District VMV Goals	School Improvement Information	Data & Information Sources	AdvancED
Vision	**100% Student Success**	Narrative	Standard 1-1.1, 1.2: Purpose
Mission	**The Mission of the Lynch Elementary School Community is to prepare every student for college, career and citizenship by providing quality educational experiences and integrating literacy through all disciplines.**	Narrative	Standard 1-1.2: Purpose
Values	**~ Commitment to Children Families and Community ~ Respectful and Caring Relationships ~ Cultural Competence ~ Integrity ~ Responsibility**	Narrative	Standard 1-1.3: Purpose
	Part I: Current School Status		
	A. School Information		
	1. *School-Level Information*		
	☐ School		
	Lynch Elementary School		
	☐ Principal's name		
	Johnnie Crawford, III		
	☐ School Advisory Council chair's name	Narrative	
	John Talbert		
	2. *District-Level Information*		
	☐ District	✓	
	Pinellas County		
	☐ Superintendent's name	✓	
	Michael A. Grego Ed.D.		
	☐ Date of school board approval of SIP	✓	
	September 24, 2013		

	B. School Advisory Council (SAC)		
3	**1. After reviewing 2012-2013 Title 1 Survey Data, SAC decided to focus on ways to improve parent involvement and give input as to how Title 1 funds should be used.**	Narrative	Standard 2-2.4, 2.5: Governance and Leadership
3	**2. On September 3, 2013 SAC met to review and approve the SIP and discuss 2013-2014 Title 1 activities. SAC will regularly review the parent involvement plan.**	Narrative	
4	**3. Professional Development to prepare for Common Core Curriculum and encourage parent involvement.**	Narrative	
3	4. Verify that your school is in compliance with Section 1001.452, F.S., regarding the establishment duties of the School Advisory Council by selecting one of the boxes below: ✓ **Yes, we are in compliance.** No, we are not in compliance.	Narrative	
	5. Recruit through ESOL staff. Provide incentives such as food, school t-shirts, child care, mailing personal invitations, newsletter invites, and rewarding teachers for recruitment of parents.	Narrative	
	C. Highly Qualified Staff		
	1. *Administrators*		
	For each of your school's administrators (principal and all assistant principals), complete the following fields:		Executive Summary: Section 1
	a) Name: Johnnie Crawford, III (Principal)	Narrative	Executive Summary: Section 1
3	b) Credentials (degrees and certifications) **UF-Political Science, BA** **USF-Social Studies, Cert.** **USF-Public Adm., MPA** **USF-Ed. Leadership, Cert.** **Principal Certification, FL**	Narrative	Executive Summary: Section 1
3	c) Number of years as an administrator; **6**	Narrative	Executive Summary: Section 1
3	d) Number of years at the current school; **second year**	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 25th percentile in reading and mathematics, pursuant to Section 1008.34(3)(b), F.S.), and progress toward Annual Measurable Objectives (AMOs) **2008-09 Northwest E.S., Grade: A, Rdg:76% , Math:80% ,Reading Gains L25: 61%** **2009-10 Northwest E.S., Grade: A, Rdg:79% , Math:79% ,Reading Gains L25: 62%** **2010-11 Northwest E.S., Grade: A, Rdg:77% , Math:80% ,Reading Gains L25: 83%** **2011-12 Northwest E.S., Grade: A, Rdg:59% , Math:65% ,Reading Gains: L25: 60%** **2012 -13 Lynch E.S., Grade: C, Rdg:61%, Math: 55% ,Reading Gains: L25:56%**	DecisonEd/DW	
	a) Name: **Julie C. Jones (Assistant Principal)**		

	b) Credentials (degrees and certifications)
	    USF - B.S. 1-6 Elementary Education
	    USF - MA.ED. K-12 Reading
	    USF - MA.ED K-12 Ed. Leadership		

	c) Number of years as an administrator
	    1 as an administrative intern
	    1st year AP		

	d) Number of years at the current school; **first year**		
	e) Performance record of increasing student achievement throughout their career, which should include their history of school grades, FCAT/statewide assessment performance (i.e. percentage data for achievement levels, learning gains, improvement of lowest 25th percentile in reading and mathematics, pursuant to Section 1008.34(3)(b), F.S.), and progress toward Annual Measurable Objectives (AMOs) **2011-2012 Madeira Bch Fundamental Literacy Coach: School Grade (A) literacy coach** **2010-2011 Tyrone Middle School: School Grade (C) literacy coach** **2009-2010 Southern Oak Elem.: School Grade (B) literacy coach** **2008-2009 Eisenhower Elem. School Grade –C literacy coach**		
	2. *Instructional Coaches Pattie Layton*		Executive Summary: Section 1

	For each of your school's instructional coaches, complete the following fields		Executive Summary: Section 1
	a) Name **Patricia Layton**	Narrative	Executive Summary: Section 1
	b) Subject area **Literacy K-5**	Narrative	Executive Summary: Section 1
	c) Credentials (degrees and certifications) **B.A. Elementary Education (K-6)** **M.A. Reading Education (K-12)**	Narrative	Executive Summary: Section 1
	d) Number of years as an instructional coach **5**	Narrative	Executive Summary: Section 1
	e) Number of years at the current school **2**	Narrative	Executive Summary: Section 1
1,2	f) based on 2012 data : **School Grade=B** **FCAT level 3 and above=grade 3-70%, grade 4-78%, grade 5-78%** **High Achievement in Reading=55% High Achievement in Writing=86%** **High Achievement in Math=50% Reading Gains=58% Math gains=67%** **Lowest 25% gains in reading=41% Lowest 25% gains in math=67%**	DecisionEd/DW	
	g) Full-time or Part-time **Full-time**	Narrative	Executive Summary: Section 1
	h) School-based or District-based **School-based**	Narrative	Executive Summary: Section 1
	3. *Instructional Staff*		Executive Summary: Section 1
	a) # of instructional employees: **61**	DecisionEd/DW	Executive Summary: Section 1
3	b) % receiving effective rating or higher: **95**	Narrative	
3	c) % Highly Qualified Teacher (HQT), as defined in NCLB through a High, Objective, Uniform State Standard of Evaluation (HOUSSE): **99**	Narrative	Executive Summary: Section 1
	d) % certified in-field, pursuant to Section 1012.2315(2), F.S.: **99**	Narrative	Executive Summary: Section 1
2	e) % ESOL endorsed: **41**	DecisionED/DW	Executive Summary: Section 1
2	f) % reading endorsed: **6.6**	DecisionED/DW	Executive Summary: Section 1
3	g) % with advanced degrees: **27.9**	DecisionED/DW	Executive Summary: Section 1
3	h) % National Board Certified: **1.6**	DecisionED/DW	Executive Summary: Section 1
3	i) % first-year teachers: **6.6**	DecisionED/DW	Executive Summary: Section 1

	j) % with 1-5 years of experience: **18**	DecisionED/DW	Executive Summary: Section 1
	k) % with 6-14 years of experience: **34.4**	DecisionED/DW	Executive Summary: Section 1
	l) % with 15 or more years of experience: **41**	DecisionED/DW	Executive Summary: Section 1
	4. *Paraprofessionals*		Executive Summary: Section 1
	a) # of paraprofessionals: **None**	Narrative	Executive Summary: Section 1
	b) % Highly Qualified Teacher, as defined in NCLB through a High, Objective, Uniform State Standard of Evaluation (HOUSSE)	Narrative	Executive Summary: Section 1
	5. *Teacher Recruitment and Retention Strategies*		
	a) Describe your school's strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible. **Lynch Elementary has a panel of teachers and staff members that serve on an interview team when hiring new staff. We screen candidates that are highly qualified and contain the certification needed for their field. The goal is to provide all teachers the proper professional development in order for all teachers and staff to have a positive effect on student growth. Lynch creates systems so that teachers can work collaboratively so that the school as a whole has the responsibility of helping students grow and this in turn helps us retain teachers. It is a community effort.**	Narrative	Standard 2: Governance and Leadership
	6. *Teacher Mentoring Program/Plan*		
	a) Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities. **Providing opportunities for observation of mentee's instruction and providing feedback that is not evaluative; Planning lessons with mentee; Connecting lesson activities to content standards and the new work of common core; Discussing student progress and analyzing student work; Modeling or co-teaching lessons**	Narrative	Standard 3-3.3, 3.7,3.12: Teaching and Assessing for Learning Standard 5-5.2,5.5Using Results for Continuous Improvement
	D. Multi-Tiered System of Supports (MTSS) / Response to Instruction/Intervention (RtI)		
4	1. Describe your school's data-based problem-solving processes for the implementation and monitoring of your SIP and MTSS structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs. ***The SBLT will meet regularly once per week. The team will follow a problem solving model and protocols to analyze school wide patterns in behavior and instruction. A calendar will be created to plan for collection of data in a timely manner in order to present to the team and will alternate varying topics (reading, writing, behavior referrals, etc.) From the SBLT meeting, work in smaller sub groups will be created to continue to analyze data, create action steps and disseminate information to the staff. Protocols will also be used to monitor the progress of the SIP and implementation and will tie into the problem solving model when**	Narrative	Standard 3-3.7: Teaching and Assessing for Learning

		barriers may occur.		

4		2. Identify the names and position titles of the members of your school-based leadership team. What is the function and responsibility of each team member as it relates to MTSS and the SIP
		3.
		    a. **Johnnie Crawford III, Principal – Monitors agenda and gives supporting information to MTSS coach in order to aggregate appropriate data**
		    b. **Julie Jones, Assistant Principal**
		    c. **Denise Malone-MTSS Coach –Facilitate meetings, create agenda and prepare data.**
		    d. **Maureen Devereaux, Time keeper – monitor time used by presenters.**
		    e. **Becky Spenser, Secretary – recaps meeting and gives reminders of who and what for next steps**
		    f. **Other members include:**
		    Pattie Layton-Literacy Coach, Robin McManaway-Diagnostician, Erin Enyart-Psychologist, Barbara Bitzer-School Counselor, Mary Gray-Behavior Specialist, Susan Sullivan-Social Worker, Janet Jackson-(K) Team Leader, Kellie Nesmith-(1st) Team Leader, Luane Brace-(2nd) Team Leader, Allison Thomson-(3rd) Team Leader, Ruth Glass-(4th) Team Leader, Sarah Wilcox-(5th) Team Leader, Sandra Couillard—ESE Resource, Heidi Colbeck—ESOL.
			Narrative	Standard 2-2.4: Governance and Leadership

4		4. Describe the systems in place that the leadership team uses to monitor the school's MTSS and SIP. • **Weekly meetings following protocols and sub committees that look at individual student data in alignment with the MTSS. SIP is reviewed twice per year through the SBLT as well with a protocol to track progress and barriers**	Narrative	Standard 2-2.3,2.4: Governance and Leadership
5		5. 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). **Baseline Data: Florida Kindergarten Readiness Screener (FLKRS), Progress Monitoring and Reporting Network (PMRN), Assessment and Information Management System (AIMS web), Pinellas Classroom Assessment Series (PCAS/Common Assessments), Florida Comprehensive Assessment Test (FCAT 2.0), Educational Data Solutions (EDS), PCS Portal. Progress Monitoring: PMRN, DIBELS (Tier II), AIMS web (Tier III), Curriculum Based Measurement (CBM), PCAS/Common Assessments, FCAT Simulation, EDS, PCS Portal, School Wide Running Records.** **Mid Year: Florida Assessment for Instruction in Reading (FAIR), PCAS/Common Assessments, EDS, PCS Portal, School Wide Running Records.**	Narrative	Standard 5-5.1, 5.2, 5.3, 5.4: Using Results for Continuous Improvement

	End of Year: FAIR, PCAS/Common Assessments, FCAT, EDS, PCS Portal and SW Running Records • **Tier 2 interventions will be considered effective if 75% of students have a positive response to intervention. Florida Assessment for Instruction in Reading (FAIR) and PCAS/Common Assessments will be utilized as universal screening in reading, writing, math and science across grade levels. Office/classroom referral data will be utilized as on-going progress monitoring to measure effectiveness if Tier 2 behavior interventions. EDS and PCS Portal will be utilized to manage student data school wide. Classroom teachers will enter reading and math Tier 2 progress monitoring data onto an Intervention Documentation worksheet.**		
4,5	6. Describe the plan to support staff's understanding of MTSS and build capacity in data-based problem solving. • **The SBLT will also facilitate the weekly PLCs and begin the same protocol for data-based problem solving. The information going out to the staff will be able to be provided during these PLCs. Whole School meetings will also be held when information needs to be given to the group. Varying leaders will provide this information. Team Level Data Chats will be presented twice per year to the entire staff.**	Narrative	Standard 3-3.11, 3.12: Teaching and Assessing for Learning Standard 5-5.3:Using Results for Continuous Improvement
	E. Increased Learning Time/Extended Learning Opportunities		
2	Describe research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum (e.g., lengthening the school day, week, or year; providing before, after, Saturday, or summer school programs; implementing enrichment programs and activities; allowing teachers to collaborate, plan, and engage in professional development). **Problem/Need: In the 2012-2013 school year 35% of our fourth grade students and 41% of our fifth grade students scored a level 1 or 2 on the Reading FCAT. In that same year 40% of our third grade students scored a level 1 or 2 on the Reading FCAT. We need to extend the learning for the third, fourth and fifth grade students by two hours per week.** **Desired Outcome: Reduce the number of level 1 & 2 fourth/fifth grade students by 50%.** **Reduce the number of retained 3rd grade students by 50%.** **Targeted Students: Level 1 & 2 fourth and fifth grade students and retained third grade students, before and after school, on site, for 60 minutes, twice a week** **4 Teachers @ $17 per hour (salary + fringe)** **A total of 128 hours (96 instructional hours + 32 planning hours)** **Total Budget: $2200.00** **Estimated number of students to be served: 50** **Problem/Need: Increase the student use of FCAT Explorer, Ticket to Read and other researched based computer programs, before and after school**	Narrative	Standard 3-3.1, 3.12: Teaching and Assessing for Learning

	Desired Outcome: Improve student performance levels on the 2012-2013 FCAT, Common Assessments, and FAIR. **Targeted Students:** FCAT Level I Reading Scores, One-two Star struggling readers, Retained students K-3, Lowest 25% students, AYP subgroups, Retained 3rd grade students, Level 1 & 2 fourth and fifth grade students, All Students at or above grade level **1 Teacher @ $25 per hour (salary + fringe),A total of 88 instructional hours** **Total Budget: $2200.00** **Estimated number of students to be served: 96** **Problem/Need:** Provide student enrichment for grades 3-5 by offering participation in a Chess Club. **Desired Outcome:** Improve critical thinking skills by playing Chess **Targeted Students:** Students approaching, on or above grade level, before school, once a week for 30 minutes **1 Teacher: $250 stipend** **Total Budget: $ 250.00** **Estimated number of students to be served: 24** **Problem/Need:** Provide student enrichment for grades 4-5 by offering participation in a Math Club/Mighty MU **Desired Outcome:** Provide enrichment activities for students. **Targeted Students:** Students approaching, on or above grade level, after school, once a week for 60 minutes **Total Budget: $ 500.00** **Estimated number of students to be served: 24** **Problem/Need:** Provide student enrichment for grades 4-5 by offering participation in a Reading Club/Battle Books **Desired Outcome:** Provide enrichment activities for students **Targeted Students:** Students approaching, on or above grade level, after school, once a week for 60 minutes **Total Budget: $ 500.00** **Estimated number of students to be served: 24**		
	F. Literacy Leadership Team (LLT)		

2	1. Identify the names and positions titles of the members of your school-based LLT. • **Jennifer Bigler, Melissa Harvey, Kellee Nesmith, Debbie Germann, Pattie Layton, Julie Jones**	Narrative	Executive Summary: Section 1

2	2. Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).
	Meet the 3rd Tuesday each month to create capacity of reading knowledge within the school by focusing on the following areas of literacy concern:
	• **Support for text complexity**
	• **Support for instructional skills to improve reading comprehension**
	    o **Ensuring that text complexity, along with close reading and rereading of texts, is central to lessons**
	    o **Providing scaffolding that does not preempt or replace text reading by students**
	    o **Developing and asking text dependent questions from a range of question types**
	    o **Emphasizing students supporting their answers based upon evidence from the text**
	    o **Providing extensive research and writing opportunities (claims and evidence)**
	• **Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects (a focus on text, task, and instruction).**
		Narrative	Executive Summary: Section 1

2	3. What will be the major initiatives of the LLT this year? **To support the staff with the common core across all content and help staff integrate literacy across all areas in order to bring complexity of reading to all students and strategies that can be used to handle complex texts.**	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. **Kindergarten Teachers will hold an orientation for incoming students and their parents prior to the beginning of the school year. Readiness skills will be emphasized and good choices for academic and social characteristics will be presented. Materials will be available, as well as pamphlets covering a variety of helpful parenting subjects ranging from parenting skills, helping with homework, students with disabilities and what to expect at a parent teacher conference.**	Narrative	Standard 3-3.1 thru 3.7: Teaching and Assessing for Learning

	I. College and Career Readiness		
	This section is required for secondary schools, per Sections 1003.413(2)(g)-(j) and 1008.37(4), F.S.		
1	1. How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?	Narrative	Standard 3-3.5: Teaching and Assessing for Learning
1	2. How does the school promote academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful?	Narrative	Standard 3-3.8, 3.9, 3.12: Teaching and Assessing for Learning. Standard 4-4.6,4.8: Resources and Support Systems
1	3. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report, which is maintained by the Department of Education, pursuant to Rule 6A-10.038, F.A.C.	Narrative	Standard 5-5.4: Using Results for Continuous Improvement
	Part II: Expected Improvements		
	For each data point below, unless otherwise directed list the current year status (number and percentage) and the target (percentage) for next year. These are 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		
	a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)		
1	**29% of students scored at Level 3**	DecisionED/DW	Assessment Matrix
1	**32% of students scored at or above Level 4**	DecisionED/DW	Assessment Matrix
	b) Florida Alternate Assessment (FAA)		Assessment Matrix
1	**N/A**	DecisionED/DW	Assessment Matrix
1	**N/A**	DecisionED/DW	Assessment Matrix
	c) Learning Gains		
1	**68% of students made Learning Gains**	DecisionED/DW FCAT 2.0 only	Assessment Matrix

1	**58% of the Lowest 25% made Learning Gains**	DecisionED/DW	Assessment Matrix
	d) Comprehensive English Language Learning Assessment (CELLA)		
1	**48% Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students**	DecisionED/DW	Assessment Matrix
1	**25% Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)**	DecisionED/DW	Assessment Matrix
1	**16% Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)**	DecisionED/DW	Assessment Matrix
	e) Annual Measurable Objectives (AMOs)		
1	**73% Asian students scoring at level 3 or higher on FCAT 2.0** **50% African American students scoring at level 3 or higher on FCAT 2.0** **41% Hispanic students scoring at level 3 or higher on FCAT 2.0** **53% Multiracial Students scoring at or above level 3 on FCAT 2.0** **37% ESE Students scoring at level 3 or higher on FCAT 2.0** **0% LEP Students scoring at level 3 or higher on FCAT 2.0** **55% Economically Disadvantaged Students scoring at level 3 or higher on FCAT 2.0**	DecisionED/DW FCAT 2.0 only	Assessment Matrix
	f) Postsecondary readiness		
	The following data shall be considered by high schools.		
	☐*4-year graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.*	DecisionED/DW	Assessment Matrix
	Goal 1 to support target(s): • **to increase the percentage of students scoring at or above level 3 from 61% to 70%**	Narrative	
	Possible Data Sources to Measure Goal 1: • **Reading FCAT scores** • **Classroom Running Record levels (administered every 6 weeks)** • **FAIR results (3 cycles per year)** • **Literacy Notebook checks (weekly)**	Narrative DecisionED	

Data Indicator(s) –corresponding to SIP Part II A-J (SIP Targets)	2012-13 Actuals		2013-14 Targets	
1. **Reading FCAT Scores**	**#** **197**	**%** **61**	**#** **226**	**%** **70**
2. **Improvement of Instructional Reading Level**	n/a	n/a	#	100%
3. **Improvement on Fair results as measured by PRS or FSP**	#	%	#	80%
4. **Evidence of text-based responses**	n/a	n/a	#	90%
Action Plans (strategies) to Accomplish Goal 1 (reduce or eliminate barriers)				
Action 1- All teachers in grades K-5 will have scheduled monthly professional development.	Narrative			
Action 2- LEP students (grades 3-5) will receive take-home technology to support language acquisition	Narrative			
Action 3- Extend hours of the computer lab before and after school so students can utilize "Ticket To Read" .	Narrative			
Action 4- Continue an after school enrichment book club aligned to the Common Core State Standards in Literacy utilizing the Sunshine State.	Narrative			
Plan to Implement Action 1: Literacy Coach will create a schedule to provide the PD once a month based on a needs assessment of the grade level and school wide patterns	Narrative			
Plan to Implement Action 2: Purchase appropriate learning applications based on student data and needs and provide a parent night to explain the take home program	Narrative			
Plan to Implement Action 3: Purchase school license for continued access to "Ticket To Read" and provide personnel to supervise and assist students in the lab.	Narrative			
Plan to Implement Action 4: Provide a qualified teacher and books and time to plan in correlation to the common core standards	Narrative			
B. Area 2: Writing				

	a) *Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)*	DecisionED/DW	Assessment Matrix
1	**34% Students scoring at or above 3.5**	DecisionED/DW	Assessment Matrix
	b) *Florida Alternate Assessment (FAA)*		
1	**N/A**	DecisionED/DW	Assessment Matrix

	Narrative
Goal 2 to support target(s): • **To increase the percentage of students scoring 3.5 or above from 34% to 40%**	Narrative

Possible Data Sources to Measure Goal 2: • **Florida Writes scores** • **Weekly writing notebook quantity and quality checks** • **Bi-weekly prompted assessments** • **Mid-year district writing assessment**	Narrative DecisionED/DW

Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)	2012-13 Actuals		2013-14 Targets	
1. FCAT 2.0 Writing Scores	#	% 34	# 46	% 40
2. **Improvement in the quality of writing they produce each week that is also edited correctly in their writing notebooks**	n/a	n/a	#	% 100
3 **Improvement on the rubric score for bi-weekly prompted assessments by .5 or more**	#	%	#	%
4. . **Improvement on mid-year district writing assessments by 10%**	#	%	#	%
Action Plans (strategies) to Accomplish Goal 2 (reduce or eliminate barriers)				
Action 1- Provide professional development for 4th grade teachers in order to differentiate their instruction during the writing workshop	Narrative			

	Action 2- Implement dual scoring of student writing samples in order for teams to collaborate on next steps to move students writing	Narrative	
	Action 3- Implement Common Core State Standards in Literacy across all content areas	Narrative	
	Action 4- Create a journalism club before school that aligns with using the common core standards for enrichment	Narrative	
	Plan to Implement Action 1: Assistant Principal will assess the needs of the team through walk-throughs and observations on a scheduled basis and participate in their weekly PLCs to provide appropriate feedback and training/PD opportunities based on data collected	Narrative	
	Plan to Implement Action 2: Implement block scheduling to provide writing collaboration time	Narrative	
	Plan to Implement Action 3: Unpack the common core literacy standards and how they can be utilized in different core instruction areas through journaling	Narrative	
	Plan to Implement Action 4: Provide personnel and an announced time/place for students to meet via newsletter, messenger and announcements	Narrative	
	C. Area 3: Mathematics		
	1. *Elementary and Middle School Mathematics*		
	The following data shall be considered by elementary and middle schools.		
	a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)	DecisionED/DW	Assessment Matrix
1	**31% Students scoring at Achievement Level 3**	DecisionED/DW	Assessment Matrix
1	**24% Students scoring at or above Achievement Level 4**	DecisionED/DW	Assessment Matrix
	b) Florida Alternate Assessment (FAA)		
1	**N/A**	DecisionED/DW	Assessment Matrix
1	**N/A**	DecisionED/DW	Assessment Matrix
	c) Learning Gains		

1	**61% Students making learning gains** (FCAT 2.0, EOC, and FAA)	DecisionED/DW FCAT 2.0 only	Assessment Matrix
1	**56% Students in lowest 25% making learning gains** (FCAT 2.0 and EOC)	DecisionED/DW FCAT 2.0 only	Assessment Matrix
	d) Annual Measurable Objectives (AMOs)		
1	**64% Asian Students scoring at or above level 3 on FCAT 2.0** **42% Black Students scoring at or above level 3 on FCAT 2.0** **47% Hispanic Students scoring at or above level 3 on FCAT 2.0** **40% Multiracial Students scoring at or above level 3 on FCAT 2.0** **23% ESE Students scoring at or above level 3 on FCAT 2.0** **8% LEP Students scoring at or above level 3 on FCAT 2.0** **48% Economically Disadvantaged Students scoring at or above level 3 on FCAT 2.0**	DecisionED/DW FCAT 2.0 only	Assessment Matrix
	2. *High School Mathematics*		
	The following data shall be considered by high schools.		
	a) Florida Alternate Assessment (FAA)		
1	☐ Students scoring at Levels 4, 5, and 6	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above Level 7	DecisionED/DW	Assessment Matrix
	b) Annual Measurable Objectives (AMOs)		
1	☐ Student subgroups (i.e., American Indian, Asian, black, Hispanic, white, English language learners, students with disabilities, and economically disadvantaged) scoring at level 3 or higher on FCAT 2.0, or scoring at level 4 or higher on the FAA	DecisionED/DW FCAT 2.0 only	Assessment Matrix
	c) Learning Gains		
1	☐ Students making learning gains (EOC and FAA)	DecisionED/DW	Assessment Matrix
	d) Postsecondary readiness		
1	☐ 4-year graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A010.0315, F.A.C.	DecisionED/DW	Assessment Matrix
	3. *Middle School Acceleration*		

	The following data shall be considered by middle schools.		
1	☐ Middle school participation in high school EOC	DecisionED/DW	Assessment Matrix
1	☐ Middle school performance on high school EOC	DecisionED/DW	Assessment Matrix
	4. *Algebra 1 End-of-Course Assessment (EOC)*		
	The following data shall be considered for schools with students taking the Algebra I EOC.		
1	☐ Students scoring at Achievement Level 3	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above Achievement Level 4	DecisionED/DW	Assessment Matrix
	5. *Geometry End-of-Course Assessment (EOC)*		
	The following data shall be considered for schools with students taking the Geometry EOC.		
1	☐ Students scoring at Achievement Level 3	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above AchievementLevel 4	DecisionED/DW	Assessment Matrix

Goal 3 to support target(s): • **to increase students scoring at or above level 3 from 55% to 65%**	Narrative
Possible Data Sources to Measure Goal 3: • **Math FCAT scores** • **Summative/Formative assessments** • **District Common Assessment**	DecisionED/DW

Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)	2012-13 Actuals		2013-14 Targets	
1. Math FCAT Scores	#	%	#	%
	177	55	210	65
2. Evidence of proficiency of standards	n/a	n/a	#	80%

		#	%	#	100%
	3. Increase in Common Assessment scores across the three cycles	#	%	#	100%
	Action Plans (strategies) to Accomplish Goal 3 (reduce or eliminate barriers)				
	Action 1- Ensure Common Core Math Standards are implemented with fidelity	Narrative			
	Action 2- Increase use of manipulatives in math instruction aligned with common core instruction and differentiation	Narrative			
	Action 3- Increase use of literacy in math	Narrative			
	Action 4- Implement the use of math journals	Narrative			
	Plan to Implement Action 1: Ongoing Professional Development in CCSS implementation, weekly glance at lessons plans uploaded to server, and walk thru by administration	Narrative			
	Plan to Implement Action 2: Purchase needed math manipulatives based on needs of students	Narrative			
	Plan to Implement Action 3: Purchase needed math literature	Narrative			
	Plan to Implement Action 4: Provide teacher training on the use of math journals	Narrative			
	D. Area 4: Science				
	1. *Elementary and Middle School Science*				
	The following data shall be considered by elementary and middle schools.				
	a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)			Assessment Matrix	
1	30% Students scoring at Achievement Level 3	DecisionED/DW		Assessment Matrix	
1	19% Students scoring at or above Achievement Level 4	DecisionED/DW		Assessment Matrix	
	b) Florida Alternate Assessment (FAA)				
1	N/A	DecisionED/DW		Assessment Matrix	
1	N/A	DecisionED/DW		Assessment Matrix	

	2. *High School Science*		
	The following data shall be considered by high schools.		
	a) *Florida Alternate Assessment (FAA)*		
1	☐ Students scoring at Levels 4, 5, and 6	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above Level 7	DecisionED/DW	Assessment Matrix
	3. *Biology 1 End-of-Course Assessment (EOC)*		
	The following data shall be considered for schools with students taking the Biology 1 EOC.		
1	☐ Students scoring at Achievement Level 3	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above Achievement Level 4	DecisionED/DW	Assessment Matrix
	E. Area 5: Science, Technology, Engineering, and Mathematics (STEM)		
1	☐ # of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	Narrative	Standard 3-3.12: Teaching and Assessing for Learning
1	☐ Participation in STEM-related experiences provided for students	Narrative	Standard 3-3.1: Teaching and Assessing for Learning
	The following data shall be considered by high schools.		
1	☐ Students enrolling in one or more *accelerated* STEM-related courses	DecisionED/DW	Assessment Matrix
1	☐ Completion rate (%) for students enrolled in *accelerated* STEM-related courses	DecisionED/DW	Assessment Matrix
1	☐ Students taking one or more *advanced placement* exams for STEM-related courses	DecisionED/DW	Assessment Matrix
1	☐ Passing rate (%) for students who take advanced placement exams for STEM-related courses	DecisionED/DW	Assessment Matrix
1	☐ CTE-STEM program concentrators	DecisionED/DW	Assessment Matrix
1	☐ Students taking CTE-STEM industry certification exams	DecisionED/DW	Assessment Matrix
1	☐ Passing rate (%) for students who take CTE-STEM industry certification exams	DecisionED/DW	Assessment Matrix

		2012-13 Actuals		2013-14 Targets	
Goal 4 to support target(s): • **to increase students scoring at or above level 3 from 52% to 60%**					
Possible Data Sources to Measure Goal 4: • **Science FCAT scores** • **Formative/Summative Classroom assessments** • **District Common Assessment**	DecisionED/DW				
Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)		**2012-13 Actuals**		**2013-14 Targets**	
1. **FCAT Science Scores**		**#** **37**	**%** **52**	**#** **58**	**%** **60**
2. **Evidence of key science concepts through the 5 E's through weekly checks**		**n/a**	**n/a**	**#**	**90%**
3. **Increase of common assessment scores**		**n/a**	**n/a**		**100%**
Action Plans (strategies) to Accomplish Goal 3 (reduce or eliminate barriers)					
Action 1- Ensure Implementation of Common Core State Standards in Science with fidelity					
Action 2- Implement use of science journals					
Plan to Implement Action 1: Ongoing Professional Development in CCSS implementation, weekly glance at lessons plans uploaded to server, and walk thru by administration					
Plan to Implement Action 2: Provide professional development in the use of science journals					
The following data shall be considered by middle and high schools.					
☐ Students enrolling in one or more CTE courses	DecisionED/DW				
☐ Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	DecisionED/DW				
☐ Completion rate (%) for CTE students enrolled in *accelerated* courses	DecisionED/DW	Assessment Matrix			

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

		#		%	
2.					
3.		#	%	#	%
Action Plans (strategies) to Accomplish Goal 3 (reduce or eliminate barriers)				#	%
Action 1-				#	%
Action 2-					
Action 3-					
Action 4-					
Plan to Implement Action 1:					
Plan to Implement Action 2:					
Plan to Implement Action 3:					
Plan to Implement Action 4:					
H. Area 8: Early Warning Systems					
1. *Attendance*					
3	☐ Students tardy 10 percent or more, as defined by district attendance policy	DecisionED/DW		Standard 5-5.2 Using Results for Continuous Improvement	
3	**131/777 Students absent 10 percent or more, as defined by district attendance policy**	DecisionED/DW		Standard 5-5.2 Using Results for Continuous Improvement	
	2. *Suspension*				
3	**64 Students with one or more referrals**	DecisionED/DW		Standard 5: Using Results for Continuous Improvement	
3	**9 Students with five or more referrals**	DecisionED/DW		Standard 5: Using Results for Continuous Improvement	
3	**18 Students with one or more in-school suspension days, as defined in s.1003.01(5)(b), F.S.**	DecisionED/DW		Standard 5: Using Results for Continuous Improvement	
3	☐ Students with five or more in-school suspension days, as defined in s.1003.01(5)(b), F.S. **None**	DecisionED/DW		Standard 5: Using Results for Continuous Improvement	

3	8 Students with one or more out-of-school suspension days, as defined in s.1003.01(5)(a), F.S.	DecisionED/DW	**Standard 5: Using Results for Continuous Improvement**
3	☐ Students with five or more out-of-school suspension days, as defined in s.1003.01(5)(a), F.S. **None**	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
3	☐ Students with ten or more in-school or out-of-school suspension days **None**	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
3	☐ Students referred for alternative school placement**None**	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
3	☐ Students expelled**None**	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
	3. *Retention*		
1	☐ Students retained	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
1	☐ Students with one or more course failures on first attempt in core-curricula courses, as defined in s. 1003.01(14), F.S.	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
1	o Students in 3rd grade with one or more course failures on first attempt in core-curricula courses - **8**	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
1	☐ Students off track for graduation based on credits required to date for their cohort	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
	4. *Dropout Prevention*		
	The following data shall be considered by high schools, per Section 1003.53, F.S. If a school has significantly lower graduation rates for a subgroup when compared to the state's graduation rate, that school's improvement plan is required to include strategies for improving these results, pursuant to Section 1001.42(18), F.S. Graduation rates for the state, district, and school by subgroup are available in the AMO Outcomes Report at http://schoolgrades.fldoe.org/.	DecisionED/DW assuming drop out codes are W22 and w15	
1	☐ Students dropping out of school, as defined in s.1003.01(9), F.S.	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
1	☐ Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	DecisionED/DW	Standard 5: Using Results for Continuous Improvement

1	☐ Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
1	☐ Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
	I. Area 9: Parent Involvement		
	Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, Codified at 20 U.S.C. § 6314(b).	Narrative	
3,4	Consider the level of parental involvement at your school (this may include, but is not limited to, number of parent engagement opportunities offered in the school year; average number of parents in attendance at parent engagement opportunities; percent of parents who participated in parent engagement opportunities; percent of students in lowest performing quartile or subgroups not meeting AMOs whose parent(s) participated in one or more parent engagement opportunities). **This section's requirements will be met in our PIP which is due September 13, 2013.**		
	J. Area 10: Additional Targets		
1-5	This section is optional and may be used as needed for data targets in areas not already addressed in the SIP. Insert Goal Cells (e.g., under Social Sciences for Goal 5) as needed.		
	K. Problem-Solving		
1-5	Based on the targets set for your school in each required Area, engage in a problem-solving process using the following questions. Goals shall specifically address any subgroup not meeting its AMO targets for 2012-2013. The special needs of subgroups not addressed in the AMO report (e.g., migrant, homeless, neglected and delinquent) shall also be considered during this process. Operational data such as climate surveys and classroom walkthroughs may also be used as available and relevant.	Narrative	
1-5	☐ Step 1: Identify goal(s) to help you achieve your targets. Select one or more Areas each goal addresses. • **Decrease achievement gap by 5% from the 2012-2013 school year to current school year**	Narrative	
1-5	☐ Step 2: Brainstorm barriers that could prevent the school from achieving each goal. • **Lack of knowledge on how to differentiate instruction through reading, writing, math and science** • **Lack of consistent running records in the intermediate grades**	Narrative	
1-5	☐ Step 3: Prioritize targeted barriers based on alterable elements of curriculum, instruction, environment, and organizational systems (e.g., those which have the most impact on the goal if removed or are immediately	Narrative	

	actionable). • **Provide immediate training on running records and opportunity for PLC to conduct data chats to prioritize the data and make action steps to differentiate instruction across the contents**		
1-5	☐ Step 4: Brainstorm which resources are available that could be used to address each targeted barrier. • **Literacy Coach** • **AP** • **Pinellas County Moodle Site for outside professional development** • **In-Staff teachers to provide modeling and support**	Narrative	
1-5	☐ Step 5: Brainstorm and prioritize strategies that could be used to eliminate or reduce each targeted barrier. • **Provide professional development through coaching model (Pattie Layton)** • **Initiate before and after school PD (calendar set up in coordination with reading coach and AP** • **Observation and feedback by AP (begin week 2)** • **Create a learning day/s for staff to staff observations (Early Oct. and Feb) created by AP with SBLT**	Narrative	
1-5	☐ Step 6: Identify action steps (including who, what, where, when) that will need to be taken to implement the identified strategies. • **Step 1: Within the first 2 weeks the reading coach will conduct a needs assessment to identify professional development needed by individuals, grade levels and whole school.** • **Step 2: Reading Coach will meet with grade level teams once a month to provide the needed PD.** • **Step 3: Reading Coach will then set up a calendar to model and move through the coaching cycle with individual teachers.** • **Step 4: In coordination with SBLT, walk thru data, and the literacy coach's cycle of work, model classrooms will be determined and set up for an observation time/day. This observation day will be set up by the AP.** • **Step 5: Feedback forms including key points of what teachers learned and will try back in their own classrooms will be collected after these observation times/days** • **Step 6: AP or Reading Coach will follow up with individual teachers to observe a lesson planned from their observation from peer.**	Narrative	
1-5	☐ Step 7: Determine how strategies will be monitored for effectiveness and fidelity of implementation (including who, what, where, when). • **Walk through data (AP and Principal): Form designed by administration and shared during weekly administrative meetings. Feedback given to grade levels once per week** • **Observation feedback (literacy coach) debriefing/log given to administration** • **Data Chats during PLCs (facilitated by SBLT) for cycle 1, 2 and 3** • **On-going throughout the year**	Narrative	
1-5	☐ Step 8: Determine how progress towards each goal will be monitored (including who, what, where, when). • **Profiles of running records completed by end of September and compiled by Reading Coach and MTSS Coach. SBLT will review data bi-monthly**	Narrative	

	• **Debrief of observations from AP, Principal and Literacy Coach through the LLT**		
	Part III: Professional Development		
	For all professional development identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information for each activity.	Narrative	
1-5	☐ Related goal: **Reading**	Narrative	
	☐ Topic, focus, and content: **Literacy Notebooks**	Narrative	
	☐ Facilitator or leader: **Literacy Coach**	Narrative	
	☐**Participants (e.g., Professional Learning Community, grade level, school-wide): school-wide**	Narrative	
	☐ Target dates or schedule **(e.g., professional development day, once a month): Professional development days**	Narrative	
	☐ Strategies for follow-up and monitoring: **walkthroughs and PLCs**	Narrative	
	☐ Person responsible for monitoring **Literacy Coach and AP**	Narrative	
1-5	☐Related goal : **Reading**	Narrative	
	☐ Topic, focus, and content: **Running Records**	Narrative	
	☐ Facilitator or leader: **Literacy Coach**	Narrative	
	☐ Participants (e.g., Professional Learning Community, grade level, school-wide): **grade level**	Narrative	
	☐Target dates or schedule (e.g., professional development day, once a month): **on-going through PLCs and on a PD calendar as needed**	Narrative	
	☐ Strategies for follow-up and monitoring: **collection of Running Record data by AP- 3 times per year to track growth and bring students names to SBLT who are not making gains**	Narrative	
1-5	☐ Related goal **Math and Science**		
	☐ Topic, focus, and content:**Journals**		
	☐ Facilitator or leader:**Learning Cadre members**		

	☐ Participants (e.g., Professional Learning Community, grade level, school wide): **grade level : Grade Level and Professional Learning Days**		
	☐ Target dates or schedule (e.g., professional development day, once a month):**on-going through PLCs and on a PD calendar as needed**		
	☐ Person responsible for monitoring	Narrative	
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. **Professional Development to increase academic achievement of students is paid in part from Title 1, Part A and Title II. Title II supports professional development for content areas, common core, leadership development and early career teachers.** **At Lynch, Title III funds provide educational resources and support services to improve the education of our English Language Learners. Bilingual translators provide assistance with parent workshops, and dissemination of information in Serbo-Croatian and Spanish for our school. There is also an ESOL webpage that our parents can access for resources and information.** **Support is also provided for teachers to give them options to complete their ESOL endorsement. SAI funds provide extended learning opportunities for students during the school year and during the summer. SAI funds are also used in conjunction with Title 1, Part A funds, to provide ongoing instructional support for teachers through professional development by highly skilled content area specialist and staff developers.** **Since we have a 74% poverty rate, Title I and Food services also collaborated to implement free lunch and breakfast for all of our students at Lynch during the school year and during extended year/summer programs.**	Narrative	
	Part V: Budget		
	Based on the strategies identified during the problem-solving process, create a budget for each school-funded activity including:	Narrative	
4	☐ Related goal **High-quality and Ongoing Professional Development, Increase Parent Involvement, Timely and Additional Assistance to Students Having Difficulty Mastering the Standards, Teacher Participation in Making Assessment Decisions**	Narrative	

4	☐ Strategy - **Professional Development will focus on planning and development of the Common Core Standards across the curriculum.** **-Tier 2 and Tier 3 students will be identified for intervention support and monitored weekly and/or bi-weekly.** **-Hourly teachers will provide Tier 2 and 3 students with daily intensive instruction on small group or one on one.** **-Extended Learning and enrichment activities will be provided for students throughout the year.** **-Kindle Take Home Program for Tier 3 students** **-Collaborative data analysis time and planning time for grade level teams.**	Narrative	
4	☐ Type of resource(i.e., evidence-based programs or materials, professional development, technology, or other) **Professional Development, technology, Intervention Materials, MTSS Coach, Reading Coach, Hourly Teachers**	Narrative	
4	☐ Description of resources **-Teacher Stipends for After School Computer Lab, Math Club, and Reading Club** **-Kindles/Apps** **-MTSS Coach** **-Reading Coach** **-Hourly Teachers**	Narrative	
4	☐ Funding source **-Title 1 Funds**	Narrative	
4	☐ Amount needed **$248,000.00**	Narrative	
MOU	**Goals Related to Bradley-MOU and/or Additional Goals:**	2012-2013	2013-2014 Goals
	Goal # to support target (s): Increase reading and math levels of African American students	41.7% level 3 or higher in math 50% level 3 or higher in reading	Goal: 50% level 3 or higher in math Goal: 56% level 3 or higher in reading
	Possible Data Sources to Measure Goal 5: **FCAT Reading and Math Scores**		

	Common Assessment Data in Math **Running Records** **FAIR**		
	Data Indicator(s) – corresponding to goal 1. **FCAT Math and Reading scores**		
	2. **Increase Common Assessment Scores across 3 cycles**		80% increasing scores from previous data point
	3. **Increase in reading levels on running records**		100% making gains in levels
	4. **Increase FAIR PRS and Comprehension scores**		80% increasing scores from previous data point
	Action Plans (strategies) to accomplish Goal # (reduce or eliminate barriers)		
	Action 1-Disaggregate African American students data in all data presentations and data chats		
	Action 2-Initiate a 5000 Role Models program		
	Action 3-Create a check in check out mentor program amongst the staff members for all African American students (Grades 3-5)		
	Plan to Implement Action 1: Data manager/MTSS coach and principal will review and disaggregate and present data of African American students to the staff and stakeholders.		
	Plan to Implement Action 2: Identify students and send letter of invitation to parents. Identify mentors and start date of Role Models program. Select appropriate curriculum for group meetings.		
	Plan to Implement Action 3: Match African American students to staff members by end September and review process at SBLT		
	Part VI: Mid-Year Reflection		
	This section is to be completed after mid-year assessment data is available. Reflect on the plan created through the problem-solving process at the beginning of the year and answer the following questions for each created in Part IIK.		

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