

District VMV Goals			
Vision	Vision- 100% Student Success	Narrative	Standard 1-1.1, 1.2: Purpose
Mission	Mission- Forest Lakes Elementary- A Community in Pursuit of Highest Student Achievement.	Narrative	Standard 1-1.2: Purpose
Values	Values- Excellence, Respect, Responsibility, Safety	Narrative	Standard 1-1.3: Purpose
Part I: Current School Status			
A. School Information			
1. School-Level Information			
	<input type="checkbox"/> School Forest Lakes Elementary	Narrative	
	<input type="checkbox"/> Principal's name Karen Aspen	Narrative	
	<input type="checkbox"/> School Advisory Council chair's name Andrea Zeitlin	Narrative	
2. District-Level Information			
	<input type="checkbox"/> District	✓	
Pinellas County			
	<input type="checkbox"/> Superintendent's name	✓	
	Michael A. Grego Ed.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. Input from SAC is taken and once the SIP is completed, SAC approves the final draft.	Narrative	Standard 2-2.4, 2.5: Governance and Leadership

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3	2. Describe the activities of the SAC for the upcoming school year. SAC meets and discusses school based topics and needs. SAC is brought up to date on all new activities that happen at the school.	Narrative	
4	3. Describe the projected use of school improvement funds and include the amount allocated to each project.- Staff Professional Development- \$2500.00	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 checked="" 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. <i>Administrators</i>		
	For each of your school's administrators (principal and all assistant principals), complete the following fields:		Executive Summary: Section 1
	a) Name- Karen Aspen- Principal Richard Knight- Assistant Principal	Narrative	Executive Summary: Section 1
3	b) Credentials (degrees and certifications) Karen Aspen- AA; BME- Music Education; MS- Educational Leadership; Certifications: Music (Grades K-12), School Principal, ESOL endorsement. Richard Knight- BA- Elementary Education, M. ed- Educational Leadership; Certifications: Elementary Education (1-6); ESOL endorsement; Educational Leadership;	Narrative	Executive Summary: Section 1
3	c) Number of years as an administrator Karen Aspen-13 Richard Knight- 2	Narrative	Executive Summary: Section 1
3	d) Number of years at the current school; Karen Aspen- 19 Richard Knight- 2	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)- Forest Lakes has been an “A” school until the 2012-2013 school year when we received a “B”. Forest Lakes continues to show growth in the areas of learning gains and improvements of the lowest 25 th percentile in reading and mathematics. Forest Lakes continues to make progress in meeting our AMOs.	DecisionEd/DW	
	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	Narrative	Executive Summary: Section 1
	b) Subject area	Narrative	Executive Summary: Section 1
	c) Credentials (degrees and certifications)	Narrative	Executive Summary: Section 1
	d) Number of years as an instructional coach	Narrative	Executive Summary: Section 1
	e) Number of years at the current school	Narrative	Executive Summary: Section 1
1,2	f) Performance record of increasing student achievement throughout their career, which should include their history of school grades, FCAT/statewide assessment performance (i.e. percentage data for achievement levels, learning gains, improvement of lowest 25 th 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:

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			Section 1
	a) # of instructional employees- 56	DecisionED/DW	Executive Summary: Section 1
3	b) % receiving effective rating or higher- 100%	Narrative	
3	c) % Highly Qualified Teacher (HQT), as defined in NCLB through a High, Objective, Uniform State Standard of Evaluation (HOUSSE)-	Narrative	Executive Summary: Section 1
	d) % certified in-field, pursuant to Section 1012.2315(2), F.S.	Narrative	Executive Summary: Section 1
2	e) % ESOL endorsed- 33.9%	DecisionED/DW	Executive Summary: Section 1
2	f) % reading endorsed- 7.1%	DecisionED/DW	Executive Summary: Section 1
3	g) % with advanced degrees- 35.7%	DecisionED/DW	Executive Summary: Section 1
3	h) % National Board Certified- 25%	DecisionED/DW	Executive Summary: Section 1
	i) % first-year teachers- 0%	DecisionED/DW	Executive Summary: Section 1
	j) % with 1-5 years of experience- 12.5%	DecisionED/DW	Executive Summary: Section 1
	k) % with 6-14 years of experience- 33.9%	DecisionED/DW	Executive Summary: Section 1
	l) % with 15 or more years of experience- 48.2%	DecisionED/DW	Executive Summary: Section 1
	4. Paraprofessionals		Executive Summary: Section 1
	a) # of paraprofessionals- 0	Narrative	Executive Summary: Section 1
	b) % Highly Qualified Teacher, as defined in NCLB through a High, Objective, Uniform State Standard of Evaluation (HOUSSE)	Narrative	Executive Summary: Section 1
	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. We will continue to	Narrative	Standard 2: Governance and Leadership

	provide professional development which will keep our school high performing. This professional development provides opportunities for growth and challenge for all staff which will help retain highly qualified teachers. Karen Aspen, Richard Knight		
	6. Teacher Mentoring Program/Plan		
	a) Describe your school’s teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities. 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	Narrative	Standard 3-3.3, 3.7,3.12: Teaching and Assessing for Learning Standard 5-5.2,5.5Using Results for Continuous Improvement
	D. Multi-Tiered System of Supports (MTSS) / Response to Instruction/Intervention (RtI)		
4	1. Describe your school’s data-based problem-solving processes for the implementation and monitoring of your SIP and MTSS structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs. The school based leadership team will be responsible for managing and coordinating these efforts between all school teams as well as reviewing and revising the School Improvement Plan.	Narrative	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? Janelle Willett, Therese Christopher, Stacey Rutledge, Suzanne Bradford, Karen Aspen, Rich Knight, Ellen Lattanzio, Donna Kabot, Rachel Pages, Colette Alex, Barbara Miller, Karyn Smith, Karen Gums, Joann Ferrera, Michelle Scalise, Leslie Rogers At the beginning of each meeting, roles will be established.	Narrative	Standard 2-2.4: Governance and Leadership
4	3. Describe the systems in place that the leadership team uses to monitor the school’s MTSS and SIP. Leadership Meetings, PLCs, Data Meetings	Narrative	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). FOCUS, EDS, RTIb database, FLDOE Website	Narrative	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. We will focus our professional development and capacity building for math problem solving and systems of support. Grade level PLCs are fully responsible for these processes for reading and we will aim to have them fully responsible for math processes by the end of the year. Professional development will be presented by administration and district personnel.	Narrative	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). Allow teachers to collaborate during weekly PLCs and monthly Staff Meetings and Staff Trainings.	Narrative	Standard 3-3.1, 3.12: Teaching and Assessing for Learning
	F. Literacy Leadership Team (LLT)		
2	1. Identify the names and positions titles of the members of your school-based LLT. Janelle Willett, Therese Christopher, Stacey Rutledge, Suzanne Bradford, Karen Aspen, Rich Knight, Ellen Lattanzio, Donna Kabot, Rachel Pages, Colette Alex, Barbara Miller, Karyn Smith, Karen Gums, Joann Ferra	Narrative	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: <ul style="list-style-type: none"> • Support for text complexity 	Narrative	Executive Summary: Section 1

	<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>		
2	<p>3. What will be the major initiatives of the LLT this year?</p> <ul style="list-style-type: none"> • 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 	Narrative	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	<p>1. Describe how the school ensures every teacher contributes to the reading improvement of every student. All teachers are provided ongoing trainings throughout the year in the area of Reading. Common Assessment and FAIR Data is analyzed, discussed and used to make instructional decisions. All teachers will be implementing Common Core this year.</p>	Narrative	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. Kindergarten Teachers will hold an orientation for incoming students and their parents prior to the beginning of the school year. Readiness skills will be emphasized and good choices for academic and social characteristics will be presented. Materials will be available, as well as pamphlets covering a variety of helpful parenting subjects ranging from parenting skills, helping with homework, students with disabilities and what to expect at a parent teacher conference.	Narrative	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?	Narrative	Standard 3-3.5: Teaching and Assessing for Learning
1	2. How does the school promote academic and career planning, including advising on course selections, so that each student’s course of study is personally meaningful?	Narrative	Standard 3-3.8, 3.9, 3.12: Teaching and Assessing for Learning. Standard 4-4.6,4.8: Resources and Support Systems
1	3. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the 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 schoolwide 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		

SIP Template with Alignment of District Strategic Plan-School Improvement Plan 2013-14- Accreditation Standards

	<i>a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)</i>		
1	<input type="checkbox"/> Students scoring at Achievement Level 3- 27.5%	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> Students scoring at or above Achievement Level 4- 39%	DecisionED/DW	Assessment Matrix
	<i>b) Florida Alternate Assessment (FAA)</i>		Assessment Matrix
1	<input type="checkbox"/> Students scoring at Levels 4, 5, and 6 0	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> Students scoring at or above Level 7 0	DecisionED/DW	Assessment Matrix
	<i>c) Learning Gains</i>		
1	<input type="checkbox"/> Students making learning gains (FCAT 2.0 and FAA) 72%	DecisionED/DW FCAT 2.0 only	Assessment Matrix
1	<input type="checkbox"/> Students in lowest 25% making learning gains (FCAT 2.0) 70%	DecisionED/DW	Assessment Matrix
	<i>d) Comprehensive English Language Learning Assessment (CELLA)</i>		
1	<input type="checkbox"/> Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)- 63%	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)- 32%	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)- 26%	DecisionED/DW	Assessment Matrix
	<i>e) Annual Measurable Objectives (AMOs)</i>		
1	<input type="checkbox"/> Student subgroups (i.e., American Indian, Asian, black, Hispanic, white, English language learners, students with disabilities, and economically disadvantaged) scoring at level 3 or higher on FCAT 2.0, or scoring at level 4 or higher on the FAA- Asian- 93%, Black- 67%, Hispanic- 54%, White- 73%, ELL- 42%, SWD- 52%, ED- 57%	DecisionED/DW FCAT 2.0 only	Assessment Matrix
	<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

SIP Template with Alignment of District Strategic Plan-School Improvement Plan 2013-14- Accreditation Standards

	Goal 1 to support target(s): To increase reading FCAT scores by 10%	Narrative		
	Possible Data Sources to Measure Goal 1: 2013-2014 FCAT Scores, common assessments, formative assessments, progress monitoring data	Narrative DecisionED		
	Data Indicator(s) –corresponding to SIP Part II A-J (SIP Targets)	2012-13 Actuals		2013-14 Targets
	1.	#	66.6%	# 76.6%
	2.	#	%	# %
	3.	#	%	# %
	Action Plans (strategies) to Accomplish Goal 1 (reduce or eliminate barriers)			
	Action 1- Provide formative assessments to inform differentiation in instruction	Narrative		
	Action 2- Differentiate Instruction	Narrative		
	Action 3- Identify struggling ESOL and other ELL students.	Narrative		
	Action 4-	Narrative		
	Plan to Implement Action 1: Teachers regularly assess students to determine areas of differentiation.	Narrative		
	Plan to Implement Action 2: Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students.	Narrative		
	Plan to Implement Action 3: Investigate and discuss research based strategies that are used in	Narrative		

	classrooms that are successful in meeting the needs of the ESOL/ELL population in our school. Implement research based strategies for ESOL/ELL students. PLCs monitor trends for this subgroup and engage in problem-solving where data indicates the necessity. Share strategies and data and celebrate teacher and student success.		
	Goal 2 to support target(s): N/A- To increase African American students' reading FCAT scores by 10%	Narrative	
	Possible Data Sources to Measure Goal 2: 2013-2014 Reading FCAT, common assessments, formative assessments, progress monitoring data		
	Data Indicator(s) - corresponding to SIP Part II A-J (SIP Targets)	DecisionED/DW	Assessment Matrix
	1.		
1		DecisionED/DW	Assessment Matrix
	2.		
1	3.	DecisionED/DW	Assessment Matrix
	Action Plans (strategies) to Accomplish Goal 2 (reduce or eliminate barriers)- Differentiate instruction based on the needs of our African American students.	Narrative	
	Action 1- Look at students previous assessment scores to determine needs.	Narrative DecisionED/DW	
	Action 2- Address the needs of our African American students during reading instruction and intervention time.	2012-13 Actuals	2013-14 Targets
		# 67%	# 77%
	Action 4-	# %	# %

SIP Template with Alignment of District Strategic Plan-School Improvement Plan 2013-14- Accreditation Standards

	Plan to Implement Action 1:	#	%	#	%
	Plan to Implement Action 2:				
	Plan to Implement Action 3:	Narrative			
	Plan to Implement Action 4:	Narrative			
	Action 3-	Narrative			
	Action 4-	Narrative			
	Plan to Implement Action 1:	Narrative			
	Plan to Implement Action 2:	Narrative			
	Plan to Implement Action 3:	Narrative			
	<i>Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Writing-</i>	<i>a)</i>		DecisionED/DW	Asses Matri.
	Students scoring at or above 3.5 - 59	<input type="checkbox"/>		DecisionED/DW	Asses Matri.
	<i>b) Florida Alternate Assessment (FAA)</i>				
	<input type="checkbox"/> Students scoring at or above Level 4 35			DecisionED/DW	Asses Matri.
1	Goal 1 to support target(s): To increase writing FCAT scores by 10%			Narrative	
1	Possible Data Sources to Measure Goal 2: 2013-2014 FCAT Writing scores, formative assessments, data collection			Narrative DecisionED/DW	
		Data Indicator(s) - corresponding to SIP Part II A-J (SIP Targets)		2012-13 Actuals	201 Tar

SIP Template with Alignment of District Strategic Plan-School Improvement Plan 2013-14- Accreditation Standards

		1.		
1			#	%
1		2.	#	%
		3.	#	%
1	Action Plans (strategies) to Accomplish Goal 1 (reduce or eliminate barriers) Differentiate instruction based on the needs of the students.			
1	Action 1- Look at students previous assessment scores to determine needs.	Action 1-	Narrative	
	Action 2- Address the needs of the students during ELA instruction and intervention time.	Action 2-	Narrative	
1		Action 3-	Narrative	
	Goal 1 to support target(s): To increase African American students' writing FCAT scores by 10%	Action 4-	Narrative	
	Action Plans (strategies) to Accomplish Goal 2 (reduce or eliminate barriers)- Differentiate instruction based on the needs of our African American students.	Plan to Implement Action 1:	Narrative	
	Action 1- Look at students previous assessment scores to determine needs.	Plan to Implement Action 2:	Narrative	
1	Action 2- Address the needs of our African American students during ELA instruction and intervention time.	Plan to Implement Action 3:	Narrative	
1		Plan to Implement Action 4:	Narrative	

SIP Template with Alignment of District Strategic Plan-School Improvement Plan 2013-14- Accreditation Standards

	<i>b) Annual Measurable Objectives (AMOs)</i>		
1	<input type="checkbox"/> Student subgroups (i.e., American Indian, Asian, black, Hispanic, white, English language learners, students with disabilities, and economically disadvantaged) scoring at level 3 or higher on FCAT 2.0, or scoring at level 4 or higher on the FAA- Hispanic- 60%, White- 49%, SWD- 37%, ED- 41%	DecisionED/DW FCAT 2.0 only	Assessment Matrix
	<i>c) Learning Gains</i>		
1	<input type="checkbox"/> Students making learning gains (EOC and FAA)	DecisionED/DW	Assessment Matrix
	<i>d) Postsecondary readiness</i>		
1	<input type="checkbox"/> 4-year graduates scoring “college ready” on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A010.0315, F.A.C.	DecisionED/DW	Assessment Matrix
	3. Middle School Acceleration		
	The following data shall be considered by middle schools.		
1	<input type="checkbox"/> Middle school participation in high school EOC	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> Middle school performance on high school EOC	DecisionED/DW	Assessment Matrix
	4. Algebra I End-of-Course Assessment (EOC)		
	The following data shall be considered for schools with students taking the Algebra I EOC.		
1	<input type="checkbox"/> Students scoring at Achievement Level 3	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> Students scoring at or above Achievement Level 4	DecisionED/DW	Assessment Matrix
	5. Geometry End-of-Course Assessment (EOC)		
	The following data shall be considered for schools with students taking the Geometry EOC.		
1	<input type="checkbox"/> Students scoring at Achievement Level 3- 27.6%	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> Students scoring at or above Achievement Level 4- 30.6%	DecisionED/DW	Assessment Matrix

SIP Template with Alignment of District Strategic Plan-School Improvement Plan 2013-14- Accreditation Standards

	Goal 3 to support target(s): To increase math FCAT scores by 10%	Narrative		
	Possible Data Sources to Measure Goal 3: 2013-2014 Math FCAT, common assessments, formative assessments, progress monitoring data	DecisionED/DW		
	Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)	2012-13 Actuals		2013-14 Targets
1.		#	58.2%	# 68.2%
2.		#	%	# %
3.		#	%	# %
	Action Plans (strategies) to Accomplish Goal 3 (reduce or eliminate barriers)			
	Action 1 - Provide formative assessments to inform differentiation in instruction.	Narrative		
	Action 2- Differentiate Instruction	Narrative		
	Action 3- School wide focus on Math Facts	Narrative		
	Action 4- Develop processes for math intervention	Narrative		
	Plan to Implement Action 1: Share current formative assessments and develop and continue to share new formative assessments.	Narrative		
	Plan to Implement Action 2: Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students	Narrative		
	Plan to Implement Action 3: Discuss and develop implementation plan with staff.	Narrative		
	Plan to Implement Action 4: Provide staff development on AIMSWEB and facilitate	Narrative		

SIP Template with Alignment of District Strategic Plan-School Improvement Plan 2013-14- Accreditation Standards

	development of math intervention processes with PLCs.		
	Goal 2 to support target(s): N/A- To increase African American students' math FCAT scores by 10%	Narrative	
	Possible Data Sources to Measure Goal 2: 2013-2014 Math FCAT, common assessments, formative assessments, progress monitoring data		
	Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)		
	1.		
	2.		Assessment Matrix
1	3.	DecisionED/DW	Assessment Matrix
1	Action Plans (strategies) to Accomplish Goal 2 (reduce or eliminate barriers) - Differentiate instruction based on the needs of our African American students.	DecisionED/DW	Assessment Matrix
	Action 1- Look at students previous assessment scores to determine needs.		
1	Action 2- Address the needs of our African American students during math instruction and intervention time. Action 3-	DecisionED/DW	Assessment Matrix
1		DecisionED/DW	Assessment Matrix
	Action 4-		
	Plan to Implement Action 1:		
	Plan to Implement Action 2:		

SIP Template with Alignment of District Strategic Plan-School Improvement Plan 2013-14- Accreditation Standards

1	Plan to Implement Action 3:	DecisionED/DW	Assessment Matrix
1	Plan to Implement Action 4:	DecisionED/DW	Assessment Matrix
	Action 3-		
	Action 4-		
1	Plan to Implement Action 1:	DecisionED/DW	Assessment Matrix
1	Plan to Implement Action 2:	DecisionED/DW	Assessment Matrix
	Plan to Implement Action 3:		
1	Plan to Implement Action 4:	Narrative	Standard 3-3.12: Teaching and Assessing for Learning
1	<input type="checkbox"/> Participation in STEM-related experiences provided for students N/A	Narrative	Standard 3-3.1: Teaching and Assessing for Learning
	The following data shall be considered by high schools.		
1	<input type="checkbox"/> Students enrolling in one or more <i>accelerated</i> STEM-related courses N/A	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses N/A	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> Students taking one or more advanced placement exams for STEM-related courses N/A	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> Passing rate (%) for students who take advanced placement exams for STEM-related courses N/A	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> CTE-STEM program concentrators N/A	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> Students taking CTE-STEM industry certification exams N/A	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> Passing rate (%) for students who take CTE-STEM industry certification exams N/A	DecisionED/DW	Assessment Matrix
	Science- To increase science FCAT scores by 10%		

SIP Template with Alignment of District Strategic Plan-School Improvement Plan 2013-14- Accreditation Standards

	Possible Data Sources to Measure Goal 1: 2013-2014 FCAT, common assessments, formative assessments, progress monitoring data	DecisionED/DW			
	Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)	2012-13 Actuals		2013-14 Targets	
1.		#	53.8%	#	63.8%
2.		#	%	#	%
3.		#	%	#	%
	Action Plans (strategies) to Accomplish Goal 1 (reduce or eliminate barriers)				
	Action 1- Diligence in following CCSS and NGSSS in science for all grade levels.				
	Action 2- Integrate science into Literacy block to provide more time for science instruction.				
	Action 3-				
	Action 4-				
	Plan to Implement Action 1: Diligence in following Science Workshops.				
	Plan to Implement Action 2: Discuss and develop implementation plan with staff.				
	Plan to Implement Action 3:				
	Plan to Implement Action 4:				
	The following data shall be considered by middle and high schools.				
1	<input type="checkbox"/> Students enrolling in one or more CTE courses	DecisionED/DW			
1	<input type="checkbox"/> Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	DecisionED/DW			
1	<input type="checkbox"/> Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses	DecisionED/DW		Assessment Matrix	

SIP Template with Alignment of District Strategic Plan-School Improvement Plan 2013-14- Accreditation Standards

1	<input type="checkbox"/> Students taking CTE industry certification exams	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> Passing rate (%) for students who take CTE industry certification exams	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> CTE program concentrators	DecisionED/DW	
3	Goal 2 to support target(s): N/A- To increase African American students' science FCAT scores by 10%	Narrative	Standard 3-3.11: Teaching and Assessing for Learning; Standard 4-1: Resources and Support Systems
	Possible Data Sources to Measure Goal 2: 2013-2014 Science FCAT, common assessments, formative assessments, progress monitoring data.		
	Data Indicator(s) - corresponding to SIP Part II A-J (SIP Targets)		
	1.		
1	2.	DecisionED/DW	Assessment Matrix
1	3.	DecisionED/DW	Assessment Matrix
	Action Plans (strategies) to Accomplish Goal 2 (reduce or eliminate barriers) – Differentiate instruction based on the needs of our African American students.		
	Action 1- Look at students previous assessment scores to determine needs.		
1	Action 2-	DecisionED/DW	Assessment Matrix
1	Action 3-	DecisionED/DW	Assessment Matrix
	Action 4-		

SIP Template with Alignment of District Strategic Plan-School Improvement Plan 2013-14- Accreditation Standards

	Plan to Implement Action 1: Discuss and develop implementation plan with staff.	DecisionED/DW			
	Plan to Implement Action 2:	2012-13 Actuals		2013-14 Targets	
	Plan to Implement Action 3:	#	%	#	%
	Plan to Implement Action 4:	#	%	#	%
	Action 3-	#	%	#	%
	Action 4-				
	Plan to Implement Action 1:				
	Plan to Implement Action 2:				
	Plan to Implement Action 3:				
	Plan to Implement Action 4:				
	Plan to Implement Action 1:				
	Plan to Implement Action 2:				
	Plan to Implement Action 3:				
	Plan to Implement Action 4:				
	H. Area 8: Early Warning Systems				
	1. Attendance				
3	<input type="checkbox"/> Students tardy 10 percent or more, as defined by district attendance policy- 6%	DecisionED/DW		Standard 5-5.2 Using Results for Continuous Improvement	
3	<input type="checkbox"/> Students absent 10 percent or more, as defined by district attendance policy-18.7%	DecisionED/DW		Standard 5-5.2 Using Results for Continuous Improvement	

SIP Template with Alignment of District Strategic Plan-School Improvement Plan 2013-14- Accreditation Standards

	2. Suspension		
3	<input type="checkbox"/> Students with one or more referrals-15	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
3	<input type="checkbox"/> Students with five or more referrals- 1	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.-3	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.-0	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.-3	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.-0	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-0	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
3	<input type="checkbox"/> Students referred for alternative school placement 0	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
3	<input type="checkbox"/> Students expelled 0	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
	3. Retention		
1	<input type="checkbox"/> Students retained 8	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
1	<input type="checkbox"/> Students with one or more course failures on first attempt in core-curricula courses, as defined in s. 1003.01(14), F.S.	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
1	o Students in 3 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	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
1	<input type="checkbox"/> Students off track for graduation based on credits required to date for their cohort	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
	4. Dropout Prevention		

	The following data shall be considered by high schools, per Section 1003.53, F.S. If a school has significantly lower graduation rates for a subgroup when compared to the state's graduation rate, that school's improvement plan is required to include strategies for improving these results, pursuant to Section 1001.42(18), F.S. Graduation rates for the state, district, and school by subgroup are available in the AMO Outcomes Report at http://schoolgrades.fldoe.org/ .	DecisionED/DW assuming drop out codes are W22 and w15	
1	<input type="checkbox"/> Students dropping out of school, as defined in s.1003.01(9), F.S.N/A	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
1	<input type="checkbox"/> Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b) N/A	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
1	<input type="checkbox"/> Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C. N/A	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
1	<input type="checkbox"/> Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)N/A	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
	I. Area 9: Parent Involvement		
	Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, Codified at 20 U.S.C. § 6314(b).	Narrative	
3,4	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). We will continue to promote parental involvement at our school through our Family and Community Liaison and through our PTA and SAC meetings. We will hold several after school activities including Fall Festival and Family Fitness Nights.		
	J. Area 10: Additional Targets		
1-5	Goal 5 (add other goals as needed) to support target(s): -To Increase the use of current technology in the classroom		

SIP Template with Alignment of District Strategic Plan-School Improvement Plan 2013-14- Accreditation Standards

	Possible Data Sources to Measure Goal 5: Walkthroughs, Teacher appraisals	DecisionED/DW	
	Data Indicator(s) - corresponding to SIP Part II A-J (SIP Targets)	2012-13 Actuals	2013-14 Targets
1-5	1.		
1-5		#	%
1-5	2.	#	%
1-5	3.	#	%
1-5	Action Plans (strategies) to Accomplish Goal 5 (reduce or eliminate barriers) - Provide iPads for each classroom to use.		
1-5	Action 1- Provide technology training for all staff members on the use of iPads in the classroom.		
1-5	Action 2-		
1-5	Action 3-		
1-5	Action 4-		
	Plan to Implement Action 1: Set up training for use of iPads in the classroom.		
	Plan to Implement Action 2:		
1-5	Plan to Implement Action 3:		
	Plan to Implement Action 4:		
	<input type="checkbox"/> Facilitator or leader	Narrative	

	<input type="checkbox"/> Participants (e.g., Professional Learning Community, grade level, schoolwide)	Narrative	
	<input type="checkbox"/> Target dates or schedule (e.g., professional development day, once a month)	Narrative	
	<input type="checkbox"/> Strategies for follow-up and monitoring	Narrative	
	K. Problem-Solving	Narrative	
	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.		
4	<input type="checkbox"/> Step 1: Identify goal(s) to help you achieve your targets. Select one or more Areas each goal addresses. Increase student FCAT scores in the areas of Reading, Writing, Math and Science by 10%	Narrative	
	<input type="checkbox"/> Step 2: Brainstorm barriers that could prevent the school from achieving each goal. Lack of understanding of CCSS, shift in school demographics, lack of parental involvement, lack of implementation of core curriculum with fidelity		
	<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). We will target implementation of core curriculum with fidelity as well as building an understanding of CCSS.	Narrative	
4	<input type="checkbox"/> Step 4: Brainstorm which resources are available that could be used to address each targeted barrier. Teachers that have been to CCSS trainings over the summer. District personnel can be used to train staff. Researched Based Literature will be used such as "Lesson Study" by Catherine Lewis and "The Continuum of Literacy Learning" by Fountas and Pinnell	Narrative	
4	<input type="checkbox"/> Step 5: Brainstorm and prioritize strategies that could be used to eliminate or reduce each targeted barrier. Professional Development, discussion during weekly PLC's, Book Studies	Narrative	
4	<input type="checkbox"/> Step 6: Identify action steps (including who, what, where, when) that will need to be taken to implement the identified strategies. Determine the needs of the staff regarding	Narrative	

	CCSS by way of survey. Administration will then contact district personnel to set up trainings at school during training days.		
4	<input type="checkbox"/> Step 7: Determine how strategies will be monitored for effectiveness and fidelity of implementation (including who, what, where, when). Administration will conduct walkthroughs. Data from formative assessments will be monitored.	Narrative	
4	<input type="checkbox"/> Step 8: Determine how progress towards each goal will be monitored (including who, what, where, when). Administration will conduct walkthroughs. Data from formative assessments will be monitored.	Narrative	
4	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– Implementation of CCSS with fidelity		
1-5	<input type="checkbox"/> Topic, focus, and content CCSS	Narrative	Standard 5: Using Results for Continuous Improvement
1-5	<input type="checkbox"/> Facilitator or leader Administration, District Personnel, Staff	Narrative DecisionED	Standard 5: Using Results for Continuous Improvement
1-5	<input type="checkbox"/> Participants (e.g., Professional Learning Community, grade level, schoolwide) All instructional staff	Narrative DecisionED	Standard 5: Using Results for Continuous Improvement
1-5	<input type="checkbox"/> Target dates or schedule (e.g., professional development day, once a month)- Ongoing throughout the year	Narrative DecisionED	Standard 5: Using Results for Continuous Improvement
1-5	<input type="checkbox"/> Strategies for follow-up and monitoring- Administration will conduct walkthroughs. Data from formative assessments will be monitored.	Narrative	Standard 5: Using Results for Continuous Improvement
1-5	<input type="checkbox"/> Person responsible for monitoring- Administration	Narrative DecisionED	Standard 5: Using Results for Continuous Improvement
1-5	<input type="checkbox"/> If no, are the original strategies being implemented with fidelity as designed?	Narrative	Standard 5: Using Results for Continuous Improvement
1-5	o If yes, re-engage the problem solving process at Step 5, making edits as needed to Part II of the SIP.	Narrative	Standard 5: Using Results for Continuous Improvement
1-5	o If no, engage in a problem solving process around implementation fidelity of the original plan, and make edits as desired to Part II of the SIP.		Standard 5: Using Results for Continuous Improvement
	Part IV: Coordination and Integration		

4	Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C- Migrant; Title I, Part D; Title II; Title III; Title VI, Part B; Title X- Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school.	Narrative	
Part V: Budget			
	Based on the strategies identified during the problem-solving process, create a budget for each school-funded activity including: <i>S.I.P. funds will be allocated to increase student achievement through professional development for teachers and administrators.</i>	Narrative	
4	<input type="checkbox"/> Related goal- <i>CCSS/Math</i>	Narrative	
4	<input type="checkbox"/> Strategy- <i>Provide professional development</i>	Narrative	
4	<input type="checkbox"/> Type of resource (i.e., evidence-based programs or materials, professional development, technology, or other)- <i>Trainings, TDE's, Book Studies</i>	Narrative	
4	<input type="checkbox"/> Description of resources- <i>Trainings based on teacher needs</i>	Narrative	
4	<input type="checkbox"/> Funding source- <i>SIP fund</i>	Narrative	
4	<input type="checkbox"/> Amount needed- <i>2500.00</i>	Narrative	
Part VI: Mid-Year Reflection			
	<i>This section is to be completed after mid-year assessment data is available.</i> 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 IIIK.		
1-5	<input type="checkbox"/> Has the goal been achieved?	Narrative	Standards Continuation
1-5	o If yes, what evidence do you see to indicate you have achieved the goal?	Narrative DecisionED	Standards Continuation
1-5	o If no, is desired progress being made to accomplish the goal?	Narrative DecisionED	Standards Continuation
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	Standards Continuation
1-5	<input type="checkbox"/> If no, have the originally targeted barriers been eliminated or reduced?	Narrative	Standards Continuation

SIP Template with Alignment of District Strategic Plan-School Improvement Plan 2013-14- Accreditation Standards

1-5	<input type="checkbox"/> If yes, what evidence do you see to indicate barriers have been eliminated or reduced?	Narrative DecisionED	Standards Continuum
1-5	<input type="checkbox"/> If no, are the original strategies being implemented with fidelity as designed?	Narrative	Standards Continuum
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	Standards Continuum
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.		Standards Continuum