

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

District VMV Goals	School Improvement Information	Data & Information Sources	AdvancED
Vision	The VISION of PHUHS is to provide a learning environment that results in a graduation rate of 100% each year.	Narrative	Standard 1-1.1, 1.2: Purpose
Mission	The MISSION of PHUHS is to educate all students by using effective systems that promote lifelong learning.	Narrative	Standard 1-1.2: Purpose
Values	Provide a challenging, academically rigorous, and appropriate curriculum for all 9 th thru 12 th grade students. Provide a safe and physically comfortable environment that promotes life long learning. Literacy is emphasized in all courses. Students are provided opportunities and experiences that will prepare them college and career readiness. Provide opportunities for students to learn about various college and career paths.	Narrative	Standard 1-1.3: Purpose
Part I: Current School Status			
A. School Information			
1. <i>School-Level Information</i>			
	<input type="checkbox"/> School Palm Harbor University High School	Narrative	
	<input type="checkbox"/> Principal's name Christen Elizabeth Tonry	Narrative	
	<input type="checkbox"/> School Advisory Council chair's name Malla Kolhoff	Narrative	
2. <i>District-Level Information</i>			
	<input type="checkbox"/> District Pinellas County	✓	
Pinellas County			
	<input type="checkbox"/> Superintendent's name	✓	

	Michael A. Grego Ed.D.		
	<input type="checkbox"/> Date of school board approval of SIP	✓	
	September 24, 2013		
	B. School Advisory Council (SAC)		
3	<p>1. Describe the involvement of the SAC in the development of this school improvement plan. The School Advisory Council supports the development of the SIP through providing input and oversight to the documents. SAC review the previous year plan and give input to the changes and updates for the next year.</p>	Narrative	Standard 2-2.4, 2.5: Governance and Leadership
3	<p>2. Describe the activities of the SAC for the upcoming school year. SAC will meet once a month to discuss concerns and issues regarding student achievement and the systems in place to support the student body on the path to graduation. They will develop a budget to support the goals of the SIP.</p>	Narrative	
4	<p>3. Describe the projected use of school improvement funds and include the amount allocated to each project.</p> <p>Professional development \$5000 Literacy Enrichment materials \$3000 Algebra Enrichment materials \$3000</p>	Narrative	
3	<p>4. Verify that your school is in compliance with Section 1001.452, F.S., regarding the establishment duties of the School Advisory Council by selecting one of the boxes below: <input checked="" type="checkbox"/> Yes, we are in compliance. <input type="checkbox"/> No, we are not in compliance.</p>	Narrative	
	5. If no, describe the measures being taken to comply with SAC requirements.	Narrative	
	C. Highly Qualified Staff		
	1. <i>Administrators</i>		
	For each of your school's administrators (principal and all assistant principals), complete the following fields:		Executive Summary: Section 1

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

	Christen E. Tonry, Principal	Narrative	Executive Summary: Section 1
3	BS Education, MS Education, 11years as administrator, 8 years at current school. PHUHS 06 A, 07 A, 08 B, 09 A, 10 A, 11 A, 12 A, 13 TBA	Narrative	Executive Summary: Section 1
3		Narrative	Executive Summary: Section 1
3	Assistant Principal, Kim Barker , BS Voc Rehab, MS Educational Leadership, 2 years as administrator, 8 years at current school. PHUHS 06 A, 07 A, 08 B, 09 A, 10 A, 11 A, 12 A, 13 TBA		
1,2,3	Assistant Principal, Larry Lopez , BS Math Education, MS Educational Leadership, 7 years at current school PHUHS 07 A, 08 B, 09 A, 10 A, 11 A, 12 A, 13 TBA Assistant Principal, Sharon Berry , BS MS Educational Leadership, 1 st year as an administrator Assistant Principal, Peggy DuPee , BS in Exceptional student education, MS Reading & Educational Leadership, 1 st year as an administrator		
	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	Narrative	Executive Summary: Section 1
	b) Subject area	Narrative	Executive Summary: Section 1
	c) Credentials (degrees and certifications)	Narrative	Executive Summary: Section 1
	d) Number of years as an instructional coach	Narrative	Executive Summary: Section 1
	e) Number of years at the current school	Narrative	Executive Summary: Section 1
1,2	f) Performance record of increasing student achievement throughout their career, which should include their history of school grades, FCAT/statewide assessment performance (i.e. percentage data for achievement levels, learning gains, improvement of lowest 25 th 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:

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

			Section 1
	h) School-based or District-based	Narrative	Executive Summary: Section 1
	3. <i>Instructional Staff</i>		Executive Summary: Section 1
	a) 135 instructional employees	DecisionEd/DW	Executive Summary: Section 1
3	b) % receiving effective rating or higher 100%	Narrative	
3	c) 98 % Highly Qualified Teacher (HQT), as defined in NCLB through a High, Objective, Uniform State Standard of Evaluation (HOUSSE) 100%	Narrative	Executive Summary: Section 1
	d) 100 % certified in-field, pursuant to Section 1012.2315(2), F.S.	Narrative	Executive Summary: Section 1
2	e) 5.9% ESOL endorsed	DecisionED/DW	Executive Summary: Section 1
2	f) 7.4% reading endorsed	DecisionED/DW	Executive Summary: Section 1
3	g) 43.7% with advanced degrees	DecisionED/DW	Executive Summary: Section 1
3	h) 17% National Board Certified	DecisionED/DW	Executive Summary: Section 1
	i) 5.9% first-year teachers	DecisionED/DW	Executive Summary: Section 1
	j) 16.3% with 1-5 years of experience	DecisionED/DW	Executive Summary: Section 1
	k) 32.6% with 6-14 years of experience	DecisionED/DW	Executive Summary: Section 1
	l) 42.5% with 15 or more years of experience	DecisionED/DW	Executive Summary: Section 1
	4. <i>Paraprofessionals</i>		Executive Summary: Section 1
	a) 1 paraprofessional – Intervention Room	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. <i>Teacher Recruitment and Retention Strategies</i>		
	PHUHS recruits and retains highly qualified teachers. The principal is ultimately responsible for recruitment and retention of highly qualified teachers. The strategies include: Only teachers who hold the appropriate certification are hired. All new teachers are assigned a mentor to assist them during their first year.	Narrative	Standard 2: Governance and Leadership
	6. <i>Teacher Mentoring Program/Plan</i>		
	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 content standards; Discussing student progress and analyzing student work; Modeling or co-teaching lessons	Narrative	Standard 3-3.3, 3.7,3.12: Teaching and Assessing for Learning Standard 5-5.2,5.5Using Results for Continuous Improvement
	D. Multi-Tiered System of Supports (MTSS) / Response to Instruction/Intervention (RtI)		
4	1. Describe your school’s data-based problem-solving processes for the implementation and monitoring of your SIP and MTSS structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs. The school employs several teams to monitor the SIP, implement MTSS systems and promote student achievement. SBLT: monitors core instruction and teacher support systems Administrative Team: resource allocation, coordination of all teams Leading the Learning Cadre: teacher support systems Literacy Leadership Team: teacher support systems AVID Site Team: teacher support systems, small and individual student needs Child Study Team: small and individual student needs	Narrative	Standard 3-3.7: Teaching and Assessing for Learning

	PLC's: teacher support systems, small group and individual student needs		
4	<p>2. Identify the names and position titles of the members of your school-based leadership team. What is the function and responsibility of each team member as it relates to MTSS and the SIP?</p> <p>Christen Tonry – Principal Pennie Funsten – Guidance Tim Papp – Guidance Jeannine Miller – Guidance Meghan Riets – Guidance Maureen Montgomery – Psychologist Ann Pesacov – Social Worker Nancy Kelly – Attendance Specialist Julie Kemble – VE Spec/TSA JoEllen Eberts – ESE associate Lyann Santana – Behavior Specialist</p>	Narrative	Standard 2-2.4: Governance and Leadership
4	<p>3. Describe the systems in place that the leadership team uses to monitor the school's MTSS and SIP.</p> <p>Data is gathered prior to each meeting and reviewed. The team determines the best course of action to address the issue. Each SIP goal is monitored by a goal manager. Each initiative has a progress monitoring tool that accompanies the goal.</p>	Narrative	Standard 2-2.3,2.4: Governance and Leadership
5	<p>4. Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance).</p> <p>Portal, Data Warehouse, FAIR, FCAT, EOC, & alternative assessments</p>	Narrative	Standard 5-5.1, 5.2, 5.3, 5.4: Using Results for Continuous Improvement
4,5	<p>5. Describe the plan to support staff's understanding of MTSS and build capacity in data-based problem solving.</p> <p>Staff are educated regularly on the process at faculty meetings and PLC's</p>	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	<p>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).</p> <p>Students short on graduation credits were invited to come back over the summer and work on credit recovery. During the year students can use NOVA Net, and PH Community School for credit recovery. We also offer professional development time to facilitate vertical teaming and cross-curricular planning.</p> <p>EOC Algebra Remediation offered over the summer prior to the Algebra EOC</p> <p>AP Preperation – Mock AP tests are administered on Saturdays to simulate the actual testing environment.</p>	Narrative	Standard 3-3.1, 3.12: Teaching and Assessing for Learning
	F. Literacy Leadership Team (LLT)		
2	<p>1. Identify the names and positions titles of the members of your school-based LLT. Christen Tonry (principal), Kim Barker(AP), Lisa Bitting(teacher), Malla Kolhoff (teacher), Rene Hodgkinson (teacher), Kerrale Prince(AVID coordinator), Karen Mallory(Reading Facilitator), Julie, Kemble(ESE dept head), Doreen Chonko (teacher), Amy Titus(media specialist).</p>	Narrative	Executive Summary: Section 1
2	<p>2. Describe how the school-based LLT functions (e.g., meeting processes, roles, functions).</p> <p>Literacy Leadership Teams create capacity of reading knowledge within the school by focusing on the following areas of literacy concern:</p> <ul style="list-style-type: none"> • Support for text complexity • Support for instructional skills to improve reading comprehension <ul style="list-style-type: none"> ○ Ensuring that text complexity, along with close reading and rereading of texts, is central to lessons ○ Providing scaffolding that does not preempt or replace text reading by students ○ Developing and asking text dependent questions from a range of question types ○ Emphasizing students supporting their answers based upon evidence from the text 	Narrative	Executive Summary: Section 1

	<ul style="list-style-type: none"> ○ Providing extensive research and writing opportunities (claims and evidence) • Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects (a focus on text, task, and instruction). <p>3.</p>		
2	<p>2. What will be the major initiatives of the LLT this year? Implementing the new CCSS lesson plans, FAIR testing and cross-curricular teaming.</p> <ul style="list-style-type: none"> • Increasing Instructional Rigor • Assisting students in guiding and tracking their progress • Implementing college and career ready initiatives for all students 	Narrative	Standard 3-3.1 thru 3.7: Teaching and Assessing for Learning
	G. Every Teacher Contributes to Reading Improvement		
	This section is required for schools with grades 6-12, per Section 1003.413(2)(b), F.S.		
2	<p>1. Describe how the school ensures every teacher contributes to the reading improvement of every student.</p> <p>Each teacher will use the new CCSS to create class lessons. These lessons will demonstrate how the teacher incorporates reading and literacy strategies into their course curriculum in all disciplines. Encourage teachers to earn their CarPD and engage in reading classes and or reading endorsement.</p>	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	<p>1. How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?</p> <ul style="list-style-type: none"> · Students are provided with an array of course offerings that have applicable skills directly relating to various post-secondary training. · Applied and integrated courses are found extensively in our schools' Center of Excellence program. Within the Center of Excellence, students are required to take multiple integrated courses each year. <p>Teachers use a daily common board configuration to identify learning targets for students and how it is relevant in their daily lives.</p>	Narrative	Standard 3-3.5: Teaching and Assessing for Learning
1	<p>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?</p> <p>Guidance counselors meet with students in individual, small group and large group settings to provide service for academic and social needs. Academic advisement leading into career choice awareness, exploration and planning occurs each year.</p> <ul style="list-style-type: none"> · Students meet with guidance counselors individually each year to identify and request courses for the upcoming school year. Counselors also conduct credit checks each year, with multiple meetings each year as student's progress through high school. · Students have the ability to take a transitions course into and out of high school where transition skills are developed and career planning takes place. 	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	<p>3. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report, which is maintained by the Department of Education, pursuant to Rule 6A-10.038, F.A.C.</p> <p>The School Based Leadership Team analyzes the High School Feedback Report each year to determine strengths, weaknesses and problem solve gaps in data. Since the data is lagging by two</p>	Narrative	Standard 5-5.4: Using Results for Continuous Improvement

	years, it is sometimes difficult to quickly affect change. Some current and previous strategies used to increase postsecondary readiness include: implementation and increased use of the AVID program; increased participation in advanced coursework; establishment and expansion of Centers of Excellence; increased participation in ACT, CPT, and SAT exams; improved articulation with local colleges and postsecondary institutions; and participation in partnerships with St. Petersburg College.		
Part II: Expected Improvements			
	For each data point below, unless otherwise directed list the current year status (number and percentage) and the target (percentage) for next year. These are schoolwide data, not disaggregated by grade level. FAA and CELLA data shall be considered by schools with 10 or more students taking the assessment.		
A. Area 1: Reading			
<i>a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)</i>			
1	150 Students scoring at Achievement Level 3	DecisionED/DW	Assessment Matrix
1	323 Students scoring at or above Achievement Level 4	DecisionED/DW	Assessment Matrix
<i>b) Florida Alternate Assessment (FAA)</i>			
1	6 Students scoring at Levels 4, 5, and 6	DecisionED/DW	Assessment Matrix
1	0 Students scoring at or above Level 7	DecisionED/DW	Assessment Matrix
<i>c) Learning Gains</i>			
1	353 Students making learning gains (FCAT 2.0 and FAA)	DecisionED/DW FCAT 2.0 only	Assessment Matrix
1	66% Students in lowest 25% making learning gains (FCAT 2.0)	DecisionED/DW	Assessment Matrix
<i>d) Comprehensive English Language Learning Assessment (CELLA)</i>			
1	12 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

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

1	2 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	2 Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	DecisionED/DW	Assessment Matrix
	<i>e) Annual Measurable Objectives (AMOs)</i>		
1	<input type="checkbox"/> Student subgroups (i.e., American Indian, Asian, black, Hispanic, white, English language learners, students with disabilities, and economically disadvantaged) scoring at level 3 or higher on FCAT 2.0, or scoring at level 4 or higher on the FAA Asian 92.1% (35) Black 50% (4) Hispanics 72.2% (39) American Indian 100% (1) Two or more races 88.2% (15) White 78% (379) FAA White 85.7% (6)	DecisionED/DW FCAT 2.0 only	Assessment Matrix
	<i>f) Postsecondary readiness</i>		
	The following data shall be considered by high schools.		
	<input type="checkbox"/> 4-year graduates scoring “college ready” on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C. 25/30 student 83.3%	DecisionED/DW	Assessment Matrix
	Goal 1 to support target(s): Decrease the percentage of level 1 &2 by 10%	Narrative	
	Possible Data Sources to Measure Goal 1: FAIR test data, FCAT scores, lexile data	Narrative DecisionED	
	Data Indicator(s) –corresponding to SIP Part II A-J (SIP Targets)	2012-13 Actuals	2013-14 Targets

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

	1. Increase black student scoring a 3 or higher on the FCAT 2.0	4	50%	6	75%
	2. Increase total number of students scoring a 3 or higher on the FCAT 2.0	379	78%	417	%
	3. Increase total number of students scoring post secondary ready	25	83.3%	30	100%
	Action Plans (strategies) to Accomplish Goal 1 (reduce or eliminate barriers)				
	Action 1- Ensure appropriate placement into reading courses for all students	Narrative			
	Action 2-Provide teacher mentors for black students	Narrative			
	Action 3-Provide enrichment opportunities for all students in reading	Narrative			
	Action 4-Ensure appropriate placement in college readiness courses for seniors	Narrative			
	Plan to Implement Action 1: Principal and APC will place all students in appropriate reading intervention courses	Narrative			
	Plan to Implement Action 2: Provide mentor opportunities for black students	Narrative			
	Plan to Implement Action 3: Start ELP at the beginning of the school year	Narrative			
	Plan to Implement Action 4: Principal and APC will place seniors who are not college ready in appropriate courses.	Narrative			
	B. Area 2: Writing				
	<i>a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)</i>	DecisionED/DW		Assessment Matrix	
1	76%Students scoring at or above 3.5	DecisionED/DW		Assessment Matrix	
	<i>b) Florida Alternate Assessment (FAA)</i>				
1	0 Students scoring at or above Level 4	DecisionED/DW		Assessment Matrix	

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

	<p>Goal 2 to support target(s):</p> <p>Increase current level of performance</p>	Narrative			
	<p>Possible Data Sources to Measure Goal 2:</p> <p>Glencoe testing, classroom teacher data, FCAT test data</p>	Narrative DecisionED/DW			
	<p>Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)</p> <p>1. Increase the number of students scoring a 3.5 or higher in writing</p>	<p>2012-13 Actuals</p>		<p>2013-14 Targets</p>	
		#	76%	#	84%
	2.	#	%	#	%
	3.	#	%	#	%
	<p>Action Plans (strategies) to Accomplish Goal 2 (reduce or eliminate barriers)</p>				
	<p>Action 1- Set and communicate a purpose for learning and learning goals in each lesson</p>	Narrative			
	<p>Action 2- Implement High Yield Instructional Strategies</p>	Narrative			
	<p>Action 3- Incorporate more writing into classroom</p>	Narrative			
	<p>Action 4-</p>	Narrative			
	<p>Plan to Implement Action 1: Determine Lesson:</p> <ul style="list-style-type: none"> *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question 	Narrative			

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

	<p>*Includes a scale or rubric that relates to the learning goal is posted so that all students can see it</p> <p>*Teacher reference to the scale or rubric throughout the lesson</p>		
	<p>Plan to Implement Action 2: Determine:</p> <p>*Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes</p> <p>*Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc.</p> <p>*Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur</p>	Narrative	
	Plan to Implement Action 3:	Narrative	
	Plan to Implement Action 4:	Narrative	
	C. Area 3: Mathematics		
	1. Elementary and Middle School Mathematics		
	The following data shall be considered by elementary and middle schools.		
	<i>a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)</i>	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> Students scoring at Achievement Level 3	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> Students scoring at or above Achievement Level 4	DecisionED/DW	Assessment Matrix
	<i>b) Florida Alternate Assessment (FAA)</i>		
1	<input type="checkbox"/> Students scoring at Levels 4, 5, and 6	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> Students scoring at or above Level 7	DecisionED/DW	Assessment Matrix
	<i>c) Learning Gains</i>		

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

1	<input type="checkbox"/> Students making learning gains (FCAT 2.0, EOC, and FAA)	DecisionED/DW FCAT 2.0 only	Assessment Matrix
1	<input type="checkbox"/> Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	DecisionED/DW FCAT 2.0 only	Assessment Matrix
	<i>d) Annual Measurable Objectives (AMOs)</i>		
1	<input type="checkbox"/> Student subgroups (i.e., American Indian, Asian, black, Hispanic, white, English language learners, students with disabilities, and economically disadvantaged) scoring at level 3 or higher on FCAT 2.0, or scoring at level 4 or higher on the FAA	DecisionED/DW FCAT 2.0 only	Assessment Matrix
	2. High School Mathematics		
	The following data shall be considered by high schools.		
	<i>a) Florida Alternate Assessment (FAA)</i>		
1	1 Students scoring at Levels 4, 5, and 6	DecisionED/DW	Assessment Matrix
1	0 Students scoring at or above Level 7	DecisionED/DW	Assessment Matrix
	<i>b) Annual Measurable Objectives (AMOs)</i>		
1	<input type="checkbox"/> Student subgroups (i.e., American Indian, Asian, black, Hispanic, white, English language learners, students with disabilities, and economically disadvantaged) scoring at level 3 or higher on FCAT 2.0, or scoring at level 4 or higher on the FAA FAA White 3/7 42.9%	DecisionED/DW FCAT 2.0 only	Assessment Matrix
	<i>c) Learning Gains</i>		
1	<input type="checkbox"/> Students making learning gains (EOC and FAA)	DecisionED/DW	Assessment Matrix
	<i>d) Postsecondary readiness</i>		
1	<input type="checkbox"/> 4-year graduates scoring “college ready” on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A010.0315, F.A.C. 28/42 66.7%	DecisionED/DW	Assessment Matrix
	3. Middle School Acceleration		

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

	The following data shall be considered by middle schools.		
1	<input type="checkbox"/> Middle school participation in high school EOC	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> Middle school performance on high school EOC	DecisionED/DW	Assessment Matrix
	4. Algebra I End-of-Course Assessment (EOC)		
	The following data shall be considered for schools with students taking the Algebra I EOC.		
1	<input type="checkbox"/> Students scoring at Achievement Level 3	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> Students scoring at or above Achievement Level 4	DecisionED/DW	Assessment Matrix
	5. Geometry End-of-Course Assessment (EOC)		
	The following data shall be considered for schools with students taking the Geometry EOC.		
1	34.4% Students scoring at Achievement Level 3	DecisionED/DW	Assessment Matrix
1	12.8% Students scoring at or above Achievement Level 4	DecisionED/DW	Assessment Matrix
	Goal 3 to support target(s): Increase number of students scoring a 3 or higher on the Algebra EOC	Narrative	
	Possible Data Sources to Measure Goal 3:	DecisionED/DW	
	Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)	2012-13 Actuals	2013-14 Targets
	1. Increase number of students scoring a 3 or higher on the Algebra EOC	118 47.8%	# 65%
	2. Math PERT scores	# %	# %
	3. African American Proficiency in Algebra and Geometry EOC's	# %	# %
	Action Plans (strategies) to Accomplish Goal 3 (reduce or eliminate barriers)		
	Action 1- Ensure appropriate curriculum and resources are being utilized in the classrooms.	Narrative	

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

	Action 2-Ensure that periodic assessments are occurring in the classroom to gauge student progress	Narrative	
	Action 3-Provide appropriate professional development for Algebra teachers.	Narrative	
	Action 4-	Narrative	
	Plan to Implement Action 1: Provide teachers with appropriate resources	Narrative	
	Plan to Implement Action 2: Appropriately place all students in Algebra classes	Narrative	
	Plan to Implement Action 3:Conduct walk thrus to ensure rigor and fidelity in the classroom	Narrative	
	Plan to Implement Action 4:	Narrative	
	D. Area 4: Science		
	1. <i>Elementary and Middle School Science</i>		
	The following data shall be considered by elementary and middle schools.		
	<i>a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)</i>		Assessment Matrix
1	<input type="checkbox"/> Students scoring at Achievement Level 3	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> Students scoring at or above Achievement Level 4	DecisionED/DW	Assessment Matrix
	<i>b) Florida Alternate Assessment (FAA)</i>		
1	<input type="checkbox"/> Students scoring at Levels 4, 5, and 6	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> Students scoring at or above Level 7	DecisionED/DW	Assessment Matrix
	2. <i>High School Science</i>		
	The following data shall be considered by high schools.		
	<i>a) Florida Alternate Assessment (FAA)</i>		
1	4 (100%)Students scoring at Levels 4, 5, and 6	DecisionED/DW	Assessment Matrix

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

1	4 (100%) Students scoring at or above Level 7	DecisionED/DW	Assessment Matrix
	3. <i>Biology 1 End-of-Course Assessment (EOC)</i>		
	The following data shall be considered for schools with students taking the Biology 1 EOC.		
1	225 Students scoring at Achievement Level 3	DecisionED/DW	Assessment Matrix
1	295 Students scoring at or above Achievement Level 4	DecisionED/DW	Assessment Matrix
	E. Area 5: Science, Technology, Engineering, and Mathematics (STEM)		
1	10# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	Narrative	Standard 3-3.12: Teaching and Assessing for Learning
1	Yes, participation in STEM-related experiences provided for students We offer robotics courses during the school day. We have a robotics club that competes throughout the US. We had our first water robotics competition this school year.	Narrative	Standard 3-3.1: Teaching and Assessing for Learning
	The following data shall be considered by high schools.		
1	<input type="checkbox"/> Students enrolling in one or more <i>accelerated</i> STEM-related courses	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> Students taking one or more advanced placement exams for STEM-related courses	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> Passing rate (%) for students who take advanced placement exams for STEM-related courses	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> CTE-STEM program concentrators	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> Students taking CTE-STEM industry certification exams	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> Passing rate (%) for students who take CTE-STEM industry certification exams	DecisionED/DW	Assessment Matrix
	Goal 4 to support target(s):		
	Possible Data Sources to Measure Goal 4:	DecisionED/DW	

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

	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:				
	The following data shall be considered by middle and high schools.				
1	<input type="checkbox"/> Students enrolling in one or more CTE courses	DecisionED/DW			
1	<input type="checkbox"/> Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	DecisionED/DW			
1	<input type="checkbox"/> Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses	DecisionED/DW		Assessment Matrix	
1	<input type="checkbox"/> Students taking CTE industry certification exams	DecisionED/DW		Assessment Matrix	
1	<input type="checkbox"/> Passing rate (%) for students who take CTE industry certification exams	DecisionED/DW		Assessment Matrix	
1	<input type="checkbox"/> CTE program concentrators	DecisionED/DW			

3	<input type="checkbox"/> 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					
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	<input type="checkbox"/> Students scoring at Achievement Level 3	DecisionED/DW	Assessment Matrix		
1	<input type="checkbox"/> Students scoring at or above Achievement Level 4	DecisionED/DW	Assessment Matrix		
	Goal 5 (add other goals as needed) to support target(s):				
	Possible Data Sources to Measure Goal 5:	DecisionED/DW			
	Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)				
	1.	2012-13 Actuals	2013-14 Targets		
		#	%	#	%
	2.	#	%	#	%
	3.	#	%	#	%
	Action Plans (strategies) to Accomplish Goal 3 (reduce or eliminate barriers)				

	Action 1- Increase participation in History Competition		
	Action 2- Increase student enrollment in world culture geography		
	Action 3-		
	Action 4-		
	Plan to Implement Action 1:		
	Plan to Implement Action 2:		
	Plan to Implement Action 3:		
	Plan to Implement Action 4:		
	H. Area 8: Early Warning Systems		
	1. Attendance		
3	Students tardy 10 percent or more, as defined by district attendance policy	DecisionED/DW	Standard 5-5.2 Using Results for Continuous Improvement
3	136 Students absent 10 percent or more, as defined by district attendance policy	DecisionED/DW	Standard 5-5.2 Using Results for Continuous Improvement
	2. Suspension		
3	745 Students with one or more referrals	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
3	141 Students with five or more referrals	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
	315 Students with one or more in-school suspension days, as defined in s.1003.01(5)(b), F.S.	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
3	63 Students with five or more in-school suspension days, as defined in s.1003.01(5)(b), F.S.	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
3	131 Students with one or more out-of-school suspension days, as defined in s.1003.01(5)(a), F.S.	DecisionED/DW	Standard 5: Using Results for Continuous Improvement

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

3	58 Students with five or more out-of-school suspension days, as defined in s.1003.01(5)(a), F.S.	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
3	54 Students with ten or more in-school or out-of-school suspension days	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
3	0 Students referred for alternative school placement	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
3	0 Students expelled	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
	3. Retention		
1	0 Students retained PCS HS policy prevents retentions	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
1	<input type="checkbox"/> Students with one or more course failures on first attempt in core-curricula courses, as defined in s. 1003.01(14), F.S. Data unavailable	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
1	o Students in 3 rd grade with one or more course failures on first attempt in core-curricula courses o Students in 6 th grade with one or more course failures on first attempt in core-curricula courses o Students in 9 th grade with one or more course failures on first attempt in core-curricula courses	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
1	<input type="checkbox"/> Students off track for graduation based on credits required to date for their cohort	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
	4. Dropout Prevention		
	The following data shall be considered by high schools, per Section 1003.53, F.S. If a school has significantly lower graduation rates for a subgroup when compared to the state's graduation rate, that school's improvement plan is required to include strategies for improving these results, pursuant to Section 1001.42(18), F.S. Graduation rates for the state, district, and school by subgroup are available in the AMO Outcomes Report at http://schoolgrades.fl DOE.org/ .	DecisionED/DW assuming drop out codes are W22 and w15	
1	<input type="checkbox"/> Students dropping out of school, as defined in s.1003.01(9), F.S.2	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
1	<input type="checkbox"/> Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	DecisionED/DW	Standard 5: Using Results for Continuous Improvement

1	<input type="checkbox"/> Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
1	<input type="checkbox"/> Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
	I. Area 9: Parent Involvement		
	Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, Codified at 20 U.S.C. § 6314(b).	Narrative	
3,4	Consider the level of parental involvement at your school (this may include, but is not limited to, number of parent engagement opportunities offered in the school year; average number of parents in attendance at parent engagement opportunities; percent of parents who participated in parent engagement opportunities; percent of students in lowest performing quartile or subgroups not meeting AMOs whose parent(s) participated in one or more parent engagement opportunities).		
	J. Area 10: Additional Targets		
1-5			
	Bradley MOU Targets embedded within Reading, writing, math, and science goals.		
1-5	Based on the targets set for your school in each required Area, engage in a problem-solving process using the following questions. Goals shall specifically address any subgroup not meeting its AMO targets for 2012-2013. The special needs of subgroups not addressed in the AMO report (e.g., migrant, homeless, neglected and delinquent) shall also be considered during this process. Operational data such as climate surveys and classroom walkthroughs may also be used as available and relevant.	Narrative	
1-5	<input type="checkbox"/> Step 1: Identify goal(s) to help you achieve your targets. Select one or more Areas each goal addresses.	Narrative	
1-5	<input type="checkbox"/> Step 2: Brainstorm barriers that could prevent the school from achieving each goal.	Narrative	
1-5	<input type="checkbox"/> Step 3: Prioritize targeted barriers based on alterable elements of curriculum, instruction, environment, and organizational systems (e.g., those which have the most impact on the goal if removed or are immediately actionable).	Narrative	
1-5	<input type="checkbox"/> Step 4: Brainstorm which resources are available that could be used to address each targeted barrier.	Narrative	

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

1-5	<input type="checkbox"/> Step 5: Brainstorm and prioritize strategies that could be used to eliminate or reduce each targeted barrier.	Narrative	
1-5	<input type="checkbox"/> Step 6: Identify action steps (including who, what, where, when) that will need to be taken to implement the identified strategies.	Narrative	
1-5	<input type="checkbox"/> Step 7: Determine how strategies will be monitored for effectiveness and fidelity of implementation (including who, what, where, when).	Narrative	
1-5	<input type="checkbox"/> Step 8: Determine how progress towards each goal will be monitored (including who, what, where, when).	Narrative	
Part III: Professional Development			
	For all professional development identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information for each activity.	Narrative	
1-5	<input type="checkbox"/> Related goal	Narrative	
	<input type="checkbox"/> Topic, focus, and content	Narrative	
	<input type="checkbox"/> Facilitator or leader	Narrative	
	<input type="checkbox"/> Participants (e.g., Professional Learning Community, grade level, schoolwide)	Narrative	
	<input type="checkbox"/> Target dates or schedule (e.g., professional development day, once a month)	Narrative	
	<input type="checkbox"/> Strategies for follow-up and monitoring	Narrative	
	<input type="checkbox"/> Person responsible for monitoring	Narrative	
Part IV: Coordination and Integration			
4	Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C- Migrant; Title I, Part D; Title II; Title III; Title VI, Part B; Title X- Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school.	Narrative	
Part V: Budget			
	Based on the strategies identified during the problem-solving process, create a budget for each school-funded activity including:	Narrative	

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

4	<input type="checkbox"/> Related goal	Narrative	
4	<input type="checkbox"/> Strategy	Narrative	
4	<input type="checkbox"/> Type of resource (i.e., evidence-based programs or materials, professional development, technology, or other)	Narrative	
4	<input type="checkbox"/> Description of resources	Narrative	
4	<input type="checkbox"/> Funding source	Narrative	
4	<input type="checkbox"/> Amount needed	Narrative	
Part VI: Mid-Year Reflection			
This section is to be completed after mid-year assessment data is available. Reflect on the plan created through the problem-solving process at the beginning of the year and answer the following questions for each created in Part IIK.			
1-5	<input type="checkbox"/> Has the goal been achieved?	Narrative	Standard 5: Using Results for Continuous Improvement
1-5	o If yes, what evidence do you see to indicate you have achieved the goal?	Narrative DecisionED	Standard 5: Using Results for Continuous Improvement
1-5	o If no, is desired progress being made to accomplish the goal?	Narrative DecisionED	Standard 5: Using Results for Continuous Improvement
1-5	<input type="checkbox"/> If yes, what evidence do you see to indicate desired progress has been made to accomplish the goal?	Narrative DecisionED	Standard 5: Using Results for Continuous Improvement
1-5	<input type="checkbox"/> If no, have the originally targeted barriers been eliminated or reduced?	Narrative	Standard 5: Using Results for Continuous Improvement
1-5	<input type="checkbox"/> If yes, what evidence do you see to indicate barriers have been eliminated or reduced?	Narrative DecisionED	Standard 5: Using Results for Continuous Improvement
1-5	<input type="checkbox"/> If no, are the original strategies being implemented with fidelity as designed?	Narrative	Standard 5: Using Results for Continuous Improvement
1-5	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