

School Improvement Plan

2015-2016

Cross Bayou Elementary

Michael A. Grego, Ed.D.
Superintendent



Table of Contents

Part I: Current School Status

School Information

School Advisory Council (SAC)

Leadership Team

Public and Collaborative Teaching

Multi-Tiered System of Supports (MTSS) & Response to Instruction/Intervention (RtI)

Ambitious Instruction and Learning

Literacy Leadership Team (LLT)

Part II: Expected Improvements/Needs Assessment

Area 1: English Language Arts (Reading)

Area 2: English Language Arts (Writing)

Area 3: Mathematics

Area 4: Science

Area 5: Science, Technology, and Mathematics (STEM)

Area 8: Early Warning Systems

Area 9: Black Student Achievement

Area 10: Family and Community Involvement

Area 11: Additional Targets

Part III: Professional Development

Part IV: Coordination and Integration

Part V: Budget

Part VI: Mid-Year Reflection

2015-2016

School Improvement Plan

PART I		CURRENT SCHOOL STATUS
Section A		School Information
School Name Cross Bayou Elementary	Principal's First Name Katherine	Principal's Last Name Wickett
School Advisory Council Chair's First Name Kathy	School Advisory Council Chair's Last Name Kemp	

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

100% Student Success

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

Cross Bayou Elementary will provide a caring and success oriented learning environment that enables each child to become a respectful, responsible and motivated lifetime learner through a collaborative effort among students, staff, and the community.

SCHOOL ENVIRONMENT

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

At the beginning of the year, teachers use team building activities to create relationships within their classrooms. During the year, class meetings are used to work through classroom issues as needed and to continue to build positive relationships. Every other week on the news show, we feature a video made by our Pawsome Posse, a student leadership group, that focuses on something in the school that students need to know. After the video, a "Weekly Spark" is kept on the screen so classes can discuss how the information in the video would look in their classroom/grade level.

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

Our school uses PBS strategies and our school-wide expectations/behavior plan all align with the PBS system. At the beginning of the school year, a school-wide assembly is held to review our school wide expectations, which we refer to as The PAW. The PAW expectations are Come Prepared, Be Respectful, Exhibit Kindness, and Show Respect. These expectations are reinforced at each monthly assembly and those students that meet our school goal of satisfactory or better behavior for the month participate in school wide incentives. Teachers reinforce the school and classroom expectations throughout the year in classrooms when they go over the flow of the day and at class meetings. School processes are demonstrated to all students on our morning news show.

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.

We use a 5 point behavior system in each classroom. Students start in the middle of the scale and can move up or down based on behaviors. We have a school wide set of behaviors and levels of consequences. The staff refers to this document when determining the action they are taking (i.e.: handled in the classroom, intervention, referral) when dealing with misbehavior. Behavior data is collected each month and is used to determine students who participate in monthly incentives. To participate, students must have satisfactory or better behavior for the month (3 days of unsatisfactory behavior prevents them from participating in the monthly incentive). Behavior data is shared with staff at monthly staff meeting. The staff is trained at the the beginning of the year on the processes that they need to follow for our school wide behavior plan.

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.

Our guidance counselor has classroom guidance lessons that target social skills, bullying, cooperation, respect, etc. She meets with

individual students who need additional support. She has small groups that target specific areas such as dealing with divorce, anger management, etc. She has a self-esteem group for girls that meets regularly. She facilitates creating FBA's and 504 plans as needed. Our DHH guidance counselor has classroom guidance lessons and meets with small groups and individual students. She also holds groups for siblings of deaf/hard of hearing students and works closely with these families.

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
Kathy	Kemp	Community
Brittany	Richardson	Parent
Coleen	Admire	Parent
Rozyna	Dudha	Parent
Joe	Klinger	Parent
Kristina	Wallace	Support Staff
Melissa	Wykell	Teacher
Eileen	Stull	Administrator
Kathy	Wickett	Administrator

SIP LAST YEAR

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

Last year we showed increased learning based on district assessments. With no FCAT data for Reading, Writing or Math we did not have any data for comparison other than district assessments. We did show a decrease in the percent of students who met Level 3 or above in Science based on the FCAT.

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

Our SIP funds in combination with Title 1 funds last year were spent on TDE days for teachers to have professional development on Math Curriculum - \$6178.31

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

At the end of the 14/15 school year we gathered information from the SAC members about what to include in the SIP for the 15/16 school year. SAC members receive a draft copy of the SIP to review and submit suggestions for corrections/additions. SIP is revised and brought back to SAC for approval. SIP progress is discussed during the year at SAC meetings.

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

SAC meets each month and reviews the progress toward our SIP goals. They review school-wide data and address any requests for use of SIP funds. SAC will review and give input for use of the Title 1 funds we are receiving this year. SAC receives legislative information

and district and state updates and they provide input on concerns that are brought up at meetings. They will continue to have training on the Florida Standards and the classroom impact.

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.

We anticipate using SIP funds and Title 1 funds to provide TDE's and materials for professional development for teachers. we have budgeted for \$4544.96 for TDE's for this year.

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 Katherine	Last Name Wickett	Email Address wickettk@pcsb.org	
Highest Academic Degree Master of Education	Field of Study Educational Leadership	# of Years as an Administrator 13	# of Years at Current School 11
Certifications (if applicable) ESOL			

ASSISTANT PRINCIPAL #1

First Name Eileen	Last Name Stull	Email Address stulle@pcsb.org	
Highest Academic Degree Master of Education	Field of Study Educational Leadership	# of Years as an Administrator 6	# of Years at Current School 7
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: 56

% receiving effective rating or higher: 100

% Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23): 100

% certified infield, pursuant to Section 1012.2315(2), F.S.: 100

% ESOL endorsed: 44.6

% reading endorsed: 14.3

% with advanced degrees: 48.2

% National Board Certified: 10.7

% first-year teachers: 0

% with 1-5 years of experience: 8.9

% with 6-14 years of experience: 30.4

% with 15 or more years of experience: 60.7

PARAPROFESSIONALS

of paraprofessionals: 1

% Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23): 100

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.

We pair new teachers with a mentor teacher. We have monthly meetings with teachers that are new teachers, new to our school, or who have changed grade levels to provide support. Teachers are recognized for accomplishments at staff meetings each month. We have a staff Bar-B-Q twice a year.

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

To encourage positive relationships between staff in an instructional way, all grade levels have the same planning block for 50 minutes. Twice a month we meet with each grade level to review data and plan student support. We have team building activities planned for each staff meeting. To encourage positive relationships in a more social way we have planned get togethers outside of school hours, we have a staff bar-b-q twice a year, we recognize staff at each staff meeting for positive work and events (celebration time), and we have several times during the year that staff and students can write positive notes about others and post them in a central location in the school so everyone in the school can read them.

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

At this time we do not have any new teachers. We do have 4 new to Cross Bayou teachers who are paired with a teacher mentor. They will meet as needed to review school processes and address any questions or concerns. These teachers will also meet each month with Administrators for support.

PART I**CURRENT SCHOOL STATUS****Section E Multi-Tiered System of Supports (MTSS) & Response to Instruction/Intervention (RtI)**

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.

Grade level teams meet each month with administrators to analyze school wide and district data to assess effectiveness of Core instruction. Intervention blocks are built into the master schedule to provide time for classroom teachers and hourly teachers to provide instruction for struggling students at the Tier 2 level. Progress monitoring data is collected bi-weekly to monitor the progress of these students. Hourly teachers provide additional interventions for student at Tier 3. Progress monitoring data is collected weekly to monitor the progress of these students. We provide after school tutoring for struggling students and have the STEM academy offered for students with an interest in math and science.

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
Katherine	Wickett	Principal
Lisa	Curzio-Blake	Guidance Counselor
Claudia	Boyd	VE Resource Teacher
Amy	Kuespert	SLP
MaryAnn	Nease	School Psychologist
Nicole	Leslie	Social Worker
Eileen	Stull	Assistant Principal
Pam	Chilson	Guidance Counselor

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

Administrators schedule meetings with staff, SAC and SBLT to review progress toward the SIP. We review and analyze common assessment data in all content areas, Progress Monitoring data and monthly behavior data to evaluate the effectiveness of the programs being implemented.

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).

Core: Tier 1: monthly meeting to look at and analyze grade level assessments for all content areas and monthly behavior charts. Walk through data and spreadsheets will be used. We will use Data Warehouse and Performance Matters to access data.
 Supplemental: Tier 2: OPM data collected bi-weekly and spreadsheets developed and stored on school server. Use to determine effectiveness of small group instruction and the intervention materials used. Behavior data collected weekly for PBIP's and classroom behavior. Teams will look at this data to see patterns and address issues through class instruction.
 Intensive: Tier 3: OPM collected weekly through AimsWeb. Analyzed at data meetings and PSW update meetings. Behavior data collected weekly for FBA's and adjustments will be made in plans as needed. The CST reviews attendance data bi-monthly and contacts parents as needed.

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

1. Built into master schedule a monthly data/planning meeting with administrators to discuss data used to drive instruction.
2. Classroom teachers have been trained on creating spreadsheets to collect data on small groups and whole class. They have also been trained on how to analyze this data and how to use it to make instructional decisions.
3. Continue to provide training throughout the year during curriculum meetings on how to break down assessments to determine results. Providing teachers with templates to disaggregate their data.
4. Provide a framework for teams to follow when planning that requires them to look at their data when making instructional decisions.

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.

Teachers plans are monitored weekly by the administrators. Monthly grade level meetings are focused on data and instruction based on the Florida Standards. Walk throughs are conducted with a focus on the instruction in the classroom that includes ensuring that the curriculum being taught is aligned to the Florida Standards. The SBLT analyzes data to ensure that Core Curriculum and additional supports being implemented with fidelity and students are showing progress.

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.

District Common Assessments are given 3 times per year to monitor student progress. Any student who is not meeting expectations will have a Progress Monitoring Plan (PMP) that will outline specific strategies that will be implemented to support that student in their area(s) of need. Classroom teachers and hourly teachers will implement the specific strategies and interventions outlined in the PMP. Students with a PMP have Ongoing Progress Monitoring every other week for Tier 2 interventions and weekly for Tier 3 interventions. Classroom teachers and Hourly teachers meet with these students in a small group setting or in a one-on-one setting. Students who are meeting or are above the expectations are meeting in small groups with classroom teachers to provide targeted strategies to move their learning forward.

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

Teachers will implement the strategy of organizing students to practice and deepen their knowledge

Minutes added to the school year: 1,560

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

For students to be able to understand different perspectives when working in groups to understand concepts.
 For students to responsibly interact in small group work.
 For students to increase their knowledge of concept through discussions and work with other students.

Provide a description of the strategy below.

After teacher presents concept, students practice and work in small groups to further their understanding of the concept. We will also involve 40 students in STEM Academy to deepen their knowledge of STEM concepts. This is an after school program that accounts for the minutes added to the school year.

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

Classroom walkthroughs and observations by administrators.
 Classroom observations of teachers.
 Students use of goals and scales to track their understanding of the concept/standard being taught.

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

Administrators and Teachers

INSTRUCTIONAL STRATEGY #2

Strategy Type

Teachers will chunk content so that students have time to process the information given and demonstrate their understanding

Minutes added to the school year: _____

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

For students to be able to understand chunks of content

Provide a description of the strategy below.

When presenting content, teacher will break it into chunks of information and help students process this so that they understand. Teachers will monitor for understanding before moving on.

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

Formative assessments, observation and discussion are ways that teachers will monitor this strategy. Administrators will collect data during walkthroughs and observations.

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

Administrators

INSTRUCTIONAL STRATEGY #3

Strategy Type

All teachers will become proficient in the utilization of goals and scales in order for teacher and students to understand the standards.

Minutes added to the school year: _____

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

For teachers to learn about the goals and scales and to teach students how to use goals and scales to effectively to track their progress in relation to the standards.

Provide a description of the strategy below.

Teachers will be trained on the use of goals and scales by administrators. Teachers will implement goals and scales in their classrooms. Teachers will follow the district implementation plan of creating goals and scales in ELA.

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

Teachers will use pre and post assessments in ELA to show growth in the module. Teachers and students will track student progress in relation to the goal for each ELA module.

Administrators will monitor effectiveness of this through walkthrough and classroom observations.

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

Administrators

INSTRUCTIONAL STRATEGY #4

Strategy Type

Teachers will use small group instruction methods to meet the unique needs of their students.

Minutes added to the school year: _____

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

To give students who are struggling with concepts additional time with the teacher to learn the concept.

Provide a description of the strategy below.

Teachers will present concept to the whole group.
 Students who are having difficulty with the concept being taught will be pulled into a small group to have further instruction on the concept while others are doing independent or group work.
 Teachers of primary grades will use the Jan Richardson Guided Reading Routine to teach small group reading.

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

Small group notes are written to document what was taught. The goal is for students to understand when the whole group lesson is taught, but some students need more time to learn the concept or need to have more guided practice.

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

Administrators

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.

We hold a Kindergarten Round Up in January for families who have incoming Kindergarten students the next school year. We review what the Kindergarten day would look like, the standards they must meet and share materials that Kindergarteners would be using. We share our school expectations and tour the school and Kindergarten classrooms. Our 5th grade students work with our guidance counselor and classroom teachers as they sign up for classes for middle school. Our guidance counselor was previously at the middle school, so she talks to the 5th grade students about what to expect in middle school.

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
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LLT Member First Name	LLT Member Last Name	Title	Email
Katherine	Wickett	Principal	wickettk@pcsb.org
Eileen	Stull	Assistant Principal	stulle@pcsb.org
Nancy	Fallin	ESOL Teacher	fallinn@pcsb.org
Brooke	Johannessen	Intermediate Teacher	johannessenb@pcsb.org
Vicki	Nicholson	Primary Teacher	nicholsonv@pcsb.org
Robert	Wirth	Media Specialist	wirthr@pcsb.org

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.

Student Literacy work is displayed in the hallways and classrooms to celebrate the student's accomplishments in each Reading Module. LLT coordinates the following special reading days: Dr. Suess reading day & Love to Read Title 1 Reading Initiative
 Administrators coordinate Professional Development on the Module Roll outs for reading
 LLT sponsors a Literacy Parent Workshop
 LLT will help lead teams on the data analysis of their Reading data throughout the year.

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

Ongoing Professional Development for teachers on the implementation of goals and scales in the reading modules provided by LLT/ Administrators - monitored by Administrators.
 Ensure that reading materials in each classroom supports the Reading Modules - AP on the LLT coordinates this.
 Educating Parents on Literacy expectations and goal setting.

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 (%)
25.9		40

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
21.8		32

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 (%)
32.5		42

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

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
74		80

COMPREHENSIVE ENGLISH LANGUAGE LEARNING ASSESSMENT (CELLA)

Students Scoring Proficient in Listening/Speaking

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
61.1		70

Students Scoring Proficient in Reading

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
33.3		40

Students Scoring Proficient in Writing

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
30.9		40

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	47		75
Black/African American	35		53
Hispanic	49		70
Asian	60		85
American Indian	0		0
English Language Learners (ELLs)	33		48
Students with Disabilities (SWDs)	22		60
Economically Disadvantaged	41		65

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.

Increase the percentage of students achieving at proficiency levels in reading from 42.4% to 72% as measured by the Florida Standards Assessment.

Provide possible data sources to measure your reading goal.

2016 Florida Standards Assessment
 15/16 ELA Assessments - given 3 times per year
 Running Records administered by classroom teachers 3 times per year
 Ongoing Progress Monitoring of students receiving reading interventions
 Classroom Formative Assessments
 Classroom Assessments

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
Provide ongoing professional development for teachers for implementation of Florida Standards and analyzing data.	Provide a total of 2 TDE days for teachers to work with administrators and district content area staff to understand implementation of the Florida Standards and how to utilize the data to adjust classroom instruction. The TDE's will address content in multiple areas (Reading, Writing, Math and Science) including implementation of goals and scales and problem-based math. Classroom teachers will align lessons and goals and scales to Florida Standards using research based strategies. Administrators will monitor implementation of what teachers have learned in these TDE's and the impact on student achievement by monitoring lesson plans, conducting walk-throughs and having ongoing dialogue with teachers about their instruction at data meetings and PLC's.
Action 2	Plan to Implement Action 2
Provide additional instruction in small group or one-on-one for students who are struggling with reading concepts to work on their area(s) of need.	Students with a Progress Monitoring Plan (PMP) will receive targeted interventions with certified teachers. These students will be targeted for after school tutoring programs. Administrators will monitor PMP's and Ongoing Progress Monitoring (OPM) data to ensure that interventions are being implemented with fidelity. They will review data, will check lesson plans and observe interventions being given during walk-throughs.
Action 3	Plan to Implement Action 3
Use goals and scales for students to track their own progress toward meeting the standards.	Administrators will lead professional development on the implementation of goals and scales. Teachers will use goals and scales in their classroom daily so students can assess their progress toward the goal. Administrators will monitor the use of goals and scales during walk-throughs and observations.
Action 4	Plan to Implement Action 4
Monitor students progress monthly and make changes if interventions are not meeting the students needs.	Review data with SBLT and grade level teachers to determine if progress is being made and transferring into regular classroom work.

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 (%)
45		60

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.

Increase the percentage of students achieving at proficiency level in writing from 48.8% to 70% as measured by the Florida Standards Assessment

Provide possible data sources to measure your writing goal.

2016 Florida Standards Assessment
15/16 ELA Assessments - given 3 times per year
Classroom assessments

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
Provide ongoing professional development for teachers for implementation of Florida Standards and analyzing data.	Provide a total of 2 TDE days for teachers to work with administrators and district content area staff to understand implementation of the Florida Standards and how to utilize the data to adjust classroom instruction. The TDE's will address content in multiple areas (Reading, Writing, Math and Science) including implementation of goals and scales and problem-based math. Classroom teachers will align lessons and goals and scales to Florida Standards using research based strategies. Administrators will monitor implementation of what teachers have learned in these TDE's and the impact on student achievement by monitoring lesson plans, conducting walk-throughs and having ongoing dialogue with teachers about their instruction at data meetings and PLC's.
Action 2	Plan to Implement Action 2

Provide opportunities for students to write across multiple curriculum areas.	Teacher will use journals in science and math for students to respond and reflect their thinking and understanding of concepts through writing. Administrators will monitor journal work during walk-throughs.
Action 3	Plan to Implement Action 3
Provide additional instruction in small group or one-on-one for students who are struggling with writing concepts to work on their area(s) of need.	Teachers will review student writing monthly at data/planning PLC to determine student need for additional support. Students with a Progress Monitoring Plan (PMP) will receive targeted interventions with certified teachers. Administrators will monitor PMP's and Ongoing Progress Monitoring (OPM) data to ensure that interventions are being implemented with fidelity. They will review data, will check lesson plans and observe interventions being given during walk-throughs.
Action 4	Plan to Implement Action 4
Provide opportunities for students to learn writing conventions and strengthen their vocabulary	Teachers provide a literacy rich environment and emphasize writing conventions through the Reading Modules. Administrators will observe student's writing during walk-throughs and at PLC meetings with teachers.

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 (%)
30.5		38

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
11.9		32

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 (%)
39.5		50

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

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
68		75

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	43		71

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Black/African American	29		48
Hispanic	29		59
Asian	70		88
American Indian	0		0
English Language Learners (ELLs)	26		54
Students with Disabilities (SWDs)	22		55
Economically Disadvantaged	29		61

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.

Increase the percentage of students achieving at proficiency level in mathematics from 47.7% to 70% as measured by the Florida Standards Assessment.

Provide possible data sources to measure your mathematics goal.

2016 Florida Standards Assessment
 15/16 Math PCAS Assessment - given 3 times per year
 Ongoing Progress Monitoring of students receiving interventions in mathematics
 Classroom Formative Assessments
 Classroom Assessments

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
Provide ongoing professional development for teachers for implementation of Florida Standards and analyzing data.	Provide a total of 2 TDE days for teachers to work with administrators and district content area staff to understand implementation of the Florida Standards and how to utilize the data to adjust classroom instruction. The TDE's will address content in multiple areas (Reading, Writing, Math and Science) including implementation of goals and scales and problem-based math. Classroom teachers will align lessons and goals and scales to Florida Standards using research based strategies. Administrators will monitor implementation of what teachers have learned in these TDE's and the impact on student achievement by monitoring lesson plans, conducting walk-throughs and having ongoing dialogue with teachers about their instruction at data meetings and PLC's.
Action 2	Plan to Implement Action 2
Emphasize the learning of basic math facts	Provide math challenge for students to increase their automaticity of math facts. Ongoing Progress Monitoring (OPM) will occur until facts are learned. Administrators will monitor the OPM of math facts and will have ongoing dialogue with teachers about the impact of this on strategy during data meetings.
Action 3	Plan to Implement Action 3

<p>Provide additional instruction in small group or one-on-one for students who are struggling with math concepts to work on their area(s) of need.</p>	<p>Students with a Progress Monitoring Plan (PMP) will receive targeted interventions with certified teachers. Administrators will monitor PMP's and Ongoing Progress Monitoring (OPM) data to ensure that interventions are being implemented with fidelity. They will review data, check lesson plans and observe interventions being given during walk-throughs.</p>
Action 4	Plan to Implement Action 4
<p>Use formative assessments daily to inform instruction and make adjustments that is targeted to student need.</p>	<p>LLC will lead professional development on the use of formative assessments and will create videos to show teachers so they see that in action. Teachers will give formative assessments in their classroom daily so they can make adjustments to instruction (whole group or small group) based on student need. Administrators will monitor teacher use of formative assessments during walk-throughs and look for documentation in lesson plans. The data gathered from formative assessments will be part of ongoing dialogue at data meetings.</p>

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 (%)
35.8	28	40

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
26.9	23	30

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.

Increase the percentage of students achieving at proficiency level in science from 51% to 70% as measured by the Florida Standards Assessment.

Provide possible data sources to measure your science goal.

2016 Florida Standards Assessment
15/16 Science PCAS Assessment - given 3 times per year
Classroom Formative Assessments
Classroom Assessments

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
Provide ongoing professional development for teachers for implementation of Florida Standards and analyzing data.	Provide a total of 2 TDE days for teachers to work with administrators and district content area staff to understand implementation of the Florida Standards and how to utilize the data to adjust classroom instruction. The TDE's will address content in multiple areas (Reading, Writing, Math and Science) including implementation of goals and scales and problem-based math. Classroom teachers will align lessons and goals and scales to Florida Standards using research based strategies. Administrators will monitor implementation of what teachers have learned in these TDE's and the impact on student achievement by monitoring lesson plans, conducting walk-throughs and having ongoing dialogue with teachers about their instruction at data meetings and PLC's.
Action 2	Plan to Implement Action 2
Provide additional instruction in small group or one-on-one for students who are struggling with science concepts to work on their area(s) of need.	Students with a Progress Monitoring Plan (PMP) will receive targeted interventions with certified teachers. Administrators will monitor (PMP's and Ongoing Progress Monitoring (OPM) data to ensure that interventions are being implemented with fidelity. They will review data, check lesson plans and observe interventions being given during walk-throughs.
Action 3	Plan to Implement Action 3
Utilize the Science Lab in grades 3-5.	Classes are scheduled to spend 1 week every 5 weeks in the Science Lab to reinforce the Scientific Method using hands-on lab activities. Administrators will monitor the effectiveness of the Science Lab through walk-through observations and dialogue with teachers during PLC meetings.
Action 4	Plan to Implement Action 4
Implement the STEM Academy and School wide Science Showcase	STEM Academy teacher will recruit students interested in participating in the STEM Academy and will facilitate this program after school. All students in grades 3-5 will participate in a School wide Science Showcase by submitting an individual Science Project. Students in grades K-2 will submit a class project. Administrators will monitor this by observation of the STEM academy work and the number of Science Showcase submissions.

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 (%)
35.8		40

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
26.9		30

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.

Have our STEM Academy after school program to increase student knowledge, understanding and application of STEM concepts.

Provide possible data sources to measure your STEM goal.

15/16 Science PCAS
 15/16 State Science Assessment (FCAT)
 formative assessments

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
Ensure current STEM Academy Facilitator will remain in this position and recruit a second facilitator	Meet with current STEM Academy Facilitator and discuss remaining in this position and goals for upcoming year
Action 2	Plan to Implement Action 2
Recruit 40 STEM Academy students	Send information letter to invite students to participate in the STEM Academy.
Action 3	Plan to Implement Action 3
Have STEM Academy students work on goals each week in the STEM Academy after school program	STEM Academy students will attend the after school STEM Academy and will work on hands-on STEM activities.
Action 4	Plan to Implement Action 4
Stem Academy students will lead the presentations at the STEM Expo.	Students in STEM Academy will share the Scientific process to parents at the School wide STM Expo.

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	10	0	0
Grade 1	10	0	0
Grade 2	5	0	0
Grade 3	7	0	0
Grade 4	4	0	0
Grade 5	5	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	12	23.5	12
Grade 1	9	18.8	9
Grade 2	10	14.8	7

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 3	6	8.7	4
Grade 4	6	9.8	4
Grade 5	5	13	6

SUSPENSIONS

Students with One or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	7	0	0
Grade 1	21	9.4	5
Grade 2	4	6.2	3
Grade 3	18	1.4	0
Grade 4	39	9.8	5
Grade 5	11	11.6	5

Students with Five or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	2.4	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	100	1.2	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	14	1.2	0
Grade 2	0	0	0
Grade 3	29	0	0
Grade 4	57	3.7	0
Grade 5	0	2.9	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 (%)
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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 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	17	0	0
Grade 1	0	2.4	0
Grade 2	0	1.2	0
Grade 3	17	0	0
Grade 4	66	1.2	0
Grade 5	0	2.9	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	1.2	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 (%)
Kindergarten	11	1.5	0
Grade 1	17	4.7	0
Grade 2	22	4.9	0
Grade 3	50	10	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	42	0	20
Grade 4	36	0	15
Grade 5	20	0	10

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	4.3	0
Grade 4	0	8.5	0
Grade 5	0	5.8	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 (%)
2	0	0

MULTIPLE EARLY WARNING INDICATORS

Students Exhibiting Two or More Early Warning Indicators

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	2	0	0
Grade 1	1	6	0
Grade 2	2	2	0
Grade 3	7	5	0
Grade 4	4	5	0
Grade 5	1	5	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).

Our SBLT monitors the early warning signs data. Those with attendance issues are handled by our Child Study Team as part of our SBLT. Parents receive contact from our social worker to problem solve for attendance issues. If improvements are not seen, the social worker submits the TIP referral to the State Attorney. Those with referral/suspension issues are handled by the administrators as part of our SBLT. We utilize PBS strategies for our school-wide behavior system and students are made aware of school-wide expectations through assemblies, bi weekly videos on the news show and through classroom expectations aligned with school-wide expectations. We implement a system of issuing interventions instead of referrals for many behavior issues so that we have an opportunity to teach students the behavior that is expected. Only when there is a safety issue or a repeated behavior issue does a referral get written up. Administrators contact parents by phone if their child is receiving a referral and what actions have been taken at school. We also work with the parents to develop a plan for how to handle these behaviors at school and at home so their is consistency. . Those with academic issues are handled by our OPM team as part of our SBLT. Data is monitored and interventions are changed based on data to match the student need.

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

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

Description of Goals, Targets, and Actions for Black Student Achievement	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
	31.2		60

Add Target

Delete Target

Description of Goals, Targets, and Actions for Black Student Achievement	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Increase the percentage of black students achieving at proficiency level in math from 25 % to 60% . Low performing math students will receive daily math intervention based on their needs. We monitor these students more frequently (weekly) to ensure that they are progressing toward their goals. We will review the OPM data at SBLT weekly meetings and at data meetings with teachers. Adjustments to instruction will be made based on this data. These students will also be invited to participate in our Promise Time after school tutoring program. Our high performing black students will receive math enrichment bi-weekly with our gifted teacher.	25		60

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).

We have had average parental involvement at school wide events. We are looking to increase this by offering a monthly workshop that will teach parents ways to support curriculum at home or working on character development. We have had very limited involvement at PTA/SAC meetings the past few years. We have many parents that pick up their students so we are going to alternate having our PTA/SAC meetings right after school and offer free child care and right before a parent workshop in the evening to try to increase attendance at PTA/SAC meetings and therefore increase family involvement. This plan was developed based on feedback from parents.

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.

We send out a weekly School Messenger message to give information for the upcoming week and the following week. We are moving our PTA/SAC meetings to increase the number of parents able to attend meetings. We are increasing the number of Family Involvement Nights to help parents know how to support their student at home with academics. We send a weekly School Messenger phone and email message to families with reminders of what is coming up the next week or two. We are sending an email copy of our weekly phone message to parents who need it in Spanish and Vietnamese. We utilize our bilingual assistants and ASL interpreters at all family events

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.

Our Family and Community Liaison works with several business partners that support Cross Bayou. She seeks out additional business and community partners. We honor all of our adopt-a-class sponsors and business partners at our Bobcat Assemblies each month.

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 (%)

Description of Additional Targets	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Our Healthy Schools Inventory indicates that we have achieved 4/6 areas rated as the Bronze Level. Our focus will be to achieve bronze level on 5/6 areas.		66	83

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	Curriculum Deepening Knowledge in Goals and Scales and Problem Based Math
Related Goal(s)	Reading, writing, math, Science
Topic, Focus, and Content	To learn how to use goals and scales in ELA and for teachers to develop their own goals and scales in ELA so that students will be able to describe their understanding of the content being learned in relation to the scale. To learn how to utilize problem-based math strategies effectively to increase student engagement and understanding of mathematical content.
Facilitator or Leader	Just in Time Trainers
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	Instructional Staff
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	2 TDE's per year, as needed through out the year Monthly PLC's will focus on PD Professional Development Days through the district for school based training will focus on Goals and Scales and Problem-Based Math
Strategies for Follow-Up and Monitoring	Classroom Observations, Walk throughs and Student Work Samples
Person Responsible for Monitoring	Administrators
Professional Development Identified	Curriculum PLC's
Related Goal(s)	Reading, Writing, Math, Science
Topic, Focus, and Content	Working as a team to look at grade level and classroom data to problem solve how to address students who are struggling. Administrators will provide training on grade specific content so discussion can be grade and classroom specific.
Facilitator or Leader	Administrators
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	Grade Level PLC
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	2 times per month during Specials Block
Strategies for Follow-Up and Monitoring	Classroom Observations, Walk throughs and Student Work Samples
Person Responsible for Monitoring	Administrators

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.

Title 1 will be used to pay for:
 Additional hourly teachers to support student achievement.
 Supplemental classroom materials.
 Materials to give to parents at workshops.
 Provide TDE's for teachers for professional development.
 Provide after-school tutoring for struggling students.
 Provide laptop computers for home use to extend learning for our 3rd and 4th grade students.
 IDEA
 Family Center on Deafness provides after school tutoring for our Deaf/Hard of Hearing students.

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.

The School Based Leadership Team meets weekly. The Title 1 Team meets monthly. Both of these teams review data and make decisions for the allocation of resources based on the data.

PART V **BUDGET**

Create a budget for each school-funded activity.

Add Item

Delete Item

Budget Item Description	Hourly Teachers
Related Goal(s)	Reading, Writing, Math
Actions/Plans	to support Tier 2 and Tier 3 students
Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i>	hourly teacher salaries
Description of Resources	salaries
Funding Source	Title 1
Amount Needed	\$63,513.12
Budget Item Description	Classroom Instructional Materials
Related Goal(s)	Reading, Writing, Math, Science

Actions/Plans	supplementing classroom materials
Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i>	evidence-based materials
Description of Resources	various
Funding Source	Title 1
Amount Needed	\$5,000.00
Budget Item Description	TDE's for teachers
Related Goal(s)	Reading, Writing, Math Science
Actions/Plans	Curriculum training
Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i>	Professional Development
Description of Resources	TDE's
Funding Source	Title 1 & SIP
Amount Needed	\$4,500.00

PART VI **MID-YEAR REFLECTION**

This section is to be completed after mid-year assessment data is available. Reflect on the plan created through the problem-solving process at the beginning of the year and answer the following questions for each 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

