

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

District VMV Goals	School Improvement Information	Data & Information Sources	AdvancE D
Vision	Vision: Every Child's Potential a Reality	Narrative	Standard 1-1.1, 1.2: Purpose
Mission	Mission: Committed to the Success of Children, Families and Staff	Narrative	Standard 1-1.2: Purpose
Values	Values: Collaborative, Committed, Caring, Communicating	Narrative	Standard 1-1.3: Purpose
Part I: Current School Status			
A. School Information			
1. School-Level Information			
<input type="checkbox"/> School		Narrative	
Seminole Elementary			
<input type="checkbox"/> Principal's name: Diane Cato		Narrative	
<input type="checkbox"/> School Advisory Council chair's name Jessica Dang		Narrative	
2. District-Level Information			
<input type="checkbox"/> District		✓	
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	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 gave preliminary input in the spring. Staff input gathered in the summer will be shared with SAC in August. SAC will add any more necessary input at that point before they finalize and approve the SIP.		
3	2. Describe the activities of the SAC for the upcoming school year.	Narrative	
	The SAC will review school-wide data to find areas of need and provide guidance and support for our areas of need. In addition, they will provide ongoing input for monitoring and updating the SIP.		
4	3. Describe the projected use of school improvement funds and include the amount allocated to each project.	Narrative	
	School improvement funds are projected to be used to pay for substitutes to allow grade levels to plan together for implementation of the Common Core State Standards (\$2500). The remainder of the school improvement funds are projected to be used for professional development in reading CCSS (\$500).		
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: <input checked="" type="checkbox"/> Yes, we are in compliance. <input type="checkbox"/> 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. <i>Administrators</i>		
	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:

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			Section 1
	Diane Cato		
3	b) Credentials (degrees and certifications)	Narrative	Executive Summary: Section 1
	B.A., M.A., Ed.S. / Educational Leadership, School Principal, Reading K-12, Early Childhood, Elementary Education		
3	c) Number of years as an administrator	Narrative	Executive Summary: Section 1
	9		
3	d) Number of years at the current school;	Narrative	Executive Summary: Section 1
	2		
1,2,3	e) Performance record of increasing student achievement throughout their career, which should include their history of school grades, FCAT/statewide assessment performance (i.e. percentage data for achievement levels, learning gains, improvement of lowest 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	
	School Grade 2012/13 = C, FCAT proficiency Reading = 65; Math = 48; Science = 53; Writing = 54; LG Gains Math = 68; LG Reading = 64; LG Lowest 25% Math = 64; LG Lowest 25% Reading = 66. AMOs 2012 Targets: Reading: =75, Math = 62 School Grade: 2011/12=B; FCAT proficiency Reading: 2011/12=68%; FCAT proficiency Math: 2011/12=48%; FCAT Proficiency Writing: 2011/12=81% FCAT Proficiency Science: 2011/12=47%, LG Math = 68%, LG Reading = 65%, LG lowest 25% Reading = 62%, LG lowest 25% Math = 61% School Grade: 2010/11=B; FCAT proficiency Reading: 2010/11=87% FCAT proficiency Math: 2010/11=84%; FCAT Proficiency Writing: 2010/11=96% FCAT Proficiency Science: 2010/11=56%		

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	a) Name	Narrative	Executive Summary: Section 1
	Reva Faust		
3	b) Credentials (degrees and certifications)	Narrative	Executive Summary: Section 1
	M.Ed., Educational Leadership/University of South Florida; Elementary Education 1-6 Certification		
3	c) Number of years as an administrator	Narrative	Executive Summary: Section 1
	9.5		
3	d) Number of years at the current school;	Narrative	Executive Summary: Section 1
	3		
1,2,3	e) Performance record of increasing student achievement throughout their career, which should include their history of school grades, FCAT/statewide assessment performance (i.e. percentage data for achievement levels, learning gains, improvement of lowest 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	
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	FCAT Proficiency Science: 2010/11=56%		
	2. <i>Instructional Coaches</i>		Executive Summary: Section 1
	For each of your school’s instructional coaches, complete the following fields		Executive Summary: Section 1
	a) Name NA NO COACHES at this time	Narrative	Executive Summary: Section 1
	b) Subject area NA	Narrative	Executive Summary: Section 1
	c) Credentials (degrees and certifications) NA	Narrative	Executive Summary: Section 1
	d) Number of years as an instructional coach NA	Narrative	Executive Summary: Section 1
	e) Number of years at the current school NA	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) NA	DecisionEd/DW	
	g) Full-time or Part-time NA	Narrative	Executive

			Summary: Section 1
	h) School-based or District-based NA	Narrative	Executive Summary: Section 1
	3. Instructional Staff		Executi ve Summa ry: Section 1
	a) # of instructional employees	DecisionEd/D W	Executive Summary: Section 1
	51		
3	b) % receiving effective rating or higher	Narrative	
	Complete data currently unavailable; 98% received effective or better rating based on currently available data		
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
	51		
	d) % certified in-field, pursuant to Section 1012.2315(2), F.S.	Narrative	Executive Summary: Section 1
	51		
2	e) % ESOL endorsed	DecisonED/D W	Executive Summary: Section 1
	19.6		
2	f) % reading endorsed	DecisionED/D	Executive

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		W	Summary: Section 1
	3.9		
3	g) % with advanced degrees	DecisionED/D W	Executive Summary: Section 1
	27.5		
3	h) % National Board Certified	DecisionED/D W	Executive Summary: Section 1
	2.0		
	i) % first-year teachers	DecisionED/D W	Executive Summary: Section 1
	5.9		
	j) % with 1-5 years of experience	DecisionED/D W	Executive Summary: Section 1
	9.8		
	k) % with 6-14 years of experience	DecisionED/D W	Executive Summary: Section 1
	25.5		
	l) % with 15 or more years of experience	DecisionED/D W	Executive Summary: Section 1
	58.8		
	4. <i>Paraprofessionals</i>		Executive Summary: Section 1
	a) # of paraprofessionals NONE	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
	NA		
	5. <i>Teacher Recruitment and Retention Strategies</i>		
	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
	The Pinellas County School District has a process in place which assures that all schools recruit and retain high-quality, highly qualified teachers. The district requires that all instructional personnel complete a orientation and mentoring program. Pinellas County’s taxpayers passed a referendum which funds higher salaries for all teachers. Within the school, Professional Learning Communities, on site mentors, and monthly curriculum trainings provide support for teachers’ ongoing training. The lead mentor, Anita Winchell, is responsible to provide and organize mentoring; administrators are responsible to ensure the implementation and effectiveness of the mentoring plan.		
	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.	Narrative	Standard 3-3.3, 3.7,3.12: Teaching and Assessing for Learning Standard 5-5.2,5.5Using Results for Continuou

			s Improvem ent
	Seminole Elem. has a lead mentor who works with new teachers at least monthly. In addition, a mentor teacher at the new teacher’s grade level is assigned and works with the new teacher ongoing. Planned mentoring activities include: Observation of mentee’s instruction and providing feedback; Planning lessons with mentee; Connecting lesson activities to content standards; Discussing student achievement and data and using data to plan instruction.		
	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
	SIP goals are determined through current data and annual measureable objectives. Action plans determine steps taken to meet the goal. The action plans become the agenda(s) for the MTSS and SIP team for implementation and monitoring. Ongoing formative assessment is used to determine the adequacy of the core instruction and needed interventions for Tier 2 and Tier 3 supports. Resources and professional development are aligned to SIP goals and action plans throughout the year. Student needs for Tier 2 and Tier 3 supports are monitored by ongoing progress monitoring assessments given weekly or biweekly to each group or individual student. This data is funneled back to the MTSS team to further action.		
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: Governan ce and Leadershi p

	Holly Schultz, guidance counselor, team facilitator, generates agenda and leads team discussions; Diane Cato, principal; Reva Faust, assistant principal, 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; Cathy Carey, behavior specialist, Time Keeper –helps team begin on time and ensures adherence to agreed upon agenda ; Cassie Meyer, social worker; Michele Judkin, school psychologist, Data Manager(s)/Data Coach(es) – assist team in accessing and interpreting (aggregating/disaggregating) the data; Jennifer Conde, KG representative, Cindy Mucerino, Gr. 1 rep, Kristin Luczaj, Gr. 2 rep, Renee Mortellite, Gr. 3 rep, Vicki Grimm, Gr. 4 rep, Rachel Henke, Gr. 5 rep, Debbie Fugate, ESE rep; All team representatives provide input to and from their teams. In addition, Cathy Carey and Cassie Meyer facilitate all FBA’s while Holly Schultz and Reva Faust facilitate 504’s.		
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
	Ongoing formative and progress monitoring data systems are in place at grade levels and intervention group levels. This data is gathered by team leaders and shared with the MTSS team on a monthly basis. The data is then aggregated across the school and used to monitor the SIP by the Leadership Team.		
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
	Seminole will use the following as our data management systems: DecisionEd’s Data Warehouse which includes data from: Elementary Data Solutions (EDS), PMRN, PCS Focus, and FL DOE / PCS FCAT data. In addition, we will use AIMSWEB and a school created progress monitoring program. Data sources include FCAT; SAT 10 ; FAIR; PCS district common assessments for math, writing, and science; progress monitoring		

	data including but not limited to oral reading fluency, DAR and maze.		
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 MTSS Team includes grade level representatives. Part of their responsibility is to share the knowledge they gain through being a part of the team with their grade level. Administrators and other MTSS team members attend all PLC's and data chats to assist teachers in the process. MTSS training / information is a part of all staff meetings and leadership meetings as well.		
	E. Increased Learning Time/Extended Learning Opportunities		
2	Describe research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum (e.g., lengthening the school day, week, or year; providing before, after, Saturday, or summer school programs; implementing enrichment programs and activities; allowing teachers to collaborate, plan, and engage in professional development).	Narrative	Standard 3-3.1, 3.12: Teaching and Assessing for Learning
	The School Enrichment Model is our enrichment program. All students participate in enrichment clusters once a week for a period of 10 or more weeks. In addition, students pursue further research on cluster topics by compacting their curriculum to allow time for more enrichment activities. The Gifted teacher works with teachers and students to accomplish this. Students also have access to accelerated virtual curriculum. A before and after school program provides further opportunities for enrichment as well as targeted math instructional		

	support. The district also provides a six week summer program, Summer Bridge.		
	F. Literacy Leadership Team (LLT)		
2	1. Identify the names and positions titles of the members of your school-based LLT.	Narrative	Executive Summary: Section 1
	Diane Cato, principal; Reva Faust, assistant principal; Cathy Carey, behavior specialist; Jarnae Pope-Oriol, Specialist Team Leader; Jennifer Conde, KG team leader; Cindy Mucerino, First Grade team leader; Kristin Luczaj, Second Grade team leader; Renee Mortellite, Third Grade team leader; Vicki Grimm, Fourth Grade team leader; Rachel Henkel, Fifth Grade team leader; Debbie Fugate, ESE team leader.		
2	2. Describe how the school-based LLT functions (e.g., meeting processes, roles, functions).	Narrative	Executive Summary: Section 1
	<p>The Literacy Leadership Team creates 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 ○ 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>The LLT will meet monthly to discuss concerns and initiatives related to the Reading Process. Parent Training will be planned and delivered</p>		

2	3. What will be the major initiatives of the LLT this year?	Narrative	Standard 3-3.1 thru 3.7: Teaching and Assessing for Learning
	The district and school are implementing the Common Core State Standards across all grade levels. The LLT will support the implementation of CCSS as well as the implementation of a new reading series. In particular, the LLT will support teachers in the use of close reading of complex text.		
	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
	Kindergarten Teachers held an orientation for incoming students and their parents prior to the beginning of the school year. Readiness skills will be emphasized and good choices for academic and social characteristics will be presented. Materials will be available, as well as pamphlets covering a variety of helpful parenting subjects ranging from parenting skills, helping with homework, students with disabilities and what to expect at a parent teacher conference. KG teachers will host a Meet the Teacher on the day prior to school opening to help students become familiar with the classroom and campus.		
	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		

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	<i>a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)</i>		
1	<input type="checkbox"/> Students scoring at Achievement Level 3	DecisionED/D W	Assessme nt Matrix
	28%		
1	<input type="checkbox"/> Students scoring at or above Achievement Level 4	DecisionED/D W	Assessme nt Matrix
	37.6%		
	<i>c) Learning Gains</i>		
1	<input type="checkbox"/> Students making learning gains(FCAT 2.0 and FAA)	DecisionED/D W FCAT 2.0 only	Assessme nt Matrix
	64%		
1	<input type="checkbox"/> Students in lowest 25% making learning gains (FCAT 2.0)	DecisionED/D W	Assessme nt Matrix
	66%		
	<i>d) Comprehensive English Language Learning Assessment (CELLA)</i>		
1	<input type="checkbox"/> 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/D W	Assessme nt Matrix
	63.2%		
1	<input type="checkbox"/> Students scoring proficient in reading(students read grade-level text in English in a manner similar to non-ELL students)	DecisionED/D W	Assessme nt Matrix
	23.5%		
1	<input type="checkbox"/> Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	DecisionED/D W	Assessme nt Matrix
	10.5%		
	<i>e) Annual Measurable Objectives (AMOs)</i>		

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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/D W FCAT 2.0 only	Assesse nt Matrix																												
	<table border="1"> <thead> <tr> <th>Subgroup</th> <th>FCAT</th> <th>AMO Targets</th> <th>2014 AMO Targets</th> </tr> </thead> <tbody> <tr> <td>All Students:</td> <td>65%</td> <td>75%</td> <td>78</td> </tr> <tr> <td>Black:</td> <td>35.3%</td> <td>51%</td> <td>56</td> </tr> <tr> <td>Hispanic:</td> <td>59%</td> <td>77%</td> <td>79</td> </tr> <tr> <td>White:</td> <td>68.2%</td> <td>78%</td> <td>80</td> </tr> <tr> <td>SWD:</td> <td>41.7%</td> <td>57%</td> <td>61</td> </tr> <tr> <td>ED:</td> <td>55.6%</td> <td>69%</td> <td>72</td> </tr> </tbody> </table>	Subgroup	FCAT	AMO Targets	2014 AMO Targets	All Students:	65%	75%	78	Black:	35.3%	51%	56	Hispanic:	59%	77%	79	White:	68.2%	78%	80	SWD:	41.7%	57%	61	ED:	55.6%	69%	72		
Subgroup	FCAT	AMO Targets	2014 AMO Targets																												
All Students:	65%	75%	78																												
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White:	68.2%	78%	80																												
SWD:	41.7%	57%	61																												
ED:	55.6%	69%	72																												
	<p>Goal 1 to support target(s): READING, Early Warning Systems</p> <p>Increase percentage of all students scoring proficient in Reading on FCAT from 65% to 78%.</p> <p>Increase percentage of all subgroups scoring proficient in Reading on FCAT by 15% or more.</p> <p>Decrease percentage of students not proficient in reading by third grade by 15%.</p>	Narrative																													
	<p>Possible Data Sources to Measure Goal 1:</p>																														
	<ul style="list-style-type: none"> • Running Record Scores • Volume of reading • Reading Response Journal rubrics • FAIR scores 																														
	<p>Data Indicator(s) –corresponding to SIP Part II A-J (SIP Targets)</p> <p>1. Improvement on running record scores as measured by Teachers College running records</p> <p>2. Improvement in Responses to Reading as measured by rubric scores of Reading Response Journals</p> <p>(Note: I am not sure how to provide 12/13 actual percentages for these data indicators as they are not collected in that manner. Any suggestions?)</p>	<table border="1"> <thead> <tr> <th colspan="2">2012-13 Actuals</th> <th colspan="2">2013-14 Targets</th> </tr> <tr> <th>#</th> <th>%</th> <th>#</th> <th>%</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2012-13 Actuals		2013-14 Targets		#	%	#	%																					
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#	%	#	%																												

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3. Improvement in volume of reading as measured by reading logs	#	%	#	%
4. Improvement in FAIR scores	#	%	#	%
Action Plans (strategies) to Accomplish Goal 1 (reduce or eliminate barriers)				
Action 1- All teachers will be trained and supported in the implementation of close reading of complex text.	Narrative			
Action 2- All teachers will be trained and supported in the implementation of Jan Richardson Guided Reading Model.	Narrative			
Action 3- All intermediate teachers will be trained and supported in the implementation of DBQ.	Narrative			
Action 4- Provide time for grade level teachers to learn and plan together to implement the Reading / Writing CCSS	Narrative			
Plan to Implement Action 1: All teachers will be trained and supported in the implementation of close reading of complex text.	Narrative			
School based training days in Sept and Oct will be used to provide further training in the techniques of close reading. Sign in sheets and training surveys will be collected as evidence of completion of training. Administrators will observe close reading lessons during walkthroughs to gather data on schoolwide needs for training and evidence of implementation. Rubric scores of response journals will be monitored as evidence of effectiveness.				
Plan to Implement Action 2: All teachers will be trained and supported in the implementation of Jan Richardson Guided Reading Model.	Narrative			
Team Leaders will schedule PLC meetings once a month on guided reading and facilitate trainings using DVD's from Guided Reading by Jan Richardson book. PLC's will follow provided agenda. Meeting minutes will be collected as evidence of completion as well as observations of guided reading groups will be conducted by administrators. Administrators will organize schedule of opportunities for teachers to observe guided reading groups in other grade levels during their specials block. Schedule will be given to teachers in September with expectation that a visit will be completed by all teachers by December. Record of visits will be evidence of completion. Administrators will provide a schedule for classroom coverage so teachers can observe guided reading by teachers at their own grade levels. Records of visits and feedback forms will be evidence. Levels of volume of student reading, classroom assessments and running record levels will provide evidence of effectiveness.				

	Plan to Implement Action 3: All intermediate teachers will be trained and supported in the implementation of DBQ.	Narrative	
	Administration will purchase and supply additional units of DBQ materials aligned to reading modules for grade levels 3 - 5. In PLC's, teachers will share strategies for effective implementation of DBQ (at least one teacher at each grade level attended DBQ training last year). Each grade level will implement a minimum of two DBQ units during the year. Grade levels will plan and implement the units together so that previously trained teachers can support new teachers. PLC meeting minutes will provide evidence of support; administrator walkthroughs will provide evidence of implementation. Student work scored against the DBQ rubric will provide evidence of effectiveness.		
	Plan to Implement Action 4: Provide time for grade level teachers to learn and plan together to implement the Reading / Writing CCSS	Narrative	
	Administrators will create a master schedule providing common planning time for each grade level. PLC's will be scheduled weekly during this common planning time or before school. PLC's will be scheduled so that administrators can attend each PLC weekly. Each 12 weeks, TDE's will be provided to each grade level to allow them one day to review data and collaborate and plan reading and writing instruction. Once per six weeks, each grade level will have specials during last period (1:45 - 2:35) with students dismissed from specials, allowing them extra planning time together by combining flex time with the specials time (teacher day = 8:05 - 3:35, planning time 1:45 - 3:35). Effective and common lesson plans will be evidence of grade level planning. Walkthroughs and student work will be evidence of effective implementation of CCSS.		
	B. Area 2: Writing		
	<i>a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)</i>	DecisionED/D W	Assessment Matrix
1	<input type="checkbox"/> Students scoring at or above 3.5	DecisionED/D W	Assessment Matrix
	54%		
	Goal 2 to support target(s): WRITING Increase number of students scoring 3.5 or higher on FCAT by at least 10% from 54% to 64%.	Narrative	
	Possible Data Sources to Measure Goal 2:	Narrative DecisionED/D W	

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	<p>Module writing tasks scored by rubric</p> <p>Bi-weekly prompted assessments (Gr. 4)</p> <p>Weekly quality checks of writing folders focused on revision and editing skills</p>				
	<p>Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)</p> <p>1. . Improvement on rubric scores of module writing tasks</p>	<p>2012-13 Actuals</p>		<p>2013-14 Targets</p>	
	<p>2. . Improvement on prompted assessment rubric scores (grade 4)</p>	#	%	#	%
	<p>3. . Improvement on quality of writing revision and editing in writing folders</p>	#	%	#	%
	<p>Action Plans (strategies) to Accomplish Goal 2 (reduce or eliminate barriers)</p>				
	<p>Action 1- All writing teachers will be trained and supported in the use of the CCSS Writing Units of Study.</p>	Narrative			
	<p>Action 2- Provide time for writing teachers to learn, collaborate and plan together.</p>	Narrative			
	<p>Action 3- Provide authentic audience for student writers.</p>	Narrative			
	<p>Plan to Implement Action 1:</p>	Narrative			
	<p>Administration will purchase, supply and support Units of Writing aligned to CCSS. PLC time will be used to read and review unit plans and for grade levels to incorporate Units of Writing plans into their Literacy Workshops. Lesson plans and implemented lessons will be evidence of strategy implementation. Review of writing indicators monthly will provide evidence of effectiveness.</p>				
	<p>Plan to Implement Action 2:</p>	Narrative			
	<p>PLC time will be dedicated to collaborating on planning for literacy by grade level teams. Planning will include reading modules and writing units aligned to CCSS. Lesson plans and review of writing indicators will provide evidence of implementation and effectiveness.</p>				

	Plan to Implement Action 3:	Narrative	
	Weekly Literacy Lunches will be conducted by administrators and other interested adults for student writers to share their writings and discuss the craft of writing. Feedback and surveys from students will be use as evidence of implementation and effectiveness, as well as improvement on quality checks of writing notebooks.		
	C. Area 3: Mathematics		
	1. Elementary and Middle School Mathematics		
	<i>a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)</i>	DecisionED/D W	Assessme nt Matrix
1	<input type="checkbox"/> Students scoring at Achievement Level 3	DecisionED/D W	Assessme nt Matrix
	29.2%		
1	<input type="checkbox"/> Students scoring at or above Achievement Level 4	DecisionED/D W	Assessme nt Matrix
	20.2%		
	<i>c) Learning Gains</i>		
1	<input type="checkbox"/> Students making learning gains (FCAT 2.0,EOC, and FAA)	DecisionED/D W FCAT 2.0 only	Assessme nt Matrix
	68%		
1	<input type="checkbox"/> Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	DecisionED/D W FCAT 2.0 only	Assessme nt Matrix
	64%		
	<i>d) Annual Measurable Objectives (AMOs)</i>		
1	<input type="checkbox"/> Studentsubgroups (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/D W FCAT 2.0 only	Assessme nt Matrix

Subgroup	FCAT	AMO Targets	2014 AMO Targets		
All Students:	48%	62%	66%		
Black:	29.4%	30%	37%		
Hispanic:	48.7%	57%	61%		
White:	51.7%	68%	71%		
SWD:	31.7%	48%	54%		
ED:	39.3%	54%	59%		
Goal 3 to support target(s): MATH				Narrative	
Increase percentage of students scoring Level 3 from 29.2% to 37.2%. Increase percentage of students scoring Level 4 and above from 20.2% to 25.2%. Increase percentage of students scoring proficient from 48% to at least 60%.					
Possible Data Sources to Measure Goal 3:				DecisionED/DW	
Quality bi-weekly checks of math journals based on rubric. Formative Go Math assessments. Grade level classroom assessments.					
Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)				2012-13 Actuals	2013-14 Targets
1. Improvement in quality of entries in math journals as measured by rubric.					
				#	%
				#	%
2. Improvement in scores on Go Math formative assessments.				#	%
				#	%
3. Improvement on classroom grade level assessments.				#	%
				#	%
Action Plans (strategies) to Accomplish Goal 3 (reduce or eliminate barriers)					
Action 1-				Narrative	

	All math teachers will be trained to implement Number Talks and math talk effectively.		
	Action 2-	Narrative	
	All teachers will be trained to implement Go Math effectively.		
	Action 3-	Narrative	
	Grade level teachers will collaborate and plan together.		
	Plan to Implement Action 1:	Narrative	
	Administrators and team leaders will facilitate a school wide book study on <i>Number Talks</i> during PLC's first semester. During this time teachers will practice use of Number Talks lessons. Beginning second semester all teachers will be expected to implement Number Talks daily. Sign in sheets and training surveys will be collected as evidence of completion of book study. Administrators will observe math lessons during walkthroughs to gather data on schoolwide needs for training and evidence of implementation. Math formative assessments and math journal entries will be monitored as evidence of effectiveness.		
	Plan to Implement Action 2:	Narrative	
	School based training days in Sept, Oct and April will be used to provide further training in the use of Go Math and math talk. Sign in sheets and training surveys will be collected as evidence of completion of training. Administrators will observe math lessons during walkthroughs to gather data on schoolwide needs for training and evidence of implementation. Go Math formative assessments and math journal entries will be monitored as evidence of effectiveness.		
	Plan to Implement Action 3:	Narrative	
	Administrators will create a master schedule providing common planning time for each grade level. PLC's will be scheduled weekly during this common planning time or before school. PLC's will be scheduled so that administrators can attend each PLC weekly. Each 12 weeks, TDE's will be provided to each grade level to allow them one day to review data and collaborate and plan instruction. Once per six weeks, each grade level will have specials during last period (1:45 - 2:35) with students dismissed from specials, allowing them extra planning time together by combining flex time with the specials time (teacher day = 8:05 - 3:35, planning time 1:45 - 3:35). Effective and common lesson plans will be evidence of grade level planning. Walkthroughs and student work will be evidence of effective		

	implementation of Math CCSS.		
	D. Area 4: Science		
	1. <i>Elementary and Middle School Science</i>		
	The following data shall be considered by elementary and middle schools.		
	a) <i>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
	34.5%		
1	<input type="checkbox"/> Students scoring at or above Achievement Level 4	DecisionED/DW	Assessment Matrix
	19.1%		
	E. Area 5: Science, Technology, Engineering, and Mathematics (STEM)		
1	<input type="checkbox"/> # 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
	School wide science fair, field trips to Science Center, Clearwater Marine Aquarium		
1	<input type="checkbox"/> Participation in STEM-related experiences provided for students <i>Not sure what they are asking for here</i>	Narrative	Standard 3-3.1: Teaching and Assessing for Learning

	<p>Goal 4 to support target(s): AREA 4 & 5</p> <p>SCIENCE / STEM</p>		
	<p>Increase percentage of students scoring at Level 3 on Science FCAT from 34.5% to 39%.</p> <p>Increase percentage of students scoring at Level 4 or above on Science FCAT from 19.1% to 22.5%.</p> <p>Increase percentage of students scoring proficient or better on Science FCAT from 53% to 58%.</p>		
	<p>Possible Data Sources to Measure Goal 4:</p>	<p>DecisionED/D W</p>	
	<p>Quality check of science journals based on rubrics.</p> <p>Grade level classroom assessments.</p> <p>District Science Common Assessments.</p>		
	<p>Data Indicator(s) - corresponding to SIP Part II A-J (SIP Targets)</p> <p>1. Improvement in quality of science journal entries as measured by rubric scores.</p>	<p>2012-13 Actuals</p>	<p>2013-14 Targets</p>
	<p>2. Improvement in scores on grade level classroom assessments.</p>	#	#
	<p>3. Improvement in scores on District Science Common Assessments.</p>	#	#
	<p>Action Plans (strategies) to Accomplish Goal 4 (reduce or eliminate barriers)</p>		
	<p>Action 1-</p>		
	<p>All teachers will be trained to effectively implement the use of a science journal scored by a rubric.</p>		
	<p>Action 2-</p>		

	All teachers will effectively implement district science unit workshops.				
	Action 3-				
	Students will be provided more STEM experiences, including a school wide science fair and participation in the District Science Fair.				
	Plan to Implement Action 1:				
	School based professional development days in Sept, Oct and April will be used to provide training for teachers in the effective use of the Science Journal (fifth grade teachers attended Science Summit training last year and will provide / share their training). Evidence of implementation of the action plan will be effective implementation of journals in classrooms. Evidence of effectiveness will be measured by data indicators.				
	Plan to Implement Action 2:				
	PLC's will be used to provide time for teachers to collaborate and plan Science Units of Study together. Lesson plans will be evidence of collaborative planning. Walkthroughs will provide evidence of implementation and effectiveness will be measured by data indicators.				
	Plan to Implement Action 3:				
	School wide Enrichment clusters will be used to increase the number of STEM experiences for students. Clusters will meet for ten weeks in the fall. Teachers will facilitate clusters on topics of student interest. Relevant STEM experiences will be built into the clusters. In addition, PTA will provide schoolwide science programs throughout the school year. A Science Fair will provide an opportunity for additional STEM experiences. Walkthroughs will provide evidence of implementation and effectiveness will be measured by data indicators.				
	AREA 6 BRADLEY MOU 'S				
	Additional Targets Bradley MOU Targets				
	Black Student Achievement				
	# Black students scoring Level 3 and above on Reading FCAT - 6				
	% Black students scoring Level 3 and above on Reading FCAT – 35.3%				
	# Black students scoring Level 3 and above on Math FCAT - 5				

	% Black students scoring Level 3 and above on Math FCAT – 29.4%					
	Black Student Engagement					
	# Black students receiving referral - 6 % Black students receiving referral - 35%					
	# Black Students receiving ISS -3 % Black students receiving ISS – 18%					
	# Black students receiving OSS - 4 % Black students receiving ISS – 24%					
	Black Advanced Course Work					
	# Black students enrolled in Gifted program - 4 % Black students enrolled in Gifted program – 24%					
Goal 5 to support target(s): BRADLEY MOU'S AREA 6						
Increase the achievement levels, engagement levels, and participation in advanced course work for all Black students.						
<ul style="list-style-type: none"> • Increase percentage of Black students scoring Level 3 and above in Reading by 21% • Increase percentage of Black students scoring Level 3 and above in Math by 8% • Decrease percentage of Black students receiving referrals by 20% • Decrease percentage of Black students receiving ISS by 10% • Decrease percentage of Black students receiving OSS by 14% • Increase percentage of Black students enrolled in Gifted program by 5% 						
Possible Data Sources to Measure Goal 5:				DecisionED/D		
<ul style="list-style-type: none"> • Running Record Scores • Reading Response Journal rubrics • FAIR scores 				W		

	<ul style="list-style-type: none"> • Math Journal rubrics • Go Math assessments • Monthly discipline records • Gifted referrals 		
	Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)	2012-13 Actuals	2013-14 Targets
	1. Improvement on running record scores of Black students as measured by Teachers College running records		
		#	%
		#	%
	2. Improvement on Reading Response and Math Journal rubric scores of Black students	#	%
	3. Improvement on FAIR scores of Black students	#	%
	4. Increase in gifted referrals for Black students		
	5. Decrease in monthly number of referrals, ISS and OSS for Black students		
	6. Increase in scores on Go Math formative assessments for Black students		
	Action Plans (strategies) to Accomplish Goal 5 (reduce or eliminate barriers)		
	Action 1-		
	Each grade level will create monthly action plans to address Bradley targets for Black students as measured by data indicators.		
	Plan to Implement Action 1:		
	Data from indicators will be aggregated monthly or as close to monthly as possible. Data will be disaggregated by grade levels and subgroups. Data will be shared with grade levels at monthly PLC data chats. Grade levels will discuss data and possible actions to improve data for subgroups, specifically black students. Grade levels will write and implement a monthly action plan to improve student achievement in each target area.		
	H. Area 7: Early Warning Systems		

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	1. Attendance		
3	<input type="checkbox"/> Students tardy 10 percent or more, as defined by district attendance policy	DecisionED/D W	Standard 5-5.2 Using Results for Continuous Improvement
	6% / 42		
3	<input type="checkbox"/> Students absent 10 percent or more, as defined by district attendance policy	DecisionED/D W	Standard 5-5.2 Using Results for Continuous Improvement
	10% / 46		
	2. Suspension		
3	<input type="checkbox"/> Students with one or more referrals	DecisionED/D W	Standard 5: Using Results for Continuous Improvement
	52		
3	<input type="checkbox"/> Students with five or more referrals	DecisionED/D W	Standard 5: Using Results for Continuous Improvement
	3		
3	<input type="checkbox"/> Students with one or more in-school suspension days, as defined in s.1003.01(5)(b), F.S.	DecisionED/D W	Standard 5: Using Results for Continuous Improvement
	.03% / 21		
3	<input type="checkbox"/> Students with five or more in-school suspension days, as defined in s.1003.01(5)(b), F.S.	DecisionED/D W	Standard 5: Using Results for

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			Continuous Improvement
	0		
3	<input type="checkbox"/> 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
	.04% / 29		
3	<input type="checkbox"/> 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
	0		
3	<input type="checkbox"/> Students with ten or more in-school or out-of-school suspension days	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
	0		
3	<input type="checkbox"/> Students referred for alternative school placement	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
	None		
3	<input type="checkbox"/> Students expelled	DecisionED/DW	Standard 5: Using Results for Continuous

			Improve ment
	None		
	3. Retention		
1	<input type="checkbox"/> Students retained	DecisionED/D W	Standard 5: Using Results for Continuous Improve ment
	.02%		
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. <i>not sure what this is asking for</i> <i>Defining as Students who are not proficient in reading by third grade (i.e. students not proficient on SAT 10 in grades 1 / 2</i>	DecisionED/D W	Standard 5: Using Results for Continuous Improve ment
	% of students = 35% # students = 75		
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 <i>not sure what this is asking for</i> <i>Defining as % / # students who did not pass third grade</i>	DecisionED/D W	Standard 5: Using Results for Continuous Improve ment
	# students = 6 % students = .06%		
	Goal 6 to support target(s): AREA 7: EARLY WARNING SYSTEMS		

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	<ol style="list-style-type: none"> 1. Decrease percentage of students absent for instructional time by 5%. 2. Decrease percentage of students not proficient in reading by third grade by 15%. 								
	Possible Data Sources to Measure Goal 6:	DecisionED/DW							
	<p>Monthly attendance rates</p> <p>Running record levels in grades K - 2</p> <p>FAIR scores for grades K - 2</p> <p>Quality reading response journal entries</p>								
	<p>Data Indicator(s) - corresponding to SIP Part II A-J (SIP Targets)</p> <p>1. Decrease in percentage of students absent monthly</p>	<p>2012-13 Actuals</p>	<p>2013-14 Targets</p>						
		<table border="1"> <tr> <td>#</td> <td>%</td> <td>#</td> <td>%</td> </tr> </table>	#	%	#	%	<table border="1"> <tr> <td>#</td> <td>%</td> </tr> </table>	#	%
#	%	#	%						
#	%								
	2. Increase in monthly running record levels for all students in grades K - 2	<table border="1"> <tr> <td>#</td> <td>%</td> </tr> </table>	#	%	<table border="1"> <tr> <td>#</td> <td>%</td> </tr> </table>	#	%		
#	%								
#	%								
	3. Increase in FAIR scores for all students in grades K - 2	<table border="1"> <tr> <td>#</td> <td>%</td> </tr> </table>	#	%	<table border="1"> <tr> <td>#</td> <td>%</td> </tr> </table>	#	%		
#	%								
#	%								
	4. Improvement in reading response journal entries as measured by rubric for all students in grades K - 2								
	Action Plans (strategies) to Accomplish Goal 6 (reduce or eliminate barriers)								
	Action 1-								
	Social worker and guidance counselor will create program to address needs of students with excessive absences.								
	Action 2-								
	See Goal 1: Reading for all action steps and plans for implementation to address strategy 1: Decrease percentage of students not proficient in reading by third grade by 15%.								

	Plan to Implement Action 1:		
	Social worker and guidance counselor will identify students with 10% or more absences from instructional time, identify primary reasons for absences, and use this data to create program to address needs of students. Lesson plans and / or other artifacts from program will provide evidence of implementation. Students' absences will be monitored monthly for evidence of effectiveness of program.		
	Plan to Implement Action 2:		
	See Goal 1 plans for implementation.		
	I. Area 8: 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).		
	Number of parent engagement opportunities offered (conferences, trainings, family events, workshops, Open House) -- 31 plus conferences # of parents who participate in one or more parent engagement opportunities (including conferences) - ~500 % of parents who participate in one or more parent engagement opportunities (including conferences) - ~75% % of students in lowest 25% whose parents participate in one or more parent engagement opportunities - ?? % of parents who sign student agenda on regular basis		
	Goal 7 to support target(s): AREA 8: PARENT INVOLVEMENT: Increase percentage of families and parents involved in their student's education.		

	<ul style="list-style-type: none"> • Increase percentage of parents who participate in parent engagement opportunities • Increase percentage of parents of students in lowest 25% who participate in parent engagement opportunities 				
	Possible Data Sources to Measure Goal 7:	DecisionED/D W			
	<p>Number of parents attending conferences disaggregated by student achievement levels</p> <p>Number of parents attending family events (Open House, trainings / workshops, family activities) disaggregated by student achievement levels</p> <p>Percentage of parents signing student agendas monthly disaggregated by student achievement levels</p>				
	<p>Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)</p> <p>1. Improvement in number of parents attending conferences with teachers as monitored by weekly teacher reports of conferences held.</p>	<p>2012-13 Actuals</p>	<p>2013-14 Targets</p>		
	2. Improvement in number of parents attending family events as monitored by monthly reports of attendance at events gathered from data on sign in sheets.	#	%	#	%
	3. Improvement of percentage of parents signing student agendas as monitored by teacher reports.	#	%	#	%
	Action Plans (strategies) to Accomplish Goal 7 (reduce or eliminate barriers)				
	Action 1-				
	Communication to families about family events and importance of family participation will be improved.				
	Action 2-				
	The school will improve the ease with which parents can attend conferences.				

	Plan to Implement Action 1:		
	Connect Ed messages will be delivered by phone and email each weekend. The family community liaison will send out emails as well. The family community liaison will conduct a survey to determine main reasons why parents do not attend events and create an action plan to address the issues.		
	Plan to Implement Action 2:		
	Grade level teams will survey parents to determine barriers to attendance at conferences. Teams will create an action plan to address each barrier.		
	K. Problem-Solving (see attached Problem Solving Worksheets)		
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	

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	
	Reading		
	<input type="checkbox"/> Topic, focus, and content	Narrative	
	Close Reading CCSS		
	<input type="checkbox"/> Facilitator or leader	Narrative	
	Outside consultant		
	<input type="checkbox"/> Participants (e.g., Professional Learning Community, grade level, schoolwide)	Narrative	
	Schoolwide all teachers		

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	<input type="checkbox"/> Target dates or schedule (e.g., professional development day, once a month)	Narrative	
	Professional development days in Sept and Oct		
	<input type="checkbox"/> Strategies for follow-up and monitoring	Narrative	
	Walkthroughs, quality of responses in reading journals		
	<input type="checkbox"/> Person responsible for monitoring	Narrative	
	administrators		
1-5	<input type="checkbox"/> Related goal	Narrative	
	Reading		
	<input type="checkbox"/> Topic, focus, and content	Narrative	
	Guided Reading		
	<input type="checkbox"/> Facilitator or leader	Narrative	
	Team Leaders		
	<input type="checkbox"/> Participants(e.g., Professional Learning Community, grade level, schoolwide)	Narrative	
	PLC		
	<input type="checkbox"/> Target dates or schedule (e.g., professional development day, once a month)	Narrative	
	PLC meeting once per month		
	<input type="checkbox"/> Strategies for follow-up and monitoring	Narrative	
	Walkthroughs, running records		
	<input type="checkbox"/> Person responsible for monitoring	Narrative	
	adminsitrators		
1-5	<input type="checkbox"/> Related goal	Narrative	

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	Reading		
	<input type="checkbox"/> Topic, focus, and content	Narrative	
	Document Based Questioning (DBQ)		
	<input type="checkbox"/> Facilitator or leader	Narrative	
	Team leaders / trained team members		
	<input type="checkbox"/> Participants (e.g., Professional Learning Community, grade level, schoolwide)	Narrative	
	Grade level teams grades 3 - 5		
	<input type="checkbox"/> Target dates or schedule (e.g., professional development day, once a month)	Narrative	
	Ongoing PLC's		
	<input type="checkbox"/> Strategies for follow-up and monitoring	Narrative	
	Walkthroughs, observations, student work, journal responses		
	<input type="checkbox"/> Person responsible for monitoring	Narrative	
	Administrator		
1-5	<input type="checkbox"/> Related goal	Narrative	
	Math		
	<input type="checkbox"/> Topic, focus, and content	Narrative	
	Go Math adoption, formative assessments		
	<input type="checkbox"/> Facilitator or leader	Narrative	
	Outside consultant		
	<input type="checkbox"/> Participants (e.g., Professional Learning Community, gradelevel, schoolwide)	Narrative	
	schoolwide		

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	<input type="checkbox"/> Target dates or schedule (e.g., professional development day, once a month)	Narrative	
	Professional development days in Sept and Oct		
	<input type="checkbox"/> Strategies for follow-up and monitoring	Narrative	
	Walkthroughs, observations, math journal entries, formative assessment scores		
	<input type="checkbox"/> Person responsible for monitoring	Narrative	
	administrator		
1-5	<input type="checkbox"/> Related goal	Narrative	
	Math		
	<input type="checkbox"/> Topic, focus, and content	Narrative	
	Number Talks, book study		
	<input type="checkbox"/> Facilitator or leader	Narrative	
	Cato		
	<input type="checkbox"/> Participants (e.g., Professional Learning Community, grade level, schoolwide)	Narrative	
	Grade level teams (PLC)		
	<input type="checkbox"/> Target dates or schedule (e.g., professional development day, once a month)	Narrative	
	PLC time once a month		
	<input type="checkbox"/> Strategies for follow-up and monitoring	Narrative	
	Walkthroughs, observations, math journals		
	<input type="checkbox"/> Person responsible for monitoring	Narrative	
	administrators		
1-5	<input type="checkbox"/> Related goal	Narrative	

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	Science / STEM		
	<input type="checkbox"/> Topic, focus, and content	Narrative	
	Enrichment Clusters, how to do them and support for them		
	<input type="checkbox"/> Facilitator or leader	Narrative	
	Vicki Grimm, Jessica Soto		
	<input type="checkbox"/> Participants (e.g., Professional Learning Community, grade level, schoolwide)	Narrative	
	schoolwide		
	<input type="checkbox"/> Target dates or schedule (e.g., professional development day, once a month)	Narrative	
	Schoolwide staff meeting monthly		
	<input type="checkbox"/> Strategies for follow-up and monitoring	Narrative	
	Observations, surveys, student feedback		
	<input type="checkbox"/> Person responsible for monitoring	Narrative	
	Vicki Grimm, Jessica Soto		
1-5	<input type="checkbox"/> Related goal	Narrative	
	Science / STEM		
	<input type="checkbox"/> Topic, focus, and content	Narrative	
	How to do a science project / run a science fair		
	<input type="checkbox"/> Facilitator or leader	Narrative	
	Outside consultant / district		
	<input type="checkbox"/> Participants (e.g., Professional Learning Community, grade level, schoolwide)	Narrative	
	schoolwide		

	<input type="checkbox"/> Target dates or schedule (e.g., professional development day, once a month)	Narrative	
	Professional development day second semester, PLC's		
	<input type="checkbox"/> Strategies for follow-up and monitoring	Narrative	
	Walkthroughs, observations, science journal entries quality		
	<input type="checkbox"/> Person responsible for monitoring	Narrative	
	administrators		
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	
	Seminole Elementary does not currently receive Title One funding. Our programs are district funded. We use district funds for extended learning both during the day and before and after school. We access the Dropout Prevention district resources for anti-bullying programs.		
Part V: Budget			
	Based on the strategies identified during the problem-solving process, create a budget for each school-funded activity including:	Narrative	
4	<input type="checkbox"/> Related goal	Narrative	
	Reading		
4	<input type="checkbox"/> Strategy	Narrative	
	All teachers will be trained and supported in the implementation of close reading.		
4	<input type="checkbox"/> Type of resource (i.e., evidence-based programs or materials, professional development, technology, or other)	Narrative	

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	Professional development		
4	<input type="checkbox"/> Description of resources	Narrative	
	Outside consultant		
4	<input type="checkbox"/> Funding source	Narrative	
	SIP funds		
4	<input type="checkbox"/> Amount needed	Narrative	
	\$500		
	Based on the strategies identified during the problem-solving process, create a budget for each school-funded activity including:	Narrative	
4	<input type="checkbox"/> Related goal	Narrative	
	Reading		
4	<input type="checkbox"/> Strategy	Narrative	
	All intermediate teachers will be trained and supported in the implementation of DBQ.		
4	<input type="checkbox"/> Type of resource (i.e., evidence-based programs or materials, professional development, technology, or other)	Narrative	
	Evidence based materials		
4	<input type="checkbox"/> Description of resources	Narrative	
	DBQ units aligned to CCSS Reading Modules		
4	<input type="checkbox"/> Funding source	Narrative	
	Internal funds		
4	<input type="checkbox"/> Amount needed	Narrative	

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

	\$500		
	Based on the strategies identified during the problem-solving process, create a budget for each school-funded activity including:	Narrative	
4	<input type="checkbox"/> Related goal	Narrative	
	Reading, Math		
4	<input type="checkbox"/> Strategy	Narrative	
	Teachers will plan collaboratively together.		
4	<input type="checkbox"/> Type of resource (i.e., evidence-based programs or materials, professional development, technology, or other)	Narrative	
	Release time to plan		
4	<input type="checkbox"/> Description of resources	Narrative	
	TDE's, substitutes		
4	<input type="checkbox"/> Funding source	Narrative	
	SIP funds		
4	<input type="checkbox"/> Amount needed	Narrative	
	\$2500		
	Based on the strategies identified during the problem-solving process, create a budget for each school-funded activity including:	Narrative	
4	<input type="checkbox"/> Related goal	Narrative	
	Writing		
4	<input type="checkbox"/> Strategy	Narrative	
	All teachers will be trained and supported on the Units of Writing aligned to CCSS Literacy modules.		
4	<input type="checkbox"/> Type of resource (i.e., evidence-based programs or materials, professional development, technology, or other)	Narrative	

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

	Evidence based program / materials		
4	<input type="checkbox"/> Description of resources	Narrative	
	Units of Writing grades K – 5, one set		
4	<input type="checkbox"/> Funding source	Narrative	
	Internal funds		
4	<input type="checkbox"/> Amount needed	Narrative	
	\$1000		
	Based on the strategies identified during the problem-solving process, create a budget for each school-funded activity including:	Narrative	
4	<input type="checkbox"/> Related goal	Narrative	
	Math		
4	<input type="checkbox"/> Strategy	Narrative	
	All teachers will be trained and supported in the use of the new Go Math curriculum and formative assessments.		
4	<input type="checkbox"/> Type of resource (i.e., evidence-based programs or materials, professional development, technology, or other)	Narrative	
	Professional development		
4	<input type="checkbox"/> Description of resources	Narrative	
	District trainer		
4	<input type="checkbox"/> Funding source	Narrative	
	Internal funds		
4	<input type="checkbox"/> Amount needed	Narrative	
	\$100		

	Based on the strategies identified during the problem-solving process, create a budget for each school-funded activity including:	Narrative	
4	<input type="checkbox"/> Related goal	Narrative	
	Math		
4	<input type="checkbox"/> Strategy	Narrative	
	All teachers will be trained and supported in the use of Number Talks and math talk.		
4	<input type="checkbox"/> Type of resource (i.e., evidence-based programs or materials, professional development, technology, or other)	Narrative	
	Professional development, evidence based materials		
4	<input type="checkbox"/> Description of resources	Narrative	
	Copies of <i>Number Talks</i> , <i>Common Core Mathematics in a PLC at Work</i> professional books		
4	<input type="checkbox"/> Funding source	Narrative	
	Internal funds		
4	<input type="checkbox"/> Amount needed	Narrative	
	\$500		