

District VMV Goals	School Improvement Information	Data & Information Sources	AdvancED
Vision	<p style="text-align: center;">Vision</p> <p>A positive learning environment where personal success is an achievable objective every student, family, and staff member believes and actively pursues to help grow young scholars.</p>	Narrative	Standard 1-1.1, 1.2: Purpose
Mission	<p style="text-align: center;">Mission</p> <p>The Sutherland family works together to provide a successful, quality education in a safe learning environment to develop lifelong learners.</p>	Narrative	Standard 1-1.2: Purpose
Values	<p style="text-align: center;">Values</p> <p style="text-align: center;">Commitment to children, families, community</p> <p style="text-align: center;">Collaboration between all stakeholders to build strong partnerships, and align efforts for the common purpose of student success</p> <p style="text-align: center;">Integrity by being fair and consistent in judgment and actions</p> <p style="text-align: center;">Diversity</p> <p style="text-align: center;">Excellence in all that we do to achieve high standards of performance and exceed our goals</p>	Narrative	Standard 1-1.3: Purpose
<b>Part I: Current School Status</b>			
<b>A. School Information</b>			
<b>1. School-Level Information</b>			
<input type="checkbox"/> School	<b>Sutherland Elementary</b>	Narrative	
<input type="checkbox"/> Principal's name	<b>Kristy Cantu</b>	Narrative	
<input type="checkbox"/> School Advisory Council chair's name	<b>Anne Dapont</b>	Narrative	
<b>2. District-Level Information</b>			
<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	✓	
	<b>September 24, 2013</b>		
	<b>B. School Advisory Council (SAC)</b>		
3	1. Describe the involvement of the SAC in the development of this school improvement plan. <b>At the end of the 2012-2013 school year the Sutherland SAC reviewed the goals and action plan and discussion took place regarding next steps. Data was shared from district end of year assessments to define a level of performance and a framework was developed with respect to the development of the 2013-2014 School Improvement Plan.</b>	Narrative	Standard 2-2.4, 2.5: Governance and Leadership
3	2. Describe the activities of the SAC for the upcoming school year. <b>At the start of the 2013-2014 school year the SAC will convene in August to review a draft of the School Improvement Plan, as well as discuss the SIP budget and possible allocations. We will review progress on our goals after each district assessment cycle, as well as summarize data from grade level data chats to give a more frequent check of progress. The SAC will also be included in discussions regarding intervention and enrichment opportunities provided to our students.</b>	Narrative	
4	3. Describe the projected use of school improvement funds and include the amount allocated to each project. <b>The projected use of school improvement funds will be discussed at our August SAC meeting. A broad scope will include professional development for staff members, curriculum materials, as well as technology needs.</b>	Narrative	
3	4. Verify that your school is in compliance with Section 1001.452, F.S., regarding the establishment duties of the School Advisory Council by selecting one of the boxes below: <input type="checkbox"/> Yes, we are in compliance. <input checked="" type="checkbox"/> No, we are not in compliance.	Narrative	
	5. If no, describe the measures being taken to comply with SAC requirements. <b>In order to meet compliance we have advertised SAC openings on our school marquee, it has</b>	Narrative	

	<b>been put in our school newsletter and our SAC chair has called individuals personally to extend an invitation to join our SAC at the end of the 2012-2013 school year. A School Messenger call will be made in early August with information on becoming a member of our SAC. During teacher meet and greet times prior to the opening of school each teacher will advertise our SAC openings.</b>		
	<b>C. Highly Qualified Staff</b>		
	<b>1. Administrators</b>		
	For each of your school’s administrators (principal and all assistant principals), complete the following fields:		Executive Summary: Section 1
	a) Name <b>Kristy Cantu, Principal</b> b) <b>Jennifer Mekler, Assistant Principal</b>	Narrative	Executive Summary: Section 1
3	c) Credentials (degrees and certifications) <b>Kristy Cantu...B.S Specific Learning Disabilities, M.A. Educational Leadership, Certification in the following: School Principal, ESOL, Specific Learning Disabilities, VE, Educational Leadership</b> d) <b>Jennifer Mekler...</b>	Narrative	Executive Summary: Section 1
3	c) Number of years as an administrator..... <b>Kristy Cantu, 8 years</b> <b>Jennifer Mekler a half of a year</b>	Narrative	Executive Summary: Section 1
3	d) Number of years at the current school; <b>Kristy Cantu, 2 years</b> <b>Jennifer Mekler, a half of a year</b>	Narrative	Executive Summary: Section 1
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) <b>Sutherland has been a A school for the past 5 years.</b> <b>2012 School Grade: A; 80% of students made learning gains in reading, 74% in math; 70% of our lowest 25% made learning gains in reading and 60% in math. 2013 School Grade: A; 83% of our lowest 25% made learning gains in reading and 90% of our lowest 25% made learning gains in math. 86% of our students made learning gains in math and 77% made learning gains in reading.</b>	DecisonEd/DW	

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	<b>2. Instructional Coaches</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
	b) Subject area	Narrative	Executive Summary: Section 1
	c) Credentials (degrees and certifications)	Narrative	Executive Summary: Section 1
	d) Number of years as an instructional coach	Narrative	Executive Summary: Section 1
	e) Number of years at the current school	Narrative	Executive Summary: Section 1
1,2	f) Performance record of increasing student achievement throughout their career, which should include their history of school grades, FCAT/statewide assessment performance (i.e. percentage data for achievement levels, learning gains, improvement of lowest 25 <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	
	g) Full-time or Part-time	Narrative	Executive Summary: Section 1
	h) School-based or District-based	Narrative	Executive Summary: Section 1
	<b>3. Instructional Staff</b>		Executive Summary: Section 1
	a) # of instructional employees <b>43</b>	DecisionEd/DW	Executive Summary: Section 1
3	b) % receiving effective rating or higher <b>97%</b>	Narrative	
3	c) % Highly Qualified Teacher (HQT), as defined in NCLB through a High, Objective, Uniform State Standard of Evaluation (HOUSSE) <b>100%</b>	Narrative	Executive Summary: Section 1
	e) % certified in-field, pursuant to Section 1012.2315(2), F.S. <b>100%</b>	Narrative	Executive Summary: Section 1
2	e) % ESOL endorsed <b>20.9% as of 2012. Additional teachers met</b>	DecisonED/DW	Executive Summary:

	<b>this requirement over the past summer.</b>		Section 1
2	f) % reading endorsed <b>7%</b>	DecisionED/DW	Executive Summary: Section 1
3	g) % with advanced degrees <b>25.6%</b>	DecisionED/DW	Executive Summary: Section 1
3	h) % National Board Certified <b>4.7%</b>	DecisionED/DW	Executive Summary: Section 1
	i) % first-year teachers <b>11.8%</b>	DecisionED/DW	Executive Summary: Section 1
	j) % with 1-5 years of experience <b>16.3%</b>	DecisionED/DW	Executive Summary: Section 1
	k) % with 6-14 years of experience <b>30.2%</b>	DecisionED/DW	Executive Summary: Section 1
	l) % with 15 or more years of experience <b>41.9%</b>	DecisionED/DW	Executive Summary: Section 1
	<b>4. Paraprofessionals</b>		Executive Summary: Section 1
	a) # of paraprofessionals	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
	<b>5. Teacher Recruitment and Retention Strategies</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. <b>Stringent interview process with highly effective criteria. The interview process is by committee with a cross representation of staff. A new employee school based orientation is given by the school administrators to acclimate new personnel to our school and share framework for layers of support. A site based mentor, Brittany Keslar, is assigned to each new teacher. She meets with new staff consistently to assist with needs. Various activities are held throughout the year at the direction of the administrators to improve or maintain staff moral. A shared decision making process is in effect to solicit input from staff members regarding school wide needs.</b>	Narrative	Standard 2: Governance and Leadership
	<b>6. Teacher Mentoring Program/Plan</b>		

	a) Describe your school’s teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities. <b>Our mentoring program provides consistent layered support to newer staff members by assigning a site base mentor, Brittany Keslar. Miss Keslar has both primary and intermediate experience, has implemented Common Core State Standards consistently in her room and has a proven track record of student success. Miss Keslar will develop a meeting schedule for newer staff members with topics of discussion for each meeting.</b>	Narrative	Standard 3-3.3, 3.7,3.12: Teaching and Assessing for Learning Standard 5-5.2,5.5Using Results for Continuous Improvement
	<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. <b>The MTSS team meets weekly to review academics and bi-weekly to review behavior. An agenda is created and shared with the team. Data is reviewed and discussed to determine effectiveness of core instruction through report card information, as well as formative assessments given in the classroom. And district assessments. Weekly conduct grades are collected and reviewed to determine effectiveness of Tier 1 behavior support. Through our weekly meetings progress monitoring results are reviewed and students in Tier 2 and Tier 3 are discussed. The SIP is reviewed after district assessments are given to check progress toward our goals.</b>	Narrative	Standard 3-3.7: Teaching and Assessing for Learning
4	<b>Facilitator – generates agenda and leads team discussions. Sutherland’s Leadership Team Facilitator is Kristy Cantu, Principal. Sutherland’s MTSS Facilitator is Danielle Matthews, Guidance Counselor.</b> <b>-Data Manager(s)/Data Coach(es) – assist team in accessing and interpreting (aggregating/disaggregating) the data. Sutherland’s Data Managers are Kristy Cantu, Principal, Jennifer Mekler, Assistant Principal and Danielle Matthews, Guidance Counselor. Tisha Ordway and Pam Hoffman, our ESE specialists also serve in this capacity as does Dan Dixon our school psychologist. Grade level data chats are held every six weeks, and teachers are involved in that process.</b> <b>-Technology Specialist – brokers technology necessary to manage and display data. Sutherland’s technology specialist is Jackie Keller and Laura Wilhelm.</b> <b>-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</b>	Narrative	Standard 2-2.4: Governance and Leadership

	<p>to access. Sutherland’s recorder for the Leadership Team is Denise Torro, Secretary. Sutherland’s recorder for the MTSS team is Danielle Matthews, Guidance Counselor. -Time Keeper –helps team begin on time and ensures adherence to agreed upon agenda. Sutherland’s time keeper is Jennifer Mekler, Assistant Principal. Meeting time: Sutherland’s Leadership Team meets the second Tuesday of each month at 7:35 a.m. Sutherland’s MTSS team meets each Wednesday at 7:35 a.m.</p>		
4	<p>Sutherland’s Leadership Team collaborates, provides input for the SIP and reviews the final SIP/Action Plan. Sutherland’s MTSS team contributes to the process of developing and implementing the SIP/Action Plan by reviewing data and working with teams to plan necessary interventions during the designated school-wide intervention block. The MTSS team also manages the progress monitoring process as it relates to Reading. Each member of the Leadership Team brings their grade level data to the meetings and act as facilitator for the grade level in reviewing the SIP as it pertains to content area goals. Danielle Matthews, Guidance Counselor, and Kristy Cantu, Principal work together to review processes as the relate to MTSS, and make necessary adjustments.</p>	Narrative	Standard 2-2.3,2.4: Governance and Leadership
5	<p>4. Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance).</p>	Narrative	Standard 5-5.1, 5.2, 5.3, 5.4: Using Results for Continuous Improvement
4,5	<p>Sutherland utilizes Ongoing Progress Monitoring data such as Dibels 6 for Reading. The GoMath Intervention kits will be utilized at each grade level to support student needs. Common Assessment data for Math, Science and Writing are used to monitor progress, as well as FAIR data. Behavior data that is reviewed are the teacher weekly student conduct reports, Positive Behavior Intervention Plan data and Functional Behavior Assessment data. We access data using Decision Ed, EDS and Focus.</p>	Narrative	Standard 3-3.11, 3.12: Teaching and Assessing for Learning Standard 5-5.3:Using Results for Continuous Improvement
	<p><b>E. Increased Learning Time/Extended Learning Opportunities</b></p>		
2	<p>Describe research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum (e.g., lengthening the school day, week, or year; providing before, after, Saturday, or summer school programs; implementing enrichment programs and activities; allowing teachers to collaborate, plan, and engage in professional development). Sutherland’s block schedule allows for collaborative planning. The teacher of the Gifted will provide site based</p>	Narrative	Standard 3-3.1, 3.12: Teaching and Assessing for Learning

	<p><b>training for staff members on how to increase rigor and provide acceleration to our higher performing students. Tutoring will be offered before/after school in the areas of reading, writing and math. A Saturday science camp is being developed to enrich our students. A summer writing camp will be held for rising 4<sup>th</sup> graders. We will hold two camps, one for lower performing writers and one for higher performing writers. R’Club will have a staff member trained on Ticket to Read and FCAT Explorer for kids in their before and after care programs. These students will be able to access the computer lab during their R’Club time. A lunch lab is being explored to give students in our lower performing subgroups extra support.</b></p>		
	<p><b>F. Literacy Leadership Team (LLT)</b></p>		
2	<p>1. Identify the names and positions titles of the members of your school-based LLT. <b>Kristy Cantu, Principal, Jennifer Mekler, Assistant Principal, Angie Loukataris, 5<sup>th</sup> grade teacher, Kim Hurton, 4<sup>th</sup> grade teacher, Renee Prozzillo, 3<sup>rd</sup> grade teacher, Kim Bengston, 1<sup>st</sup> grade teacher, Anastasia Vrettos, 1<sup>st</sup> grade teacher, Jackie Keller, Library Media</b></p>	Narrative	Executive Summary: Section 1
2	<p><b>Literacy Leadership Teams creates capacity of reading knowledge within the school by focusing on the following areas of literacy concern:</b></p> <ul style="list-style-type: none"> <li>• <b>Support for text complexity</b></li> <li>• <b>Support for instructional skills to improve reading comprehension</b> <ul style="list-style-type: none"> <li>o <b>Ensuring that text complexity, along with close reading and rereading of texts, is central to lessons</b></li> <li>o <b>Providing scaffolding that does not preempt or replace text reading by students</b></li> <li>o <b>Developing and asking text dependent questions from a range of question types</b></li> <li>o <b>Emphasizing students supporting their answers based upon evidence from the text</b></li> <li>o <b>Providing extensive research and writing opportunities (claims and evidence)</b></li> </ul> </li> <li>• <b>Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects (a focus on text, task, and instruction).</b></li> </ul> <p><b>The LLT meets monthly at various times. A year long professional development calendar was created to support the transition into CCSS. At monthly curriculum meetings, members of the team have designated topics to share. The team also reviews FAIR data after each assessment cycle to determine areas of support.</b></p>	Narrative	Executive Summary: Section 1



2	3. What will be the major initiatives of the LLT this year? <b>Sutherland’s major initiatives are to support teachers in the transition to CCSS and to ensure that instructional practices are being implemented with increased rigor. A professional development calendar was established to support teachers in implementation of the CCSS. The implemented initiatives should result in increased student performance in all grade levels.</b>	Narrative	Standard 3-3.1 thru 3.7: Teaching and Assessing for Learning
	<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. <b>A Kindergarten orientation is held prior to the start of school. A Kindergarten open house is scheduled for the evening of September 11<sup>th</sup>. Students are assessed using FLKRS at the start of school and provided support as needed. A volunteer corp is placed to assist with the transitional processes at the beginning of the year. Kindergarten buddies are established with students in grades 4 and 5. A breakfast is held for Kindergarten parents on the first day of school to help them establish a network of support with other families.</b>	Narrative	Standard 3-3.1 thru 3.7: Teaching and Assessing for Learning
	<b>I. College and Career Readiness</b>		
	<a href="#">This section is required for secondary schools, per Sections 1003.413(2)(g)-(j) and 1008.37(4), F.S.</a>		
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 <b>29.6%</b>	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> Students scoring at or above Achievement Level 4 <b>44.2%</b>	DecisionED/DW	Assessment Matrix
	<i>b) Florida Alternate Assessment (FAA)</i>		Assessment Matrix
1	<input type="checkbox"/> Students scoring at Levels 4, 5, and 6 <b>N/A</b>	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> Students scoring at or above Level 7 <b>N/A</b>	DecisionED/DW	Assessment Matrix
	<i>c) Learning Gains</i>		
1	<input type="checkbox"/> Students making learning gains (FCAT 2.0 and FAA) <b>77%</b>	DecisionED/DW FCAT 2.0 only	Assessment Matrix
1	<input type="checkbox"/> Students in lowest 25% making learning gains (FCAT 2.0) <b>83%</b>	DecisionED/DW	Assessment Matrix
	<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) <b>52.9%</b>	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students) <b>17.6%</b>	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students) <b>43.8%</b>	DecisionED/DW	Assessment Matrix
	<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 <b>Hispanic 66.7%, Two or more races 80%, White 74.6%, SWD 34.8%, ED 56.2%</b>	DecisionED/DW FCAT 2.0 only	Assessment Matrix															
	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															
	<b>Goal 1 to support target(s): All teachers will implement effective teaching instruction aligned to standards to include intervention and acceleration.</b>  <b>To increase the number of students scoring a Level 3 or above from 74% to 83% on the 2014 FCAT.</b>	Narrative																
	<b>Possible Data Sources to Measure Goal 1:</b>  <b>Running Records</b>  <b>Progress monitoring mini assessments</b>  <b>District (FAIR) assessments</b>	Narrative DecisionED																
	<b>Data Indicator(s) –corresponding to SIP Part II A-J (SIP Targets)</b>  1. <b>Increased achievement on Running Record score</b>  2. <b>Increased achievement on progress monitoring probes</b>  3. <b>Improvement on District assessments (FAIR) by 10% on mid year report</b>	<table border="1"> <thead> <tr> <th colspan="2">2012-13 Actuals</th> <th colspan="2">2013-14 Targets</th> </tr> </thead> <tbody> <tr> <td>#197</td> <td>74%</td> <td>#</td> <td>83%</td> </tr> <tr> <td>#</td> <td>%</td> <td>#</td> <td>%</td> </tr> <tr> <td>#</td> <td>%</td> <td>#</td> <td>%</td> </tr> </tbody> </table>	2012-13 Actuals		2013-14 Targets		#197	74%	#	83%	#	%	#	%	#	%	#	%
2012-13 Actuals		2013-14 Targets																
#197	74%	#	83%															
#	%	#	%															
#	%	#	%															
	<b>Action Plans (strategies) to Accomplish Goal 1 (reduce or eliminate barriers)</b>																	
	<b>Action 1- Design and deliver PD on quality instruction and formative assessments</b>	Narrative																

	<b>Action 2- Design and implement ongoing support for teachers through structured PLC's (weekly)</b>	Narrative	
	<b>Action 3- Establish model classroom and schedule of observations</b>	Narrative	
	<b>Action 4- Develop master calendar for data collection on standards based instruction (walk-through data)</b>  <b>Action 5- Develop a mentoring program for our African American subgroup.</b>	Narrative	
	<b>Plan to Implement Action 1: School based leadership will collaborate with district reading coach to design professional development for all grade levels in reading to include: quality instruction, data based problem solving to drive instruction, gradual release model, and data based differentiated instruction and tasks.</b>	Narrative	
	<b>Plan to Implement Action 2: School based leadership team and LLC will establish guidelines to facilitate weekly PLC's. Expectations will be shared at first faculty meeting in August, along with a method for capturing information shared at the weekly PLC meetings.</b>	Narrative	
	<b>Plan to Implement Action 3: School based leadership will facilitate the implementation of model classrooms by September, 2013 and establish a schedule and rotation for all teachers to observe implementation of a model literacy block. District reading coach will provide support through co-teaching, coaching, modeling, debriefing, and assisting with materials and lesson plans.</b>	Narrative	
	<b>Plan to Implement Action 4: A master calendar will be developed by school based leadership to schedule consistent data reviews with grade levels, as well as individual teachers. The master calendar will be completed by September 1, 2013 and shared with teachers.</b>  <b>Plan to Implement Action 5: The school guidance counselor will implement a faculty friend (mentoring) program for our African American subgroup. An orientation will be scheduled in September for staff members and students will be paired and with a faculty friend. Consistent meeting times will be established throughout the year.</b>	Narrative	
	<b>B. Area 2: Writing</b>		
	<i>a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)</i>	DecisionED/DW	Assessment Matrix

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1	<input type="checkbox"/> Students scoring at or above 3.5	DecisionED/DW	Assessment Matrix		
	<i>b) Florida Alternate Assessment (FAA)</i>				
1	<input type="checkbox"/> Students scoring at or above Level 4	DecisionED/DW	Assessment Matrix		
	<b>Goal 2 to support target(s): All teachers will implement effective teaching instruction aligned to standards to include intervention and acceleration.</b>  <b>We will increase the number of students scoring proficient to 70% on the 2014 FCAT.</b>	Narrative			
	<b>Possible Data Sources to Measure Goal 2:</b> <ul style="list-style-type: none"> <li>• Weekly writing notebook quantity and quality checks</li> <li>• Bi-weekly prompted assessments</li> <li>• Mid-year district writing assessment</li> </ul>	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. Improvement on the amount of writing they produce each week that is also edited correctly in their writing notebooks.	#80	61%	#	70%
	2. Improvement on the rubric score for bi-weekly prompted assessments by .5 or more.	#	%	#	%
	3. Improvement on mid-year district writing assessments by 10%	#	%	#	%
	<b>Action Plans (strategies) to Accomplish Goal 2 (reduce or eliminate barriers)</b>				
	<b>Action 1- Design and deliver PD on quality instruction and formative assessments</b>	Narrative			
	<b>Action 2- Design and implement ongoing support for teachers through structured PLC's (weekly)</b>	Narrative			
	<b>Action 3- Establish model classroom and schedule of observations</b>	Narrative			
	<b>Action 4- Develop master calendar for data collection on standards based instruction (walk-through data)</b>	Narrative			

	<b>Action 5- Develop a mentoring program for our African American subgroup.</b>		
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	<b>Plan to Implement Action 2: School based leadership team and LLC will establish guidelines to facilitate weekly PLC's. Expectations will be shared at first faculty meeting in August, along with a method for capturing information shared at the weekly PLC meetings.</b>	Narrative	
	<b>Plan to Implement Action 3: School based leadership will facilitate the implementation of model classrooms by September, 2013 and establish a schedule and rotation for all teachers to observe implementation of a model literacy block. District reading coach will provide support through co-teaching, coaching, modeling, debriefing, and assisting with materials and lesson plans.</b>	Narrative	
	<b>Plan to Implement Action 4: A master calendar will be developed by school based leadership to schedule consistent data reviews with grade levels, as well as individual teachers. The master calendar will be completed by September 1, 2013 and shared with teachers.</b>  <b>Plan to Implement Action 5: The school guidance counselor will implement a faculty friend (mentoring) program for our African American subgroup. An orientation will be scheduled in September for staff members and students will be paired and with a faculty friend. Consistent meeting times will be established throughout the year.</b>	Narrative	
	<b>C. Area 3: Mathematics</b>		
	<i>1. Elementary and Middle School Mathematics</i>		
	<i>The following data shall be considered by elementary and middle schools.</i>		
	<i>a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)</i>	DecisionED/DW	Assessment Matrix

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1	<input type="checkbox"/> Students scoring at Achievement Level 3 <b>71%</b>	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> Students scoring at or above Achievement Level <b>35.2%</b>	DecisionED/DW	Assessment Matrix
	<i>b) Florida Alternate Assessment (FAA)</i>		
1	<input type="checkbox"/> Students scoring at Levels 4, 5, and 6	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> Students scoring at or above Level 7	DecisionED/DW	Assessment Matrix
	<i>c) Learning Gains</i>		
1	<input type="checkbox"/> Students making learning gains (FCAT 2.0, EOC, and FAA) <b>86%</b>	DecisionED/DW FCAT 2.0 only	Assessment Matrix
1	<input type="checkbox"/> Students in lowest 25% making learning gains (FCAT 2.0 and EOC) <b>90%</b>	DecisionED/DW FCAT 2.0 only	Assessment Matrix
	<i>d) Annual Measurable Objectives (AMOs)</i>		
1	<input type="checkbox"/> Student subgroups (i.e., American Indian, Asian, black, Hispanic, white, English language learners, students with disabilities, and economically disadvantaged) scoring at level 3 or higher on FCAT 2.0, or scoring at level 4 or higher on the FAA <b>Hispanic 61.1%, Two or more races 80%, white 69.6%, SWD 21.7%, ED 56.2%</b>	DecisionED/DW FCAT 2.0 only	Assessment Matrix
	<b>2. High School Mathematics</b>		
	<a href="#">The following data shall be considered by high schools.</a>		
	<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
	<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"/> Students making learning gains (EOC and FAA)	DecisionED/DW	Assessment Matrix

	<i>d) Postsecondary readiness</i>		
1	<input type="checkbox"/> 4-year graduates scoring “college ready” on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A010.0315, F.A.C.	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"/> Middle school performance on high school EOC	DecisionED/DW	Assessment Matrix
	<b>4. Algebra 1 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 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>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
	<b>Goal 3 to support target(s): All teachers will implement effective teaching instruction aligned to standards to include intervention and acceleration.</b>  <b>The number of students scoring proficient on the 2013-2014 Math FCAT will increase from 71% to 80%.</b>	Narrative	



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	<b>Possible Data Sources to Measure Goal 3:</b> <ul style="list-style-type: none"> <li>• District math assessments</li> <li>• Focus Achieves</li> <li>• Pre/post test per unit</li> </ul>	DecisionED/DW			
1.	<b>Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)</b>	<b>2012-13 Actuals</b>		<b>2013-14 Targets</b>	
		#186	71%	#	80%
		#	%	#	%
2.		#	%	#	%
3.		#	%	#	%
	<b>Action Plans (strategies) to Accomplish Goal 3 (reduce or eliminate barriers)</b>				
	<b>Action 1- Design and deliver PD on quality instruction and formative assessments</b>	Narrative			
	<b>Action 2- Design and implement ongoing support for teachers through structured PLC's (weekly)</b>	Narrative			
	<b>Action 3- Establish model classroom and schedule of observations</b>	Narrative			
	<b>Action 4- Develop master calendar for data collection on standards based instruction (walk-through data)</b> <b>Action 5- - Develop a mentoring program for our African American subgroup.</b>	Narrative			
	<b>Plan to Implement Action 1: School based leadership will collaborate with district reading coach to design professional development for all grade levels in reading to include: quality instruction, data based problem solving to drive instruction, gradual release model, and data based differentiated instruction and tasks.</b>	Narrative			
	<b>Plan to Implement Action 2: School based leadership team and LLC will establish guidelines to facilitate weekly PLC's. Expectations will be shared at first faculty meeting in August, along with a method for capturing information shared at the weekly PLC meetings.</b>	Narrative			
	<b>Plan to Implement Action 3: School based leadership will facilitate the implementation of model</b>	Narrative			

	classrooms by September, 2013 and establish a schedule and rotation for all teachers to observe implementation of a model literacy block. District reading coach will provide support through co-teaching, coaching, modeling, debriefing, and assisting with materials and lesson plans.		
	<p><b>Plan to Implement Action 4: A master calendar will be developed by school based leadership to schedule consistent data reviews with grade levels, as well as individual teachers. The master calendar will be completed by September 1, 2013 and shared with teachers.</b></p> <p><b>Plan to Implement Action 5: The school guidance counselor will implement a faculty friend (mentoring) program for our African American subgroup. An orientation will be scheduled in September for staff members and students will be paired and with a faculty friend. Consistent meeting times will be established throughout the year.</b></p>	Narrative	
	<b>D. Area 4: Science</b>		
	<b>1. Elementary and Middle School Science</b>		
	The following data shall be considered by elementary and middle schools.		
	<i>a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)</i>		Assessment Matrix
1	<input type="checkbox"/> Students scoring at Achievement Level <b>374%</b>	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> Students scoring at or above Achievement Level 4 <b>40.6%</b>	DecisionED/DW	Assessment Matrix
	<i>b) Florida Alternate Assessment (FAA)</i>		
1	<input type="checkbox"/> Students scoring at Levels 4, 5, and 6	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> Students scoring at or above Level 7	DecisionED/DW	Assessment Matrix
	<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. <i>Biology 1 End-of-Course Assessment (EOC)</i></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) <b>Sutherland students will participate in the district science showcase. A school team will explore implementation of a school science fair.</b>	Narrative	Standard 3-3.12: Teaching and Assessing for Learning
1	<input type="checkbox"/> Participation in STEM-related experiences provided for students <b>Students will participate in the district science showcase.</b>	Narrative	Standard 3-3.1: Teaching and Assessing for Learning
	The following data shall be considered by high schools.		
1	<input type="checkbox"/> Students enrolling in one or more <i>accelerated</i> STEM-related courses	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> Students taking one or more advanced placement exams for STEM-related courses	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> Passing rate (%) for students who take advanced placement exams for STEM-related courses	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> CTE-STEM program concentrators	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> Students taking CTE-STEM industry certification exams	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> Passing rate (%) for students who take CTE-STEM industry certification exams	DecisionED/DW	Assessment Matrix
	<b>Goal 4 to support target(s): All teachers will implement effective teaching instruction aligned to standards to include intervention and acceleration.</b>  <b>We will increase the number of students proficient in science from 74% to 80%</b>		

	<b>Possible Data Sources to Measure Goal 4:</b> <ul style="list-style-type: none"> <li>• Science notebooks</li> <li>• District assessments</li> <li>• Unit tests</li> </ul>	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. Increased score on rubric for information in science notebooks	#70	74%	# 80%
	2. Increase in student achievement by 10% in district assessments (mid-year)	#	%	# %
	3. Increased student performance on unit tests.		%	# %
	<b>Action Plans (strategies) to Accomplish Goal 3 (reduce or eliminate barriers)</b>			
	<b>Action 1- Design and deliver PD on quality instruction and formative assessments</b>			
	<b>Action 2- Design and implement ongoing support for teachers through structured PLC's (weekly)</b>			
	<b>Action 3- Establish model classroom and schedule of observations</b>			
	<b>Action 4- Develop master calendar for data collection on standards based instruction (walk-through data)</b> <b>Action 5- Develop a mentoring program for our African American subgroup.</b>			
	<b>Plan to Implement Action 1: School based leadership will collaborate with district reading coach to design professional development for all grade levels in reading to include: quality instruction, data based problem solving to drive instruction, gradual release model, and data based differentiated instruction and tasks.</b>			

	<b>Plan to Implement Action 2: School based leadership team and LLC will establish guidelines to facilitate weekly PLC's. Expectations will be shared at first faculty meeting in August, along with a method for capturing information shared at the weekly PLC meetings.</b>		
	<b>Plan to Implement Action 3: School based leadership will facilitate the implementation of model classrooms by September, 2013 and establish a schedule and rotation for all teachers to observe implementation of a model literacy block. District reading coach will provide support through co-teaching, coaching, modeling, debriefing, and assisting with materials and lesson plans.</b>		
	<b>Plan to Implement Action 4: A master calendar will be developed by school based leadership to schedule consistent data reviews with grade levels, as well as individual teachers. The master calendar will be completed by September 1, 2013 and shared with teachers.</b>  <b>Plan to Implement Action 5: The school guidance counselor will implement a faculty friend (mentoring) program for our African American subgroup. An orientation will be scheduled in September for staff members and students will be paired and with a faculty friend. Consistent meeting times will be established throughout the year.</b>		
	<a href="#">The following data shall be considered by middle and high schools.</a>		
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 Achievement Level 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 (add other goals as needed) to support target(s):</b>		
	<b>Possible Data Sources to Measure Goal 5:</b>	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.		# %	# %
2.		# %	# %
3.		# %	# %
	<b>Action Plans (strategies) to Accomplish Goal 3 (reduce or eliminate barriers)</b>		
	<b>Action 1-</b>		
	<b>Action 2-</b>		

	<b>Action 3-</b>		
	<b>Action 4-</b>		
	<b>Plan to Implement Action 1:</b>		
	<b>Plan to Implement Action 2:</b>		
	<b>Plan to Implement Action 3:</b>		
	<b>Plan to Implement Action 4:</b>		
	<b>H. Area 8: Early Warning Systems</b>		
	<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
3	<input type="checkbox"/> Students absent 10 percent or more, as defined by district attendance policy <b>86 students</b>	DecisionED/DW	Standard 5-5.2 Using Results for Continuous Improvement
	<b>2. Suspension</b>		
3	<input type="checkbox"/> Students with one or more referrals <b>4</b>	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
3	<input type="checkbox"/> Students with five or more referrals <b>0</b>	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
3	<input type="checkbox"/> Students with one or more in-school suspension days, as defined in s.1003.01(5)(b), F.S. <b>2.</b>	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
3	<input type="checkbox"/> Students with five or more in-school suspension days, as defined in s.1003.01(5)(b), F.S. <b>0.</b>	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
3	<input type="checkbox"/> Students with one or more out-of-school suspension days, as defined in s.1003.01(5)(a), F.S. <b>2</b>	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
3	<input type="checkbox"/> Students with five or more out-of-school suspension days, as defined in s.1003.01(5)(a), F.S. <b>0</b>	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
3	<input type="checkbox"/> Students with ten or more in-school or out-of-school suspension days <b>0</b>	DecisionED/DW	Standard 5: Using Results for Continuous Improvement

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3	<input type="checkbox"/> Students referred for alternative school placement <b>0</b>	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
3	<input type="checkbox"/> Students expelled <b>0</b>	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
	<b>3. Retention</b>		
1	<input type="checkbox"/> Students retained <b>4</b>	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	o Students in 3 <sup>rd</sup> grade with one or more course failures on first attempt in core-curricula courses o Students in 6 <sup>th</sup> grade with one or more course failures on first attempt in core-curricula courses o Students in 9 <sup>th</sup> grade with one or more course failures on first attempt in core-curricula courses	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
1	<input type="checkbox"/> Students off track for graduation based on credits required to date for their cohort	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
	<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.fldoe.org/">http://schoolgrades.fldoe.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>		



	<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).</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>Sutherland Elementary has various activities to increase family engagement. Opportunity for family involvement include school wide events, tutoring and mentoring program, parent conferences, open house, Meet the Teacher, Library, Cafeteria, Field Days etc. Parents of students in our lowest quartile have a lower percentage of attending parental involvement opportunities. Our Family and Community liason will make personal contact with families to invite them to school events and find a way for them to become involved. At each open house teachers will encourage families to become actively involved in their child’s education. A volunteer orientation will be held in September, 2013. School information will be shared in a variety of formats such as school newsletter, School Messenger, School website and teacher planner.</b>		
	<b>J. Area 10: Additional Targets</b>		
1-5	<b>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>		
	<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. <b>Review of data shows that scores on the statewide writing assessment have declined over the past several years. It also indicates that a disproportionate amount of students scored a Level 2 in Reading and Math in 3<sup>rd</sup> grade. Proficiency in</b>	Narrative	

	<b>Reading and Math falls below 80% and an increase of students increasing performance into Level 4 or 5 needs to be addressed.</b>		
1-5	<input type="checkbox"/> Step 2: Brainstorm barriers that could prevent the school from achieving each goal. <b>Need for quality instruction aligned to standards, lack of differentiated instruction, teachers lack knowledge of ways to enrich/accelerate the curriculum, lack of resources for teachers, lack of articulation between grade levels, fidelity to the interventions used for struggling students, fidelity to the writing rubric, using pre-tests to determine prior knowledge of student before entering a new unit. Ineffective use of planning time as a team. PLC discussions are not focused on student achievement and how to make instructional decisions based on data.</b>	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). <b>Lack of quality instruction aligned to standards to include interventions/acceleration. Lack of use of pre-tests to determine entry level knowledge of students. Inconsistent use of planning time and PLC's</b>	Narrative	
1-5	<input type="checkbox"/> Step 4: Brainstorm which resources are available that could be used to address each targeted barrier. <b>District Reading coach, Budget for PD and follow up, use of Gifted teacher to support classroom teachers with strategies for acceleration, Common planning time is built into the master schedule (block), PLC meetings have been restructured to increase administrative support. Change in teacher assignment to build capacity at each grade level. PD days.</b>	Narrative	
1-5	<b>Action 1- Design and deliver PD on quality instruction and formative assessments</b>	Narrative	
1-5	<b>Action 2- Design and implement ongoing support for teachers through structured PLC's (weekly)</b>	Narrative	
1-5	<b>Action 3- Establish model classroom and schedule of observations</b>	Narrative	
1-5	<b>Action 4- Develop master calendar for data collection on standards based instruction (walk-through data) Action 5- Develop a mentoring program for our African American subgroup.</b>	Narrative	
	<b>Plan to Implement Action 1: School based leadership will collaborate with district reading coach to design professional development for all grade levels in reading to include: quality instruction,</b>		

	<b>data based problem solving to drive instruction, gradual release model, and data based differentiated instruction and tasks.</b>		
	<b>Plan to Implement Action 2: School based leadership team and LLC will establish guidelines to facilitate weekly PLC's. Expectations will be shared at first faculty meeting in August, along with a method for capturing information shared at the weekly PLC meetings.</b>	Narrative	
1-5	<b>Plan to Implement Action 3: School based leadership will facilitate the implementation of model classrooms by September, 2013 and establish a schedule and rotation for all teachers to observe implementation of a model literacy block. District reading coach will provide support through co-teaching, coaching, modeling, debriefing, and assisting with materials and lesson plans.</b>	Narrative	
	<b>Plan to Implement Action 4: A master calendar will be developed by school based leadership to schedule consistent data reviews with grade levels, as well as individual teachers. The master calendar will be completed by September 1, 2013 and shared with teachers.</b>  <b>Plan to Implement Action 5: The school guidance counselor will implement a faculty friend (mentoring) program for our African American subgroup. An orientation will be scheduled in September for staff members and students will be paired and with a faculty friend. Consistent meeting times will be established throughout the year.</b>	Narrative	
	<input type="checkbox"/> Facilitator or leader <b>Administrators, School based Leadership Team, District Reading Coach, Teachers</b>	Narrative	
	<input type="checkbox"/> Participants (e.g., Professional Learning Community, grade level, schoolwide) <b>PLC's, monthly curriculum meetings, grade level teachers</b>	Narrative	
	<input type="checkbox"/> Target dates or schedule (e.g., professional development day, once a month) <b>Monthly curriculum meetings, weekly PLC's, cross grade level articulation 3 times per year.</b>	Narrative	
	<input type="checkbox"/> Strategies for follow-up and monitoring <b>Administrators, District Reading Coach, and LLC will monitor reading goals. Administrators, LLC will monitor math goal, science and writing goals. We will collect data through classroom walk-throughs, review progress monitoring data weekly at our MTSS meetings, meet in weekly PLC's to</b>	Narrative	

	<b>discuss formative assessment data, review report card data,</b>		
	<input type="checkbox"/> Person responsible for monitoring <b>School based administrators, District Reading Coach, LLC, MTSS</b>	Narrative	
	<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. <b>School Improvement funds will be used to support resources needed to implement strategies aligned to our content area goals. The SIP team met and reviewed our plan to determine what resources needed to be secured and an allocation for those resources.</b>	Narrative	
	<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 <b>Goal 1 Reading</b>	Narrative	
4	<input type="checkbox"/> Strategy	Narrative	
4	<input type="checkbox"/> Type of resource (i.e., evidence-based programs or materials, professional development, technology, or other) <b>Professional Development books will be purchased to support work in Close Reading. Money will also be allocated for additional assessment kits</b>	Narrative	
4	<input type="checkbox"/> Description of resources <b>Professional Development books, Assessment kits</b>	Narrative	
4	<input type="checkbox"/> Funding source <b>School Improvement Funds</b>	Narrative	
4	<input type="checkbox"/> Amount needed <b>\$700.00</b>	Narrative	
	<b>Part VI: Mid-Year Reflection</b>		
	<b>This section is to be completed after mid-year assessment data is available.</b> 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.		

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