure that resources are allocated as agreed upon.	Narrative
4	☐ Type of resource (i.e., evidence-based programs or materials, professional development, technology, or other)	Narrative
4	☐Description of resources Lakewood High was allocated $6.515.65 for the 2013-2014 school year.	Narrative
4	☐ Funding source Pinellas County SIP budget	Narrative
4	☐ Amount needed We are in the process of consolidating requests.	Narrative
	Part VI: Mid-Year Reflection	
	This section is to be completed after mid-year assessment data is available. Reflect on the plan created through the problem-solving process at the beginning of the year and answer the following questions for each created in Part IIK.	

1-5	☐ Has the goal been achieved?	Narrative	Standard 5: Using Results for Continuous Improvement
1-5	o If yes, what evidence do you see to indicate you have achieved the goal?	Narrative DecisionED	Standard 5: Using Results for Continuous Improvement
1-5	o If no, is desired progress being made to accomplish the goal?	Narrative DecisionED	Standard 5: Using Results for Continuous Improvement
1-5	☐ If yes, what evidence do you see to indicate desired progress has been made to accomplish the goal?	Narrative DecisionED	Standard 5: Using Results for Continuous Improvement
1-5	☐ If no, have the originally targeted barriers been eliminated or reduced?	Narrative	Standard 5: Using Results for Continuous Improvement
1-5	☐ If yes, what evidence do you see to indicate barriers have been eliminated or reduced?	Narrative DecisionED	Standard 5: Using Results for Continuous Improvement
1-5	☐ If no, are the original strategies being implemented with fidelity as designed?	Narrative	Standard 5: Using Results for Continuous Improvement
1-5	o If yes, re-engage the problem solving process at Step 5, making edits as needed to Part II 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