District VMV Goals	School Improvement Information	Data & Information Sources	AdvancED
Vision	Vision	✓	Standard 1-1.1, 1.2: Purpose
	The vision of Countryside High School is that teachers will provide the opportunity for all students to be successful learners and to become active participants in our society by creating a safe learning environment and building positive relationships.		
Mission	Mission	✓	Standard 1-1.2: Purpose
	At Countryside High School, SUCCESS is our goal. We will provide the tools and instruction needed for the success of our students.		
Values	Values • **Honesty** • **Responsibility** • **Respect** • **Tolerance** • **Ambition** • **Collaboration** • **Equity** • **High Expectations** • **Integrity** • **Pride**	✓	Standard 1-1.3: Purpose
	Part I: Current School Status		
	A. School Information		
	1. *School-Level Information*		
	⬚ School	✓	
	Countryside High School		
	⬚ Principal's name	✓	

	Gary Schlereth		
	☐ School Advisory Council chair's name	✓	
	Mike Pate		
	2. *District-Level Information*		
	☐ District	✓	
	Pinellas County		
	☐ Superintendent's name	✓	
	Michael A. Grego Ed.D.		
	☐ Date of school board approval of SIP	✓	
	September 24, 2013		
	B. School Advisory Council (SAC)		
3	1. Describe the involvement of the SAC in the development of this school improvement plan.	✓	Standard 2-2.4, 2.5: Governance and Leadership
	The School Advisory will be involved in the approval of the SIP Plan.		
3	2. Describe the activities of the SAC for the upcoming school year. **The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school.**	✓	
	The School Advisory will be involved in the approval of the SIP Plan and problem solving ongoing operational issues that the school faces throughout the school year. The School Advisory Council will also be involved in back to school night and freshman orientation.		

4	3. Describe the projected use of school improvement funds and include the amount allocated to each project. **Funds are utilized through SAC upon request for funding from staff.**	✓	
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: ▪ <u>Yes, we are in compliance.</u> No, we are not in compliance.	✓	
	5. If no, describe the measures being taken to comply with SAC requirements.	✓	
	C. Highly Qualified Staff		
	1. *Administrators*	✓	
	For each of your school's administrators (principal and all assistant principals), complete the following fields:		Executive Summary: Section 1
	a) Name **Gerald M. Schlereth , Principal**	✓	Executive Summary: Section 1
3	b) Credentials (degrees and certifications) **B.S Health/Physical Education M. Ed. Health/Physical Education 30 Hours in Educational Leadership above Masters Certifications: Biology 6-12 Physical Education 6-12**	✓	Executive Summary: Section 1
3	c) Number of years as an administrator **19**	✓	Executive Summary: Section 1
3	d) Number of years at the current school; **10**	✓	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) **2004-D-AYP-No 46% learning gains reading, 70% math, L25 43% in reading**	DecisonEd/DW ✓	

	2005-B AYP-No 54% learning gains reading, 75% in math, L25 56% reading **2006-B AYP-No 50% learning gains reading, 74% in math, L2549% reading** **2007-C AYP-No 55% learning gains reading, 73% in math, L25 53% reading** **2008-C AYP-No 55% learning gains reading, 75% in math, L25 45% reading** **2009-D AYP-No 50% learning gains reading, 71% in math, L25 44% reading** **2010- AYP-No, 51% learning gains reading, 76% in math, L25 38% reading** **2011-AYP-No, 53%learning gains reading, 81%math, L25 42%reading, 73%math, School grade B** **2012- 62%learning gains reading, 63%math, L25 66% reading, 71% math, School grade A** **2013-68% learning gains reading L25%, 65% reading gains, 66% learning gains math eoc, l25% math 58% learning gains., school grade pending**		
	a) Name **Kristen Clausen**	✓	Executive Summary: Section 1
3	b) Credentials (degrees and certifications) **BS in Education (Ohio University, 2004), MEd in Educational Leadership (Argosy University, 2009)**	✓	Executive Summary: Section 1
3	c) Number of years as an administrator **1**	✓	Executive Summary: Section 1
3	d) Number of years at the current school; **0**	✓	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) **2013-Reading: 61%, Math: 61%, Writing: 65%, Science: 52%, Annual Learning Gains Reading: 64%,** **Annual Learning Gains Math: 70%, Lowest 25% Reading: 62%, Lowest 25% Math: 61%**	✓	
	a) Name **Frederick Whitaker**	✓	Executive Summary: Section 1

3	b) Credentials (degrees and certifications) **Bachelors of Science in Business Distributive Education** **Masters in Educational Leadership** **Certifications is Business Technology 6-12 and Educational Leadership K-12**	✓	Executive Summary: Section 1
3	c) Number of years as an administrator **2**	✓	Executive Summary: Section 1
3	d) Number of years at the current school; **2**	✓	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) **2012-AYP, 62%learning gains reading, 63%math, L25 66% reading, 71% math, school grade A** **2013-68% learning gains reading L25%, 65% reading gains, 66% learning gains math eoc, l25% math 58% learning gains., school grade pending**	DecisonEd/DW ✓	
	a) Name **Mary Beth Williams**	✓	Executive Summary: Section 1
3	b) Credentials (degrees and certifications) **Masters, Educational Leadership** **Certification: Math, Ed. Leadership**	✓	Executive Summary: Section 1
3	c) Number of years as an administrator **3**	✓	Executive Summary: Section 1
3	d) Number of years at the current school; **1**	✓	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) **2012-AYP, 62%learning gains reading, 63%math, L25 66% reading, 71% math, school grade A** **2013-68% learning gains reading L25%, 65% reading gains, 66% learning gains math eoc, l25% math 58% learning gains., school grade pending**	DecisonEd/DW ✓	
	a) Name **Gregory Zornes**		
	b) Credentials (degrees and certifications) **BA in Psychology, Bowling Green St University, 1977** **MA Curriculum and Instruction, USF, 1988** **Certification in secondary Math, USF, 1983** **Certification in Ed Leadership, USF, 1991**		
	c) Number of years as an administrator **7**		
	d) Number of years at the current school; **0**		

	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) **Northeast HS 13 TBA, 12 C, 11 B, 10 A, 09, 06, 05, 03, 02, 01 C; 08, 07, 04 D**		
	2. *Instructional Coaches*		Executive Summary: Section 1
	For each of your school's instructional coaches, complete the following fields		Executive Summary: Section 1
	a) Name **To be determined. In 2012-2013 we had a reading coach assigned to our school; it is not yet known who will be working at CHS.**		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 25th 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
	3. *Instructional Staff*		Executive Summary: Section 1

	a) # of instructional employees **131**	✓	Executive Summary: Section 1
3	b) % receiving effective rating or higher **Teacher final evaluations not yet available**	Narrative	
3	c) % Highly Qualified Teacher (HQT), as defined in NCLB through a High, Objective, Uniform State Standard of Evaluation (HOUSSE) **98%**	Narrative	Executive Summary: Section 1
	d) % certified in-field, pursuant to Section 1012.2315(2), F.S. **Out of 131 instructional employees, 3 are need additional certification/training: 98%** **Megan Monroe needs Chemistry cert. and to meet 60 pts. of ESOL compliance** **Sherilyn Guzell is out of field for Earth-Space Science and will need 60 pts. of ESOL training** **Thomas Johnson is an ESE teacher so needs tests/certification in the four content subject areas, Reading and ESOL**	✓	Executive Summary: Section 1
2	e) % ESOL endorsed **10.7%**	✓	Executive Summary: Section 1
2	f) % reading endorsed **11.5%**	✓	Executive Summary: Section 1
3	g) % with advanced degrees **41.2%**	✓	Executive Summary: Section 1
3	h) % National Board Certified **6.1%**	✓	Executive Summary: Section 1
	i) % first-year teachers **4.6%**	✓	Executive Summary: Section 1
	j) % with 1-5 years of experience **17.6%**	✓	Executive Summary: Section 1
	k) % with 6-14 years of experience **35.9%**	✓	Executive Summary: Section 1
	l) % with 15 or more years of experience **42%**	✓	Executive Summary: Section 1
	4. *Paraprofessionals*		Executive Summary: Section 1
	a) # of paraprofessionals **1**	✓	Executive Summary: Section 1

	b) % Highly Qualified Teacher, as defined in NCLB through a High, Objective, Uniform State Standard of Evaluation (HOUSSE)		Executive Summary: Section 1
	5. *Teacher Recruitment and Retention Strategies*		
	a) Describe your school's strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible. **Administrative team is responsible for recruiting and retaining highly qualified staff through team collaboration and the new teacher mentoring program. Our goal is to obtain the most qualified and effective teachers who have similar educational values and philosophies that correspond to Countryside High Schools Mission and Vision.**	✓	Standard 2: Governance and Leadership
	6. *Teacher Mentoring Program/Plan*		
	a) Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities. **Our program includes:** ▪ **Observation of mentee's instruction and providing feedback** ▪ **Planning lessons with mentee** ▪ **Connecting lesson activities to content standards** ▪ **Discussing student progress and analyzing student work** ▪ **Modeling or co-teaching lessons** ▪ **Weekly mentor meetings** **Pairings are based properly matching the new teachers' subject area and needs to our mentors' strengths. Current mentor and mentee assignments are as follows (to be updated at the start of 2013 school year):** <u>**Mentor**</u> <u>**Mentee**</u> **Ute Bennett Catherine Daum** **Heather Boylan Alexsandra Sycz** **District/Roemarie O'Donnel Kevin Prina** **District Mentor/Heather Boylan/Ute Bennett Fitzpatrick Saint Louis** **District/Fred Whitaker Fred Friedman**	✓	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.
-Data will be monitored and collected through walk throughs to determine additional intervention strategies and to utilize for focus in professional development and AP/teacher conference sessions.
-Lesson Plans (Kept daily and formal copies submitted to teachers Administrator upon request and weekly lesson plans due once per month),
-Administrators will work with teachers and through lesson studies to determine if the lesson:
a.   Is aligned with a course standard or benchmark and to the district/school pacing guide.
b.   Begins with a discussion of desired outcomes and learning goals
c.   Includes a learning goal/essential question
d.   Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question.
e.   Focuses and/or refocuses class discussion by referring back to the learning goal/essential question.
f.   Includes a scale or rubric that relates to the learning goal is posted so that all students can see it.
g.   Teacher reference to the scale or rubric throughout the lesson
h.   Includes student progress tracking and monitoring. | ✓ | Standard 3-3.7: Teaching and Assessing for Learning |
| 4 | 2. Identify the names and position titles of the members of your school-based leadership team. What is the function and responsibility of each team member as it relates to MTSS and the SIP?
Kristen Clausen-Assistant Principal, Ute Bennett-VE Specialists, Heather Boylan-ESE, Jennifer Carter-Social Worker, Michelle Turner-Psychologist, Yvonne Corso-Edgar-English teacher, Alicia Turnier-Spanish teacher, William Zaffiri-Teacher, Shannon Akerman-Guidance 10th, Dyan Zuber-Guidance 9th, Tony Atherholt-Teacher arts, Meredith McGlamery-English teacher, Michael Fresia-Math teacher/ELP

The MTSS team members were involved in writing the School Improvement Plan. Data and possible solutions were shared and discussed for implementation school wide. Priority concerns were addressed about school wide achievement. Several school wide strategies were discussed; the MTSS team decided on a research-based strategy with several applications across all curriculum areas. Each of the major subject areas on this School | ✓ | Standard 2-2.4: Governance and Leadership |

	Improvement Plan, English, Math, Science, Social Studies, and Writing, implemented the same strategies across curriculum.		
4	3. Describe the systems in place that the leadership team uses to monitor the school's MTSS and SIP. **Monthly revisit SIP and MTSS goals to ensure goals established in SIP are being met. Data from walkthrough will help the leadership team ensure these goals are being followed, to what extent, and which areas we need additional support.**	✓	Standard 2-2.3,2.4: Governance and Leadership
5	4. Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance). **FCAT scores from 2011/2012 for Countryside High and FAIR testing results determined the Tier one and Tier two strategies. Attendance and discipline data, ESE assessment results, and student failure rates determine the strategies for Tier three. Progress monitoring of the data is ongoing, with a data review calendar utilized.**	✓	Standard 5-5.1, 5.2, 5.3, 5.4: Using Results for Continuous Improvement
4,5	5. Describe the plan to support staff's understanding of MTSS and build capacity in data-based problem solving. **The MTSS leadership team shares the information and processes with Department chairs, who then share with their staff through Department and PLC meetings. The Discipline Committee continues to work closely with the MTSS team; they continue to implement the School Wide Behavior Plan. The instructional staff receives routine training and updates of MTSS processes at monthly faculty meetings and during scheduled Pro-Ed Days and School Improvement training days.**	✓	Standard 3-3.11, 3.12: Teaching and Assessing for Learning Standard 5-5.3:Using Results for Continuous Improvement
	E. Increased Learning Time/Extended Learning Opportunities		
2	Describe research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum (e.g., lengthening the school day, week, or year; providing before, after, Saturday, or summer school programs; implementing enrichment programs and activities; allowing teachers to collaborate, plan, and engage in professional development). **Based on needs assessments through data analysis and peer collaboration. This year we will implement:** **-FCAT tutoring in reading and math for 3 hours per day Monday-Thursday.** **-ELP will be offered Monday-Thursday 3 hours per day.**	✓	Standard 3-3.1, 3.12: Teaching and Assessing for Learning

	-Summer school will be offered through July 24, 2014. **Student attendance will be collected daily. Those students will be tracked to ensure that progress is being made**.		
	F. Literacy Leadership Team (LLT)		
2	1. Identify the names and positions titles of the members of your school-based LLT. **MaryBeth Williams-AP, Cindy Herndon-Teacher, Margaret Trautwein-Teacher, Stephen Leo-Teacher, Pete Peterson-Teacher, Diana Garrett-Teacher, Suzanne Whipple-Teacher, April Watson-Teacher, Andrew Lieb-Teacher, Alice Turnier-Teacher, Ute Bennett-VE Specialist, Fred Whitaker-AP, Gary Schlereth-Principal, Greg Zornes-AP, Kristen Clausen-AP.**	✓	Executive Summary: Section 1
2	2. Describe how the school-based LLT functions (e.g., meeting processes, roles, functions). **Literacy Leadership Teams create capacity of reading knowledge within the school by focusing on the following areas of literacy concern:** • **Support for text complexity** • **Support for instructional skills to improve reading comprehension** o **Ensuring that text complexity, along with close reading and rereading of texts, is central to lessons.** o **Providing scaffolding that does not preempt or replace text reading by students** o **Developing and asking text dependent questions from a range of question types** o **Emphasizing students supporting their answers based upon evidence from the text** o **Providing extensive research and writing opportunities (claims and evidence)** • **Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects (a focus on text, task, and instruction).** **The district will provide training and tools for Literacy Leadership Teams.**	✓	Executive Summary: Section 1
2	3. What will be the major initiatives of the LLT this year? • **Support for instructional skills to improve reading comprehension** • **Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects**	✓	Standard 3-3.1 thru 3.7: Teaching and Assessing for Learning
	G. Every Teacher Contributes to Reading Improvement		
	This section is required for schools with grades 6-12, per Section 1003.413(2)(b), F.S.		

2	1. Describe how the school ensures every teacher contributes to the reading improvement of every student.
	  • **Administrators ensure content area reading is taking place through regular walk throughs (average of 25 per administrator per week). Data is collected through school based walkthrough form to determine what strategies are being utilized.**
	  • **Lesson plans are checked regularly by administrators, they are due formally once per month for a week worth of plans, and must be available upon administrators request at any time.**
	  • **Reading coach works with teachers to help with reading strategies in all content areas.**
	  • **Professional development implemented during PLC's and staff meetings for content area reading.**
		✓	Standard 3-3.1 thru 3.7: Teaching and Assessing for Learning

	H. Preschool Transition		
	This section is required for schools with grades K-2.		
1,2	1. Describe strategies for assisting preschool children in transition from early childhood programs to local elementary school programs, as applicable.	NA	Standard 3-3.1 thru 3.7: Teaching and Assessing for Learning
	I. College and Career Readiness		
	This section is required for secondary schools, per Sections 1003.413(2)(g)-(j) and 1008.37(4), F.S.		

1	1. How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?
	  • **We help students see the relationship between subjects and relevance to their future through our academy programs of CCT and ISTEM, as well as our Television Production program. Through these programs students' select academic paths in which they choose courses appropriately aligned to their area of study. The students work with their parents, administrator and guidance counselors in selecting appropriate course work that is aligned to their program of study and their interests. Teachers within the program and school work together to develop cross curricular projects.**
	  • **Students are provided with an array of course offerings that have applicable skills directly relating to various post-secondary training.**
		✓	Standard 3-3.5: Teaching and Assessing for Learning

	• **Applied and integrated courses are found extensively in our schools' Center of Excellence program. Within the Center of Excellence, students are required to take multiple integrated courses each year.** • **Teachers use a daily common board configuration to identify learning targets for students and how it is relevant in their daily lives.**		
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? • **Guidance counselors, administrators and teachers, work with students in informing them of class descriptions, promoting classes that align to students' interests. During freshman nights and middle school articulation events guidance and teachers present incoming freshman and current 8th graders with class information and show student examples of class work and projects. Guidance and administration also make it a priority to get to know the students and their post-secondary plans to ensure they make the most appropriate class selection when completing their course request.** • **Guidance counselors meet with students in individual, small group and large group settings to provide service for academic and social needs. Academic advisement leading into career choice awareness, exploration and planning occurs each year.** • **Students meet with guidance counselors individually each year to identify and request courses for the upcoming school year. Counselors also conduct credit checks each year, with multiple meetings each year as student's progress through high school.** • **Students have the ability to take a transitions course into and out of high school where transition skills are developed and career planning takes place.**	✓	Standard 3-3.8, 3.9, 3.12: Teaching and Assessing for Learning. Standard 4-4.6,4.8: Resources and Support Systems
1	3. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report, which is maintained by the Department of Education, pursuant to Rule 6A-10.038, F.A.C. **The School Based Leadership Team analyzes the High School Feedback Report each year to determine strengths, weaknesses and problem solve gaps in data. Since the data is lagging by two years, it is sometimes difficult to quickly affect change. Some current and previous strategies used to increase postsecondary readiness include: implementation and increased use of the AVID program; increased participation in advanced coursework; establishment and expansion of Centers of Excellence; increased participation in ACT, CPT, and SAT exams; improved articulation with local colleges and postsecondary institutions; and participation in partnerships with St. Petersburg College.**	✓	Standard 5-5.4: Using Results for Continuous Improvement
	Part II: Expected Improvements		

	For each data point below, unless otherwise directed list the current year status (number and percentage) and the target (percentage) for next year. These are school wide data, not disaggregated by grade level. FAA and CELLA data shall be considered by schools with 10 or more students taking the assessment.		
	A. Area 1: Reading		
	a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)		
1	⬚ Students scoring at Achievement Level 3 **2012-2013=134, 24%** *** 2013-2014 Goal=154, 28%**	DecisionED/DW ✓	Assessment Matrix
1	⬚ Students scoring at or above Achievement Level 4 **2012-2013=176, 31.5%** ***2013-2014 Goal-196, 35%**	DecisionED/DW ✓	Assessment Matrix
	b) Florida Alternate Assessment (FAA)		Assessment Matrix
1	⬚ Students scoring at Levels 4, 5, and 6 2012-2013=3, 37.5% ***2013-2014 Goal to maintain or increase students to level 7(8 students tested)***	DecisionED/DW ✓	Assessment Matrix
1	⬚ Students scoring at or above Level 7 2012-2013=5, 62.5% ***2013-2014 Goal to maintain or increase students to level 7(8 students tested)***	DecisionED/DW ✓	Assessment Matrix
	c) Learning Gains		
1	⬚ Students making learning gains (FCAT 2.0 and FAA) **2012-2013, 65%** **2013-2014 Goal, 72%**	DecisionED/DW FCAT 2.0 only ✓	Assessment Matrix
1	⬚ Students in lowest 25% making learning gains (FCAT 2.0) **2012-2013, 68%** **2013-2014 Goal=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)	DecisionED/DW ✓	Assessment Matrix

	Listening:
	   2012-2013=56, 54.9%
	      2013-2014 Goal=70, 69%
	Speaking
	   2012-2013=56, 55.4%
	      2013-2014 Goal=70, 70%		

1	⬜ Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students) **2012-2013=21, 20.6%** **2013-2014 Goal=41, 40%**	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) **2012-2013=42, 42.9%** **2013-2014 Goal=52, 52%**	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 	Subgroup	Target AMO Reading	Met Target Reading	Improving, Reading	Maintaining or Declining, Reading
---	---	---	---	---
ALL STUDENTS	64	N	Y	N
ALL STUDENTS	64	N	N	Y
AMERICAN INDIAN		NA	NA	NA
ASIAN	60	Y	NA	NA
BLACK/AFRICAN AMERICAN	41	Y	NA	NA
HISPANIC	47	N	Y	N
WHITE	72	N	N	Y
ENGLISH LANGUAGE LEARNERS	21	Y	NA	NA
STUDENTS WITH DISABILITIES	43	N	Y	N
ECONOMICALLY DISADVANTAGED	48	N	Y	N		DecisionED/DW FCAT 2.0 only ✓	Assessment Matrix

Subgroup	Target AMO Reading, 2014	Target AMO Reading, 2015	Target AMO Reading, 2016	Target AMO Reading, 2017
ALL STUDENTS	68	71	75	79
ALL STUDENTS	68	71	75	79
AMERICAN INDIAN				
ASIAN	64	68	72	76
BLACK/AFRICAN AMERICAN	47	53	59	65
HISPANIC	52	57	63	68
WHITE	75	77	80	83
ENGLISH LANGUAGE LEARNERS	29	37	45	53
STUDENTS WITH DISABILITIES	48	54	60	66
ECONOMICALLY DISADVANTAGED	54	59	64	69

FCAT2 READ		Prof Level 3+		
	Ethnicity	Total Student Count	# Students	% Students	2013-14 Goal
	Asian	23	11	47.8%	64%
	Black or African American	50	15	30.0%	47%
	Hispanics of any race	104	42	40.4%	52%
	American Indian or Alaska Native	1	0	0.0%	
	Two or more races	21	13	61.9%	63.9%
	White	359	229	63.8%	75%

			Prof Level 3+ for Econ Dis Students		
Test	Subject	Total Student Count	# Students	% Students	2013-14 Goal
FCAT2	READ	205	77	37.6%	54%

			Prof Level 3+ for Special Ed Students		
Test	**Subject**	**Total Student Count**	**# Students**	**% Students**	**2013-14 Goal**
FCAT2	READ	60	10	16.7%	15, 25%

			Prof Level 3+ for LEP Students		
Test	**Subject**	**Total Student Count**	**# Students**	**% Students**	**2013-14 Goal**
FCAT2	READ	28	2	7.1%	10, 36%

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

			College Ready Students		
Test	**Subject**	**Total Student Count**	**# Students**	**% Students**	**2013-14 Goal**
PERT	MATH	43	32	74.4%	85%
	READ	36	32	88.9%	95%
	WRITE	33	32	97.0%	100%

Goal 1 to support target(s): ✓

- Increase % of students scoring level 3 reading or above from 57% to 67%
- Increase % of level 3 reading for special ed students from 16.7% to 25%
- Increase % of level 3 reading students from 7.1% to 36%

	2012-13 Actuals		2013-14 Targets	

- Increase % of level 3 reading black student from 30% to 36%
- Increase % of students in L25% making learning gains in reading from 68% to 75%

Possible Data Sources to Measure Goal 1: ✓

-FCAT reading data located in Portal, DecisionEd, and FLDOE website
http://fcat.fldoe.org/mediapacket/2013/default.asp#FCAT2

-Read 180 data, Reading Counts

-FAIR assessment data

Data Indicator(s) –corresponding to SIP Part II A-J (SIP Targets)	2012-13 Actuals		2013-14 Targets	
1. % of students scoring level 3 or above on reading FCAT	**#**	**%**	**#**	**%**
	310	**57**	**354**	**67**

Action Plans (strategies) to Accomplish Goals (reduce or eliminate barriers)

Action 1-Ensure implementation of high yield instructional reading strategies in reading classes.	✓
Action 2-Implement school wide focus on content area reading in all classes.	✓
Action 3-Set and communicate a purpose for learning and learning goals in each lesson to include continual student tracking of progress.	✓
Action 4-Increase instructional rigor with focus on common core standards implementation.	✓
Action 5-Ensure all teachers are implementing best teaching practice effectively and consistently to include the use of: a. Gradual release model (Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur)	✓

	b. Connecting instructional objectives to the learning goals, student interests, background and personal goals. c. Clear focus on essential learning and goals d. Effective classroom management to include following school board and school based policies. e. Regular parent communication (positive and negative). f. Teacher regularly collects and utilizes data while working with students to monitor and track their own progress. g. Continual assessments. h. Differentiated instruction. **i.** Relationship building-teacher works to develop positive relationships with the students.		
	Action 6-Implement school wide L25% initiative. All teachers will be required to show progress tracking and identification methods and intervention strategies for their L25%.	✓	
	Action 7-Increase teacher to parent communication regarding student status, progress and the curriculum.	✓	
	Plan to Implement Action 1: -Walkthroughs will be conducted by administrators at least once per week for each teacher. Administration will use our school based walkthrough indicator checklist to collect, monitor and utilize the data to assist teachers. The walkthroughs will focus on teacher evaluation indicators and SIP reading goals. -Lesson Plans (Kept daily and formal copies submitted to teachers Administrator upon request and weekly lesson plans due once per month) -Reading coach and administration will provide support to all teachers specifically helping our reading teachers with high yields instructional strategies, as well as assisting teachers in techniques to integrate effective and regular content area reading tasks. This support will be provided by on one support, PLC's and school based training. -School wide lesson studies for all teachers will be implemented for the 2013-2014 school year. All	✓	

	teachers will participate in lesson studies for their areas once per semester.		
	Plan to Implement Action 2: -Walkthroughs will be conducted by administrators at least once per week for each teacher. Administration will use our school based walkthrough indicator checklist to collect, monitor and utilize the data to assist teachers. The walkthroughs will focus on teacher evaluation indicators and SIP reading goals. -Lesson Plans (Kept daily and formal copies submitted to teachers Administrator upon request and weekly lesson plans due once per month) -Reading coach and administration will provide support to all teachers specifically helping our reading teachers with high yields instructional strategies, as well as assisting teachers in techniques to integrate effective and regular content area reading tasks. This support will be provided by on one support, PLC's and school based training. -School wide lesson studies for all teachers will be implemented for the 2013-2014 school year. All teachers will participate in lesson studies for their areas once per semester.	✓	

	Plan to Implement Action 3:
	
	-Walkthroughs will be conducted by administrators at least once per week for each teacher. Administration will use our school based walkthrough indicator checklist to collect, monitor and utilize the data to assist teachers.
	
	-Lesson Plans (Kept daily and formal copies submitted to teachers Administrator upon request and weekly lesson plans due once per month)
	
	-Administrators will work with teachers and through lesson studies to determine if the lesson:
	
	    a. *Is aligned with a course standard or benchmark and to the district/school pacing guide*
	    b. *Begins with a discussion of desired outcomes and learning goals*
	    c. *Includes a learning goal/essential question*
		✓	

	d. *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question* e. *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question* f. *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it* g. *Teacher reference to the scale or rubric throughout the lesson* h. *Includes student progress tracking and monitoring.*		
	Plan to Implement Action 4: -Walkthroughs will be conducted by administrators at least once per week for each teacher. Administration will use our school based walkthrough indicator checklist to collect, monitor and utilize the data to assist teachers. -Lesson Plans (Kept daily and formal copies submitted to teachers Administrator upon request and weekly lesson plans due once per month) -Teachers will attend common core trainings and work with colleague's through lesson studies to implement common core standards.	✓	
	Plan to Implement Action 5: -Walkthroughs will be conducted by administrators at least once per week for each teacher. Administration will use our school based walkthrough indicator checklist to collect, monitor and utilize the data to assist teachers. -Lesson Plans (Kept daily and formal copies submitted to teachers Administrator upon request and weekly lesson plans due once per month)	✓	
	Plan to Implement Action 6: -Administrators will ensure all teachers have identification strategy, progress monitoring strategy		

	and intervention strategy in place for their L25 students. -Walkthroughs will be conducted by administrators at least once per week for each teacher. Administration will use our school based walkthrough indicator checklist to collect, monitor and utilize the data to assist teachers. -Lesson Plans (Kept daily and formal copies submitted to teachers Administrator upon request and weekly lesson plans due once per month)		
	Plan to Implement Action 7: -Administrators will ensure teachers have a parent communication plan in place to regularly communicate to parents regarding their child's behavior (positive & negative), progress, and the class. -Administration will ensure contacts are made home prior to referrals being written for minor behaviors. -Administration will check portal when monitoring students to ensure teachers are logging their communication efforts in the parent communication log. -Teachers will be evaluated based upon level of parental communication and their plan in place.		
	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 **71%**	DecisionED/DW ✓	Assessment Matrix
	b) Florida Alternate Assessment (FAA)		
1	▢ Students scoring at or above Level 4 **Student count 3, all scored level 7**	DecisionED/DW ✓	Assessment Matrix
	Goal 2 to support target(s): -To increase the % of students scoring 3.5 or above from 71% to 90% -To decrease the % of students scoring levels 1,2,3 from 29% to 10%	Narrative ✓	

	Possible Data Sources to Measure Goal 2: -Weekly student writing assessments -FCAT assessment data -ACT, SAT concordant scores	Narrative DecisionED/DW ✓			

	Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)	**2012-13 Actuals**		**2013-14 Targets**	
		# **TBD**	**%**	**#**	**%**
	1. Increase in quantity of writing across all content areas, as noted through walkthrough data to be collected.	**#** **TBD**	**%**	**#**	**%**
	2. Increase quality of writing prompts across all content areas, as noted through teacher rubric based assessments.	**#** **TBD**	**%**	**#**	**%**
	Action Plans (strategies) to Accomplish Goal 2 (reduce or eliminate barriers)				
	Action 1-Increase instructional rigor related to writing assignments. Increase number of writing assignments across all curriculum areas.	✓			
	Action 2-Teachers conduct weekly writing prompts scoring them on a rubric scale.	✓			
	Action 3- Increase teacher to parent communication regarding student status, progress and the curriculum.	✓			
	Plan to Implement Action 1:	✓			

-Walkthroughs will be conducted by administrators at least once per week for each teacher. Administration will use our school based walkthrough indicator checklist to collect, monitor and utilize the data to assist teachers. -Lesson Plans (Kept daily and formal copies submitted to teachers Administrator upon request and weekly lesson plans due once per month) -Peer collaboration through lesson studies and PLC's.		
Plan to Implement Action 2: **-**All teachers will be provided with training to effectively develop a grading rubric for the writing prompts. -Walkthroughs will be conducted by administrators at least once per week for each teacher. Administration will use our school based walkthrough indicator checklist to collect, monitor and utilize the data to assist teachers. -Lesson Plans (Kept daily and formal copies submitted to teachers Administrator upon request and weekly lesson plans due once per month)	✓	
Plan to Implement Action 3: -Administrators will ensure teachers have a parent communication plan in place to regularly communicate to parents regarding their child's behavior (positive & negative), progress, and the class. -Administration will ensure contacts are made home prior to referrals being written for minor behaviors. -Administration will check portal when monitoring students to ensure teachers are logging their communication efforts in the parent communication log. -Teachers will be evaluated based upon level of parental communication and their plan in place.	✓	

	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	
	⬛ Students scoring at Achievement Level 3	DecisionED/DW	
	⬛ Students scoring at or above Achievement Level 4	DecisionED/DW	Assessment Matrix
1	*b) Florida Alternate Assessment (FAA)*		Assessment Matrix
1	⬛ Students scoring at Levels 4, 5, and 6	DecisionED/DW	Assessment Matrix
	⬛ Students scoring at or above Level 7	DecisionED/DW	
1	*c) Learning Gains*		Assessment Matrix
1	⬛ Students making learning gains (FCAT 2.0, EOC, and FAA)	DecisionED/DW FCAT 2.0 only	Assessment Matrix
	⬛ Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	DecisionED/DW FCAT 2.0 only	
1	*d) Annual Measurable Objectives (AMOs)*		Assessment Matrix
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
	2. *High School Mathematics*		
1	The following data shall be considered by high schools.		Assessment Matrix
	a) Florida Alternate Assessment (FAA)		

	☐ Students scoring at Levels 4, 5, and 6 **4 out of 8, 50%**	DecisionED/DW ✓	
	☐ Students scoring at or above Level 7 **3 out of 8, 37.5%**	DecisionED/DW ✓	
1	*b) Annual Measurable Objectives (AMOs)*		Assessment Matrix
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

Subgroup	Target AMO Math, 2014	Target AMO Math, 2015	Target AMO Math, 2016	Target AMO Math, 2017
ALL STUDENTS	66	70	74	78
ALL STUDENTS	59	63	68	73
AMERICAN INDIAN				
ASIAN	90	91	92	93
BLACK/AFRICAN AMERICAN	41	47	54	61
HISPANIC	51	56	62	67
WHITE	64	68	72	76
ENGLISH LANGUAGE LEARNERS	52	57	63	68
STUDENTS WITH DISABILITIES	49	55	60	66
ECONOMICALLY DISADVANTAGED	53	58	63	69

				Scoring Level 4+	
Test	Subject	Ethnicity	To al Student Count	# Students	% Students
FAA	MATH	Black or African American	4	3	75.0%
		Hispanics of any race	2	2	100.0%
		Two or more races	1	1	100.0%
		White	1	1	100.0%

			Scoring Level 4,5,6		Scoring Level 7+	
Test	Subject	Total Student Count	# Stude	% Studen	# Students	% Students

				nts	ts				
	FAA	MATH	8	4	50.0%	3	37.5%		
	c) Learning Gains								
1	☐ Students making learning gains (EOC and FAA) **66%**							DecisionED/D ✓	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/D ✓	Assessment Matrix

		College Ready Students		
Test	**Subject**	**Total St dent Count**	**# Students**	**% Students**	**2013-14 Goal**
PERT	MATH	43	32	74.4%	85%
	READ	36	32	88.9%	95%
	WRITE	33	32	97.0%	100%

	3. *Middle School Acceleration*								
1	The following data shall be considered by middle schools.								Assessment Matrix
	☐ Middle school participation in high school EOC								
	☐ Middle school performance on high school EOC								
1	4. *Algebra 1 End-of-Course Assessment (EOC)*								Assessment Matrix
1	The following data shall be considered for schools with students taking the Algebra I EOC.								Assessment Matrix
	☐ Students scoring at Achievement Level 3 **144, 29.9%**							DecisionED/DW ✓	

	☐ Students scoring at or above Achievement Level 4 **22, 4.6%**	DecisionED/D ✓		
1	5. *Geometry End-of-Course Assessment (EOC)*		Assessment Matrix	
1	The following data shall be considered for schools with students taking the Geometry EOC.		Assessment Matrix	
	☐ Students scoring at Achievement Level 3 **130, 27.1%**	DecisionED/D ✓		
	☐ Students scoring at or above Achievement Level 4 **164, 34.3%**	DecisionED/D ✓		
1	**Goal 3 to support target(s):** • Increase ALG students scoring level 3 or higher 24 points. • Increase GEO students scoring level 3 or higher 20 points. • Increase learning gains for L25 15 points.	✓	Assessment Matrix	
1	**Possible Data Sources to Measure Goal 3**: EOC assessment data located in DecisionEd, FLDOE website and Portal. http://fcat.fldoe.org/mediapacket/2013/#FCAT2	DecisionED/D ✓	Assessment Matrix	

	Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)	**2012-13 Actuals**		**2013-14 Targets**	
		#	**%**	**#**	**%**
	1. Increase ALG students scoring level 3 or higher 20 points.	**166**	**34.5**	**190**	**40**
	2. Increase GEO students scoring level 3 or higher 20 points. 3. Increase learning gains for L25	**#** **294** **#**	**%** **61.3** **%** **58%**	**#** **314** **#**	**%** **66** **%** **73**
	Action Plans (strategies) to Accomplish Goal 3 (reduce or eliminate barriers)				

Action 1- Ensure all teachers are implementing best teaching practice effectively and consistently to include the use of:
 	
   a. Gradual release model (Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur)
   b. Connecting instructional objectives to the learning goals, student interests, background and personal goals.
   c. Clear focus on essential learning and goals
   d. Effective classroom management to include following school board and school based policies.
   e. Regular parent communication (positive and negative).
   f. Teacher regularly collects and utilizes data while working with students to monitor and track their own progress.
   g. Continual assessments.
   h. Differentiated instruction.
   i. Relationship building-teacher works to develop positive relationships with the students.
	✓			

Action 2-Create academic interventions that support instructional goals and highest student achievement.	✓			
Action 3- Implement school wide L25% initiative. All teachers will be required to show progress tracking and identification methods and intervention strategies for their L25%.	✓			
Action 4- Increase teacher to parent communication regarding student status, progress and the curriculum.	✓			
Plan to Implement Action 1: -Walkthroughs will be conducted by administrators at least once per week for each teacher. Administration will use our school based walkthrough indicator checklist to collect, monitor and utilize the data to assist teachers. -Lesson Plans (Kept daily and formal copies submitted to teachers Administrator upon request and	✓			

	weekly lesson plans due once per month) -PLC's, school wide-content area lesson studies.		
	Plan to Implement Action 2: **-**Increase tutoring opportunities through ELP funds to include the use of after school tutoring for extra assistance to struggling students and credit recovery to those students who need to retake the course. -Early identification of struggling students and students in need of course retakes to provide efficient and effective remediation.	✓	
	Plan to Implement Action 3: -Administrators will ensure all teachers have identification strategy, progress monitoring strategy and intervention strategy in place for their L25 students. -Walkthroughs will be conducted by administrators at least once per week for each teacher. Administration will use our school based walkthrough indicator checklist to collect, monitor and utilize the data to assist teachers. -Lesson Plans (Kept daily and formal copies submitted to teachers Administrator upon request and weekly lesson plans due once per month)	✓	
	Plan to Implement Action 4: -Administrators will ensure teachers have a parent communication plan in place to regularly communicate to parents regarding their child's behavior (positive & negative), progress, and the class. -Administration will ensure contacts are made home prior to referrals being written for minor behaviors. -Administration will check portal when monitoring students to ensure teachers are logging their communication efforts in the parent communication log. -Teachers will be evaluated based upon level of parental communication and their plan in place.	✓	

	D. Area 4: Science		
	1. *Elementary and Middle School Science*		
	The following data shall be considered by elementary and middle schools.	DecisionED/DW	
	a) *Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)*	DecisionED/DW	Assessment Matrix
	⬚ Students scoring at Achievement Level 3		Assessment Matrix
	⬚ Students scoring at or above Achievement Level 4	DecisionED/DW	Assessment Matrix
1	b) *Florida Alternate Assessment (FAA)*	DecisionED/DW	
1	⬚ Students scoring at Levels 4, 5, and 6		Assessment Matrix
	⬚ Students scoring at or above Level 7		Assessment Matrix
1	2. *High School Science*		
1	The following data shall be considered by high schools.		
	a) *Florida Alternate Assessment (FAA)*		
	⬚ Students scoring at Levels 4, 5, and 6	DecisionED/DW ✓	Assessment Matrix
	⬚ Students scoring at or above Level 7	DecisionED/DW ✓	Assessment Matrix

⬚ Students scoring at Levels 4, 5, and 6

Test	Subject	Total Student Count	Scoring Level 4,5,6		Scoring Level 7+	
			# Students	% Stude ts	# Students	% Students
FAA	SCI	6	4	66.7%	2	33.3%

⬚ Students scoring at or above Level 7

Test	Subject	Total Student Count	Scoring Level 4,5,6		Scoring Level 7+	
			# Students	% Students	# Students	% Students
FAA	SC	6	4	66.7%	2	33.3%

1	3. *Biology 1 End-of-Course Assessment (EOC)*		
1	The following data shall be considered for schools with students taking the Biology 1 EOC.		
	⮚ Students scoring at Achievement Level 3 **182, 33.3%**	DecisionED/DW ✓	Assessment Matrix
	⮚ Students scoring at or above Achievement Level 4 **178, 32.5%**	DecisionED/DW ✓	Assessment Matrix
1	**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) Five: Field trips and robotics.	✓	Standard 3-3.12: Teaching and Assessing for Learning
	⮚ Participation in STEM-related experiences provided for students Field trips, project based curriculum, cross curricular projects, experiences with industry professionals. 95% participation rate in activities.	✓	Standard 3-3.1: Teaching and Assessing for Learning
1	The following data shall be considered by high schools.		
1	⮚ Students enrolling in one or more *accelerated* STEM-related courses STEM Data not yet available.	DecisionED/DW	Assessment Matrix
	⮚ Completion rate (%) for students enrolled in *accelerated* STEM-related courses STEM Data not yet available.	DecisionED/DW	Assessment Matrix
1	⮚ Students taking one or more advanced placement exams for STEM-related courses STEM Data not yet available.	DecisionED/DW	Assessment Matrix
1	⮚ Passing rate (%) for students who take advanced placement exams for STEM-related courses Not Available	DecisionED/DW	Assessment Matrix
1	⮚ CTE-STEM program concentrators 3	DecisionED/DW	Assessment Matrix
1	⮚ Students taking CTE-STEM industry certification exams 139 CTE	DecisionED/DW	Assessment Matrix
1	⮚ Passing rate (%) for students who take CTE-STEM industry certification exams 85% CTE	DecisionED/DW	Assessment Matrix

1	**Goal 4 to support target(s):** • **Increase students scoring level 3 in BIO EOC 10 points** • **Increase students scoring level 4 or higher on BIO EOC 10 points**	✓				
1	**Possible Data Sources to Measure Goal 4**: EOC assessment data located in DecisionEd, FLDOE website and Portal. http://fcat.fldoe.org/mediapacket/2013/#FCAT2	✓				

Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)	2012-13 Actuals		2013-14 Targets	
	#	%	#	%
1. Increase students scoring level 3 in BIO EOC 20 points	182	29.9	202	37
2. Increase students scoring level 4 or higher on BIO EOC 10 points	178	32.5	188	34

Action Plans (strategies) to Accomplish Goal 3 (reduce or eliminate barriers)		
Action 1- Ensure all teachers are implementing best teaching practice effectively and consistently to include the use of: a. Gradual release model (Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur) b. Connecting instructional objectives to the learning goals, student interests, background and personal goals. c. Clear focus on essential learning and goals d. Effective classroom management to include following school board and school based policies. e. Regular parent communication (positive and negative). f. Teacher regularly collects and utilizes data while working with students to monitor and	✓	

	track their own progress. g. Continual assessments. **h.** Differentiated instruction. **i.** Relationship building-teacher works to develop positive relationships with the students.		
	Action 2- Create academic interventions that support instructional goals and highest student achievement.	✓	
	Action 3- Increase teacher to parent communication regarding student status, progress and the curriculum.		
	Plan to Implement Action 1: -Walkthroughs will be conducted by administrators at least once per week for each teacher. Administration will use our school based walkthrough indicator checklist to collect, monitor and utilize the data to assist teachers. -Lesson Plans (Kept daily and formal copies submitted to teachers Administrator upon request and weekly lesson plans due once per month) -PLC's, school wide-content area lesson studies.	✓	
	Plan to Implement Action 2: **-**Increase tutoring opportunities through ELP funds to include the use of after school tutoring for extra assistance to struggling students and credit recovery to those students who need to retake the course. -Early identification of struggling students and students in need of course retakes to provide efficient and effective remediation.	✓	
	Plan to Implement Action 3: -Administrators will ensure teachers have a parent communication plan in place to regularly communicate to parents regarding their child's behavior (positive & negative), progress, and the		

	class. -Administration will ensure contacts are made home prior to referrals being written for minor behaviors. -Administration will check portal when monitoring students to ensure teachers are logging their communication efforts in the parent communication log. -Teachers will be evaluated based upon level of parental communication and their plan in place.		
	The following data shall be considered by middle and high schools.		
	☐ Students enrolling in one or more CTE courses 479	DecisionED/DW ✓	
	☐ Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses 90%	DecisionED/DW ✓	
1	☐ Completion rate (%) for CTE students enrolled in *accelerated* courses 85%	DecisionED/DW ✓	Assessment Matrix
1	☐ Students taking CTE industry certification exams 139	DecisionED/DW ✓	Assessment Matrix
1	☐ Passing rate (%) for students who take CTE industry certification exams 85%	DecisionED/DW ✓	Assessment Matrix
1	☐ CTE program concentrators 3	✓	
1	☐ CTE teachers holding appropriate industry certifications 4	✓	Standard 3-3.11: Teaching and Assessing for Learning; Standard 4-1: Resources and Support Systems

1	**G. Area 7: Social Studies**		
3	**1. *Civics End-of-Course Assessment (EOC) NA***		
	The following data shall be considered for schools with students taking the Civics EOC.		
	⬚ Students scoring at Achievement Level 3	DecisionED/DW	Assessment Matrix
	⬚ Students scoring at or above Achievement Level 4	DecisionED/DW	Assessment Matrix
1	**2. *U.S. History End-of-Course Assessment (EOC)***		
1	The following data shall be considered for schools with students taking the U.S. History EOC.		

	⬚ Students scoring at Achievement Level 3	DecisionED/DW ✓	Assessment Matrix

		% in Each Third		
Number of Students	Mean Scale Score	1	2	3
411	52	29	25	45

	⬚ Students scoring at or above Achievement Level 4	DecisionED/DW ✓	Assessment Matrix

		% in Each Third		
Number of Students	Mean Scale Score	1	2	3

	411	52	29	25	45		

1	**Goal 5 (add other goals as needed) to support target(s):** • **Increase percentage of top third 7 points.**		

	Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets) 1. Percentage of top third.	**2012-13 Actuals**		**2013-14 Targets**	
		# **NA**	**%** **45**	**#**	**%** **52**
	2.	**#**	**%**	**#**	**%**

1	**Possible Data Sources to Measure Goal 5**:		
	Action Plans (strategies) to Accomplish Goal 3 (reduce or eliminate barriers)		

	Action 1- Ensure all teachers are implementing best teaching practice effectively and consistently to include the use of:
	
	  a. Gradual release model (Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur)
	  b. Connecting instructional objectives to the learning goals, student interests, background and personal goals.
	  c. Clear focus on essential learning and goals
	  d. Effective classroom management to include following school board and school based policies.
	  e. Regular parent communication (positive and negative).
	  f. Teacher regularly collects and utilizes data while working with students to monitor and track their own progress.
	  g. Continual assessments.
		✓	

h. Differentiated instruction. **i.** Relationship building-teacher works to develop positive relationships with the students.		
Action 2- Create academic interventions that support instructional goals and highest student achievement.	✓	
Action 3- Increase teacher to parent communication regarding student status, progress and the curriculum.		
Plan to Implement Action 1: -Walkthroughs will be conducted by administrators at least once per week for each teacher. Administration will use our school based walkthrough indicator checklist to collect, monitor and utilize the data to assist teachers. -Lesson Plans (Kept daily and formal copies submitted to teachers Administrator upon request and weekly lesson plans due once per month) -PLC's, school wide-content area lesson studies.	✓	
Plan to Implement Action 2: **-**Increase tutoring opportunities through ELP funds to include the use of after school tutoring for extra assistance to struggling students and credit recovery to those students who need to retake the course. -Early identification of struggling students and students in need of course retakes to provide efficient and effective remediation.	✓	
Plan to Implement Action 3: -Administrators will ensure teachers have a parent communication plan in place to regularly communicate to parents regarding their child's behavior (positive & negative), progress, and the class. -Administration will ensure contacts are made home prior to referrals being written for minor		

	behaviors. -Administration will check portal when monitoring students to ensure teachers are logging their communication efforts in the parent communication log. -Teachers will be evaluated based upon level of parental communication and their plan in place.		
	H. Area 8: Early Warning Systems		
	1. *Attendance*		
	Students tardy 10 percent or more, as defined by district attendance policy **673**	DecisionED/DW ✓	Standard 5-5.2 Using Results for Continuous Improvement
	Students absent 10 percent or more, as defined by district attendance policy **653**	DecisionED/DW ✓	Standard 5-5.2 Using Results for Continuous Improvement
3	2. *Suspension*		
3	Students with one or more referrals **944**	DecisionED/DW ✓	Standard 5: Using Results for Continuous Improvement
	Students with five or more referrals **253**	DecisionED/DW ✓	Standard 5: Using Results for Continuous Improvement
3	Students with one or more in-school suspension days, as defined in s.1003.01(5)(b), F.S. **471**	DecisionED/DW ✓	Standard 5: Using Results for Continuous Improvement

|			
3	⬛ Students with five or more in-school suspension days, as defined in s.1003.01(5)(b), F.S. **89**	DecisionED/DW ✓	Standard 5: Using Results for Continuous Improvement
3	⬛ Students with one or more out-of-school suspension days, as defined in s.1003.01(5)(a), F.S. **284**	DecisionED/DW ✓	Standard 5: Using Results for Continuous Improvement
3	⬛ Students with five or more out-of-school suspension days, as defined in s.1003.01(5)(a), F.S. **90**	DecisionED/DW ✓	Standard 5: Using Results for Continuous Improvement
3	⬛ Students with ten or more in-school or out-of-school suspension days **72**	DecisionED/DW ✓	Standard 5: Using Results for Continuous Improvement
3	⬛ Students referred for alternative school placement **5**	DecisionED/DW ✓	Standard 5: Using Results for Continuous Improvement
3	⬛ Students expelled **1**	DecisionED/DW ✓	Standard 5: Using Results for Continuous Improvement
3	3. *Retention*		
3	⬛ Students retained Not yet available.	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
	⬛ Students with one or more course failures on first attempt in core-curricula courses, as defined in s. 1003.01(14), F.S. Data not available.	DecisionED/DW	Standard 5: Using Results for Continuous Improvement

1	o Students in 3rd grade with one or more course failures on first attempt in core-curricula courses o Students in 6th grade with one or more course failures on first attempt in core-curricula courses o Students in 9th grade with one or more course failures on first attempt in core-curricula courses Data not available.		Standard 5: Using Results for Continuous Improvement
1	⬜ Students off track for graduation based on credits required to date for their cohort **205 are not on track for graduation in June of 2014.**	DecisionED/DW assuming drop out codes are W22 and w15	Standard 5: Using Results for Continuous Improvement
1	4. *Dropout Prevention*		
1	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/.		
	⬜ Students dropping out of school, as defined in s.1003.01(9), F.S. **Data not yet available**.	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
	⬜ 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) **2012-83%** **2013-80%**	DecisionED/DW ✓	Standard 5: Using Results for Continuous Improvement
1	⬜ Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C. **53% 2013**	DecisionED/DW ✓	Standard 5: Using Results for Continuous Improvement
1	⬜ Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b) **Data not yet available.**	Narrative	Standard 5: Using Results for Continuous Improvement

1	**I. Area 9: Parent Involvement**		
1	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).		
	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). • **School wide focus for teachers to stay in continual communication with parents. Focus on teacher making parent contact both positive and negative, and providing regular information regarding their classes. Administrators will monitor this through weekly walk through and note parental involvement levels on teacher appraisals.** • **Require teachers to utilize the Parent Communication Log on portal when making their regular contacts to parents.** • **Provide frequent home-school communication in a variety of formats, and allows for families to support and supervise their child's educational progress** • **Collect data from Focus to determine level of portal logins** • **Administrators assess teachers level of parent communication through evaluation tools** • **Collect data from Focus to determine number of volunteer hours and areas of volunteerism.**	✓	
	J. Area 10: Additional Targets		
3,4	**Goal 6:** • There will be an increase in black student achievement • All black students to make learning gains in reading and math	✓	
	Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets) • Black students scoring level 3 and higher on FCAT reading will increase from 30% to 36% • Black students scoring level 3 and higher in Math EOC will increase 7 points.	✓	

	Possible Data Sources to Measure Goal 6: • EOC assessment data located in DecisionEd, FLDOE website and Portal. http://fcat.fldoe.org/mediapacket/2013/#FCAT2	✓	
	Action Plans (strategies) to Accomplish Goal 6 (reduce or eliminate barriers) • Increase teacher to parent communication regarding student status, progress and the curriculum. • Differentiate instruction-Content materials are differentiated by student interest, cultural background, prior knowledge of content and skill level. • Content materials are appropriately scaffolded to meet the needs of diverse learners. • Teacher to provide small group instruction to target specific learning needs. • Infusion of AVID strategies across all content areas • Set and communicate a purpose for learning and learning goals in each lesson to include continual student tracking of progress. • Increase teacher to parent communication regarding student status, progress and the curriculum.	✓	
	Plan to Implement Action Plans: • Administrators will ensure teachers have a parent communication plan in place to regularly communicate to parents regarding their child's behavior (positive & negative), progress, and the class. Administration will ensure contacts are made home prior to referrals being written for minor behaviors. Administration will check portal when monitoring students to ensure teachers are logging their communication efforts in the parent communication log. Teachers will be evaluated based upon level of parental communication and their plan in place. • Walkthroughs will be conducted by administrators at least once per week for each teacher. Administration will use our school based walkthrough indicator checklist to collect, monitor and utilize the data to assist teachers. • Lesson Plans (Kept daily and formal copies submitted to teachers Administrator upon request and weekly lesson plans due once per month)	✓	

	• Administrators will work with teachers and through lesson studies to determine if the lesson:
	    ○ *Is aligned with a course standard or benchmark and to the district/school pacing guide*
	    ○ *Begins with a discussion of desired outcomes and learning goals*
	    ○ *Includes a learning goal/essential question*
	    ○ *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question*
	    ○ *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question*
	    ○ *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it*
	    ○ *Teacher reference to the scale or rubric throughout the lesson*
	    ○ *Includes student progress tracking and monitoring.*		

	Goal 7: • There will be an increase in black student engagement	✓	
	Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets) • Decrease the % of black students receiving referrals, and receiving in school and out of school suspensions. ○ There were 170 suspensions for black students in 2012-2013 school year. This represents 24% of the total suspensions.	✓	

Percentage of all enrolled students by ethnicity and percentage of suspensions by ethnicity
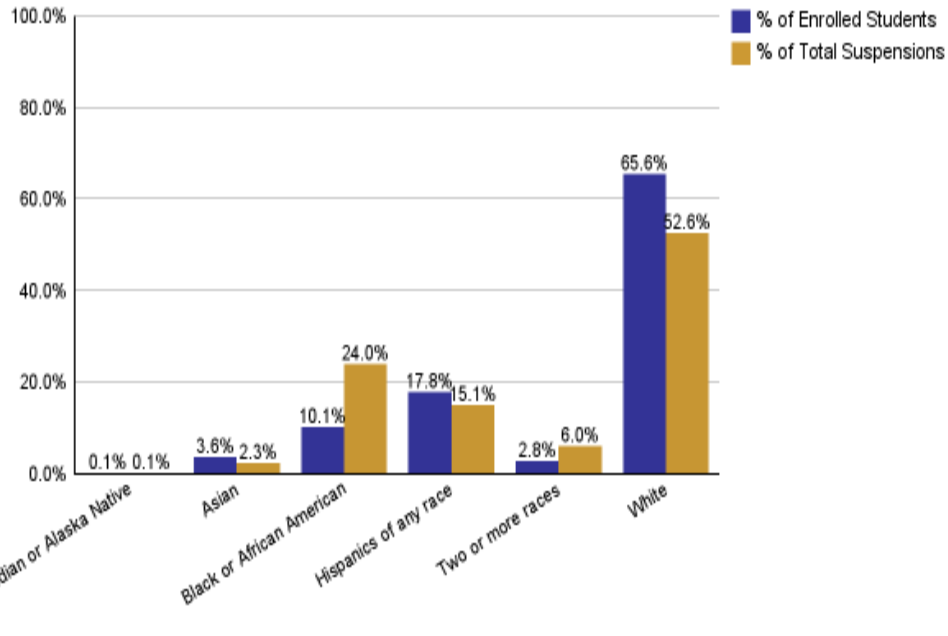
Possible Data Sources to Measure Goal 7:	✓	
• DecisionEd, Portal		

Action Plans (strategies) to Accomplish Goal 7 (reduce or eliminate barriers)	✓	
• Positive behavior support system: ROCK program, mentoring programs, recognition programs through MTSS and Freshman Academy. • Increase teacher to parent communication regarding student status, progress and the curriculum.		

Plan to Implement Action Plans:	✓	
• Expectations are clearly and positively defined		

	• Behavioral expectations are taught and reviewed with all students and staff • Appropriate behaviors are acknowledged • Behavioral errors are proactively corrected • A database for keeping records and making decisions is established Data-based monitoring and adaptations to the plan are regularly conducted • Administrators will ensure teachers have a parent communication plan in place to regularly communicate to parents regarding their child's behavior (positive & negative), progress, and the class. Administration will ensure contacts are made home prior to referrals being written for minor behaviors. Administration will check portal when monitoring students to ensure teachers are logging their communication efforts in the parent communication log. Teachers will be evaluated based upon level of parental communication and their plan in place.		

	Goal 8:
	
	• Increase graduation rate of:
	    o Black students
	    o At risk students
	    o All students
		✓	

	Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)
	
	• 2011-2012 graduation rate=83%
	• 2012-2013 graduation rate=80% as of 7/31/13
	    o 2014 goal=85% graduation rate
	• 2012-2013 black graduation rate=79% as of 7/31/13
	    o 2014 goal=85% graduation rate
		✓	

	Possible Data Sources to Measure Goal 8: • Decision Ed, Portal	✓	
	Action Plans (strategies) to Accomplish Goal 8 (reduce or eliminate barriers) • Guidance and administration communicate regularly graduation requirements for students.	✓	

Providing the updated information to parents as well.
- Post graduation requirements on the school website, in student areas throughout the school, in the student planners, during freshman orientations, utilize back to school night to convey graduation requirements.
- Guidance and 12th grade AP work with seniors from the start of the school year to be placed in credit recovery classes and grade forgiveness classes to increase GPA and or make up credits necessary to graduate.
- Implement school wide mentor program themed "One More." Our goal is for each teacher to reach 1 more student this year than in years past by adopting a student to mentor throughout the year with a focus on relationship building.
- Increase teacher to parent communication regarding student status, progress and the curriculum.

Plan to Implement Action Plans: ✓

- Guidance, DMT, and administration regularly monitor and assess the at risk graduation cohort report ensuring all students have the necessary interventions to graduate.
- Continual monitoring of students behavior, attendance and performance to identify at risk student for interventions.
- Monitor dropout data, attendance rates, assessment scores, class performance- (obtained via FOCUS)
- Implement school wide mentor program themed "One More." Our goal is for each teacher to reach 1 more student this year than in years past by adopting a student to mentor throughout the year with a focus on relationship building.
  - AP will send AT risk report to teachers, teachers will select their student to mentor for the year. AP will develop updated, editable document for staff members to monitor and log their contacts with each at risk student.
- Administrators will ensure teachers have a parent communication plan in place to regularly communicate to parents regarding their child's behavior (positive & negative), progress, and the class. Administration will ensure contacts are made home prior to referrals being written for minor behaviors. Administration will check portal when monitoring students to ensure teachers are logging their communication efforts in the parent communication log. Teachers will be evaluated based upon level of parental communication and their plan in

	place.		
	K. Problem-Solving		
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.	✓	
	⬛ Step 1: Identify goal(s) to help you achieve your targets. Select one or more Areas each goal addresses. **Reading Goals:** • Decrease number of students in Read180 classes. This indicates students are progressing through their remediation and their reading scores have progressed pass the necessary threshold to move forward. • Decrease length of time students are in remedial reading classes. This indicates students are progressing through their remediation and their reading scores have progressed pass the necessary threshold to move forward. • Increase level appropriate reading throughout all content areas. • Administrators conduct a walk through per teacher once a week. • Track student data regularly to monitor pass rates. • Implement lesson studies for all teachers for first semester and second semester. • Develop ELP plan to include additional tutoring for language arts classes and reading interventions to begin the school year. • Increase teacher to parent communication regarding student status, progress and the curriculum. **Math:** • Administrators conduct a walk through per teacher once a week. • Track student data regularly to monitor pass rates. • Implement credit recovery math program, Math Xcell to start the school year. • Implement lesson studies for all teachers for first semester and second semester. • Develop ELP plan to include additional tutoring for math.	✓	

- Increase teacher to parent communication regarding student status, progress and the curriculum.

Science:
- Administrators conduct a walk through per teacher once a week.
- Track student data regularly to monitor pass rates.
- Implement credit recovery program/ELP to begin at the start of the school year.
- Implement lesson studies for all teachers for first semester and second semester.
- Develop ELP plan to include additional tutoring for science.
- Increase teacher to parent communication regarding student status, progress and the curriculum.

Graduation:
- Increase teacher to parent communication regarding student status, progress and the curriculum.
- Guidance and AP to weekly pull at risk cohort report to identify students for ELP, tutoring, credit recovery, and grade forgiveness.
- Students at risk of not graduating will be notified in the first month of school by guidance and AP of 12th grade of their requirements to graduate on time.
- Implement school wide mentor program themed "One More." Our goal is for each teacher to reach 1 more student this year than in years past by adopting a student to mentor throughout the year with a focus on relationship building.
  - AP will send AT risk report to teachers, teachers will select their student to mentor for the year. AP will develop updated, editable document for staff members to monitor and log their contacts with each at risk student.

1-5	☐ Step 2: Brainstorm barriers that could prevent the school from achieving each goal. • Change in funding for ELP and tutoring • Poor student attendance • Lack of completion of credit recovery classes by students • Poor student behavior • Lack of student motivation • Teachers not able to motivate students enough • Lack of parental support	✓	

	• Lack of support in implementing school wide reading and writing initiatives. • Lack of knowledge in differentiated instruction, common core standards, AVID strategies. • Lack of or instability of resources		

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).
	   1. Student motivation
	   2. Lack of support implementing school wide initiatives
	   3. Lack of instability of resources
		✓	

1-5	⬜ Step 4: Brainstorm which resources are available that could be used to address each targeted barrier. • SIP funds can be utilized to create positive support systems in the school to increase student and teacher motivation • Use of technology to keep parents informed regarding their child's progress and behavior • Student mentoring programs • Peer mediation • Athletic and club participation • Creating positive and safe educational environment • Adhering to the school values • Work together as a team towards one common goal-student success.	✓	

1-5	⬜ Step 5: Brainstorm and prioritize strategies that could be used to eliminate or reduce each targeted barrier.
	   1. Work together as a team towards one common goal-student success.
	   2. Creating positive and safe educational environment
	   3. SIP funds can be utilized to create positive support systems in the school to increase student and teacher motivation
	   4. Use of technology to keep parents informed regarding their child's progress and behavior
	   5. Student mentoring programs
	   6. Peer mediation
	   7. Athletic and club participation
	   8. Adhering to the school values
		✓	

1-5	☐ Step 6: Identify action steps (including who, what, where, when) that will need to be taken to implement the identified strategies. **Administrative team will collaborate to develop training dates and times. Admin team will identify staff members to conduct professional development throughout the year as well.**	✓	
1-5	☐ Step 7: Determine how strategies will be monitored for effectiveness and fidelity of implementation (including who, what, where, when). **Administrative team will monitor walkthrough data via our school based data collection tool, weekly to determine the level of implementation of SIP strategies. Those areas in need of improvement and areas of commendation will be relayed to teachers through faculty meetings, conferences and professional development.** **Guidance and administration will monitor and analyze involvement in ELP programs and mentoring programs. Student data will be analyze to draw correlations and effectiveness between strategies and progress.**	✓	
1-5	☐ Step 8: Determine how progress towards each goal will be monitored (including who, what, where, when). **Administrative team will monitor walkthrough data via our school based data collection tool, weekly to determine the level of implementation of SIP strategies. Those areas in need of improvement and areas of commendation will be relayed to teachers through faculty meetings, conferences and professional development.** **Guidance and administration will monitor and analyze involvement in ELP programs and mentoring programs. Student data will be analyzed to draw correlations and effectiveness between strategies and progress. Teacher data will be monitored by AP's and Principal weekly, student data will be monitored by teachers, guidance counselors, and AP's each 6 weeks for progress and weekly for attendance.**	✓	
1-5	**Part III: Professional Development**		
1-5	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.		
	☐ **Related goal** • Increase student achievement • Increase instructional rigor • Increase content area reading • Increase content area writing • Implement academic interventions for all curricula areas.	✓	

	• Increase knowledge of differentiated instruction • Increase common core knowledge and infusion in the curriculum • Increase use of AVID strategies school wide • Implement school wide lesson study. • Increase teacher to parent communication regarding student status, progress and the curriculum.		
	▢ Topic, focus, and content Anticipated professional development opportunities for the 2013-2014 school year: • School Improvement planning-focus on SIP strategies to use, differentiated instruction and using data to monitor and track progress. • AVID strategies in the classroom-focus on how to use for each content area • Reading Strategies-focus on what teachers can do in their classrooms to increase reading proficiency of all students. • Writing strategies-focus on what teachers can do in their classrooms to increase writing proficiency of all students. • Common core training-focus on what common core is, and how to begin to incorporate common core in teachers teaching strategies. • Lesson study: Administration will develop school wide lesson studies; teachers will conduct 1lesson study per semester with their content area peer groups. Focus will be on teachers improving upon effective research based strategies. • L25% identification and intervention plan development.	✓	
1-5	**▢ Facilitator or leader** • School administration, reading coaches, district personnel and selected teachers will lead trainings.	✓	
	▢ Participants (e.g., Professional Learning Community, grade level, school wide) • Lesson studies: School wide • PLC's-content area • AVID, Reading, Writing, SIP, Common Core-school wide.	✓	
	▢ Target dates or schedule (e.g., professional development day, once a month) • PLC once a month • AVID-once per semester • Reading-twice per semester • Writing-twice per semester	✓	

	• SIP-4 times per semester • Lesson study-ongoing, 1 lesson study rotation per semester.		
	⧠ **Strategies for follow-up and monitoring** • Participant feedback will be obtained; data will be collected and analyzed for effectiveness. • PCS, Lesson Study, SIP are ongoing-follow up will be regular. • AVID, Writing and Reading will be followed up through classroom walk through feedback.	✓	
	⧠ **Person responsible for monitoring** • Assistant Principals, Principal, Reading Coach	✓	
	Part IV: Coordination and Integration		
	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. **Our wellness program will be headed up by our wellness coordinator Anita Steers. Wellness initiatives will be voted on by the staff and implemented by our wellness coordinator.**	Narrative	
	Part V: Budget		
4	Based on the strategies identified during the problem-solving process, create a budget for each school-funded activity including: **Countryside High School will use the 2013-2014 school improvement budget to provide supplemental learning opportunities/resources to our students and teachers.**	✓	
	⧠ Related goal **Utilize allocated budget in endeavors that have the greatest impact on student achievement.**	✓	
	⧠ Strategy **The School Advisory Council (SAC) will receive, review and (if appropriate) approve the use of school improvement funds for requests on a monthly basis throughout the school year.**	✓	
4	⧠ Type of resource (i.e., evidence-based programs or materials, professional development, technology, or other) **School Improvement funds**	✓	

4	Description of resources **Based on our FTE enrollment from 2012-2013, Countryside High School has been allocated $10,894.50 for school improvement for the 2013-2014 school year.**	✓	
4	Funding source **Pinellas County Schools SIP budget.**	✓	
4	Amount needed **No requests have been receive at this time.**	✓	
4	**Part VI: Mid-Year Reflection**		
4	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.	Narrative DecisionED	
	Has the goal been achieved?	Narrative DecisionED	Standard 5: Using Results for Continuous Improvement
	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	Standard 5: Using Results for Continuous Improvement
1-5	If yes, what evidence do you see to indicate desired progress has been made to accomplish the goal?	Narrative DecisionED	Standard 5: Using Results for Continuous Improvement
1-5	If no, have the originally targeted barriers been eliminated or reduced?	Narrative	Standard 5: Using Results for Continuous Improvement
1-5	If yes, what evidence do you see to indicate barriers have been eliminated or reduced?	Narrative	Standard 5: Using Results for

			Continuous Improvement
1-5	⬜ If no, are the original strategies being implemented with fidelity as designed?	Narrative	Standard 5: Using Results for Continuous Improvement
1-5	o If yes, re-engage the problem solving process at Step 5, making edits as needed to Part II of the SIP.	Narrative	Standard 5: Using Results for Continuous Improvement
1-5	o If no, engage in a problem solving process around implementation fidelity of the original plan, and make edits as desired to Part II of the SIP.	Narrative	Standard 5: Using Results for Continuous Improvement
1-5			
1-5			