School Improvement Plan
2015-2016

Fuguitt 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
Fuguitt Elementary	Kathlene	Bentley

School Advisory Council Chair's First Name	School Advisory Council Chair's Last Name
Linda	Steenberge

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

The vision of Fuguitt Elementary is100% student success!

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

The mission at Fuguitt Elementary is to prepare tomorrow's leaders today.
This Leadership model is grounded in our belief that building cooperative relationships and nurturing responsibility, kindness and good judgment is the basis for creating a successful community of learners prepared for the 21st Century and beyond.

SCHOOL ENVIRONMENT

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

We have programs for families held at varying times to make the home-school connection stronger. Being a Title 1 school building this relationship is integral for the success of our students. Our annual Meet and Greet/Open House is a time for our families to learn about the resources available to us. Our teachers build communities in their classrooms by having class meetings. Students share about their lives and make a connection to the classroom by listening to their classmates and teacher share about their lives. Students work collaboratively together in groups encouraging each other to do their best. The teachers survey their students to find out their interests and backgrounds to help them take on leadership roles in the classroom. Within the first ten days of school, all teachers make positive contact with each student's family in their classroom.

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

Students are taught the Guidelines for Success by their teachers who uses CHAMPS lessons at the beginning of the year to teach school wide expectations and common area expectations.
We embed the Covey Leader in Me Program into daily learning where students understand the impact they have on their learning and learning how to tap into their own leadership abilities.
These are Fuguitt's School- Wide Guidelines for Success based on Covey's 7 Habits of Happy Kids.
Be proactive
Begin with the end in mind
Put first things first
Think win-win
Seek first to understand, then to be understood
Synergize
Sharpen the saw

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 School Wide Behavior Plan reflects the 7 Habits as followed in our Leader in Me Program. It is reviewed annually by all stake holders and revised during the summer. The Discipline Committee will review the revision and it will be presented to the staff during pre-planning days. The first ten days of school our teachers use CHAMPs lessons in conjunction with the first Covey principle Be Proactive to teach the school wide expectations. Our School Wide Behavior Plan lists specific behavior incidents and the steps for staff to follow addressing the behavior. The school wide behavioral system incorporates the principles of The Leader In Me program.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Our school counselor meets with students regularly. The groups are based on student needs. Varying strategies are used to support these students. Some reasons students meet with the counselor or are in a group with her are because of divorce in the family, anger issues, death of a family member.

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
Linda	Steenberge	Parent
Kathi	Bentley	Staff
Kim	Short	Staff
Lori	Roberge	Community
Jodi	Short	Staff
Gigi	Charles	Staff
Cris	Bentley	Community
Bradley	Short	Community
Gayle	Selak	Staff

SIP LAST YEAR

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

Our SIP Goals for the 2014-15 school year was to increase the number of students scoring proficient or above in all subject areas. We do not have all the scores available at this time to reflect upon the accomplishment of these goals. Our SIP goal teams met monthly to review and monitor our progress to implementing SIP goals. We also increase parental involvement participation by holding additional academic family nights. Our fifth grade science scores show growth reflective of Science SIP goal strategies being implemented.

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

We used our SIP funds from last year to purchase additional technology. All other major purchases were funded through Title 1. Purchases included additional instructional support through hourly teachers, MTSS coach, and Reading Intervention teacher. Materials for classroom teachers were also purchased through Title 1 funds.

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

The School Advisory Committee meets to help create, implement and review the School Improvement Plan. The committee meets at the end of the previous school year to review the District data, what was successfully implemented, what challenges occurred and to make recommendations for the upcoming School Improvement Plan. Meetings are held four times throughout the year to monitor the progress of the goals and implementation of initiatives.

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

The School Advisory Committee meets as scheduled. The SAC discusses student academic progress and behavior. The SAC also approves the usage of the School Improvement funds for student achievement. The SAC board is a direct link between school administration and families.

PROJECTED USE OF SIP FUNDS - Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school's annual budget plan.

We anticipate using SIP funds to provide additional support to instructional staff, either through TDE's of additional technology or instructional materials.

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	
Kathlene	Bentley	bentleyk@pcsb.org	
Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Doctor of Education	Educational Leadership	14	4

Certifications (if applicable)
Mathematics Education, Educational Leadership, School Principal

ASSISTANT PRINCIPAL #1

First Name	Last Name	Email Address	
Kim	Short	shortk@pcsb.org	
Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Master of Science	Educational Leadership	8	2

Certifications (if applicable)
Elementary Education, Educational Leadership, 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: 55

% receiving effective rating or higher: 100

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

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

% ESOL endorsed: 49.1

% reading endorsed: 3.6

% with advanced degrees: 36.4

% National Board Certified: 9.1

% first-year teachers: 3.6

% with 1-5 years of experience: 18.2

% with 6-14 years of experience: 34.5

% with 15 or more years of experience: 43.6

PARAPROFESSIONALS

# of paraprofessionals: 0

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

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.

Throughout the school year, the principal and assistant principal provide support and feedback through observations and walk throughs in efforts to retain our highly qualified teachers. Mentors are assigned to teachers new to a grade level and with less than three years experience. Monthly support meetings take place with the teacher and mentor. Administration observes intern teachers and substitutes for consideration for future teaching positions.

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

We are the only Leader in Me School in Pinellas County. We base our working relationships on the seven habits. Our Covey Light house team sets the direction of the full implementation of the Leader in Me. Our teachers meet weekly in grade level PLC's and monthly in vertical PLC's. We have monthly SIP Goal Team meetings, Faculty meetings, Team Leader Safety meetings, and Curriculum meetings. Our schedule is a block schedule providing teachers the time to meet and plan collaboratively during related arts.

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

New teachers on our staff are paired with teacher mentors in both their grade level and the official teacher mentors that have received district training. The teachers new to Fuguitt meet with administration at the beginning of the year and have follow up meetings with administration throughout the year. The site based mentors meet regularly on a weekly and monthly basis with the teachers new to Fuguitt.

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

PROBELM-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.

SIP goal teams meet monthly to review the SIP. The staff is reminded that the SIP is a fluid document to be updated and modified to meet the needs of our school and reflect the adequate use of resources.
The MTSS meets weekly on Wednesday. Both academic and behavioral data is reviewed by the team and shared with teachers. Interventions being implemented are reviewed and adjusted during monthly data chats where teachers and hourly teachers joining the MTSS. Teachers will implement Tier 2 interventions for each student needing them and monitor progress, using a progress monitoring tool appropriate for the intervention selected. Progress monitoring data will be collected for all students receiving interventions in tier 2 groups and compared with others as well as in relation to grade level expectations. Data will be graphed and discussed at SBLT. If a student is not making adequate progress, interventions will be adjusted or the student will be moved to Tier 3 Problem Solving. Tier 3 intervention plans are monitored closely by the MTSS and follow up meetings are scheduled on a regular basis until interventions are successful.
Members of the MTSS meet with the School Improvement Committee Chairpersons and the principal to help develop the SIP. They provide instructional strategies that could be used to support implementation of strategies listed in SIP goals.

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
Kathlene	Bentley	Principal
Kim	Short	Assistant Principal
Gayle	Selak	MTSS Coach
Angela	Warner	School Counselor
Nancy	Harkins	Psychologist
Michele	Glenn	Social Worker

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

The leadership team meets weekly with MTSS Team. SIP goals are shared int he school data room and reviewed weekly during MTSS meetings and during Data chats. The teams identify resources and processes for managing data, reviews both academic and behavior data , reviewing and revising the resource map for interventions and strategies available on site. The team plans for modifications of instructional strategies and interventions for students. SIP goal committees meet monthly to review the SIP and share progress across content areas. SIP goal managers upload the notes from their SIP team's meeting into the Fuguitt folder on our server with access for all staff members.

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).

We begin by reviewing data from the end of last year at the beginning of this school year. Teachers will implement Tier 2 interventions for each student in tier 2 and progress monitor them using the progress monitoring tool tied to the intervention. Data will be graphed and discussed at SBLT. If a student is not making adequate progress, interventions will be adjusted or the student will be moved to Tier 3 Problem Solving. Tier 3 intervention plans are monitored closely by the MTSS and follow up meetings are scheduled on a regular basis until interventions are successful.

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

New staff is trained on the MTSS process at the monthly new teacher meetings. Each year the SBLT reviews the process with the entire staff. Reminders, and further explanation is given at PLCs as necessary. When individual students are discussed, grade level teams are part of the problem solving process during PLCs or MTSS meetings.

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.

The school district provides the curriculum guides that support the Florida Standards. Administrative walk-throughs/observations with specific feedback, content coaching, and district professional development will help to ensure teachers are teaching grade level specific standards and using appropriate materials.

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.

During PLCs /MTSS meetings data is analyzed and instructional strategies are discussed and assigned based on the individual needs of students. For students not meeting proficiency/target goals we look at the % of students needing a different instructional strategy of delivery or program. If the number of students is less than 20% individual/group plans are developed (tier 2). If more than 20% are not meeting proficiency/targets goals then a tier 1 approach is taken. Students scoring in the lowest 25% will be offered after school tutoring through Promise Time. Their focus will be based on reading and math interventions using the i-Ready program. An after school STEM Club will take place one hour a week and led by our gifted teacher.

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

Minutes added to the school year: _____0_____

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

The purpose of this strategy is for students to understand the learning goal and the levels of performance in relation to the scale.

Provide a description of the strategy below.

Teachers will utilize goals and scales when planning for and delivering instruction. Time will be spent teaching students how to recognize the goals and understand learning scales and rubrics to track their understanding. Ongoing training will take place through PLC's and curriculum meetings with teachers becoming familiar and able to create their own learning scales.

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

Data will be collected through observation, formative/summative assessments, county assessments, and state assessments.

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

Teachers will attend trainings both on site and off site to increase understanding and become proficient in the utilization of goals and scales.
Administration through both formal and informal walk-throughs and review of lesson plans.

INSTRUCTIONAL STRATEGY #2

Strategy Type

Every teacher will use small group instruction to differentiate instruction.

Minutes added to the school year: 0

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

Improve instruction and increase student understanding building upon new and prior knowledge leading to higher student achievement for all learners as reflected through teacher observation, county assessment data and on the Florida Standards Assessment.

Provide a description of the strategy below.

Teachers will effectively plan for and use small group instruction to meet the needs of their learners by identifying students through teacher observation, the use of scales and rubrics, and the use of formative assessments. Who are the students understanding the material? Who are the students not understanding the material. Teachers will plan for differentiation in their lesson plans.

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

Regular review of common assessment data, teacher made assessments, and Florida Standards Test data.

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

The teacher and administrators.

INSTRUCTIONAL STRATEGY #3

Strategy Type

Teachers will use classroom and school-wide behavior management procedures consistently to maintain a safe classroom learning environment conducive to learning.

Minutes added to the school year: _____

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

Consistent use of effective classroom behavior procedures provide for a safe and effective classroom learning environment where students can engage in learning without distraction.

Provide a description of the strategy below.

Procedures based on the 7 Leadership Habits of Happy Kids are specifically taught for all school - wide and classroom expectations, transitions.
Behavior expectations are explicitly taught, practiced and reviewed by the classroom teacher with ongoing support from other staff members in common areas.

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

Data is entered into Focus as student incidents and office referrals are handled. Parent/School communication is entered into Focus by the person making contact; classroom teacher, MTSS Coach, Administrator, School Counselor.
For classes with multiple students receiving office referrals or individual students receiving multiple referrals, support will be provided by our MTSS coach.
Students with repeated misbehaviors are tracked over time and differentiated interventions are provided.

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

Teachers are responsible for the immediate monitoring of data on a daily basis.
The MTSS team is responsible to monitor the PLC data and offer support to the teacher or an individual student if necessary.

INSTRUCTIONAL STRATEGY #4

Strategy Type

Teachers will take part in collaborative planning of core instruction through the review of student data and district provided materials within all grade levels and with resource teachers during weekly PLC's to increase student achievement.

Minutes added to the school year: 0

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 Professional Learning Communities with a purpose. Students need to have an alignment of their core instruction as well as intervention. When grade levels plan together and review data it ensures alignment of teaching standards to state curriculum and consistency among grade levels whether in a teaming or self contained classroom. This will provide an opportunity for classroom teachers and MTSS to communicate and use time effectively in a well planned and structured PLC.

Provide a description of the strategy below.

All teachers will have an established planning time one day a week so that specialists may rotate to their planning sessions. The MTSS coach and administrators will join various grade level teams weekly for PLC's to review data. Leadership team members will receive PD in facilitation and strategies to help all members collaborate together effectively during weekly PLC's.

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

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. PLC's notes will be posted on the Fuguitt server and reviewed by the MTSS team on a regular ongoing basis.

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

Principal, Assistant Principal, MTSS coach, and members of the MTSS team.

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.

Incoming kindergarten families are invited to attend kindergarten Open House and take part in a school wide tour the spring preceding their enrollment at Fuguitt. The students and parents have an opportunity to meet their teacher at the Meet and Greet/ Open House prior to school beginning on September 20th. This is when we have our Title 1 meeting explaining the Title One program, resources and how the Title One program supports student achievement.
In the spring our fifth grade students have the opportunity to visit the middle school they will be attending with our school counselor. Some middle school counselors also come to Fuguitt to meet with their incoming sixth graders. The fifth grade teachers prepare the students for middle school by team teaching allowing students the opportunity to see how they will transition between classes in a timely safe manner.

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
Kathlene	Bentley	Principal	bentleyk@pcsb.org
Kim	Short	Assistant Principal	shortk@pcsb.org
Gayle	Selak	MTSS Coach	selakg@pcsb.org
Karen	Carver	Media Specialist	carverk@pcsb.org
Kathy	Hagan	Intermediate Teacher	hagank@pcsb.org
Kathie	Huff	Primary Teacher	huffk@pcsb.org
LaRue	Petty	LLI Teacher	pettyl@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 includes key stakeholders. The administrators work with the other members of the LLT to make sure that literacy goals for the school are clearly articulated. They provide professional learning opportunities to support the implementation of literacy strategies. The administrators guide the team in analyzing school data and decide where further training is needed to increase proficiency in literacy for all learners. The MTSS team and coach analyzes data by school, grade level, and teachers to help teachers set literacy goals and differentiate instruction. Classroom teachers use the literacy assessment to help drive instruction, differentiating instruction based on assessments and student observations. District coaches provide modeling and coaching of lessons and instructional strategies.

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

The major initiatives of our LLT:
Support for instructional strategies to improve reading comprehension with a focus on core instruction
Best practices as indicated in the Marzano frameworks.
Support for the continued implementation of Florida Standards for English and Language Arts
The LLT will focus on collaborative planning with colleagues during PLC's

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 (%)
71		80

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
54		60

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
	40	60

Students Scoring at or Above Level 7

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

LEARNING GAINS

Students Making Learning Gains (FCAT 2.0 and FAA)

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

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

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

COMPREHENSIVE ENGLISH LANGUAGE LEARNING ASSESSMENT (CELLA)

Students Scoring Proficient in Listening/Speaking

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
	40	55

Students Scoring Proficient in Reading

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
	40	55

Students Scoring Proficient in Writing

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

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	51		78
Black/African American	14		74
Hispanic	31		72
Asian			
American Indian			
English Language Learners (ELLs)			
Students with Disabilities (SWDs)	21		65
Economically Disadvantaged	35		77

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 meeting proficiency in reading as measured by Florida Standards Assessment.
Increase the percentage of students making learning gains in reading as measured by Florida Standards Assessment.
Increase the percentage of students in the lowest 25% making learning gains in reading as measured by Florida Standards Assessment.
Increase the percentage of African American students making learning gains in reading as measured by Florida Standards Assessment.

Provide possible data sources to measure your reading goal.

County Common Assessments, Formative Assessments, Summative Assessments, Florida State Standard Test

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 align instruction to meet the Florida Standards for English Language Arts, district curriculum guidelines, and student needs by providing multiple opportunities across the literacy block for reading, writing, speaking and listening.	Collaborate in the development and research of lessons that include gradual release, research skills and text dependent questions.

Action 2	Plan to Implement Action 2
Teachers use data to differentiate and scaffold instruction to increase student performance.	Teachers use a variety of modalities (visual, auditory, kinesthetic) when presenting concepts and instruction to meet the varied needs of students.

Action 3	Plan to Implement Action 3
Teachers regularly assess both formally and informally utilizing data to modify and adjust instruction.	Teachers regularly provide students with feedback, conducting data chats with students and supporting students with foal setting based on data. Make connections between Formative Assessments and Summative assessments with continued professional development

Action 4	Plan to Implement Action 4
Teachers and students utilize scales and rubrics aligned to the learning goal to track student progress.	Utilize the exemplar scales provided to teachers at District Wide Training. Create additional scales collaboratively and individually for use in monitoring student progress.

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 (%)
50		78

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at or Above Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
45	25	50

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 number of students meeting or exceeding proficiency in writing as measured by the Florida State Assessments.
Increase the % of students in the lowest 25% meeting proficiency in writing as measured by the Florida State Assessments.
Increase the % or African American students meeting and or exceeding proficiency as measured by the Florida State Assessments.

Provide possible data sources to measure your writing goal.

County ELA assessments and Florida State Assessments

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

Action 1	Plan to Implement Action 1
Collaborative teams identify learning goals and design standard based focused units of instruction in ELA.	Collaborate in PLCs /curriculum/team meetings Utilize MTSS and SBLT support Participate in lesson studies
Action 2	**Plan to Implement Action 2**
Students use formative/summative assessments, journaling and evidence based writing across the curriculum for reflection and achievement goals.	Use Leadership Notebooks and The Leader in Me model to reflect on formative/summative assessments results and goals. Students will use Reflective Journals and Think Logs to reflect on learning.
Action 3	**Plan to Implement Action 3**
Teachers will align instruction to meet the Florida Standards for English Language Arts, district curriculum guidelines and student need by providing multiple opportunities across the literacy block for reading and writing, speaking and listening.	Teachers guide students to strengthen their writing as needed by revising and editing.

Action 4	Plan to Implement Action 4
Teachers use data to differentiate and scaffold instruction to increase student performance.	Teachers meet frequently with students in one to one conferences to support students' individual needs.

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 (%)
23.1		45

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
11.3		55

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
45	30	55

Students Scoring at or Above Level 7

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

LEARNING GAINS

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

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

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

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
62		

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	51		73
Black/African American	14		51
Hispanic	31		61
Asian			
American Indian			
English Language Learners (ELLs)			
Students with Disabilities (SWDs)	21		61
Economically Disadvantaged	35		69

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.

The number of students meeting proficiency will exceed the state proficiency rates in math as measured by the Florida Standards Assessment.
Increase the percentage of students in the lowest 25% meeting proficiency in math as measured by the Florida Standards Assessment.
Increase the percentage of African American students meeting and exceeding proficiency in math as measured by Florida Standards Assessment.

Provide possible data sources to measure your mathematics goal.

County Common Assessments, formative assessments, summative assessments, Florida State Standard Assessments

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

Action 1	Plan to Implement Action 1
Teachers will plan effectively including the Eight Mathematical Practices using the curriculum and content guide in planning.	Utilize formative assessments for math aligned to Florida Standards at all levels to support teachers in making effective instructional decisions.
Action 2	**Plan to Implement Action 2**
Teachers will use the newly created exemplar Elementary Mathematics Learning Scales	Continue using the Curriculum Guide AND the Content Guide in planning and how to use the newly created Learning Scales for Elementary Mathematics.
Action 3	**Plan to Implement Action 3**
ST Math will be used to fidelity with teacher supervision and interaction.	Webinars and online tutorials are available on the ST Math site under Teacher Resources. Visits as from the ST Math Coach will be arranged through Laurel Rotter. Administration and MTSS will monitor ST math usage with fidelity and arrange for additional support from ST Math coach through Laurel Rotter as needed.
Action 4	**Plan to Implement Action 4**
Utilize formative assessments for math aligned to Florida Standards at all levels to support teachers in making effective instructional decisions.	Plan collaboratively using the Curriculum Guide AND the Content Guide designing and or identifying formative assessments. Provide common planning time for teachers to collaboratively plan formative assessments and method of collecting ongoing progress monitoring data.

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 (%)
20	22	30

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0.09	17	25

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6				Students Scoring at or Above Level 7		

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)		2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
67	100	100		33	0	50

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 number of students achieving proficiency to 55% as measured by Florida Comprehensive Assessment Test.
Increase the percentage of African American students scoring at or above proficiency on the Florida Comprehensive Assessment Test.

Provide possible data sources to measure your science goal.

County Common Assessments, teacher designed formative assessments, State test of Science Florida Standards

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
Develop and adhere to a Science Lab schedule where ALL 3rd, 4th, and 5th grade students will complete the identified progress monitoring assessments, science lab investigations and Citizen Scientist research and data collection.	Teachers will attend the identified Science Lab Professional Development.
Action 2	**Plan to Implement Action 2**
Develop and implement a 5th grade benchmark review plan based on data from the 3rd and 4th grade Review Diagnostic Assessment.	Give Diagnostic Assessment. Identify lowest performing standards by teacher or grade level for each science strand; LIFE, PHYSICAL, and EARTH. Identify instructional resources to support the ongoing review with utilization of Think Central Digital Lessons and informational test.
Action 3	**Plan to Implement Action 3**
Establish routine practice of the 10-70-20 Instructional model for students. This model consists of Setting the Purpose, Core Science and Confirming the Learning.	Identify dates and schedule a Science Just in Time Coach to provide PD for teachers in need. Identify dates and schedule a Science Coach to provide PD for all teachers in implementing the 10-70-20 model with fidelity.
Action 4	**Plan to Implement Action 4**
Establish routine practice for the use of SLAGS (Science Learning Guides) as a component of the Science Notebook processes.	Monitor for consistent routine practice of students usings SLAGS within their science notebooks in conjunction with written reflections which will support an increase of conceptual understanding to be identified on their Success Criteria.

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

<table>
<tr><td colspan="3" align="center">Students Scoring at Achievement Level 3</td><td colspan="3" align="center">Students Scoring at or Above Achievement Level 4</td></tr>
<tr><td>2013-14 Status (%)</td><td>2014-15 Status (%)</td><td>2015-16 Target (%)</td><td>2013-14 Status (%)</td><td>2014-15 Status (%)</td><td>2015-16 Target (%)</td></tr>
<tr><td>26</td><td></td><td></td><td>0.09</td><td></td><td></td></tr>
</table>

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.

The STEM club will be used to enrich high performing 4th and 5th graders and increase their state performance to ensure that these students score a Level 4 or above on the Math FSA and Science NGSSS assessments.

Provide possible data sources to measure your STEM goal.

Science and Math Common Assessments

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

Action 1	Plan to Implement Action 1
Students will attend after school STEM club	Teachers will identify students for the STEM Club
Action 2	**Plan to Implement Action 2**
Students will participate in school science fair.	STEM Club teacher and Assistant Principal will work with students providing ongoing support on the process of science investigations.
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 (%)

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

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

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	14.1	24.7	0
Grade 1	19.1	24.5	0
Grade 2	19.1	15.8	0
Grade 3	16.3	23.4	0
Grade 4	28.4	21.6	0
Grade 5	17.4	18.2	0

SUSPENSIONS

Students with One or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	1	3%	0
Grade 1	1	11%	0
Grade 2	13	6%	0
Grade 3	11	13.8%	0
Grade 4	15	11%	0
Grade 5	20	9%	0

Students with Five or More Referrals

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

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

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

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

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

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

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	.01	0	0
Grade 1	.05	2	0
Grade 2	.05	0	0
Grade 3	.02	9.3	0
Grade 4	.04	2.3	0
Grade 5	.05	8	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	1,1	0

Students Referred for Alternative School Placement

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

Students Expelled

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

RETENTIONS

Students Retained

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	1.0	0
Grade 2	0	0	0
Grade 3	1.9	1.0	0
Grade 4	0	0	0
Grade 5	0	0	0

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

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten			
Grade 1			
Grade 2			
Grade 3	28		0

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 4	23		0
Grade 5	41		0

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

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0.9	0
Grade 4	0	4.5	0
Grade 5	0	3.4	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 (%)
1.9	1	0

MULTIPLE EARLY WARNING INDICATORS

Students Exhibiting Two or More Early Warning Indicators

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	2.1	0
Grade 1	0	4.1	0
Grade 2	0	3.0	0
Grade 3	1	13.1	0
Grade 4	0	8.0	0
Grade 5	0	9.1	0

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

The MTSS and CST team review the early warning systems data and conference with families to put them in touch with outside resources. The school counselor, psychologist, and social worker are an integral part of this team of support for families. Small group counseling is provided to help meet the needs of these students. Progress is monitored on an ongoing basis, with interventions being adjusted as needed. Information from the meeting with parents is shared with the teacher so they are aware of the interventions being put in place to help the child and family.

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 (%)
Increase the percentage of African American students proficient in reading as measured by Florida Standards Assessment. We will do this by regularly reviewing data and identifying African-American students needing additional support through interventions and these students will be offered first opportunity for participation in Promise Time after school tutoring. Our African-American students will be matched with an adult outside their classroom teacher to provide support in academic and behavior choices that lead to higher student achievement. African-American students will have first priority to participate in all school-based clubs, Honor Guard, PMAC, STEM, Chorus and Math Club. We will be regularly tracking the progress of all African-American students using the Black Student Profile indicators. Our community volunteer (kid coach) is assigned only African-American students to motivate and support them in their academic and behavior choices that will lead them to higher student achievement.	39		74
Increase the percentage of African American students proficient in math as measured by Florida Standards Assessment. We will do this by regularly reviewing data and identifying African-American students needing additional support through interventions and these students will be offered first opportunity for participation in Promise Time after school tutoring. Our African-American students will be matched with an adult outside their classroom teacher to provide support in academic and behavior choices that lead to higher student achievement. African-American students will have first priority to participate in all school-based clubs, Honor Guard, PMAC, STEM, Chorus and Math Club. We will be regularly tracking the progress of all African-American students using the Black Student Profile indicators. Our community volunteer (kid coach) is assigned only African-American students to motivate and support them in their academic and behavior choices that will lead them to higher student achievement.	17		51
Increase the percentage of African American students proficient in science as measured by FloridaComprehensive Assessment Test. We will do this by regularly reviewing data and identifying African-American students needing additional support through interventions and these students will be offered first opportunity for participation in Promise Time after school tutoring. Our African-American students will be matched with an adult outside their classroom teacher to provide support in academic and behavior choices that lead to higher student achievement. African-American students will have first priority to participate in all school-based clubs, Honor Guard, PMAC, STEM, Chorus and Math Club. We will be regularly tracking the progress of all African-American students using the Black Student Profile indicators. Our community volunteer (kid coach) is assigned only African-American students to motivate and support them in their academic and behavior choices that will lead them to higher student achievement.	15		51

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).

Fuguitt will provide multiple opportunities for families to attend family involvement activities during the 2015-2016 school year. These activities include PTA, SAC meetings, Family Learning Nights, Welcome Back/ Open House, Pastries with Parents, Field Day, Harvest Night, Winter Fest, grade level chorus concerts, school based science fair. During the 2014-2015 school year, we provided ten opportunities for family involvement with a combined number of _____ participants. In addition to scheduled family involvement events, parents and guardians are encouraged to volunteer, tutor, mentor students, become members of the School Advisory Council (SAC) and Parent Teacher Association (PTA).

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.

Title I provides each student at Fuguitt Elementary with an agenda planner to allow consistent communication between home and school. Parents are encouraged to communicate with the teacher using the planner and the teacher has the ability to respond in writing, by phone or email. Information is posted on our school website and families are encouraged to become a part of our school community by participating in committees and attending functions sponsored by the school. Parents are invited to attend conferences with the teachers to stay up to date on their child's academic and social growth.   Monthly newsletters, messages on the school marquee, fliers advertising family functions, personal phone calls and School Messenger are used to communicate with stakeholders.

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.

Staff members work with parents and community businesses to support student learning. We will send a parent survey to determine parent needs in supporting their student's achievement. The family involvement/ volunteer coordinator secures resources in the community to be used for student recognition. We also have the YMCA at our school. Our YMCA director, Morgan Perry is on our SAC and involved with our PTA. The YMCA has a piloted after school tutoring/enrichment program for bridging the achievement gap which works in conjunction with Promise Time. A local church sponsors our Pack a Sack program, providing snacks for students that go home with them.

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.	20	33	50

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	Just in Time Science Coaching
Related Goal(s)	Science SIP goal
Topic, Focus, and Content	Understanding the Science Curriculum Guide, implementation of Science Lab
Facilitator or Leader	Just in Time Coach- Debbie Cascone
Participants *(e.g., Professional Learning Community, grade level, school wide)*	school wide
Target Dates or Schedule *(e.g., professional development day, once a month)*	once every other month for a full day, two grade levels at a time
Strategies for Follow-Up and Monitoring	walk throughs, observations, PLC nots
Person Responsible for Monitoring	Administration, MTSS Coach, SIP goal managers
Professional Development Identified	Marzano Learning Goals and Scales. Content focused coaching.
Related Goal(s)	Math SIP goal
Topic, Focus, and Content	Designed to follow up on Effective Planning in a Mathematics Classroom
Facilitator or Leader	Kevin Larkin
Participants *(e.g., Professional Learning Community, grade level, school wide)*	school wide
Target Dates or Schedule *(e.g., professional development day, once a month)*	Fall 2015
Strategies for Follow-Up and Monitoring	walk throughs, observations, PLC notes
Person Responsible for Monitoring	Administration, MTSS Coach, SIP Goal managers
Professional Development Identified	Classroom management strategies and routines
Related Goal(s)	Instructional strategy #3- Teachers will use classroom and school-wide behavior management procedures consistently to maintain a safe classroom learning environment conducive to learning.
Topic, Focus, and Content	Classroom management
Facilitator or Leader	Colleen Wahls
Participants *(e.g., Professional Learning Community, grade level, school wide)*	Instructional staff
Target Dates or Schedule *(e.g., professional development day, once a month)*	8/18/15

Strategies for Follow-Up and Monitoring	walk thoughs, observations, monitoring data
Person Responsible for Monitoring	Teachers, administration, SBLT, MTSS Coach

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 I, Part A funds are utilized, in conjunction with various other federal, state, and local funds, to support high quality instruction, parental engagement, and professional development for highest student achievement. Title I services are coordinated and integrated with other resources through collaboration of staff in various offices and departments, including: School and Community Support, Teaching and Learning, Assessment, Accountability, and Research, Professional Development, Strategic Communications, Strategic Partnerships, Human Resources, and Transportation. Title I staff monitor expenditures of Title I, Part A funds to ensure that they supplement rather than supplant other funds available to schools.

Title II Part A funds professional development to increase the academic achievement of students by improving teacher and principal quality and increasing the number of infield and effective teachers in the classroom and highly effective principals and assistant principals in schools. Title II supports professional development for content areas, common core, leadership development, and early career teachers.

Title III funds provide educational materials, bilingual translators, summer programs, and other support services to improve the education of immigrant and English Language Learners. Bilingual translators provide assistance with parent workshops and dissemination of information in various languages for Title I schools.

The district receives funds to provide resources for students identified as homeless under the McKinney-Vento Act, to eliminate barriers (such as lack of transportation or required immunizations) to a free and appropriate education. A portion of Title I, Part A funds is also reserved to provide services to homeless students (social workers, a resource teacher, tutoring, and technology).

Title I coordinates with district Food Services staff members to monitor poverty rates at schools and determine Title I eligibility. Title I and Food Services also collaborate to implement the Community Eligibility Option in schools with poverty rates of 40% or greater, so that all students receive free breakfast and lunch during the school year and during extended year/summer programs.

Title I, Part A funds are used to provide Pre-Kindergarten to Kindergarten transition services. Title I schools coordinate with staff from public and private preschool programs, including Head Start, to prepare students for a successful start to school. A portion of Title I, Part A funds is used to provide classes for 3 year olds at targeted elementary schools to support early literacy.

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.

After reviewing testing data the leadership team completes a needs assessment for the upcoming school year. Staff surveys and parent input is used to consider the resources necessary for supporting student learning gains. The school based Title I contact submits the proposed budget. Goal group managers facilitate content groups and data discussions that lead to additional resources that may be needed. Resources are discussed and approved at weekly Leadership meetings. The Title I contact completes purchase orders for materials and works closely with the school bookkeeper. The MTSS monitors student outcomes and makes recommendations for additional and supplemental resources needed.

PART V	BUDGET

Create a budget for each school-funded activity.

Add Item | Delete Item

Budget Item Description	Additional Staff

Related Goal(s)	Differentiate instruction
Actions/Plans	Deliver interventions to support student achievement and increase learning gains
Type of Resource *(i.e., evidence-based programs/materials, PD, technology, etc.)*	staff
Description of Resources	3 part time hourly teachers
Funding Source	Title 1
Amount Needed	
Budget Item Description	**Additional Staff**
Related Goal(s)	SIP Instructional Goals
Actions/Plans	oversee the fidelity of interventions, making sure that they support core instructional goals. Utilizing data to adjust teaching practices based on student need.
Type of Resource *(i.e., evidence-based programs/materials, PD, technology, etc.)*	Evidence based programs; LLI, and Data Management Resources; Baseball cards, Data warehouse
Description of Resources	MTSS Coach and LLI teacher
Funding Source	Title 1
Amount Needed	
Budget Item Description	**Family Involvement**
Related Goal(s)	Improving relations and involvement of our familes
Actions/Plans	parent evening events, improving communication
Type of Resource *(i.e., evidence-based programs/materials, PD, technology, etc.)*	materials, food
Description of Resources	Copies, compacts, agenda books
Funding Source	Title 1
Amount Needed	

PART VI	**MID-YEAR REFLECTION**

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

Add Goal	Delete Goal

Goal Area	
Has the goal been achieved?	
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

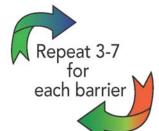**STEP 1**
a. Identify a goal
b. Set targets

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

Repeat 3-7 for each barrier

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)