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| **District VMV**  **Goals** | **School Improvement Information** | **Data & Information Sources** | **AdvancED** | | |
|  | **Part I: Current School Status** |  |  | | |
|  | **A. School Information** |  |  | | |
|  |  School **Sutherland Elementary** | Narrative |  | | |
|  |  Principal’s name **Kristy Cantu** | Narrative |  | | |
|  |  School Advisory Council chair’s name **Anne Dapont** | Narrative |  | | |
|  | **Pinellas County School District** |  |  | | |
|  | **Michael A. Grego Ed.D.,** Superintendent |  |  | | |
|  | **September 23, 2014,** Date of school board approval of SIP |  |  | | |
|  | 1. **School’s Vision and Mission** |  |  | | |
| Vision | Vision  **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. 100% Student Success** | Narrative | Standard 1-1.1, 1.2: Purpose | | |
| Mission | Mission  **The Sutherland family works together to provide a successful, quality education in a safe learning environment to prepare each student for college, career and, life.** | Narrative | Standard 1-1.2: Purpose | | |
| Values | Values  **Commitment to children, families, community**  **Collaboration between all stakeholders to build strong partnerships, and align efforts for the common purpose of student success**  **Integrity by being fair and consistent in judgment and actions**  **Diversity**  **Excellence in all that we do to achieve high standards of performance and exceed our goals** | Narrative | Standard 1-1.3: Purpose | | |
| DOE | * 1. Describe the process by which the school learns about students’ cultures and builds relationships between teachers and students.   **There are various processes and procedures in place to address this goal. Before the start of** **school a Kindergarten orientation is held as well as school tours for incoming families. We also have a teacher Meet and Greet so students can have an easier transition prior to the opening of school. A new family orientation is held so that only those new to the school can have time with the administrators, see the school and ask questions. An Open House is scheduled for our primary and intermediate classrooms and our guidance counselor meets with students new to Sutherland in the first weeks of school. As school continues we continue to build relationships and understand the culture of students through our monthly Seahawk Salute, small group mentoring, ensuring instructional practices and corresponding assignments are culturally relevant, evening and community events such as Palm Harbor Library Night, Publix Math Night and Student Showcase. Teacher and student led conferences make that home/school connection. Each teacher has a recognition system in place that allows for lunch with the teacher and other relationship building opportunities.** | Narrative |  | | |
| DOE | * 1. Describe how the school creates an environment where students feel safe and respected before, during and after school.   **Processes and procedures related to a safe school environment are in place and reviewed frequently with all stakeholders. The school Safety Team meets monthly to discuss areas of concern, as well as potential solutions. The entire school staff works to build positive relationships with all students through varied activities. Students can come before school to get additional support from teachers, visit the media center or have breakfast. A positive behavior plan is in place in all areas of the school including the cafeteria and Media Center. A process is in place for arrival and dismissal and staff members are available to assist students if needed. The processes for students are reviewed throughout the school year with their teacher.** | Narrative |  | | |
| DOE | * 1. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations and training for school personnel to ensure the system is fairly and consistently enforced.   **Our school wide behavior system incorporates positive supports for students. We use a combination of CHAMPS strategies for a common expectation as well as specific goals for Sutherland (SOAR). Expectations are in place and communicated to students for common areas of the school such as hallways, Media Center and cafeteria. Signs are posted around the school with our school wide behavior expectations and each classroom has them posted as well. At the start of school the guidance counselor visits every classroom and the teachers instruct students on the expectations during their opening week of school. The school administrators go on the morning news to share expectations and goals of the week. Students** **can earn “Sammy tickets” for following school expectations. A school process is in place for disciplinary needs that is progressive in nature. Teachers are made aware of this progressive process at the start of every school year.**  **Behavior expectations are revisited throughout the school year in all areas.** | Narrative |  | | |
| LEGIS | * 1. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.   **The school guidance counselor has a consistent schedule of lessons throughout every grade level. She receives input from teachers on areas of need that may need to be addressed whole group. The counselor also has various small groups throughout the year such as divorce, anxiety, and anger management. She conducts a lunch bunch where students can elect to eat with her if they choose. Through our MTSS team we review weekly conduct reports from teachers and determine if additional supports need to be put in place for specific students. Differentiated interventions are used based on student data/need.** | Narrative |  | | |
|  | **B. School Advisory Council (SAC)**  DOE moved warning system here but we have it later in the plan |  |  | | |
| DOE | **Membership**   1. Identify the name and stakeholder group for each member of the SAC. | Narrative | Standard 2-2.4, 2.5: Governance and Leadership | | |
| DOE | 1. Evaluation of last year’s school improvement plan   **At the end of the 2013-2014 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 2014-2015 School Improvement Plan. At the beginning of the 2014-2015 school year, a comprehensive evaluation will be done on each of our goal areas as a SAC, using data collected within each defined goal. A draft SIP will be introduced based on the evaluation of our previous plan** |  |  | | |
| DOE | 1. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project. Professional books were purchased to complete two book studies faculty wide. $700.00 was budgeted for this purpose. |  |  | | |
| 3  DOE | 1. Describe the involvement of the SAC in the development of this school improvement plan.   . **At the end of the 2013-2014 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 2014-2015 School Improvement Plan.** |  |  | | |
| 3  DOE | 1. Describe the activities of the SAC for the upcoming school year.   **At the start of the 2014-2015 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. SAC will also be involved in discussion regarding professional development opportunities for teachers, attendance, technology and discipline updates, as well as progress on the Sutherland Strategic Plan.** | Narrative |  | | |
| 4  DOE | 1. Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school’s annual budget and plan.   **School Improvement funds that may be allocated will be reviewed as a SAC with a focus on professional development of staff, a college day for our 5th grade students, as well as other transition to middle school opportunities. SAC members will give input based on our School Improvement Goals and a final allocation will be determined based on need.** | Narrative |  | | |
| 3  Legist | 7.. Verify that your school is in compliance with Section 1001.452, F.S., regarding the establishment duties of the School Advisory Council by selecting one of the boxes below:   * Yes, we are in compliance. * No, we are not in compliance. | Narrative |  | | |
|  | 8.. If no, describe the measures being taken to comply with SAC requirements.  We are currently advertising SAC positions through our newsletter, on our marquee and through School Messenger calls. Our PTA has also advertised open positions on their correspondence. | Narrative |  | | |
| All | **C. Leadership Team** |  |  | | |
| All | **Membership** |  |  | | |
|  | 1. Identify the name, email address and position title for each member of the school leadership team and their duties   **Kristy Cantu, Principal,** [**canutk@pcsb.org**](mailto:canutk@pcsb.org)  **Jennifer Mekler, Assistant Principal,** [**meklerj@pcsb.org**](mailto:meklerj@pcsb.org)  **Danielle Matthews, Guidance Counselor,** [**matthewsd@pcsb.org**](mailto:matthewsd@pcsb.org)  **Jackie Keller, Library Media Technology,** [**kellerj@pcsb.org**](mailto:kellerj@pcsb.org)  **Marylisa Martin, Kindergarten Teacher,** [**martinm@pcsb.org**](mailto:martinm@pcsb.org)  **Tina Straub, 1st Grade Teacher,** [**straubt@pcsb.org**](mailto:straubt@pcsb.org)  **Suzanne Cook, 2nd Grade Teacher,** [**cooks@pcsb.org**](mailto:cooks@pcsb.org)  **Karen Durnell, 3rd Grade Teacher,** [**durnellk@pcsb.org**](mailto:durnellk@pcsb.org)  **Anne Dapont, 4th Grade Teacher,** [**daponta@pscb.org**](mailto:daponta@pscb.org)  **Angie Loukataris, 5th Grade Teacher,** [**loukatarisa@pcsb.org**](mailto:loukatarisa@pcsb.org)  **Kaye Marudas, Specialist,** [**marudask@pcsb.org**](mailto:marudask@pcsb.org) |  |  | | |
| 3 | For each of your school’s administrators (principal and all assistant principals), complete the following fields: |  | Executive Summary: Section 1 | | |
|  | 1. Name:   **Kristy Cantu, Principal**  **Jennifer Mekler, Assistant Principal** | Narrative | Executive Summary: Section 1 | | |
| 3 | 1. Credentials (degrees and certifications)   **Kristy Cantu: B.S Specific Learning Disabilities, M.A. Educational Leadership, Certification in the following: School Principal, ESOL, Specific Learning Disabilities, VE, Educational Leadership**  **Jennifer Mekler: B.S. Elementary Education, M.A. Educational Leadership** | Narrative | Executive Summary: Section 1 | | |
| 3 | 1. Number of years as an administrator   **Kristy Cantu: 9**  **Jennifer Mekler: 1.5** | Narrative | Executive Summary: Section 1 | | |
| 3 | 1. Number of years at the current school;   **Kristy Cantu: 3**  **Jennifer Mekler: 1.5** | 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 25th percentile in reading and mathematics, pursuant to Section 1008.34(3)(b), F.S.), and progress toward Annual Measurable Objectives (AMOs)~~ | ~~DecisonEd/DW~~ |  | | |
| DOE | **D. Public and Collaborative Teaching** |  | Executive Summary: Section 1 | | |
|  | 1. **Instructional** |  |  | | |
|  | 1. # of instructional employees   **43** | DecisionEd/DW | Executive Summary: Section 1 | | |
| 3 | 1. % receiving effective rating or higher   **97%** | Narrative |  | | |
| 3 | c) % Highly Qualified Teacher (HQT), as defined in NCLB through a High, Objective, Uniform State Standard of Evaluation (HOUSSE) **100%** | Narrative | Executive Summary: Section 1 | | |
|  | 1. % certified in-field, pursuant to Section 1012.2315(2), F.S.   **100%** | Narrative | Executive Summary: Section 1 | | |
| 2 | 1. % ESOL endorsed   **30.2%** | DecisonED/DW | Executive Summary: Section 1 | | |
| 2 | 1. % reading endorsed   **7%** | DecisionED/DW | Executive Summary: Section 1 | | |
| 3 | 1. % with advanced degrees   **27.9%** | DecisionED/DW | Executive Summary: Section 1 | | |
| 3 | 1. % National Board Certified   **2.3%** | DecisionED/DW | Executive Summary: Section 1 | | |
|  | 1. % first-year teachers   **7%** | DecisionED/DW | Executive Summary: Section 1 | | |
|  | 1. % with 1-5 years of experience   **18.6%** | DecisionED/DW | Executive Summary: Section 1 | | |
|  | 1. % with 6-14 years of experience   **25.6%** | DecisionED/DW | Executive Summary: Section 1 | | |
|  | 1. % with 15 or more years of experience   **48.8%** | DecisionED/DW | Executive Summary: Section 1 | | |
| 2,4 | 2. ***Paraprofessionals*** |  | 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 | | |
| 3 | 3. ***Teacher Recruitment and Retention Strategies*** |  |  | | |
| 3 LEGIS | 1. Describe your school’s strategies to recruit, develop, and retain highly qualified, certified-in-field, effective teachers to the school.   **Stringent interview process with “Highly Effective” criteria. The interview process is by committee with a cross representation of staff. A school based orientation is given to all new employees through the administrators to acclimate new personnel to our school and share framework for layers of support. Site based mentors are assigned to each new teacher. Site based mentors are selected to better serve the differing needs of grade levels. They will provide operational as well as curriculum/classroom support. Three site based mentors have been identified for the 2014-2015 school year. Marylisa Martin will support new teachers in K-1, Rebecca Preston will support new teachers in 2-3 and Angie Loukataris will support new teachers in 4-5. Jackie Keller will serve as mentor for specialists new to our school. Site based mentors will meet with new teachers on a consistent schedule and will conduct various activities to provide training and support. Consistent and substantive feedback will be given through administrators/mentors that will assist in developing and refining the professional growth plan for new teachers throughout the school year. Staff input is received on school wide needs and that input is utilized to maintain a positive culture and high staff morale.** | Narrative | Standard 2: Governance and Leadership | | |
| 3 LEGIS | Describe the school’s strategies to encourage positive working relationships between teachers, including collaborative planning and instruction. **The instructional /contracted day of teachers was reviewed as a staff to determine ways to provide consistent collaborative planning. A cross representation of teachers was assembled to complete a Master Schedule that provided collaborative planning time to teachers five days per week. PLC’s were restructured so that teachers could meet during their collaborative time to discuss the achievement of students and planning. The school Learning Cadre met and created a scope of the school year to provide curriculum support based on our school needs to include a variety of formats. A recognition system for teachers is in place to recognize staff more consistently. Staff input was used to develop team building activities to commence during the school day as well as off-site opportunities.** |  |  | | |
| 3 | 4. ***Teacher Mentoring Program/Plan*** |  |  | | |
| 3  DOE | 1. Describe your school’s teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities.   **Our mentoring program provides**  **consistent layered support to newer staff members by assigning site based mentors .Marylisa Martin, Rebecca Preston and Angie Loukataris will be site based mentors for the 2014-2015 school year. These site based mentors have both primary and intermediate experience, have**  **implemented Common Core (now Florida) State Standards consistently in their rooms and have a**  **proven track record of student success. Each site based mentor will develop a meeting schedule**  **for newer staff members with topics of discussion for each meeting. Consistent feedback will be given to help guide the professional growth of the new teachers. Specified topics will be included in their formal meeting times to address immediate needs**. **Administrators will meet with new teachers regularly to provide support and give feedback.** | Narrative | Standard 3-3.3, 3.7,3.12: Teaching and Assessing for Learning  Standard 5-5.2,5.5Using Results for Continuous Improvement | | |
|  | **D. Multi-Tiered System of Supports (MTSS) / Response to Instruction/Intervention (RtI)** |  |  | | |
| 4 | 1. Describe your school’s data-based problem-solving processes for the implementation and monitoring of your SIP and MTSS structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs.   **The 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.** | Narrative | Standard 3-3.7: Teaching and Assessing for Learning | | |
| 4 | 1. Identify the names and position titles of the members of your school-based leadership team for MTSS. What is the function and responsibility of each team member as it relates to MTSS and the SIP?   **Kristy Cantu, Principal manages the SIP and facilitates the discussion of progress monitoring and data analysis as it relates to SIP goals. The principal also engages in on-going dialogue regarding all facets of MTSS.**  **Jennifer Mekler, Assistant Principal assists the principal in progress monitoring and data analysis of the SIP goals**  **Danielle Matthews, Guidance Counselor facilitates the MTSS weekly meetings, and takes notes on topics discussed. Mrs. Matthews also coordinates with all needed parties regarding essential meetings to discuss student progress. Her role assists the Principal and Assistant Principal in analyzing student data including weekly conduct reports of all students submitted by the classroom teacher.**  **Our school psychologist also serves as the Educational Diagnostician and updates data related to Tier 2 and Tier 3 intervention groups. He shares this data at the MTSS meetings on a consistent basis. The school psychologist provides support to the classroom teachers with respect to resources and behavior interventions as well.**  **Tom Fisher, School Social Worker manages the home/school connection for students who are struggling with attendance/tardies. He also facilitates any necessary resources needed to provide further assistance to students.**  **Grade level data chats are held every six weeks to discuss student progress and make necessary adjustments to address student needs.**  **Tisha Ordway and Pam Hoffmann, ESE Specialists provide progress monitoring of our students receiving special education services.**  **Classroom teachers are included in the MTSS meetings based on student need to address concerns or questions prior to the six week data chat.** | Narrative | Standard 2-2.4: Governance and Leadership | | |
| 4 | 1. Describe the systems in place that the leadership team uses to monitor the school’s MTSS and SIP.   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 | Narrative | Standard 2-2.3,2.4: Governance and Leadership | | |
| 5 | 1. 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).   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, Performance Matters and Focus.  After each report period the MTSS team reviews grades, both academic and conduct, and correlate that data to ongoing progress monitoring data to monitor effectiveness of interventions. | Narrative | Standard 5-5.1, 5.2, 5.3, 5.4: Using Results for Continuous Improvement | | |
| 4,5 | 1. Describe the plan to support staff’s understanding of MTSS and build capacity in data-based problem solving.   MTSS problem solving strategies are shared during monthly faculty meetings of which support staff are a part of. Support staff members who work directly with students also participate in recurring data chats, and attend curriculum training that is provided on site. They collaborate during planning time with the classroom teacher, as well as with the grade level as a whole. | Narrative | Standard 3-3.11, 3.12: Teaching and Assessing for Learning  Standard 5-5.3:Using Results for Continuous Improvement | | |
| DOE | **E.** Ambitious Instruction and Learning |  |  | | |
|  | 1. Instructional Programs and Strategies  a. Instructional Programs   * 1. Describe how the school ensures its core instructional programs and materials are aligned to the Florida Standards.   Monthly curriculum meetings are held where standards are unpacked and discussed. A schedule for review of lesson plans has been created so that we are meeting with teachers in a consistent fashion to give feedback and ensure the alignment of the Florida Standards. Feedback given through frequent classroom walk-through’s also provides us with the opportunity to monitor classroom instruction for alignment to the Florida Standards. |  |  | | |
|  | 1. Instructional Strategies    1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.   Many data sources are used to determine the instructional needs of students. Through these varied data sources such as Common Assessments, OPM of given interventions, classroom assessments and performance in extended learning opportunities. Based on this data teachers make the necessary adjustments to their instruction and document those changes in their lesson plans. Intervention groups are changed according to student performance data, interventions are also reviewed and/or changed to address specific learning needs. |  |  | | |
|  | * 1. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:  1. Strategy type and description   Sutherland implements a block schedule  Before/After school remediation and acceleration opportunities in Reading, Math and Science   1. Strategy purpose and rationale   The purpose of the block schedule is to provide a collaborative planning time for teachers to review student data and plan instruction together based on trends to address student needs  Give students additional support in needed areas outside of the instructional day to increase proficiency, as well as elevate our gifted and talented learners.   1. Number of minutes added to the school year   The Before/After School groups meet for 30 minutes several times per week   1. Person(s) responsible for monitoring implementation of the strategy   The Principal and Assistant Principal attend collaborative planning blocks and participate in discussion of student data.  Faculty members who are facilitating the Before/After school groups keep documentation of performance through varied activities. That data is then discussed with the MTSS team and analyzed to determine if there is an improvement of performance.   1. Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy   Classroom assessments, common assessments and OPM from specified interventions is reviewed during weekly PLC’s, as well as during data chats with the MTSS team.  This used to be letter E: **Increased Learning Time/Extended Learning Opportunities** | Narrative | Standard 3-3.1, 3.12: Teaching and Assessing for Learning | | |
|  | Student Transition and Readiness  * 1. PreK-12 Transition      1. Describe strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.   A Kindergarten orientation is held to help acclimate the parents and the students, and provide information for a successful transition. Incoming Kindergartners are screened prior to school starting to give us information on academic abilities. Kindergarten teachers articulate with the Pre-K teachers to discuss Kindergarten readiness and make adjustments to their processes and instruction accordingly. A Kindergarten Open House is also held where teachers go over expectations. A volunteer corp is recruited and placed to assist with transitional processes at the beginning of the year. A breakfast is held on the first day of school for Kindergarten parents to help establish a network of support for parents.  Fifth grade parents attend a middle school night where the middle school counselors share information about the transition to middle school and answer parent questions. School administration also communicates with the administrators for the middle school to advertise parent information relating to the transition to middle school. | Narrative | Standard 3-3.1 thru 3.7: Teaching and Assessing for Learning | | |
|  | This section is required for secondary schools. |  |  | | |
| 1  LEGIS | College and Career Readiness  1. Describe the strategies the school uses to support college and career awareness. | Narrative | Standard 3-3.5: Teaching and Assessing for Learning | | |
|  | Describe how the school integrates vocational and technical education programs. |  |  | | |
| 1  LEGIS | 1. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report, as required by section 1008.37(4), F.S. | Narrative |  | | |
|  | **F. Literacy Leadership Team (LLT)** |  |  | | |
| 2 | 1. 1. Identify the name, email address and positions titles of the members of your school-based LLT in accordance with Rule 6A-6.053(3), F.A.C. 2. Kristy Cantu, Principal, [cantuk@pcscb.org](mailto:cantuk@pcscb.org) Jennifer Mekler, Assistant Principal, [meklerj@pcsb.org](mailto:meklerj@pcsb.org) Angie Loukataris, 5th grade teacher, loukatarisa@pcsb.org   Kim Hurton, 4th grade teacher, [hurtonk@pcsb.org](mailto:hurtonk@pcsb.org) Renee Prozzillo, 3rd grade teacher, [prozzilloe@pcsb.org](mailto:prozzilloe@pcsb.org) Kim Bengston, 1st grade teacher, [bengstonk@pcsb.org](mailto:bengstonk@pcsb.org), Anastasia Vrettos, 1st grade teacher, [vrettosa@pcsb.org](mailto:vrettosa@pcsb.org), Jackie Keller, Library Media, [kellerj@pcsb.org](mailto:kellerj@pcsb.org) | Narrative | Executive Summary: Section 1 | | |
| 2 | 1. 2. Describe how the school-based LLT promotes literacy within the school.   Literacy Leadership Teams creates capacity of reading knowledge within the school   1. by focusing on the following areas of literacy concern: 2. • Support for text complexity 3. • Support for instructional skills to improve reading comprehension 4. o Ensuring that text complexity, along with close reading and rereading of texts, is 5. central to lessons 6. o Providing scaffolding that does not preempt or replace text reading by students 7. o Developing and asking text dependent questions from a range of question types 8. o Emphasizing students supporting their answers based upon evidence from the text 9. o Providing extensive research and writing opportunities (claims and evidence) 10. • Support for implementation of Common Core State Standards for Literacy in Social 11. Studies, Science, and Technical Subjects (a focus on text, task, and instruction). 12. The LLT meets monthly at various times. A year long professional development 13. 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 levels of support. | Narrative | Executive Summary: Section 1 | | |
| 2 | 1. What will be the major initiatives of the LLT this year?   Sutherland’s major initiatives  are to support teachers in the transition to Florida Standards and a new standardized assessment system, 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 Florida Standards. The implemented initiatives should result in increased student performance in all grade levels. | Narrative | Standard 3-3.1 thru 3.7: Teaching and Assessing for Learning | | |
| 1,2 | **G. Every Teacher Contributes to Reading Improvement** |  |  | | |
|  | This section is required for schools with grades 6-12, per Section 1003.413(2)(b), F.S. |  |  | | |
| 1,2 | 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 | | |
|  | **Part II: Expected Improvements or Needs Assessment (Step Zero)** |  |  | | |
|  | 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.  Schools are required to review performance and early warning systems data in order to develop strategic goals and associated data targets (SMART goals) for the coming school year in context of the school’s greatest strengths and needs. This path of inquiry is referred to as “Step Zero” as it is the pre-work necessary to prepare for the 8-step planning and problem-solving process, which is captured in Section K. | | | | |
|  | **A. Area 1: Reading** |  |  | | |
|  | *a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)* |  |  | | |
| 1 |  Students scoring at Achievement Level 3 **25.1%** | DecisionED/DW | Assessment Matrix | | |
| 1 |  Students scoring at or above Achievement Level 4 **47.6%** | DecisionED/DW | Assessment Matrix | | |
|  | *b) Florida Alternate Assessment (FAA)* |  | Assessment Matrix | | |
| 1 |  Students scoring at Levels 4, 5, and 6 | DecisionED/DW | Assessment Matrix | | |
| 1 |  Students scoring at or above Level 7 | DecisionED/DW | Assessment Matrix | | |
|  | *c) Learning Gains* |  |  | | |
| 1 |  Students making learning gains (FCAT 2.0 and FAA)  **82%** | DecisionED/DW FCAT 2.0 only | Assessment Matrix | | |
| 1 |  Students in lowest 25% making learning gains (FCAT 2.0) **75%** | DecisionED/DW | Assessment Matrix | | |
|  | *d) Comprehensive English Language Learning Assessment (CELLA)* |  |  | | |
| 1 |  Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students) **55.6%** | DecisionED/DW | Assessment Matrix | | |
| 1 |  Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students) **37%** | DecisionED/DW | Assessment Matrix | | |
| 1 |  Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students) **29.6%** | DecisionED/DW | Assessment Matrix | | |
|  | *e) Annual Measurable Objectives (AMOs)* |  |  | | |
| 1 |  Student subgroups (i.e., American Indian, Asian, black, Hispanic, white, English language learners, students with disabilities, and economically disadvantaged) scoring at level 3 or higher on FCAT 2.0, or scoring at level 4 or higher on the FAA **Asian-100%, African American-27.3%, Hispanic-67.9%, Two or more races-71.4%, White-75%, SWD-28.1%, LEP-33.3%, Econ Dis-61.2%** | DecisionED/DW FCAT 2.0 only | Assessment Matrix | | |
|  | *f) Postsecondary readiness* |  |  | | |
|  | The following data shall be considered by high schools. |  |  | | |
|  |  *4-year graduates scoring “college ready” on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.* | DecisionED/DW | Assessment Matrix | | |
|  | **Goal 1 to support target(s): All teachers will implement effective teaching instruction aligned to the Florida Standards to include intervention and acceleration.**  **To increase the number of students scoring in a proficiency range from 75% to 80% on the 2015 Florida Standards Assessment.** | Narrative |  | | |
|  | **Possible Data Sources to Measure Goal 1**:  **Running Records**  **FAIR-FS**  **Progress monitoring mini assessments** | Narrative  DecisionED |  | | |
|  | **Data Indicator(s) –corresponding to SIP Part II A-J (SIP Targets)**   * + - 1. **Increased achievement on Running Record Score** | **2012-13** Actuals | **2013-14 Targets** | | |
| **#** | **%** | **#** | **%** |
| * + - 1. **Increased achievement on progress monitoring probes** | **#** | **%** | # | % |
| * + - 1. **Increased performance on FAIR-FS by 20% as measured by the mid-year report** | **#** | **%** | **#** | **%** |
|  | **Action Plans (strategies) to Accomplish Goal 1 (reduce or eliminate barriers)** |  |  | | |
|  | **Action 1-Design and deliver quality PD on Florida Standards, quality instruction and formative assessments** | Narrative |  | | |
|  | **Action 2-Design and implement ongoing support for teachers through structured PLC’s** | Narrative |  | | |
|  | **Action 3-Establish model classroom and schedule of observations** | Narrative |  | | |
|  | **Action 4-Develop master calendar for data collection on standards based instruction (walk-through feedback)** | Narrative |  | | |
|  | **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, data based differentiated instruction and tasks.** | Narrative |  | | |
|  | **Plan to Implement Action 2: School based leadership team and LLC will establish a PD calendar to encompass the Florida Standards, formative assessment and the math practice standards. Expectations will be shared at the first faculty meeting in August along with the plan for follow up support within the classrooms.** | Narrative |  | | |
|  | **Plan to Implement Action 3:School based leadership will facilitate the implementation of model classrooms by September 2014 and develop 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.** | Narrative |  | | |
|  | **Plan to Implement Action 4: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. Consistent meeting times will be scheduled throughout the year.** | Narrative |  | | |
|  | **B. Area 2: Writing** |  |  | | |
|  | *a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)* | DecisionED/DW | Assessment Matrix | | |
| 1 |  Students scoring at or above 3.5 **52.6%** | DecisionED/DW | Assessment Matrix | | |
|  | *b) Florida Alternate Assessment (FAA)* |  |  | | |
| 1 |  Students scoring at or above Level 4 | DecisionED/DW | Assessment Matrix | | |
|  | **Goal 2 to support target(s):**  All teachers will implement effective teaching instruction aligned to the Florida Standards to include intervention and acceleration.  To increase the number of students scoring in a proficiency range from 52% to 60% on the 2015 Florida Standards Assessment. | Narrative |  | | |
|  | **Possible Data Sources to Measure Goal 2**:  **Weekly writing notebook quantity and quality checks**  **District writing assessments through modules**  **Classroom based formative and summative assessments** | Narrative  DecisionED/DW |  | | |
|  | **Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)**   1. **Improvement on the amount of writing they produce each week that is also edited correctly in their writing notebooks.** | **2012-13** Actuals | **2013-14 Targets** | | |
| **#** | **%** | **#** | **%** |
|  | 1. **Improvement on district writing assessments by 10% on the mid year rubric.** | **#** | **%** | **#** | **%** |
|  | 1. **Improvement on performance of classroom based summative assessments** | # | % | # | % |
|  | **Action Plans (strategies) to Accomplish Goal 2 (reduce or eliminate barriers)** |  |  | | |
|  | **Action 1--Design and deliver quality PD on Florida Standards, quality instruction and formative assessments** | Narrative |  | | |
|  | **Action 2--Design and implement ongoing support for teachers through structured PLC’s** | Narrative |  | | |
|  | **Action 3** -**Establish model classroom and schedule of observations -** | Narrative |  | | |
|  | **Action 4-** **Develop master calendar for data collection on standards based instruction (walk-through feedback)** | Narrative |  | | |
|  | **Plan to Implement Action 1:** **School based leadership will collaborate to design professional development for all grade levels in writing to include: quality instruction, data-based problem solving to drive instruction, data based differentiated instruction and tasks. Through the District Wide Reading Coach, support will be given through the ELA modules.** | Narrative |  | | |
|  | **Plan to Implement Action 2: School based leadership team and LLC will establish a PD calendar to encompass the Florida Standards, formative assessment and the math practice standards. Expectations will be shared at the first faculty meeting in August along with the plan for follow up support within the classrooms.** | Narrative |  | | |
|  | **Plan to Implement Action 3:** **School based leadership will facilitate the implementation of model classrooms by September 2014 and develop a schedule and rotation for all teachers to observe implementation of a model literacy block to include performance writing. District Reading Coach will provide support through co-teaching, coaching, modeling, debriefing and assisting with materials and lesson plans.** | Narrative |  | | |
|  | **Plan to Implement Action 4:** **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. Consistent meeting times will be scheduled throughout the year.** | Narrative |  | | |
|  | **C. Area 3: Mathematics** |  |  | | |
|  | 1. ***Elementary and Middle School Mathematics*** |  |  | | |
|  | The following data shall be considered by elementary and middle schools. |  |  | | |
|  | *a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)* | DecisionED/DW | Assessment Matrix | | |
| 1 |  Students scoring at Achievement Level 3 **29.6%** | DecisionED/DW | Assessment Matrix | | |
| 1 |  Students scoring at or above Achievement Level 4 **38.1%** | DecisionED/DW | Assessment Matrix | | |
|  | *b) Florida Alternate Assessment (FAA)* |  |  | | |
| 1 |  Students scoring at Levels 4, 5, and 6 | DecisionED/DW | Assessment Matrix | | |
| 1 |  Students scoring at or above Level 7 | DecisionED/DW | Assessment Matrix | | |
|  | *c) Learning Gains* |  |  | | |
| 1 |  Students making learning gains (FCAT 2.0, EOC, and FAA) **83%** | DecisionED/DW FCAT 2.0 only | Assessment Matrix | | |
| 1 |  Students in lowest 25% making learning gains (FCAT 2.0 and EOC) **86%** | DecisionED/DW FCAT 2.0 only | Assessment Matrix | | |
|  | *d) Annual Measurable Objectives (AMOs)* |  |  | | |
| 1 |  Student subgroups (i.e., American Indian, Asian, black, Hispanic, white, English language learners, students with disabilities, and economically disadvantaged) scoring at level 3 or higher on FCAT 2.0, or scoring at level 4 or higher on the FAA **Asian-100%, African American-27.3%, Hispanic-71.4%, White-67.3%, SWD-18.8%, LEP-58.3%, Econ Dis-56.9%** | DecisionED/DW FCAT 2.0 only | Assessment Matrix | | |
|  | 2. ***High School Mathematics*** |  |  | | |
|  | The following data shall be considered by high schools. |  |  | | |
|  | *a) Florida Alternate Assessment (FAA)* |  |  | | |
| 1 |  Students scoring at Levels 4, 5, and 6 | DecisionED/DW | Assessment Matrix | | |
| 1 |  Students scoring at or above Level 7 | DecisionED/DW | Assessment Matrix | | |
|  | *b) Annual Measurable Objectives (AMOs)* |  |  | | |
| 1 |  Student subgroups (i.e., American Indian, Asian, black, Hispanic, white, English language learners, students with disabilities, and economically disadvantaged) scoring at level 3 or higher on FCAT 2.0, or scoring at level 4 or higher on the FAA | DecisionED/DW FCAT 2.0 only | Assessment Matrix | | |
|  | *c) Learning Gains* |  |  | | |
| 1 |  Students making learning gains (EOC and FAA) | DecisionED/DW | Assessment Matrix | | |
|  | *d) Postsecondary readiness* |  |  | | |
| 1 |  *4-year graduates scoring “college ready” on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A010.0315, F.A.C.* | DecisionED/DW | Assessment Matrix | | |
|  | 3. ***Middle School Acceleration*** |  |  | | |
|  | The following data shall be considered by middle schools. |  |  | | |
| 1 |  Middle school participation in high school EOC | DecisionED/DW | Assessment Matrix | | |
| 1 |  Middle school performance on high school EOC | DecisionED/DW | Assessment Matrix | | |
|  | 4. ***Algebra 1 End-of-Course Assessment (EOC)*** |  |  | | |
|  | The following data shall be considered for schools with students taking the Algebra I EOC. |  |  | | |
| 1 |  Students scoring at Achievement Level 3 | DecisionED/DW | Assessment Matrix | | |
| 1 |  Students scoring at or above Achievement Level 4 | DecisionED/DW | Assessment Matrix | | |
|  | 5. ***Geometry End-of-Course Assessment (EOC)*** |  |  | | |
|  | The following data shall be considered for schools with students taking the Geometry EOC. |  |  | | |
| 1 |  Students scoring at Achievement Level 3 | DecisionED/DW | Assessment Matrix | | |
| 1 |  Students scoring at or above Achievement Level 4 | DecisionED/DW | Assessment Matrix | | |
|  | **Goal 3 to support target(s):**  **All teachers will implement effective teaching instruction aligned to the Florida Standards to include intervention and acceleration.**  **To increase the number of students scoring in a proficiency range from 69% to 78% on the 2015 Florida Standards Assessment** | Narrative |  | | |
|  | **Possible Data Sources to Measure Goal 3**: **Pre/Post test per unit, Focus Achieves, District Math Assessments** | DecisionED/DW |  | | |
|  | **Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)**   1. **Increase of student performance on post-tests per unit** | **2012-13** Actuals | **2013-14 Targets** | | |
| **#** | **%** | **#** | **%** |
|  | 1. **Increase in growth score on Focus Achieves** | **#** | **%** | **#** | **%** |
|  | 1. **Increase in student performance on District Common Assessments from cycle 1 to cycle 3.** | # | % | # | % |
|  | **Action Plans (strategies) to Accomplish Goal 3 (reduce or eliminate barriers)** |  |  | | |
|  | **Action 1- Design and deliver PD on quality instruction and formative assessments** | Narrative |  | | |
|  | **Action 2- Design and deliver PD on the Florida Standards with an emphasis on math practice standards** | Narrative |  | | |
|  | **Action 3- Establish model classroom and schedule of observations** | Narrative |  | | |
|  | **Action 4- Develop a mentoring program for our African American subgroup** | Narrative |  | | |
|  | **Plan to Implement Action 1: : School based leadership will collaborate to design professional development for all grade levels in math to include: quality instruction, data-based problem solving to drive instruction, data based differentiated instruction and tasks.** | Narrative |  | | |
|  | **Plan to Implement Action 2: School based leadership team and LLC will establish a PD calendar to encompass the Florida Standards, formative assessment and the math practice standards. Expectations will be shared at the first faculty meeting in August along with the plan for follow up support within the classrooms.** | Narrative |  | | |
|  | **Plan to Implement Action 3: : School based leadership will facilitate the implementation of model classrooms by September 2014 and develop a schedule and rotation for all teachers to observe implementation of a model math block to include implementation of the math practice standards. District Math resources will provide support through coaching, modeling, debriefing and assisting with materials and lesson plans.** | Narrative |  | | |
|  | **Plan to Implement Action 4: 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. Consistent meeting times will be scheduled throughout the year.** | Narrative |  | | |
|  | **D. Area 4: Science** |  |  | | |
|  | 1. ***Elementary and Middle School Science*** |  |  | | |
|  | The following data shall be considered by elementary and middle schools. |  |  | | |
|  | *a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)* |  | Assessment Matrix | | |
| 1 |  Students scoring at Achievement Level 3 **27.8%** | DecisionED/DW | Assessment Matrix | | |
| 1 |  Students scoring at or above Achievement Level 4 **38.9%** | DecisionED/DW | Assessment Matrix | | |
|  | *b) Florida Alternate Assessment (FAA)* |  |  | | |
| 1 |  Students scoring at Levels 4, 5, and 6 | DecisionED/DW | Assessment Matrix | | |
| 1 |  Students scoring at or above Level 7 | DecisionED/DW | Assessment Matrix | | |
|  | 2. ***High School Science*** |  |  | | |
|  | The following data shall be considered by high schools. |  |  | | |
|  | *a) Florida Alternate Assessment (FAA)* |  |  | | |
| 1 |  Students scoring at Levels 4, 5, and 6 | DecisionED/DW | Assessment Matrix | | |
| 1 |  Students scoring at or above Level 7 | DecisionED/DW | Assessment Matrix | | |
|  | 3. ***Biology 1 End-of-Course Assessment (EOC)*** |  |  | | |
|  | The following data shall be considered for schools with students taking the Biology 1 EOC. |  |  | | |
| 1 |  Students scoring at Achievement Level 3 | DecisionED/DW | Assessment Matrix | | |
| 1 |  Students scoring at or above Achievement Level 4 | DecisionED/DW | Assessment Matrix | | |
|  | **E. Area 5: Science, Technology, Engineering, and Mathematics (STEM)** |  |  | | |
| 1 |  # of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs) **Sutherland students will participate in the District Science Showcase. Students will also participate in an after school STEM club** | Narrative | Standard 3-3.12: Teaching and Assessing for Learning | | |
| 1 |  Participation in STEM-related experiences provided for students **Sutherland students will participate in after school STEM clubs, as well as a Science Fair** | Narrative | Standard 3-3.1: Teaching and Assessing for Learning | | |
|  | The following data shall be considered by high schools. |  |  | | |
| 1 |  Students enrolling in one or more *accelerated* STEM-related courses | DecisionED/DW | Assessment Matrix | | |
| 1 |  Completion rate (%) for students enrolled in *accelerated* STEM-related courses | DecisionED/DW | Assessment Matrix | | |
| 1 |  Students taking one or more advanced placement exams for STEM-related courses | DecisionED/DW | Assessment Matrix | | |
| 1 |  Passing rate (%) for students who take advanced placement exams for STEM-related courses | DecisionED/DW | Assessment Matrix | | |
| 1 |  CTE-STEM program concentrators | DecisionED/DW | Assessment Matrix | | |
| 1 |  Students taking CTE-STEM industry certification exams | DecisionED/DW | Assessment Matrix | | |
| 1 |  Passing rate (%) for students who take CTE-STEM industry certification exams | DecisionED/DW | Assessment Matrix | | |
|  | **Goal 4 to support target(s):**  **All teachers will implement effective teaching instruction aligned to FCAT 2.0 standards to include intervention and acceleration.**  **To increase the number of students scoring in a proficiency range from 70% to 78% on the 2015 FCAT 2.0 Science Assessment.** |  |  | | |
|  | **Possible Data Sources to Measure Goal 4**: **Science Notebooks, Unit Assessments, District Common Assessments** | DecisionED/DW |  | | |
|  | **Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)**   1. **Increased score on rubric for information in the science notebook** | **2012-13** Actuals | **2013-14 Targets** | | |
| **#** | **%** | **#** | **%** |
|  | 1. **Increased student performance on unit tests** | **#** | **%** | **#** | **%** |
|  | 1. **Increase in student performance by 10% on District Common Assessments (mid-year)** | # | % | # | % |
|  | **Action Plans (strategies) to Accomplish Goal 3 (reduce or eliminate barriers)** |  |  | | |
|  | **Action 1- Design and deliver PD on quality instruction and formative assessments** |  |  | | |
|  | **Action 2- - Design and deliver PD on the 5E’s** |  |  | | |
|  | **Action 3- Establish model classroom and schedule of observations** |  |  | | |
|  | **Action 4- Develop a mentoring program for our African American subgroup** |  |  | | |
|  | **Plan to Implement Action 1: : School based leadership will collaborate to design professional development for all grade levels in science to include: quality instruction, data-based problem solving to drive instruction, data based differentiated instruction and tasks.** |  |  | | |
|  | **Plan to Implement Action 2: School based leadership team and LLC will establish a PD calendar to encompass FCAT 2.0 standards and the scaffold on instruction, formative assessment and effective implementation of the 5E’s. Expectations will be shared at the first faculty meeting in August along with the plan for follow up support within the classrooms.** |  |  | | |
|  | **Plan to Implement Action 3: : School based leadership will facilitate the implementation of model classrooms by September 2014 and develop a schedule and rotation for all teachers to observe implementation of a model science instruction to include performance tasks and hands on application of science concepts . District resources will assist in providing support through , coaching, modeling, debriefing and assisting with materials and lesson plans.** |  |  | | |
|  | **Plan to Implement Action 4: 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. Consistent meeting times will be scheduled throughout the year.** |  |  | | |
|  | The following data shall be considered by middle and high schools. |  |  | | |
| 1 |  Students enrolling in one or more CTE courses | DecisionED/DW |  | | |
| 1 |  Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses | DecisionED/DW |  | | |
| 1 |  Completion rate (%) for CTE students enrolled in *accelerated* courses | DecisionED/DW | Assessment Matrix | | |
| 1 |  Students taking CTE industry certification exams | DecisionED/DW | Assessment Matrix | | |
| 1 |  Passing rate (%) for students who take CTE industry certification exams | DecisionED/DW | Assessment Matrix | | |
| 1 |  CTE program concentrators | DecisionED/DW |  | | |
| 3 |  CTE teachers holding appropriate industry certifications | Narrative | Standard 3-3.11: Teaching and Assessing for Learning; Standard 4-1: Resources and Support Systems | | |
|  | **G. Area 7: Social Studies** |  |  | | |
|  | 1. ***Civics End-of-Course Assessment (EOC)*** |  |  | | |
|  | The following data shall be considered for schools with students taking the Civics EOC. |  |  | | |
| 1 |  Students scoring at Achievement Level 3 | DecisionED/DW | Assessment Matrix | | |
| 1 |  Students scoring at or above Achievement Level 4 | DecisionED/DW | Assessment Matrix | | |
|  | 2. ***U.S. History End-of-Course Assessment (EOC)*** |  |  | | |
|  | The following data shall be considered for schools with students taking the U.S. History EOC. |  |  | | |
| 1 |  Students scoring at Achievement Level 3 | DecisionED/DW | Assessment Matrix | | |
| 1 |  Students scoring at or above Achievement Level 4 | DecisionED/DW | Assessment Matrix | | |
|  | **Goal 5 (add other goals as needed) to support target(s):**  **To increase performance of students scoring in the proficiency range of by 10% on the 2015 Florida Standards Assessments for ELA and Math.**  **Increase Black Student Achievement through culturally responsive lessons as measured for frequency by walk through data and for effectiveness by PerformanceMatters test scores and other academic data.** |  |  | | |
|  | **Possible Data Sources to Measure Goal 5**:   1. **District assessments** 2. **Pre/Post unit tests** 3. **Progress monitoring probes** | DecisionED/DW |  | | |
|  | **Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)**  1. Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)  1. Increase in student performance by 10% on District Common Assessments (mid-year)  2. Increased student performance on unit tests  3. Increase in student performance on progress monitoring probes | **2012-13** Actuals | **2013-14 Targets** | | |
| **#** | **%** | **#** | **%** |
|  |  | **#** | **%** | **#** | **%** |
|  |  | # | % | # | % |
|  | **Action Plans (strategies) to Accomplish Goal 3 (reduce or eliminate barriers)** |  |  | | |
|  | **Action 1- Design and deliver PD on quality instruction and formative assessments** |  |  | | |
|  | **Action 2-Design and deliver PD on cultural differences as it relates to student achievement** |  |  | | |
|  | **Action 3-Establish model classroom and schedule of observations** |  |  | | |
|  | **Action 4-Develop a mentoring program for African American subgroup** |  |  | | |
|  | **Plan to Implement Action 1:** **: School based leadership will collaborate to design professional development for all grade levels to include: quality instruction, data-based problem solving to drive instruction, data based differentiated instruction and tasks as it relates to our African American subgroup.** |  |  | | |
|  | **Plan to Implement Action 2: School based leadership team and LLC will establish a PD calendar to encompass the scaffold on instruction, formative assessment and effective implementation of the Florida Standards. Expectations will be shared at the first faculty meeting in August along with the plan for follow up support within the classrooms.** |  |  | | |
|  | **Plan to Implement Action 3:** **: School based leadership will facilitate the implementation of model classrooms by September 2014 and develop a schedule and rotation for all teachers to observe implementation of a model classroom instruction to include intervention and acceleration groups as it relates to our African American subgroup . District resources will be enlisted in providing support through , coaching, modeling, debriefing and assisting with materials and lesson plans.** |  |  | | |
|  | **Plan to Implement Action 4:** **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. Consistent meeting times will be scheduled throughout the year.** |  |  | | |
|  | **H. Area 8: Early Warning Systems** |  |  | | |
| 3 | 1. ***Attendance*** |  |  | | |
| 3 | a. Students tardy 10 percent or more, as defined by district attendance policy | DecisionED/DW | Standard 5-5.2 Using Results for Continuous Improvement | | |
| 3 | b. Student attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension | DecisionED/DW | Standard 5-5.2 Using Results for Continuous Improvement | | |
|  | 2. ***Suspension*** |  |  | | |
| 3 | a. Students with one or more referrals **7** | DecisionED/DW | Standard 5: Using Results for Continuous Improvement | | |
| 3 | b. Students with five or more referrals **0** | DecisionED/DW | Standard 5: Using Results for Continuous Improvement | | |
| 3 | c. Students with one or more in-school suspension days, as defined in s.1003.01(5)(b), F.S.  **1** | DecisionED/DW | Standard 5: Using Results for Continuous Improvement | | |
| 3 | d. Students with five or more in-school suspension days, as defined in s.1003.01(5)(b), F.S. | DecisionED/DW | Standard 5: Using Results for Continuous Improvement | | |
| 3 | e. Students with one or more out-of-school suspension days, as defined in s.1003.01(5)(a), F.S. **3** | DecisionED/DW | Standard 5: Using Results for Continuous Improvement | | |
| 3 | f. Students with five or more out-of-school suspension days, as defined in s.1003.01(5)(a), F.S. | DecisionED/DW | Standard 5: Using Results for Continuous Improvement | | |
| 3 | g. Students referred for alternative school placement | DecisionED/DW | Standard 5: Using Results for Continuous Improvement | | |
| 3 | h. Students expelled | DecisionED/DW | Standard 5: Using Results for Continuous Improvement | | |
|  | 3. ***Retention*** |  |  | | |
| 1 | a. Students retained 4 | DecisionED/DW | Standard 5: Using Results for Continuous Improvement | | |
| 1 | b. Students with Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics | DecisionED/DW | Standard 5: Using Results for Continuous Improvement | | |
| 1  LEGIS | c. Students with one or more course failures in English Language Arts or mathematics | DecisionED/DW | Standard 5: Using Results for Continuous Improvement | | |
| 1 | d. Students in 3rd grade with one or more course failures on first attempt in core-curricula courses o Students in 6th grade with one or more course failures on first attempt in core-curricula courses o Students in 9th grade with one or more course failures on first attempt in core-curricula courses | DecisionED/DW | Standard 5: Using Results for Continuous Improvement | | |
| 1 | e. Students off track for graduation based on credits required to date for their cohort | DecisionED/DW | Standard 5: Using Results for Continuous Improvement | | |
| 1,3 | f. The number of students by grade level that exhibit each early warning indicator listed above |  |  | | |
| 1,3 | g. The number of students identified by the system as exhibiting two or more early warning indicators |  |  | | |
| 1,2,3 | h. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators). **Sutherland’s Child Study Team meets bi-weekly to review attendance and tardies. The social worker makes contact with families, as well as the teacher to determine why students are chronically late or missing school. Our school based leadership team meets weekly to review various data and grade level chats are scheduled consistently throughout the year to review academic progress and implement interventions if needed. Through our student mentoring program students who exhibit 2 or more of the early warning indicators will be paired with a staff member. This staff member will engage in a mentoring relationship with the student to provide support in various areas. Through our SBLT, student behavior and academic data is reviewed weekly and tiered support is discussed. Teachers participate in frequent data chats with the SBLT and interventions are reviewed. Students are progress monitored and their progress is reviewed at our SBLT meetings. Students who have been retained are monitored for academic success through the classroom teacher, as well as the SBLT. Areas of difficulty for these students are analyzed and classroom instruction is adjusted accordingly.** |  |  | | |
|  | 4. ***Dropout Prevention*** |  |  | | |
|  | The following data shall be considered by high schools, per Section 1003.53, F.S. If a school has significantly lower graduation rates for a subgroup when compared to the state’s graduation rate, that school’s improvement plan is required to include strategies for improving these results, pursuant to Section 1001.42(18), F.S. Graduation rates for the state, district, and school by subgroup are available in the AMO Outcomes Report at http://schoolgrades.fldoe.org/. | DecisionED/DW assuming drop out codes are W22 and w15 |  | | |
| 1 | a. Students dropping out of school, as defined in s.1003.01(9), F.S. | DecisionED/DW | Standard 5: Using Results for Continuous Improvement | | |
| 1 | b. 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 | c. 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 | d. Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b) | DecisionED/DW | Standard 5: Using Results for Continuous Improvement | | |
|  | **I. Family and Community Involvement** |  |  | | |
|  | Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, Codified at 20 U.S.C. § 6314(b). | Narrative |  | | |
| 3,4,5 | 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). |  |  | | |
|  | a. Describe how the school works at building positive relationships with families to increase involvement, including efforts to increase communication to keep parents informed of their child’s progress. Sutherland Elementary has various activities toincrease family engagement. Opportunity for family involvement include school wideevents, tutoring and mentoring program, parent conferences, open house, Meet theTeacher, Library, Cafeteria, Field Days etc. Parents of students in our lowest quartile have a lower percentage of attending parental involvement opportunities. Our Familyand Community liason will make personal contact with families to invite them toschool events and find a way for them to become involved. At each open houseteachers will encourage families to become actively involved in their child’s education.A volunteer orientation will be held in September, 2013. School information will beshared in a variety of formats such as school newsletter, School Messenger, School website and teacher planner |  |  | | |
|  | b. Describe the process by which the school learns about the local community for the purpose of utilizing available resources to support student achievement. Sutherland Elementary partners with its PTA to recruit membership and increase partnerships within the community. Through this process Sutherland Elementary has increased its community partners. |  |  | | |
|  | **J. Area 10: Additional Targets** |  |  | | |
| 1-5 | This section is optional and may be used as needed for data targets in areas not already addressed in the SIP. Insert Goal Cells (e.g., under Social Sciences for Goal 5) as needed. |  |  | | |
|  | **K. Problem-Solving** |  |  | | |
| 1-5 | *Goals, barriers and/or strategies must specifically address any subgroup not meeting its AMO targets for the prior school year. The special needs of subgroups not addressed in the AMO report (e.g., migrant, homeless, neglected and delinquent) must also be considered during this process.*  Develop implementation plans for the school’s highest-priority goals by engaging in a facilitated planning and problem-solving process. Use the following prompts to capture the process and plan components: | Narrative |  | | |
| 1-5 |  Step 1: Identify goal(s) to help you achieve your targets. Select one or more Areas each goal addresses. 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 3rd grade. Proficiency in  Reading and Math falls below 80% and an increase of students scoring in Level 4 and Level 5 needs to be addressed, as well as maintaining scores in these upper levels. | Narrative |  | | |
| 1-5 |  Step 2: Brainstorm barriers that could prevent the school from achieving each goal. 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. | Narrative |  | | |
| 1-5 |  Step 3: Prioritize targeted barriers based on alterable elements of curriculum, instruction, environment, and organizational systems (e.g., those which have the most impact on the goal if removed or are immediately actionable). Lack of quality instruction aligned to  standards to include interventions/acceleration. Lack of use of pre-tests to determine entry level knowledge of students. | Narrative |  | | |
| 1-5 |  Step 4: Brainstorm which resources are available that could be used to address each targeted barrier. 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 match strength. | Narrative |  | | |
| 1-5 |  Step 5: Brainstorm and prioritize strategies that could be used to eliminate or reduce each targeted barrier. Define a structured PD calendar to include district and school support to be given to teachers at the start of the school year. This structured PD would address implementation of Florida Standards, the effective use of formative assessments, and using data to make appropriate instructional decisions. | Narrative |  | | |
| 1-5 |  Step 6: Identify action steps (including who, what, where, when) that will need to be taken to implement the identified strategies. The LLC will meet throughout the school year to tweak and plan the PD identified for the school year. A calendar of PD was set up by the LLC for the duration of the school year. | Narrative |  | | |
| 1-5 |  Step 7: Determine how strategies will be monitored for effectiveness and fidelity of implementation (including who, what, where, when). School administrators will provide consistent feedback based on walk through data throughout the school year. | Narrative |  | | |
| 1-5 |  Step 8: Determine how progress towards each goal will be monitored (including who, what, where, when). Through the SBLT progress is monitored frequently to address academic concerns (ELP graphs, report card grades, conduct grades, Common Assessment Data etc.) | Narrative |  | | |
|  | **Part III: Professional Development** |  |  | | |
|  | For all professional development identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information for each activity. | Narrative |  | | |
| 1-5 |  Related goal PD in each content area to address implementation of the Florida Standards | Narrative |  | | |
|  |  Topic, focus, and content  Implementation of the math practice standards, Florida Standards, effective use of formative assessments | Narrative |  | | |
|  |  Facilitator or leader  Members of the Leading the Learning Cadre (LLC) | Narrative |  | | |
|  |  Participants (e.g., Professional Learning Community, grade level, schoolwide)  Deliver of PD will take various forms such as PLC’s, school wide, grade level depending on the content being delivered. | Narrative |  | | |
|  |  Target dates or schedule (e.g., professional development day, once a month) A PD calendar was established for the school year to include monthly subjects, PLC’s weekly. | Narrative |  | | |
|  |  Strategies for follow-up and monitoring  The Learning Cadre will meet throughout the year to review feedback results from each session. | Narrative |  | | |
|  |  Person responsible for monitoring  School administrators and LLC members. | Narrative |  | | |
|  | **Part IV: Coordination and Integration** |  |  | | |
| 4  LEGIS | 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.  Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.  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. | | | | |
|  | **Part V: Budget** |  |  | | |
|  | Based on the strategies identified during the problem-solving process, create a budget for each school-funded activity including: | Narrative |  | | |
| 4 | 1. Related goal All Goals | Narrative |  | | |
| 4 | 2. Strategy Effective use of Formative Assessment | Narrative |  | | |
| 4 | 3. Type of resource (i.e., evidence-based programs or materials, professional development, technology, or other) professional development | Narrative |  | | |
| 4 | 4. Description of resources Professional development books, assessment kits | Narrative |  | | |
| 4 | 5. Funding source School Improvement funds | Narrative |  | | |
| 4 | 6. Amount needed $700.00 | Narrative |  | | |
|  | **Part VI: Mid-Year Reflection** |  |  | | |
|  | This section is to be completed after mid-year assessment data is available. Reflect on the plan created through the problem-solving process at the beginning of the year and answer the following questions for each created in Part IIK. |  |  | | |
| 1-5 | 1. Has the goal been achieved? | Narrative | Standard 5: Using Results for Continuous Improvement | | |
| 1-5 | 2. If yes, what evidence do you see to indicate you have achieved the goal? If no, is desired progress being made to accomplish the goal? | Narrative  DecisionED | Standard 5: Using Results for Continuous Improvement | | |
| 1-5 | 3. If yes, what evidence do you see to indicate desired progress has been made to accomplish the goal? If no, have the originally targeted barriers been eliminated or reduced? | Narrative  DecisionED | Standard 5: Using Results for Continuous Improvement | | |
| 1-5 | 4. If yes, what evidence do you see to indicate barriers have been eliminated or reduced? If no, are the original strategies being implemented with fidelity as designed? | Narrative  DecisionED | Standard 5: Using Results for Continuous Improvement | | |
| 1-5 | 5. If yes, re-engage the problem solving process at Step 5, making edits as needed to Part II of the SIP. 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. | Narrative | Standard 5: Using Results for Continuous Improvement | | |