oeDistrict VMV Goals	School Improvement Information	Data & Information Sources	AdvancED
Vision	Vision	Narrative	Standard 1-1.1, 1.2: Purpose
	Always expect the best, 100% student success.		
Mission	Mission	Narrative	Standard 1-1.2: Purpose
	Inspiring excellence in all academic areas, emphasizing writing, and promoting high student achievement in a safe learning environment.		
Values	Values	Narrative	Standard 1-1.3: Purpose
	1. We commit to excellence in writing. **2. We demonstrate respect for one another.** **3. We expect highest student achievement.** **4. We value lifelong learning.**		
	Part I: Current School Status		
	A. School Information		
	1. *School-Level Information*		
	☐ School	Narrative	
	Marjorie Kinnan Rawlings Elementary School		
	☐ Principal's name	Narrative	
	Rebecca Moore		
	☐ School Advisory Council chair's name	Narrative	
	Lori Ann Di Penta		
	2. *District-Level Information*		
	☐ District	✓	

	Pinellas County		
	☐ Superintendent's name	✓	
	Michael A. Grego Ed.D.		
	☐ Date of school board approval of SIP	✓	
	September 24, 2013		
	B. School Advisory Council (SAC)		
3	1. Describe the involvement of the SAC in the development of this school improvement plan.	Narrative	Standard 2-2.4, 2.5: Governance and Leadership
	The SAC has the opportunity of participating in the writing of the School Improvement Plan and At the first SAC meeting of the school year, SAC members provide input and suggestions for the goals of the School Improvement Plan (SIP). In addition, parents are given the opportunity to review the plan and then support it.		
3	2. Describe the activities of the SAC for the upcoming school year.	Narrative	
	Support the strategies developed in the School Improvement Plan and its Title I budget		
4	3. Describe the projected use of school improvement funds and include the amount allocated to each project.	Narrative	
	The allotted $3297.20 funds will be used to support school wide initiatives that will increase student highest student achievement.		

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:
	    ☐ Yes, we are in compliance.
	    ☐ No, we are not in compliance.
		Narrative	

	☐ **Yes, we are in compliance.**		

	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	Narrative	Executive Summary: Section 1
	Rebecca Moore		
3	b) Credentials (degrees and certifications)	Narrative	Executive Summary: Section 1
	Masters in Education Leadership, USF Bachelors in Elementary Education, USF K-12 Ed Leadership Cert.		
3	c) Number of years as an administrator	Narrative	Executive Summary: Section 1
	6		
3	d) Number of years at the current school;	Narrative	Executive Summary: Section 1
	6		
1,2,3	e) Performance record of increasing student achievement throughout their career, which should include their history of school grades, FCAT/statewide assessment performance (i.e. percentage data for achievement levels, learning gains, improvement of lowest 25th percentile in reading and mathematics, pursuant to Section 1008.34(3)(b), F.S.), and progress toward Annual Measurable Objectives (AMOs)	DecisonEd/DW	

	12-13: B school. 3 or above- Reading 49%, Math 39%, Writing 74%, Science 51% Learning Gains- Reading 59%, Math 54% Lowest 25%- Reading 58%, Math 55% 11-12: A school. 3 or above- Reading 56%, Math 51%, Writing 91%, Science 47% Learning Gains- Reading 70%, Math 68% Lowest 25%- Reading 73%, Math 71% 10-11: A school. 3 or above- Reading 75%, Math 75%, Writing 97%, Science 40% Learning Gains- Reading 61%, Math 62% Lowest 25%- Reading 60%, Math 66% 09-10: A school 3 or above- Reading 79%, Math 77%, Writing 94%, Science 58% Learning Gains- Reading 63%, Math 64% Lowest 25%- Reading 60%, Math 67% 08-09: A school 3 or above- Reading 82%, Math 85%, Writing 97%, Science 55% Learning Gains- Reading 79%, Math 69% Lowest 25%- Reading 77%, Math 62%		
	a) Name	Narrative	Executive Summary: Section 1
	Jeane Morehouse		
	b) Credentials (degrees and certifications)	Narrative	Executive Summary: Section 1
	Masters in Education Leadership, USF Bachelors in Elementary Education, USF Reading Endorsement ESOL Endorsement		
	c) Number of years as an administrator	Narrative	Executive Summary: Section 1
	2		
	d) Number of years at the current school;	Narrative	Executive Summary:

			Section 1
4			
e) Performance record of increasing student achievement throughout their career, which should include their history of school grades, FCAT/statewide assessment performance (i.e. percentage data for achievement levels, learning gains, improvement of lowest 25th percentile in reading and mathematics, pursuant to Section 1008.34(3)(b), F.S.), and progress toward Annual Measurable Objectives (AMOs)	DecisonEd/DW		
12-13: B school. 3 or above- Reading 49%, Math 39%, Writing 74%, Science 51% Learning Gains- Reading 59%, Math 54% Lowest 25%- Reading 58%, Math 55% 11-12: A school. 3 or above- Reading 56%, Math 51%, Writing 91%, Science 47% Learning Gains- Reading 70%, Math 68% Lowest 25%- Reading 73%, Math 71%			
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
Jacqueline Oester			
b) Subject area	Narrative		Executive Summary: Section 1
All subject areas			
c) Credentials (degrees and certifications)	Narrative		Executive Summary: Section 1

	Bachelor in Education, UCF 1-6 Florida Teacher Certification National Board Certified Teacher ESOL Endorsement		
	d) Number of years as an instructional coach	Narrative	Executive Summary: Section 1
	6		
	e) Number of years at the current school	Narrative	Executive Summary: Section 1
	6		
1,2	f) Performance record of increasing student achievement throughout their career, which should include their history of school grades, FCAT/statewide assessment performance (i.e. percentage data for achievement levels, learning gains, improvement of lowest 25th percentile in reading and mathematics, pursuant to Section 1008.34(3)(b), F.S.), and progress toward Annual Measurable Objectives (AMOs)	DecisionEd/DW	
	12-13: B school. 3 or above- Reading 49%, Math 39%, Writing 74%, Science 51% Learning Gains- Reading 59%, Math 54% Lowest 25%- Reading 58%, Math 55% 11-12: A school. 3 or above- Reading 56%, Math 51%, Writing 91%, Science 47% Learning Gains- Reading 70%, Math 68% Lowest 25%- Reading 73%, Math 71% 10-11: A school. 3 or above- Reading 75%, Math 75%, Writing 97%, Science 40% Learning Gains- Reading 61%, Math 62% Lowest 25%- Reading 60%, Math 66% 09-10: A school 3 or above- Reading 79%, Math 77%, Writing 94%, Science 58% Learning Gains- Reading 63%, Math 64% Lowest 25%- Reading 60%, Math 67% 08-09: A school 3 or above- Reading 82%, Math 85%, Writing 97%, Science 55% Learning Gains-		

	Reading 79%, Math 69% Lowest 25%- Reading 77%, Math 62%		
	g) Full-time or Part-time	Narrative	Executive Summary: Section 1
	Full-time		
	h) School-based or District-based	Narrative	Executive Summary: Section 1
	School-based		
	a) Name	Narrative	Executive Summary: Section 1
	TBA		
	b) Subject area	Narrative	Executive Summary: Section 1
	Literacy		
3	c) Credentials (degrees and certifications)	Narrative	Executive Summary: Section 1
	TBA		
3	d) Number of years as an instructional coach	Narrative	Executive Summary: Section 1
	TBA		
	e) Number of years at the current school	Narrative	Executive Summary: Section 1

	0		
2	f) Performance record of increasing student achievement throughout their career, which should include their history of school grades, FCAT/statewide assessment performance (i.e. percentage data for achievement levels, learning gains, improvement of lowest 25th percentile in reading and mathematics, pursuant to Section 1008.34(3)(b), F.S.), and progress toward Annual Measurable Objectives (AMOs) TBA	DecisonED/DW	Executive Summary: Section 1
	g) Full-time or Part-time		
	Part-time		
2	h) School-based or District-based	DecisionED/DW	Executive Summary: Section 1
	District-based		
	3. *Instructional Staff*		Executive Summary: Section 1
	a) # of instructional employees	DecisionEd/DW	Executive Summary: Section 1
	57		
3	b) % receiving effective rating or higher	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

	100%		
2	e) % ESOL endorsed	DecisonED/DW	Executive Summary: Section 1
	45.6%		
2	f) % reading endorsed	DecisionED/DW	Executive Summary: Section 1
	14%		
3	g) % with advanced degrees	DecisionED/DW	Executive Summary: Section 1
	33.3%		
3	h) % National Board Certified	DecisionED/DW	Executive Summary: Section 1
	10.5%		
	i) % first-year teachers	DecisionED/DW	Executive Summary: Section 1
	5.3%		
	j) % with 1-5 years of experience	DecisionED/DW	Executive Summary: Section 1

	24.6%		
	k) % with 6-14 years of experience	DecisionED/DW	Executive Summary: Section 1
	43.9%		
	l) % with 15 or more years of experience	DecisionED/DW	Executive Summary: Section 1
	26.3%		
	4. *Paraprofessionals*		Executive Summary: Section 1
	a) # of paraprofessionals	Narrative	Executive Summary: Section 1
	2		
	b) % Highly Qualified Teacher, as defined in NCLB through a High, Objective, Uniform State Standard of Evaluation (HOUSSE)	Narrative	Executive Summary: Section 1
	0%		
	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.	Narrative	Standard 2: Governance and Leadership
	Throughout the school year, the principal and assistant principal provide support through observations and feedback in efforts to retain our highly qualified teachers. Additional support and coaching is also provided from onsite RtI, .5 reading, and .5 math coaches. The Assistant Principal also assigns mentors to teachers new to a grade and teachers with 3 years or less experience and provides monthly support		

	meetings throughout the school year. Administration closely observes substitute teachers and level three interns through walk-throughs and observations to consider for future teaching positions.		
	6. *Teacher Mentoring Program/Plan*		
	a) Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities.	Narrative	Standard 3-3.3, 3.7,3.12: Teaching and Assessing for Learning Standard 5-5.2,5.5Using Results for Continuous Improvement
	The Assistant Principal assigns mentors to teachers new to a grade and teachers with 3 years or less experience. The Assistant Principal provides monthly support meetings throughout the school year. Additional support and coaching is provided from onsite RtI, .5 reading, and .5 math coaches. Coverage is provided by the RtI coach allowing mentors to observe their mentee's instruction and provides feedback. They also provide modeling or co-teaching of lessons. They plan collaboratively, connecting lesson activities to the common core standards. Weekly discussion occurs regarding student progress and analyzing of student work.		
	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.	Narrative	Standard 3-3.7: Teaching and Assessing for Learning
	-Facilitator – generates agenda and leads team discussions -Data Manager(s)/Data Coach(es) – assist team in accessing and interpreting (aggregating/disaggregating) the data -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		

	-Time Keeper –helps team begin on time and ensures adherence to agreed upon agenda After reviewing beginning of the year FAIR Broad Screen data (EDS)-The lowest 15% of students at each grade level are identified. Teachers will implement Tier 2 interventions for each student and monitor progress, using a progress monitoring tool appropriate for the intervention selected. Progress monitoring data will be collected for all students in the tier 2 groups, and compared to each other, as well as the grade level expectation. Data will be graphed and discussed at MTSS. If a student is not making sufficient progress, interventions will be adjusted or the students will be moved to Tier 3 Problem Solving. Tier 3 intervention plans are monitored closely by MTSS and follow up meetings are scheduled on a regular basis until interventions are successful. Members of the MTSS/RtI Leadership Team meet with the School Improvement Committee and principal to help develop the SIP. The team provides data on: Tier 1, 2, and 3 students. They provided instructional strategies that could be incorporated into the SIP's goals that would assist our tier students in making learning gains.		
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?	Narrative	Standard 2-2.4: Governance and Leadership
	Principal/Assistant Principal: Provide a common vision for the use of data-based decision-making, ensure that the school-based team is implementing RtI, to ensure adequate professional development to support RtI implementation. Coaches- Content Area Specialists/Coaches: RtI Coach: analyzes school, grade level, and individual teacher data, facilitates data meetings on a regular basis with grade levels, as well as the implementation for progress monitoring, data collection and data analysis, and provides support for assessment and implementation monitoring. Provides intervention support for classroom teachers with Tier 2 and Tier 3 students. Literacy/Math Coach: Provide research based intervention strategies, reviews school, grade level and individual teacher data, assists in the implementation for progress monitoring, data collection, and data analysis, provides appropriate professional development; and provides support for assessment and		

	implementation monitoring. Student Services- School Psychologist/educational diagnostician: Participates in collection, interpretation, and analysis of data, facilitates development of intervention plans, provides support for intervention fidelity and documentation, and facilitates data-based decision making activities. Social worker: provides a link to child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success. Guidance Counselor: provides expertise on behavior and emotional issues and as well as social intervention with individual students Teachers- Classroom: Provides information about core instruction, collects and analyzes student data, delivers Tier 1 instruction/intervention and collaborates with other staff to implement Tier 2 interventions Exceptional Student Education (ESE): Collects student data, assists with differentiation within the core and Tier 3 instruction, and collaborates with general education teachers. Rebecca Moore- Principal Jeane Morehouse- Assistant Principal Jacqui Oester- RtI Coach Kelly Snell -School Psychologist Anna Annarelli -Educational Diagnostician Charlie Hayes-Social Worker Cindy Bennett -Guidance counselor Heather Curtis- ESE teacher Amy Rosado- ESE teacher Todd Haraminac-PE Teacher		
4	3. Describe the systems in place that the leadership team uses to monitor the school's MTSS and SIP.	Narrative	Standard 2-2.3,2.4: Governance and Leadership
	The team identifies processes and resources for data management, reviews student academic and behavior data, reviews and revises resource map for interventions and strategies available at the school, and plans for modification to instruction, behavior and/or interventions for students.		

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).	Narrative	Standard 5-5.1, 5.2, 5.3, 5.4: Using Results for Continuous Improvement
	After reviewing beginning of the year FAIR Broad Screen data (EDS)-The lowest 15% of students at each grade level are identified. Teachers will implement Tier 2 interventions for each student and monitor progress, using a progress monitoring tool appropriate for the intervention selected. Progress monitoring data will be collected for all students in the tier 2 groups, and compared to each other, as well as the grade level expectation. Data will be graphed and discussed at MTSS. If a student is not making sufficient progress, interventions will be adjusted or the students will be moved to Tier 3 Problem Solving. Tier 3 intervention plans are monitored closely by MTSS and follow up meetings are scheduled on a regular basis until interventions are successful.		
4,5	5. Describe the plan to support staff's understanding of MTSS and build capacity in data-based problem solving.	Narrative	Standard 3-3.11, 3.12: Teaching and Assessing for Learning Standard 5-5.3:Using Results for Continuous Improvement
	Provide staff training during pre-planning, faculty meetings, weekly PLC's, Data Meetings with grade levels, and Moodle Components. RtI Coach will attend trainings, review Moodle site for RtI and share information with the team.		
	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).	Narrative	Standard 3-3.1, 3.12: Teaching and Assessing for Learning

	The focus will be with our students who had annual learning gains falling in the lowest 25% of the school. A before and/or after school supplemental program will focus on math and reading interventions and strategy support. An After School Math Enrichment program will provide our high achieving math students with higher order thinking and computation opportunities that will support their annual learning gains.		
	F. Literacy Leadership Team (LLT)		
2	1. Identify the names and positions titles of the members of your school-based LLT.	Narrative	Executive Summary: Section 1
	Rebecca Moore- Principal Jeane Morehouse- Assistant Principal Jacqui Oester- RtI Coach TBA- Literacy Coach Heather Curtis- ESE teacher Amy Rosado- ESE teacher Lynn Stevens- Primary Classroom Teacher Tracey Smith- Intermediate Classroom Teacher		
2	2. Describe how the school-based LLT functions (e.g., meeting processes, roles, functions).	Narrative	Executive Summary: Section 1
	The LLT includes key stakeholders such as administrators, content area specialists/instructional coaches (Literacy, Curriculum) and classroom teachers. Administrators: Principal/Assistant Principal: Promote goal groups where teachers learn and work together to pursue clearly articulated school based goals for literacy. Ensure professional learning opportunities to support the implementation of literacy strategies. Support literacy instruction through focused classroom visits. Guide the literacy team in gathering, analyzing, and interpreting school data. Celebrate student achievement and staff literacy learning. Content Area Specialists/Coaches: Literacy Coach: Provides modeling, and coaching support to teachers. Facilitates learning opportunities		

	within the school. Supports the teachers in the implementation of county and school wide literacy/instructional strategies. Analyze data for instructional decision making. Assist teachers in differentiating learning. Observe, provide feedback and model effective lessons. Suggest appropriate resources. RtI Coach- Analyzes data by school, and grade level, and individual teacher data to assist in helping teachers set literacy goals and differentiate instruction. Observe, provide feedback and model effective lessons. Suggest appropriate resources. Facilitates learning opportunities within the school. Supports the teachers in implementation of county and school wide literacy/instructional goals. Teachers: Classroom: Provide information about core instruction, collect and analyze student data. Use the assessments to help drive instruction. Differentiate student instruction based on assessments and observation. Implement county and school wide literacy/instructional strategies. Continue to participate in professional learning opportunities that support literacy. Work with the Literacy Coach and RtI Coach to best meet the needs of their students.		
2	3. What will be the major initiatives of the LLT this year?	Narrative	Standard 3-3.1 thru 3.7: Teaching and Assessing for Learning

	Literacy Leadership Teams create capacity of reading knowledge within the school by focusing on the following areas of literacy concern:
	
	•Support for text complexity
	
	•Support for instructional skills to improve reading comprehension
	
	    o Ensuring that text complexity, along with close reading and rereading of texts, is central to lessons
	    o Providing scaffolding that does not preempt or replace text reading by students
	    o Developing and asking text dependent questions from a range of question types
	    o Emphasizing students supporting their answers based upon evidence from the text
	    o Providing extensive research and writing opportunities (claims and evidence)
	•Support for implementation of Common Core State Standards for Literacy in Social Studies, Science,		

	and Technical Subjects (a focus on text, task, and instruction).		
	G. Every Teacher Contributes to Reading Improvement		
	This section is required for schools with grades 6-12, per Section 1003.413(2)(b), F.S.		
2	1. Describe how the school ensures every teacher contributes to the reading improvement of every student.	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.	Narrative	Standard 3-3.1 thru 3.7: Teaching and Assessing for Learning
	All Kindergarten teachers provide a Meet and Greet prior to the first day of school. Parents can introduce their child to their teacher and have an opportunity to get acquainted with the classroom setting. Our feeder headstart visits and tours our media center, cafeteria, PE area and select Kindergarten classrooms. A parent orientation is provided in May for incoming kindergarten students. Flyers and a book are mailed to surrounding headstarts and VPK schools in our neighborhood encouraging parents of new kindergartners to attend. This orientation for parents and students provides parents with an opportunity to meet our kindergarten teachers and principal. They learn about the curriculum and collect activities to support their child over the summer. Readiness skills are emphasized and good choices for academic and social characteristics are presented. Materials are available, as well as pamphlets covering a variety of helpful parenting subjects ranging from common core, parenting skills, helping with homework, students with disabilities and what to expect at a parent teacher conference.		
	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		
	a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)		
1	☐Students scoring at Achievement Level 3	DecisionED/DW	Assessment Matrix
	28.7% (85)		
1	☐ Students scoring at or above Achievement Level 4	DecisionED/DW	Assessment Matrix
	20.3% (60)		

	b) *Florida Alternate Assessment (FAA)*		Assessment Matrix
1	☐Students scoring at Levels 4, 5, and 6	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above Level 7	DecisionED/DW	Assessment Matrix
	c) *Learning Gains*		
1	☐ Students making learning gains (FCAT 2.0 and FAA)	DecisionED/DW FCAT 2.0 only	Assessment Matrix
	59%		
1	☐ Students in lowest 25% making learning gains (FCAT 2.0)	DecisionED/DW	Assessment Matrix
	58%		
	d) *Comprehensive English Language Learning Assessment (CELLA)*		
1	☐ Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	DecisionED/DW	Assessment Matrix
	48.9% (43)		
1	☐ Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	DecisionED/DW	Assessment Matrix
	Listening- 33% (29) **Speaking- 48.9% (43)**		
1	☐ Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	DecisionED/DW	Assessment Matrix
	20.5% (18)		
	e) *Annual Measurable Objectives (AMOs)*		

1	☐ Student subgroups (i.e., American Indian, Asian, black, Hispanic, white, English language learners, students with disabilities, and economically disadvantaged) scoring at level 3 or higher on FCAT 2.0, or scoring at level 4 or higher on the FAA	DecisionED/DW FCAT 2.0 only	Assessment Matrix
	American Indian- NA **Asian- 76%** **Black- 55%** **Hispanic-59%** **White- 70%** **English language learners- 56%** **Students with disabilities- 36%** **Economically disadvantaged- 61%**		
	f) Postsecondary readiness		
	The following data shall be considered by high schools.		
	☐*4-year graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.*	DecisionED/DW	Assessment Matrix
	Goal 1 to support target(s): • **To increase the percentage of students scoring at or above Achievement Level 3 from 49% to 68%** • **To decrease the percentage of students scoring levels 1 or 2 from 51% to 32%** • **Increase the percentage of African American students scoring at or above Achievement level 3 from 36% to 55%**	Narrative	
	Possible Data Sources to Measure Goal 1: • **Daily/weekly reading formative assessments** • **Monthly standard based assessments** • **Mid-year FAIR assessment**	Narrative DecisionED	
	Data Indicator(s) –corresponding to SIP Part II A-J (SIP Targets)	**2012-13 Actuals**	**2013-14 Targets**

1. **.Improvement on the pre and post test of formative assessments by 10%.**		#	%	#	%
2. **Improvement on monthly standard based assessments by 10%**		#	%	#	%
3. **.Improvement on the FAIR reading comprehension by 10%.**		#	%	#	%
Action Plans (strategies) to Accomplish Goal 1 (reduce or eliminate barriers)					
Action 1- Teachers will work collaboratively with their team to design lessons/units that support the reading common core standards.	Narrative				
Action 2- Provide coaching and district reading training opportunities for teachers new to the grade level	Narrative				
Action 3- Teachers will monitor student progress with formal and informal assessments	Narrative				
Action 4- Teachers will differentiate instruction for all students	Narrative				
Plan to Implement Action 1: PLC regularly to unpack standards, review and correlate lessons to the reading common core standards and state content focus reports	Narrative				
Plan to Implement Action 2: Provide modeling and coaching opportunities in effective instructional techniques for teaching reading for new teachers to the grade level.	Narrative				
Plan to Implement Action 3: PLC regularly to create formative assessments and discuss student work and progress	Narrative				
Plan to Implement Action 4: Monitor and provide onsite support and training in reading differentiation, interventions, Ticket to Read and MobyMax- Reading elearning.	Narrative				
B. Area 2: Writing					
a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)	DecisionED/DW	Assessment Matrix			

1	☐ Students scoring at or above 3.5	DecisionED/DW	Assessment Matrix
	72.5% (66)		
	b) Florida Alternate Assessment (FAA)		
1	☐ Students scoring at or above Level 4	DecisionED/DW	Assessment Matrix

	Goal 2 to support target(s): • **To increase the percentage of students scoring 3.5 or above from 74% to 91%** • **To decrease the percentage of students scoring levels 1, 2, or 3 from 26% to 5%** • **To increase the percentage of African American students scoring 3.5 or above from 58% to 91%**	Narrative				
	Possible Data Sources to Measure Goal 2: • **Weekly conferencing- quantity and quality checks** • **Monthly prompted assessments** • **Mid-year district writing assessment**	Narrative DecisionED/DW				

Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)	2012-13 Actuals		2013-14 Targets	
1. Improvement on the amount and quality of writing they produce each week in their writing notebooks	#	%	#	%
2. Improvement on the rubric score for monthly prompted assessments by .5 or more	#	%	#	%
3. Improvement on mid-year district writing assessments by 10%	#	%	#	%
Action Plans (strategies) to Accomplish Goal 2 (reduce or eliminate barriers)				

	Action 1- Teachers will work collaboratively with their team to design lessons/units that support the writing common core standards.	Narrative	
	Action 2- Provide coaching and district writing training opportunities for new 4ᵗʰ grade teachers	Narrative	
	Action 3-Teachers will monitor student progress with formal and informal assessments	Narrative	
	Action 4- Provide time for dual scoring opportunities with writing rubrics Review and train all grade level teachers in scoring writing using rubrics	Narrative	
	Plan to Implement Action 1: PLC regularly to unpack standards, review and correlate to state content focus reports	Narrative	
	Plan to Implement Action 2: Send all 4ᵗʰ grade teachers to training with district writing coach in effective instructional techniques for teaching writing	Narrative	
	Plan to Implement Action 3: PLC regularly to analyze and review student writing and progress.	Narrative	
	Plan to Implement Action 4: Provide site based training in scoring writing using writing rubrics Require dual scoring for monthly prompted assessments	Narrative	
	C. Area 3: Mathematics		
	1. *Elementary and Middle School Mathematics*		
	The following data shall be considered by elementary and middle schools.		
	a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at Achievement Level 3	DecisionED/DW	Assessment Matrix
	24.5% (73)		
1	☐ Students scoring at or above Achievement Level 4	DecisionED/DW	Assessment Matrix
	13.8% (41)		

	b) *Florida Alternate Assessment (FAA)*		
1	☐ Students scoring at Levels 4, 5, and 6	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above Level 7	DecisionED/DW	Assessment Matrix
	c) *Learning Gains*		
1	☐ Students making learning gains (FCAT 2.0, EOC, and FAA)	DecisionED/DW FCAT 2.0 only	Assessment Matrix
	54%		
1	☐ Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	DecisionED/DW FCAT 2.0 only	Assessment Matrix
	55%		
	d) *Annual Measurable Objectives (AMOs)*		
1	☐ Student subgroups (i.e., American Indian, Asian, black, Hispanic, white, English language learners, students with disabilities, and economically disadvantaged) scoring at level 3 or higher on FCAT 2.0, or scoring at level 4 or higher on the FAA	DecisionED/DW FCAT 2.0 only	Assessment Matrix
	American Indian- NA **Asian- 76%** **Black- 55%** **Hispanic-55%** **White- 66%** **English language learners- 56%** **Students with disabilities- 60%** **Economically disadvantaged- 60%**		
	2. *High School Mathematics*		
	The following data shall be considered by high schools.		
	a) *Florida Alternate Assessment (FAA)*		

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

1	☐ Students scoring at Achievement Level 3	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above Achievement Level 4	DecisionED/DW	Assessment Matrix
	Goal 3 to support target(s): • **To increase the percentage of students scoring at or above Achievement Level 3 from 39% to 65%** • **To decrease the percentage of students scoring levels 1 or 2 from 61% to 35%** • **Increase the percentage of African American students scoring at or above Achievement level 3 from 15% to 55%**	Narrative	
	Possible Data Sources to Measure Goal 3: • **Weekly math formative assessments** • **Monthly unit assessments** • **Mid-year district math assessment**	DecisionED/DW	

	2012-13 Actuals		2013-14 Targets	
Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets) **1. Improvement on the pre and post test of formative assessments by 10%**	**#**	**%**	**#**	**%**
2. Improvement on monthly unit assessments by 10%	#	%	#	%
3. Improvement on mid-year district math assessments by 10%	#	%	#	%

Action Plans (strategies) to Accomplish Goal 3 (reduce or eliminate barriers)	
Action 1- Teachers will work collaboratively with their team to design lessons/units that support the math common core standards.	Narrative
Action 2- Provide coaching and district math training opportunities for teachers new to the grade level	Narrative

	Action 3- Teachers will monitor student progress with formal and informal assessments	Narrative	
	Action 4- Teachers will differentiate instruction for all students	Narrative	
	Action 5- Teachers will regularly us Math Talk Moves to increase math conversations and higher order thinking		
	Plan to Implement Action 1: PLC regularly to unpack standards, review and correlate lessons to the math common core standards and state content focus reports	Narrative	
	Plan to Implement Action 2: Provide modeling and coaching opportunities in effective instructional techniques for teaching math for new teachers to the grade level.	Narrative	
	Plan to Implement Action 3: PLC regularly to create formative assessments and discuss student work and progress.	Narrative	
	Plan to Implement Action 4: Monitor and provide onsite support and training in math differentiation, interventions, and MobyMax- Math elearning.	Narrative	
	Plan to Implement Action 5: Provide site based review/training in Math Talk Moves		
	D. Area 4: Science		
	1. *Elementary and Middle School Science*		
	The following data shall be considered by elementary and middle schools.		
	a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)		Assessment Matrix
1	☐ Students scoring at Achievement Level 3	DecisionED/DW	Assessment Matrix
	35.4% (34)		
1	☐ Students scoring at or above Achievement Level 4	DecisionED/DW	Assessment Matrix

	14.6% (14)		
	b) Florida Alternate Assessment (FAA)		
1	☐ Students scoring at Levels 4, 5, and 6	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above Level 7	DecisionED/DW	Assessment Matrix
	2. High School Science		
	The following data shall be considered by high schools.		
	a) Florida Alternate Assessment (FAA)		
1	☐ Students scoring at Levels 4, 5, and 6	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above Level 7	DecisionED/DW	Assessment Matrix
	3. Biology 1 End-of-Course Assessment (EOC)		
	The following data shall be considered for schools with students taking the Biology 1 EOC.		
1	☐ Students scoring at Achievement Level 3	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above Achievement Level 4	DecisionED/DW	Assessment Matrix
	E. Area 5: Science, Technology, Engineering, and Mathematics (STEM)		
1	☐ # of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	Narrative	Standard 3-3.12: Teaching and Assessing for Learning
1	☐ Participation in STEM-related experiences provided for students	Narrative	Standard 3-3.1: Teaching and Assessing for Learning
	The following data shall be considered by high schools.		

1	☐ Students enrolling in one or more *accelerated* STEM-related courses	DecisionED/DW	Assessment Matrix
1	☐ Completion rate (%) for students enrolled in *accelerated* STEM-related courses	DecisionED/DW	Assessment Matrix
1	☐ Students taking one or more advanced placement exams for STEM-related courses	DecisionED/DW	Assessment Matrix
1	☐ Passing rate (%) for students who take advanced placement exams for STEM-related courses	DecisionED/DW	Assessment Matrix
1	☐ CTE-STEM program concentrators	DecisionED/DW	Assessment Matrix
1	☐ Students taking CTE-STEM industry certification exams	DecisionED/DW	Assessment Matrix
1	☐ Passing rate (%) for students who take CTE-STEM industry certification exams	DecisionED/DW	Assessment Matrix
	Goal 4 to support target(s): • **To increase the percentage of students scoring at or above Achievement Level 3 from 51% to 55%** • **To decrease the percentage of students scoring levels 1 or 2 from 49% to 45%** • **Increase the percentage of African American students scoring at or above Achievement level 3 from 37% to 55%**		
	Possible Data Sources to Measure Goal 4: • **Weekly science formative assessments** • **Unit Pre and post Benchmark Evaluations** • **Mid-year district math assessment**	DecisionED/DW	

	Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)	2012-13 Actuals		2013-14 Targets	
	1. .**Improvement on the pre and post test of formative assessments by 10%.**	#	%	#	%
	2. **Improvement on monthly unit assessments by 10%**	#	%	#	%

		#	%	#	%
	3. **Improvement on mid-year district science assessments by 10%**				
	Action Plans (strategies) to Accomplish Goal 3 (reduce or eliminate barriers)				
	Action 1- Teachers will work collaboratively with their team to review district grade level timelines and implement Science Unit of Studies				
	Action 2-5th grade teachers will use content focus and grade level specifications to review benchmarks covered in previous grade levels				
	Action 3- Teachers will monitor student progress with formal and informal assessments				
	Action 4- All teachers will implement the Science Workshop 5E's Instruction Model including Gradual Release and Text Dependent Questioning				
	Plan to Implement Action 1: Experienced teachers will support teammates in planning lessons using district grade level timelines. The Science Moodle sight will be used to support implementation of the science unit of studies.				
	Plan to Implement Action 2: PLC regularly to review and correlate to state content focus reports.				
	Plan to Implement Action 3: PLC regularly to create formative assessments and discuss student work and progress				
	Plan to Implement Action 4: Provide site based review/training in Science Workshop 5E's				
	The following data shall be considered by middle and high schools.				
1	☐ Students enrolling in one or more CTE courses	DecisionED/DW			
1	☐ Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	DecisionED/DW			
1	☐ Completion rate (%) for CTE students enrolled in *accelerated* courses	DecisionED/DW	Assessment Matrix		
1	☐ Students taking CTE industry certification exams	DecisionED/DW	Assessment Matrix		

1	☐ Passing rate (%) for students who take CTE industry certification exams	DecisionED/DW	Assessment Matrix
1	☐ CTE program concentrators	DecisionED/DW	
3	☐ CTE teachers holding appropriate industry certifications	Narrative	Standard 3-3.11: Teaching and Assessing for Learning; Standard 4-1: Resources and Support Systems
	G. Area 7: Social Studies		
	1. *Civics End-of-Course Assessment (EOC)*		
	The following data shall be considered for schools with students taking the Civics EOC.		
1	☐ Students scoring at Achievement Level 3	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above Achievement Level 4	DecisionED/DW	Assessment Matrix
	2. *U.S. History End-of-Course Assessment (EOC)*		
	The following data shall be considered for schools with students taking the U.S. History EOC.		
1	☐ Students scoring at Achievement Level 3	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above Achievement Level 4	DecisionED/DW	Assessment Matrix
	Goal 5 (add other goals as needed) to support target(s):		
	Possible Data Sources to Measure Goal 5:	DecisionED/DW	
1	**Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)**	**2012-13 Actuals**	**2013-14 Targets**

			#	%	#	%
	1.		#	%	#	%
	2.		#	%	#	%
	3.		#	%	#	%
	Action Plans (strategies) to Accomplish Goal 3 (reduce or eliminate barriers)					
	Action 1-					
	Action 2-					
	Action 3-					
	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	☐ Students tardy 10 percent or more, as defined by district attendance policy		DecisionED/DW		Standard 5-5.2 Using Results for Continuous Improvement	
	147					
	2. *Suspension*					
3	☐ Students with one or more referrals		DecisionED/DW		Standard 5: Using Results for Continuous Improvement	

	74		
3	☐ Students with five or more referrals	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
	13		
3	☐ Students with one or more in-school suspension days, as defined in s.1003.01(5)(b), F.S.	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
	36		
3	☐Students with five or more in-school suspension days, as defined in s.1003.01(5)(b), F.S.	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
	1		
3	☐ Students with one or more out-of-school suspension days, as defined in s.1003.01(5)(a), F.S.	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
	22		
3	☐ Students with five or more out-of-school suspension days, as defined in s.1003.01(5)(a), F.S.	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
	7		
3	☐ Students with ten or more in-school or out-of-school suspension days	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
	2		
3	☐ Students referred for alternative school placement	DecisionED/DW	Standard 5: Using Results for Continuous

			Improvement
3	☐ Students expelled	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
	3. *Retention*		
1	☐ Students retained	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
	20		
1	☐ 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 3rd grade with one or more course failures on first attempt in core-curricula courses o Students in 6th grade with one or more course failures on first attempt in core-curricula courses o Students in 9th grade with one or more course failures on first attempt in core-curricula courses	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
	3		
1	☐ 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	☐ Students dropping out of school, as defined in s.1003.01(9), F.S.	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
1	☐ Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
1	☐ Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
1	☐ Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
	I. 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).		
	MK Rawlings Title I Parent Involvement Plan will be used 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).		
	J. Area 10: Additional Targets		

1-5	This section is optional and may be used as needed for data targets in areas not already addressed in the SIP. Insert Goal Cells (e.g., under Social Sciences for Goal 5) as needed.		
	K. Problem-Solving		
1-5	Based on the targets set for your school in each required Area, engage in a problem-solving process using the following questions. Goals shall specifically address any subgroup not meeting its AMO targets for 2012-2013. The special needs of subgroups not addressed in the AMO report (e.g., migrant, homeless, neglected and delinquent) shall also be considered during this process. Operational data such as climate surveys and classroom walkthroughs may also be used as available and relevant.	Narrative	
1-5	☐ Step 1: Identify goal(s) to help you achieve your targets. Select one or more Areas each goal addresses.	Narrative	
1-5	☐ Step 2: Brainstorm barriers that could prevent the school from achieving each goal.	Narrative	
1-5	☐ Step 3: Prioritize targeted barriers based on alterable elements of curriculum, instruction, environment, and organizational systems (e.g., those which have the most impact on the goal if removed or are immediately actionable).	Narrative	
1-5	☐ Step 4: Brainstorm which resources are available that could be used to address each targeted barrier.	Narrative	
1-5	☐ Step 5: Brainstorm and prioritize strategies that could be used to eliminate or reduce each targeted barrier.	Narrative	
1-5	☐ Step 6: Identify action steps (including who, what, where, when) that will need to be taken to implement the identified strategies.	Narrative	
1-5	☐ Step 7: Determine how strategies will be monitored for effectiveness and fidelity of implementation (including who, what, where, when).	Narrative	
1-5	☐ Step 8: Determine how progress towards each goal will be monitored (including who, what, where, when).	Narrative	

K. Problem Solving Action Plan

Goals	Identified Barriers	Strategies	Resources	Action Steps	Implementation	Person Responsible for monitoring	Timeline/Frequency
Increase instructional rigor	• Core instruction does not consistently	Implement common core content area specific training to promote vocabulary	Moodle: Elementary Science- 5E Science	• Collect and Review School Wide Data and	• Collect and organize Data • Share data at Staff meeting prior to training	Assistant Principal RtI Coach Literacy coach Math Coach	Beginning of school year Monthly Data Meetings Monthly grade level meetings Weekly Walk throughs

KG-2 priority: beginning reading instruction with a focus on research-based guided reading and read aloud ("Learning to read") *3-5 priority: whole and small group instruction that facilitates the reading of complex text and writing in response to text*	provide enough opportunities for students to apply content area strategies • Curriculum and instruction does not engage students in authentic higher order, cognitively complex literacy tasks.	development, critical thinking skills, as well as interaction with & response to complex, non-fiction texts.	Workshops. Elementary Math-CPALMS and suggested lessons Classroom Discussions: Using Math Talk to Help Students Learn Elluminate sessions	Review new Common Core Standards and Common Core methods for assessing student learning • Coordinate Content Specific Professional development with focus on implementation of common core standards in content areas • Coordinate Refresher training in Classroom Discussions: Using Math Talk to Help Students Learn	• Provide Common Core Implementation /Expectation overview Support teachers in unpacking the standards • Survey teachers for book study opportunity (regarding Common Core) • Purchase books • Facilitate book study • Provide refresher training in Classroom Discussions: Using Math Talk to Help Students Learn • Collect and review walk-through data specific to what was focused on in PD		Weekly PLC's
Provide formative assessments to inform differentiation in instruction *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction* *Teachers facilitate effective classroom discussions and tasks that elicit evidence of learning* *Teachers collect both formal and informal data regarding students'*	Teachers do not regularly assess students' readiness for learning and achievement of knowledge and skills during instruction	Teachers facilitate effective classroom discussions and tasks that elicit evidence of learning	Curriculum guides Professional Indicators Flip Chart Moodle: Elementary Science-Utilize the 5E Science Workshop Elementary Math-CPALMS	• Collect and Review School Data • Provide professional development on Formative Assessment • Conduct monthly data meetings to review and discuss grade level data Facilitate discussions on ways that teachers elicit evidence of	• Set a timeframe to conduct informal Observations • Purchase Formative Assessment books • Facilitate book study • Determine how data will be organized and analyzed for sharing • Set a date to share with teachers and staff • Provide samples of exit slips and grade level formal assessments Monitor implementation of formative assessments • Provide list of data topic expectations to PLC's • Provide EXCEL graphs to showcase data at data meetings • Discuss grade level monthly data at	Administrators RtI Coach Literacy coach Math Coach	Monthly Data Meetings Monthly grade level meetings Weekly Walk throughs Weekly PLC's

*learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students*				learning in all subject areas • Grade levels will discuss information shared at data meetings at their PLC's	assigned data meetings. K-2 and 3-5. • PLC review curriculum guides and discussion from monthly data meetings		
Differentiate Instruction *Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffold to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffold to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are*	• Grade levels are unable to utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students • Teachers are unable to utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students	Grade levels utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students	Data Chats Moodle	• Collect and Review School Data (FAIR, running records, FCAT levels base line math and science data). • Implement grade level Walk to Success and math intervention groups • Re-evaluate data and adjust Walk to Success groups and math intervention groups • Collect and Review hard and soft Data (FAIR, running records, FCAT levels, formative assessment, exit slips, informal observations, conferring notes).	• Set a date for teachers to review class data • organize grade level data by level • Determine skill needed • Match students with research based intervention • Use organized data and intervention information to form grade level Walk to Success Groups and math intervention groups • Monitor group interventions with fidelity checks for Tier 2 students • Conduct walk-throughs of PMP, on grade level and enrichment groups • Provide feedback • Meet in grade level PLC after FAIR and mid yeat assessments have been completed. • Review Tier 2 assessment data, formative assessments, and progress monitoring • Analyze data • Determine skill needed • form groups • Find resources • organize reading and math block schedule to include time for differentiated group instruction • conduct walk throughs for accountability	Administrators RtI Coach MTSS/SBLT Team	Monthly Data Meetings Monthly grade level meetings Weekly Walk throughs Weekly PLC's

provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.				• Coordinate Professional Development in eLearning resources: MobyMax-Math and Reading and Ticket to Read	• Discuss student progress at grade level PLC's • Provide Professional Development for MobyMax and Ticket to Read • Monitor monthly student progress on elearning programs		
Create intervention that support core instructional goals and objectives *SBLT utilizes data to plan for a sufficient number and variety of intervention courses* *Intervention and core teachers communicate and plan together regularly* *Intervention curriculum is aligned with core instructional goals/objectives* *Core content materials and subject matter are integrated within intervention courses* *Intervention strategies are reinforced in core classes*Interventions are integrated and aligned across all providers*	Interventions are implemented in isolation	Coordinate interventions to ensure they are aligned and support core instruction	Subject area Moodle sites and curriculum guides have resources to be utilized when determining interventions Elementary math: Pearson Diagnostic and Intervention kit as part of the core Also PS/RtI resources located in elementary math Moodle site	• Collect school based data on fidelity of interventions for Tier 2 and Tier 3 and determine effectiveness of the intervention and interventionist • Provide monitoring and support of all Walk to Success Groups interventions and enrichment	• Conduct fidelity checks on Tier 2 and Tier 3 interventions • Review interventions and enrichment students receive and determine appropriateness of placement • Reassign Tier 2 and 3 students and redefine placement process as needed • Classroom teachers review all additional data and interventions and enrichment in PLC's • Conduct walk through on all additional Walk to Success groups and provide feedback • Review and maintain that all Interventions and enrichment are focused on accelerating learning rate	Administrators RtI Coach MTSS/SBLT Team	Monthly Data Meetings Weekly Walk throughs Weekly MTSS/SBLT meeting

	Part III: Professional Development		
	For all professional development identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information for each activity.	Narrative	
1-5	☐ Related goal	Narrative	
	☐ Topic, focus, and content	Narrative	
	☐ Facilitator or leader	Narrative	
	☐ Participants(e.g., Professional Learning Community, grade level, schoolwide)	Narrative	
	☐ Target datesor schedule (e.g., professional development day, once a month)	Narrative	
	☐ Strategies for follow-up and monitoring	Narrative	
	☐ Person responsible formonitoring	Narrative	

Part III: Professional Development

Professional Development	Related Goal	Topic, focus, content	Facilitator	Participants	Target Dates or schedule	Strategies for follow-up	Person responsible for monitoring
Book Study on the Common Core	Increase instructional rigor	Teachers will examine their own teaching and how they can implement and incorporate the Common Core Standards into their lesson planning. Reading, Writing, and math	Assistant Principal	schoolwide	September (weekly)	Walk-throughs	Administration
Book Study on Formative Assessment	Provide formative assessments to inform differentiation in instruction	Teachers will explore the benefits of formative assessment and ways to incorporate it into their lesson planning and teaching	RtI Coach	schoolwide	August (weekly)	Data Meetings	RtI coach Administration
Unpacking of the standards	Increase instructional rigor	Grade levels will work together during their PLC to discuss standards and create sunits and lessons to support the common core standards	Team Leaders Assistant Principal	Grade level	Weekly	PLC's Walk throughs Team Leader Meetings	Classroom teachers Administration
Implementation of standards across grade levels	Increase instructional rigor	Teachers will discuss writing standards, skills, and strategy implementation across grade levels	Goal Group Managers	Schoolwide- goal group members	The first Wednesday of the month 4x throughout the year	Goal Group Meetings Goal Group Manager Meetings	RtI coach
Differentiation and	Differentiate	Teachers will explore the	RtI Coach	Classroom teachers	September	Walk throughs	Administration

Interventions	Instructions Create interventions that support core instructional goals	benefits of differentiating their instruction. Discussion of interventions and collaboration of ideas will provide teachers with ways to successfully support all of their students.				Observations Data Meetings PLC's	RtI Coach
Ticket to Read	Differentiate instruction	Over view of the eLearning program- Ticket to Read. Teachers will explore progress monitoring tools and reports to monitor student's progress.	Technology Specialist	Classroom Teachers	September	Data Meetings	Administration RtI Coach
MobyMax	Differentiate instruction	Over view of the eLearning program- MobyMax. Teachers will explore progress monitoring tools and reports to monitor student's progress in both reading and math.	RtI Coach	Classroom Teachers	September	Data Meetings	Administration RtI Coach
Science Workshop 5E's	Increase instructional rigor	Overview and review of the Science Workshop 5 E's.	Science Goal Group Manager	Classroom Teachers	November	Walk throughs observations	Administration
Classroom Discussions: Using Math Talk to Help Students Learn	Increase instructional rigor	Overview and review of Classroom Discussions: Using Math Talk to Help Students Learn	Math Goal Group Manager	Classroom Teachers	October	Walk throughs observations	Administration
Scoring Writing using Writing Rubrics	Provide formative assessments to inform differentiation in instruction	Overview and review of scoring writing and use of rubrics	Writing Goal Group Manager	Classroom Teachers	Decemeber	PLC's Data Meetings	Administration RtI Coach Classroom teachers
Formative Assessment and Rubrics	Provide formative assessments to inform differentiation in instruction	Follow up on formative assessment. Introduce additional rubrics and ways to make informed decisions with informal and formal assessments.	RtI Coach	schoolwide	October	PLC's Data Meetings	Administration RtI Coach
Making informed Decisions by Analyzing Assessment Data	Provide formative assessments to inform differentiation in instruction Differentiate instruction	Teachers will analyze their grade levels student data and as a team develop a plan for each student. Teachers will do the same for their own students.	RtI Coach	K-5	August, October, January, May	Walk throughs Data Meetings	Administration RtI Coach

	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	
	Title I, Part A funds are utilized, in conjunction with various other federal, state, and local funds, to support high quality instruction, parental engagement, and professional development for highest student achievement. Title I services are coordinated and integrated with other resources through collaboration of staff in various offices and departments, including: School and Community Support, Teaching and Learning, Assessment, Accountability, and Research, Professional Development, Strategic Communications, Strategic Partnerships, Human Resources, and Transportation. Title I staff monitor expenditures of Title I, Part A funds to ensure that they supplement rather than supplant other funds available to schools. **Title II Part A funds professional development to increase the academic achievement of students by improving teacher and principal quality and increasing the number of infield and effective teachers in the classroom and highly effective principals and assistant principals in schools. Title II supports professional development for content areas, common core, leadership development, and early career teachers.** **Title III funds provide educational materials, bilingual translators, summer programs, and other support services to improve the education of immigrant and English Language Learners. Bilingual translators provide assistance with parent workshops and dissemination of information in various languages for Title I schools.** **The district receives funds to provide resources for students identified as homeless under the McKinney-Vento Act, to eliminate barriers (such as lack of transportation or required immunizations) to a free and appropriate education. A portion of Title I, Part A funds is also reserved to provide services to homeless students (social workers, a resource teacher, tutoring, and**		

	technology). **Title I coordinates with district Food Services staff members to monitor poverty rates at schools and determine Title I eligibility. Title I and Food Services also collaborate to implement the Community Eligibility Option in schools with poverty rates of 40% or greater, so that all students receive free breakfast and lunch during the school year and during extended year/summer programs.** **Title I, Part A funds are used to provide Pre-Kindergarten to Kindergarten transition services. Title I schools coordinate with staff from public and private preschool programs, including Head Start, to prepare students for a successful start to school. A portion of Title I, Part A funds is used to provide classes for 3 year olds at targeted elementary schools to support early literacy.**		
	Part V: Budget		
	Based on the strategies identified during the problem-solving process, create a budget for each school-funded activity including:	Narrative	
4	☐ Related goal	Narrative	
4	☐ Strategy	Narrative	
4	☐ Type of resource (i.e., evidence-based programs or materials, professional development, technology, or other)	Narrative	
4	☐ Description of resources	Narrative	
4	☐ Funding source	Narrative	
4	☐ Amount needed	Narrative	

Part V: Budget

Related Goal	Strategy	Resource	Funding Source	Amount needed
Increase instructional rigor	Implement common core content area specific training to promote vocabulary development, critical thinking skills, as well as interaction with & response to complex, non-fiction texts.	Purchase Common Core books Purchase Classroom Discussions: Using Math Talk to Help Students Learn	Title I	$1500
Provide formative assessments to inform differentiation in instruction	Teachers facilitate effective classroom discussions and tasks that elicit evidence of learning	Purchase Formative Assessment books	Title I	$1000

Differentiate Instruction	Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students	Purchase Moby Max	Title I	$ 299
Differentiate Instruction	Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students	Purchase Ticket to Read	Title I	$3750
Differentiate Instruction Create intervention that support core instructional goals and objectives	Deliver and coordinate interventions to ensure they are aligned and support core instruction	2 paraprofessionals	Title I	$ 56950
Differentiate Instruction Create intervention that support core instructional goals and objectives	Deliver and coordinate interventions to ensure they are aligned and support core instruction	3 hourly teachers	Title I	$ 54121.26
Provide formative assessments to inform differentiation in instruction Create intervention that support core instructional goals and objectives	Teachers facilitate effective classroom discussions and tasks that elicit evidence of learning Deliver and coordinate interventions to ensure they are aligned and support core instruction Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students	RtI Coach	Title I	$ 55666.20
Increase instructional rigor	Implement common core content area specific training to promote vocabulary development, critical thinking skills, as well as interaction with & response to complex, non-fiction texts.	.5 Math Coach	Title I	27833.10

	Part VI: Mid-Year Reflection		
	This section is to be completed after mid-year assessment data is available. Reflect on the plan created through the problem-solving process at the beginning of the year and answer the following questions for each created in Part IIK.		
1-5	☐ Has the goal been achieved?	Narrative	Standard 5: Using Results for Continuous Improvement
1-5	o If yes, what evidence do you see to indicate you have achieved the goal?	Narrative DecisionED	Standard 5: Using Results for Continuous Improvement

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