

School Improvement Plan

2015-2016

Bay Vista Fundamental Elementary

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Superintendent



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School Improvement Plan

PART I		CURRENT SCHOOL STATUS
Section A		School Information
School Name Bay Vista Fundamental Elementary	Principal's First Name Kristina	Principal's Last Name Bauman
School Advisory Council Chair's First Name	School Advisory Council Chair's Last Name	

SCHOOL VISION - What is your school's vision statement?

100% Student Success

SCHOOL MISSION - What is your school's mission statement?

The mission of Bay Vista Fundamental is to educate all learners to become successful, productive members of society by providing a safe positive learning community.

SCHOOL ENVIRONMENT

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

The school learns about students cultures and builds relationships between teachers and students, as well as, other stakeholders plant operators, office staff, and the cafeteria employees through the following events: Every day contact in the front office, lunch time, arrival/dismissal of the day, in addition to, Meet the Teacher, Open House, Parent-Teacher Conferences, Required Parent Meetings, Class Building Activities, Great American Teach In, Multicultural Committee, and special classroom activities, such as, lunch bunch.

Describe how the school creates an environment where students feel safe and respected before, during and after school.

The school creates an environment where students feel safe by establishing clear expectations and guidelines. Staff members are on duty every morning and afternoon at identified locations, as well as, the cafe' during lunch times. Guidelines and expectations are shared at SAC and PTA Meetings, as well as, school messenger, newsletters, emails, and website. Guidelines and expectations are reviewed at the second semester and as needed throughout the school year.

Describe the school wide 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.

Bay Vista teachers have participated in Tribes training. Common Area Guidelines are posted around the campus. The Site Safety Team and Behavior Committee analyzes areas of concern and a plan is put into place. The school wide expectations and class expectations, along with fundamental guidelines, are clearly established and review throughout the year. Creating opportunities for staff members to give feedback on processes through a scheduled meeting, PLC minutes, Leadership Meeting or individually.

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.

Bay Vista utilizes mentors, guidance counselor, teachers and principal to met with students individually or to provide small group support.

PART I **CURRENT SCHOOL STATUS**

Section B **School Advisory Council (SAC)**

SAC MEMBERSHIP - Identify the name and stakeholder group for each member of the SAC ?

Add Member
Delete Member

SAC Member First Name	SAC Member Last Name	SAC Member Stakeholder Group
Kristina	Bauman	Principal
Emily	Rowe	Teacher
Khristin	Henderson	Teacher
Clyemme	Barnes	Community
Mark	Winn	Community
Deb	Nelson	Parent
Patrice	Moore	Parent
Nichole	Reams	Parent
Eliabeth	magro	Parent
Mary	Reed	Parent
Sonyah	Allen-Ferris	Parent
Christine	Santana	Parent
Alicia	Greer	Parent

SIP LAST YEAR

Provide an evaluation of last year's school improvement plan.

Professional Development identified in the SIP was implemented during the last school year.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

The funds used last year supported the SIP.

SAC SIP INVOLVEMENT - Describe the involvement of the SAC in the development of this school improvement plan.

School Improvement funds will support the goals of the SIP.

SAC ACTIVITIES - Describe the activities of the SAC for the upcoming school year.

The activities planned for the upcoming year will include reviewing the SIP, data sharing, Parking Lot Construction and items brought by

members.

PROJECTED USE OF SIP FUNDS - 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 plan.

Funds will be used for professional development and support the needs of the school.

STATUTORY COMPLIANCE -

Is your school in compliance with Section 1001.452, F.S., regarding the establishment duties of the SAC? Yes No

If your school is not in compliance, describe the measures being taken to comply with SAC requirements below.

PART I CURRENT SCHOOL STATUS

Section C Leadership Team

For each of your school's administrators (Principal and all Assistant Principals), complete the following fields. If your school does not have more than one Assistant Principal, leave those respective fields blank.

PRINCIPAL

First Name Kristina	Last Name Bauman	Email Address baumank@pcsb.org	
Highest Academic Degree Master of Education	Field of Study Educational Leadership	# of Years as an Administrator 6	# of Years at Current School 1
Certifications (if applicable) Educational Leadership, School Principal, and Elementary Education			

ASSISTANT PRINCIPAL #1

First Name	Last Name	Email Address	
Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Certifications (if applicable)			

ASSISTANT PRINCIPAL #2

First Name	Last Name	Email Address	
Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Certifications (if applicable)			

PART I**CURRENT SCHOOL STATUS****Section D****Public and Collaborative Teaching****INSTRUCTIONAL EMPLOYEES**

- # of instructional employees: 45
- % receiving effective rating or higher: _____
- % Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23): _____
- % certified infield, pursuant to Section 1012.2315(2), F.S.: _____
- % ESOL endorsed: 37.8
- % reading endorsed: 8.9
- % with advanced degrees: 46.7
- % National Board Certified: 24.4
- % first-year teachers: 1
- % with 1-5 years of experience: 6.7
- % with 6-14 years of experience: 24.4
- % with 15 or more years of experience: 68.9

PARAPROFESSIONALS

- # of paraprofessionals: 0
- % Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23): _____

TEACHER RECRUITMENT AND RETENTION STRATEGIES

Describe your school's strategies to recruit, develop, and retain highly qualified, certified-in-field, effective teachers to the school.

The schools strategies to recruit, develop and retain highly qualified, certified in field, effective teachers by involving teachers in the development of the School Improvement Plan and creating a personal Deliberate Practice in alignment with the SIP and district initiatives. In addition, when an instructional opening becomes available, including teachers on the interview committee and the administrator and teachers working together on school wide projects, training and decisions.

Describe your school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

To encourage positive working relationships between teachers, including collaborative planning and instruction, blocks of time have been designated on the school calendar for collaborative planning and instruction, and modeling the behaviors of positive working relationships by administration and lead teachers.

TEACHER MENTORING PROGRAM/PLAN - Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities.

All new teachers to Bay Vista are paired with a member of their teaching team to provide guidance as it relates to Bay Vista and fundamental policies. Teachers brand new to the field of teaching are also assigned to our school based mentor, Lori Bjostad. New teachers are observed formally and in walk throughs. Feedback is provided and time is allotted for mentor and mentee to meet for lesson planning and modeling .

PART I **CURRENT SCHOOL STATUS**

Section E **Multi-Tiered System of Supports (MTSS) & Response to Instruction/Intervention (Rtl)**

PROBLEM-SOLVING PROCESSES - 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 Bay Vista Fundamental School School-Based MTSS/Rtl Team meets once a month and as needed. In addition, a member of the SBLT is assigned to a specific grade level to act as a liaison. SBLT and PLC meetings are scheduled for Wednesdays. The Curriculum Specialist facilitates the MTSS leadership team meetings, asking for input from the academic staff, which includes classroom observations and gathering of data for specific identified behaviors. The School Psychologist would share any recent information from psychological testing and assist in analyzing the data presented by the staff. All school-based MTSS leadership team members would discuss possible interventions that may assist the student, depending on his/her individual needs, to include sub groups on the SIP. A plan of action would then be made to collect data based on new interventions with a follow-up meeting scheduled. The school-based MTSS leadership team will be responsible for managing and coordinating these efforts between all school teams as well as reviewing and revising the School Improvement Plan.

MTSS SCHOOL-BASED LEADERSHIP TEAM - 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.

Add Member
Delete Member

MTSS Team Member First Name	MTSS Team Member Last Name	Position
Kristina	Bauman	Principal
Anita	Bianchi	Curriculum Specialist
Nancy	Lott	Guidance Counselor
Jana	Hill	VE Resource
Antionette	Maynard	Speech Pathologist
Emily	Fairbanks	School Psychologist

SYSTEMS IN PLACE - Describe the systems in place that the leadership team uses to monitor the school's MTSS and SIP.

Monthly SBLT meetings to monitor data and interventions. Monthly leadership meetings to monitor the action steps written in SIP. Members of the SBLT are assigned to a grade level team for weekly PLCs's and SBLT minutes are shared with the faculty.

DATA SOURCES AND MANAGEMENT SYSTEMS - 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).

FSA 2014-2015
 FCAT Science 2.0 2014-2015
 Florida Assessment Instruction in Reading- Florida Standards(FAIR-FS) - beginning, middle and end of year
 AIMS Web Probes, Progress Monitoring: AIMS Web Probes and End of the unit assessments
 Common Assessments-beginning, middle and end of year
 Frequency of Data Days: End of unit tests are monitored for Tier One. Progress Monitoring is done every two weeks for Tier 2 and every week for Tier 3. Data is reviewed every two weeks in PLC
 Behavior data is collected monitoring student detentions and referrals.

STAFF UNDERSTANDING OF MTSS - Describe the plan to support staff's understanding of MTSS and build capacity in data-based problem solving.

Staff trainings occur at several levels. A school meeting schedule has been developed that includes faculty, grade level teams, and professional learning communities. In addition, The district provides formal MTSS training. Listed below are training sessions for the current school year involving administrators, guidance counselors as well as other members of the MTSS. Behavior Committee will conduct training for the entire year on the PBS/RtI process for all staff. Parents are addressed at a parent meeting on the processes as well as during parent conferences and tier 2 and 3 conferences and Tier III Intervention Coordinator Training: Sessions scheduled will have guidance counselors attend.

PART I **CURRENT SCHOOL STATUS**

Section F **Ambitious Instruction and Learning**

INSTRUCTIONAL PROGRAMS - Describe how your school ensures its core instructional programs and materials are aligned to Florida Standards.

District purchases state adopted materials for core instruction. Supplemental materials are approved materials to support the Florida Standards.

DIFFERENTIATED INSTRUCTION - Describe how your 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.

Data is used to form guided reading groups, extended learning opportunities before, during and/or after the school day. Data is used to determine the level and intensity of an intervention or modifications to assist student.

Provide the following information for the top 4 strategies, at the most, your school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum.

INSTRUCTIONAL STRATEGY #1

Strategy Type

Development and evaluation of Formative Assessments in core academic subjects.

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

The purpose is to assess students ability and to measure what they are learning on a daily to a weekly basis. The rationale is so teachers have a measure to use for adjusting their instruction.

Provide a description of the strategy below.

Teachers will participate in professional development in a grade level PLC setting, as well as, curriculum meetings to develop and evaluate tasks aligned to a core subject unit. The Leadership Team will assist in leading this strategy.

How is data collected and analyzed to determine the effectiveness of this strategy?

Data will be collected by teachers and principal. It will analyzed during PLC and Leadership Meeting.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Team Leaders, Curriculum Specialist, and Principal

INSTRUCTIONAL STRATEGY #2

Strategy Type

Collaborative Math Unit Planning

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

The purpose is effectively plan and to understand the common core standards. The rationale is to improve teacher practice resulting in achievement.

Provide a description of the strategy below.

Teachers will work in PLC's to plan for future math units utilizing the strategies learned from PD during the 2014 - 2015 school year. A follow up with a "Just in Time" coach will be scheduled to take the next steps of writing tasks proficiently and utilizing CPalms.

How is data collected and analyzed to determine the effectiveness of this strategy?

Data will be collected by team leaders and principal. Documentation will be given in PLC notes. It will be analyzed during PLC and Leadership Meeting.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Team Leaders, Curriculum Specialist, and Principal

INSTRUCTIONAL STRATEGY #3

Strategy Type

Effective planning and writing of goals and scales in ELA.

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

The rationale is to have a common language and to give students a tool to monitor their learning.

Provide a description of the strategy below.

The scale will define the student learning goal for a unit and the specific learning targets that a student needs to accomplish in order to meet the expectations of the standard.

How is data collected and analyzed to determine the effectiveness of this strategy?

Data will be collected by the principal by asking students about their scales and looking for evidence of scales being used by the teachers and students. Team leaders will document the planning of scales in their PLC notes.. Data will be analyzed during PLC and Leadership Meeting. In addition, individually with teachers.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Classroom teachers, Curriculum Specialist and Principal

INSTRUCTIONAL STRATEGY #4

Strategy Type

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

Provide a description of the strategy below.

How is data collected and analyzed to determine the effectiveness of this strategy?

Who is/are the person(s) responsible for monitoring implementation of this strategy?

STUDENT TRANSITION AND READINESS - Describe strategies your school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

In the spring of every school year, we hold a kindergarten orientation. Principal and/or Curriculum Specialist will visit feeder preschools to drop off a goody bag and information about our school. On the last day of school, students visit their new teacher for the incoming school year and students receive a welcome letter and a supply list from the teacher on "Move up Day". Open House is held the first week of school to share curriculum, class processes and procedures.

PART I **CURRENT SCHOOL STATUS**

Section G **Literacy Leadership Team (LLT)**

LLT MEMBERSHIP - Identify the name, email address, and title of each member of your school-based LLT, in accordance with Rule 6A6.053(3), F.A.C..

Add Member
Delete Member

LLT Member First Name	LLT Member Last Name	Title	Email
Kristina	Bauman	Principal	baumank@pcsb.org
Anita	Bianchi	Curriculum Specialist	
Ashley	Beavers	Teacher	
Rachel	Baez	Teacher	

LLT Member First Name	LLT Member Last Name	Title	Email
Christie	Cullen	Teacher	
Melissa	La Pointe	Teacher	
Kelly	Gertsch	Teacher	
Pam	Gurd	Teacher	

PROMOTING LITERACY - Describe how the school-based LLT promotes literacy within your school and how the school ensures every teacher contributes to the reading improvement of every student.

The LLT promotes literacy within the school using Reading Counts, Battle of the Books, Lunch Bunch with media specialist. LLT ensures every teacher contributes to the reading improvements of every student by completing professional development with reading coach addressing the Florida Standards, SBLT meets with each grade level to review FAIR-FS, Maze, Running Records, District Assessments and State Assessments.

MAJOR INITIATIVES - What will be the major initiatives of the LLT this year?

The LLT in collaboration with the LLC will initiate professional development for Formative Assessments and ELA scales and strategies to continue to close th achievement gap.

PART II EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT

Section A Area 1: English Language Arts (Reading)

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. Also, develop implementation plans for the school's highest-priority goals by engaging in a facilitated planning and problem-solving process. If needed, refer to the 8-step process by clicking the button below.

8-Step Problem-Solving Process

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
23.5		

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
50.6		

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

LEARNING GAINS

Students Making Learning Gains (FCAT 2.0 and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
67.8		

Students in Lowest 25% Making Learning Gains (FCAT 2.0)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
55		

COMPREHENSIVE ENGLISH LANGUAGE LEARNING ASSESSMENT (CELLA)

Students Scoring Proficient in Listening/Speaking

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring Proficient in Reading

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring Proficient in Writing

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

ANNUAL MEASURABLE OBJECTIVES (AMOs)

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White	87.2		
Black/African American	46.9		
Hispanic	77.8		
Asian	85.7		
American Indian	0		
English Language Learners (ELLs)	0		
Students with Disabilities (SWDs)	48		
Economically Disadvantaged	51		

If you have a goal to support your reading targets, provide the following information for that goal.

READING GOAL

What is your school's reading goal? Provide a description of the goal below.

85% of students will score at a proficient level or above as measured by the Florida Standards Assessment. Close the achievement gap between Black and non-black students to our AMO 2016 targets.

Provide possible data sources to measure your reading goal.

ELA Assessments
Formative Assessments

Florida Standard Assessment

How will your school accomplish this reading goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Being an active participant in the Core Connections Professional Development training for Grades ??? will support our writing goal by giving us strategies to implement in our modules.	Attend the trainings, develop a plan to execute the strategies learned at Core Connections and provide opportunities to evaluate the strategies used.
Action 2	Plan to Implement Action 2
Being an active participant in the development and evaluation of Formative Assessments in grades K-5 will support our reading goal by giving us a measure of student growth and to identify the learning gaps of our sub-groups.	LLC will develop formative assessment trainings, provide time for teachers to create their own assessments and evaluate the results of formative assessments.
Action 3	Plan to Implement Action 3
Collection of Universal Data for each grade level two times a month will support our reading goal by giving us a measurement to better identify the growth of our students and to identify the gaps of our learners.	Each grade level identifies their universal data, school calendar identifies when its collected, and with the support of SBLT, data is evaluated to identify action plans for strugglers and enrichment.
Action 4	Plan to Implement Action 4
Providing cross articulation with grades 3- 5 with K-2 will support our writing goal by identifying the structures that need to be taught in all grade levels.	Identify times during the year to provide cross articulation.

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**
Section B **Area 2: English Language Arts (Writing)**
FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at or Above 3.5

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
75		

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at or Above Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your writing targets, provide the following information for that goal.

WRITING GOAL

What is your school's writing goal? Provide a description of the goal below.

90% of students will score at a proficient level or above as measured by the Florida Standards Assessment. Close the achievement gap between Black and non-black students to our AMO 2016 targets.

Provide possible data sources to measure your writing goal.

ELA Assessment
Formative Assessments
Florida Standard Assessment

How will your school accomplish this writing goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Being an active participant in the Core Connections Professional Development training for Grades ??? will support our writing goal by giving us strategies to implement in our modules.	Attend the trainings, Develop a plan to execute the strategies learned at Core Connections and provide opportunities to evaluate the strategies used.
Action 2	Plan to Implement Action 2
Being an active participant in the development and evaluation of Formative Assessments in grades K-5 will support our writing goal by giving us a measure of student growth and to identify the learning gaps of our sub-groups.	LLC will develop formative assessment trainings, provide time for teachers to create their own assessments and evaluate the results of formative assessments.
Action 3	Plan to Implement Action 3
Providing writing opportunities in all genres of writing will support our writing goal by encouraging all kinds of writing and to promote of the excitement of writing.	Develop opportunities for students to write across various genres throughout the year.
Action 4	Plan to Implement Action 4
Providing cross articulation with grades 3- 5 with K-2 will support our writing goal by identifying the structures that need to be taught in all grade levels.	Identify times during the year to provide cross articulation.

PART II EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT

Section C Area 3: Mathematics

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
25.4		

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
44.3		

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

LEARNING GAINS

Students Making Learning Gains (FCAT 2.0, EOC, and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
82.7		

Students in Lowest 25% Making Learning Gains (FCAT 2.0 and EOC)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

ANNUAL MEASURABLE OBJECTIVES (AMOs)

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White	82.6		
Black/African American	43.9		
Hispanic	70.4		
Asian	85.7		
American Indian	0		
English Language Learners (ELLs)	0		
Students with Disabilities (SWDs)	56		
Economically Disadvantaged	49		

If you have a goal to support your mathematics targets, provide the following information for that goal.

MATHEMATICS GOAL

What is your school's mathematics goal? Provide a description of the goal below.

85% of students will score at a proficient level or above on the Florida Standard Assessment. Close the achievement gap between Black and non-black students to our AMO 2016 targets

Provide possible data sources to measure your mathematics goal.

District Assessments
Formative Assessments
Florida Standard Assessment

How will your school accomplish this mathematics goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Being an active participant in collaborative math unit planning in grades K-5 will support our math goal by providing students with rich instruction aligned to the Florida Standards.	Scheduled time is given each week for collaborative planning. A just in time coach has been scheduled to support the continued work of teachers by writing tasks to assess the skills being taught.
Action 2	Plan to Implement Action 2

Being an active participant in the development and evaluation of Formative Assessments in grades K-5 will support our math goal by giving us a measure of student growth and to identify the learning gaps of our sub-groups.	LLC will develop formative assessment trainings, provide time for teachers to create their own assessments and evaluate the results of formative assessments.
Action 3	Plan to Implement Action 3
Being an active participant in the Just In Time training for Grades K-5 will support our math goal by giving us opportunities to gain an understanding of the Florida Standards for mathematics	Request Just in Time training from district math supervisor, schedule a time to meet with assigned Just In Time coach, identify the needs of teachers and develop a plan for training.
Action 4	Plan to Implement Action 4

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section D **Area 4: Science**

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
24.8	35	40

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
50.5	44	50

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your science targets, provide the following information for that goal.

SCIENCE GOAL

What is your school's science goal? Provide a description of the goal below.

90% of students will score a level 3 or above. as measured by the FCAT 2.0. Close the achievement gap between Black and non-black students to our AMO 2016 targets

Provide possible data sources to measure your science goal.

Grade 5 Pre-Assessment
District Assessments
NGSS Assessment

How will your school accomplish this science goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
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Providing cross articulation for grade 5 teachers with grades 3 and 4 will support our science goal by identifying the gaps all students have and our sub-groups.. In addition, grades 3-4 articulating with K-2 will support our science goal by identify the skill sets students need to have in preparation for the standards in grades 3-5.	Identify a time at the beginning of year to share the Grade 5 Pre - Assessments with grades 3-4. Identify additional times during the year to provide cross articulation.
Action 2	Plan to Implement Action 2
Provide cross articulation for grades 3-4 with K-2 will support the science goal by identifying the skill sets students need to have in preparation for the standards in grades 3-5.	Identify times during the year to provide cross articulation following the cross articulation with grades 3-5.
Action 3	Plan to Implement Action 3
Increase the number of students participating in grades 4-5 STEM Club will support the science goal by encouraging learners of science.	STEM sponsors promote program with grade 4 and 5 by utilizing a power-point to promote the program. Celebrate the activity of the STEM Club in our school newsletter and website.
Action 4	Plan to Implement Action 4
Conducting walk throughs during the science block by principal will support the science goal by identifying school wide trends.	Identify science blocks of times, utilize the quick guide provided by district and curriculum guide to identify the unit being taught

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section E	Area 5: Science, Technology, and Mathematics (STEM)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your STEM targets, provide the following information for that goal.

STEM GOAL

What is your school's STEM goal? Provide a description of the goal below.

Provide possible data sources to measure your STEM goal.

How will your school accomplish this STEM goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Action 2	Plan to Implement Action 2

Action 3	Plan to Implement Action 3
Action 4	Plan to Implement Action 4

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section H	Area 8: Early Warning Systems
ATTENDANCE	

Students Tardy 10% or More, as Defined by District Attendance Policy

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0

Student Attendance Below 90%, Regardless of Whether Absence is Excused or a Result of Out-of-School Suspensions

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	3.7	1.8	
Grade 1	1.9	.9	
Grade 2	2.8	1.4	
Grade 3	0	0	
Grade 4	6.5	3	
Grade 5	10	5	

SUSPENSIONS

Students with One or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	1.9	.9	.5
Grade 3	1.9	.9	.5
Grade 4	1.9	.9	.5

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 5	.9	0	0

Students with Five or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0

Students with One or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0

Students with Five or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0

Students with One or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	.009	0
Grade 1	0	0	0
Grade 2	0	0	0

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0

Students with Five or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0

Students Referred for Alternative School Placement

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0

Students Expelled

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0

RETENTIONS

Students Retained

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
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	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0

Students with Level 1 Score on the Statewide, Standardized Assessments in English Language Arts or Mathematics

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	TBD	0
Grade 4	.027	TBD	0
Grade 5	.045	TBD	0

Students with One or More Course Failures in English Language Arts or Mathematics

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0

Students in 3rd Grade with One or More Course Failures on First Attempt in Core-Curricula Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	0	0

MULTIPLE EARLY WARNING INDICATORS

Students Exhibiting Two or More Early Warning Indicators

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0

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).

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**
Section I **Area 9: Black Student Achievement**

Identify goals, targets, and actions for Black student achievement.

Add Target
Delete Target

Description of Goals, Targets, and Actions for Black Student Achievement	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
<p>Our goal is for 85% of our black students to score at a proficient level or above as measured by the Florida Standards Assessment in the Math and Reading.</p> <p>The target goal is to bridge the gap between our black and non-black students. On the 2013 - 2014 FCAT Reading, 35 students scored a level 1 or 2. 26 of those students are black and 9 were non-black. On the 2013-2014 FCAT Math, 48 students scored a level 1 or 2. 29 of these were black and 19 were non-black.</p> <p>Actions to bridge the gap will be to provide these identified students with additional learning opportunities. Targeted skills will be addressed to increase their knowledge. Progress monitoring will be used through Istation for reading and CPalms for math.</p>			85
<p>Our goal is for 85% of our black students to score at a proficient level or above as measured by the Science FCAT 2.0.</p> <p>The target goal is to bridge the gap between our black and non-black students. On the 2015 - 2016 Science Diagnostic Assessment, 37 students scored less than 50%. 23 of these students were black and 14 were non-black.</p> <p>Actions to bridge the gap will be to provide these identified students with additional learning opportunities. Targeted skills will be addressed to increase their knowledge. Progress monitoring will be used through formative assessments using science probes, unit tests.</p>			85

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section J **Area 10: 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. 107110, NCLB, codified at 20 U.S.C. § 6314(b).

LEVEL OF PARENTAL INVOLVEMENT - 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 who are in lowest performing quartile or subgroups not meeting AMOs who parent(s) participated in one or more parent engagement opportunities).

Parents are involved 100% by signing homework and agenda daily, attending 3 parent conferences per year, volunteering, attending required parent meetings and special PTA sponsored events.

BUILDING POSITIVE RELATIONSHIPS - Describe how your 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.

Our school works at building positive relationships with families to increase involvement by inviting them to Meet the Teacher and Open House in August/September, parent teacher conferences, field-trips,

LEARNING ABOUT LOCAL COMMUNITY - Describe the process by which your school learns about the local community for the purpose of utilizing available resources to support student achievement.

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section K **Area 11: Additional Targets**

This section is optional and may be used as needed for data targets in areas not already addressed in the SIP.

Add Target
Delete Target

Description of Additional Targets	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Work toward Bronze Level recognition with the Alliance for a Healthier Generation.		50%	66%

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.

Add PD
Delete PD

Professional Development Identified	
Related Goal(s)	Reading, Writing, Math and Science
Topic, Focus, and Content	Core Connections, Scale Writing
Facilitator or Leader	Principal, Core Connections Trainers, Classroom Teachers
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	Grade Level PLC, School wide Training
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	Weekly, Monthly and designated professional development days
Strategies for Follow-Up and Monitoring	Principal conducts walk-troughs, needs assessments
Person Responsible for Monitoring	Principal, Leadership Team

PART IV **COORDINATION AND INTEGRATION**

FEDERAL/STATE/LOCAL FUNDS/SERVICES/PROGRAMS - 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 IV, 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.

MEETING STUDENT NEEDS - 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.

PART V **BUDGET**

Create a budget for each school-funded activity.

Add Item
Delete Item

Budget Item Description	
Related Goal(s)	

Actions/Plans	
Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i>	
Description of Resources	
Funding Source	
Amount Needed	

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 goal created in Part II.

Add Goal
Delete Goal

Goal Area	
Has the goal been achieved?	<input style="width: 100%; height: 20px;" type="text"/>
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?	
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?	
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?	
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.	

8-Step Planning and Problem-Solving Process

