

District VMV Goals	School Improvement Information	Data & Information Sources	AdvancED
Vision	100% Student Success	Narrative	Standard 1-1.1, 1.2: Purpose
Mission	Character Community Competence	Narrative	Standard 1-1.2: Purpose
Values	Commitment to children, families, and the community; respectful and caring relationships; culture competence; integrity; responsibility; connectedness	Narrative	Standard 1-1.3: Purpose
Part I: Current School Status			
A. School Information			
1. School-Level Information			
	<input type="checkbox"/> School: Starkey Elementary	Narrative	
	<input type="checkbox"/> Principal's name: Audrey Chaffin	Narrative	
	<input type="checkbox"/> School Advisory Council chair's name: Alfredo Blanco	Narrative	
2. District-Level Information			
	<input type="checkbox"/> District	✓	
Pinellas County			
	<input type="checkbox"/> Superintendent's name	✓	
Michael A. Grego Ed.D.			
	<input type="checkbox"/> Date of school board approval of SIP	✓	
	September 24, 2013		
B. School Advisory Council (SAC)			

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3	<p>1. Describe the involvement of the SAC in the development of this school improvement plan.</p> <ul style="list-style-type: none"> • SAC reviews, approves, routinely monitors data and progress, and makes recommendation for the School Improvement Plan 	Narrative	Standard 2-2.4, 2.5: Governance and Leadership
3	<p>2. Describe the activities of the SAC for the upcoming school year.</p> <ul style="list-style-type: none"> • Review SIP's progress, monitor school data, advise school principal of initiatives as they arise 	Narrative	
4	<p>3. Describe the projected use of school improvement funds and include the amount allocated to each project.</p> <ul style="list-style-type: none"> • Reading: Running records, materials for parent trainings, professional developmental materials, technology (\$600), Remediation/Enrichment (\$27,262 ELP/ERELM) • Writing: professional developmental materials, materials for parent trainings, technology (\$300) • Math: professional developmental materials, materials for parent trainings, technology (\$800) • Science: consumable materials, display boards, professional developmental materials, materials for parent trainings, technology (\$300) • Early Warning: \$300 • Parent Involvement: Family curriculum activity nights in each subject area; FCAT Celebration (\$427.80) • Wellness: \$400 	Narrative	
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>	Narrative	
	<p>5. If no, describe the measures being taken to comply with SAC requirements.</p>	Narrative	
C. Highly Qualified Staff			
	<p>1. <i>Administrators</i></p>		

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	For each of your school’s administrators (principal and all assistant principals), complete the following fields:		Executive Summary: Section 1
	a) Name Principal: Audrey Chaffin Assistant Principal: Dale Milne	Narrative	Executive Summary: Section 1
3	b) Credentials (degrees and certifications) Principal: BS Elementary Education; M.ED. Educational Leadership Assistant Principal: BS Varying Exceptionalities; M.ED. Educational Leadership	Narrative	Executive Summary: Section 1
3	c) Number of years as an administrator Principal: 8 Assistant Principal: 0	Narrative	Executive Summary: Section 1
3	d) Number of years at the current school; Principal: 4 Assistant Principal: 0	Narrative	Executive Summary: Section 1
1,2,3	e) Performance record of increasing student achievement throughout their career, which should include their history of school grades, FCAT/statewide assessment performance (i.e. percentage data for achievement levels, learning gains, improvement of lowest 25 th percentile in reading and mathematics, pursuant to Section 1008.34(3)(b), F.S.), and progress toward Annual Measurable Objectives (AMOs) Principal: <ul style="list-style-type: none"> • 2012-2013: Grade A; 69% Math on grade level, 72% Reading on grade level, Writing 63%, Science 68%; Lowest 25% Math 72%, Lowest 25% Reading 77%, • 2011-2012: Grade A; AYP Met Reading 64%, Math 59%, Writing 75%, Science 50% • 2010-2011: Grade A; No AYP (Econ. Disad.) Reading 83% Math 81% Writing 87% Science 69% Assistant Principal: <ul style="list-style-type: none"> • 2012-2013: Grade C; 44% Math on grade level, 50% Reading on grade level, Writing 70%, Science 31%; Lowest 25 % Math 69%, Lowest 25 % Reading 62%, • 2011-2012: Grade B; Reading 50%, Math 46%, Writing 89%, Science 34% • 2010-2011: Grade C; Reading 61% Math 58% Writing 93% Science 18% 		

	2. <i>Instructional Coaches</i>		Executive Summary: Section 1
	For each of your school’s instructional coaches, complete the following fields		Executive Summary: Section 1
	a) Name: Shelley Holder	Narrative	Executive Summary: Section 1
	b) Subject area: Literacy	Narrative	Executive Summary: Section 1
	c) Credentials (degrees and certifications): Reading Endorsement ESOL Endorsement B.S. Degree Elementary Education 1-6 Masters Curriculum and Instruction through Interdisciplinary Studies	Narrative	Executive Summary: Section 1
	d) Number of years as an instructional coach: 1	Narrative	Executive Summary: Section 1
	e) Number of years at the current school: 0	Narrative	Executive Summary: Section 1
1,2	f) Performance record of increasing student achievement throughout their career, which should include their history of school grades, FCAT/statewide assessment performance (i.e. percentage data for achievement levels, learning gains, improvement of lowest 25 th percentile in reading and mathematics, pursuant to Section 1008.34(3)(b), F.S.), and progress toward Annual Measurable Objectives (AMOs) (2012-2013) Performance FCAT Perkins- A; Reading: 81% met standards Writing: 75% met standards Reading Gains: 78% Lowest 25 % making gains: 68% Curlew Creek- A; Reading: 74% met standards Writing: 52% met standards Reading Gains: 66% Lowest 25 % making gains: 70% Safety Harbor- B; Reading: 67% met standards Writing: 62% met standards Reading Gains: 68% Lowest 25 % making gains: 65%	A	

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	Oldsmar- C; Reading: 59% met standards Writing: 55% met standards Reading Gains: 61% Lowest 25 % making gains: 65% Walsingham- C; Reading: 51% met standards Writing: 60% met standards Reading Gains: 63% Lowest 25 % making gains: 61%		
	g) Full-time or Part-time: Part time	Narrative	Executive Summary: Section 1
	h) School-based or District-based: District-based	Narrative	Executive Summary: Section 1
	3. Instructional Staff		Executive Summary: Section 1
	a) 51 instructional employees	DecisionED/DW	Executive Summary: Section 1
3	b) % receiving effective rating or higher Pending finalized appraisal	Narrative	
3	c) % Highly Qualified Teacher (HQT), as defined in NCLB through a High, Objective, Uniform State Standard of Evaluation (HOUSSE) Pending finalized appraisal	Narrative	Executive Summary: Section 1
	d) % certified in-field, pursuant to Section 1012.2315(2), F.S. 100% (51)	Narrative	Executive Summary: Section 1
2	e) 35.3% ESOL endorsed	DecisonED/DW	Executive Summary: Section 1
2	f) 11.8% reading endorsed	DecisionED/DW	Executive Summary: Section 1
3	g) 31.4% with advanced degrees	DecisionED/DW	Executive Summary: Section 1
3	h) 2.0% National Board Certified	DecisionED/DW	Executive Summary: Section 1
	i) 5.9% first-year teachers	DecisionED/DW	Executive Summary: Section 1
	j) 19.6% with 1-5 years of experience	DecisionED/DW	Executive Summary: Section 1
	k) 35.5% with 6-14 years of experience	DecisionED/DW	Executive Summary: Section 1
	l) 39.2% with 15 or more years of experience	DecisionED/DW	Executive Summary: Section 1

	4. <i>Paraprofessionals</i>		Executive Summary: Section 1
	a) # of paraprofessionals: 3	Narrative	Executive Summary: Section 1
	b) % Highly Qualified Teacher, as defined in NCLB through a High, Objective, Uniform State Standard of Evaluation (HOUSSE): 100%	Narrative	Executive Summary: Section 1
	5. <i>Teacher Recruitment and Retention Strategies</i>		
	a) Describe your school’s strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible. * Teacher retention is addressed through multiple initiatives at the district level i.e. competitive salaries, open communication with district administrators and research-based professional development. * Pinellas County has a teacher recruitment plan in which district representatives visit college campuses to showcase the benefits of employment.	Narrative	Standard 2: Governance and Leadership
	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. * A site based mentoring program focuses on helping new teachers find the highest level of success. A site-based decision was made to increase the amount of mentors and collaborative partners. * Monthly meetings with the principal are scheduled for all “new to the school” staff members. These meetings build support, comfort, and improve communication with culture, curriculum, and procedures.	Narrative	Standard 3-3.3, 3.7,3.12: Teaching and Assessing for Learning Standard 5-5.2,5.5Using Results for Continuous Improvement
	D. Multi-Tiered System of Supports (MTSS) / Response to Instruction/Intervention (RtI)		
4	1. Describe your school’s data-based problem-solving processes for the implementation and monitoring of your SIP and MTSS structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs. <ul style="list-style-type: none"> The team meets bi-weekly to engage in the following activities: review methods of screening which guide instructional decisions; review grade level and school 	Narrative	Standard 3-3.7: Teaching and Assessing for Learning

	<p>progress monitoring data to identify patterns and trends that are preventing benchmarks from being met. The team will collaborate regularly to problem solve, share effective practices, evaluate implementation and make decisions. The team will communicate with instructors regularly to monitor the progress of students at Tiers 1, 2, and 3. SBLT members work in conjunction with our Literacy Leadership Team. PLC facilitators are grade level team leaders.</p> <ul style="list-style-type: none"> Meeting time: 7:30am Mondays (bi-weekly) 		
4	<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> <ul style="list-style-type: none"> Audrey Chaffin, Principal; Dale Milne, Assistant Principal; Susan Hagerty, Guidance Counselor; Jessica Ross, Psychologist; Melissa Watson, School Social Worker; Kate Hickman, Teacher; Ashley Senka, Teacher; Jillian Black, Teacher; Laura Lindsey, Teacher 	Narrative	Standard 2-2.4: Governance and Leadership
4	<p>3. Describe the systems in place that the leadership team uses to monitor the school's MTSS and SIP.</p> <ul style="list-style-type: none"> The SBLT will be responsible for managing and coordinating these efforts between all school teams as well as reviewing and revising the School Improvement Plan. A site based mentoring program focuses on helping new teachers find the highest level of success. A site-based decision was made to increase the amount of mentors and collaborative partners. Monthly meetings with the principal are scheduled for "all new to school" staff members. These meetings build support, comfort and improve communication with culture, curriculum, and procedures. 	Narrative	Standard 2-2.3,2.4: Governance and Leadership

5	<p>4. Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance).</p> <ul style="list-style-type: none"> Baseline data: Progress Monitoring and Reporting Network (PMRN), Assessment and Information Management System (AIMS web), Florida Comprehensive Assessment Test (FCAT), Pinellas County Common Assessments in Reading, Math, Science and Writing. Making Sense of Phonics, Show What You Know, Great Leaps, New Heights, Sundance, LLI are all utilized for on-going progress monitoring in Reading. Go Math is used for on-going progress monitoring in Math. 	Narrative	Standard 5-5.1, 5.2, 5.3, 5.4: Using Results for Continuous Improvement
4,5	<p>5. Describe the plan to support staff’s understanding of MTSS and build capacity in data-based problem solving.</p> <ul style="list-style-type: none"> Professional Development will occur as needed throughout the year through grade level PLC's and school wide PLC's. The guidance counselor, psychologist, and social worker will also provide support in RTI. Handouts regarding processes and expectations will be shared for instructional staff members to reference. MTSS will be supported by having instructional staff members participate in both behavioral and academic meetings 	Narrative	Standard 3-3.11, 3.12: Teaching and Assessing for Learning Standard 5-5.3:Using Results for Continuous Improvement
E. Increased Learning Time/Extended Learning Opportunities			
2	<p>Describe research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum (e.g., lengthening the school day, week, or year; providing before, after, Saturday, or summer school programs; implementing enrichment programs and activities; allowing teachers to collaborate, plan, and engage in professional development).</p> <ul style="list-style-type: none"> After school enrichment, including chess, video production, book clubs along with technology training for the high achievers, will be offered throughout the school year. ELP will be provided for those students in the lowest 25% in math and reading, students on the cusp of level 2 and level 3 in math and reading, retained k-3rd grade students, along with enrichment through technology projects for students on the cusp of level 4 and level 5. Grade level and vertical collaboration have been scheduled through weekly PLC meetings. Protected instructional and intervention 	Narrative	Standard 3-3.1, 3.12: Teaching and Assessing for Learning

	times have been built into the master schedule. Cross-grade level focused instructional rounds will also be part of increasing the quality of learning time.		
	F. Literacy Leadership Team (LLT)		
2	<p>1. Identify the names and positions titles of the members of your school-based LLT.</p> <ul style="list-style-type: none"> • Audrey Chaffin, Principal; Jillian Black, first grade; Laura Lindsey, 3rd grade; Ashley Senka, 4th grade; Kate Hickman, 5th grade 	Narrative	Executive Summary: Section 1
2	<p>2. Describe how the school-based LLT functions (e.g., meeting processes, roles, functions).</p> <p>Literacy Leadership Teams create capacity of reading knowledge within the school by focusing on the following areas of literacy concern:</p> <ul style="list-style-type: none"> • Support for text complexity • Support for instructional skills to improve reading comprehension <ul style="list-style-type: none"> ○ Ensuring that text complexity, along with close reading and rereading of texts, is central to lessons ○ Providing scaffolding that does not preempt or replace text reading by students ○ Developing and asking text dependent questions from a range of question types ○ Emphasizing students supporting their answers based upon evidence from the text ○ Providing extensive research and writing opportunities (claims and evidence) • Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects (a focus on text, task, and instruction). <p>The district will provide training and tools for Literacy Leadership Teams.</p>	Narrative	Executive Summary: Section 1
2	<p>3. What will be the major initiatives of the LLT this year?</p> <p>*Support for instructional skills to improve reading comprehension</p> <ul style="list-style-type: none"> •Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects 	Narrative	Standard 3-3.1 thru 3.7: Teaching and Assessing for Learning

	G. Every Teacher Contributes to Reading Improvement		
	This section is required for schools with grades 6-12, per Section 1003.413(2)(b), F.S.		
2	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. <ul style="list-style-type: none"> • Articulation meetings are held between surrounding preschool centers and our kindergarten team of teachers. A Meet the Teacher event and an orientation meeting is conducted prior to the start of the school year. Tours are always available upon requests. 	Narrative	Standard 3-3.1 thru 3.7: Teaching and Assessing for Learning
	I. College and Career Readiness		
	This section is required for secondary schools, per Sections 1003.413(2)(g)-(j) and 1008.37(4), F.S.		
1	1. How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?	Narrative	Standard 3-3.5: Teaching and Assessing for Learning
1	2. How does the school promote academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful?	Narrative	Standard 3-3.8, 3.9, 3.12: Teaching and Assessing for Learning. Standard 4-4.6,4.8: Resources and Support Systems
1	3. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report , which is maintained by the Department of Education, pursuant to Rule 6A-10.038, F.A.C.	Narrative	Standard 5-5.4: Using Results for Continuous Improvement
	Part II: Expected Improvements		

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	For each data point below, unless otherwise directed list the current year status (number and percentage) and the target (percentage) for next year. These are school wide data, not disaggregated by grade level. FAA and CELLA data shall be considered by schools with 10 or more students taking the assessment.		
	A. Area 1: Reading		
	<i>a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)</i>		
1	<input type="checkbox"/> Students scoring at Achievement Level 3: (93) 28.6%	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> Students scoring at or above Achievement Level 4(132) 37.0%	DecisionED/DW	Assessment Matrix
	<i>b) Florida Alternate Assessment (FAA)</i>		Assessment Matrix
1	<input type="checkbox"/> Students scoring at Levels 4, 5, and 6 (0) 0%	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> Students scoring at or above Level 7(0) 0%	DecisionED/DW	Assessment Matrix
	<i>c) Learning Gains</i>		
1	<input type="checkbox"/> Students making learning gains (FCAT 2.0 and FAA)(148) 45.5%	DecisionED/DW FCAT 2.0 only	Assessment Matrix
1	<input type="checkbox"/> Students in lowest 25% making learning gains (FCAT 2.0) (1) 100%	DecisionED/DW	Assessment Matrix
	<i>d) Comprehensive English Language Learning Assessment (CELLA)</i>		
1	<input type="checkbox"/> Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students) (14) 70.0%	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students) (6) 30.0%	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> Students scoring proficient in writing (students write in English at grade level in a manner similar to non ELL students) (6) 30.0%	DecisionED/DW	Assessment Matrix
	<i>e) Annual Measurable Objectives (AMOs)</i>		

1	<input type="checkbox"/> Student subgroups (i.e., American Indian, Asian, black, Hispanic, white, English language learners, students with disabilities, and economically disadvantaged) scoring at level 3 or higher on FCAT 2.0, or scoring at level 4 or higher on the FAA Reading FCAT 2.0 2013 <ul style="list-style-type: none"> • Asian: 69.2% (9) • Black or African American 37.5% (9) • Hispanics 72.1% (31) • White 72.6 (162) • Two or more races 63.6% (14) • Students with disabilities 41.7% (15) • LEP Students 33.3% (2) • Econ Dis Students 62.2% (107) Reading FAA 2012 <ul style="list-style-type: none"> • Two or more races 100% (1) 	DecisionED/DW FCAT 2.0 only	Assessment Matrix
	<i>f) Postsecondary readiness</i>		
	The following data shall be considered by high schools.		
	<input type="checkbox"/> 4-year graduates scoring “college ready” on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	DecisionED/DW	Assessment Matrix
	Goal 1 to support target(s): <ul style="list-style-type: none"> • To increase the percentage of grade 3-5 students meeting or exceeding expectations from 69% to 75% on FCAT 2.0 2014 • To increase the percentage of African American grade 3 – 5 students meeting or exceeding expectations from 48% to 53% on FCAT 2.0 2014 	Narrative	
	Possible Data Sources to Measure Goal 1: <ul style="list-style-type: none"> • Monthly Grade Level Assessments, • PRS, Target Passages, and/or, Reading Comprehension portion of the FAIR Assessment 	Narrative DecisionED	
	Data Indicator(s) –corresponding to SIP Part II A-J (SIP Targets)	2012-13 Actuals	2013-14 Targets

	1. Eighty percent (80%) of students will score at least 75% on monthly grade level assessments for grades 1 – 5.	#	%	#	%
	2. Increase the percentage of students performing at Proficiency Level by 20% across the grade level between Cycle 1 and 3 FAIR.	#	%	#	%
	3.	#	%	#	%
Action Plans (strategies) to Accomplish Goal 1 (reduce or eliminate barriers)					
	Action 1- Determine best grade level monthly assessments to use as OPM for core instruction	Narrative			
	Action 2- Increase and implement knowledge of new literacy practices and CCSS	Narrative			
	Action 3- Provide parent trainings for CCSS and differences with instructional shifts	Narrative			
	Action 4-	Narrative			
	Plan to Implement Action 1: Research and discuss assessment options with grade level representatives	Narrative			
	Plan to Implement Action 2: Optimize a schedule for PLCs, hourly instructional staff, and district reading coach	Narrative			
	Plan to Implement Action 3: Develop agenda, coordinate facilitators, and resources	Narrative			
	Plan to Implement Action 4:	Narrative			
B. Area 2: Writing					
	<i>a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)</i>	DecisionED/DW		Assessment Matrix	
1	<input type="checkbox"/> Students scoring at or above 3.5(73 out of 107) 68.2%	DecisionED/DW		Assessment Matrix	
	<i>b) Florida Alternate Assessment (FAA)</i>				
1	<input type="checkbox"/> Students scoring at or above Level 4	DecisionED/DW		Assessment Matrix	

	<ul style="list-style-type: none"> Not applicable 				
	Goal 2 to support target(s): <ul style="list-style-type: none"> Increase the percentage of students meeting or exceeding expectations from 68% to 75% scoring 3.5 on 2014 FCAT 2.0 Increase the percentage of African American students meeting or exceeding expectations of Level 3.5 from 50% to 75% on the 2014 FCAT 2.0 	Narrative			
	Possible Data Sources to Measure Goal 2: <ul style="list-style-type: none"> District Writing Assessments Writing in response to prompts/journaling across subject areas using technology 	Narrative DecisionED/DW			
	Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets) 1. Increase the percentage of students performing at Proficiency Level by 25% across the grade level between Cycle 1 and 2 PCAS.	2012-13 Actuals		2013-14 Targets	
		#	%	#	%
	2. Improvement shown on rubric/scale	#	%	#	%
	3. Students will produce at least four artifacts created with technology	#	%	#	%
	Action Plans (strategies) to Accomplish Goal 2 (reduce or eliminate barriers)				
	Action 1- Administration and teachers attend district and school trainings	Narrative			
	Action 2- Develop cross-curriculum writing scale/rubric	Narrative			
	Action 3- Generate a variety of ideas and strategies for teachers to implement in order to enhance usage of technology	Narrative			
	Action 4-	Narrative			
	Plan to Implement Action 1: Focused instructional rounds with colleagues	Narrative			

	Plan to Implement Action 2: Book study and training for integrating writing through use of rubric/scales	Narrative	
	Plan to Implement Action 3: Monthly school improvement team meetings	Narrative	
	Plan to Implement Action 4:	Narrative	
	C. Area 3: Mathematics		
	1. Elementary and Middle School Mathematics		
	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 34.2% (111)	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> Students scoring at or above Achievement Level 4 33.2% (108)	DecisionED/DW	Assessment Matrix
	<i>b) Florida Alternate Assessment (FAA)</i>		
1	<input type="checkbox"/> Students scoring at Levels 4, 5, and 6 100% (1)	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> Students scoring at or above Level 7	DecisionED/DW	Assessment Matrix
	<i>c) Learning Gains</i>		
1	<input type="checkbox"/> Students making learning gains (FCAT 2.0, EOC, and FAA) 75%	DecisionED/DW FCAT 2.0 only	Assessment Matrix
1	<input type="checkbox"/> Students in lowest 25% making learning gains (FCAT 2.0 and EOC) 72%	DecisionED/DW FCAT 2.0 only	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 Math FCAT 2.0 2013 <ul style="list-style-type: none"> • Asian: 84.6% (11) • Black or African American 29.2% (7) • Hispanics 53.5% (23) 	DecisionED/DW FCAT 2.0 only	Assessment Matrix

	<ul style="list-style-type: none"> • White 74% (165) • Two or more races 59.1% (13) • Students with disabilities 44.4% (16) • LEP Students 33.3% (2) • Econ Dis Students 59.3% (102) <p>Math FAA 2013</p> <ul style="list-style-type: none"> • Two or more races 100% (1) 		
	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>		
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.		

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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		
	Goal 3 to support target(s):	Narrative			
	<ul style="list-style-type: none"> • Increase the percentage of grade 3-5 students meeting or exceeding expectations from 69% to 72% on FCAT 2.0 2014 • Increase the percentage of African American grade 3 – 5 students meeting or exceeding expectations from 29% to 49% on FCAT 2.0 2014 				
	Possible Data Sources to Measure Goal 3:	DecisionED/DW			
	Data Indicator(s) - corresponding to SIP Part II A-J (SIP Targets)	2012-13 Actuals		2013-14 Targets	
	1. Eighty percent (80%) of students will score at least 75% on monthly grade level assessments for grades 1 - 5.	#	%	#	%
	2. Seventy-five percent (75%) of students will score at Proficiency Level on the Cycle 3 PCAS.	#	%	#	%
	3.	#	%	#	%
	Action Plans (strategies) to Accomplish Goal 3 (reduce or eliminate barriers)				

	Action 1- Determine best grade level monthly assessments to use as OPM for core instruction	Narrative	
	Action 2- Increase and implement knowledge of mathematical practices and CCSS	Narrative	
	Action 3- Provide parent trainings for CCSS and the instructional shifts	Narrative	
	Action 4- Become better acclimated with use of available resources for differentiated instruction during Math Intervention Block	Narrative	
	Plan to Implement Action 1: Research and discuss assessment options with grade level representatives	Narrative	
	Plan to Implement Action 2: Attend district and school trainings (i.e. common core, instructional shift)	Narrative	
	Plan to Implement Action 3: Develop agenda, coordinate facilitators, and resources	Narrative	
	Plan to Implement Action 4: Discuss resources and implementation during PLC and grade level planning time.	Narrative	
	D. Area 4: Science		
	<i>1. Elementary and Middle School Science</i>		
	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 25% (27)	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> Students scoring at or above Achievement 37% (40)	DecisionED/DW	Assessment Matrix
	<i>b) Florida Alternate Assessment (FAA)</i>		
1	<input type="checkbox"/> Students scoring at Levels 4, 5, and 6 100% (1)	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> Students scoring at or above Level 7	DecisionED/DW	Assessment Matrix
	<i>2. High School Science</i>		

	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)		
1	<input type="checkbox"/> # 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	<input type="checkbox"/> 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	<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

	<p>Goal 4 to support target(s):</p> <ul style="list-style-type: none"> • Decrease the percentage of students scoring Level 1 and 2 on FCAT Science 2.0 2013 from 38% to 30% on the 2014 FCAT Science 2.0 • Increase the percentage of African-American students meeting expectation of Level 3 or above from 13% to 50% on the 2014 FCAT Science 2.0 				
	<p>Possible Data Sources to Measure Goal 4:</p> <ul style="list-style-type: none"> • FCAT Science 2.0 2014 • Florida Achieves (Fifth Grade) • PCAS Cycle Assessments 	DecisionED/DW			
	<p>Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)</p> <ol style="list-style-type: none"> 1. Seventy-five percent (75%) of students in grades 3 – 5 will score at Proficiency Level on the Cycle 3 PCAS. 2. Decrease the percentage of African American students in grades 3 - 5 performing at Deficiency Level by 15% across the grade level between Cycle 1 and 3 PCAS. 3. 	<p>2012-13 Actuals</p>	<p>2013-14 Targets</p>		
		#	%	#	%
		#	%	#	%
		#	%	#	%
	<p>Action Plans (strategies) to Accomplish Goal 3 (reduce or eliminate barriers)</p>				
	<p>Action 1- Train teachers in developing text-dependent questioning techniques</p>				
	<p>Action 2- Support the Nature of Science through all workshops</p>				
	<p>Action 3- Differentiate activities that will reach all learners with their various modalities.</p>				
	<p>Action 4-</p>				
	<p>Plan to Implement Action 1: Develop and schedule training on best practices in daily Science instruction.</p>				
	<p>Plan to Implement Action 2: Develop and schedule training on how to implement aspects of the</p>				

	Nature of Science within all Science Workshops.		
	Plan to Implement Action 3: Determine next steps of modalities results with specialists		
	Plan to Implement Action 4:		
	The following data shall be considered by middle and high schools.		
1	<input type="checkbox"/> Students enrolling in one or more CTE courses	DecisionED/DW	
1	<input type="checkbox"/> Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	DecisionED/DW	
1	<input type="checkbox"/> Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses	DecisionED/DW	Assessment Matrix
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

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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. <i>Attendance</i>				

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3	<input type="checkbox"/> Students tardy 10 percent or more, as defined by district attendance policy(65)	DecisionED/DW	Standard 5-5.2 Using Results for Continuous Improvement
3	<input type="checkbox"/> Students absent 10 percent or more, as defined by district attendance policy (65)	DecisionED/DW	Standard 5-5.2 Using Results for Continuous Improvement
	2. Suspension		
3	<input type="checkbox"/> Students with one or more referrals(46)	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
3	<input type="checkbox"/> Students with five or more referrals (46)	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
3	<input type="checkbox"/> Students with one or more in-school suspension days, as defined in s.1003.01(5)(b), F.S. (16)	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
3	<input type="checkbox"/> Students with five or more in-school suspension days, as defined in s.1003.01(5)(b), F.S. (16)	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
3	<input type="checkbox"/> Students with one or more out-of-school suspension days, as defined in s.1003.01(5)(a), F.S. (5)	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
3	<input type="checkbox"/> Students with five or more out-of-school suspension days, as defined in s.1003.01(5)(a), F.S. (1)	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
3	<input type="checkbox"/> Students with ten or more in-school or out-of-school suspension days (1)	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
3	<input type="checkbox"/> Students referred for alternative school placement(0)	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
3	<input type="checkbox"/> Students expelled(0)	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
	3. Retention		
1	<input type="checkbox"/> Students retained	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
1	<input type="checkbox"/> Students with one or more course failures on first attempt in core-curricula courses, as defined in s. 1003.01(14), F.S.	DecisionED/DW	Standard 5: Using Results for Continuous Improvement

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1	<ul style="list-style-type: none"> 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
1	<input type="checkbox"/> Students off track for graduation based on credits required to date for their cohort	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
	4. Dropout Prevention		
	The following data shall be considered by high schools, per Section 1003.53, F.S. If a school has significantly lower graduation rates for a subgroup when compared to the state's graduation rate, that school's improvement plan is required to include strategies for improving these results, pursuant to Section 1001.42(18), F.S. Graduation rates for the state, district, and school by subgroup are available in the AMO Outcomes Report at http://schoolgrades.fldoe.org/ .	DecisionED/DW assuming drop out codes are W22 and w15	
1	<input type="checkbox"/> Students dropping out of school, as defined in s.1003.01(9), F.S.	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).	Narrative	
3,4	<p>Consider the level of parental involvement at your school (this may include, but is not limited to, number of parent engagement opportunities offered in the school year; average number of parents in attendance at parent engagement opportunities; percent of parents who participated in parent engagement opportunities; percent of students in lowest performing quartile or subgroups not meeting AMOs whose parent(s) participated in one or more parent engagement opportunities).</p> <p>Goal 1: Sixty-fifty percent (65%) of minority families will participate in curriculum night</p>		

	<p>events by offering flexible scheduling, alternate locations, translators, and communication in the home language</p> <p>Goal 2: Seventy-five (75%) of families will participate in Winter and Spring Break Reading and Math activities.</p>		
	J. Area 10: Additional Targets		
1-5	<i>This section is optional and may be used as needed for data targets in areas not already addressed in the SIP. Insert Goal Cells (e.g., under Social Sciences for Goal 5) as needed.</i>		
	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. <ul style="list-style-type: none"> • Increase African American students progress towards AMOs from 38% to 53% in Reading and from 29% to 49% in Math on FCAT 2.0 2014 • Increase Asian students progress towards AMOs from 69% to 75% in Reading and from 85% to 92% in Math on FCAT 2.0 2014 	Narrative	
1-5	<input type="checkbox"/> Step 2: Brainstorm barriers that could prevent the school from achieving each goal. <ul style="list-style-type: none"> • Insufficient Common Core based instruction • Lack of student engagement • Lack of differentiated instruction • Insufficient intervention supports exist to address the varying needs of students 	Narrative	
1-5	<input type="checkbox"/> Step 3: Prioritize targeted barriers based on alterable elements of curriculum, instruction, environment, and organizational systems (e.g., those which have the most impact on the goal if removed or are immediately actionable). <ul style="list-style-type: none"> • Insufficient Common Core based instruction • Lack of student engagement 	Narrative	

1-5	<input type="checkbox"/> Step 4: Brainstorm which resources are available that could be used to address each targeted barrier. <ul style="list-style-type: none"> • Literacy coach • District and school trainings • Various budgets • Staff personnel 	Narrative	
1-5	<input type="checkbox"/> Step 5: Brainstorm and prioritize strategies that could be used to eliminate or reduce each targeted barrier. <ul style="list-style-type: none"> • Implement high yield instructional strategies • Increase parental involvement with curricular support 	Narrative	
1-5	<input type="checkbox"/> Step 6: Identify action steps (including who, what, where, when) that will need to be taken to implement the identified strategies. <ul style="list-style-type: none"> • Bi-monthly vertical meetings to articulate standards, expectations, and strategies across grade levels • Goal managers and administration will meet bi-monthly to share progress of SIP goals. • Goal managers will meet with committees to assist implementation and monitoring of SIP goals. • SAC will review progress on SIP goals and provide input on an ongoing basis. 	Narrative	
1-5	<input type="checkbox"/> Step 7: Determine how strategies will be monitored for effectiveness and fidelity of implementation (including who, what, where, when). <ul style="list-style-type: none"> • Teachers will discuss progress and data for next steps as reflected on PLC notes • Administration will conduct walkthroughs and formal observations • Administration will review lesson plans 	Narrative	
1-5	<input type="checkbox"/> Step 8: Determine how progress towards each goal will be monitored (including who, what, where, when). <ul style="list-style-type: none"> • Team Leaders will submit OPM data monthly to administration/SBLT to monitor effectiveness of core instruction • Data chats will convene after each PCAS with grade level teachers and administration/SBLT 	Narrative	
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	<input type="checkbox"/> Related goal <ul style="list-style-type: none"> • Increase African American students progress towards AMOs from 38% to 53% in Reading and from 29% to 49% in Math on FCAT 2.0 2014 • Increase Asian students progress towards AMOs from 69% to 75% in Reading and from 85% to 92% in Math on FCAT 2.0 2014 	Narrative	
	<input type="checkbox"/> Topic, focus, and content <ul style="list-style-type: none"> • Best Practices in Science: high-yield instructional strategies and nature of science integration into all workshops • Math Book Study: <i>Common Core Mathematics in a PLC at work K-5</i> 	Narrative	
	<input type="checkbox"/> Facilitator or leader <ul style="list-style-type: none"> • Sarah Borchardt • Pamela Bender 	Narrative	
	<input type="checkbox"/> Participants (e.g., Professional Learning Community, grade level, schoolwide) <ul style="list-style-type: none"> • School-wide • PLC 	Narrative	
	<input type="checkbox"/> Target dates or schedule (e.g., professional development day, once a month) <ul style="list-style-type: none"> • August 13, 2013 • August 14, 2013 (DWT) • September 13, 2013 • October 25, 2013 • February 17, 2014 (DWT) • April 18, 2014 	Narrative	
	<input type="checkbox"/> Strategies for follow-up and monitoring <ul style="list-style-type: none"> • Feedback from SIP Committee members 	Narrative	
	<input type="checkbox"/> Person responsible for monitoring <ul style="list-style-type: none"> • SIP Goal Manager 	Narrative	
Part IV: Coordination and Integration			

4	<p>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.</p> <ul style="list-style-type: none"> • Wellness Goal: Improve Current Status of Performance within the Bronze Level of recognition: A. Healthy Schools Inventory B. Being Fit Matters • Possible Data Sources to Measure Goal 1: A. Healthy Schools Inventory, B. Being Fit Matters Results • 1.A. Maintaining Bronze Level on Healthy Schools Inventory and increase the number of items met. Met Bronze Level on Healthy Schools Inventory in 2011-2012 and the 2012-2013 school years. During the 2013-2014 school year we will improve score on one Action item. • 2. B. Being Fit Matters/Fitnessgram results; Being Fit Matters/Fitnessgram Data; School will improve students’ scores on one Being Fit Matters/Fitnessgram Assessment. • Resources for Goals: 1.Healthy Schools Program 2.Alliance for a Healthier Generation 3.Wellness Moodle Site • 4.Being Fit Matters Moodle Site 5.Physical Education Curriculum Guides 6.Peggy Johns • Barriers to Goals: 1.A. Failure to form a Healthy School Team and create awareness of Healthy School Program Process 2. B. Failure to access students’ fitness and/or upload fitness data into Portal. • Strategies to reduce barriers: Complete Healthy Schools Program 6 Step Process online. https://schools.healthiergeneration.org/; Track all physical education students’ health related fitness levels within the PCS student information system. • Implementation: Principal oversees the formation and work of the Healthy School’s Team. • Healthy School Team, school administrator, physical education teacher, cafeteria manager, health teacher/elementary classroom teachers (optional members – students, parents, school nurse). Physical Education program will manage Being Fit Matters student fitness data. 	Narrative	
Part V: Budget			

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	Based on the strategies identified during the problem-solving process, create a budget for each school-funded activity including:	Narrative	
4	<input type="checkbox"/> Related goal	Narrative	
4	<input type="checkbox"/> Strategy	Narrative	
4	<input type="checkbox"/> Type of resource (i.e., evidence-based programs or materials, professional development, technology, or other) <ul style="list-style-type: none"> • Reading: Running records, materials for parent trainings, professional developmental materials, technology • Writing: professional developmental materials, materials for parent trainings, technology • Math: professional developmental materials, materials for parent trainings, technology • Science: consumable materials, display boards, professional developmental materials, materials for parent trainings, technology 	Narrative	
4	<input type="checkbox"/> Description of resources copies, books, manipulatives, consumable materials (food, soil, worms, etc)	Narrative	
4	<input type="checkbox"/> Funding source Referendum, School Improvement Funds , District	Narrative	
4	<input type="checkbox"/> Amount needed Reading: \$600 (SIP) \$27,262 (ELP/ERELM) Writing: \$300 (SIP) Math: \$800 (SIP) Science: \$300 (SIP), \$500 (District) Early Warning: \$300 (SIP) Parent Involvement: \$427.80 (SIP) Wellness: \$400 (SIP)	Narrative	
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 IIIK.			
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

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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
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