RDistrict VMV Goals	School Improvement Information	Data & Information Sources	AdvancED
Vision	**All students will achieve learning gains in reading, math, and science.**	Narrative	Standard 1-1.1, 1.2: Purpose
Mission	**Educate and prepare each student to live and work in a global society.**	Narrative	Standard 1-1.2: Purpose
Values	**Commitment to Children, Families, and Community, Respectful and Caring Relationships, Cultural Competence, Integrity, Responsibility, Connectedness**	Narrative	Standard 1-1.3: Purpose
	Part I: Current School Status		
	A. School Information		
	1. *School-Level Information*		
	☐ School	Narrative	
	Safety Harbor Middle School		
	☐ Principal's name	Narrative	
	Alison Kennedy		
	☐ SchoolAdvisory Council chair's name	Narrative	
	Dean Harmeson		
	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.	Narrative	Standard 2- 2.4, 2.5: Governance and Leadership
	SAC Chair attended the school improvement plan meetings and provided input and suggestions as necessary. School improvement initiatives are placed on the agenda and discussed at SAC meetings with all SAC members.		
3	2. Describe the activities of the SAC for the upcoming school year.	Narrative	
	Communications Initiative: Monthly emails to parents of the student created newspaper, upcoming events, and school programs. **School to City Connection: One field trip per grading period geared for Civics/Social Studies students to visit various sites (Mullet Creek Park, City Hall, Library, Museum, etc.) around the city and attend presentations from city leaders (City Manager, Mayor, Community Development Manager, Communications Manager, City Engineer, etc.). This initiative is focused on educating students on the inner workings of the city and how various leaders and programs provide services to citizens.** **Mentorship/Tutoring: SAC members team up with the mentoring and tutoring efforts in the school to ensure students receive a cross section of diverse and experienced mentors and tutors that are provided from teachers, parents, and community leaders.** **Teacher Appreciation Lunch: SAC will team up with PTSA to provide a teacher appreciation lunch. Not only will this event illustrate our appreciation for the teachers and support staff but allow SAC members to establish relationships with them that will lead to follow on discussions on how SAC may help in school improvements.**		
4	3. Describe the projected use of school improvement funds and include the amount allocated to each project.	Narrative	
	SAC members will discuss the focus of school improvement funds at the first meeting in August. The goal of the distribution plan for these funds will be to ensure projects are linked to specific line items in the school improvement plan and the funds are distributed over a wide range of SIP items/areas to		

	ensure maximum utility and impact to students.		

3	4. Verify that your school is in compliance with Section 1001.452, F.S., regarding the establishment duties of the School Advisory Council by selecting one of the boxes below:
	   ✓ **Yes, we are in compliance.**
	   ☐ No, we are not in compliance.
		Narrative	

	5. If no, describe the measures being taken to comply with SAC requirements.	Narrative	
	C. Highly Qualified Staff		
	1. *Administrators*		
	For each of your school's administrators (principal and all assistant principals), complete the following fields:		Executive Summary: Section 1
	a) Name	Narrative	Executive Summary: Section 1
	Mary Alison Kennedy		
3	b) Credentials (degrees and certifications)	Narrative	Executive Summary: Section 1
	Master's in Educational Leadership from Nova Southeastern University **BS Elementary Education from the University of Louisville** **Certified in middle school social sciences**		
3	c) Number of years as an administrator	Narrative	Executive Summary: Section 1
	11		
3	d) Number of years at the current school;	Narrative	Executive Summary: Section 1

11		
e) Performance record of increasing student achievement throughout their career, which should include their history of school grades, FCAT/statewide assessment performance (i.e. percentage data for achievement levels, learning gains, improvement of lowest 25_{th} percentile in reading and mathematics, pursuant to Section 1008.34(3)(b), F.S.), and progress toward Annual Measurable Objectives (AMOs)	DecisonEd/DW	

1,2,3

2008-2009				
Measure	Math	Reading	Science	Writing
High Standards	87	87	71	97
Annual Learning Gains	80	70		
Lowest 25%	70	74		

2009-2010				
Measure	Math	Reading	Science	Writing
High Standards	83	82	67	95
Annual Learning Gains	76	68		
Lowest 25%	66	58		

2010-2011				
Measure	Math	Reading	Science	Writing
High Standards	76	79	58	95
Annual Learning Gains	70	66		
Lowest 25%	58	60		

2011-2012				
Measure	Math	Reading	Science	Writing
High Standards	62	63	60	88
Annual Learning Gains	73	67		
Lowest 25%	64	64		

2012-2013				
Measure	Math	Reading	Science	Writing
High Standards	61	61	52	65
Annual Learning Gains	70	64		

Lowest 25% 61 62		

For each of your school's administrators (principal and all assistant principals), complete the following fields:		Executive Summary: Section 1
a) Name	Narrative	Executive Summary: Section 1
Dionisios Boulieris		
b) Credentials (degrees and certifications)	Narrative	Executive Summary: Section 1
Master's in Educational Leadership from Nova Southeastern University		
c) Number of years as an administrator	Narrative	Executive Summary: Section 1
4		
d) Number of years at the current school;	Narrative	Executive Summary: Section 1
7		
e) Performance record of increasing student achievement throughout their career, which should include their history of school grades, FCAT/statewide assessment performance (i.e. percentage data for achievement levels, learning gains, improvement of lowest 25th percentile in reading and mathematics, pursuant to Section 1008.34(3)(b), F.S.), and progress toward Annual Measurable Objectives (AMOs)	DecisonEd/DW	

2008-2009

Measure	Math	Reading	Science	Writing
High Standards	87	87	71	97
Annual Learning Gains	80	70		
Lowest 25%	70	74		

2009-2010

Measure	Math	Reading	Science	Writing
High Standards	83	82	67	95
Annual Learning Gains	76	68		
Lowest 25%	66	58		

2010-2011

Measure	Math	Reading	Science	Writing
High Standards	76	79	58	95
Annual Learning Gains	70	66		
Lowest 25%	58	60		

2011-2012

Measure	Math	Reading	Science	Writing
High Standards	62	63	60	88
Annual Learning Gains	73	67		
Lowest 25%	64	64		

2012-2013

Measure	Math	Reading	Science	Writing
High Standards	61	61	52	65
Annual Learning Gains	70	64		
Lowest 25%	61	62		

For each of your school's administrators (principal and all assistant principals), complete the following fields:

a) Name

	Kimberly Miller			
	b) Credentials (degrees and certifications)			
	Master's in Educational Leadership from Nova Southeastern University			
	c) Number of years as an administrator			
	2			
	d) Number of years at the current school;			
	7			
	e) Performance record of increasing student achievement throughout their career, which should include their history of school grades, FCAT/statewide assessment performance (i.e. percentage data for achievement levels, learning gains, improvement of lowest 25th percentile in reading and mathematics, pursuant to Section 1008.34(3)(b), F.S.), and progress toward Annual Measurable Objectives (AMOs)			

	2008-2009			
Measure	Math	Reading	Science	Writing
High Standards	87	87	71	97
Annual Learning Gains	80	70		
Lowest 25%	70	74		
	2009-2010			
Measure	Math	Reading	Science	Writing
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Annual Learning Gains	76	68		
Lowest 25%	66	58		
	2010-2011			
Measure	Math	Reading	Science	Writing
High Standards	76	79	58	95

Annual Learning Gains	70	66		
Lowest 25%	58	60		

2011-2012				
Measure	Math	Reading	Science	Writing
High Standards	62	63	60	88
Annual Learning Gains	73	67		
Lowest 25%	64	64		

2012-2013				
Measure	Math	Reading	Science	Writing
High Standards	61	61	52	65
Annual Learning Gains	70	64		
Lowest 25%	61	62		

For each of your school's administrators (principal and all assistant principals), complete the following fields:

a) Name

Matthew Miller

b) Credentials (degrees and certifications)

Master's in Educational Leadership from National Lewis University

c) Number of years as an administrator

0

d) Number of years at the current school;

7

e) Performance record of increasing student achievement throughout their career, which should include their history of school grades, FCAT/statewide assessment performance (i.e. percentage data for achievement levels, learning gains, improvement of lowest 25th percentile in reading and mathematics, pursuant to Section 1008.34(3)(b), F.S.), and progress toward Annual Measurable Objectives (AMOs)

2008-2009				
Measure	Math	Reading	Science	Writing
High Standards	87	87	71	97
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2009-2010				
Measure	Math	Reading	Science	Writing
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High Standards	76	79	58	95
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2011-2012				
Measure	Math	Reading	Science	Writing
High Standards	62	63	60	88
Annual Learning Gains	73	67		
Lowest 25%	64	64		

2012-2013				
Measure	Math	Reading	Science	Writing
High Standards	61	61	52	65
Annual Learning Gains	70	64		
Lowest 25%	61	62		

	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
	Joanne Wright		
	b) Subject area	Narrative	Executive Summary: Section 1
	Literacy Coach		
	c) Credentials (degrees and certifications)	Narrative	Executive Summary: Section 1
	B.A Reading Endorsement / ESOL Endorsement		
	d) Number of years as an instructional coach	Narrative	Executive Summary: Section 1
	First		
	e) Number of years at the current school	Narrative	Executive Summary: Section 1
	6		

1,2	f) Performance record of increasing student achievement throughout their career, which should include their history of school grades, FCAT/statewide assessment performance (i.e. percentage data for achievement levels, learning gains, improvement of lowest 25th percentile in reading and mathematics, pursuant to Section 1008.34(3)(b), F.S.), and progress toward Annual Measurable Objectives (AMOs)	DecisionEd/ DW	

2008-2009

Measure	Math	Reading	Science	Writing
High Standards	87	87	71	97
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Lowest 25%	70	74		

2009-2010

Measure	Math	Reading	Science	Writing
High Standards	83	82	67	95
Annual Learning Gains	76	68		
Lowest 25%	66	58		

2010-2011

Measure	Math	Reading	Science	Writing
High Standards	76	79	58	95
Annual Learning Gains	70	66		
Lowest 25%	58	60		

2011-2012

Measure	Math	Reading	Science	Writing
High Standards	62	63	60	88
Annual Learning Gains	73	67		
Lowest 25%	64	64		

2012-2013

Measure	Math	Reading	Science	Writing
High Standards	61	61	52	65
Annual Learning Gains	70	64		
Lowest 25%	61	62		

g) Full-time or Part-time- **Part time**	Narrative	Executive

			Summary: Section 1
	h) School-based or District-based- **District based**	Narrative	Executive Summary: Section 1
	3. *Instructional Staff*		Executive Summary: Section 1
	a) # of instructional employees	DecisionEd/ DW	Executive Summary: Section 1
	85		
3	b) % receiving effective rating or higher	Narrative	
3	c) % Highly Qualified Teacher (HQT), as defined in NCLB through a High, Objective, Uniform State Standard of Evaluation (HOUSSE)	Narrative	Executive Summary: Section 1
	98% (83)		
	d) % certified in-field, pursuant to Section 1012.2315(2), F.S.	Narrative	Executive Summary: Section 1
	98% (83)		
2	e) % ESOL endorsed	DecisonED/ DW	Executive Summary: Section 1
	9.4%		
2	f) % reading endorsed	DecisionED/ DW	Executive Summary: Section 1
	9.4%		
3	g) % with advanced degrees	DecisionED/ DW	Executive

			Summary: Section 1
	27.1%		
3	h) % National Board Certified	DecisionED/ DW	Executive Summary: Section 1
	4.7%		
	i) % first-year teachers	DecisionED/ DW	Executive Summary: Section 1
	6% (5)		
	j) % with 1-5 years of experience	DecisionED/ DW	Executive Summary: Section 1
	35% (30)		
	k) % with 6-14 years of experience	DecisionED/ DW	Executive Summary: Section 1
	33% (28)		
	l) % with 15 or more years of experience	DecisionED/ DW	Executive Summary: Section 1
	26% (22)		
	4. *Paraprofessionals*		Executive Summary: Section 1
	a) # of paraprofessionals	Narrative	Executive Summary: Section 1
	1		
	b) % Highly Qualified Teacher, as defined in NCLB through a High, Objective, Uniform State Standard of Evaluation (HOUSSE)	Narrative	Executive Summary: Section 1

	0		
	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.	Narrative	Standard 2: Governance and Leadership
	Recruitment: Transition to Teaching, Teach Pinellas, EDGE program, college partnerships, Teacher appreciation programs: Team building trips, morning socials at Starbucks, snacks, breakfasts, luncheons, holiday dinners, end of the year barbeque. **Principal, assistant principals and PTSA**		
	6. *Teacher Mentoring Program/Plan*		
	Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities. **The mentoring program includes an organizational meeting at the beginning of the year. Teachers are given a handbook, provided a timeline for ongoing meetings and introduced to school staff. Mentors are paired according, but not limited to subject area, grade level and years of experience.** **Lead mentor-Cyndi Johnson,**	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.	Narrative	Standard 3-3.7: Teaching and Assessing for Learning
	The MTSS Leadership Team met with the principal to help develop the SIP and RtI processes. The team provided data on Tier 1,2 and 3 targets; academic and social/emotional areas that needed to be addressed, helped set clear expectations for instruction (Rigor, Relevance, Relationships); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and		

	procedures. The SBLT meets every Thursday at 2:00 pm to discuss the data from Tier 1, 2, and 3 targets and individual students in both academic and behavioral areas and how they are progressing. Academic goals are monitored by gathering classroom data and analyzing district assessments from FAIR , "Common" assessments, and last year's FCAT and FCAT writing results. Teachers are supported by regular observations by the Assistant Principals and the Instructional Review Team. PLC's (Professional Learning Communities) meet monthly to provide training and discuss specific learning strategies by department. The ESE team provides support for ESE students in small group settings. The ESE team helps general education teachers differentiate instruction to meet individual student needs. Behavioral goals are monitored by reviewing referrals and input from classroom teachers. Individual students have PBIP's and FBA/PBIP's as needed to address their individual behavioral goals.		
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?	Narrative	Standard 2-2.4: Governance and Leadership
	School Based Leadership Team (SBLT): Alison Kennedy - Principal, Danny Boulieris, Matthew Miller, Kim Miller- Assistant Principals, Eartha Mims, Angela Beard, Linda Storrs - Guidance Counselors, Christina Barry - Social Worker, Taryn McCormick – School Psychologist, Annette Gallagher - Behavior Specialist, Matthew Pfeiffer - VE Liaison, Tonia Cunningham, Susan Loucks, Autumn Lunin, Krista Valentage, Luis Morales, Julia Ward, Stephanie Paas - Teachers **Facilitator – generates agenda and leads team discussions** **-Data Manager(s)/Data Coach(es) – assist team in accessing and interpreting (aggregating/disaggregating) the data** **-Technology Specialist – brokers technology necessary to manage and display data** **-Recorder/Note Taker – documents meeting content and disseminates to team members in a timely manner as well as storing a hard copy in a binder for all teachers to access** **-Time Keeper –helps team begin on time and ensures adherence to agreed upon agenda** **SIP Team: Jessica Fisher – Professional Development, Matthew Pfeiffer/Annette Gallagher – MTSS/RtI, JoAnn Wright/Autumn Lunin – Literacy, Tonia Cunningham – Writing, Amber Schmittdiel/Luis Morales – Attendance, Danny Boulieris, Kim Miller, Matthew Miller – Assistant**		

	Principals.		
4	3. Describe the systems in place that the leadership team uses to monitor the school's MTSS and SIP.	Narrative	Standard 2-2.3,2.4: Governance and Leadership
	A core group of the RtI Leadership Team meets weekly on Thursdays at 2:00 p.m. in the front office Conference Room (Administrator, Psychologist, Social Worker, Guidance Counselors, VE Liaison, and Behavior Specialist) to discuss at-risk students. The team will collaborate weekly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team meets four times per month: once for behavior concerns, once for academic concerns, once for child study, and once for SBTL. They will perform the following on an ongoing basis: Data analysis and review of progress monitoring tools to identify student behavior and academic performance, identify students who are at-risk for not meeting behavioral expectations and/or academic performance standards, develop interventions to increase student performance using the Problem Solving Process, identify appropriate professional development and resources to assist instructional staff in implementing interventions, collaborate with stakeholders to ensure effective practices, accurate data collection, and analysis are performed in a timely manner and results are communicated to all parties for highest student achievement in a safe learning environment.		
5	4. Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance).	Narrative	Standard 5-5.1, 5.2, 5.3, 5.4: Using Results for Continuous Improvement
	Baseline data: Progress Monitoring and Reporting Network (PMRN), FAIR Reading Assessment, Florida Comprehensive Assessment Test (FCAT) **Progress Monitoring: PMRN, AIMS web, Curriculum Based Measurement (CBM), FCAT Simulation** **Midyear: Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment for Reading (DAR)** **End of Year: FAIR, FCAT, End of Course Exams** **Frequency of Data Days: Twice a month for data analysis**		

	Office/classroom referral data will be utilized as ongoing progress monitoring to measure effectiveness of Tier 2 behavior interventions. **PCS FOCUS/Portal will be utilized to manage student data school wide. DMT will enter reading and mathematics Tier 2 progress monitoring data into Portal and will have graphed data**		
4,5	5. Describe the plan to support staff's understanding of MTSS and build capacity in data-based problem solving.	Narrative	Standard 3-3.11, 3.12: Teaching and Assessing for Learning Standard 5-5.3:Using Results for Continuous Improvement
	The SBLT will utilize the PS/RtI Beliefs Survey and Perception of Ps/RtI Skills Survey to assess current levels of consensus and problem-solving skills within the school-building. This data will be presented and analyzed during the regularly scheduled SBLT meeting time. Monthly professional development activities will be provided. Every other month, skills will be introduced to the entire staff by SBLT during the faculty meeting. Follow-up professional development will occur monthly during PLC's through practical application of presented skills with facilitation and support by SBLT members. PS/RtI Beliefs and Perception of PS/RtI Skills. Surveys will be used to evaluate effectiveness of professional development efforts. Additionally, applied practice opportunities will be reviewed by the SBLT every other month to inform instruction of future activities as well as assessing effectiveness of professional development. **The plan to support MTSS is by attending and offering professional development, staff and parent surveys when needed, discussions in SBLT meetings, and modify the action plan if necessary.**		
	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). ELP plans still in the works- Having before/after school enrichment sessions in areas of need Extended Learning for the Summer	Narrative	Standard 3-3.1, 3.12: Teaching and Assessing for Learning

	Credit/Course Recovery class for overage students or students who were retained		
	F. Literacy Leadership Team (LLT)		
2	1. Identify the names and positions titles of the members of your school-based LLT. Alison Kennedy - Principal, Kimberly Miller-Assistant Principal, Eartha Mims - Guidance Counselor, Patty Owen - Media Specialist ,Natalie Bobrovetski, Cynthia Neel, Kellen Scott, Julia Romerhaus, Cynthia Johnson, Denise Callahan, Michele Salmon and Ben Kinney - Teachers.	Narrative	Executive Summary: Section 1
2	2. Describe how the school-based LLT functions (e.g., meeting processes, roles, functions). Literacy Leadership Teams create capacity of reading knowledge within the school by focusing on the following areas of literacy concern: • Support for text complexity • Support for instructional skills to improve reading comprehension o Ensuring that text complexity, along with close reading and rereading of texts, is central to lessons o Providing scaffolding that does not preempt or replace text reading by students o Developing and asking text dependent questions from a range of question types o Emphasizing students supporting their answers based upon evidence from the text o Providing extensive research and writing opportunities (claims and evidence) • Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects (a focus on text, task, and instruction)	Narrative	Executive Summary: Section 1
2	3. What will be the major initiatives of the LLT this year? Support for text complexity Support for instructional skills to improve reading comprehension Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects Support for Higher Order Questioning and Thinking Skills Support for Differentiated Instruction	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.	Narrative	Standard 3-3.1 thru 3.7: Teaching and Assessing for Learning
	All teachers are required to attend trainings preschool which encompasses reading strategies for all disciplines. **Teachers help their colleagues by sharing instructional resources.** **An instructional specialist helps colleagues implement effective teaching strategies.** **Peer mentors work inside classrooms to help teachers implement new ideas, often by demonstrating a lesson, co-teaching, or observing and giving feedback.** **Professional learning communities among staff members to share best practices.** **Mentors for novice teachers. Mentors serve as role models; acclimate new teachers to a new school; and advise new teachers about instruction, curriculum, procedure, practices, and politics.** **Teachers review reading data and meet with all students having chats about their individual scores and set reading goals. Data is used to drive classroom instruction. Engage peers in analyzing and using this information to strengthen instruction in all classes.**		
	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? **Lesson plans are aligned at each grade level and subject area by the creation and use of a Curriculum Map. Sixth and seventh grade levels are organized by teams. These maps are created collaboratively by the Safety Harbor Middle School teachers at that grade level and in that subject area. Individual teachers have the latitude to develop their own instructional strategies to deliver instruction within the confines of the Curriculum Map. All applied course instructors support the Focus Calendar skills by participating in school-wide initiates such as Word Walls, Two Column Notes and Writing activities which are documented in their lesson plans.**	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? **Beginning in grade 6, students complete personality inventories and interest inventories, given by the counselor during group lessons.** **These activities assist students in planning electives and courses for future study.** **In grade seven, students continue their exploration of personal strengths and interests by accessing the Choices program online, during group sessions with the counselor.** **In grade eight, career planning is part of the Social Studies curriculum, which includes activities associated with Finance Park. In addition to class activities, students initiate a four year plan for high school core and elective courses, online using the Lighthouse Guidance system, with the assistance of the counselor and the classroom teacher. Students refer to the four year plan, a working document, throughout high school to plan coursework and to prepare for the future.**	Narrative	Standard 3-3.8, 3.9, 3.12: Teaching and Assessing for Learning. Standard 4-4.6,4.8: Resources and Support Systems
1	3. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report, which is maintained by the Department of Education, pursuant to Rule 6A-10.038, F.A.C.	Narrative	Standard 5-5.4: Using Results for Continuous Improvement

	Part II: Expected Improvements		
	For each data point below, unless otherwise directed list the current year status (number and percentage) and the target (percentage) for next year. These are schoolwide data, not disaggregated by grade level. FAA and CELLA data shall be considered by schools with 10 or more students taking the assessment.		
	A. Area 1: Reading		
	a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)		
1	☐ Students scoring at Achievement Level 3	DecisionED/ DW	Assessment Matrix
	29.8% (405)		
1	☐ Students scoring at or above Achievement Level 4	DecisionED/ DW	Assessment Matrix
	31.8% (433)		
	b) Florida Alternate Assessment (FAA)		Assessment Matrix
1	☐ Students scoring at Levels 4, 5, and 6	DecisionED/ DW	Assessment Matrix
	15.4% (2)		
1	☐ Students scoring at or above Level 7	DecisionED/ DW	Assessment Matrix
	84.6% (11)		
	c) Learning Gains		
1	☐ Students making learning gains (FCAT 2.0 and **FAA**)	DecisionED/ DW FCAT 2.0 only	Assessment Matrix
	FCAT 2.0 56.8% (773) FAA 61.5% (8)		
1	☐ Students in lowest 25% making learning gains (FCAT 2.0)	DecisionED/ DW	Assessment Matrix
	62%		

	d) *Comprehensive English Language Learning Assessment (CELLA)*		
1	☐ Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	DecisionED/ DW	Assessment Matrix
	54% (41)		
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
	29% (22)		
1	☐ Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	DecisionED/ DW	Assessment Matrix
	42% (32)		
	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
	FCAT 2.0 Asian 76.6% (36) Black or African American 33.8% (49) Hispanic 50% (140) American Indian or Alaska Native 100% (1) Two or more races 67.8% (40) White 69% (572) ELL 5.4% (4) SWD 17.9% (22) ED 44.6% (255) FAA Black or African American 100% (2) Hispanic 100% (1) Two or more races 100% (1)		

White 100% (9) SWD 100% (13) ED 100% (8)				
f) Postsecondary readiness				
The following data shall be considered by high schools.				
☐ *4-year graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.*	DecisionED/ DW	Assessment Matrix		
Goal 1 to support target(s): **To increase the percentage of students who score a level 3 and above to 78% or above. (reduce or eliminate barriers)**	Narrative			
Possible Data Sources to Measure Goal 1: *Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Reading scores*	Narrative DecisionED			

Data Indicator(s) –corresponding to SIP Part II A-J (SIP Targets)	**2012-13 Actuals**		**2013-14 Targets**	
1. African American	**#**	**%**	**#**	**%**
	49	**33. 8**	**108**	**75**
2. Hispanic	**#** **140**	**%** **50**	**#** **210**	**%** **75**
3. Students with disabilities	**#** **22**	**%** **17. 9**	**#** **90**	**%** **75**

Action Plans (strategies) to Accomplish Goal 1 (reduce or eliminate barriers)	
Action 1- Follow PCSB curriculum pacing guides Is aligned with a course standard or benchmark and to the	Narrative

	district/school pacing guide		
	Action 2- Use PCSB Course Assessments	Narrative	
	Action 3- Use FLDOE Test Specifications	Narrative	
	Action 4-	Narrative	
	Plan to Implement Action 1: Use PLC to monitor progress through discussions and AP monitoring.	Narrative	
	Plan to Implement Action 2: Analyze District test item data to direct instruction through lesson plan notations and AP monitoring.	Narrative	
	Plan to Implement Action 3: Review Test Specifications prior to unit instruction through PLC discussions and AP monitoring	Narrative	
	Plan to Implement Action 4:	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	DecisionED/ DW	Assessment Matrix
	64% (277)		
	b) Florida Alternate Assessment (FAA)		
1	☐ Students scoring at or above Level 4	DecisionED/ DW	Assessment Matrix
	29% (2)		
	Goal 2 to support target(s): **To increase the amount of students who score 3.5 or above on the FCAT Writing Assessment from 64% to 80%**	Narrative	

	Possible Data Sources to Measure Goal 2: **FCAT Writing Assessment**	Narrative DecisionED/ DW			
	Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets) 1. **African American (total 48)**	**2012-13 Actuals**		**2013-14 Targets**	
		# **31**	**%** **7**	**#** **38**	**80%** **(9%)**
	2. **Hispanic (total 79)**	**#** **51**	**%** **12**	**#** **63**	**80%** **(15 %)**
	3. **Students with disabilities (total 46)**	**#** **29**	**%** **7**	**#** **37**	**80%** **(9%)**
	Action Plans (strategies) to Accomplish Goal 2 (reduce or eliminate barriers)				
	Action 1- Teacher focuses and/or refocuses class instruction by referring back to the learning goal /essential question.	Narrative			
	Action 2- Students are provided with appropriate scaffolding and supports to access higher order questions and tasks.	Narrative			
	Action 3- A scale or rubric that relates to the learning goal is posted so that all students can see it and teachers reference the rubric regularly	Narrative			
	Action 4- Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks.	Narrative			
	Plan to Implement Action 1: post essential learning question on the board daily	Narrative			
	Plan to Implement Action 2: provide for writing opportunities daily and of various types (journal, response, narrative, expository, persuasive, etc.)	Narrative			
	Plan to Implement Action 3: common rubric for writing provided and explained for all instructional staff	Narrative			

	Plan to Implement Action 4: refer to the NG-SSS and the CCSS for standards and benchmarks	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
	26.4% (361)		
1	☐ Students scoring at or above Achievement Level 4	DecisionED/ DW	Assessment Matrix
	34% (464)		
	b) *Florida Alternate Assessment (FAA)*		
1	☐ Students scoring at Levels 4, 5, and 6	DecisionED/ DW	Assessment Matrix
	69.2% (9)		
1	☐ Students scoring at or above Level 7	DecisionED/ DW	Assessment Matrix
	30.8% (4)		
	c) *Learning Gains*		
1	☐ Students making learning gains (FCAT 2.0, EOC, and FAA)	DecisionED/ DW FCAT 2.0 only	Assessment Matrix
	FCAT 62.9% (859) FAA 30.8% (4)		
1	☐ Students in lowest 25% making learning gains (FCAT2.0 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 American Indian 100% (1) Asian 80.9% (38) Black 29.2% (42) Hispanic 49.8% (140) White 68.6 % (572) ELL 16% (12) SD 22.4% (28) ED 43.8% (251) Two or more races 55.2% (32)	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 at Levels 4, 5, and 6	DecisionED/ DW	Assessment Matrix
1	☐ Students scoring at or above Level 7	DecisionED/ DW	Assessment Matrix
	b) *Annual Measurable Objectives (AMOs)*		
1	☐ Student subgroups (i.e., American Indian, Asian, black,Hispanic, white, English language learners, students with disabilities, and economically disadvantaged) scoring at level 3 or higher on FCAT 2.0, or scoring at level 4 or higher on the FAA	DecisionED/ DW FCAT 2.0 only	Assessment Matrix
	c) *Learning Gains*		
1	☐ Students making learning gains (EOC and FAA)	DecisionED/ DW	Assessment Matrix
	d) *Postsecondary readiness*		

1	☐ *4-year graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A010.0315, F.A.C.*	DecisionED/ DW	Assessment Matrix
	3. ***Middle School Acceleration***		
	The following data shall be considered by middle schools.		
1	☐ Middle school participation in high school EOC	DecisionED/ DW	Assessment Matrix
	16.4% (224)		
1	☐ Middle school performance on high school EOC	DecisionED/ DW	Assessment Matrix
	99% (222) passing		
	4. ***Algebra 1 End-of-Course Assessment (EOC)***		
	The following data shall be considered for schools with students taking the Algebra I EOC.		
1	☐ Students scoring at Achievement Level 3	DecisionED/ DW	Assessment Matrix
	25.4% (45)		
1	☐ Students scoring at or above Achievement Level 4	DecisionED/ DW	Assessment Matrix
	73.4% (130)		
	5. ***Geometry End-of-Course Assessment (EOC)***		
	The following data shall be considered for schools with students taking the Geometry EOC.		
1	☐ Students scoring at Achievement Level 3	DecisionED/ DW	Assessment Matrix
	0% (0)		
1	☐ Students scoring at or above AchievementLevel 4	DecisionED/ DW	Assessment Matrix
	100% (47)		

		2012-13 Actuals		2013-14 Targets	
Goal 3 to support target(s): Increase the percentage of LEP and students with disabilities making learning gains to 30%.	Narrative				
Possible Data Sources to Measure Goal 3: Diagnostic Test	DecisionED/ DW				
Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets) 1. LEP		**#**	**%**	**#**	**%**
		12	**16**		**30**
2. Students with disabilities		**#** **28**	**%** **22**	**#**	**%** **30**
3.		#	%	#	%
Action Plans (strategies) to Accomplish Goal 3 (reduce or eliminate barriers)					
Action 1- Follow PCSB curriculum pacing guides.	Narrative				
Action 2- Use PCSB course diagnostic tests.	Narrative				
Action 3- Use FLDOE test specifications	Narrative				
Action 4-	Narrative				
Plan to Implement Action 1: Use PLC to monitor progress through discussions and AP monitoring	Narrative				
Plan to Implement Action 2: Analyze district test item data to direct instruction through lesson plan notation and AP monitoring.	Narrative				
Plan to Implement Action 3: Review test specification prior to unit instruction through PLC discussion and AP monitoring.	Narrative				

		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
	21.9% (96)		
1	☐ Students scoring at or above Achievement Level 4	DecisionED/ DW	Assessment Matrix
	29.9% (131)		
	b) Florida Alternate Assessment (FAA)		
1	☐ Students scoring at Levels 4, 5, and 6	DecisionED/ DW	Assessment Matrix
	71.4% (5)		
1	☐ Students scoring at or above Level 7	DecisionED/ DW	Assessment Matrix
	28.6% (2)		
	2. *High School Science*		
	The following data shall be considered by high schools.		
	a) Florida Alternate Assessment (FAA)		
1	☐ Students scoring at Levels 4, 5, and 6	DecisionED/ DW	Assessment Matrix
1	☐ Students scoring at or above Level 7	DecisionED/ DW	Assessment Matrix
	3. *Biology 1 End-of-Course Assessment (EOC)*		

	The following data shall be considered for schools with students taking the Biology 1 EOC.		
1	☐Students scoring at Achievement Level 3	DecisionED/ DW	Assessment Matrix
1	☐ Students scoring at or above Achievement Level 4	DecisionED/ DW	Assessment Matrix
	E. Area 5: Science, Technology, Engineering, and Mathematics (STEM)		
1	☐ # of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs) SHMS offers a Robotics Club and takes part in Robotics competitions. ESOL took part in an integrated photography lesson that brought in a professional photographer and students took photographs and created presentations based on their photos. The Science Club is available for all students at SHMS.	Narrative	Standard 3-3.12: Teaching and Assessing for Learning
1	☐ Participation in STEM-related experiences provided for students Robotics Club: ESOL Photography Activity: Science Club:	Narrative	Standard 3-3.1: Teaching and Assessing for Learning
	The following data shall be considered by high schools.		
1	☐ Students enrolling in one or more *accelerated* STEM-related courses	DecisionED/ DW	Assessment Matrix
1	☐ Completion rate (%) for students enrolled in *accelerated* STEM-related courses	DecisionED/ DW	Assessment Matrix
1	☐ Students taking one or more advanced placement exams for STEM-related courses	DecisionED/ DW	Assessment Matrix
1	☐ Passing rate (%) for students who take advanced placement exams for STEM-related courses	DecisionED/ DW	Assessment Matrix
1	☐ CTE-STEM program concentrators	DecisionED/ DW	Assessment Matrix
1	☐ Students taking CTE-STEM industry certification exams	DecisionED/ DW	Assessment Matrix
1	☐ Passing rate (%) for students who take CTE-STEM industry certification exams	DecisionED/ DW	Assessment Matrix

Goal 4 to support target(s): Improve current level of performance				
Possible Data Sources to Measure Goal 4: FCAT 2.0 Assessment Test	DecisionED/ DW			
Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets) 1. Students scoring at Achievement Level 3	**2012-13 Actuals**		**2013-14 Targets**	
	#	**%**	**#**	**%**
	96	**22**	**153**	**35**
2. Students scoring at or above Achievement Level 4	**#** **131**	**%** **30**	**#** **153**	**%** **35**
3.	#	%	#	%
Action Plans (strategies) to Accomplish Goal 3 (reduce or eliminate barriers)				
Action 1- Set a purpose for learning in each lesson and communicates learning goals in each lesson.				
Action 2- Provide regular formative assessments.				
Action 3- Facilitate effective classroom activities and tasks that elicit evidence of learning.				
Action 4- Increase instructional vigor				
Plan to Implement Action 1: Teacher begins each lesson with discussion of learning goal(s) inc. guiding essential question and focuses and/or refocuses class discussion throughout lesson by referring back to the learning goal(s) and guiding essential question.				
Plan to Implement Action 2: Teacher regularly assesses student readiness for learning and achievement of knowledge and skills before, during, and after instruction.				
Plan to Implement Action 3: Teacher collects both formal and informal data regarding student learning and provides feedback regularly to students regarding their personal progress throughout the lesson cycle.				

	Plan to Implement Action 4: Teacher provides instruction which is aligned with the cognitive complexity levels of standards and benchmarks. Students are provided with appropriate scaffolding and supports to access higher order questions and tasks.		
	The following data shall be considered by middle and high schools.		
1	☐ Students enrolling in one or more CTE courses	DecisionED/ DW	
1	☐ Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	DecisionED/ DW	
1	☐ Completion rate (%) for CTE students enrolled in *accelerated* courses	DecisionED/ DW	Assessment Matrix
1	☐ Students taking CTE industry certification exams	DecisionED/ DW	Assessment Matrix
1	☐ Passing rate (%) for students who take CTE industry *certification exams*	DecisionED/ DW	Assessment Matrix
1	☐ CTE program concentrators	DecisionED/ DW	
3	☐ CTE teachers holding appropriate industry certifications	Narrative	Standard 3-3.11: Teaching and Assessing for Learning; Standard 4-1: Resources and Support Systems
	G. Area 7: Social Studies		
	1. *Civics End-of-Course Assessment (EOC)*		
	The following data shall be considered for schools with students taking the Civics EOC.		
1	☐ Students scoring at Achievement Level 3	DecisionED/ DW	Assessment Matrix
	n/a		
1	☐ Students scoring at or above Achievement Level 4	DecisionED/ DW	Assessment Matrix

	n/a		
	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
	n/a		
1	☐ Students scoring at or above Achievement Level 4	DecisionED/ DW	Assessment Matrix
	n/a		
	Goal 5 (add other goals as needed) to support target(s):		
	Possible Data Sources to Measure Goal 5: **2014 Civics End of Course Exam**	DecisionED/ DW	

	Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets) 1.	**2012-13 Actuals**		**2013-14 Targets**	
		#	**%**	**#**	**%**
		n/a	**n/a**		
	2.	#	%	#	%
	3.	#	%	#	%
	Action Plans (strategies) to Accomplish Goal 3 (reduce or eliminate barriers)				
	Action 1- Civics teachers must follow the district provided pacing guide and curriculum map.				
	Action 2- Use data from Research and Accountability from 9 week, 18 week, 27 week progress monitoring tests.				
	Action 3- Have an understanding of the Common Core Standards.				

	Action 4-		
	Plan to Implement Action 1: Monitor progress at PLC meetings, APS monitor in daily lesson planning.		
	Plan to Implement Action 2: Civics teachers must utilize the data to actively pursue the standards students are not successfully grasping. Students will be re-tested on the missed standards on the next test, as well as the EOC. Team leader will follow-up to lead data discussion (PLC).		
	Plan to Implement Action 3: Require students to use higher level thinking reading and thinking skills daily as reflected in teacher's daily lesson planning.		
	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	☐ Students absent 10 percent or more, as defined by district attendance policy 16% (234)	DecisionED/ DW	Standard 5-5.2 Using Results for Continuous Improvement
	2. *Suspension*		
3	☐ Students with one or more referrals 27% (399)	DecisionED/ DW	Standard 5: Using Results for Continuous Improvement
3	☐ Students with five or more referrals 8% (115)	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. 15% (229)	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. 4% (58)	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. 10% (148)	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. 2% (35)	DecisionED/ DW	Standard 5: Using Results for Continuous Improvement
3	☐ Students with ten or more in-school or out-of-school suspension days 3% (43)	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 n/a	DecisionED/ DW	Standard 5: Using Results for Continuous Improvement
	3. *Retention*		
1	☐ Students retained 2	DecisionED/ DW	Standard 5: Using Results for Continuous Improvement
1	☐ Students with one or more course failures on first attempt in core-curricula courses, as defined in s. 1003.01(14), F.S.	DecisionED/ DW	Standard 5: Using Results for Continuous Improvement
1	o Students in 3rd grade with one or more course failures on first attempt in core-curricula courses o Students in 6th grade with one or more course failures on first attempt in core-curricula courses o Students in 9th grade with one or more course failures on first attempt in core-curricula courses	DecisionED/ DW	Standard 5: Using Results for Continuous Improvement

1	☐ Students off track for graduation based on credits required to date for their cohort	DecisionED/ DW	Standard 5: Using Results for Continuous Improvement
	4. *Dropout Prevention*		
	The following data shall be considered by high schools, per Section 1003.53, F.S. If a school has significantly lower graduation rates for a subgroup when compared to the state's graduation rate, that school's improvement plan is required to include strategies for improving these results, pursuant to Section 1001.42(18), F.S. Graduation rates for the state, district, and school by subgroup are available in the AMO Outcomes Report at http://schoolgrades.fldoe.org/.	DecisionED/ DW assuming drop out codes are W22 and w15	
1	☐ Students dropping out of school, as defined in s.1003.01(9), F.S.	DecisionED/ DW	Standard 5: Using Results for Continuous Improvement
1	☐ Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	DecisionED/ DW	Standard 5: Using Results for Continuous Improvement
1	☐ Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	DecisionED/ DW	Standard 5: Using Results for Continuous Improvement
1	☐ Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	DecisionED/ DW	Standard 5: Using Results for Continuous Improvement
	I. Area 9: Parent Involvement		
	Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, Codified at 20 U.S.C. § 6314(b).	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).		
	The SHMS PTSA has a strong history of supporting the school, staff and students throughout the year. We provide programs for students and their families throughout the school year, including student character and academic recognition programs. Parents are encouraged to attend monthly PTSA board meetings and three General Meetings during the year. One opportunity for family involvement is the Successful Seahawk Breakfast. Teachers come together every six weeks to recognize students that improve their grades, help others and show true character that go above and beyond. Parents are invited to attend and watch their children receive awards, enjoy breakfast and learn about upcoming events at school. The PTSA provides three programs per year, complete with a free dinner for families and invites guest speakers to cover topics on the dangers of Energy Drinks, Bullying Prevention and a High School Discovery Night. This year's agenda is shaping up to include another High School Prep Night, an evening with family invention specialists on the topics of internet security, excessive gaming and other topics of concern to middle school families as their children are preparing for high school. The PTSA maintains a strong partnership with teachers and administrators at Safety Harbor Middle School. The PTSA Executive Committee includes a diverse group of parents, teachers and administrative team members that meet monthly to choose relevant ways to support the staff and students throughout the year. The entire school community benefits when everyone works together to reach the same goal-Student Success! Utilizing the Parent ConnectEd call system, newsletters, banners and websites further strengthens the message to families that their involvement is critical to the success of their child.		
	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.		

Attendance/Suspension Goals and Action Steps:

Goal: The number of tardies will be reduced by 25%.
- Action steps:

    o Staff will continue with the 2012-13 Tardy Policy

        § Tardy Policy must be communicated to all staff and students at the beginning of the year and followed strictly by all staff.

    o Teachers will continue to have in-class consequences for students who are tardy (conduct grades)

    o No tardy party: For all students who have zero tardies during a 6 week period, they are invited to a party in the court yard similar to the Honor Roll parties.

Goal: The number of excessive unexcused absences will be reduced by 15%.
- Action steps:

    o After a student has one unexcused absence, the grade level secretaries will call the student's parent.

    o After six absences in one six week period, grade level secretaries will report student's name to the grade level assistant principal, social worker, and notify the parent. If parent does not answer phone call, a notice should be mailed home.

    o Perfect attendance party

Goal: The number of suspensions will be reduced by 15%.
- Action steps:

    o Teachers will continue character education in all classrooms.

    o All staff will participate in RTI training (site based) and follow through with RTI protocol in their classrooms.

	o Continue mentor programs for at risk students
	
	ESOL Goal:
	Parent Contact:
	    - Action steps:
	
	    o Connect-ed phone calls will be made in both English and Spanish to ensure that all parents understand the message.
	
	    o All letters from school to home should also be in both English and Spanish.
	
	    o When a parent of another language calls or comes into school, the front office should contact ESOL teacher and bilingual assistant to assist.		

	K. Problem-Solving (still working in on creating goals in this area)		
1-5	Based on the targets set for your school in each required Area, engage in a problem-solving process using the following questions. Goals shall specifically address any subgroup not meeting its AMO targets for 2012-2013. The special needs of subgroups not addressed in the AMO report (e.g., migrant, homeless, neglected and delinquent) shall also be considered during this process. Operational data such as climate surveys and classroom walkthroughs may also be used as available and relevant.	Narrative	
1-5	☐ Step 1: Identify goal(s) to help you achieve your targets. Select one or more Areas each goal addresses.	Narrative	
1-5	☐ Step 2: Brainstorm barriers that could prevent the school from achieving each goal.	Narrative	
1-5	☐ Step 3: Prioritize targeted barriers based on alterable elements of curriculum, instruction, environment, and organizational systems (e.g., those which have the most impact on the goal if removed or are immediately actionable).	Narrative	
1-5	☐ Step 4: Brainstorm which resources are available that could be used to address each targeted barrier.	Narrative	
1-5	☐ Step 5: Brainstorm and prioritize strategies that could be used to eliminate or reduce each targeted barrier.	Narrative	
1-5	☐ Step 6: Identify action steps (including who, what, where, when) that will need to be taken to implement the identified strategies.	Narrative	

1-5	☐ Step 7: Determine how strategies will be monitored for effectiveness and fidelity of implementation (including who, what, where, when).	Narrative
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 By the end of this school year 2013-2014 out staff will be able to implement Common Core State Standards using differentiated instruction and higher order questioning.	Narrative
	☐ Topic, focus, and content Our main topic this year will be transitioning to Common Core State Standards. We will focus on differentiated instruction and higher order questioning within our content areas.	Narrative
	☐ Facilitator or leader Our leaders will be the administration team consisting of principal and three assistant principals. As well as, reading coach, Lead the Learning Cadre team, and department heads.	Narrative
	☐ Participants (e.g., Professional Learning Community, grade level, schoolwide) Our PLC's will meet in groups with grade level, subject level. Each PLC will focus on a different platform of common core. Teacher will also partake in individual professional development with a goal of two outside training that relate to your IPDP or Common Core State Standards. Each grade level meeting will teach one new strategy that focuses toward school goals of common core, differentiated instruction, and higher order questioning. Teachers will attend all required district wide training.	Narrative
	☐ Target dates or schedule (e.g., professional development day, once a month) Group PLC's will be the 3rd Wednesday of every month. Personal PLC will need to be completed by May 1, 2014. District wide training on August 14, 2013.	Narrative

	☐Strategies for follow-up and monitoring Each teacher will create a goal at every group PLC on the platform of Common Core taught at meeting. At the following meeting each teacher will evaluate how well they did at reaching their goal and then make a new goal. These goal sheets will be monitored by assistant principal once a month. At all PLC's there will be a sign in sheet with amount of time spent in PLC"S. Administration teacher will review time in PLC's on following Monday. Administration team will do walkthroughs and lesson plan checks.	Narrative	
	☐ Person responsible for monitoring The person responsible for monitoring is principal, assistant principals, department heads, and reading coach.	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	
4	☐ Related goal By the end of this school year 2013-2014 out staff will be able to implement Common Core State Standards using differentiated instruction and higher order questioning. Rewarding students in the areas of attendance, behavior, and academics.	Narrative	
4	☐ Strategy	Narrative	
4	☐ Type of resource (i.e., evidence-based programs or materials, professional development, technology, or other) Use of materials, professional development, technology as needed, reward systems	Narrative	

4	☐ Description of resources	Narrative	
4	☐ Funding source School Improvement Money	Narrative	
4	☐ Amount needed $6,857.65	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