

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

District VMV Goals	School Improvement Information	Data & Information Sources	AdvancED
Vision	Vision	100% Student Success	Standard 1-1.1, 1.2: Purpose
Mission	Mission	The mission of Sawgrass Lake Elementary is to educate, nurture and inspire our students and staff to attain their goals each year as they become life-long learners prepared for tomorrow's world.	Standard 1-1.2: Purpose
Values	Values	Commitment to Children Families and the Community, Respectful and caring relationships, Cultural competence, Integrity, Responsibility, Connectedness	Standard 1-1.3: Purpose
Part I: Current School Status			
A. School Information			
1. <i>School-Level Information</i>			
<input type="checkbox"/> School		Sawgrass Lake Elementary	
<input type="checkbox"/> Principal's name		Jean Charles Marks	
<input type="checkbox"/> School Advisory Council chair's name		Bill Shane	

	2. District-Level Information		
	<input type="checkbox"/> District	Pinellas	
	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.	Members of the SAC assisted in the development and writing of the SIP.	Standard 2-2.4, 2.5: Governance and Leadership
3	2. Describe the activities of the SAC for the upcoming school year.	Sawgrass Lake Elementary SAC will monitor the implementation of the School Improvement Plan. T Sawgrass Lake Elementary SAC will monitor the implementation of the School Improvement Plan. SAC will assist in educating families about the Common Core State Standards. They will monitor family involvement activities for alignment	
4	3. Describe the projected use of school improvement funds and include the amount allocated to each project.	SIP funds will support the initiatives taken to implement professional development in the	

		Common Core State Standards	
3	<p>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:</p> <p><input type="checkbox"/> Yes, we are in compliance.</p> <p><input type="checkbox"/> No, we are not in compliance.</p>	The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school.	
	5. If no, describe the measures being taken to comply with SAC requirements.	Yes, we are in compliance	
	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	Jean Charles Marks Delonda Boyd	Executive Summary: Section 1
3	b) Credentials (degrees and certifications)	Marks-Educational Leadership Boyd-Educational Leadership	Executive Summary: Section 1
3	c) Number of years as an administrator	Marks-17 Boyd-3	Executive Summary: Section 1
3	d) Number of years at the current school;	Marks-14 years Boyd-12 years	Executive Summary: Section 1

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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)	Student Achievement of High Standards: Reading: 2011-76%-2012-62%-2013-58% Math: 2011-75%-2012-52%-2013-50% Writing: 2011-91%-2012-88%	
	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	Kali Davis	Executive Summary: Section 1
	b) Subject area	Reading and Writing	Executive Summary: Section 1
	c) Credentials (degrees and certifications)	BA Elementary Education M.ED Special Education ESOL Endorsed	Executive Summary: Section 1
	d) Number of years as an instructional coach	1 year	Executive Summary: Section 1
	e) Number of years at the current school	3 years	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 Performance record undetermined at this time.	
	g) Full-time or Part-time	Part time 1day/week at school.	Executive Summary: Section 1
	h) School-based or District-based	District based	Executive Summary: Section 1
	3. Instructional Staff		Executive Summary: Section 1

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	a) # of instructional employees	64	Executive Summary: Section 1
3	b) % receiving effective rating or higher	95%	
3	c) % Highly Qualified Teacher (HQT), as defined in NCLB through a High, Objective, Uniform State Standard of Evaluation (HOUSSE)	100%	Executive Summary: Section 1
	d) % certified in-field, pursuant to Section 1012.2315(2), F.S.	100%	Executive Summary: Section 1
2	e) % ESOL endorsed	14.1%	Executive Summary: Section 1
2	f) % reading endorsed	4.7%	Executive Summary: Section 1
3	g) % with advanced degrees	31.2%	Executive Summary: Section 1
3	h) % National Board Certified	7.8%	Executive Summary: Section 1
	i) % first-year teachers	6.2%	Executive Summary: Section 1
	j) % with 1-5 years of experience	15.6%	Executive Summary: Section 1
	k) % with 6-14 years of experience	34.4%	Executive Summary: Section 1
	l) % with 15 or more years of experience	43.8%	Executive Summary: Section 1
	4. Paraprofessionals		Executive Summary: Section 1
	a) # of paraprofessionals	N/A	Executive Summary: Section 1
	b) % Highly Qualified Teacher, as defined in NCLB through a High, Objective, Uniform State Standard of Evaluation (HOUSSE)	N/A	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.	Positions posted, highly qualified staff meet and interview candidates, thorough background,	Standard 2: Governance and Leadership

		work history, conduct, and education.	
	6. <i>Teacher Mentoring Program/Plan</i>		
	a) Describe your school’s teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities.	All teachers new to Sawgrass are paired with an experienced teacher in the same grade level as a mentor teacher. New teachers are supported by colleagues at weekly PLC meetings.	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 SBLT will analyze data in order to identify student achievement trends and groups in need of intervention. The team makes decisions that determine the allocation of school resources. All school resources (personnel, materials, curriculum, etc.) are used to support the achievement of all students as outlined in the School Improvement Plan.	Standard 3-3.7: Teaching and Assessing for Learning

<p>4</p>	<p>2. Identify the names and position titles of the members of your school-based leadership team. What is the function and responsibility of each team member as it relates to MTSS and the SIP?</p>	<p>The school based MTSS leadership team includes Jean Charles-Marks, Principal, Delonda Boyd-Assistant Principal, Melissa Leech-School Counselor, Linda Frazee-School Psychologist, Marty Lopez-School Social Worker, Anne Lopez-Behavior Specialist, Ann Lewis-Media Specialist and Tech., Robin McManaway-Diagnostician.</p> <p>Principal and Assistant Principal: Facilitate team discussions. Provide a common vision for the use of data-based decision making. Ensure the provision of professional development to support MTSS implementation.</p> <p>Psychologist, Diagnostician, Social Worker, Behavior Specialist, Media Specialist/Tech: Work with SBLT to identify</p>	<p>Standard 2-2.4: Governance and Leadership</p>
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		<p>students in need of additional interventions. Help to design these interventions, support teachers implementing the interventions, and insure fidelity.</p> <p>School Counselor: Coordinate Tier 3 intervention conferences. Ensure compliance with district requirements. Organize Tier 2 and Tier 3 progress monitoring data.</p>	
4	<p>3. Describe the systems in place that the leadership team uses to monitor the school's MTSS and SIP.</p>	<p>The SBLT will meet every three weeks on Friday at 1:00pm. The team will review and analyze data from the School wide assessments to make decisions regarding curriculum, instruction, group and individual interventions. The team will also develop a resource map of interventions and strategies currently available at Sawgrass Lake Elementary. The team will also be responsible for training</p>	<p>Standard 2-2.3,2.4: Governance and Leadership</p>

		the staff in the implementation of MTSS.	
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).	<p>Grade level SIP assessments, running records and FAIR will be reviewed throughout the year to determine students in need of intervention.</p> <p>The team will also compile a data base of students in the Tier 2 and Tier 3 levels of support.</p> <p>Frequency of ongoing progress monitoring- Tier 2-Every 2 weeks, Tier 3 every week</p> <p>EDS, PMRN, and PLC will be used to monitor students' achievement with core curriculum.</p>	Standard 5-5.1, 5.2, 5.3, 5.4: Using Results for Continuous Improvement
4,5	5. Describe the plan to support staff's understanding of MTSS and build capacity in data-based problem solving.	The staff at Sawgrass Lake Elementary receives ongoing training on MTSS at staff meetings and grade level PLC meetings. Our SBLT will provide individual guidance for those teachers that need assistance. In addition;	Standard 3-3.11, 3.12: Teaching and Assessing for Learning Standard 5-5.3:Using Results for Continuous Improvement

		teachers will develop a behavior management plan that includes positive behavior supports .	
	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).	ELP afterschool Math/Science club for grade 3-5.	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.	Erika Acklin-teacher Ann Lewis- teacher Jean Marks- Principal Delonda Boyd- AP Krista Kelleher- teacher	Executive Summary: Section 1
2	2. Describe how the school-based LLT functions (e.g., meeting processes, roles, functions).	Team meets bi-monthly as a subgroup of school-wide LLC. Intermediate PD provided by Acklin, Primary PD provided by Lewis, ESE PD provided by Kelleher	Executive Summary: Section 1
2	3. What will be the major initiatives of the LLT this year?	Understanding and implementing Common Core.	Standard 3-3.1 thru 3.7: Teaching and Assessing for Learning
	G. Every Teacher Contributes to Reading Improvement		
	This section is required for schools with grades 6-12, per Section 1003.413(2)(b), F.S.		
2	1. Describe how the school ensures every teacher contributes to the reading improvement of every student.	N/A	Standard 3-3.1 thru 3.7: Teaching and Assessing for Learning

	H. Preschool Transition		
	<p>This section is required for schools with grades K-2.</p>		
<p>1,2</p>	<p>1. Describe strategies for assisting preschool children in transition from early childhood programs to local elementary school programs, as applicable.</p>	<p>CURRENTLY:</p> <ol style="list-style-type: none"> 1. Meet the Teacher – Open House 2. Boo Hoo Ya Hoo Parent Breakfast 3. Literacy resource packets at meet the teacher event; 4. Family take-home projects (yearlong); 5. Family-involved homework program to establish homework routines. 6. All incoming Kindergarten students are assessed prior to or upon entering Kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional and intervention programs. 7. During the first month to six weeks of school, students are assessed with FLKRS and FAIR. 8. During this introduction to 	<p>Standard 3-3.1 thru 3.7: Teaching and Assessing for Learning</p>

		<p>school, teachers are able to assess the students, orient them to the procedures and rules of the class and school, and allow them to experience the school setting in an intimate, non-threatening environment.</p> <p>9. Parents are invited to accompany their children to the classroom door the first few days of school, and be involved in organizations such as PTA</p> <p>10. Data is collected and used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who need intervention beyond core instruction.</p> <p>POSSIBLE Strategy: In spring, Pre-K classes tour K classes</p>	
	<p>I. College and Career Readiness</p>		

	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			
<i>a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)</i>			
1	<input type="checkbox"/> Students scoring at Achievement Level 3	29.3%	Assessment Matrix
1	<input type="checkbox"/> Students scoring at or above Achievement Level 4	26.5%	Assessment Matrix
<i>b) Florida Alternate Assessment (FAA)</i>			
1	<input type="checkbox"/> Students scoring at Levels 4, 5, and 6	50%	Assessment Matrix
1	<input type="checkbox"/> Students scoring at or above Level 7	50%	Assessment Matrix
<i>c) Learning Gains</i>			
1	<input type="checkbox"/> Students making learning gains (FCAT 2.0 and FAA)	33%	Assessment Matrix
1	<input type="checkbox"/> Students in lowest 25% making learning gains (FCAT 2.0)	67%	Assessment Matrix

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	<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)	57.6%	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)	27.7%	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)	25.8%	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	53.8%	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
	Goal 1 to support target(s): Improve current level of performance. All African American students will be taught a goal setting protocol for monitoring their achievement.		
	Possible Data Sources to Measure Goal 1: Sawgrass Lake Assessments, FCAT Results, Moodle Unit Assessments		
	Data Indicator(s) –corresponding to SIP Part II A-J (SIP Targets)	2012-13 Actuals	2013-14 Targets

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	1.FAIR students meeting Proficient range	291	55%	#	70%
	2. Running Records	#	%	#	%
	3.FCAT	#	58%	#	70%
	Action Plans (strategies) to Accomplish Goal 1 (reduce or eliminate barriers)				
	Action 1- Set and communicate a purpose for learning and learning goals in each lesson	Following the specifications of the District Created Module and specifically teaching and reviewing the Learning Goals.			
	Action 2-Implement High Yield Instructional Strategies	LLC training, planning and implementation; DBQ strategy implementation; "Training Tuesday" Instructional Strategy training;			
	Action 3-Increase instructional rigor	LLC training, planning and implementation; DBQ strategy implementation; "Training Tuesday" Instructional Strategy training;			
	Action 4-Differentiate instruction	Teacher's College Reading and Writing project for Language Arts instruction K-5			
	Plan to Implement Action 1:Determine lesson is aligned with a course standard or benchmark and to the district/school pacing guide	Model from District Created Module			
	Plan to Implement Action 2: Determine lesson begins with a discussion of desired outcomes and learning goals	Reviewing posted Learning Goals (I can-Common Core			

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		Language)			
	Plan to Implement Action 3:Determine lesson includes a learning goal/essential question	see above			
	Plan to Implement Action 4:Determine lesson includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question	Model from District Created Module			
	B. Area 2: Writing				
	<i>a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)</i>		Assessment Matrix		
1	<input type="checkbox"/> Students scoring at or above 3.5	54.7%	Assessment Matrix		
	<i>b) Florida Alternate Assessment (FAA)</i>				
1	<input type="checkbox"/> Students scoring at or above Level 4	50%	Assessment Matrix		
	Goal 2 to support target(s): <ul style="list-style-type: none"> To increase the percentage of students scoring 3.5 or above from 27% to 35% To decrease the percentage of students scoring levels 1, 2, or 3 from 72% to 62% 	Assessments provided bi-monthly, student conferences modeled after assessments. Teaching specific to assessment results.			
	Possible Data Sources to Measure Goal 2: <ul style="list-style-type: none"> Weekly writing notebook quantity and quality checks Bi-weekly prompted assessments Mid-year district writing assessment 	Narrative			
	Data Indicator(s) - corresponding to SIP Part II A-J (SIP Targets)	2012-13 Actuals	2013-14 Targets		
	1. Improvement on the amount of writing they produce each week that is also edited correctly in their notebooks.	324	57%	#	70%
	2.Improvement on the rubric score for bi-weekly 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-All 4th grade teachers will be trained in effective instructional techniques for teaching writing	Narrative	
	Action 2- Provide in-class support during writing instruction time	Narrative	
	Action 3- Train all 4th grade teachers in scoring writing	Narrative	
	Action 4- Provide time for 4th grade teachers to study student writing work together	Narrative	
	Plan to Implement Action 1: Provide time for 4th grade teachers to training with district writing coach in effective instructional techniques for teaching writing	Narrative	
	Plan to Implement Action 2: Provide in-class modeling and coaching on a bi-weekly basis with district writing coach during writing instruction time	Narrative	
	Plan to Implement Action 3:Send all 4th grade teachers to district trainings on scoring writing	Narrative	
	Plan to Implement Action 4:Provide stipends to 4th grade teachers to study student work together with a district writing coach	Narrative	
	C. Area 3: Mathematics		
	1. <i>Elementary and Middle School Mathematics</i>		
	The following data shall be considered by elementary and middle schools.		
	<i>a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)</i>	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> Students scoring at Achievement Level 3	26.3%	Assessment Matrix
1	<input type="checkbox"/> Students scoring at or above Achievement Level 4	22.0%	Assessment Matrix
	<i>b) Florida Alternate Assessment (FAA)</i>		
1	<input type="checkbox"/> Students scoring at Levels 4, 5, and 6	75%	Assessment Matrix
1	<input type="checkbox"/> Students scoring at or above Level 7	0.0%	Assessment Matrix

	<i>c) Learning Gains</i>		
1	<input type="checkbox"/> Students making learning gains (FCAT 2.0, EOC, and FAA)	37.2%	Assessment Matrix
1	<input type="checkbox"/> Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	71%	Assessment Matrix
	<i>d) 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	61.5%	Assessment Matrix
	2. High School Mathematics		
	The following data shall be considered by high schools.		
	<i>a) Florida Alternate Assessment (FAA)</i>		
1	<input type="checkbox"/> Students scoring at Levels 4, 5, and 6	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> Students scoring at or above Level 7	DecisionED/DW	Assessment Matrix
	<i>b) Annual Measurable Objectives (AMOs)</i>		

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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	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	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> Students scoring at or above Achievement Level 4	DecisionED/DW	Assessment Matrix

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	<p>Goal 3 to support target(s):</p> <p>Improve current level of performance. All African American students will be taught a goal setting protocol for monitoring their achievement.</p>	Narrative			
	<p>Possible Data Sources to Measure Goal 3:</p> <p>Sawgrass Lake Assessments, FCAT Results, Moodle Unit Assessments</p>	DecisionED/DW			
	<p>Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)</p> <p>1.Rubrics, CPALMS Assessments</p> <p>2.</p> <p>3.</p>	2012-13 Actuals		2013-14 Targets	
		324	50%	#	60%
		#	%	#	%
	<p>Action Plans (strategies) to Accomplish Goal 3 (reduce or eliminate barriers)</p>				
	<p>Action 1-Set and communicate a purpose for learning and learning goals in each lesson</p>	Narrative			
	<p>Action 2-Implement High Yield Instructional Strategies</p>	Narrative			
	<p>Action 3-Increase instructional rigor</p>	Narrative			
	<p>Action 4-Differentiate instruction</p>	Narrative			
	<p>Plan to Implement Action 1:Determine lesson is aligned with a course standard or benchmark and to the district/school pacing guide</p>	Narrative			
	<p>Plan to Implement Action 2: Determine lesson begins with a discussion of desired outcomes and learning goals</p>	Narrative			
	<p>Plan to Implement Action 3:Determine lesson includes a learning goal/essential question</p>	Narrative			
	<p>Plan to Implement Action 4:Determine lesson includes teacher explanation of how the class</p>	Narrative			

	activities relate to the learning goal and to answering the essential question		
	D. Area 4: Science		
	1. Elementary and Middle School Science		
	The following data shall be considered by elementary and middle schools.		
	<i>a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)</i>		Assessment Matrix
1	<input type="checkbox"/> Students scoring at Achievement Level 3	28.3%	Assessment Matrix
1	<input type="checkbox"/> Students scoring at or above Achievement Level 4	17.9%	Assessment Matrix
	<i>b) Florida Alternate Assessment (FAA)</i>		
1	<input type="checkbox"/> Students scoring at Levels 4, 5, and 6	0.0%	Assessment Matrix
1	<input type="checkbox"/> Students scoring at or above Level 7	NA	Assessment Matrix
	2. High School Science		
	The following data shall be considered by high schools.		
	<i>a) Florida Alternate Assessment (FAA)</i>		
1	<input type="checkbox"/> Students scoring at Levels 4, 5, and 6	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> 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	<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
	E. Area 5: Science, Technology, Engineering, and Mathematics (STEM)		

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1	<input type="checkbox"/> # of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	1. Foundational skills through Science units of study 2. Grade level fieldtrips. 3. Natures of Science labs 4. Science Fair showcase 5. ELP math/science	Standard 3-3.12: Teaching and Assessing for Learning
1	<input type="checkbox"/> Participation in STEM-related experiences provided for students	1. Foundational skills through Science units of study 2. Grade level fieldtrips- all grades 3. Natures of Science labs- all grades 4. Science Fair showcase 5. ELP math/science-4 th and 5 th grade	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	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> Students taking one or more advanced placement exams for STEM-related courses	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> Passing rate (%) for students who take advanced placement exams for STEM-related courses	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> CTE-STEM program concentrators	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> Students taking CTE-STEM industry certification exams	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> Passing rate (%) for students who take CTE-STEM industry certification exams	DecisionED/DW	Assessment Matrix

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	<p>Goal 4 to support target(s): Improve current level of performance</p>				
	<p>Possible Data Sources to Measure Goal 4: Sawgrass Lake Assessments, FCAT Results, Moodle Unit Assessments</p>	DecisionED/DW			
	<p>Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets) 1.Rubrics</p>	<p>2012-13 Actuals</p>		<p>2013-14 Targets</p>	
	2.Scales	324	49%	#	59%
	3.	#	%	#	%
	<p>Action Plans (strategies) to Accomplish Goal 3 (reduce or eliminate barriers)</p>				
	<p>Action 1-Set and communicate a purpose for learning and learning goals in each lesson</p>				
	<p>Action 2-Implement High Yield Instructional Strategies</p>				
	<p>Action 3-Increase instructional rigor</p>				
	<p>Action 4-Differentiate instruction</p>				
	<p>Plan to Implement Action 1:Determine lesson is aligned with a course standard or benchmark and to the district/school pacing guide</p>				
	<p>Plan to Implement Action 2: Determine lesson begins with a discussion of desired outcomes and learning goals</p>				
	<p>Plan to Implement Action 3:Determine lesson includes a learning goal/essential question</p>				
	<p>Plan to Implement Action 4:Determine lesson includes teacher explanation of how the class</p>				

	activities relate to the learning goal and to answering the essential question		
	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
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	<input type="checkbox"/> 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	<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
	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	<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

	Goal 5 (add other goals as needed) to support target(s):				
	Possible Data Sources to Measure Goal 5:	DecisionED/DW			
	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	<input type="checkbox"/> Students tardy 10 percent or more, as defined by district attendance policy	211		Standard 5-5.2 Using Results for Continuous	

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			Improvement
3	<input type="checkbox"/> Students absent 10 percent or more, as defined by district attendance policy	158	Standard 5-5.2 Using Results for Continuous Improvement
	2. Suspension		
3	<input type="checkbox"/> Students with one or more referrals	17	Standard 5: Using Results for Continuous Improvement
3	<input type="checkbox"/> Students with five or more referrals	4	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.	5	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	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.	10	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	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	Standard 5: Using Results for Continuous Improvement
3	<input type="checkbox"/> Students referred for alternative school placement	0	Standard 5: Using Results for Continuous Improvement
3	<input type="checkbox"/> Students expelled	0	Standard 5: Using Results for Continuous Improvement
	3. Retention		
1	<input type="checkbox"/> Students retained	8	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.	N/A	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	All 3 rd retainees	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	N/A	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.	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)	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.	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)	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).		
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).	On average, at least one (1) parental engagement opportunity is offered per month. Approximate attendance rates range from 25% - 75% - depending on the event offered. Approximately 5% of parents participate in parent engagement opportunities (i.e. classroom volunteer, field trip chaperone,	

		volunteer at a PTA/school-sponsored event.	
	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	<input type="checkbox"/> Step 1: Identify goal(s) to help you achieve your targets. Select one or more Areas each goal addresses.	During 2013-14, we will increase FCAT 2.0 learning gains by 5 percent in Reading and Math in grades 3-5. During 2013-14, we will increase SAT 10 learning gains by 5 percent in Reading and Math in grades 1-2. During 2013-14, we will increase learning gains by 5 percent individual assessment based on county criteria in Reading and Math in Kindergarten.	

1-5	<input type="checkbox"/> Step 2: Brainstorm barriers that could prevent the school from achieving each goal.	Possible barriers: Transient student population; lack of parent support (tardiness, absenteeism, early pick-up); grade level curriculum gaps; inconsistent interpretation of curriculum.	
1-5	<input type="checkbox"/> Step 3: Prioritize targeted barriers based on alterable elements of curriculum, instruction, environment, and organizational systems (e.g., those which have the most impact on the goal if removed or are immediately actionable).	<ol style="list-style-type: none"> 1. inconsistent interpretation of curriculum 2. lack of parent support (tardiness, absenteeism, early pick-up) 3. grade level curriculum gaps; 4. Transient student population Cafeteria behavior	
1-5	<input type="checkbox"/> Step 4: Brainstorm which resources are available that could be used to address each targeted barrier.	<ol style="list-style-type: none"> 1. inconsistent interpretation of curriculum: Professional Development, New PLC format; CCSS (white handbook); "I Can" display cards; Florida Ready 2. lack of parent support (tardiness, absenteeism, early pick-up): Time Sign, Positive Tangible Reward system; communication with social worker 	

		<p>3. Grade level curriculum gaps: Staff development, New PLC format</p> <p>4. Transient student population – (system created by each team) provide welcome packet information; make parental contact; develop new student assessment plan</p> <p>Cafeteria behavior: Increase adult supervision – incentive (eat lunch in café, leave 30 min. early)</p>	
1-5	<input type="checkbox"/> Step 5: Brainstorm and prioritize strategies that could be used to eliminate or reduce each targeted barrier.	See step 4 above	
1-5	<input type="checkbox"/> Step6: Identify action steps (including who, what, where, when) that will need to be taken to implement the identified strategies.	<p>WHO: Admin/Leadership/LL C All staff Parents</p> <p>WHAT: Strategies in Step 4</p> <p>WHERE: School wide</p> <p>WHEN: Implemented Immediately with fidelity</p> <p>Actions steps will include small group counseling, mentoring, STEP program. School beautification projects and school spirit tags designed to increase student pride. School</p>	

		pride day and red ribbon spirit week.	
1-5	<input type="checkbox"/> Step 7: Determine how strategies will be monitored for effectiveness and fidelity of implementation (including who, what, where, when).	New PLC form that addresses implementation of new strategies and gaps; Documented follow-up with social worker regarding tardy/absence issues. Leadership teams meets to discuss school wide data. Collaborating with grade level instructional staff during PLCs to identify deficits in core curriculum. Weekly PLC planning by grade level to ensure fidelity of curriculum. Strategy implementation monitored by walkthroughs with feedback provided. Schedules are adhered to for assurance of fidelity.	
1-5	<input type="checkbox"/> Step 8: Determine how progress towards each goal will be monitored (including who, what, where, when).	Documentation on PLC meetings/planning Reflection and discussion at monthly LLC meetings Tardy/Absences reports from Focus Academic data. Rubrics used in academic areas to monitor student progress. SIP assessments discussed	

		at PLC to implement new interventions or continue best practices.	
	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.		
1-5	<input type="checkbox"/> Related goal	Inconsistent interpretation of curriculum and grade level curriculum gaps.	
	<input type="checkbox"/> Topic, focus, and content	Language Arts: Common Core Standards 1 & 10. Mathematics: Standards & Practices. Science: Integrating through language arts curriculum.	
	<input type="checkbox"/> Facilitator or leader	LA: Acklin, Lewis, Kelleher Math: Ludeker, Popio Science: Shane	
	<input type="checkbox"/> Participants (e.g., Professional Learning Community, grade level, schoolwide)	Grade Level PLC's	
	<input type="checkbox"/> Target dates or schedule (e.g., professional development day, once a month)	Weekly (Thursday) PLC's	
	<input type="checkbox"/> Strategies for follow-up and monitoring	PLC observation and minutes, analyzing student data	
	<input type="checkbox"/> Person responsible for monitoring	LLC Team	
	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.	S.I.P. Budget at \$5.00 per student.	

Part V: Budget			
	Based on the strategies identified during the problem-solving process, create a budget for each school-funded activity including:	S.I.P. will be allocated to increase student achievement through professional development for teachers and administrators.	
4	<input type="checkbox"/> Related goal	Math	
4	<input type="checkbox"/> Strategy	TDE's for school visitation and workshops.	
4	<input type="checkbox"/> Type of resource (i.e., evidence-based programs or materials, professional development, technology, or other)	Professional Development	
4	<input type="checkbox"/> Description of resources	CPALM Training	
4	<input type="checkbox"/> Funding source	S.I.P.	
4	<input type="checkbox"/> Amount needed	\$2100.00	
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	<input type="checkbox"/> 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	<input type="checkbox"/> If yes, what evidence do you see to indicate desired progress has been made to accomplish the goal?	Narrative DecisionED	Standard 5: Using Results for Continuous Improvement
1-5	<input type="checkbox"/> If no, have the originally targeted barriers been eliminated or reduced?	Narrative	Standard 5: Using Results for Continuous Improvement
1-5	<input type="checkbox"/> If yes, what evidence do you see to indicate barriers have been eliminated or reduced?	Narrative DecisionED	Standard 5: Using Results for Continuous Improvement

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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