

District VMV Goals	School Improvement Information	Data & Informatio n Sources	AdvancED
Vision	Dunedin Highland Middle School: All students will learn, achieve, and succeed with full options upon entering high school (Cain Laida).	Narrative	Standard 1-1.1, 1.2: Purpose
Mission	At Dunedin Highland Middle School all students will learn, achieve, and succeed through excellence in educational practices(AVID) while building character and confidence.(Highlander Way)	Narrative	Standard 1-1.2: Purpose
Values	Kindness, Integrity, Leadership, Teamwork, Scholarship	Narrative	Standard 1-1.3: Purpose
	Part I: Current School Status		
	A. School Information		
	1. School-Level Information		
	1091.00 Dunedin Highland Middle School	Narrative	
	Principal's name : Mr. Christopher Bates	Narrative	
	<input type="checkbox"/> School Advisory Council chair's name Mr. Chris Morris	Narrative	
	2. District-Level Information		
	<input type="checkbox"/> District	✓	
	Pinellas County		
	<input type="checkbox"/> Superintendent's name	✓	
	Michael A. Grego Pd.D.		
	<input type="checkbox"/> Date of school board approval of SIP	✓	
	September 24, 2013		

	B. School Advisory Council (SAC)		
3	1. Describe the involvement of the SAC in the development of this school improvement plan. The SAC will review, discuss and approve the SIP.	Narrative	Standard 2-2.4, 2.5: Governance and Leadership
3	2. Describe the activities of the SAC for the upcoming school year. In addition to the review of the SIP, SAC members will get updates from the Superintendent meetings and provide feedback as we work collaboratively to support the Dunedin Highland Middle School mission.	Narrative	
4	3. Describe the projected use of school improvement funds and include the amount allocated to each project. \$1000.00 to be used to support our School-wide Positive Behavior Support KILT events \$1860.00 to be used for technology \$360.00 for 4 TDE @ \$90 to review Mid-Year Report \$1000.00 for professional development of Common Core, AVID, Quadrant D \$1510.00 for Quadrant D projects	Narrative	
3	4. Verify that your school is in compliance with Section 1001.452, F.S., regarding the establishment duties of the School Advisory Council by selecting one of the boxes below: <input type="checkbox"/> Yes, we are in compliance. <input type="checkbox"/> No, we are not in compliance.	Narrative	
	5. If no, describe the measures being taken to comply with SAC requirements.	Narrative	
	C. Highly Qualified Staff		
	1. Administrators		
	For each of your school's administrators (principal and all assistant principals), complete the following fields:		Executive Summary: Section 1
	a) Name: C.W. Bates, Principal	Narrative	Executive Summary: Section 1
3	b) Credentials (degrees and certifications): Master Degree in Education/Education Leadership K-12	Narrative	Executive Summary: Section 1
3	c) Number of years as an administrator 12 years	Narrative	Executive Summary: Section 1

3	d) Number of years at the current school; 3 years	Narrative	Executive Summary: Section 1
1,2,3	e) Performance record of increasing student achievement throughout their career, which should include their history of school grades, FCAT/statewide assessment performance (i.e. percentage data for achievement levels, learning gains, improvement of lowest 25 th percentile in reading and mathematics, pursuant to Section 1008.34(3)(b), F.S.), and progress toward Annual Measurable Objectives (AMOs) Principal Bates DHMS 2012-13 . C. AYP- No, Student Achievement of High Standards. Reading 54%, Math 51%; Annual Learning Gains: Reading 64%, Math 71%; Gains of the Lowest 25%: Reading 69%, Math 56%; Science 48% and Writing 52%. 100% EOC Geometry, 41% Algebra 1 EOC Proficiency Level 3, 43% Algebra 1 EOC Proficiency Level 4+ DHMS 2011-12 . C. AYP- No, Student Achievement of High Standards. Reading 53%, Math 48%; Annual Learning Gains: Reading 58%, Math 58%; Gains of the Lowest 25%: Reading 51%, Math 48%; Science 35% and Writing 69%.	DecisionEd/ DW	
	1. <i>Administrators</i>		Executive Summary: Section 1
	For each of your school's administrators (principal and all assistant principals), complete the following fields:		Executive Summary: Section 1
	a) Name: Karen Huzar, Assistant Principal	Narrative	Executive Summary: Section 1
	b) Credentials (degrees and certifications) Master Degree in Education/Education Leadership K-12 and Biology 6-12	Narrative	Executive Summary: Section 1
	c) Number of years as an administrator 7 years	Narrative	Executive Summary: Section 1
	d) Number of years at the current school; 7 years	Narrative	Executive Summary: Section 1
	e) Performance record of increasing student achievement throughout their career, which should include their history of school grades, FCAT/statewide assessment performance (i.e. percentage data for achievement levels, learning gains, improvement of lowest 25 th percentile in reading and mathematics,	DecisionEd/ DW	Executive Summary: Section 1

	<p>pursuant to Section 1008.34(3)(b), F.S.), and progress toward Annual Measurable Objectives (AMOs) DHMS 2012-13. C. AYP- No, Student Achievement of High Standards. Reading 54%, Math 51%; Annual Learning Gains: Reading 64%, Math 71%; Gains of the Lowest 25%: Reading 69%, Math 56%; Science 48% and Writing 52%. 100% EOC Geometry, 41% Algebra 1 EOC Proficiency Level 3, 43% Algebra 1 EOC Proficiency Level 4+</p> <p>DHMS 2011-12. C. AYP- No, Student Achievement of High Standards. Reading 53%, Math 48%; Annual Learning Gains: Reading 58%, Math 58%; Gains of the Lowest 25%: Reading 51%, Math 48%; Science 35% and Writing 69%.</p>		
1,2	a) Name Tamika Hughes-Leeks, Assistant Principal	Narrative	Executive Summary: Section 1
	<p>b) Credentials (degrees and certifications) Education Specialist Degree in Curriculum Management Administration; Master Degree in Education in Education Leadership and Bachelor of Science Degree in Education/Education Leadership K-12</p>	Narrative	Executive Summary: Section 1
	c) Number of years as an administrator 2 years	Narrative	Executive Summary: Section 1
	d) Number of years at the current school; 2 years	Narrative	Executive Summary: Section 1
	e) Performance record of increasing student achievement throughout their career, which should include their history of school grades, FCAT/statewide assessment performance (i.e. percentage data for achievement levels, learning gains, improvement of lowest 25 th percentile in reading and mathematics,		

	<p>pursuant to Section 1008.34(3)(b), F.S.), and progress toward Annual Measurable Objectives (AMOs) DHMS 2012-13. C. AYP- No, Student Achievement of High Standards. Reading 54%, Math 51%; Annual Learning Gains: Reading 64%, Math 71%; Gains of the Lowest 25%: Reading 69%, Math 56%; Science 48% and Writing 52%.100% EOC Geometry, 41% Algebra 1 EOC Proficiency Level 3, 43% Algebra 1 EOC Proficiency Level 4+</p> <p>DHMS 2011-12. C. AYP- No, Student Achievement of High Standards. Reading 53%, Math 48%; Annual Learning Gains: Reading 58%, Math 58%; Gains of the Lowest 25%: Reading 51%, Math 48%; Science 35% and Writing 69%.</p>		
	1. Administrators	DecisionEd/ DW	Executive Summary: Section 1
3	For each of your school's administrators (principal and all assistant principals), complete the following fields:	Narrative	
3	a) Name: Toni Powers, Assistant Principal	Narrative	Executive Summary: Section 1
	b) Credentials (degrees and certifications) Master Degree in Education in Educational Leadership and Bachelor Degree in Specific Learning Disability K-12 /Education Leadership; Elementary Education K-6	Narrative	Executive Summary: Section 1
2	c) Number of years as an administrator; 5 years	DecisionEd/ DW	Executive Summary: Section 1
2	d) Number of years at the current school; 1 year	DecisionEd/ DW	Executive Summary: Section 1
3	e) Performance record of increasing student achievement throughout their career, which should include their history of school grades, FCAT/statewide assessment performance (i.e. percentage data for achievement levels, learning gains, improvement of lowest 25 th percentile in reading and mathematics, pursuant to Section 1008.34(3)(b), F.S.), and progress toward Annual Measurable Objectives (AMOs) DHMS 2012-13. C. AYP- No, Student Achievement of High Standards. Reading 54%, Math 51%; Annual Learning Gains: Reading 64%, Math 71%; Gains of the Lowest 25%: Reading 69%, Math 56%; Science 48% and Writing 52%.100% EOC Geometry, 41% Algebra 1 EOC Proficiency Level 3, 43%	DecisionEd/ DW	Executive Summary: Section 1

	Algebra 1 EOC Proficiency Level 4+		
	DHMS 2011-12. C. AYP- No, Student Achievement of High Standards. Reading 53%, Math 48%; Annual Learning Gains: Reading 58%, Math 58%; Gains of the Lowest 25%: Reading 51%, Math 48%; Science 35% and Writing 69%.		
	2. Instructional Coaches		
	For each of your school's instructional coaches, complete the following fields:		
3	a) Name: Desrine Nations, Reading/Literacy Coach	DecisionED/ DW	Executive Summary: Section 1
	b) Subject Area: Literacy		
	c) Credentials (degrees and certifications) Master of Education in Varying Exceptionalities K-12 Exceptionalities K-12/Elementary Education K-6, Reading K-12	DecisionED/ DW	Executive Summary: Section 1
	d) Number of years at current school 1 year	DecisionED/ DW	Executive Summary: Section 1
	e) Number of years as an Instructional Coach; 3 years	DecisionED/ DW	Executive Summary: Section 1
	f) Performance record of increasing student achievement throughout their career, which should include their history of school grades, FCAT/statewide assessment performance (i.e. percentage data for achievement levels, learning gains, improvement of lowest 25 th percentile in reading and mathematics, pursuant to Section 1008.34(3)(b), F.S.), and progress toward Annual Measurable Objectives (AMOs) DHMS 2012-13. C. AYP- No, Student Achievement of High Standards. Reading 54%, Math 51%; Annual Learning Gains: Reading 64%, Math 71%; Gains of the Lowest 25%: Reading 69%, Math 56%; Science 48% and Writing 52%. Served prior years as an embedded literacy coach at Lealman and Clearwater Intermediate School. These are the two dropout prevention sites that do not receive a school grade.	DecisionED/ DW	Executive Summary: Section 1

	<p>Clearwater increased in reading in 6th grade by 5 percentage points and an increase in 7th grade math by 5 percentage points as measured by FCAT 2.0 test. The overall rating for Clearwater is maintaining in reading and declining in math for FCAT2.0 2011-12.</p> <p>Lealman increased in reading in 8th grade by 2 percentage points as measured by FCAT 2.0 Reading test. The overall rating for Lealman is declining in reading and maintaining in math.</p>			
	g) Part-time			Executive Summary: Section 1
	h) District-based			
	3. <i>Instructional Staff</i>		Narrative	Executive Summary: Section 1
	a) 87 instructional employees			
	b) % receiving effective rating or higher			
	c) % of Highly Qualified Teacher (HQT), as defined in NCLB through a High, Objective, Uniform State Standard of Evaluation (HOUSSE)			
	d) % certified in-field, pursuant to Section 1012.2325(2), F.S.			
	e) 13.8 % ESOL endorsed			
	f) 20.7% reading endorsed			
	g) 47.1% with advanced degrees			
	h) 2.3% National Board Certified			
	i) 5.7% first-year teachers			
	j) 24.1% with 1-5 years of experience			
	k) 41.4% with 6-14 years of experience			
	l) 28.7% with 15 or more years of experience			

	4. <i>Paraprofessionals</i>		
	a) 6 # of paraprofessionals		
	b) % Highly Qualified Teacher, as defined in NCLB through a High, Objective, Uniform State Standard of Evaluation (HOUSSE)		
	5. <i>Teacher Recruitment and Retention Strategies</i>	Narrative	Standard 2: Governance and Leadership
	a) Describe your school's strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school including the person responsible.		
	We retain and recruit highly qualified teachers by hiring teachers based on their academic certification that best meets our needs. We celebrate teachers for their use of highly effective best practices with the students. We provide on- going professional development to support our teachers.		
	6. <i>Teacher Mentoring Program/Plan</i>		
4	a.) Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities. Each teacher that is new to a grade level is assigned a mentor to observe the 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.	Narrative	Standard 3-3.3, 3.7,3.12: Teaching and Assessing for Learning Standard 5-5.2,5.5Using Results for Continuous Improvement
4	D. <i>Multi-Tiered System of Supports (MTSS)/Response to Instruction/Intervention (RtI)</i>		
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 SBLT is responsible for developing, implementing and monitoring all aspects of infrastructure, programming, and multi-tiered Interventions and the School Improvement Plan using problem-solving and collaboration. The team will review school data and Action Plan implementation to ensure fidelity in	Narrative	Standard 3-3.7: Teaching and Assessing for Learning

	<p>academic and behavioral services. The RtI process is supported by the collection of data, feedback (survey, interview), identifying evidence-based services and review of intervention implementation. The team will ensure that all information will be disseminated to the school community in six week intervals. The SBLT serves as the primary problem-solving mechanism, as well as coordinates all PS/RtI processes, the School Improvement Plan, and SIP Action Plan requirements. The SBLT also analyzes data, which is compiled from a variety of sources such as PMRN, FCAT scores, grade-level reports, and Portal reports provided by the Data Management team, administrators, and department chairpersons/instructional staff developers. The MTSS/SBLT also aligns functions of committees, identifies processes and resources for data management review student data , develops resource map of interventions and strategies available, and plans for modification to instruction and/or interventions for students based upon data results and the problem solving method. Tier 3 service providers who serve on the SBLT meet again weekly on Tuesdays from 2:00-3:30 PM as the Child Study Team to assist in selecting, defining, assigning and monitoring Tier 2 and Tier 3 interventions with and for the MTSS/SBLT based on the needs identified through data analysis. Department chairpersons and instructional coaches who serve on the SBLT will meet with their departments at minimum on a monthly basis to share goals, data, intervention, and initiatives established and/or reviewed during MTSS/SBLT meetings.</p>		
5	<p>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?</p> <p>Chris Bates (Principal), Tamika Hughes-Leeks (Assistant Principal), Karen Huzar (Assistant Principal), Toni Powers (Assistant Principal), Maria Erickson (Counselor), Bethann Northup (Counselor), Jennifer Brooks (Counselor), Susan Dye (School Social Worker), Dr. Briony Tomalesky (School Psychologist),</p>	Narrative	Standard 2-2.4: Governance and Leadership

	<p>Antoinette Coleman (Behavior Specialist), Erin Clarke (VE Liaison), Keisha Johnson (Violence Prevention Specialist), Justin Russell (Math Chair), Sarah Floener (Language Arts Chair), William Shackton (Science Chair), Mary Corbett (Social Studies Chair), Mr. Walker (Health/PE Chair), Salima Lakhani (MIB Coordinator), Barbara Rijo (Teacher), Angelie Duimovic (Humanities Chair), Jill Jeffrey (MIB Teacher), and Ervi Chastain (Teacher).</p> <p>-Facilitator – generates agenda and leads team discussions</p> <p>-Data Manager(s)/Data Coach(es) – assist team in accessing and interpreting (aggregating/disaggregating) the data</p> <p>-Technology Specialist – brokers technology necessary to manage and display data</p> <p>-Recorder/Note Taker – documents meeting content and disseminates to team members in a timely manner as well as storing a hard copy in a binder for all teachers to access</p> <p>-Time Keeper –helps team begin on time and ensures adherence to agreed upon agenda.</p> <p>Meeting time: Every Monday at 2:00 pm for the entire team; 4th Tuesday additionally, for department chairs.</p>		
4,5	<p>3. Describe the systems in place that the leadership team uses to monitor the school's MTSS and SIP.</p> <p>The SBLT will be responsible for managing and coordinating the efforts between all school teams as well as revising the School Improvement Plan.</p>	Narrative	Standard 2-2.3,2.4: Governance and Leadership

	<p>4. Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance).</p> <p>Baseline, mid-year and end of the Year data sources include: Progress Monitoring and Reporting Network (PMRN), Florida Assessments for Instruction in Reading (FAIR) assessments, District and FCIM Math Assessments, Florida Comprehensive Assessment Test (FCAT) Reading, Mathematics, Science and Writing assessments, FCAT Midyear Simulation, Glencoe Online Writing assessments, Instructor-generated Content Area assessments, District Math, Science and Social Studies Common assessments, FCAT Frequency of Data Days: twice a month for data disaggregation and analysis. For behavior data sources included: Attendance, Referral and Early Warning reports from Portal and EDS. Additionally, parent involvement survey data will be considered. Data results will be distributed to teachers at faculty meetings following data reviews. School-based Leadership Team will provide school community (staff, parents, students) with data monthly reviews. Teachers and staff mentors will engage in data chats with students related to behavior, reading, science and mathematics. Parents will be informed of school-wide data at SAC/PTA meetings and through our school newsletter at least once during a six weeks interval.</p>	Narrative	Standard 5-5.1, 5.2, 5.3, 5.4: Using Results for Continuous Improvement
2	<p>5. Describe the plan to support staff's understanding of MTSS and build capacity in data-based problem solving.</p> <p>School-based Leadership Team members attended the SBLT/MTSS Booster training to solidify supports and services provided. The MTSS utilized the PS/RtI Beliefs Survey and Perceptions of PS/RtI Skills Survey to assess current levels of consensus and problem-solving skills within the school building. The MTSS team will evaluate implementation of interventions and student services. Data will be analyzed during scheduled meeting times. Initial training will be provided during Site-based Professional Development days, faculty meeting, and follow-up sessions will occur throughout the year during Departmental and</p>	Narrative	Standard 3-3.11, 3.12: Teaching and Assessing for Learning Standard 5-5.3: Using Results for Continuous Improvement

	<p>Grade Level PLCs and Teaming PLCs meetings monthly. The first session occurred during pre-school “RtI in the Classroom-Staff Referral for Services” and additional sessions will focus on infusing Interventions through Common Core instruction, classroom management and interventions, data-analysis and disaggregation in the classroom and selecting research-based instructional strategies for struggling students. Staff and student focus groups, surveys, and exemplars of best practices to evaluate the effectiveness of professional development efforts.</p> <p>SBLT will continue to work together to improve student achievement, teacher efficacy and school community unity. Additionally, staff will be continually updates on the data, planning and programming that drives the infrastructure and way of work at Dunedin Highland Middle School.</p>		
	E. Increased Learning Time/Extended Learning Opportunities		
2	<p>Describe research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum (e.g., lengthening the school day, week, or year; providing before, after, Saturday, or summer school programs; implementing enrichment programs and activities; allowing teachers to collaborate, plan, and engage in professional development).</p> <p>21st Century Learning Program (Before and After School), Operation Graduation, Math Counts, Future Business Leaders of America, ELP, HEAT, school-wide academic competitions such as: Quiz Bowl, Mighty Mu, Battle of the Books, National History Day, Future Cities</p>	Narrative	Standard 3-3.1, 3.12: Teaching and Assessing for Learning
2	F. Literacy Leadership Team (LLT)		
2	<p>1. Identify the names and positions titles of the members of your school-based LLT.</p> <p>Toni Powers (Assistant Principal), Karen Huzar (Assistant Principal), Margaret Adams (Teacher), Martha Hereford-Cothron (Teacher), Kathleen Earle (Teacher), Lyn Nicolo (Teacher), Lloyd Lawrence (Teacher), Antoinette Coleman (Teacher) and Susan Phillips</p>	Narrative	Executive Summary: Section 1

	(Teacher).		
	<p>2. Describe how the school-based LLT functions (e.g., meeting processes, roles, functions). Support for text complexity</p> <ul style="list-style-type: none"> Support for instructional skills to improve reading comprehension <ul style="list-style-type: none"> Ensuring that text complexity, along with close reading and rereading of texts, is central to lessons Providing scaffolding that does not preempt or replace text reading by students Developing and asking text dependent questions from a range of question types Emphasizing students supporting their answers based upon evidence from the text Providing extensive research and writing opportunities (claims and evidence) Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects (a focus on text, task, and instruction). <p>The district will provide training and tools for Literacy Leadership Teams.</p>	Narrative	Executive Summary: Section 1
	<p>3. What will be the major initiatives of the LLT this year? Using WICOR strategies to improve instructional and literacy strategies in the classroom with an emphasis on writing.</p> <ul style="list-style-type: none"> Support for text complexity Support for instructional skills to improve reading comprehension Support for implementation of Common Core State Standards for Literacy in Language Arts, Reading, Social Studies, Science, and Technical Subjects 	Narrative	Standard 3-3.1 thru 3.7: Teaching and Assessing for Learning

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.		
	<p>1. Describe how the school ensures every teacher contributes to the reading improvement of every student.</p> <p>Reading is a school-wide initiative and all teachers share the responsibility of including literacy in their classes.</p> <p>School-wide Reading Counts Program.</p> <ul style="list-style-type: none"> • The school Literacy Leadership Team is established to grow the use of literacy strategies in all disciplines. The Team is composed of a cross section of the faculty that act as liaisons to help grow department wide literacy strategies in all classrooms • The school has a Student Literacy Team that assists in the development and implementation of classroom literacy strategies. • Teacher evaluations include a provision for teaching reading strategies to students. The teacher summative evaluation, in most cases, uses reading data as a portion of teacher performance. 	Narrative	Standard 3-3.1 thru 3.7: Teaching and Assessing for Learning
1,2	H. Preschool Transition		
	This section is required for schools with grades K-2.		
	1. Describe strategies for assisting preschool children in transition from early childhood programs to local elementary school programs, as applicable.	Narrative	Standard 3-3.1 thru 3.7: Teaching and Assessing for Learning
1	I. College and Career Readiness		
1	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? Independent Studies, Core Classes relate real –life learning to key concepts for a global perspective. Quadrant D real world applications to a situation culminating with a CAP Stone event.	Narrative	Standard 3-3.5: Teaching and Assessing for Learning
	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? Social Studies, Finance Park, US History & Career Planning	Narrative	Standard 3-3.8, 3.9, 3.12: Teaching and Assessing for Learning. Standard 4-4.6,4.8: Resources and Support Systems
	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.	Narrative	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.		
1	A. Area 1: Reading		
1	<i>a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)</i>		
	<input type="checkbox"/> Students scoring at Achievement Level 3 246 students (21.9%) of 1124 students scored Level 3 Proficiency	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> Students scoring at or above Achievement Level 4 361 students (32.1%) of 1124 students scored Level 4 Proficiency or above	DecisionED/DW	Assessment Matrix
1	<i>b) Florida Alternate Assessment (FAA)</i>		Assessment Matrix
	<input type="checkbox"/> Students scoring at Levels 4, 5, and 6 0% of students scored	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> Students scoring at or above Level 7 100% (9 students) scored Level 7 or above	DecisionED/DW	Assessment Matrix
1	<i>c) Learning Gains</i>		

	<input type="checkbox"/> Students making learning gains (FCAT 2.0 and FAA) 64% Annual Learning Gains	DecisionED/DW FCAT 2.0 only	Assessment Matrix
1	<input type="checkbox"/> Students in lowest 25% making learning gains (FCAT 2.0) 56%	DecisionED/DW	Assessment Matrix
1	<i>d) Comprehensive English Language Learning Assessment (CELLA)</i>		
1	<input type="checkbox"/> Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students) 20 students out of 65 students (30.8%) scored proficient in listening/speaking	DecisionED/DW	Assessment Matrix
	<input type="checkbox"/> Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students) 12 students out of 65 students (18.5%) scored proficient in reading	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students) 9 students out of 65 students (13.8%) scored proficient in writing	DecisionED/DW	Assessment Matrix
	<i>e) Annual Measurable Objectives (AMOs)</i>		
	<input type="checkbox"/> Student subgroups (i.e., American Indian, Asian, black, Hispanic, white, English language learners, students with disabilities, and economically disadvantaged) scoring at level 3 or higher on FCAT 2.0, or scoring at level 4 or higher on the FAA <u>LEVEL 3 or Higher on FCAT 2.0</u> Asian 45 students out of 59 students (76.3%) Black or African American 67 students out 238 students (28.2%) Hispanic 119 students out of 267 students (46.3%) American Indian or Alaska Native 3 students out of 6 students (50%) White 347 students out of 516 students (67.2%) <u>LEVEL 4 or Higher on FAA</u> Black or African American 5 students out 5 students (100%) Hispanic 1 students out of 1 student (100%) American Indian or Alaska Native 1 students out of 1 student (100%) White 2 students out of 2 students (100%)	DecisionED/DW FCAT 2.0 only	Assessment Matrix

	Subgroup: <u>Special Education Students Proficiency Level 3+</u> 11 students of 97 students (11.3%) Subgroup: <u>LEP Students Proficiency Level 3+</u> 5 students of 68 students (7.4%) Subgroups: <u>Economically Disadvantaged Students Level 3 +</u> 232 students of 640 students (36.3%)				
	<i>f) Postsecondary readiness</i>				
	The following data shall be considered by high schools.				
	<input type="checkbox"/> 4-year graduates scoring “college ready” on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	DecisionED/DW	Assessment Matrix		
	Goal 1 to support target(s): to increase the percentage of students scoring Level 3 or higher from 54% to 64% to decrease the percentage of students scoring Level 1 or 2 from 46% to 36%	Narrative			
	Possible Data Sources to Measure Goal 1: FCAT 2.0, District Assessments, FAIR, SRI	Narrative Decision			
	Data Indicator(s) –corresponding to SIP Part II A-J (SIP Targets)	2012-13 Actuals		2013-14 Targets	
		# 246	% 22	# 371	% 32
	1. Reading- students scoring a level 3 in Reading FCAT 2.0	# 361	% 32	# 371	% 32
	1.a) Reading – students scoring at level 4 or 5 in Reading FCAT 2.0	# 361	% 32	# 371	% 32
	1. b.) Reading – Florida Alternate Assessment students scoring a level 4,5,or 6	# 0	%	#	% 0

	b.) 1 Reading – Florida Alternative Assessment students scoring at level 7 or above	# 9	% 100	2013-14 Targets	
	c.) Reading – percentage of students making learning gains in Reading FCAT 2.0	719	64%	858	74%
	c.1) Reading – percentage of students in Lowest 25% making learning gains in Reading FCAT 2.0	629	56%		66%
	d.) Comprehensive English Language Learning Assessment (CELLA)				
	d.1) Students scoring proficient in listening/speaking(students speak in English and understand spoken English at grade level in manner similar to non-ELL students)	20	31%		41%
	d.2) Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	12	19%		29%
	d.3) Students scoring proficient in writing (students write in English at grade-level in a manner similar to non-ELL students)	9	13.8%		24%
	e.) Annual Measurable Objectives (AMOs) Improve Level of performance for AMOs – improve level of performance for student subgroups by ethnicity (White, Black, Hispanic, Asian, and American Indian) in reading.				
	1.) White	347	67%		77%
	2.) Black	67	28%		40%
	3.) Hispanic	119	46%		58%
	4.) Asian	45	76%		86%
	5.) American Indian	3	50%		60%
	f.) Improve Level of Performance for ELL (English Language Learners) not making satisfactory progress in reading	5	7.4%		17%

	g.) Improve Level of Performance for SWD (Students with Disabilities) not making satisfactory progress in reading	11	11%		21%
	h.) Improve Level of Performance for Economically Disadvantaged learners not making satisfactory progress in reading	232	36%		46%
	Action Plans (strategies) to Accomplish Goal 1 (reduce or eliminate barriers)				
	Action 1- All teachers will use research-based strategies in core instruction: Gradual Release, AVID strategies, Text Dependent Questioning, Collaboration, Speaking and Listening, Content Enhancement, NG-CARPD				
	Action 2- Assistant Principal of Literacy and Literacy Coach will meet with literacy department to celebrate successes and identify areas for improvement; progress monitoring, use of student assessment data, walk through data and fidelity checks	Narrative			
	Action 3- Incorporate school-wide Quadrant D real life activities cross curricular	Narrative			
	Action 4- Literacy Book of the Month Incentive	Narrative			
	Plan to Implement Action 1: All teachers will receive professional development during Pre-school and throughout the year in common core, AVID and Quadrant D.	Narrative			
	Plan to Implement Action 2: Literacy Coach and Assistant Principals meet with Literacy teachers during PLCs to identify areas of improvement and provide training/feedback/celebrations.	Narrative			
	Plan to Implement Action 3: Cross-Curricular Research Inquiry projects with presentations: students grouped with specific teams of teachers at culminating presentation event.	Narrative			
	Plan to Implement Action 4: Students will read a book a month. All students that read the 9 books and turn in a completed book log will receive a book for summer reading.	Narrative			

1	B. Area 2: Writing	Narrative			
	<i>a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)</i> 52% of students scored in the proficient level			Assessment Matrix	
1	<input type="checkbox"/> Students scoring at or above 3.5 209 students out of 405 students (51.6%) 52%	DecisionED/DW		Assessment Matrix	
	<i>b) Florida Alternate Assessment (FAA)</i>	DecisionED/DW			
	<input type="checkbox"/> Students scoring at or above Level 4			Assessment Matrix	
	Goal 2 to support target(s): <ul style="list-style-type: none"> To increase the percentage of students scoring 3.5 or above from 52% to 62% To decrease the percentage of students scoring levels 1, 2, or 3 from 48% to 38% 	Decision/DW			
	Possible Data Sources to Measure Goal 2: Formal and informal assessments, FCAT Writing 2.0, ReadStep Testing (7 th & 8 th grade)	Narrative			
	Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)	Decision/DW		2013-14 Targets	
		2012-13 Actuals	%	#	%
			52		62%
		#	%	#	%
		209	52 %	718	62%
		#	%	#	%
	Action Plans (strategies) to Accomplish Goal 2 (reduce or eliminate barriers)	#			
	Action 1- All teachers will be trained in WICOR instructional techniques for teaching				

	writing		
	Action 2- Provide in-class writing instruction time cross curricular	Narrative	
	Action 3 – CCSS professional development training and best practices delivered by Leadership Learning Cadre	Narrative	
	Action 4 – LLC Team and Department heads train teachers CCSS	Narrative	
	Plan to Implement Action 1: All teachers will receive WICOR training with an emphasis on Writing from the district AVID trainer in effective instructional techniques for teaching writing pre school.	Narrative	
	Plan to Implement Action 2: Collaboration between departments to increase student writing cross curricular (DBQ)	Narrative	
	Plan to Implementation Action 3: Leadership Learning Cadre train Department Heads CCSS,AVID best practices	Narrative	
	Plan to Implementation Action 4: Teachers attend Department meetings discuss students understanding of CCSS through the use of informal and formal assessment data		
	C. Area 3: Mathematics	Narrative	
	1. <i>Elementary and Middle School Mathematics</i>		
1	The following data shall be considered by elementary and middle schools.		
1	a) <i>Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)</i>		Assessment Matrix
	<input type="checkbox"/> Students scoring at Achievement Level 3 236 students out of 1141 students (21 %) scored Level 3	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> Students scoring at or above Achievement Level 4 320 students out of 1141 students (28%) scored Level 4	DecisionED/DW	Assessment Matrix
1	b) <i>Florida Alternate Assessment (FAA)</i>	DecisionED/DW	
	<input type="checkbox"/> Students scoring at Levels 4, 5, and 6		Assessment Matrix

1	<input type="checkbox"/> Students scoring at or above Level 7	DecisionED/DW	Assessment Matrix
1	<i>c) Learning Gains</i>	DecisionED/DW	
	<input type="checkbox"/> Students making learning gains (FCAT 2.0, EOC, and FAA) 71% made learning gains		Assessment Matrix
1	<input type="checkbox"/> Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	DecisionED/DW FCAT 2.0 only	Assessment Matrix
	<i>c) Annual Measurable Objectives (AMOs)</i> 69% made learning gains	DecisionED/DW FCAT 2.0 only	
	<input type="checkbox"/> Studentsubgroups (i.e., American Indian, Asian, black, Hispanic, white, English language learners, students with disabilities, and economically disadvantaged) scoring at level 3 or higher on FCAT 2.0, or scoring at level 4 or higher on the FAA <u>LEVEL 3 or Higher on FCAT 2.0</u> Asian 48 students out of 59 students (81.4%) Black or African American 46 students out 248 students (18.5%) Hispanic 106 students out of 255 students (41.6%) American Indian or Alaska Native 3 students out of 6 students (50%) White 327 students out of 524 students (62.4%) Subgroup: <u>Special Education Students Proficiency Level 3+</u> 7 students of 98 students (7.1%) Subgroup: <u>LEP Students Proficiency Level 3+</u> 9 students of 68 students (13.2%) Subgroups: <u>Economically Disadvantaged Students Level 3 +</u> 195 students of 652 students (29.9%)		Assessment Matrix
	2. High School Mathematics	DecisionED/DW FCAT 2.0 only	
1	The following data shall be considered by high schools.		
1	<i>a) Florida Alternate Assessment (FAA)</i>		
	<input type="checkbox"/> Students scoring atLevels 4, 5, and 6		Assessment Matrix

1	<input type="checkbox"/> Students scoring at or above Level 7	DecisionED/DW	Assessment Matrix
	<i>b) Annual Measurable Objectives (AMOs)</i>	DecisionED/DW	
1	<input type="checkbox"/> Student subgroups (i.e., American Indian, Asian, black, Hispanic, white, English language learners, students with disabilities, and economically disadvantaged) scoring at level 3 or higher on FCAT 2.0, or scoring at level 4 or higher on the FAA		Assessment Matrix
	<i>c) Learning Gains</i>	DecisionED/DW FCAT 2.0 only	
1	<input type="checkbox"/> Students making learning gains (EOC and FAA)		Assessment Matrix
	<i>d) Postsecondary readiness</i>	DecisionED/DW	
	<input type="checkbox"/> 4-year graduates scoring “college ready” on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A010.0315, F.A.C.		Assessment Matrix
1	3. Middle School Acceleration	DecisionED/DW	
1	The following data shall be considered by middle schools.		
	<input type="checkbox"/> Middle school participation in high school EOC 202 students Algebra 1 45 students Geometry		Assessment Matrix
	<input type="checkbox"/> Middle school performance on high school EOC	DecisionED/DW	Assessment Matrix
1	4. Algebra I End-of-Course Assessment (EOC)	DecisionED/DW	
1	The following data shall be considered for schools with students taking the Algebra I EOC.		
	<input type="checkbox"/> Students scoring at Achievement Level 3 83 students out of 202 students (41.1%) scored Level 3		Assessment Matrix
	<input type="checkbox"/> Students scoring at or above Achievement Level 4 87 students out of 202 students (43.1%) scored Level 4	DecisionED/DW	Assessment Matrix
1	5. Geometry End-of-Course Assessment (EOC)	DecisionED/DW	
1	The following data shall be considered for schools with students taking the Geometry EOC.		

	<input type="checkbox"/> Students scoring at Achievement Level 3 0%		Assessment Matrix
	<input type="checkbox"/> Students scoring at or above Achievement Level 4 45 students out of 45 students (100%) scored at or above Achievement Level 4	DecisionED/DW	Assessment Matrix
	Goal 3 to support target(s): To increase the percent of students scoring a Level 3 in math FCAT 2.0 51% to 61%	DecisionED/DW	
	Possible Data Sources to Measure Goal 3: FCAT 2.0, EOC, FAA ,ReadiStep, common assessments (9 weeks)	Narrative	
	Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)	DecisionED/DW	2013-14 Targets
	1. Math- Students scoring at Achievement Level 3 in Math FCAT 2.0	2012-13 Actuals	% 51 # % 61
	2. Math – Students scoring at a Level 4 or Level 5	#	28 % # 38 %
	3.	#	% # %
	Action Plans (strategies) to Accomplish Goal 3 (reduce or eliminate barriers)		
	Action 1- Implementation of authentic WICOR strategies outlined by AVID practices in conjunction with transition to Common Core Standards.		
	Action 2- Increased use of real-world, Quadrant D, problem-based tasks that promote deeper exploration and comprehension	Narrative	
	Action 3- Utilization of resources other than text for remediation/extension both within school outside of it.	Narrative	
	Action 4- Departmental collaboration across grade level and curriculum to ensure diversified best practices.	Narrative	
	Plan to Implement Action 1: Professional development modeling the strategies and their	Narrative	

	delivery. Mathematics PLCs will share practices and catalog ideas for current and future reference.		
	Plan to Implement Action 2: Sharing research focused on selection of tasks and resources for finding such that are appropriate. School's push toward more Quadrant D learning is embodies into this action.	Narrative	
	Plan to Implement Action 3: Focused attention to DWT trainings and content clinics where resources such as tutorials, web-based notes, etc. can be used inside or outside of the classroom.	Narrative	
	Plan to Implement Action 4: Assistant Principal of Mathematics will collaborate with department to celebrate successes and identify areas for improvement; progress monitoring, data chats.	Narrative	
	D. Area 4: Science	Narrative	
	1. <i>Elementary and Middle School Science</i>		
1	The following data shall be considered by elementary and middle schools.		
1	<i>a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)</i>		Assessment Matrix
	<input type="checkbox"/> Students scoring at Achievement Level 3 83 students out of 408 students (20.3%)		Assessment Matrix
1	<input type="checkbox"/> Students scoring at or above Achievement Level 4 108 students out of 408 students (26.5%)	DecisionED/DW	Assessment Matrix
1	<i>b) Florida Alternate Assessment (FAA)</i>	DecisionED/DW	
	<input type="checkbox"/> Students scoring at Levels 4, 5, and 6		Assessment Matrix
	<input type="checkbox"/> Students scoring at or above Level 7	DecisionED/DW	Assessment Matrix
	2. <i>High School Science</i>	DecisionED/DW	
1	The following data shall be considered by high schools.		
1	<i>a) Florida Alternate Assessment (FAA)</i>		

	<input type="checkbox"/> Students scoring at Levels 4, 5, and 6		Assessment Matrix
	<input type="checkbox"/> Students scoring at or above Level 7	DecisionED/DW	Assessment Matrix
1	3. <i>Biology 1 End-of-Course Assessment (EOC)</i>	DecisionED/DW	
1	The following data shall be considered for schools with students taking the Biology 1 EOC.		
	<input type="checkbox"/> Students scoring at Achievement Level 3		Assessment Matrix
1	<input type="checkbox"/> Students scoring at or above Achievement Level 4	DecisionED/DW	Assessment Matrix
1	E. Area 5: Science, Technology, Engineering, and Mathematics (STEM)	DecisionED/DW	
	<input type="checkbox"/> # of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)		Standard 3-3.12: Teaching and Assessing for Learning
1	<input type="checkbox"/> Participation in STEM-related experiences provided for students	Narrative	Standard 3-3.1: Teaching and Assessing for Learning
1	The following data shall be considered by high schools.	Narrative	
1	<input type="checkbox"/> Students enrolling in one or more <i>accelerated</i> STEM-related courses		Assessment Matrix
1	<input type="checkbox"/> Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> Students taking one or more advanced placement exams for STEM-related courses	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> Passing rate (%) for students who take advanced placement exams for STEM-related courses	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> CTE-STEM program concentrators	DecisionED/DW	Assessment Matrix
	<input type="checkbox"/> Students taking CTE-STEM industry certification exams	DecisionED/DW	Assessment Matrix
	<input type="checkbox"/> Passing rate (%) for students who take CTE-STEM industry certification exams	DecisionED/DW	Assessment Matrix
	Goal 4 to support target(s): SCIENCE - To increase the percentage of students scoring Level 3 or higher from 48% to 58%	DecisionED/DW	

	-		
	Possible Data Sources to Measure Goal 4: Florida FCAT 2.0, EDS, FAIR, pre – post tests http://fcat.fldoe.org/mediapacket/2013/default.asp		
	Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)		2013-14 Targets
		2012-13 Actuals	48% #375 58%
	Action Plans (strategies) to Accomplish Goal 4 (reduce or eliminate barriers)		
	Action 1- Collaborate with LLC and AVID Site Team to successfully incorporate best practices during science instruction.		
1	Action 2- Increased use of real-world, Quadrant D activities (Science Fair school wide)		
1	Action 3- Work with Stem Committee to institute a STEM initiative that will be visited once a grading period in the classroom with FOCUS lessons dedicated to STEM activities grade specific.		
1	Action 4- Incorporate the use of hands on labs within classes to support the use of the 5 E model of instruction.		
1	Plan to Implement Action 1: Professional development modeling the strategies and their delivery. Science PLCs will share practices and record ideas for current and future reference. (Inventory Lab supplies, Learning Goal templates in lesson planning)	DecisionED/DW	
	Plan to Implement Action 2: Quadrant D Activities, Future Cities, Science Fair, William & Mary, STEM Lessons, Outreach to elementary feeder schools.		
	Plan to Implement Action 3: Vertical grade level PLC to determine timeline, schedule etc.		
	Plan to Implement Action 4: Have students engage in GAP Assessment that will target		

	trouble areas in the classroom to revisit and reteach.		
1	<input type="checkbox"/> Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> Students taking CTE industry certification exams	DecisionED/DW	Assessment Matrix
3	<input type="checkbox"/> Passing rate (%) for students who take CTE industry certification exams	DecisionED/DW	Assessment Matrix
	<input type="checkbox"/> CTE program concentrators	DecisionED/DW	
	<input type="checkbox"/> CTE teachers holding appropriate industry certifications	DecisionED/DW	Standard 3-3.11: Teaching and Assessing for Learning; Standard 4-1: Resources and Support Systems
	G. Area 7: Social Studies	Narrative	
1	1. <i>Civics End-of-Course Assessment (EOC)</i>		
1	The following data shall be considered for schools with students taking the Civics EOC.		
	<input type="checkbox"/> Students scoring at Achievement Level 3		Assessment Matrix
	<input type="checkbox"/> Students scoring at or above Achievement Level 4	DecisionED/DW	Assessment Matrix
1	2. <i>U.S. History End-of-Course Assessment (EOC)</i>	DecisionED/DW	
1	The following data shall be considered for schools with students taking the U.S. History EOC.		
	<input type="checkbox"/> Students scoring at Achievement Level 3		Assessment Matrix
	<input type="checkbox"/> Students scoring at or above Achievement Level 4	DecisionED/DW	Assessment Matrix
	Goal 5 (add other goals as needed) to support target(s): 50% passing rate for PMT and EOC	DecisionED/DW	
	Possible Data Sources to Measure Goal 5: 9 week assessments, EOC, PMT, FCAT 2.0 Read/Writing, FAIR, SRI, FAA, CELLA		

	Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)	DecisionED/DW		2013-14 Targets	
		2012-13 Actuals	%	#	%
	1.				
	2.	#	%	#	%
	3.	#	%	#	%
	Action Plans (strategies) to Accomplish Goal 3 (reduce or eliminate barriers)	#			
	Action 1- AVID strategies and FLIPPED Classroom				
	Action 2- Data chats				
	Action 3- Quadrant D activities embedded in lessons (CAPSTONE EVENTS)				
	Action 4- PLCs within the Department with AP support				
	Plan to Implement Action 1: Utilize student technology as appropriate with teacher permission to incorporate (FLIPPED CLASSROOM)				
	Plan to Implement Action 2: Discussion of student data during PLCs				
	Plan to Implement Action 3: Capstone events per term to celebrate Quadrant D activities				
	Plan to Implement Action 4: Collaborate monthly within the department to discuss student progress.				
3	H. Area 8: Early Warning Systems				
3	1. <i>Attendance</i>				
	<input type="checkbox"/> Students tardy 10 percent or more, as defined by district attendance policy			Standard 5-5.2 Using Results for Continuous Improvement	
3	<input type="checkbox"/> Students absent 10 percent or more, as defined by district attendance policy	DecisionED/DW		Standard 5-5.2 Using Results for Continuous	

	331 students out of 1313 students (25%)		Improvement
3	3. Suspension 2012 Total Number Students suspended in-school 1832 2013 Total Number Students suspended in-school 240 students	DecisionED/DW	
3	<input type="checkbox"/> Students with one or more referrals 414 students out of 1313 students (31.5%)		Standard 5: Using Results for Continuous Improvement
3	<input type="checkbox"/> Students with five or more referrals 171 students out of 1313 students (13%)	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
3	<input type="checkbox"/> Students with one or more in-school suspension days, as defined in s.1003.01(5)(b), F.S. 240 students out of 1313 students (18%)	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
3	<input type="checkbox"/> Students with five or more in-school suspension days, as defined in s.1003.01(5)(b), F.S. 70 students out of 1313 students (5%)	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
3	<input type="checkbox"/> Students with one or more out-of-school suspension days, as defined in s.1003.01(5)(a), F.S. 218 students out of 1313 students (17%)	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
3	<input type="checkbox"/> Students with five or more out-of-school suspension days, as defined in s.1003.01(5)(a), F.S. 90 students out of 1313 students (7%)	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
3	<input type="checkbox"/> Students with ten or more in-school or out-of-school suspension days 75 students out of 1313 students (6%)	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
	<input type="checkbox"/> Students referred for alternative school placement 3 students	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
1	<input type="checkbox"/> Students expelled (0)	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
1	3. Retention	DecisionED/DW	
1	<input type="checkbox"/> Students retained 13 students		Standard 5: Using Results for Continuous Improvement
1	<input type="checkbox"/> Students with one or more course failures on first attempt in core-curricula courses, as defined in s. 1003.01(14), F.S. 45 students	DecisionED/DW	Standard 5: Using Results for Continuous Improvement

	o Students in 3 rd grade with one or more course failures on first attempt in core-curricula courses o Students in 6 th grade with one or more course failures on first attempt in core-curricula courses o Students in 9 th grade with one or more course failures on first attempt in core-curricula courses 30 students in 6th grade	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
	<input type="checkbox"/> Students off track for graduation based on credits required to date for their cohort	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
1	4. Dropout Prevention	DecisionED/DW	
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.fl DOE.org/ .		
1	<input type="checkbox"/> Students dropping out of school, as defined in s.1003.01(9), F.S.	DecisionED/DW assuming drop out codes are W22 and w15	Standard 5: Using Results for Continuous Improvement
1	<input type="checkbox"/> Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
	<input type="checkbox"/> Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
	<input type="checkbox"/> Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
3,4	I. Area 9: Parent Involvement	DecisionED/DW	
	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).		

1-5	<p>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).</p> <p>Increase parental involvement by increasing the number of parent FOCUS logins 2012 39%</p> <p>2013 (40%) Increase attendance of parental engagement programs (Camp Highlander, Open House, by effective communication.</p>	Narrative	
	J. Area 10: Additional Targets		
1-5	<i>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.</i>		
	Wellness		
	Goal 6 to support target(s): Improve current level of performance to promote a healthier generation of students and staff.		
	Possible Data Sources to Measure Goal 6: Being Fit Matters/Fitness Data, school programs for faculty, monitoring of school menu choices.		
	Action 1 – Review and monitor Healthy School Program on line. (www.schools.healthiergeneration.org)		
	Action 2 – Review and monitor student Fitnessgram data.		
	Action 3 – Review and monitor school café menu for healthy choices.		
	Plan to Implement Action 1: The Health and Wellness committee reviews the Healthy School Program online. The information will be shared by the Health/Wellness Coordinator at a staff meeting and/or emails.		

	Plan to Implement Action 2: The P.E. teachers observe the students and record and document their Fitnessgram data. Also they review and encourage their students to improve. Evidence of this action is data that is uploaded by the PE department and via walk throughs.		
	Plan to Implement Action 3: Mrs. Huettig and the Food Services Team will follow the required mandates on nutrition and complete the required trainings. Posters educating students of healthy choices posted in the cafeteria, published on school website.		
	Additional Goal II Bradley MOU(s)		
	Goal 7 to support target(s): Improve current level of black student achievement and engagement.		
	Possible Data Sources to Measure Goal 7: Enrollment of black students in rigorous advanced courses. Possible Barriers: Lack of student engagement and lack of differentiation of instruction.		
	Strategies: Action 1 – Review and monitor course selections for black students to ensure enrollment in rigorous courses.		
	Action 2 – Increase the number of black students in courses related to college and career readiness (AVID).		
	Strategies: Plan to implement Action 1: Offer rigorous courses: Honors, Advanced, AVID; the content materials are differentiated by student interests, cultural background, prior knowledge and skill level.		
	Plan to Implement Action 2: Teachers provide small group work instruction to target specific learning needs. Provide AVID tutors. Resources: Professional Development of CCSS, Quadrant D, Literacy and AVID tutors by AVID mentors. Monitored by AP who evaluates the teacher, lesson plans and walkthroughs		
1-5	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.		
1-5	<input type="checkbox"/> Step 1: Identify goal(s) to help you achieve your targets. Select one or more Areas each goal addresses.	Narrative	
1-5	<input type="checkbox"/> Step 2: Brainstorm barriers that could prevent the school from achieving each goal.	Narrative	
1-5	<input type="checkbox"/> Step 3: Prioritize targeted barriers based on alterable elements of curriculum, instruction, environment, and organizational systems (e.g., those which have the most impact on the goal if removed or are immediately actionable).	Narrative	
1-5	<input type="checkbox"/> Step 4: Brainstorm which resources are available that could be used to address each targeted barrier.	Narrative	
1-5	<input type="checkbox"/> Step 5: Brainstorm and prioritize strategies that could be used to eliminate or reduce each targeted barrier.	Narrative	
1-5	<input type="checkbox"/> Step 6: Identify action steps (including who, what, where, when) that will need to be taken to implement the identified strategies.	Narrative	
	<input type="checkbox"/> Step 7: Determine how strategies will be monitored for effectiveness and fidelity of implementation (including who, what, where, when).	Narrative	
	<input type="checkbox"/> Step 8: Determine how progress towards each goal will be monitored (including who, what, where, when).	Narrative	
1-5	Part III: Professional Development	Narrative	
	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.		
	<input type="checkbox"/> Related goal	Narrative	
	Goal 1 – Increase learning gains by implementation of CCSS, AVID, Technology		

	<input type="checkbox"/> Topic, focus, and content	Narrative	
	Professional development training CCSS training, AVID strategies by Learning Cadre, Literacy Coach, Department Heads, Technology		
	<input type="checkbox"/> Facilitator or leader	Narrative	
	Department Heads, Learning Cadre, Literacy Coach, AVID		
	<input type="checkbox"/> Participants (e.g., Professional Learning Community, grade level, school wide)	Narrative	
	School wide		
	<input type="checkbox"/> Target dates or schedule (e.g., professional development day, once a month)	Narrative	
	SIP training faculty 8/13/13, 8/16/13		
	<input type="checkbox"/> Strategies for follow-up and monitoring	Narrative	
	On-going (Walk throughs, sign-in sheets, data		
4	<input type="checkbox"/> Person responsible for monitoring	Narrative	
	Administration		
	Part IV: Coordination and Integration	Narrative	
	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.		
4	Part V: Budget	Narrative	
4	Based on the strategies identified during the problem-solving process, create a budget for each school-funded activity including:		
4	<input type="checkbox"/> Related goal	Narrative	

	Goal 1 – Increase learning gains by implementation of CCSS (Quadrant D) Goal 2 - Increase the amount of instructional time for students by reducing the amount of referrals by 10% Goal 3 - Increase student engagement by implementation of Quadrant D cross curricular by 10%		
4	<input type="checkbox"/> Strategy	Narrative	
	Goal 1 – purchase professional development resources to train teachers Goal 2 – provide incentives for students through Positive Behavior Support (PBS) KILT events Goal 3 – monthly walk through and Quarterly Quadrant D Capstone Events		
4	<input type="checkbox"/> Type of resource (i.e., evidence-based programs or materials, professional development, technology, or other)	Narrative	
4	<input type="checkbox"/> Description of resources KILT events, Capstone Events etc. (Wax museums, facebook generals etc.)	Narrative	
	<input type="checkbox"/> Funding source SIP funds	Narrative	
	<input type="checkbox"/> Amount needed \$1000.00	Narrative	
1-5	Part VI: Mid-Year Reflection	Narrative	
1-5	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	<input type="checkbox"/> Has the goal been achieved?		Standard 5: Using Results for Continuous Improvement
1-5	o If yes, what evidence do you see to indicate you have achieved the goal?	Narrative	Standard 5: Using Results for Continuous Improvement
1-5	o If no, is desired progress being made to accomplish the goal?	Narrative DecisionED	Standard 5: Using Results for Continuous Improvement
1-5	<input type="checkbox"/> If yes, what evidence do you see to indicate desired progress has been made to accomplish the goal?	Narrative DecisionED	Standard 5: Using Results for Continuous Improvement
1-5	<input type="checkbox"/> If no, have the originally targeted barriers been eliminated or reduced?	Narrative DecisionED	Standard 5: Using Results for Continuous Improvement
1-5	<input type="checkbox"/> If yes, what evidence do you see to indicate barriers have been eliminated or reduced?	Narrative	Standard 5: Using Results for Continuous Improvement

1-5	<input type="checkbox"/> If no, are the original strategies being implemented with fidelity as designed?	Narrative DecisionED	Standard 5: Using Results for Continuous Improvement
	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
	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