

District VMV Goals	School Improvement Information	Data & Information Sources	AdvancED
Vision	Vision	Narrative	Standard 1-1.1, 1.2: Purpose
	100% Student Success		
Mission	Mission	Narrative	Standard 1-1.2: Purpose
	Educating and Inspiring students for success		
Values	Values	Narrative	Standard 1-1.3: Purpose
	Respect, Accountability, Responsibility		
<b>Part I: Current School Status</b>			
<b>A. School Information</b>			
1. <i>School-Level Information</i>			
	<input type="checkbox"/> School		
	John M. Sexton Elementary		
	<input type="checkbox"/> Principal's name		
	Suzette A. Burns		
	<input type="checkbox"/> School Advisory Council chair's name		
	Richard Feinberg		
2. <i>District-Level Information</i>			
	<input type="checkbox"/> District	✓	
<b>Pinellas County</b>			
	<input type="checkbox"/> Superintendent's name	✓	

	<b>Michael A. Grego Ed.D.</b>		
	<input type="checkbox"/> Date of school board approval of SIP	✓	
	September 24, 2013		
	<b>B. School Advisory Council (SAC)</b>		
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
	The final meeting of the SAC last year reviewed data common assessment data, attendance and behavior and suggestions were made to increase achievement and address attendance issues.		
3	2. Describe the activities of the SAC for the upcoming school year.	Narrative	
	SAC will meet on the 2 <sup>nd</sup> Tuesday evening of every month. Academic, Behavior and Attendance will be shared and conversation on how to improve in all areas will be the focus. FCAT data will be shared at the 1 <sup>st</sup> SAC meeting, as well as faculty recommendations for goals and action steps. The SIP will be reviewed 3 times during the year with SAC		
4	3. Describe the projected use of school improvement funds and include the amount allocated to each project.	Narrative	
	CCSS organizational tools: notebooks, dividers, copies Book study materials: book (		
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 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	
	<b>C. Highly Qualified Staff</b>		
	1. <i>Administrators</i>		

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	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
	Suzette A. Burns		
3	b) Credentials (degrees and certifications)	Narrative	Executive Summary: Section 1
	BS, MA, Ed Leadership certification		
3	c) Number of years as an administrator	Narrative	Executive Summary: Section 1
	8 years, (7 as an Asst. Principal)		
3	d) Number of years at the current school;	Narrative	Executive Summary: Section 1
	1 year		
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 <sup>th</sup> percentile in reading and mathematics, pursuant to Section 1008.34(3)(b), F.S.), and progress toward Annual Measurable Objectives (AMOs)	DecisonEd/DW	
	While Mrs. Burns was Assistant Principal at Sanderlin IB World School, the school maintained a grade of “C” from 2005/06- 2009/10. The grade dropped to a “D” in 2010/11, in 2011/12 the grade improved to a “B”. More specific scores for students achieving at Level 3 and above on the FCAT include: 2011 5 <sup>th</sup> grade reading was 49% scoring at Level 3 and above; 2012 saw an increase to 59%. Math respectively in 2011 was 28% scoring at Level 3 and above and in 2012 48% of students scored at or above Level 3.		
	a) Name		
	Stephanie Whitaker		
	b) Credentials (degrees and certifications)		

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	B.A., M.A.T., M. Ed. (educational leadership) Professional Certification: Elementary Education, ESOL, Educational Leadership		
	c) Number of years as an administrator		
	1 year as an Asst. Principal intern (part of the district grant program)		
	d) Number of years at the current school;		
	0		
	e) 2009/2010 School Year: Classroom Reading Gains: 65%, Classroom Math Gains: 68% 2010/2011 School Year: Classroom Reading Gains: 58%, Classroom Math Gains: 74% 2011/2012 School Year: Classroom Reading Gains 86%, Classroom Math Gains: 76%		
	<b>2. <i>Instructional Coaches</i></b>		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
	Tedra Tatelbaum		
	b) Subject area	Narrative	Executive Summary: Section 1
	All academic		
	c) Credentials (degrees and certifications)	Narrative	Executive Summary: Section 1
	BS in Elementary Education grades 1-6, certification in ESOL. Nationally Board Certified in Literacy, consultant for TBAWP (Tampa Bay Area Writing Project).		
	d) Number of years as an instructional coach	Narrative	Executive Summary: Section 1
	0		

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	e) Number of years at the current school	Narrative	Executive Summary: Section 1
	0		
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 <sup>th</sup> percentile in reading and mathematics, pursuant to Section 1008.34(3)(b), F.S.), and progress toward Annual Measurable Objectives (AMOs)	DecisionEd/DW	
	2010-11 school year 100% of her students scored Level 3 or above in reading, 89% Level 4 or above. Writing, 100% of her students scored Level 4.0 or above, 83% Level 5 or 6. 2011-12 school year 93% of her students scored Level 3 or above in reading, 86% Level 4 or above. Writing, 100% of her students scored Level 4.0 or above, 83% Level 5 or 6. 2012-13 school year, she was on maternity leave. Her former school was #1 in Hillsborough County in 4 <sup>th</sup> grade reading and writing. She has 12 years experience as a classroom teacher in Hillsborough County.		
	g) Full-time or Part-time	Narrative	Executive Summary: Section 1
	<b>Full-time (funded by Title 1 dollars)</b>		
	h) School-based or District-based	Narrative	Executive Summary: Section 1
	<b>School-based</b>		
	<b>3. Instructional Staff</b>		Executive Summary: Section 1
	a) # of instructional employees	DecisionEd/DW	Executive Summary: Section 1
	67		
3	b) % receiving effective rating or higher	Narrative	
	TBA		
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

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	TBA		
	d) % certified in-field, pursuant to Section 1012.2315(2), F.S.	Narrative	Executive Summary: Section 1
	100%		
2	e) % ESOL endorsed	DecisionED/DW	Executive Summary: Section 1
	37.3%		
2	f) % reading endorsed	DecisionED/DW	Executive Summary: Section 1
	1.5%		
3	g) % with advanced degrees	DecisionED/DW	Executive Summary: Section 1
	37.3%		
3	h) % National Board Certified	DecisionED/DW	Executive Summary: Section 1
	4.5%		
	i) % first-year teachers	DecisionED/DW	Executive Summary: Section 1
	8		
	j) % with 1-5 years of experience	DecisionED/DW	Executive Summary: Section 1
	12		
	k) % with 6-14 years of experience	DecisionED/DW	Executive Summary: Section 1
	25		
	l) % with 15 or more years of experience	DecisionED/DW	Executive Summary: Section 1
	22		
	4. <i>Paraprofessionals</i>		Executive Summary: Section 1
	a) # of paraprofessionals	Narrative	Executive Summary:

			Section 1
	4		
	b) % Highly Qualified Teacher, as defined in NCLB through a High, Objective, Uniform State Standard of Evaluation (HOUSSE)	Narrative	Executive Summary: Section 1
	<b>5. <i>Teacher Recruitment and Retention Strategies</i></b>		
	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 principal is responsible for recruiting and retaining highly qualified teachers and does this through a defined interview process for hiring and using a team of relevant individuals to interview and aid the decision process for hiring. Areas of need are determined in the position and then interview questions are developed to guide us to that end in adding individuals who will strengthen our school. Retaining highly qualified personnel is an ongoing process in which a climate of trust, respect and continual professional development is maintained. Celebrations are shared and acknowledged by administrators and other teachers in a family oriented manner of support and caring.		
	<b>6. <i>Teacher Mentoring Program/Plan</i></b>		
	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 Continuous Improvement
	Teachers with less than 3 years or those considered in need of improvement will be matched with an appropriate grade level mentor. New teacher orientation meetings are held on Friday of each week, topics include: classroom/behavior management strategies, teacher evaluation/ indicator alignment, documentation of student needs, data, other topics as requested and needed by the group.		
	<b>D. Multi-Tiered System of Supports (MTSS) / Response to Instruction/Intervention (RtI)</b>		

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
	Our MTSS team is undergoing training this summer to strengthen their personal skills and redefine the processes of the team to address needs within the school. The team will consist of mostly new members to our school. School wide data will be analyzed and shared with the school as a whole and then more deliberate and close examination of data per grade level, teacher and student. Title 1 funds pay for a full time RtI coach, she will assist in managing the data, supporting teachers with modeling and training as well as overseeing small group instruction delivered by both classroom teachers and our 5 Title 1 funded hourly teachers. SIP monitoring will take place at 1 MTSS meeting per month with specific focus on goal areas of academics and behavior. A similar approach will monitor the SIP with team leaders.		
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
	Suzette A. Burns, Principal; Stephanie Whitaker, Asst. Principal; Tedra Tatelbaum, RtI coach; Carol Runyon, Social Worker; Audra Walsh, School Psychologist; Karen Riess, Educational Diagnostician; classroom teachers as appropriate Facilitator: Suzette A. Burns Time Keeper: Tedra Tatelbaum Note taker: Stephanie Whitaker		
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 monthly schedule of looking at school wide data will provide a focus for each week, including Academic data for K-2 and 3-5; attendance and behavior. SIP goals will assist in focusing our conversations on providing academic enrichment, Tier 1 with fidelity and interventions for struggling students.		



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
	Data will be gathered for academic areas from: TCRR (Teachers College Running Records), Observation, EDS, Decision Ed, DAR, AIMS web, Response Journals, Grade level assessments of standards as determined by grade level. Behavior: referral, suspension and daily classroom monitoring of students Attendance: Decision Ed		
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
	Professional development will be structured around increasing PLC effectiveness with foundational structures being revisited during pre-school days, on going sharing of data beginning with school wide and moving to district common assessments/ FAIR. PLC’s will be involved in formal data chats 5 times during the year. PLC meetings will be designated one time per week to examine more closely student work and curriculum alignment.		
	<b>E. Increased Learning Time/Extended Learning Opportunities</b>		
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
	Extended learning opportunities will focus on building math literacy. Science opportunities will also be offered to enrich a cross section of students focused on intriguing and creating a desire for the knowledge. Teachers have been offered funds to supplement planning time in creating lessons that are centered on the standards of common core and assessment of student learning.		
	<b>F. Literacy Leadership Team (LLT)</b>		

2	1. Identify the names and positions titles of the members of your school-based LLT.	Narrative	Executive Summary: Section 1
	Suzette A. Burns, Principal; Stephanie Whitaker, Asst. Principal, Laura Woods, Media Specialist; Tedra Tatelbaum, RtI Coach; at least 1 primary teacher and intermediate teacher		
2	2. Describe how the school-based LLT functions (e.g., meeting processes, roles, functions).	Narrative	Executive Summary: Section 1
	The LLT will meet one time per month to review literacy initiatives and plans to provide support and professional development in needed areas.		
2	3. What will be the major initiatives of the LLT this year? Reading and writing across the curriculum will be our major initiatives. Providing resources that all reading to be taught in all content areas. Also supporting teachers in routine use of the TCRR (Teachers College Running Records) as well as defining specific interventions to be used with whom and by whom. Insuring fidelity of Tier 1 instruction, addressing differentiation in all grade levels to support learning for all students.	Narrative	Standard 3-3.1 thru 3.7: Teaching and Assessing for Learning
	Incorporating response to reading journals across all curriculum areas More frequent and school wide use of the Teacher's College running records Increasing use of technology to support literacy across the curriculum		
	<b>G. Every Teacher Contributes to Reading Improvement</b>		
	<a href="#">This section is required for schools with grades 6-12, per Section 1003.413(2)(b), F.S.</a>		
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
	<b>H. Preschool Transition</b>		
	<a href="#">This section is required for schools with grades K-2.</a>		
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
	We house a Pre-K program on campus and build relationships early on with families to provide support in moving to the higher grades. A transition night is held in the spring for incoming Kindergartners, focusing on skills families can work on over the summer to		

	insure students are prepared for the transition to Kindergarten.		
	<b>I. College and Career Readiness</b>		
	This section is required for secondary schools, per Sections 1003.413(2)(g)-(j) and 1008.37(4), F.S.		
1	1. How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?	Narrative	Standard 3-3.5: Teaching and Assessing for Learning
1	2. How does the school promote academic and career planning, including advising on course selections, so that each student’s course of study is personally meaningful?	Narrative	Standard 3-3.8, 3.9, 3.12: Teaching and Assessing for Learning. Standard 4-4.6,4.8: Resources and Support Systems
1	3. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the <a href="#">High School Feedback Report</a> , 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
	<b>Part II: Expected Improvements</b>		
	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.		
	<b>A. Area 1: Reading</b>		
	<i>a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)</i>		
1	<input type="checkbox"/> Students scoring at Achievement Level 3	DecisionED/DW	Assessment Matrix
	99/ 32% target for 13/14 = 42%		
1	<input type="checkbox"/> Students scoring at or above Achievement Level 4	DecisionED/DW	Assessment Matrix
	79/25.6% target for 13/14= 35%		
	<i>b) Florida Alternate Assessment (FAA)</i>		Assessment Matrix

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1	<input type="checkbox"/> Students scoring at Levels 4, 5, and 6	DecisionED/DW	Assessment Matrix
	5/62.5% target for 13/14= 70%		
1	<input type="checkbox"/> Students scoring at or above Level 7	DecisionED/DW	Assessment Matrix
	1/12.5% target for 13/14 = 20%		
	<i>c) Learning Gains</i>		
1	<input type="checkbox"/> Students making learning gains (FCAT 2.0 and FAA)	DecisionED/DW FCAT 2.0 only	Assessment Matrix
	FCAT 2.0 112/ 36.2% target for 13/14 = 46% FAA 5/ 62.5% target for 13/14 = 70%		
1	<input type="checkbox"/> Students in lowest 25% making learning gains (FCAT 2.0)	DecisionED/DW	Assessment Matrix
	This group saw a decrease from 53% making learning gains to 47% making learning gains.		
	<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/DW	Assessment Matrix
	44/73.3% target for 13/14 = 85%		
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/DW	Assessment Matrix
	20/33.3% target for 13/14 = 45%		
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/DW	Assessment Matrix
	16/25.8% target for 13/14 = 35%		
	<i>e) Annual Measurable Objectives (AMOs)</i>		
1	<input type="checkbox"/> Student subgroups (i.e., American Indian, Asian, black, Hispanic, white, English language learners, students with disabilities, and economically disadvantaged) scoring at level 3 or higher on FCAT 2.0, or scoring at level 4 or higher on the FAA	DecisionED/DW FCAT 2.0 only	Assessment Matrix

	Asian= 23/63.9% Black = 12/28.6% White= 88/ 51.2% ELL= SWD= SES=																		
	f) <i>Postsecondary readiness</i>																		
	The following data shall be considered by high schools.																		
	<input type="checkbox"/> 4-year graduates scoring “college ready” on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	DecisionED/DW	Assessment Matrix																
	<p><b>Goal 1 to support target(s): Increase the number of students proficient in the area of reading from 70% to 73% as measured by the 2013-14 FCAT by using TCRR (Teachers College Running Record), and response journals across the content areas.</b></p> <p>Bradley MOU will include Mentors via Girlfriends and 5000 Role Model.</p>	FCAT 2.0 Results for 2014																	
	<p><b>Possible Data Sources to Measure Goal 1:</b></p> <p>Florida Assessment for Instruction of Reading (FAIR)</p> <p>Running Record data</p> <p>Student examples from response journals</p> <p>3<sup>rd</sup> grade portfolios, Teacher College Running Records</p>	Running records, EDS, Decision ED, student response journals																	
	<p><b>Data Indicator(s) –corresponding to SIP Part II A-J (SIP Targets)</b></p> <p>1. Black/African American : Mentors will be provided by Girlfriends and 5000 Role Model</p> <p>2. ESE</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>14</td> <td>33.3</td> <td></td> <td>54</td> </tr> <tr> <td>#</td> <td>%</td> <td>#</td> <td>%</td> </tr> </tbody> </table>	2012-13 Actuals		2013-14 Targets		#	%	#	%	14	33.3		54	#	%	#	%	
2012-13 Actuals		2013-14 Targets																	
#	%	#	%																
14	33.3		54																
#	%	#	%																

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		<b>6</b>	<b>20.7</b>		<b>51</b>
	3. Economically disadvantaged	<b>#</b> <b>107</b>	<b>%</b> <b>50.7</b>	<b>#</b>	<b>%</b> <b>69</b>
	4. ELL	<b>#</b> <b>6</b>	<b>%</b> <b>20.7</b>	<b>#</b>	<b>%</b> <b>63</b>
	<b>Action Plans (strategies) to Accomplish Goal 1 (reduce or eliminate barriers)</b>				
	<b>Action 1- Using running record data across grade levels (to be administered a minimum of 5 times throughout the year) to drive instruction.</b>	Running record data PLC notes			
	<b>Action 2- Incorporating reading response journals into read aloud and independent reading.</b>	PLC notes Student work examples			
	<b>Action 3- Deepen staff understanding of the CCSS for reading and apply with rigor and appropriate complexity.</b>	PD agenda Walkthrough feedback			
	<b>Action 4- Teachers will utilize data to differentiate and scaffold instruction to increase student performance during core instruction</b>	PLC notes, Student work examples, Walk through feedback			
	<b>Plan to Implement Action 1: Train all staff on the administration of running records and Jan Richardson's guided reading routine.</b>	RtI coach, MTSS notes, PLC notes LMS training records			
	<b>Plan to Implement Action 2: Train all staff in using response journals throughout the content areas.</b>	PLC notes, PD calendar,			
	<b>Plan to Implement Action 3: Continue Professional Development in CCSS for all staff.</b>	PD calendar, book study agendas and notes,			

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	<b>Plan to Implement Action 4:</b>	Narrative		
	<b>B. Area 2: Writing</b>			
	<i>a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)</i>	DecisionED/DW	Assessment Matrix	
1	<input type="checkbox"/> Students scoring at or above 3.5	DecisionED/DW	Assessment Matrix	
	65/63.1% target for 13/14 =75%			
	<i>b) Florida Alternate Assessment (FAA)</i>			
1	<input type="checkbox"/> Students scoring at or above Level 4	DecisionED/DW	Assessment Matrix	
	2/100% target for 13/14 = 100%			
	<b>Goal 2 to support target(s): To increase the percentage of students scoring 3.5 or above from 63.1% to 70% by incorporating response journals and writing across the curriculum.</b>	Narrative		
	<b>Possible Data Sources to Measure Goal 2:</b> a. FCAT writing, response journals with rubrics,	Narrative DecisionED/DW		
	<b>Data Indicator(s) - corresponding to SIP Part II A-J (SIP Targets)</b>	<b>2012-13 Actuals</b>		<b>2013-14 Targets</b>
	1. FCAT Writing 2.0	# <b>65</b>	% <b>63</b>	# <b>80</b>
	2.	#	%	# %
	3.	#	%	# %
	<b>Action Plans (strategies) to Accomplish Goal 2 (reduce or eliminate barriers)</b>			
	<b>Action 1- Integrating writing across the curriculum areas</b>	Student work samples		

	<b>Action 2- Increase fluency of computer skills for writing</b>	Technology calendar	
	<b>Action 3-</b>	Narrative	
	<b>Action 4-</b>	Narrative	
	<b>Plan to Implement Action 1:</b> <b>a. Professional development on use of rubrics and writing across the curriculum.</b> <b>b. Access to materials to implement writing across the curriculum</b>	PD calendar, PLC notes, RtI coach log	
	<b>Plan to Implement Action 2:</b> <b>a. Access to technology and technology skills.</b> <b>b. Media specialist to provide lessons in technology</b>	Technology calendar, PLC notes, Media Specialist log	
	<b>Plan to Implement Action 3:</b>	Narrative	
	<b>Plan to Implement Action 4:</b>	Narrative	
	<b>C. Area 3: Mathematics</b>		
	<i>1. Elementary and Middle School Mathematics</i>		
	<a href="#">The following data shall be considered by elementary and middle schools.</a>		
	<i>a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)</i>	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> Students scoring at Achievement Level 3	DecisionED/DW	Assessment Matrix
	77/25%		
1	<input type="checkbox"/> Students scoring at or above Achievement Level 4	DecisionED/DW	Assessment Matrix
	69/22.4%		
	<i>b) Florida Alternate Assessment (FAA)</i>		
1	<input type="checkbox"/> Students scoring at Levels 4, 5, and 6	DecisionED/DW	Assessment Matrix



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	6/75%		
1	<input type="checkbox"/> Students scoring at or above Level 7	DecisionED/DW	Assessment Matrix
	0		
	<i>c) Learning Gains</i>		
1	<input type="checkbox"/> Students making learning gains (FCAT 2.0, EOC, and FAA)	DecisionED/DW FCAT 2.0 only	Assessment Matrix
	FCAT 2.0= 93/30.2% FAA = 3/37.5%		
1	<input type="checkbox"/> Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	DecisionED/DW FCAT 2.0 only	Assessment Matrix
	FCAT 2.0 = FAA=		
	<i>d) Annual Measurable Objectives (AMOs)</i>		
1	<input type="checkbox"/> Student subgroups (i.e., American Indian, Asian,black, Hispanic, white, English language learners, students with disabilities, and economically disadvantaged) scoring at level 3 or higher on FCAT 2.0, or scoring at level 4 or higher on the FAA	DecisionED/DW FCAT 2.0 only	Assessment Matrix
	Asian 23/ 63.9% Black 12/28.6% White 88/51.2% ELL 7/28% SWD 4/13.8% SES 80/38.5%		
	<b>2. High School Mathematics</b>		
	The following data shall be considered by high schools.		
	<i>a) Florida Alternate Assessment (FAA)</i>		
1	<input type="checkbox"/> Students scoring at Levels4, 5, and 6	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> Students scoring at or above Level 7	DecisionED/DW	Assessment Matrix

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	<i>b) Annual Measurable Objectives (AMOs)</i>		
1	<input type="checkbox"/> Student subgroups (i.e., American Indian, Asian, black, Hispanic, white, English language learners, students with disabilities, and economically disadvantaged) scoring at level 3 or higher on FCAT 2.0, or scoring at level 4 or higher on the FAA	DecisionED/DW FCAT 2.0 only	Assessment Matrix
	<i>c) Learning Gains</i>		
1	<input type="checkbox"/> Studentsmaking learning gains (EOC and FAA)	DecisionED/DW	Assessment Matrix
	<i>d) Postsecondary readiness</i>		
1	<input type="checkbox"/> 4-year graduates scoring “college ready” on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A010.0315, F.A.C.	DecisionED/DW	Assessment Matrix
	<b>3. Middle School Acceleration</b>		
	The following data shall be considered by middle schools.		
1	<input type="checkbox"/> Middle school participation in high school EOC	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> Middleschool performance on high school EOC	DecisionED/DW	Assessment Matrix
	<b>4. Algebra I End-of-Course Assessment (EOC)</b>		
	The following data shall be considered for schools with students taking the Algebra I EOC.		
1	<input type="checkbox"/> Students scoring atAchievement Level 3	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> Students scoring at or above Achievement Level 4	DecisionED/DW	Assessment Matrix
	<b>5. Geometry End-of-Course Assessment (EOC)</b>		
	The following data shall be considered for schools with students taking the Geometry EOC.		
1	<input type="checkbox"/> Students scoring at Achievement Level 3	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> Students scoring at or above Achievement Level 4	DecisionED/DW	Assessment Matrix

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	<b>Goal 3 to support target(s): Increase percentage of students scoring at or above Level 3 to 64% in math by using response journals and increasing fluency of math facts.</b>	Narrative			
	<b>Possible Data Sources to Measure Goal 3:</b> FCAT scores, Rubrics for response journals, 5 times per year math CCSS grade level assessment (may include district assessment), math fluency assessments (TBD by grade level)	DecisionED/DW			
	<b>Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)</b>  1. White	<b>2012-13 Actuals</b>		<b>2013-14 Targets</b>	
		# <b>88</b>	% <b>51.2</b>	#	% <b>69</b>
	2. ESE	# <b>4</b>	% <b>13.8</b>	#	% <b>50</b>
	3. Economically disadvantaged	# 81	% 38.6	#	% 61
	<b>Action Plans (strategies) to Accomplish Goal 3 (reduce or eliminate barriers)</b>				
	<b>Action 1- Daily use of response journals used in mathematics</b>	PLC notes, walk through feedback, student work samples			
	<b>Action 2- Deepen understanding of Math CCSS and apply math practices across the grade level</b>	PD calendar, LMS training records, PLC notes			
	<b>Action 3- Daily student use of manipulatives for exploration of math concepts</b>	Walkthrough feedback, PLC notes			
	<b>Action 4-</b>	Narrative			
	<b>Plan to Implement Action 1:</b>	PD calendar, LMS training			

	<ul style="list-style-type: none"> <li>a. professional development on response journals</li> <li>b. rubrics</li> </ul>	record, PLC notes	
	<b>Plan to Implement Action 2:</b> <ul style="list-style-type: none"> <li>a. Provide CCSS-math training monthly</li> </ul>	PLC notes	
	<b>Plan to Implement Action 3:</b> <ul style="list-style-type: none"> <li>a. Grade level PLC discussions on use of manipulatives</li> <li>b. Access to a variety of materials</li> </ul>	PLC notes	
	<b>Plan to Implement Action 4:</b>	Narrative	
	<b>D. Area 4: Science</b>		
	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
	28/26.7% target for 13/14 = 35%		
1	<input type="checkbox"/> Students scoring at or above Achievement Level 4	DecisionED/DW	Assessment Matrix
	13/ 12.4% target for 13/14 = 22%		
	b) <i>Florida Alternate Assessment (FAA)</i>		
1	<input type="checkbox"/> Students scoring at Levels 4, 5, and 6	DecisionED/DW	Assessment Matrix
	2/66.7% target for 13/14 = 76%		
1	<input type="checkbox"/> Students scoring at or above Level 7	DecisionED/DW	Assessment Matrix

	1/33/3% target for 13/14 = 45%		
	<b>2. High School Science</b>		
	The following data shall be considered by high schools.		
	<i>a) Florida Alternate Assessment (FAA)</i>		
1	<input type="checkbox"/> Students scoring at Levels 4, 5, and 6	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> Students scoring at or above Level 7	DecisionED/DW	Assessment Matrix
	<b>3. Biology 1 End-of-Course Assessment (EOC)</b>		
	The following data shall be considered for schools with students taking the Biology 1 EOC.		
1	<input type="checkbox"/> Students scoring at Achievement Level 3	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> Students scoring at or above Achievement Level 4	DecisionED/DW	Assessment Matrix
	<b>E. Area 5: Science, Technology, Engineering, and Mathematics (STEM)</b>		
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
1	<input type="checkbox"/> Participation in STEM-related experiences provided for students	Narrative	Standard 3-3.1: Teaching and Assessing for Learning
	The following data shall be considered by high schools.		
1	<input type="checkbox"/> Students enrolling in one or more <i>accelerated</i> STEM-related courses	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> Students taking one or more advanced placement exams for STEM-related courses	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> Passing rate (%) for students who take advanced placement exams for STEM-related courses	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> CTE-STEM program concentrators	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> Students taking CTE-STEM industry certification exams	DecisionED/DW	Assessment Matrix

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1	<input type="checkbox"/> Passing rate (%) for students who take CTE-STEM industry certification exams	DecisionED/DW		Assessment Matrix	
<b>Goal 4 to support target(s):</b> <ul style="list-style-type: none"> <li>- Increase percentage of students scoring at level 3 from 26.7 % to 35%</li> <li>- Increase percentage of students scoring at level 4 from 12.4% to 25%</li> </ul>					
<b>Possible Data Sources to Measure Goal 4:</b> FCAT scores in 2014 EDS science common assessments					
<b>Data Indicator(s) - corresponding to SIP Part II A-J (SIP Targets)</b>					
1. Economically Disadvantaged		<b>2012-13 Actuals</b>		<b>2013-14 Targets</b>	
		#	%	#	%
		24	33.3		40
2. Black/African American		#	%	#	%
		11	36.4		40
3. ELL		#	%	#	%
		9	11.1		20
4. White		#	%	#	%
		61	42.6		76
5. LEP		#	%	#	%
		1	25		50
6. ESE		#	#	#	%
		1	11.1		25
<b>Action Plans (strategies) to Accomplish Goal 3 (reduce or eliminate barriers)</b>					
<b>Action 1- Response journals for science</b>		PLC notes, walk through observations			
<b>Action 2-</b>		PLC notes, walk through			

	<b>Integrated in to all curriculum areas</b>	observations	
	<b>Action 3- Implementing the 5 E's with focus on the essential learning question</b>	PLC notes, walk through observations	
	<b>Action 4-</b>		
	<b>Plan to Implement Action 1:</b>  a. a. professional development on response journals	PD calendar PLC notes LMS training records	
	<b>Plan to Implement Action 2:</b>  a. PLC conversation on integration b. Providing appropriate literacy materials	PLC notes RtI coach purchasing records	
	<b>Plan to Implement Action 3:</b>  a. access to appropriate science materials b.	PLC notes, Organization and access of science materials per grade level	
	<b>Plan to Implement Action 4:</b>		
	The following data shall be considered by middle and high schools.		
1	<input type="checkbox"/> Students enrolling in one or more CTE courses	DecisionED/DW	
1	<input type="checkbox"/> Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	DecisionED/DW	
1	<input type="checkbox"/> Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> Students taking CTE industry certification exams	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> Passing rate (%) for students who take CTE industry certification exams	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> CTE program concentrators	DecisionED/DW	

3	<input type="checkbox"/> CTE teachers holding appropriate industry certifications	Narrative	Standard 3-3.11: Teaching and Assessing for Learning; Standard 4-1: Resources and Support Systems		
<b>G. Area 7: Social Studies</b>					
<b>1. Civics End-of-Course Assessment (EOC)</b>					
The following data shall be considered for schools with students taking the Civics EOC.					
1	<input type="checkbox"/> Students scoring at Achievement Level 3	DecisionED/DW	Assessment Matrix		
1	<input type="checkbox"/> Students scoring at or above AchievementLevel 4	DecisionED/DW	Assessment Matrix		
<b>2. U.S. History End-of-Course Assessment (EOC)</b>					
The following data shall be considered for schools with students taking the U.S. History EOC.					
1	<input type="checkbox"/> Students scoring at Achievement Level 3	DecisionED/DW	Assessment Matrix		
1	<input type="checkbox"/> Students scoring at or above Achievement Level 4	DecisionED/DW	Assessment Matrix		
<b>Goal 5 to support target(s): Behavior</b>					
<b>Reduce the number of discipline incidents for each student subgroup by 50%.</b>					
<b>Possible Data Sources to Measure Goal 5:</b>		DecisionED/DW			
Referrals					
Suspension data					
Daily behavior charts for specific students					
<b>Data Indicator(s) - corresponding to SIP Part II A-J (SIP Targets)</b>		<b>2012-13 Actuals</b>		<b>2013-14 Targets</b>	
1. Black/African American		#	%	#	%



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	2.	#	%	#	%
	3.	#	%	#	%
	<b>Action Plans (strategies) to Accomplish Goal 3 (reduce or eliminate barriers)</b>				
	<b>Action 1- Insure teacher use of Tier 1 CHAMPS strategies</b>				
	<b>Action 2- Consistent use of expected behavior language and alignment of classroom behavior management systems to provide consistency in communication with students and families.</b>				
	<b>Action 3- Proper implementation of PBIP's</b>				
	<b>Action 4-</b>				
	<b>Plan to Implement Action 1: Provide PD on CHAMPS strategies</b>	PD calendar,	PLC notes	LMS training	records
	<b>Plan to Implement Action 2: The Foundations team will meet monthly to share ideas for aligning classroom behavior systems.</b>				
	<b>Plan to Implement Action 3: MTSS and other individuals as appropriate support teachers in implementing PBIP's.</b>				
	<b>Plan to Implement Action 4:</b>				
	<b>H. Area 8: Early Warning Systems</b>				

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	<b>1. Attendance</b>		
3	<input type="checkbox"/> Students tardy 10 percent or more, as defined by district attendance policy	DecisionED/DW	Standard 5-5.2 Using Results for Continuous Improvement
	0		
3	<input type="checkbox"/> Students absent 10 percent or more, as defined by district attendance policy	DecisionED/DW	Standard 5-5.2 Using Results for Continuous Improvement
	128		
	<b>2. Suspension</b>		
3	<input type="checkbox"/> Students with one or more referrals	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
	48		
3	<input type="checkbox"/> Students with five or more referrals	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
	7		
3	<input type="checkbox"/> Students with one or more in-school suspension days, as defined in s.1003.01(5)(b), F.S.	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
	15		
3	<input type="checkbox"/> Students with five or more in-school suspension days, as defined in s.1003.01(5)(b), F.S.	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
	1		
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
	8		
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
	2		
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

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3	<input type="checkbox"/> Students referred for alternativeschool placement	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
	2		
3	<input type="checkbox"/> Students expelled	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
	<b>3. Retention</b>		
1	<input type="checkbox"/> Students retained	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
1	<input type="checkbox"/> Students with one or more course failures on first attempt in core-curricula courses, as defined in s. 1003.01(14), F.S.	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
1	Students in 3 <sup>rd</sup> grade with one or more course failures on first attempt in core-curricula courses  7 students in 3 <sup>rd</sup> grade have been retained at some point in their school career.	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
1	<input type="checkbox"/> Students offtrack for graduation based on credits required to date for their cohort	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
	<b>4. Dropout Prevention</b>		
	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 <a href="http://schoolgrades.fl DOE.org/">http://schoolgrades.fl DOE.org/</a> .	DecisionED/DW assuming drop out codes are W22 and w15	
1	<input type="checkbox"/> Students dropping out of school, as defined in s.1003.01(9), F.S.	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
1	<input type="checkbox"/> Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
1	<input type="checkbox"/> Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
1	<input type="checkbox"/> Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	DecisionED/DW	Standard 5: Using Results for Continuous Improvement

	<b>I. Area 9: Parent Involvement</b>		
	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).		
	<b>J. Area 10: Additional Targets</b>		
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.		
	<b>K. Problem-Solving</b>		
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	
	Goals to achieve targets include: -consistent use of response journals in all content areas -consistent use of TCRR to monitor reading instruction -additional planning time for PLCs		
1-5	<input type="checkbox"/> Step 2: Brainstorm barriers that could prevent the school from achieving each goal.	Narrative	
	Barriers include lack of: -written communication skills -vocabulary (expressive and receptive) -teacher knowledge of CCSS -formative assessments		

	-planning time -engaging instruction		
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	
	-deepen teacher knowledge of CCSS -provide extra planning time -professional development on use of response journals/formative assessments (rubrics)		
1-5	<input type="checkbox"/> Step 4: Brainstorm which resources are available that could be used to address each targeted barrier.	Narrative	
	-RtI coach -book study -title 1 funded planning time -		
1-5	<input type="checkbox"/> Step 5: Brainstorm and prioritize strategies that could be used to eliminate or reduce each targeted barrier.	Narrative	
	-Professional development on CCSS/PLC time -Provide extra planning time after school hours		
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	
	<ul style="list-style-type: none"> <li>- Leadership team will meet every other week</li> <li>- MTSS team will meet weekly to oversee academic, behavior, attendance on a Tier 1 level</li> <li>- MTSS will meet weekly to determine students/teachers in need of greater support</li> </ul>		
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	
	<ul style="list-style-type: none"> <li>- Leadership team will meet every other week</li> <li>- MTSS team will meet weekly to oversee academic, behavior, attendance on a Tier 1 level</li> <li>- MTSS will meet weekly to determine students/teachers in need of greater support</li> <li>- Principal, Asst. Principal and RtI coach will attend PLCs</li> </ul>		

1-5	<input type="checkbox"/> Step 8: Determine how progress towards each goal will be monitored (including who, what, where, when).	Narrative	
	Leadership team will monitor grade level data of ongoing progress monitoring tools. MTSS will monitor school wide data Grade level PLC		
<b>Part III: Professional Development</b>			
	<b>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.</b>	Narrative	
1-5	<input type="checkbox"/> Related goal	Narrative	
	Increasing achievement in reading, math, writing and science		
	<input type="checkbox"/> Topic, focus, and content	Narrative	
	Writing across the content areas Deepen CCSS knowledge		
	<input type="checkbox"/> Facilitator or leader	Narrative	
	Various: including LLC team, RtI coach, AP,		
	<input type="checkbox"/> Participants (e.g., Professional Learning Community, grade level, schoolwide)	Narrative	
	Schoolwide PLC Grade level specific as needed		
	<input type="checkbox"/> Target dates or schedule (e.g., professional development day, once a month)	Narrative	
	Pro Ed day; Sept 13.- response journals 1 time per month : book study group 1 time per month: CCSS Grade level as requested or determined by Leadership team		
	<input type="checkbox"/> Strategies for follow-up and monitoring	Narrative	
	Attendance in PLC meetings Walk throughs		

	Observations		
	<input type="checkbox"/> Person responsible for monitoring	Narrative	
	Principal, Asst. Principal, RtI coach		
	<b>Part IV: Coordination and Integration</b>		
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	
	<p>Title 1 Part A:                      -support high quality instruction, increased parental involvement (see PIP)                      -professional development</p> <p>Title 1 Part D:                      -Increase access to technology (SMART boards in every classroom, kindles, ipads, software to include: iStation for reading)</p> <p>Title II:                      - Provide professional development for teachers</p>		
	<b>Part V: Budget</b>		
	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	
	Increase percentage of students at or above Level 3 on the FCAT in reading, math, writing and science.		
4	<input type="checkbox"/> Strategy	Narrative	
	-Use of response journals. -Deepen content knowledge		

4	<input type="checkbox"/> Type of resource (i.e., evidence-based programs or materials, professional development, technology, or other)	Narrative	
	Professional Development Materials		
4	<input type="checkbox"/> Description of resources	Narrative	
	Books for professional development Composition books After hours planning time		
4	<input type="checkbox"/> Funding source	Narrative	
	SIP funds		
4	<input type="checkbox"/> Amount needed	Narrative	
	\$400 book \$2810 after hours planning \$200 composition books		
<b>Part VI: Mid-Year Reflection</b>			
<a href="#">This section is to be completed after mid-year assessment data is available.</a> Reflect on the plan created through the problem-solving process at the beginning of the year and answer the following questions for each created in Part IIK.			
1-5	<input type="checkbox"/> Has the goal been achieved?	Narrative	Standard 5: Using Results for Continuous Improvement
1-5	o If yes, what evidence do you see to indicate you have achieved the goal?	Narrative DecisionED	Standard 5: Using Results for Continuous Improvement
1-5	o If no, is desired progress being made to accomplish the goal?	Narrative DecisionED	Standard 5: Using Results for Continuous Improvement
1-5	<input type="checkbox"/> If yes, what evidence do you see to indicate desired progress has been made to accomplish the goal?	Narrative DecisionED	Standard 5: Using Results for Continuous Improvement
1-5	<input type="checkbox"/> If no, have the originally targeted barriers been eliminated or reduced?	Narrative	Standard 5: Using Results for



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			Continuous Improvement
1-5	<input type="checkbox"/> If yes, what evidence do you see to indicate barriers have been eliminated or reduced?	Narrative DecisionED	Standard 5: Using Results for Continuous Improvement
1-5	<input type="checkbox"/> If no, are the original strategies being implemented with fidelity as designed?	Narrative	Standard 5: Using Results for Continuous Improvement
1-5	o If yes, re-engage the problem solving process at Step 5, making edits as needed to Part II of the SIP.	Narrative	Standard 5: Using Results for Continuous Improvement
1-5	o If no, engage in a problem solving process around implementation fidelity of the original plan, and make edits as desired to Part II of the SIP.		Standard 5: Using Results for Continuous Improvement