

School Improvement Plan 2015-2016

Frontier Elementary

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Superintendent



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2015-2016

School Improvement Plan

PART I		CURRENT SCHOOL STATUS
Section A		School Information
School Name Frontier Elementary	Principal's First Name Tracie	Principal's Last Name Bergman
School Advisory Council Chair's First Name Chawnda	School Advisory Council Chair's Last Name Saunders	

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

100% student success.

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

Frontier staff, in a supportive, trusting, and respectful environment, will work together with enthusiasm and camaraderie. The staff endeavors to encourage parent and community involvement and strive for highest academic achievement for all students.

SCHOOL ENVIRONMENT

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

As a Title One school, one of this school's priorities is to build relationships with our families early in the school year. We host a meet and greet prior to the start of school so that students and parents may meet the teacher and feel comfortable starting school. Teachers then take that first few weeks of school to implement lessons that focus on character, classroom culture and classroom environment. Teachers survey students and parents to learn more about them to better meet their needs. Surveys are also conducted at the end of the year to receive input so that we may improve our processes. Frontier also has opportunities for students to participate in different groups or clubs that connect to their interests/needs. These opportunities include girlfriends, Role Models 5000, STEP, and student council.

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

We teach expectations and safety procedures at the start of the year school wide so that students are aware and can follow them in the event of an emergency situation. Our guidance counselor teaches bully prevention to all students, and reinforces as needed. Classroom teachers implement morning circle and class meetings as well to help support students in this area. Monthly recognition of students demonstrating the Commitment to Character traits occurs in each classroom and school-wide. Frontier also has opportunities for students to participate in different groups or clubs that connect to their interests/needs. These opportunities include girlfriends, Role Models 5000, STEP, and student council. Awesome Bus Riders Awards may be given to students who exhibit exemplary behavior aligned to our guidelines for success each month. These students are recognized on our FTV 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.

Our Tier 1 behavior plan is aligned to our guidelines for success-Be Responsible, Be Tolerant, Be Respectful, Be Safe, Be an Active Learner. Teachers use Pink Tickets to reward students for following these guidelines. Students then turn in their pink tickets and 10 winners are selected randomly each week on announcements. Winners receive panther prizes. In addition, our cafeteria follows a green ticket process as well for classes following guidelines. Students can then select a reward from an agreed upon list. Expectations for common areas are shared with teachers, who then provide direct instruction to students in this area at the start of the year and throughout as needed. These expectations and guidelines for success are also posted school wide and on our moodle site, and shared with parents in the opening letter and at open house. There is also a tiered level of behaviors explained to teachers, with options for them on how to reinforce and handle behaviors. Teams work collaboratively to support each other in this area.

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.

The SBLT at the school meets weekly to review student needs. Based upon teacher input, observation and referral data, students receive support including counseling, individualized behavior plans, and additional positive behavior supports. These services are provided by our guidance counselor, Social Worker and Psychologist. Students also may participate in different groups to help them meet their needs such as girlfriends, Role Models 5000 or STEP. Some of our students are also "adopted" by different teachers who are used as a touch base person to assist the students as needed.

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
Tracie	Bergman	Principal
Andrea	Procaccio	Community/Business
Phyllis	McCleary	Parent
Suzanne	Zuloaga	Parent
Grace	Flores	Parent
Chawnda	Saunders	Teacher
Norma	Londano	Support Staff

SIP LAST YEAR

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

We began our work on our 3 big initiatives last year-Collaboration, Formative Assessments, and Instruction aligned to Standards. Teachers attended training in MFAS tasks for math and began to implement them in their classrooms. Embedded coaching was provided in reading, and just in time coaching was used for math to support embedded professional development and support effective backwards planning. Our third grade lowest quintile data remained the same for 2014-15 as it was for Level 1 students in 2013-14. Our percent of students proficient in science decreased by 8%. This year we will continue to build on these initiatives, also including a site based math coach into our Title One budget, a partnership with UCF to support ELL achievement, and a just in time science coach monthly.

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

Books to support Book Study aligned to ESE-\$2400.00

SAC SIP INVOLVEMENT

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

SAC members completed surveys last year to provide input in what they saw as our school's biggest needs, and input in the best use of the budgeting of our Title One Funds. Suggestions from teachers were shared, and the plan was developed and agreed upon prior to the end of last year.

SAC ACTIVITIES

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

SAC reviews and provides input on the Title I budget, Survey, compact, SIP, legislative platform.

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.

The SIP funds will be used to purchase materials and teacher resources to support core instruction. Text Sets, books to support professional development, and math materials are included in this allocation. The final allocation is currently unknown.

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 Tracie	Last Name Bergman	Email Address bergmant@pcsb.org	
Highest Academic Degree Master of Arts	Field of Study Reading Education/Educational Leadership	# of Years as an Administrator 6	# of Years at Current School 1.5
Certifications (if applicable) Educational Leadership, Exceptional Education, Reading Endorsement, Elementary Education, School Principal			

ASSISTANT PRINCIPAL #1			
First Name Bobbie	Last Name Khoury	Email Address khouryb@pcsb.org	
Highest Academic Degree Master of Education	Field of Study Educational Leadership	# of Years as an Administrator 5	# of Years at Current School 5
Certifications (if applicable) Educational Leadership, Elementary Education, School Principal			

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: 69

% receiving effective rating or higher: 95

% 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: 65

% reading endorsed: 16

% with advanced degrees: 36

% National Board Certified: 5

% first-year teachers: 10

% with 1-5 years of experience: 25

% with 6-14 years of experience: 25

% 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): N/A

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.

Our school follows district policies for the hiring of all instructional personnel. No teacher is able to teach in an area that is out of field. We provide site based mentoring to all teachers, and have on site coaches to help develop these teachers.

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

Our master schedule provides all teams with the same block time to have planning time together. We have a collaborative planning schedule as well that includes opportunities for teachers to collaborate with our literacy coach, math coach, just in time science coach and specialists so that conversation about students and instruction can be consistent with all necessary parties present. We offer many positives for our teachers including our pass the panther program and fill the bucket board that help build positive relationships amongst staff as well. We are also providing training to our Team Leaders to increase the effectiveness of our PLC conversations.

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

Our school provides 1:1 mentoring for all new teachers. This year mentors and mentees are on the similar grade levels so that they can assist not only with operational aspects of our school, but also the curriculum planning and delivery. New teachers and mentors meet monthly to discuss upcoming items based upon the district's teaching and learning booklet. This helps keep our new teachers apprised of what is coming up and ensures that their questions are answered in a timely fashion. Frontier has a tiered system of support, which includes mentoring, team leader support, and coaching. Early Career teachers also meet monthly with our site based mentor on specific pre-identified areas in which they need 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.

Three times per year our teachers collect their student data and have a data discussion with the guidance counselor and principal. Data that is discussed includes progress monitoring data, formative assessment data and common assessment data. After reflecting on how students are performing in core instruction, decisions are made about the intensity of the intervention students' needs and adjustments to the supports students receive are made. This determines which students are monitored by SBLT as Tier 2 and Tier 3 students. Our SBLT meets weekly to also review the grade level core data and progress monitoring data, as well as behavior and attendance data of students. Teams continue data discussions during their PLC times. We utilized our Title One funds to purchase a literacy coach and math coach, and where there is evidence of gaps in Tier 1, these coaches work with grade levels and individual teachers to close these gaps via coaching cycles around best practices. Our Title One funds also purchase 5 hourly teachers who provide tier 2 and tier 3 interventions during school and before school to students needing additional instructional support beyond core instruction. The literacy coach, math coach, guidance counselor and administration all conduct fidelity checks on practices in the core as well as on the interventions listed on PMPs and PSW's. PMPs are reviewed by administration and SBLT as well to ensure alignment to student needs. We have an after school extended learning program through Title One that supports identified students via early warning indicators and test scores in reading and math.

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
Tracie	Bergman	Principal
Bobbie	Khoury	Assistant Principal
Nancy	Brodosi	Guidance Counselor
Caroline	Centner-Colon	Social Worker
Shannon	Johannson	Psychologist
Dru	Brooks	Diagnostician
Dolores	Hudson	Literacy Coach
Jennifer	Fair	Math Coach

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

Input is sought out through our School Leadership Team on a regular basis and this input is taken to the SBLT to go through the problem solving process and be adjusted or changed based upon data. In addition, the data is shared with staff to determine where we are in terms of academic improvement. Processes are adjusted and funds allocated as necessary. The administrative team monitors the MTSS process by being active participants in the process and taking ownership of all student data. The data chats and data reviews begin with the administrative team, and the core data is shared by the administrators with the guidance counselor, coaches and SBLT then with teachers. Conversations are held with teachers whose data is not showing adequate student progress, and coaching support is then provided. Administration is also responsible for the monitoring of Tier 1/Core data through walk throughs, PLC participation and review of student data on core assessments.

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).

Data used to monitor effectiveness of core include Common Assessment Data for literacy, math and science found in Performance

Matters, Formative Assessment Data conducted and collected by classroom teachers and shared at PLC's and data chats in all content areas. Teachers use learning scales to help students monitor their progress in literacy and/or math. Walk through data is collected in job observation which tracks use of best practices aligned to Marzano. Tier 2 and 3 data is managed by istation reports, as well as through AIMS web data. Running Records are collected to show effectiveness of small group instruction as well. StMath data is also monitored as a Tier 1 and 2 program depending on the student. Behavior data is collected by looking at the number of referrals each month at SBLT and determining which students demonstrate a need for higher support. This number is found in FOCUS. The CST monitors attendance data from FOCUS. Based upon student results, decisions are made to adjust or strengthen different areas through the use of the SLT and SBLT.

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

Initial training in the MTSS process will be held in September. Ongoing opportunities will be held during our school wide data meetings, at PLC's and at our School leadership team meetings. Teachers will monitor their data using a triangle graphic organizer to keep them focused on the effectiveness of core and the most struggling of their students.

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 have access to all core materials and programs as provided to them through Instructional Materials. Teachers all have access to the district curriculum guides via the school and district moodle sites. Teachers are expected to use these resources and walk throughs are the monitoring tool used to ensure all instructional programs and materials are aligned to the FS.

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.

Students needing additional support are provided interventions during both the reading and math intervention block as well as before or after school as a part of our extended learning program. Core data is reviewed as a part of the MTSS process and students not meeting expectations receive differentiated instruction that connects to the core. One such example is Leveled Literacy Intervention as well as guided reading. Istation is also used to provide students the targeted instruction aligned to their needs, as are small reteaching groups aligned to core. In math, ST math, Soar to Success and small group instruction are utilized to support students. Our ELP program is also targeted at meeting the struggling students needs outside of the school day. We offer STEM and other club activities for students advanced on state assessments.

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 effectively engage in collaborative planning of core instruction with all stakeholders-Classroom teachers, ESOL teachers, Title One teachers, ESE teachers, and coaches, which aligns to Marzano's Domain 2-Planning for Instruction. Standards will be unpacked, curriculum guides utilized, and daily learning targets established. Closer attention on planning will ensure that teachers have an understanding of their content and are prepared to engage students at the highest levels utilizing high yield instructional strategies as per the Marzano Framework.

Minutes added to the school year: _____

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

The purpose of this strategy is to ensure that all teachers are involved in the purposeful planning of core instruction. Students need to have an alignment of their core instruction as well as intervention. When teachers engage in conversation with everyone at the table, all their expertise is brought together, making instruction in the classroom that much powerful and rigorous.. The literacy and math coach as well as the just in time science coach will support the collaborative planning efforts. They can support teaching and learning in the classroom through coaching cycles.

Provide a description of the strategy below.

All teachers will have an established planning time on Wednesdays mornings. The literacy coach and math coach will see each team monthly at a minimum. The just in time science coach will meet with fifth grade monthly as well as other teams as needed. Leadership team members will receive PD in facilitation and strategies to help all members collaborate together.

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

Both Student data on core assessments, as well as PLC notes and walk through data is all a part of the data collection process. Within a unit of instruction or module, these will be looked at per grade level. In addition, input will be collected from the School Leadership Team on additional needs to make this strategy as effective as possible.

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

Principal, Assistant Principal, Literacy Coach, School Leadership Team members, Math Coach, Just in Time Science Coach

INSTRUCTIONAL STRATEGY #2

Strategy Type

Every teacher will use small group instruction to differentiate instruction. Groups will be determined by the administration and analysis of Formative Assessments to drive instruction-both acceleration and differentiation within and outside of the core. By using assessments aligned to standards to drive instruction, students will receive the targeted instruction they need to be successful on grade level standards, thereby getting us one step closer to reaching our goal of 100% student success.

Minutes added to the school year: _____

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

The purpose of the strategy is to assess students to see what they know in regards to a standard being addressed in core. From there, the teacher can purposefully plan for instruction.

Provide a description of the strategy below.

Teachers will administer tasks that are literacy or math rich to students, and analyze student responses in comparison to a rubric. This analysis can occur during collaborative PLC sessions. Based upon these results, teachers can group students for instruction both within core and during intervention of literacy and math.

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

Student data on assessments from the district can be analyzed to see if students showed growth. In addition, mid-module assessments and prompts can be given to students and analyzed, as can OPM data.

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

Classroom Teachers, Principal, Assistant Principal, Literacy Coach, Math Coach

INSTRUCTIONAL STRATEGY #3

Strategy Type

Teachers will become proficient in the utilization of goals and scales in order for teachers and students to understand the standards and identify critical content. This will ensure that instruction, standards, assignments and assessments are all aligned to what students need to master in each grade level.

Minutes added to the school year: _____

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

Aligned to the Marzano framework, it is a high yield instructional strategy designed to help teachers and students monitor instruction,

focus on standards, and improve student learning.

Provide a description of the strategy below.

Teachers will create learning scales to help guide the backwards planning process. They will identify the learning targets necessary for students to achieve the overall learning goal. Activities and lessons are then designed around these targets. This will ensure the appropriate level of rigor is attained by the students.

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

Walk through data is collected and feedback aligned to critical content and learning goals/scales is provided to teachers. Formative Assessment and Common Assessment data measures student learning.

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

Principal, Assistant Principal, Teachers, Math Coach, Literacy Coach

INSTRUCTIONAL STRATEGY #4

Strategy Type

Minutes added to the school year: _____

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

Provide a description of the strategy below.

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

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

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

Kindergarten Teachers will hold an orientation for incoming students and their parents prior to the beginning of the school year. A Kindergarten Round up is also held mid-year to provide information to incoming kindergarten families. Readiness skills will be emphasized and good choices for academic and social characteristics will be presented. Materials will be available, as well as pamphlets covering a variety of helpful parenting subjects ranging from parenting skills, helping with homework, students with disabilities and what to expect at a parent conference. We work with the middle school through their guidance counselor to support our fifth graders entering 6th grade.

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
Tracie	Bergman	Principal	bergmant@pcsb.org
Dolores	Hudson	Literacy Coach	hudson@pcsb.org
Debbie	Hoftstetter	1st Grade Teacher	hofstetterd@pcsb.org
Adam	Brown	4th Grade Teacher	browna@pcsb.org
Jennifer	Shuman	5th Grade Teacher	shumanj@pcsb.org
Danielle	Webber	Kindergarten Teacher	webbera@pcsb.org
Ilene	Braden	Library/Media	bradeni@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.

Through a study of best practices and by working with our site based coaches, these individuals promote and facilitate instructional strategies to improve the literacy of every student. Data is studied in meetings and shared with teams through PLC's, and these members will facilitate conversations around the data. Professional development is conducted by these individuals, as well as through district wide trainings and lesson study. Again, through conversations surrounding best practices and a study of student work, this team promotes literacy in our school.

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

Our focus this year is on core instruction...How do we ensure that all students have the skills necessary to read grade level text? How can we differentiate within the core to help our struggling students reach this lofty goal, and how can we utilize formative assessments and student work to see where students are in terms of their abilities to do this work? The team will also focus on collaboration amongst team members during their collaborative planning sessions.

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 (%)
28		40

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
27		31

FLORIDA ALTERNATE ASSESSMENT (FAA)
Students Scoring at Levels 4, 5, and 6

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

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
100	90	

LEARNING GAINS
Students Making Learning Gains (FCAT 2.0 and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
65		75

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

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
30		50

COMPREHENSIVE ENGLISH LANGUAGE LEARNING ASSESSMENT (CELLA)
Students Scoring Proficient in Listening/Speaking

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
51	58	70

Students Scoring Proficient in Reading

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
27	29	40

Students Scoring Proficient in Writing

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
34	29	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	61		72
Black/African American	57		75
Hispanic	47		70
Asian	71		82
American Indian			
English Language Learners (ELLs)	39		70
Students with Disabilities (SWDs)	56		70
Economically Disadvantaged	53		70

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 student achievement in the area of reading, resulting in improvements for every subgroup, learning gains for all students, in particular the lowest 25% , and overall growth to 71% proficient as measured by the FSA.

Provide possible data sources to measure your reading goal.

The FSA assessment will be the final measure of our reading goal. During the school year running record data, ELA assessment data, formative assessment data and OPM data (istation included) can be used to determine student progress towards the goal.

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
Involve all stakeholders in the collaborative planning process in order to increase to communication and conversation around Standards Based Instruction	<ol style="list-style-type: none"> 1. Create a master schedule that accommodates everyone involved. 2. Ensure that PLC's have a clear purpose aligned to data and planning for instruction. 3. Provide professional development to all stakeholders through teaching and learning meetings and work with the literacy coach. 4. Provide TDE's to teams at least once per grading period so that they may engage in intensive long range planning and participate in lesson study. 5. Develop a common definition of a stakeholder and celebrate the collaborative work often.
Action 2	Plan to Implement Action 2

Utilize formative assessments for reading aligned to Florida Standards at all levels to support teachers in making effective instructional decisions.	<ol style="list-style-type: none"> 1. Provide Professional Learning around the RtI/MTSS process. 2. Ensure there is truly an uninterrupted time for all students to receive core instruction from the classroom teacher. 3. Teachers meet in PLC's weekly and conduct data chats with administration every 6 weeks to review student responses to tasks and plan for instruction based on data. 4. Teachers provide students with feedback on a regular basis and post exemplar work so students can see models. 5. Teachers plan for small group instruction that allows students to move along a progression of difficulty in terms of text complexity so that they can meet the rigor of the standards.
Action 3	Plan to Implement Action 3
Utilize district curriculum guides in reading and support teachers in using the curriculum guides through professional development to ensure instruction is aligned to the Florida Standards.	<ol style="list-style-type: none"> 1. Teachers employ instructional methods that include shared reading, read aloud, close reading and guiding reading to support students. 2. Teachers work with the literacy coach monthly to plan for rigorous instruction. 3. Teachers develop learning goal/scales aligned to the standards and monitor student progress using these scales. 4. Teachers utilize the gradual release model including explicit and modeled instruction, guided practice with teacher support and feedback, and provide opportunities for independent practice. 5. Administration monitors and supports the implementation of the literacy instruction through frequent observations, using monitoring tools, and providing specific feedback.
Action 4	Plan to Implement Action 4
Conduct year long, ongoing professional development around best practices for supporting English Language Learners in an inclusive setting.	<ol style="list-style-type: none"> 1. Dedicate one Teaching and Learning Meeting per month towards studying the book Educating English Learners by Dr. Nutta et al. 2. Work with ELL staff developer and Dr. Nutta in the classrooms on coaching cycles around language acquisition strategies. 3. Teachers to provide opportunities for explicit vocabulary instruction (academic, domain specific, and Tier II words) as well as opportunities for students to practice using context clues to determine meanings of unknown words. 4. Provide multiple opportunities for students to grapple with vocabulary across all subject matter. 5. Cluster ELL students together and provide inclusive services for these students in a co teach model in grades 3-5. 6. Monitor progress of ELL students in PLC's and data chats. 7. Administration monitors and supports the implementation of ELL strategies studied through frequent observations, using monitoring tools, and providing specific feedback.

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		70

FLORIDA ALTERNATE ASSESSMENT (FAA)
Students Scoring at or Above Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
100	100	

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.

Improve the percent of students proficient in writing to 70% as measured by the writing portion of the FSA.

Provide possible data sources to measure your writing goal.

Formative assessments which would include a look at student work and analysis of this work during PLC's, ELA assessments and ongoing student responses to text dependent questions. Work completed in small groups could also be used. The final measure will be the FSA.

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
Involve all stakeholders in the collaborative planning process in order to increase to communication and conversation around Standards Based Instruction	<ol style="list-style-type: none"> 1. Create a master Schedule that accommodates everyone involved. 2. Ensure that PLC's have a clear purpose aligned to data and planning for instruction. 3. Provide professional development to all stakeholders through teaching and learning meetings and work with the literacy coach. 4. Provide TDE's to teams at least once per grading period so that they may engage in intensive long range planning and participate in lesson study. 5. Develop a common definition of a stakeholder and celebrate the collaborative work often.
Action 2	Plan to Implement Action 2
Utilize formative assessments for writing aligned to Florida Standards at all levels to support teachers in making effective instructional decisions.	<ol style="list-style-type: none"> 1. Provide Professional Learning around the RtI/MTSS process. 2. Ensure there is truly an uninterrupted time for all students to receive core writing instruction from the classroom teacher. 3. Teachers meet in PLC's weekly and conduct data chats with administration every 6 weeks to review student responses to tasks and plan for instruction based on data. 4. Teachers provide students with feedback on a regular basis and post exemplar work so students can see models. 5. Teachers guide students to strengthen their writing as needed by revising and editing. 6. Teachers meet frequently with students in one on one conferences to support students' individual needs.
Action 3	Plan to Implement Action 3

Utilize district curriculum guides in writing and support teachers in using the curriculum guides through professional development.	<ol style="list-style-type: none"> Teachers employ instructional methods that includes explicit writing instruction aligned to the writing standards and supported by the reading standards. Teachers work with the literacy coach monthly to plan for rigorous instruction. Teachers develop learning goal/scales aligned to the standards and monitor student progress using these scales. Teachers provide daily opportunities for students over extended time frames (research, planning, writing, revising, editing). Teachers ensure students regularly write short responses based on text. Administration monitors and supports the implementation of the writing instruction through frequent observations, using monitoring tools, and providing specific feedback.
Action 4	Plan to Implement Action 4
Conduct year long, ongoing professional development around best practices for supporting English Language Learners in an inclusive setting.	<ol style="list-style-type: none"> Dedicate one Teaching and Learning Meeting per month towards studying the book Educating English Learners by Dr. Nutta et al. Work with ELL staff developer and Dr. Nutta in the classrooms on coaching cycles around language acquisition strategies. Teachers to provide opportunities for explicit vocabulary instruction (academic, domain specific, and Tier II words) as well as opportunities for students to practice using context clues to determine meanings of unknown words. Provide multiple opportunities for students integrate, apply and strengthen their vocabulary skills through their writing. Cluster ELL students together and provide inclusive services for these students in a co teach model in grades 3-5. Monitor progress of ELL students in PLC's and data chats. Administration monitors and supports the implementation of ELL strategies studied through frequent observations, using monitoring tools, and providing specific feedback.

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 (%)
29		40

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
21		31

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
9	30	

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
90	70	

LEARNING GAINS

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

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
55		75

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

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
25		50

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	62		71
Black/African American	40		70
Hispanic	38		70
Asian	79		87
American Indian			
English Language Learners (ELLs)	42		70
Students with Disabilities (SWDs)	53		70
Economically Disadvantaged	43		70

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 Student Achievement in the area of mathematics, resulting in improvements for every subgroup, learning gains for all students, in particular the lowest 25% , and overall growth to 71% proficient as measured by the FSA.

Provide possible data sources to measure your mathematics goal.

MFAS formative assessments, PCAS assessments aligned to standards taught, analysis of student work samples, and the FSA assessment can all be used to measure our mathematics goal.

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
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Involve all stakeholders in the collaborative planning process in order to increase to communication and conversation around Standards Based Instruction	<ol style="list-style-type: none"> 1. Create a master Schedule that accommodates everyone involved. 2. Ensure that PLC's have a clear purpose aligned to data and planning for instruction. 3. Provide professional development to all stakeholders through teaching and learning meetings and work with the math coach. 4. Provide TDE's to teams at least once per grading period so that they may engage in intensive long range planning and participate in lesson study. 5. Develop a common definition of a stakeholder and celebrate the collaborative work often.
Action 2	Plan to Implement Action 2
Utilize formative assessments for math aligned to Florida Standards at all levels to support teachers in making effective instructional decisions.	<ol style="list-style-type: none"> 1. Provide Professional Learning around MFAS system for teachers that have not received it. 2. Ensure there is truly an uninterrupted time for all students to receive core instruction from the classroom teacher. 3. Teachers utilize MFAS tasks and study student responses, looking at the ways students explain their reasoning and justify their solutions. 4. Teachers utilize the rubrics on the MFAS tasks to differentiate instruction based on student thinking. 5. Teachers analyze journal entries and work completed within the KWPL teaching model and provide students with feedback. 6. Teachers reorganize objectives on ST Math when needed to provide students necessary supports. Soar to Success professional development provided to staff so that it can be used to differentiate instruction and provide Tier 3 support as needed. 7. Teachers meet in PLC's weekly and conduct data chats with administration every 6 weeks to review student responses to tasks and plan for instruction based on data.
Action 3	Plan to Implement Action 3
Utilize district curriculum guides in math and support teachers in using the curriculum guides through professional development.	<ol style="list-style-type: none"> 1. Teachers participate in effective planning with the math coach using the curriculum and content guides. 2. Teachers will incorporate the 8 mathematical practices into their lessons on a regular basis. 3. Teacher will attend PD around classroom discussions and orchestrating mathematical discourse as provided by the math coach and implement these talk moves in their classrooms. 4. ST Math will be utilized with fidelity through teacher supervision and interaction. PD will be provided by math coach as necessary. 5. Number Talks will be utilized across grade levels as a way to build students' numbers sense and further their conceptual understandings of mathematics. 6. Teachers will utilize the Learning Scales for Elementary Mathematics to help plan for rigorous instruction, monitor student progress and provide students with ongoing feedback. 7. Administrators will monitor through observations, participation in collaborative planning sessions, use of monitoring tools, and by providing specific feedback.
Action 4	Plan to Implement Action 4

Conduct year long, ongoing professional development around best practices for supporting English Language Learners in an inclusive setting.	<ol style="list-style-type: none"> 1. Dedicate one Teaching and Learning Meeting per month towards studying the book Educating English Learners by Dr. Nutta et al. 2. Work with ELL staff developer and Dr. Nutta in the classrooms on coaching cycles around language acquisition strategies. 3. Teachers to provide opportunities for explicit vocabulary instruction (academic, domain specific, and Tier II words) as well as opportunities for students to practice using context clues to determine meanings of unknown words. 4. Provide multiple opportunities for students to grapple with vocabulary across all subject matter. 5. Cluster ELL students together and provide inclusive services for these students in a co teach model in grades 3-5. 6. Monitor progress of ELL students in PLC's and data chats. 7. Administration monitors and supports the implementation of ELL strategies studied through frequent observations, using monitoring tools, and providing specific feedback.
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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 (%)
32	32	40

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
28	19	30

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

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

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
100	67	

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 Student Achievement in the area of mathematics, resulting in improvements for every subgroup, and overall growth from 51% proficient to 70% proficient as measured by the Science FCAT.

Provide possible data sources to measure your science goal.

Benchmark assessments provided in curriculum guides, PCAS assessments, Lab assessments (pre/post), the Science FCAT assessment

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

Action 1	Plan to Implement Action 1
Involve all stakeholders in the collaborative planning process in order to increase to communication and conversation around Standards Based Instruction	<ol style="list-style-type: none"> 1. Create a master Schedule that accommodates everyone involved. 2. Ensure that PLC's have a clear purpose aligned to data and planning for instruction. 3. Provide professional development to all stakeholders through teaching and learning meetings and work with the just in time science coach. 4. Provide TDE's to teams at least once per grading period so that they may engage in intensive long range planning and participate in lesson study. 5. Develop a common definition of a stakeholder and celebrate the collaborative work often.
Action 2	Plan to Implement Action 2
Develop and implement a 5th grade benchmark review plan based on data from the 3rd/4th grade review diagnostic assessment.	<ol style="list-style-type: none"> 1. Teachers give diagnostic assessment and collaborate for item analysis from Performance Matters. 2. Identify the lowest performing standards by class and grade level for each strand. 3. Work with just in time coach to develop a plan of differentiation for students. 4. Develop an instructional calendar of on-going support for students beginning in September that includes using Think Central and 3rd/4th grade pages for HW. 5. Ensure all teachers in grades 3-5 utilize the science lab schedule. Monitor student progress on pre/post tests. 6. Administrators to monitor through walk throughs, and data chats with teachers.
Action 3	Plan to Implement Action 3
Utilize district curriculum guides in science and support teachers in using the curriculum guides through professional development.	<ol style="list-style-type: none"> 1. Establish routine practice of the 10-70-20 Instructional model for students. This model includes setting the purpose, core science and confirming the learning. 2. Collaboratively plan with the Just in Time Science Coach to ensure lessons align to the learning goal/target. 3. Utilize 5 E model/Slags with fidelity and provide students feedback on their written responses. 4. Confirm learning through the use of the success criteria and teacher/student conferencing. 5. Administrators to monitor through walk throughs, and data chats with teachers.
Action 4	Plan to Implement Action 4

Conduct year long, ongoing professional development around best practices for supporting English Language Learners in an inclusive setting.	<ol style="list-style-type: none"> 1. Dedicate one Teaching and Learning Meeting per month towards studying the book Educating English Learners by Dr. Nutta et al. 2. Work with ELL staff developer and Dr. Nutta in the classrooms on coaching cycles around language acquisition strategies. 3. Teachers to provide opportunities for explicit vocabulary instruction (academic, domain specific, and Tier II words) through the use of STEP UP Vocabulary Enhancement as identified on the science timeline. 4. Provide multiple opportunities for students to grapple with vocabulary across all subject matter. 5. Cluster ELL students together and provide inclusive services for these students in a co teach model in grades 3-5. 6. Monitor progress of ELL students in PLC's and data chats. 7. Administration monitors and supports the implementation of ELL strategies studied through frequent observations, using monitoring tools, and providing specific feedback.
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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 (%)
30		40

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
24		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.

STEM academy will be used to enrich high performing 4th and 5th graders and increase their state performance to ensure all 40 students score a Level 4 or above on the Math FSA and Science NGSSS assessments. Another goal of our STEM program will be to increase the overall learning gains of 4th and 5h grade participants in the area of math as measured by the FSA.

Provide possible data sources to measure your STEM goal.

Pre and Post Assessments from the STEM academy, Science and Math common assessments and Statewide assessment data in Math to track student performance over time.

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
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Track the scores of students participating in STEM in the areas of math from both state and district testing.	<ol style="list-style-type: none"> 1. Utilize Math and 5th Grade Science Common Assessment data from previous district assessments to determine students who will participate in STEM. 2. Monitor these students' progress on science common assessments and math common assessments to look for growth. 3. Share information with STEM teacher, as well as the item analysis of this data. 4. Utilize STEM to close gaps so students can make learning gains. 5. Review FSA/FCAT data at the end of the year to determine success of program. 6. Make necessary changes as needed.
Action 2	Plan to Implement Action 2
Action 3	Plan to Implement Action 3
Action 4	Plan to Implement Action 4

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

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

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	2	15	8
Grade 1	9	12	10
Grade 2	11	16	9
Grade 3	19	21	10
Grade 4	10	13	13
Grade 5	10	8	8

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	15	24	10
Grade 1	15	19	10
Grade 2	18	13	10
Grade 3	13	18	10
Grade 4	13	13	10
Grade 5	13	10	8

SUSPENSIONS

Students with One or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	28	2	0
Grade 1	30	12	0
Grade 2	14	15	5
Grade 3	9	29	5
Grade 4	7	20	10
Grade 5	12	20	10

Students with Five or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	27	1	0
Grade 1	12	0	0
Grade 2	0	0	0
Grade 3	0	18	0
Grade 4	12	0	0
Grade 5	12	18	0

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

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

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

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

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

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

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

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

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

Students Referred for Alternative School Placement

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

Students Expelled

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

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

RETENTIONS

Students Retained

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	2	0
Grade 1	1	1	0
Grade 2	0	0	0
Grade 3	2	2.5%	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			
Grade 1			
Grade 2			
Grade 3	19		10
Grade 4	15		10
Grade 5	21		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

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 (%)
19	19	10

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	4	0	0
Grade 2	3	2	0
Grade 3	11	3	0
Grade 4	7	14	0
Grade 5	6	12	6

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).

The CST team and SBLT team review the early warning systems data and work with families through conferencing, coordinating with outside services, incentive programs and small group counseling to help meet these students needs. Progress is monitored on a biweekly basis and interventions are adjusted as necessary. Information is shared with teachers so that all stakeholders can work together to help meet student needs.

PART II EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT

Section I Area 9: Black Student Achievement

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

[Add Target](#)
[Delete Target](#)

Description of Goals, Targets, and Actions for Black Student Achievement	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
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Description of Goals, Targets, and Actions for Black Student Achievement	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
We will increase the proficiency rates of our African American students in the area of reading from 57% to 75%. We will target students for success programs such as STEP, Role Models 5000 and Girlfriends, and make sure they receive academic support through Extended Learning and through our interventionists. Our SBLT will monitor African American Student Data regularly and will share and problem solve this data with the SLT. We will tighten our ongoing progress monitoring of our African American students and intensify interventions as needed. Our African American Students met their AMO targets in reading in 2013-14 and our goal is to monitor student progress to ensure this group's continued success. In addition, we will focus professional development on a key area of culturally relevant pedagogy to decrease referrals occurring during the school day-Building Student and Teacher Relationships so that our African American students are taught in a caring environment with positive interactions between peers and teacher to student. Teachers will also will receive professional development on the incorporation of the 6 M's into their planning and daily instruction.	57		75
We will increase the proficiency rates of our African American students in the area of math from 42% to 70%. We will target students for success programs such as STEP, Role Models 5000 and Girlfriends, and make sure they receive academic support through Extended Learning and through our interventionists. Our SBLT will monitor African American Student Data regularly and will share and problem solve this data with the SLT. We will tighten our ongoing progress monitoring of our African American students and intensify interventions as needed. Our African American Students met their AMO targets in math in 2013-14 and our goal is to monitor student progress to ensure this group's continued success. In addition, we will focus professional development on a key area of culturally relevant pedagogy occurring during the school day-Building Student and Teacher Relationships so that our African American students are taught in a caring environment with positive interactions between peers and teacher to student. Teachers will also will receive professional development on the incorporation of the 6 M's into their planning and daily instruction.	42		70

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).

Levels of parent involvement vary based on the activity. Activities involving student work or encouraging parents to spend time with their students are well attended...these include Fruits for Families, the annual art auction and our spring fling. PTA events and book fairs are also well attended. Opportunities for involvement such as SAC are not as well attended. Certain neighborhoods of students do not attend parent events as much as others due to distance to the school.

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 offer many different opportunities for parents to be involved including an active PTA, different parent evenings presented by grade levels, a meet and greet and back to school nights. We also have a website that is maintained and up to date, and post our newsletter bi-monthly. Weekly Parent Connects are sent home in both English and Spanish. Our school also has events like fruits for families and cozy up and read where parents are invited. We also sponsor All pro Dads and imoms. All parents receive information on the parent compact, and input regarding the compact's effectiveness is sought out from SAC, PTA and teachers.

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 family community liaison who reaches out to the local community to support our school needs. Business partners include McDonalds and Pizza Hut, Horace Mann, and Wal-mart. In addition, we also have the Ymca at our school. The Y leaders is on our SAC and also sponsors and after school tutoring program in conjunction with Promise Time. The local church. Our Savior, also is a partner, providing school supplies for our students as well as sponsoring our Pack a Sack program.

PART II EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT

Section K Area 11: Additional Targets

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

[Add Target](#)
[Delete Target](#)

Description of Additional Targets	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Work toward Bronze Level recognition with the Alliance for a Healthier Generation.	0	0	17

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	PD on standards based instruction
Related Goal(s)	reading, science and math
Topic, Focus, and Content	Planning to the standards with the end task in mind, review of student work to use as a formative assessment, MFAS, MTSS training
Facilitator or Leader	Literacy and Math coach, AP, JIT science coach
Participants (e.g., Professional Learning Community, grade level, school wide)	School wide
Target Dates or Schedule (e.g., professional development day, once a month)	Monthly in PLC and teaching and learning
Strategies for Follow-Up and Monitoring	PLC notes, Leadership team feedback walk throughs, study of student data
Person Responsible for Monitoring	Principal
Professional Development Identified	Marzano Training
Related Goal(s)	reading, science and math
Topic, Focus, and Content	Learning Scales, tracking student progress, identifying critical content, examining errors in reasoning, examining similarities and differences

Facilitator or Leader	Principal, Assistant Principal, Coaches
Participants (e.g., Professional Learning Community, grade level, school wide)	All instructional staff
Target Dates or Schedule (e.g., professional development day, once a month)	once per month
Strategies for Follow-Up and Monitoring	walk throughs, feedback conversation
Person Responsible for Monitoring	Principal
Professional Development Identified	ELL Training
Related Goal(s)	reading, math and science (ELL subgroup)
Topic, Focus, and Content	Supporting both academic language and literacy language
Facilitator or Leader	Dr. Nutta, ESOL teachers, literacy coach
Participants (e.g., Professional Learning Community, grade level, school wide)	All Classroom teachers
Target Dates or Schedule (e.g., professional development day, once a month)	Professional development Day in October, monthly
Strategies for Follow-Up and Monitoring	walk throughs, embedded coaching
Person Responsible for Monitoring	Principal and Literacy Coach
Professional Development Identified	Istation Training
Related Goal(s)	reading
Topic, Focus, and Content	progress monitoring, data analysis
Facilitator or Leader	District Personnel
Participants (e.g., Professional Learning Community, grade level, school wide)	all classroom teachers
Target Dates or Schedule (e.g., professional development day, once a month)	monthly
Strategies for Follow-Up and Monitoring	reviewing data in SBLT
Person Responsible for Monitoring	Literacy Coach/Guidance Counselor

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 One will fund a literacy coach, a math coach and an ESOL teacher, as well as 5 hourly teachers used to provide differentiated instruction. Title One funds also are used to support extended learning, provide teachers with stipends for participating in professional development, and funds for TDE's to support planning and curriculum writing. As a part of Title One/District requirements, a Kindergarten round up is held each year to make the preK/Kindergarten connection and a parent night for fifth grade students heading into middle school is also held. All grade levels host a curriculum night for parents to further communicate standards and expectations. Title III funds are used to support ELL students. Technology and professional development are provided from the district to support

those students. IDEA funds are used to support individual students with high needs and a clerical position and supplies to make sure that there is communication with ESE families. Title One and the Y also provide funds and/or resources to support our EL program and an Achievement Gap 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.

Through a review of data and current expenditures for the school year the SLT determines what worked and what didn't. Data is used to determine school needs, input is sought from parents and teachers and the resources are allocated accordingly. Data is then reviewed periodically through the SLT to make sure the resources are helping. The SLT, facilitated by the principal, meets monthly, and the budgets are managed by administrators, but monitored by SAC.

PART V BUDGET

Create a budget for each school-funded activity.

[Add Item](#)
[Delete Item](#)

Budget Item Description	Stipends/TDES
Related Goal(s)	Reading, math, writing, science and AA
Actions/Plans	Collaborative planning, curriculum guides
Type of Resource (i.e., evidence-based programs/materials, PD, technology, etc.)	professional development, formative assessment creation, personnel
Description of Resources	training aligned to formative assessments and curriculum guides, literacy coach, math coach
Funding Source	Title One
Amount Needed	\$38,437.00
Budget Item Description	Personnel
Related Goal(s)	Reading, math, AA
Actions/Plans	formative assessment, ELL, curriculum guides
Type of Resource (i.e., evidence-based programs/materials, PD, technology, etc.)	personnel
Description of Resources	math coach, literacy coach, ELL teacher, 5 hourlies. Connect to Success Liason, Extended Learning Manager
Funding Source	Title One
Amount Needed	\$311,374.00
Budget Item Description	Instructional Materials
Related Goal(s)	Reading, Writing, math, AA

Actions/Plans	formative assessments, planning of standards based instruction, curriculum guides
Type of Resource (i.e., evidence-based programs/materials, PD, technology, etc.)	evidence based programs and materials
Description of Resources	additional classroom libraries, math and literacy resources aligned to science, text sets, leveled readers
Funding Source	Title One
Amount Needed	\$15,388.00
Budget Item Description	Instructional Materials
Related Goal(s)	Reading, Writing, math, AA
Actions/Plans	formative assessments, planning of standards based instruction, curriculum guides
Type of Resource (i.e., evidence-based programs/materials, PD, technology, etc.)	evidence based programs and materials
Description of Resources	additional classroom libraries, math and literacy resources aligned to science, text sets, leveled readers
Funding Source	School Improvement Funds
Amount Needed	\$3,500.00

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 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

