|  |  |  |  |
| --- | --- | --- | --- |
| **District VMV****Goals** | **School Improvement Information** | **Data & Information Sources** | **AdvancED** |
|   | **Part I: Current School Status** |   |   |
|  | **A. School Information** |  |  |
|   |  School- Sawgrass Lake Elementary | Narrative |   |
|   |  Principal’s name- Jean Charles-Marks | Narrative |   |
|   |  School Advisory Council chair’s name- Bill Shane | Narrative |   |
|   | **Pinellas County School District** |  |   |
|  | **Michael A. Grego Ed.D.,** Superintendent |  |  |
|   | **September 23, 2014,** Date of school board approval of SIP  |  |   |
|  | 1. **School’s Vision and Mission**
 |  |  |
| Vision  | a. **Provide the School’s Vision Statement-** 100% Student Success | Narrative | Standard 1-1.1, 1.2: Purpose |
| Mission | b. **Provide the School’s Mission Statement-** The mission of Sawgrass Lake Elementary is to educate, nurture and inspire our students and staff to attain their goals each year as they become life-long learners prepared for tomorrow’s world. | Narrative | Standard 1-1.2: Purpose |
|  Values | **Values (DOE School Environment)-** Commitment to Children Families and the Community,Respectful and caring relationships,Cultural competence,Integrity, Responsibility, Connectedness | Narrative | Standard 1-1.3: Purpose |
| DOE | * 1. Describe the process by which the school learns about students’ cultures and builds relationships between teachers and students. Sawgrass Lake has a Multicultural Committee that meets regularly to discuss students’ cultures and how we can best meet their needs.
 | Narrative |  |
| DOE | * 1. Describe how the school creates an environment where students feel safe and respected before, during and after school. Sawgrass Lake has developed a Crisis plan that deals with student safety. We also have a bullying plan in place to allow all students to feel safe and respected at all times on campus. Sawgrass has implemented a School Wide Behavior Plan focusing on 3 key rules: Respect, Responsibility and Safety. Students who display these qualities will earn tickets for their class. When classes earn specific amounts, they are rewarded. Sawgrass uses a common language throughout the campus, in all areas of the school. Signs are posted in key areas to remind students of the expectations in those areas (bathrooms, media center, hallways, cafeteria).
 | Narrative |  |
| DOE | * 1. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations and training for school personnel to ensure the system is fairly and consistently enforced. Sawgrass Lake has developed a School Wide Behavior Plan that focuses on positive behaviors in all areas of the school. Students are given tickets and classes are rewarded for following school wide rules. Training for our SWBP will be given to staff during preschool trainings.
 | Narrative |  |
| LEGIS | * 1. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services. Sawgrass Lake has a full time Guidance Counselor that works to meet the social-emotional needs of all students on campus.
 | Narrative |  |
|   | **B. School Advisory Council (SAC)**  |   |   |
| DOE | **Membership**1. Identify the name and stakeholder group for each member of the SAC.

|  |  |  |
| --- | --- | --- |
| Jean | Charles-Marks | Administrator |
| William  | Shane | Teacher |
| Rachelle | Blanco | Teacher |
| Marquetta  | Rich | Support |
| Harrittee | Bauford | Support |
| Maria | Rosario | Support |
| Michelle | Mason | Parent |
| Vickie | Cote | Parent |
| Brenda | Isley | Parent |
| Dalila | Ray | Parent |
| Jessa | Paoli | Parent |
| Sandy | Jeffers | Parent |
| Ann | Hood | Parent |

 | Narrative | Standard 2-2.4, 2.5: Governance and Leadership |
| DOE | 1. Evaluation of last year’s school improvement plan- Approved
 |  |  |
| DOE | 1. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project. SIP were used to support the initiatives taken to implement professional development in the Common Core State Standards.
 |  |  |
|  3DOE | 1. Describe the involvement of the SAC in the development of this school improvement plan.- Members of the SAC assisted in the development and writing of the SIP.
 |  |  |
|  3DOE | 1. Describe the activities of the SAC for the upcoming school year.- Sawgrass Lake Elementary SAC will monitor the implementation of the School Improvement Plan. SAC will assist in educating families about the Common Core State Standards. They will monitor family involvement activities for alignment
 | Narrative |   |
|  4DOE | 1. Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school’s annual budget and plan.

SIP funds will support the initiatives taken to implement professional development in the Common Core State Standards | Narrative |   |
|  3Legist | 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. If no, describe the measures being taken to comply with SAC requirements. | Narrative |   |
| All | **C. Leadership Team** |  |  |
|  All | **Membership** |  |  |
|  | 1. Identify the name, email address and position title for each member of the school leadership team and their dutiesThe school based MTSS leadership team includes Jean Charles-Marks, Principal- Charles-marksj@pcsb.org, Richard Knight-Assistant Principal- knightri@pcsb.org, Melissa Leech-School Counselor- Leechm@pcsb.org, Audra Walsh-School Psychologist- walsha@pcsb.org, Marty Lopez-School Social Worker- lopezm@pcsb.org, Anne Lopez-Behavior Specialis- lopeza@pcsb.orgt, Ann Lewis-Media Specialist and Tech.- lewisa@pcsb.org, Robin McManaway-Diagnostician- mcmanawayr@pcsb.org.Principal and Assistant Principal: Facilitate team discussions. Provide a common vision for the use of data-based decision making. Ensure the provision of professional development to support MTSS implementation. Psychologist, Diagnostician, Social Worker, Behavior Specialist, Media Specialist/Tech: Work with SBLT to identify students in need of additional interventions. Help to design these interventions, support teachers implementing the interventions, and insure fidelity.School Counselor: Coordinate Tier 3 intervention conference es. Ensure compliance with district requirements. Organize Tier 2 and Tier 3 progress monitoring data. |  |  |
|  3 | For each of your school’s administrators (principal and all assistant principals), complete the following fields: |  | Executive Summary: Section 1 |
|   | a) Name- Jean Charles-Marks- PrincipalRichard F. Knight, Jr.- Assistant Principal | Narrative | Executive Summary: Section 1 |
|  3 | b) Credentials (degrees and certifications)Jean Charles-Marks- Educational LeadershipRichard F. Knight, Jr.- Educational Leadership | Narrative | Executive Summary: Section 1 |
|  3 | c) Number of years as an administratorJean Charles-Marks-18Richard F. Knight, Jr.- 4 | Narrative | Executive Summary: Section 1 |
|  3 | d) Number of years at the current school;Jean Charles-Marks- 15Richard F. Knight, Jr.- 2 | Narrative | Executive Summary: Section 1 |
|  |  |  |  |
|  DOE | **D. Public and Collaborative Teaching** |   | Executive Summary: Section 1 |
|  | 1. **Instructional**
 |  |  |
|   | a) # of instructional employees- 62 | DecisionEd/DW | Executive Summary: Section 1 |
|  3 | b) % receiving effective rating or higher- 100% | Narrative |   |
| 3 | c) % Highly Qualified Teacher (HQT), as defined in NCLB through a High, Objective, Uniform State Standard of Evaluation (HOUSSE)- 100% | Narrative | Executive Summary: Section 1 |
|   | d) % certified in-field, pursuant to Section 1012.2315(2), F.S.- 100% | Narrative | Executive Summary: Section 1 |
|  2 | e) % ESOL endorsed- 40% | DecisonED/DW | Executive Summary: Section 1 |
|  2 | f) % reading endorsed- 10% | DecisionED/DW | Executive Summary: Section 1 |
|  3 | g) % with advanced degrees- 35% | DecisionED/DW | Executive Summary: Section 1 |
|  3 | h) % National Board Certified- 6% | DecisionED/DW | Executive Summary: Section 1 |
|   | i) % first-year teachers- 3% | DecisionED/DW | Executive Summary: Section 1 |
|   | j) % with 1-5 years of experience- 20% | DecisionED/DW | Executive Summary: Section 1 |
|   | k) % with 6-14 years of experience- 36% | DecisionED/DW | Executive Summary: Section 1 |
|   | l) % with 15 or more years of experience- 45% | DecisionED/DW | Executive Summary: Section 1 |
|  2,4 | 2. ***Paraprofessionals*** |   | Executive Summary: Section 1 |
|   | a) # of paraprofessionals- N/A | Narrative | Executive Summary: Section 1 |
|   | b) % Highly Qualified Teacher, as defined in NCLB through a High, Objective, Uniform State Standard of Evaluation (HOUSSE)- N/A | Narrative | Executive Summary: Section 1 |
|  3 | 3. ***Teacher Recruitment and Retention Strategies*** |   |   |
|  3 LEGIS | a) Describe your school’s strategies to recruit, develop, and retain highly qualified, certified-in-field, effective teachers to the school- Positions posted, highly qualified staff meet and interview candidates, thorough background, work history, conduct, and education.  | Narrative | Standard 2: Governance and Leadership |
| 3 LEGIS | b) Describe the school’s strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.- Teachers participate in weekly PLC’s where all grade levels meet in the library to plan with their grade as well as meet with other grade levels. |  |  |
|  3 | 4. ***Teacher Mentoring Program/Plan*** |   |   |
|  3 DOE | 1. Describe your school’s teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities- All teachers new to Sawgrass are paired with an experienced teacher in the same grade level as a mentor teacher. New teachers are supported by colleagues at weekly PLC meetings.
 | 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 analyze data in order to identify student achievement trends and groups in need of intervention. The team makes decisions that determine the allocation of school resources. All school resources (personnel, materials, curriculum, etc.) are used to support the achievement of all students as outlined in the School Improvement Plan. | Narrative | Standard 3-3.7: Teaching and Assessing for Learning  |
|  4 | 2. Identify the names and position titles of the members of your school-based leadership team for MTSS. What is the function and responsibility of each team member as it relates to MTSS and the SIP?The school based MTSS leadership team includes Jean Charles-Marks, Principal, Richard Knight-Assistant Principal, Melissa Leech-School Counselor, Audra Walsh-School Psychologist, Marty Lopez-School Social Worker, Anne Lopez-Behavior Specialist, Ann Lewis-Media Specialist and Tech., Robin McManaway-Diagnostician.Principal and Assistant Principal: Facilitate team discussions. Provide a common vision for the use of data-based decision making. Ensure the provision of professional development to support MTSS implementation. Psychologist, Diagnostician, Social Worker, Behavior Specialist, Media Specialist/Tech: Work with SBLT to identify students in need of additional interventions. Help to design these interventions, support teachers implementing the interventions, and insure fidelity.School Counselor: Coordinate Tier 3 intervention conference es. Ensure compliance with district requirements. Organize Tier 2 and Tier 3 progress monitoring data. | Narrative | Standard 2-2.4: Governance and Leadership |
|  4 | 3. Describe the systems in place that the leadership team uses to monitor the school’s MTSS and SIP- The SBLT will meet every three weeks on Friday at 1:00pm. The team will review and analyze data from the School wide assessments to make decisions regarding curriculum, instruction, group and individual interventions. The team will also develop a resource map of interventions and strategies currently available at Sawgrass Lake Elementary. The team will also be responsible for training the staff in the implementation of MTSS. | Narrative | Standard 2-2.3,2.4: Governance and Leadership |
|  5 | 4. Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance).- Grade level formative and summative assessments, running records and FAIR will be reviewed throughout the year to determine students in need of intervention.The team will also compile a data base of students in the Tier 2 and Tier 3 levels of support.Frequency of ongoing progress monitoring-Tier 2-Every 2 weeks, Tier 3 every weekPerformance Matters, EDS, and PMRN will be used to monitor students’ achievement with core curriculum. | Narrative | Standard 5-5.1, 5.2, 5.3, 5.4: Using Results for Continuous Improvement |
|  4,5 | 5. Describe the plan to support staff’s understanding of MTSS and build capacity in data-based problem solving.The staff at Sawgrass Lake Elementary receives ongoing training on MTSS at staff meetings and grade level PLC meetings. Our SBLT will provide individual guidance for those teachers that need assistance. In addition; teachers will develop a behavior management plan that includes positive behavior supports. | Narrative | Standard 3-3.11, 3.12: Teaching and Assessing for Learning Standard 5-5.3:Using Results for Continuous Improvement |
| DOE | **E.** Ambitious Instruction and Learning |  |  |
|  | 1. Instructional Programs and Strategiesa. Instructional Programs* 1. Describe how the school ensures its core instructional programs and materials are aligned to the Florida Standards. Sawgrass Lake uses core instructional programs and curriculum guides provided by the district. Teachers have taken professional development on Florida Standards.
 |  |  |
|  | 1. Instructional Strategies
	1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments. – Sawgrass Lake staff use data on a daily basis to differentiate instruction during all core areas of instruction. Data is used to develop small reading and math groups during intervention times to instruct students based on their needs.
 |  |  |
|  | * 1. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:
1. Strategy type and description- ELP, STEM, Computer Lab
2. Strategy purpose and rationale- To extend the learning day and provide additional instruction for students to provide additional assistance to struggling students and additional learning for students who are high performing.
3. Number of minutes added to the school year 60 minutes 2 times a week
4. Person(s) responsible for monitoring implementation of the strategy- Assistant Principal, Principal
5. Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy- Data collected will be based on the program being used. Students receiving additional assistance will have data based on their need during the course such as Running Records and Comprehension skills. Students who are high performing or in the STEM program will have data based on the subject being taught at the time. The effectiveness will be determined based on the results of the data.
 | Narrative | Standard 3-3.1, 3.12: Teaching and Assessing for Learning  |
|  | Student Transition and Readiness* 1. PreK-12 Transition
		1. Describe strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.- Teachers meet with other grade levels to discuss needs and students are prepared for the upcoming grade level by using the information that is gathered during these meetings.
 | Narrative | Standard 3-3.1 thru 3.7: Teaching and Assessing for Learning  |
|  | This section is required for secondary schools. |  |  |
| 1LEGIS | College and Career Readiness1. Describe the strategies the school uses to support college and career awareness.
 | Narrative | Standard 3-3.5: Teaching and Assessing for Learning  |
|  | Describe how the school integrates vocational and technical education programs. |  |  |
|  1LEGIS | 1. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report, as required by section 1008.37(4), F.S.
 | Narrative |  |
|   | **F. Literacy Leadership Team (LLT)**  |  |   |
|  2 | 1. 1. Identify the name, email address and positions titles of the members of your school-based LLT in accordance with Rule 6A-6.053(3), F.A.C.

Erika Acklin-teacher- ackline@pcsb.orgAnn Lewis- teacher- lewisa@pcsb.orgJean Marks- Principal- Charles-marksj@pcsb.orgRichard Knight- Assistant Principal- knightri@pcsb.org1. Krista Kelleher- teacher – kelleherk@pcsb.org
 | Narrative | Executive Summary: Section 1 |
|  2 | 1. 2. Describe how the school-based LLT promotes literacy within the school.
2. Team meets bi-monthly as a subgroup of school-wide LLC.
 | Narrative | Executive Summary: Section 1 |
|  2 | 3. What will be the major initiatives of the LLT this year?Reviewing data and monitoring reading scores and strategies used in classrooms. | Narrative | Standard 3-3.1 thru 3.7: Teaching and Assessing for Learning  |
|  1,2 | **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. |   |   |
|  1,2 | 1. Describe how the school ensures every teacher contributes to the reading improvement of every student. N/A | Narrative | Standard 3-3.1 thru 3.7: Teaching and Assessing for Learning  |
|   | **Part II: Expected Improvements or Needs Assessment (Step Zero)** |   |   |
|   | For each data point below, unless otherwise directed list the current year status (number and percentage) and the target (percentage) for next year. These are schoolwide data, not disaggregated by grade level. FAA and CELLA data shall be considered by schools with 10 or more students taking the assessment.Schools are required to review performance and early warning systems data in order to develop strategic goals and associated data targets (SMART goals) for the coming school year in context of the school’s greatest strengths and needs. This path of inquiry is referred to as “Step Zero” as it is the pre-work necessary to prepare for the 8-step planning and problem-solving process, which is captured in Section K. |
|   | **A. Area 1: Reading** |   |   |
|   | *a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)* |   |   |
|  1 |  Students scoring at Achievement Level 3- 25.4% | DecisionED/DW | Assessment Matrix |
|  1 |  Students scoring at or above Achievement Level 4- 31.9% | DecisionED/DW | Assessment Matrix |
|   | *b) Florida Alternate Assessment (FAA)* |   | Assessment Matrix |
|  1 |  Students scoring at Levels 4, 5, and 6- 57.1% | DecisionED/DW | Assessment Matrix |
|  1 |  Students scoring at or above Level 7- 0% | DecisionED/DW | Assessment Matrix |
|   | *c) Learning Gains* |   |   |
|  1 |  Students making learning gains (FCAT 2.0 and FAA)- FCAT 125 (38.7%), FAA 1 (14.3%) | DecisionED/DW FCAT 2.0 only | Assessment Matrix |
|  1 |  Students in lowest 25% making learning gains (FCAT 2.0)- 71 | DecisionED/DW | Assessment Matrix |
|   | *d) Comprehensive English Language Learning Assessment (CELLA)* |   |   |
|  1 |  Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)- 30 (41.7%) | DecisionED/DW | Assessment Matrix |
|  1 |  Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)- 16 (22.5%) | DecisionED/DW | Assessment Matrix |
|  1 |  Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)- 17 (23.6%) | DecisionED/DW | Assessment Matrix |
|   | *e) Annual Measurable Objectives (AMOs)* |   |   |
|  1 |  Student subgroups (i.e., American Indian, Asian, black, Hispanic, white, English language learners, students with disabilities, and economically disadvantaged) scoring at level 3 or higher on FCAT 2.0, or scoring at level 4 or higher on the FAA- 2014 Earned Expected 2015 2016 2017Asian- 8 (80%) 83 85 88 Black- 26 (42.6%) 67 71 76Hispanic- 26 (57.8%) 64 69 73White- 116 (59.8%) 76 79 82ESE- 3 (12.5%) 54 60 66LEP- 3 (12%) 55 61 67ED- 98 (47.6%) 69 73 77 | 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):** Students in grades 3-5 will improve their level of performance on the state assessment from 58% meeting or exceeding expectation (on the FCAT) to 70% meeting or exceeding expectation on the 2014-2015 Florida State Assessment through the use of researched based curriculum, rigorous assignments and high yield strategies to increase scores. Progress will be monitored through the use of ELA, FAIR, 3rd grade portfolio assessments and classroom formative assessments. ELA, FAIR and 3rd grade portfolio assessments will be given based on the district calendar. Classroom formative assessments will be given on a biweekly basis. Progress will be monitored and reviewed by the SBLT team. All African American students will be taught a goal setting protocol for monitoring their achievement through the use of our monitored-mentoring program.  All identified African American students that have scored below a level 3 on the state assessment are assigned a monitor who sees the student weekly and fills out a Likert scale 1-5 in 5 school success categories with the help of the teacher.School success categories are;Classwork completed Engaged/ on- task HomeworkAttitudeBehavior-- measured by responses in agendas—ie, all days indicated to be successful are worth a point on the Likert scale, 3 days of “greens” for example is 3 points in that category | Narrative |  |
|  | **Possible Data Sources to Measure Goal 1**:ELA, FAIR, State Assessments | NarrativeDecisionED |  |
|  | **Data Indicator(s) –corresponding to SIP Part II A-J (SIP Targets)**1.FAIR | **2012-13**Actuals | **2013-14 Targets** |
| **#** | **%** | **#** | **%** |
| 2. Running Records | **#** | **%** | # | % |
| 3. State Assessment | **#** | **%** | **#** | **%** |
|   | **Action Plans (strategies) to Accomplish Goal 1 (reduce or eliminate barriers)**  |   |   |
|  | **Action 1- Set and communicate a purpose for learning and learning goals in each lesson-** Following the specifications of the District Created Module and specifically teaching and reviewing the Learning Goals. | Narrative |  |
|  | **Action 2- Implement High Yield Instructional Strategies-** LLC training, planning and implementation; DBQ strategy implementation; “Training Tuesday” Instructional Strategy training;  | Narrative |  |
|  | **Action 3-** **Increase instructional rigor**- LLC training, planning and implementation; DBQ strategy implementation; “Training Tuesday” Instructional Strategy training;  | Narrative |  |
|  | **Action 4- Differentiate instruction-** Teacher’s College Reading and Writing project for Language Arts instruction K-5 | Narrative |  |
|  | **Plan to Implement Action 1:Determine lesson is aligned with a course standard or benchmark and to the district/school pacing guide-** Model from District Created Module | Narrative |  |
|  | **Plan to Implement Action 2: Determine lesson begins with a discussion of desired outcomes and learning goals-** Reviewing posted Learning Goals (I can-Common Core Language) | Narrative |  |
|  | **Plan to Implement Action 3:Determine lesson includes a learning goal/essential question- See above** | Narrative |  |
|  | **Plan to Implement Action 4:Determine lesson includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question-** Model from District Created Module  | Narrative |  |
|  | **B. Area 2: Writing** |   |   |
|   | *a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)* | DecisionED/DW | Assessment Matrix |
|  1 |  Students scoring at or above 3.5- 60 (56.6%) | DecisionED/DW | Assessment Matrix |
|   | *b) Florida Alternate Assessment (FAA)* |   |   |
|  1 |  Students scoring at or above Level 4- N/A | DecisionED/DW | Assessment Matrix |
|  | **Goal 2 to support target(s):** * To increase the percentage of students scoring 3.5 or above from 56.6% to 70% on the Florida State Assessment. We will use rubrics, provide by the district, to evaluate classroom writing samples on a routine basis.

 | Narrative |  |
|  | **Possible Data Sources to Measure Goal 2**:* Weekly writing notebook quantity and quality checks
* Bi-weekly prompted assessments
 | NarrativeDecisionED/DW |  |
|  | **Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)**1. Improvement on the amount of writing they produce each week that is also edited correctly in their notebooks. | **2013-14**Actuals | **2014-15 Targets** |
| **#106** | **56%** | **#** | **70%** |
|  | 2.Improvement on the rubric score for bi-weekly prompted assessments by .5 or more | **#** | **%** | **#** | **%** |
|  | 3.Improvement on mid-year district writing assessments by 10% | # | % | # | % |
|  | **Action Plans (strategies) to Accomplish Goal 2 (reduce or eliminate barriers)**  |   |   |
|  | **Action 1-All 4th grade teachers will be trained in effective instructional techniques for teaching writing** | Narrative |  |
|  | **Action 2- Provide in-class support during writing instruction time** | Narrative |  |
|  | **Action 3- Train all 4th grade teachers in scoring writing** | Narrative |  |
|  | **Action 4- Provide time for 4th grade teachers to study student writing work together** | Narrative |  |
|  | **Plan to Implement Action 1: Provide time for 4th grade teachers to training with district writing coach in effective instructional techniques for teaching writing** | Narrative |  |
|  | **Plan to Implement Action 2: Provide in-class modeling and coaching on a bi-weekly basis with district writing coach during writing instruction time** | Narrative |  |
|  | **Plan to Implement Action 3:Send all 4th grade teachers to district trainings on scoring writing** | Narrative |  |
|  | **Plan to Implement Action 4:Provide stipends to 4th grade teachers to study student work together with a district writing coach** | Narrative |  |
|   | **C. Area 3: Mathematics** |   |   |
|   | 1. ***Elementary and Middle School Mathematics*** |   |   |
|   | The following data shall be considered by elementary and middle schools. |   |   |
|   | *a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)* | DecisionED/DW | Assessment Matrix |
|  1 |  Students scoring at Achievement Level 3- 107 (33.3%) | DecisionED/DW | Assessment Matrix |
|  1 |  Students scoring at or above Achievement Level 4- 79 (24.6%) | DecisionED/DW  | Assessment Matrix |
|   | *b) Florida Alternate Assessment (FAA)* |   |   |
|  1 |  Students scoring at Levels 4, 5, and 6- 1 (14.3%) | DecisionED/DW | Assessment Matrix |
|  1 |  Students scoring at or above Level 7- 0 (0%) | DecisionED/DW | Assessment Matrix |
|   | *c) Learning Gains* |   |   |
|  1 |  Students making learning gains (FCAT 2.0, EOC, and FAA)- 119 (37.1%) | DecisionED/DW FCAT 2.0 only | Assessment Matrix |
|  1 |  Students in lowest 25% making learning gains (FCAT 2.0 and EOC)- 48 | DecisionED/DW FCAT 2.0 only | Assessment Matrix |
|   | *d) Annual Measurable Objectives (AMOs)* |   |   |
|  1 |  Student subgroups (i.e., American Indian, Asian, black, Hispanic, white, English language learners, students with disabilities, and economically disadvantaged) scoring at level 3 or higher on FCAT 2.02014 Earned Expected 2015 2016 2017Asian- 9 (90%) 87 89 91Black- 23 (37.7%) 65 69 74Hispanic- 22 (48.9%) 61 66 71White- 123 (64.1%) 72 76 79ESE- 6 (26.1%) 45 52 59LEP- 4 (16%) 55 61 67ED- 100 (49%) 63 68 73 | 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 Achievement Level 4 | DecisionED/DW | Assessment Matrix |
|  | **Goal 3 to support target(s):** Students in grades 3-5 will improve their level of performance on the state assessment from 59% meeting or exceeding expectation (on the FCAT) to 70% meeting or exceeding expectation on the 2014-2015 Florida State Assessment through the use of researched based curriculum, rigorous assignments and high yield strategies to increase scores. Progress will be monitored through the use of Math Common Assessments and classroom formative assessments. Math Common Assessments will be given based on the district calendar. Classroom formative assessments will be given on a biweekly basis. Progress will be monitored and reviewed by the SBLT team.All African American students will be taught a goal setting protocol for monitoring their achievement through the use of our monitored-mentoring program.  All identified African American students that have scored below a level 3 on the state assessment are assigned a monitor who sees the student weekly and fills out a Likert scale 1-5 in 5 school success categories with the help of the teacher.School success categories are;Classwork completed Engaged/ on- task HomeworkAttitudeBehavior-- measured by responses in agendas—ie, all days indicated to be successful are worth a point on the likert scale, 3 days of “greens” for example is 3 points in that category | Narrative |  |
|  | **Possible Data Sources to Measure Goal 3**:Sawgrass Lake Assessments, FCAT Results, Moodle Unit Assessments | DecisionED/DW |  |
|  | **Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)**1.Rubrics, CPALMS Assessments | **2013-14**Actuals | **2014-15 Targets** |
| **# 186** | **59%** | **#** | **70%** |
|  | 2. | **#** | **%** | **#** | **%** |
|  | 3. | # | % | # | % |
|  | **Action Plans (strategies) to Accomplish Goal 3 (reduce or eliminate barriers)**  |  |  |
|  | **Action 1-Set and communicate a purpose for learning and learning goals in each lesson** | Narrative |  |
|  | **Action 2-Implement High Yield Instructional Strategies** | Narrative |  |
|  | **Action 3-Increase instructional rigor** | Narrative |  |
|  | **Action 4-Differentiate instruction through the use of Soar to Success, Go Math intervention kits and ST Math (through intervention)** | Narrative |  |
|  | **Plan to Implement Action 1:Determine lesson is aligned with a course standard or benchmark and to the district/school pacing guide** | Narrative |  |
|  | **Plan to Implement Action 2: Determine lesson begins with a discussion of desired outcomes and learning goals** | Narrative |  |
|  | **Plan to Implement Action 3:Determine lesson includes a learning goal/essential question** | Narrative |  |
|  | **Plan to Implement Action 4:Determine lesson includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question** | 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 |  Students scoring at Achievement Level 3- 24 (28.9%) | DecisionED/DW | Assessment Matrix |
|  1 |  Students scoring at or above Achievement Level 4- 19 (22.9%) | DecisionED/DW | Assessment Matrix |
|   | *b) Florida Alternate Assessment (FAA)* |   |   |
|  1 |  Students scoring at Levels 4, 5, and 6- 1 (50%) | DecisionED/DW | Assessment Matrix |
|  1 |  Students scoring at or above Level 7- 0 (0%) | 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)- After school STEM program was created and 36 students participated 1 day a week for 10 weeks. | Narrative | Standard 3-3.12: Teaching and Assessing for Learning |
|  1 |  Participation in STEM-related experiences provided for students- 2014-2015 school year will have ongoing STEM classes after school all year. | Narrative | Standard 3-3.1: Teaching and Assessing for Learning |
|   | The following data shall be considered by high schools. |   |   |
|  1 |  Students enrolling in one or more *accelerated* STEM-related courses | DecisionED/DW | Assessment Matrix |
|  1 |  Completion rate (%) for students enrolled in *accelerated* STEM-related courses | DecisionED/DW | Assessment Matrix |
|  1 |  Students taking one or more advanced placement exams for STEM-related courses | DecisionED/DW | Assessment Matrix |
|  1 |  Passing rate (%) for students who take advanced placement exams for STEM-related courses | DecisionED/DW | Assessment Matrix |
|  1 |  CTE-STEM program concentrators | DecisionED/DW | Assessment Matrix |
|  1 |  Students taking CTE-STEM industry certification exams | DecisionED/DW | Assessment Matrix |
|  1 |  Passing rate (%) for students who take CTE-STEM industry certification exams | DecisionED/DW | Assessment Matrix |
|  | **Goal 4 to support target(s):** Students in grades 3-5 will improve their level of performance on the state assessment from 52% meeting or exceeding expectation (on the FCAT) to 70% meeting or exceeding expectation on the 2014-2015 Florida State Assessment through the use of researched based curriculum, rigorous assignments and high yield strategies to increase scores. Progress will be monitored through the use of Science Common Assessments and classroom formative assessments. Science Common Assessments will be given based on the district calendar. Classroom formative assessments will be given on a biweekly basis. Progress will be monitored and reviewed by the SBLT team.All African American students will be taught a goal setting protocol for monitoring their achievement through the use of our monitored-mentoring program.  All identified African American students that have scored below a level 3 on the state assessment are assigned a monitor who sees the student weekly and fills out a Likert scale 1-5 in 5 school success categories with the help of the teacher.School success categories are;Classwork completed Engaged/ on- task HomeworkAttitudeBehavior-- measured by responses in agendas—ie, all days indicated to be successful are worth a point on the likert scale, 3 days of “greens” for example is 3 points in that category |  |  |
|  | **Possible Data Sources to Measure Goal 4**:Common Assessments, State Assessment | DecisionED/DW |  |
|  | **Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)**1.Rubrics | **2013-14**Actuals | **2014-15 Targets** |
| **#43** | **52%** | **#** | **70%** |
|  | 2.Scales | **#** | **%** | **#** | **%** |
|  | 3. | # | % | # | % |
|  | **Action Plans (strategies) to Accomplish Goal 3 (reduce or eliminate barriers)**  |  |  |
|  | **Action 1-Set and communicate a purpose for learning and learning goals in each lesson** |  |  |
|  | **Action 2-Implement High Yield Instructional Strategies** |  |  |
|  | **Action 3-Increase instructional rigor** |  |  |
|  | **Action 4-Differentiate instruction** |  |  |
|  | **Plan to Implement Action 1:Determine lesson is aligned with a course standard or benchmark and to the district/school pacing guide** |  |  |
|  | **Plan to Implement Action 2: Determine lesson begins with a discussion of desired outcomes and learning goals** |  |  |
|   | **Plan to Implement Action 3:Determine lesson includes a learning goal/essential question** |   |   |
|  | **Plan to Implement Action 4:Determine lesson includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question** |  |  |
|   | The following data shall be considered by middle and high schools. |   |   |
|  1 |  Students enrolling in one or more CTE courses | DecisionED/DW |   |
|  1 |  Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses | DecisionED/DW |   |
|  1 |  Completion rate (%) for CTE students enrolled in *accelerated* courses | DecisionED/DW | Assessment Matrix |
|  1 |  Students taking CTE industry certification exams | DecisionED/DW | Assessment Matrix |
|  1 |  Passing rate (%) for students who take CTE industry certification exams | DecisionED/DW | Assessment Matrix |
|  1 |  CTE program concentrators | DecisionED/DW |   |
|  3 |  CTE teachers holding appropriate industry certifications | Narrative | Standard 3-3.11: Teaching and Assessing for Learning; Standard 4-1: Resources and Support Systems |
|   | **G. Area 7: Social Studies** |   |   |
|   | 1. ***Civics End-of-Course Assessment (EOC)*** |   |   |
|   | The following data shall be considered for schools with students taking the Civics EOC. |   |   |
|  1 |  Students scoring at Achievement Level 3 | DecisionED/DW | Assessment Matrix |
|  1 |  Students scoring at or above Achievement Level 4 | DecisionED/DW | Assessment Matrix |
|   | 2. ***U.S. History End-of-Course Assessment (EOC)*** |  |   |
|   | The following data shall be considered for schools with students taking the U.S. History EOC. |   |   |
|  1 |  Students scoring at Achievement Level 3 | DecisionED/DW | Assessment Matrix |
|  1 |  Students scoring at or above Achievement Level 4 | DecisionED/DW | Assessment Matrix |
|  | **Goal 5 (add other goals as needed) to support target(s):**  |  |  |
|  | **Possible Data Sources to Measure Goal 5**: | DecisionED/DW |  |
|  | **Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)**1. | **2013-14**Actuals | **2014-15 Targets** |
| **#** | **%** | **#** | **%** |
|  | 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** |   |   |
|  3 | 1. ***Attendance*** |  |   |
|  3 | a. Students tardy 10 percent or more, as defined by district attendance policy- 152 | DecisionED/DW | Standard 5-5.2 Using Results for Continuous Improvement |
|  3 | b. Student attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension- 183 | DecisionED/DW | Standard 5-5.2 Using Results for Continuous Improvement |
|   | 2. ***Suspension*** |  |   |
|  3 | a. Students with one or more referrals- 27 | DecisionED/DW | Standard 5: Using Results for Continuous Improvement |
|  3 | b. Students with five or more referrals- 6 | DecisionED/DW | Standard 5: Using Results for Continuous Improvement |
|  3 | c. Students with one or more in-school suspension days, as defined in s.1003.01(5)(b), F.S.-7 | DecisionED/DW | Standard 5: Using Results for Continuous Improvement |
|  3 | d. Students with five or more in-school suspension days, as defined in s.1003.01(5)(b), F.S.- 0 | DecisionED/DW | Standard 5: Using Results for Continuous Improvement |
|  3 | e. Students with one or more out-of-school suspension days, as defined in s.1003.01(5)(a), F.S.- 15 | DecisionED/DW | Standard 5: Using Results for Continuous Improvement |
|  3 | f. 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 | g. Students referred for alternative school placement- N/A | DecisionED/DW | Standard 5: Using Results for Continuous Improvement |
|  3 | h. Students expelled- N/A | DecisionED/DW | Standard 5: Using Results for Continuous Improvement |
|   | 3. ***Retention*** |  |   |
|  1 | a. Students retained- 9 | DecisionED/DW |  Standard 5: Using Results for Continuous Improvement |
| 1 | b. Students with Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics- Reading- 14.9%Math- 20.2% | DecisionED/DW |  Standard 5: Using Results for Continuous Improvement |
|  1LEGIS | c. Students with one or more course failures in English Language Arts or mathematics | DecisionED/DW |  Standard 5: Using Results for Continuous Improvement |
|  1 | d. 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 | e. Students off track for graduation based on credits required to date for their cohort | DecisionED/DW |  Standard 5: Using Results for Continuous Improvement |
| 1,3 | f. The number of students by grade level that exhibit each early warning indicator listed above3rd- 10 (8.2%) |  |  |
| 1,3 | g. The number of students identified by the system as exhibiting two or more early warning indicators3rd- 4 (3.3%) |  |  |
| 1,2,3 | h. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators). Students will be progress monitored. Students will be considered for Tier 2 and/or Tier 3 placement. |  |  |
|   | 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 | a. Students dropping out of school, as defined in s.1003.01(9), F.S. | DecisionED/DW |  Standard 5: Using Results for Continuous Improvement |
|  1 | b. 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 | c. 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 | d. 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. Family and Community 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 |   |
|  3,4,5 | 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). |   |   |
|  | a. Describe how the school works at building positive relationships with families to increase involvement, including efforts to increase communication to keep parents informed of their child’s progress.- On average, at least one (1) parental engagement opportunity is offered per month. Approximate attendance rates range from 25% - 75% - depending on the event offered. Approximately 5% of parents participate in parent engagement opportunities (i.e. classroom volunteer, field trip chaperone, volunteer at a PTA/school-sponsored event. |  |  |
|  | b. Describe the process by which the school learns about the local community for the purpose of utilizing available resources to support student achievement. – Our Family and Community person works with volunteers and the community to develop relationships. Staff members reach out to local businesses for visits and donations. |  |  |
|   | **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 | *Goals, barriers and/or strategies must specifically address any subgroup not meeting its AMO targets for the prior school year. The special needs of subgroups not addressed in the AMO report (e.g., migrant, homeless, neglected and delinquent) must also be considered during this process.* Develop implementation plans for the school’s highest-priority goals by engaging in a facilitated planning and problem-solving process. Use the following prompts to capture the process and plan components: | Narrative |  |
|  1-5 |  Step 1: Identify goal(s) to help you achieve your targets. Select one or more Areas each goal addresses. | Narrative |   |
|  1-5 |  Step 2: Brainstorm barriers that could prevent the school from achieving each goal. | Narrative |   |
|  1-5 |  Step 3: Prioritize targeted barriers based on alterable elements of curriculum, instruction, environment, and organizational systems (e.g., those which have the most impact on the goal if removed or are immediately actionable). | Narrative |   |
|  1-5 |  Step 4: Brainstorm which resources are available that could be used to address each targeted barrier. | Narrative |   |
|  1-5 |  Step 5: Brainstorm and prioritize strategies that could be used to eliminate or reduce each targeted barrier. | Narrative |   |
|  1-5 |  Step 6: Identify action steps (including who, what, where, when) that will need to be taken to implement the identified strategies. | Narrative |   |
|  1-5 |  Step 7: Determine how strategies will be monitored for effectiveness and fidelity of implementation (including who, what, where, when). | Narrative |   |
|  1-5 |  Step 8: Determine how progress towards each goal will be monitored (including who, what, where, when). | Narrative |   |
|   | **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- Inconsistent interpretation of curriculum and grade level curriculum gaps. | Narrative |   |
|   |  Topic, focus, and content- Language Arts: Common Core Standards 1 & 10.Mathematics: Standards & Practices.Science: Integrating through language arts curriculum.  | Narrative |   |
|   |  Facilitator or leader- LA: Acklin, Lewis, KelleherMath: Ludeker, Popio, Knight, DevlinScience: Shane, Knight | Narrative |   |
|   |  Participants (e.g., Professional Learning Community, grade level, schoolwide)- Grade Level PLC’s | Narrative |   |
|   |  Target dates or schedule (e.g., professional development day, once a month)- Weekly (Wednesday) PLC’s  | Narrative |   |
|   |  Strategies for follow-up and monitoring- PLC observation and minutes, analyzing student data | Narrative |   |
|   |  Person responsible for monitoring- Principal, Assistant Principal | Narrative |   |
|   | **Part IV: Coordination and Integration** |   |   |
|  4LEGIS | 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. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.S.I.P. Budget at $5.00 per student. School Leadership will use meetings to determine needs of the school with ideas coming from the staff to allocate SIP funds. |
|   | **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-** S.I.P. will be allocated to increase student achievement through professional development for teachers and administrators. | Narrative |   |
|  4 | **Related Goal-**Math/Science | Narrative |   |
|  4 | Strategy- TDE’s for school visitation and workshops. | Narrative |   |
|  4 | Type of Resource- Professional Development | Narrative |   |
|  4 | Description of resources- CPALM Training, Science Lab training, Science Training | Narrative |   |
|  4 | Funding Source- S.I.P. | Narrative |   |
|   | Amount Needed- $2100.00 |   |   |
|   | 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 | 1. Has the goal been achieved? | Narrative | Standard 5: Using Results for Continuous Improvement |
|  1-5 | 2. If yes, what evidence do you see to indicate you have achieved the goal? If no, is desired progress being made to accomplish the goal? | NarrativeDecisionED |  Standard 5: Using Results for Continuous Improvement |
|  1-5 | 3. If yes, what evidence do you see to indicate desired progress has been made to accomplish the goal? If no, have the originally targeted barriers been eliminated or reduced? | NarrativeDecisionED |  Standard 5: Using Results for Continuous Improvement |
|  1-5 | 4. If yes, what evidence do you see to indicate barriers have been eliminated or reduced? If no, are the original strategies being implemented with fidelity as designed? | NarrativeDecisionED |  Standard 5: Using Results for Continuous Improvement |
|  1-5 | 5. If yes, re-engage the problem solving process at Step 5, making edits as needed to Part II of the SIP. 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. | Narrative |  Standard 5: Using Results for Continuous Improvement |