School Improvement Plan
2015-2016

Curlew Creek Elementary

Michael A. Grego, Ed.D.
Superintendent

pcs
PINELLAS COUNTY SCHOOLS

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2015-2016
School Improvement Plan

PART I	CURRENT SCHOOL STATUS
Section A	**School Information**

School Name	Principal's First Name	Principal's Last Name
Curlew Creek Elementary	Kathy	Brickley

School Advisory Council Chair's First Name	School Advisory Council Chair's Last Name
Heidi	Pukas

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

100% Student Success

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

Prepare students for Middle School, High School, College and Career by fostering positive relationships while providing rigorous and engaging learning experiences.

SCHOOL ENVIRONMENT

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

First week activities include surveys from both students and parents, activities that define learning styles and builds identity for the class and individual students.

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

A strong presence of adults throughout the school day as well as before and after school, provides a sense of safety as well as a School Wide Behavior Plan that creates a culture of respect.

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.

Curlew's SWBP is based on PBS. Expectations and rules for common areas are posted throughout the school. We have a system of recognition that includes the distribution of "coyote tickets" for appropriate behaviors aligned to character traits and guidelines for success. Regularly scheduled assemblies recognize classes and individuals for good character.

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.

Embedded in our SWBP are strategies and expectations that address the social-emotional needs and safety of all students at Curlew. As individual students are identified as needing assistance, support or redirection, the appropriate resource is provided to the student as well as the family. This may be in the form of providing resources for counseling, mentoring, tutoring, medical assistance or financial assistance.

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
Heidi	Pukas	Parent
Kelli	Rolfe	Parent
Jayme	Pecci	Business
Kathy	Brickley	Principal
Kim	Mauro	Teacher
Janet	Matin	Support
Diana	Stoker	Teacher
Beca	Alt	Parent
Nora	Olivares	Parent
Cynthia	Ramos-Gonzalez	Parent
Paul	Hittos	Parent
Tammy	Farrabee	Parent
Lisa	Gottschalk	Parent

SIP LAST YEAR

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

We do not have current school improvement data from 2014-2015 so our plan is based on data from 2013-2014 school year.
Goal 1: In Reading, the goal was to increase students' performance at Level 3 or above by 14% .   We increased by 6%.
Goal 2: In Writing, the goal was to increase students' performance at Level 3.5 or above by 26%. We increased by 6%.
Goal 3: In Math, the goal was to increase students' performance at Level 3 or above by 11%. We decreased 4%.
Goal 4: In closing, the achievement, the goal was to increase from 50% to 65%. We decreased by 25%.
Goal 5: In Science, the goal was to increase students' performance at Level 4 from 34% to 55%. We increased by 6%. We also increased students' performance at a level 3 and above from 59% to 75%.

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

$6750 - Madd Scientist program

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

SAC provided input for the 2015-16 SIP during the April and May 2015 meetings. At the first SAC meeting of the 2015-16 school year, the SIP was reviewed and approved.

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

SAC meets eight times a year to review goals and SIP status.
The meeting will be held on the following dates:
Aug 27, 2015
Sept 10, 2015
Oct 8, 2105
Nov 12, 2105
Jan 14, 2105
Feb 11, 2105
March 10, 2105
April 14, 2015

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.

$6300 - School improvement funds will be used for TDEs for teacher training with Just in Time Coaches and team collaborative planning.

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	Last Name	Email Address	
Kathy	Brickley	brickleyk@pcsb.org	

Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Master of Education	Educational Leadership	14	0

Certifications (if applicable)
School Principal, Educational Leadership, ESE K-12

ASSISTANT PRINCIPAL #1

First Name	Last Name	Email Address	
Sharon	Wilson	wilsonsh@pcsb.org	

Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Master of Education	Educational Leadership	18	1

Certifications (if applicable)
School Principal, Elementary Education

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)			

ASSISTANT PRINCIPAL #3

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 #4

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: 90

% receiving effective rating or higher:

% Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23):   99

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

% ESOL endorsed: 44.4

% reading endorsed: 8.9

% with advanced degrees: 28.9

% National Board Certified: 7.8

% first-year teachers: 8.9

% with 1-5 years of experience: 23.3

% with 6-14 years of experience: 27.8

% with 15 or more years of experience: 40

PARAPROFESSIONALS

of paraprofessionals: 0

% 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.

The Principal and Assistant Principal actively seek and vette qualified teachers to fill open positions. Professional development, team building, mentoring and support are used to retain faculty and staff.

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

Administration strives to incorporate additional planning time for teachers. Teachers will have a TDE for collaborative planning using SIP funds. PLC's are conducted weekly amongst grade levels. Vertical PLC's will be scheduled three times in the year.

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

New teachers and teachers new to Curlew Creek are paired with a mentor on their grade level or similar position. They meet at least once a month and mentors provide ongoing 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.

The SBLT/MTSS will be responsible for managing and coordinating efforts between all school teams including data chats and SIP reviews.

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
Kathy	Brickley	Principal
Dee	James	Guidance Counselor
Jill	Mcgann	Psychologist
Cassie	Kelsheimer	Social Worker
Sharon	Wilson	Assistant Principal

MTSS Team Member First Name	MTSS Team Member Last Name	Position
Jill	Augustine	Diagnostician

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

SBLT is responsible for managing and coordinating efforts between all school teams as well as reviewing and revising the SIP. Programs, instruction and interventions in the SIP are based on data gathered throughout the problem solving process and based on student need.

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).

Aimes Web, Common Assessments, FAIR, OPM (DIBELS), PMPs, classroom formative assessments, frequency charts, monitor referrals, , attendance/ODR data, absences and tardies.

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

The MTSS leadership team will conduct a training about the MTSS process, attends pertinent training and disseminates the information to teachers and staff.

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 utilize district curriculum which is aligned to Florida Standards. Teams collaboratively plan together and lesson plans are uploaded to Planbook.com and monitored by Administration.

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.

Common assessments, FAIR, running records and formative assessments determine the matching of students with the appropriate intervention group. These procedures are monitored regularly with data discussions and lead to students changing interventions as needed through progress monitoring. Teachers also meet at grade level PLC's to discuss student needs and how to best meet them through differentiated instruction.

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 utilize Formative Assessments to monitor student learning and adjust instruction.

Minutes added to the school year: _____

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

> Track student understanding and learning

Provide a description of the strategy below.

> Teachers will implement the use of formative assessments to gage students understanding.

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

> Data will be collected during instruction to determine students level and learning and results will be used to drive instruction.

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

> Classroom teachers

INSTRUCTIONAL STRATEGY #2

Strategy Type

> Collaborative Planning

Minutes added to the school year: _____

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

> Collaborative planning will increase the level of learning by using grade level interventions, enrichment, and differentiation.

Provide a description of the strategy below.

> Teachers and/or teams will meet weekly to collaboratively plan and implement ideas.

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

> Classroom assessments

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

> Classroom teachers

INSTRUCTIONAL STRATEGY #3

Strategy Type

Teachers will provide instruction which is aligned with the cognitive complexity of the Florida State Standards.

Minutes added to the school year: _____

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

To support the Florida Standards that are embedded across the curriculum

Provide a description of the strategy below.

Standards-based instruction will be delivered throughout the core curriculum. Students will be provided with appropriate scaffolding and supports to access higher order questions and tasks.

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

classroom assessments, common assessments and FSA

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

Classroom teachers

INSTRUCTIONAL STRATEGY #4

Strategy Type

Before/ After school programs: Computer Lab, STEM

Minutes added to the school year: _____

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

To increase academic opportunities for enrichment and intervention for ELA, math and science.

Provide a description of the strategy below.

Targeted students will be invited to participate in before/after school programs to increase and support their level of learning.

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

Common assessments, attendance and performance data will be monitored. (Istation data, ST MATH data, pre and post tests for STEM?)

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

Assistant Principal

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.

Kindergarten teachers will hold an orientation for incoming students and their parents prior to the beginning of the school year. Readiness skills will be emphasized and good choices for academic and social characteristics will be presented. Materials will be available, as well as pamphlets covering a variety of helpful parenting subjects . All students will be invited to an open house at the beginning of the year. Middle school counselors will come to Curlew to address their respective fifth graders. A grade wide, mock MS program will be provided at the end of the year.

COLLEGE AND CAREER READINESS

Describe the strategies the school uses to support college and career awareness

At the Chi Chi Rodriguez Academy all middle school students are formally exposed to career and college opportunities through Finance Park, Career Cruising and through our elective- Personal, Career and Social Development curriculum.

Describe how the school integrates vocational and technical education programs.

Every Chi Chi Rodriguez Academy student participates in the work shadowing program where the student is paired with Chi Chi Rodriguez Youth Foundation department heads or managers for a class period each week throughout the school year. During shadow times, the students assume the role of the employee they are assigned to that week. The employee models their skills, explains the educational training required to do the job and then allows the student to perform many of the tasks of the job in the real world environment.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report, as required by section 1008.37(4), F.S.

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
Kristin	Sponaugle	Kindergarten Teacher	sponauglek@pcsb.org
Mary Lea	Ayer	1st Grade Teacher	ayerm@pcsb.org
Korie	Major	2nd Grade Teacher	majork@pcsb.org
Laura	Clark	3rd Grade Teacher	clarkl@pcsb.org
Karen	Boehm	4th Grade Teacher	boehmk@pcsb.org
Stacey	Grant	5th Grade Teacher	grantst@pcsb.org
Nancy	Ibrahim	SLP	ibrahimn@pcsb.org

LLT Member First Name	LLT Member Last Name	Title	Email
Holly	Mulliex-Stack	Music Teacher	mullinex-stackh@pcsb.org
Sharon	Wilson	Assistant Principal	wilsonsh@pcsb.org
Kathy	Brickley	Principal	brickleyk@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.

The LLT meets monthly and will monitor the SIP literacy instructional strategies. Team members will garner input from teachers for literacy initiatives of the school. Teachers will attend literacy trainings and work with just in Time coaches which will enable them to differentiate and implement curriculum to meet individual student needs. LLT will debrief these training sessions and monitor their implementation.

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

Integration of health and social studies through nonfiction texts into the instructional time. Matching interventions to student needs to increase their reading skills and abilities. LLT will ensure that the school improvement identified strategies will be incorporated as we implement this initiative. Teams will collaboratively plan how to integrate health and social studies through nonfiction texts across the curriculum.

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 (%)
33.8		40

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
39		50

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	10	20

Students Scoring at or Above Level 7

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

LEARNING GAINS

Students Making Learning Gains (FCAT 2.0 and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
62.2		80

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

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
46		80

COMPREHENSIVE ENGLISH LANGUAGE LEARNING ASSESSMENT (CELLA)

Students Scoring Proficient in Listening/Speaking

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
54.8	82	90

Students Scoring Proficient in Reading

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
35.7	55	60

Students Scoring Proficient in Writing

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
26.2	33	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	72.4		80
Black/African American	25		40
Hispanic	58		70
Asian	61.5		75
American Indian	0		0
English Language Learners (ELLs)	35		50
Students with Disabilities (SWDs)	36		50
Economically Disadvantaged	49		60

POSTSECONDARY READINESS

This section is only for schools that teach high school grade levels. Otherwise, skip it.

Four-Year Graduates Scoring "College Ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or Any College Placement Test Authorized Under Rule 6A-10.0315, F.A.C.

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

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 performing on or above Proficiency Level 3 in the area of Reading from 67% (in 2014 data) to 80% as measured by Florida Standards Assessment.

Provide possible data sources to measure your reading goal.

To monitor the progress we will use formative assessments, FAIR, FSA, ELA Common Assessment data, running records, SAT10 and CELLA. The goal will be measured with the results of the FSA.

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
Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks. Students are provided with appropriate scaffolding and supports to access higher order questions.	Teachers will use Florida Standards and district curriculum as they plan daily lessons across the curriculum including health and social studies.
Action 2	**Plan to Implement Action 2**
Teachers will utilize Goals and Scales/rubrics during instruction to assist students in tracking their own progress toward learning goals.	Teachers will plan and implement instruction following the curriculum, developing and using collaborative learning scales and rubrics to track student learning, and to assist students in tracking their progress.
Action 3	**Plan to Implement Action 3**
Groups will be formed based on data and adjusted frequently based on ongoing progress monitoring. Research based interventions will be matched to individual student needs.	During weekly PLC's teachers will utilize a variety of formative and summative assessment data to form instructional groups. Groups will be fluid and adjusted as needed based on student performance.
Action 4	**Plan to Implement Action 4**
Targeted students K-5 will be offered extended learning.	SBLT and teachers will Identify struggling students based on end of year data and on-going data through out the school year. We will hire HQ teachers to implement ELP and ERELM October through March.

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 (%)
60.7		80

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at or Above Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	17	17

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 performing on or above Proficiency Level 3.5 in the area of Writing from 60.7 to 80% as measured by Florida Standards Assessment.

Provide possible data sources to measure your writing goal.

Formative assessments and FSA results.

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
Effective interpretation and analysis of writing samples will be undertaken by teachers.	Teachers will discuss student writing samples in PLCs and identify students' strengths and weaknesses to effectively differentiate writing instruction.
Action 2	**Plan to Implement Action 2**
Systematic instruction and process writing will be facilitated daily in fourth and fifth grade, including dual scoring of ongoing formative assessments.	Teachers will collaboratively plan lessons weekly and dual score writing samples to ensure objective use of the writing rubric.
Action 3	**Plan to Implement Action 3**
Implement high yield instructional strategies and use data to drive instruction.	Based on formative and summative data teachers will modify instruction to differentiate lessons for students who would benefit from intervention and enrichment.
Action 4	**Plan to Implement Action 4**
Targeted 4th and 5th grade students will be offered explicit after school instruction.	A highly qualified teacher will implement a "bump it up" writing program to increase student performance between October and February.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section C	**Area 3: Mathematics**

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0) - *Elementary and Middle School Mathematics*

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
33.8		40

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
31.5		50

FLORIDA ALTERNATE ASSESSMENT (FAA) - *Elementary and Middle School Mathematics*

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
12.5	0	25

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	0	12.5

LEARNING GAINS - *Elementary and Middle School Mathematics*

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

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
54		70

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

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
50		70

ANNUAL MEASURABLE OBJECTIVES (AMOs) - *Elementary and Middle School Mathematics*

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	68.9		75
Black/African American	37.5		50
Hispanic	46.5		60
Asian	92.3		95
American Indian	0		0
English Language Learners (ELLs)	53		65
Students with Disabilities (SWDs)	43.8		55
Economically Disadvantaged	61.5		70

FLORIDA ALTERNATE ASSESSMENT (FAA) - *High School Mathematics*

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 - *High School Mathematics*

Students Making Learning Gains (EOC and FAA)

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

ANNUAL MEASURABLE OBJECTIVES (AMOs) - *High School Mathematics*

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			
Black/African American			
Hispanic			
Asian			
American Indian			
English Language Learners (ELLs)			
Students with Disabilities (SWDs)			
Economically Disadvantaged			

POSTSECONDARY READINESS - *High School Mathematics*

Four-Year Graduates Scoring "College Ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or Any College Placement Test Authorized Under Rule 6A-10.0315, F.A.C.

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

MIDDLE SCHOOL ACCELERATION

Middle School Participation in High School EOC

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

Middle School Performance on High School EOC

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

ALGEBRA 1 END-OF-COURSE ASSESSMENT (EOC)

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 (%)

GEOMETRY END-OF-COURSE ASSESSMENT (EOC)

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 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 performing on or above Proficiency Level 3.0 in the area of Mathematics from 64.7 (in 2014) to 80% (in 2016) as measured by Florida Standards Assessment.

Provide possible data sources to measure your mathematics goal.

Formative assessments, End of Chapter tests, District Common Assessments, CPALMS and Florida Standards Assessment results.

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
Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks. Students are provided with appropriate scaffolding and supports to access higher order questions and tasks.	Teachers will use Florida Standards and district curriculum as they plan daily lessons.
Action 2	**Plan to Implement Action 2**
Teachers will provide ongoing journaling opportunities for students in express and solidify their conceptual knowledge.	Teachers will regularly build journaling in to the math routine.
Action 3	**Plan to Implement Action 3**
Teachers will incorporate ST Math and iPads Apps into Math instruction	Develop a dedicated time for each class to utilize the computer labs. Each pod will develop an iPad rotation schedule.
Action 4	**Plan to Implement Action 4**
Data will be used effectively to drive instruction and intervention.	Data is reviewed during PLC's and Data Chats and adjust instruction and groups accordingly.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section D	**Area 4: Science**

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0) - *Elementary and Middle School Science*

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
33	75	80

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
30		40

FLORIDA ALTERNATE ASSESSMENT (FAA) - *Elementary and Middle School Science*

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	0	25

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	0	11

FLORIDA ALTERNATE ASSESSMENT (FAA) - *High School Science*

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 (%)

BIOLOGY 1 END-OF-COURSE ASSESSMENT (EOC)

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 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 performing on or above Proficiency Level 3 in the area of Science from 75% (in 2015) to 80% (in 2016) as measured by FCAT 2.0

Provide possible data sources to measure your science goal.

Formative assessments, journal rubrics, self-assessments, 3rd-5th Grade Science Lab assessment, FCAT results, Science Lab and other formative assessment results will be reviewed every month by SBLT and during grade level PLC's.

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
Establish routine practice for students in the use of the science learning activity guides (SLAG's) as a component of the science notebook processes.	Teachers will create and model the process for students to use SLAG's with fidelty.
Action 2	**Plan to Implement Action 2**
Grades 3-5 will utilize the new Science Lab with fidelity	Set up lab in August, teachers get trained , start lab early September, 2015.
Action 3	**Plan to Implement Action 3**
Establish routine practice for student using success criteria and journaling to track individual progress of learning goals.	Teachers will model for students how to use success criteria and journaling to track their learning goals. Teachers will monitor student completion of learning goals.
Action 4	**Plan to Implement Action 4**
Develop and implement a 5th grade benchmark review plan based on data from the 3rd/4th grade diagnostic review assessment.	Teachers will develop a plan of differentiation for students with a priority focus on students who need remediation.

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

Number of STEM-related Experiences Provided for Students
(i.e., robotics competitions, field trips, science fairs)

2014-15 Status (#)	2015-16 Target (#)
2	2

Participation in STEM-related Experiences Provided for Students

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	25	33

The following data shall be considered only if your school has high school grade levels.

Students Enrolling in One or More *Accelerated* STEM-related Courses

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

Completion Rate for Students Enrolled in *Accelerated* STEM-related Courses

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

Students Taking One or More Advanced Placement Exams for STEM-related Courses

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

Passing Rate for Students Who Take Advanced Placement Exams for STEM-related Courses

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

CTE-STEM Program Concentrators

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

Students Taking CTE-STEM Industry Certification Exams

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

Passing Rate for Students Who Take CTE-STEM Industry
Certification Exams

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.

STEM Academy teacher will learn and apply rigorous Science, Technology, Engineering, and Mathematics content.

Provide possible data sources to measure your STEM goal.

District Common Assessment, state math and science data

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
STEM Academy teacher will provide students with opportunities to identity, analyze, and synthesize appropriate science, technology, engineering, and mathematic information (text, visual, audio, etc.)	Teacher will develop lessons that will provide student opportunities to engage in STEM activities.
Action 2	Plan to Implement Action 2
Develop an evidence-based opinion or argument to connect to real world STEM issues.	Teacher will guide students to form evidence-based opinion or arguments to connect to real world STEM issues
Action 3	Plan to Implement Action 3
Highlight STEM career opportunities and the educational paths needed to obtain such careers..	Teacher will invite speakers to the the STEM academy to present information on their STEM career.
Action 4	Plan to Implement Action 4
Teacher will utilize a STEM inquiry project to engage students in inquiry and engineering design which will be displayed at the annual PCS STEM Expo April 30, 2016.	Teacher will guide students through a STEM inquiry project that will be displayed at the annual PCS STEM Expo April 30, 2016.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section F	**Area 6: Career and Technical Education (CTE)**

The following data shall be considered only if your school has middle or high school grade levels.

Students Enrolling in One or More CTE Courses

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

Students Who Have Completed One or More CTE Courses Who Enroll in One or More Accelerated Courses

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

Completion Rate for CTE Students Enrolled in Accelerated Courses

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

Students Taking CTE Industry Certification Exams

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

Passing Rate for Students Who Take CTE Industry Certification Exams

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

CTE Program Concentrators

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

CTE Teachers Holding Appropriate Industry Certifications

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

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

CTE GOAL

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

Provide possible data sources to measure your CTE goal.

How will your school accomplish this CTE 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 G	**Area 7: Social Studies**

CIVICS END-OF-COURSE ASSESSMENT (EOC)

	Students Scoring at Achievement Level 3				Students Scoring at or Above Achievement Level 4	

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)		2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
44	46	50		0	0	5

U.S. HISTORY END-OF-COURSE ASSESSMENT (EOC)

	Students Scoring at Achievement Level 3				Students Scoring at or Above Achievement Level 4	

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)		2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
	50	60			17	20

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

SOCIAL STUDIES GOAL

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

All 7th grade students will perform at or above level 3 in Civics.
60 % of 8th grade students will perform at or above level 3 in US history.

Provide possible data sources to measure your social studies goal.

Formative and district common assessments, EOC exams

How will your school accomplish this social studies 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
Systematic instruction and regular administration of formative assessments.	Teacher will analyze assessment data regularly and differentiate instruction where indicated.
Action 2	**Plan to Implement Action 2**
Systematic review of concepts and vocabulary.	Analyzing assessment data to modify instruction.
Action 3	**Plan to Implement Action 3**
Utilize high yield instructional techniques.	Title 1 hourly teacher to implement learning strategies to lowest 30% of performing students.
Action 4	**Plan to Implement Action 4**
Reteach and review basic concepts.	Title 1 hourly teacher to support low performing students.

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

Leave fields blank for grade levels not taught at your school.

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

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			
Grade 6		.01	0
Grade 7		.03	0
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			

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	39		5

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 1	8		5
Grade 2	10.3		5
Grade 3	8.1		5
Grade 4	14.7		5
Grade 5	6.2		5
Grade 6		0	0
Grade 7		0	0
Grade 8		25	5
Grade 9			
Grade 10			
Grade 11			
Grade 12			

SUSPENSIONS

Students with One or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	11		5
Grade 1	27		10
Grade 2	30		15
Grade 3	8		4
Grade 4	19		9
Grade 5	5		4
Grade 6			0
Grade 7		.07	
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			

Students with Five or More Referrals

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

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 2	0		0
Grade 3	0		0
Grade 4	0		0
Grade 5	0		0
Grade 6		0	
Grade 7		0	
Grade 8		0	
Grade 9		0	
Grade 10		0	
Grade 11		0	
Grade 12		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	1		0
Grade 1	1		0
Grade 2	1		0
Grade 3	0		0
Grade 4	1		0
Grade 5	1		0
Grade 6		0	0
Grade 7		2	0
Grade 8		0	0
Grade 9			
Grade 10			
Grade 11			
Grade 12			

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

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 5	0	0	0
Grade 6		0	0
Grade 7		0	0
Grade 8		0	0
Grade 9			0
Grade 10			
Grade 11			
Grade 12			

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		0
Grade 1	1		0
Grade 2	2		0
Grade 3	1		0
Grade 4	0		0
Grade 5	0		0
Grade 6		0	
Grade 7		1	0
Grade 8		0	
Grade 9			
Grade 10			
Grade 11			
Grade 12			

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
Grade 1	0		0
Grade 2	0		0
Grade 3	0		0
Grade 4	0		0
Grade 5	0		0
Grade 6		0	
Grade 7		0	

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 8		0	
Grade 9			
Grade 10			
Grade 11			
Grade 12			

Students Referred for Alternative School Placement

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0		0
Grade 1	0		0
Grade 2	0		0
Grade 3	0		0
Grade 4	0	1	0
Grade 5	0	1	0
Grade 6		0	
Grade 7		0	
Grade 8		0	
Grade 9			
Grade 10			
Grade 11			
Grade 12			

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
Grade 6		0	
Grade 7		0	
Grade 8		0	
Grade 9			
Grade 10			

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 11			
Grade 12			

RETENTIONS

Students Retained

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	1	0	0
Grade 1	1	1	0
Grade 2	0	0	0
Grade 3	1	0	0
Grade 4	0	0	0
Grade 5	0	0	0
Grade 6		0	
Grade 7		0	
Grade 8		0	
Grade 9			
Grade 10			
Grade 11			
Grade 12			

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
Grade 1	0		0
Grade 2	0		0
Grade 3	28	3	0
Grade 4	13		0
Grade 5	19		0
Grade 6	33		0
Grade 7	17		0
Grade 8	33		0
Grade 9			
Grade 10			
Grade 11			

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 12			

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
Grade 6		0	
Grade 7		0	
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			

Students in 9th Grade with One or More Course Failures on First Attempt in Core-Curricula Courses

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

MULTIPLE EARLY WARNING INDICATORS

Students Exhibiting Two or More Early Warning Indicators

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	1.8		0
Grade 1	2.7		0
Grade 2	3.1		0
Grade 3	3.6		0
Grade 4	0.9		0
Grade 5	2.1		0
Grade 6		100	
Grade 7		100	
Grade 8		100	

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9			
Grade 10			
Grade 11			
Grade 12			

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators).

Students are identified and provided with a mentor. If attendance is an issue, the social worker and administration will get involved with the families to come up with a solution to improve attendance. If behavior is an issue, the school counselor and/or social worker will work with the teacher to develop behavior interventions. MTSS team will monitor academic performance of all students with early warning signs.

DROPOUT PREVENTION

The following data shall be considered, per Section 1003.53, F.S. If a school has significantly lower graduation rates for a subgroup when compared to the state's graduation rate, that school's improvement plan is required to include strategies for improving these results, pursuant to Section 1001.42(18), F.S. Graduation rates for the state, district, and school by subgroup are available in the AMO Outcomes Report at http://schoolgrades.fldoe.org/.

Students Dropping Out of School, as Defined in s.103.01(9), F.S.

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

Students Graduating in Four Years, Using Criteria for the Federal Uniform Graduation Rate Defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)

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

Academically At-Risk Students Graduating in Four Years, as Defined in Rule 6A-1.09981, F.A.C.

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

Students Graduating in Four Years, Using Criteria for the Federal Uniform Graduation Rate Defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)

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

Students Graduating in Five Years, Using Criteria Defined at 34 C.F.R. § 200.19(b)

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

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

Describe and 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 (%)
Close the gap between Black and Non-Black students by increasing student Reading proficiency level 3 and above from 25% to 56% by providing mentors and tutors and having ongoing and frequent progress monitoring. Teachers will use formative assessments to monitor student progress and plan for instruction/remediation. SBLT will monitor data, meet with teachers for data discussions, and advise on interventions.	25		56
Close the gap between Black and Non-Black students by increasing student Math proficiency level 3 and above from 37.5% to 59% by providing mentors and tutors and having ongoing and frequent progress monitoring. Teachers will use formative assessments to monitor student progress and plan for instruction/remediation. SBLT will monitor data, meet with teachers for data discussions, and advise on interventions.	37.5		59
Close the gap between Black and Non-Black students by increasing student Science proficiency level 3 and above from 25% to 60% by providing mentors and tutors and having ongoing and frequent progress monitoring. Teachers will use formative assessments to monitor student progress and plan for instruction/remediation. SBLT will monitor data, meet with teachers for data discussions, and advise on interventions.	25		60
Monitor behavior referral data between Black and Non-Black students. SBLT and PBS teams will meet monthly to look at behavior data and put necessary interventions in place.			

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 will be targeting parents of economically disadvantaged students, those not meeting AMO's, ESE, AA and ESOL students. Programs will focus on language skills, homework help, effective conferences and providing feedback for school programs and funding.

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 family engagement committee reaches out to parents to get them engaged in their child's education. Post flyers about Parent Academy upcoming events sponsored by PCSB. We have an IMOM and IDAD chapter that hold breakfast meetings. Regular updates by principal via website and school messenger.

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.

We have a a Family and Community Liaison that is out daily meeting members of the community to engage them in becoming a partner in education with Curlew. Community businesses are solicited to mentor, tutor or adopt a class. Great American Teach-In invitations to share community resources. District level 2 speakers bureau for guest speakers and More Health program through All Children's Hospital.

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 Alliance for a Healthier Generation	Bronze Level in 3	Bronze in 50% of	Bronze in 66% of

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)	ELA
Topic, Focus, and Content	Writing across the Curriculum
Facilitator or Leader	Just in Time Coach
Participants (e.g., Professional Learning Community, grade level, school wide)	Classroom Teachers K-5
Target Dates or Schedule (e.g., professional development day, once a month)	As assigned by Reading Department
Strategies for Follow-Up and Monitoring	Grade Level PLC's/Planning Sessions
Person Responsible for Monitoring	Administrators and Team Leaders
Professional Development Identified	
Related Goal(s)	ELA
Topic, Focus, and Content	Core Connections
Facilitator or Leader	Core Connections organization
Participants (e.g., Professional Learning Community, grade level, school wide)	4th and 5th grade teacher
Target Dates or Schedule (e.g., professional development day, once a month)	September-January
Strategies for Follow-Up and Monitoring	Team planning, evaluating student work samples.
Person Responsible for Monitoring	Administrators and Team Leaders

Professional Development Identified	
Related Goal(s)	Math
Topic, Focus, and Content	Marzano Goals and Scales
Facilitator or Leader	Just in Time Coach
Participants *(e.g., Professional Learning Community, grade level, school wide)*	K-5 instructional Staff
Target Dates or Schedule *(e.g., professional development day, once a month)*	September/October 2015
Strategies for Follow-Up and Monitoring	Team planning and follow up with coach
Person Responsible for Monitoring	Administrators and Team Leaders

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.

All Children's Hospital "More Health" program for all grades. Safe Routes to School program.

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.

Annually , during pre-school, the school budget is reviewed by Administration, SAC, Team Leaders and PTA. The SIP is reviewed and priorities are set on how to spend the available funds. We start with the "must" purchases and expenses and work with the remaining dollars available. A mid-year review is held and adjustments are made as needed.

PART V	BUDGET

Create a budget for each school-funded activity.

Add Item	Delete Item

Budget Item Description	
Related Goal(s)	Increase student achievement in Reading, Math, and Writing .

Actions/Plans	Provide after school programs for K-5 students in Reading, 3-5 students in Math, 4-5 grade students in Writing.
Type of Resource *(i.e., evidence-based programs/materials, PD, technology, etc.)*	Evidence-based programs
Description of Resources	Teachers for before and after school programs
Funding Source	ELP funds
Amount Needed	$29,000.00
Budget Item Description	
Related Goal(s)	Increase student achievement in ELA, Mathematics, and Science
Actions/Plans	Provide TDE's for team collaborative planning and for teachers to work with Just in Time coaches
Type of Resource *(i.e., evidence-based programs/materials, PD, technology, etc.)*	Professional Development/Planning
Description of Resources	Substitutes and District Coaches
Funding Source	SIP funds
Amount Needed	$6,300.00

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?	
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

STEP 1
a. Identify a goal
b. Set targets

STEP 2
Brainstorm resources and barriers; organize barriers into "buckets"

STEP 3
Prioritize barriers and select one barrier bucket of alterable elements to address based on cost and complexity of implementation and potential impact on goal

STEP 4
Brainstorm and prioritize strategies to eliminate or reduce the selected barrier bucket; include the rationale for each strategy; select one strategy to move to Step 5

STEP 5
Develop an action plan for the strategy (Step 4) by identifying all steps (including who, what, when and evidence) needed for implementation

STEP 6
Determine how the action plan (Step 5) will be monitored for fidelity of implementation (who, what, when and evidence)

STEP 7
Determine how the strategy (Step 4) will be monitored for effectiveness at reducing or eliminating the selected barrier (Step 3)

STEP 8
Determine how progress towards the goal and targets will be monitored (what data, who, when and evidence)

Repeat 3-7 for each barrier