

School Improvement Plan

2015-2016

Garrison Jones Elementary

Michael A. Grego, Ed.D.
Superintendent



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School Improvement Plan

PART I CURRENT SCHOOL STATUS

Section A

School Information

School Name Garrison Jones Elementary	Principal's First Name Karen	Principal's Last Name Buckles
School Advisory Council Chair's First Name Dean	School Advisory Council Chair's Last Name Kuhn	

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

Together We Succeed --TEAMWORK!

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

We believe that the purpose of education is to develop the whole child through a broad based curriculum, a positive self-concept, creativity, self-discipline, values and life skills.

SCHOOL ENVIRONMENT

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

Teachers spend time at the beginning of the school year getting to know their students and families. We have a meet-and-greet prior to the first day of school as well as open house in September. Our non-classroom instructional staff share information about children and families with classroom teachers, including information about the student and family beliefs. This year our teachers will also administer a Renzulli Learning Profile for each student using the GoQuest program. This information provides detailed information to students and teachers regarding their content interests and learning styles.

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

We have defined processes for arrival, dismissal, and moving around campus. Our gates are locked during the day and staff are trained on how to respond to visitors on campus without proper identification. Further, we have a comprehensive crisis response plan and complete drills to ensure all students and staff know how to respond to a crisis on campus. Reports of unsafe or inappropriate interactions can be made face to face or online by parents, students, staff, and the community and are responded to in a timely fashion by appropriate staff (behavior specialist, counselor, social worker, or administrator).

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 outlines our school wide expectations, common rules, available reinforcers and consequence hierarchy. Students are taught these expectations and rules at the beginning of each school year by the classroom teacher and in an assembly with the school counselor. Teachers are provided with a behavior handbook that outlines the protocols for disciplinary incidents and provides suggestions for interventions to attempt prior to referring the student to the office for disciplinary action. These processes and procedures are reviewed annually with staff during a staff meeting.

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 school counselor provides classroom lessons focusing on character education to meet the social-emotional needs of the students. Students who need additional support are provided small group or individual counseling services with the counselor, social worker, or psychologist.

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
Dean	Kuhn	President- Parent
Nancy	Guitierrez	Parent
JoAnn	Riani	Teacher
Lorena	Kogan	Teacher
Mark	Pilgrim	Parent
Pamela	Haynes	Secretary- Employee
Brian	Schuh	Parent
Karen	Buckles	Principal
Renee	Nellenbach	Assistant Principal
Jessica	Benitez-Bays	Parent
Cynthia	Gay	Parent

SIP LAST YEAR

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

Last year's plan was developed with an emphasis on preparing and coaching teachers to work in structured collaborative planning groups and use data to evaluate teaching practice and adjust instruction. The goals included raising student proficiency levels in Math, Reading, Science, and Writing in all subgroups. Data chats were implemented and we monitored student formative performance in reading through the addition of two cycles of running records outside of the required three from the district. The SAC committee in-conjunction to support the SIP administered surveys to get parent feedback about the goals and the direction of the school. The SAC committee also focused on learning about the new FSA assessment, Florida Standards, and the potential to add AVID to the school's way of work. Furthermore they looked at and instructional practices that were being used within the classroom and then they shared their knowledge with the community.

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

Last year the school improvement funds were were allocated to providing professional development for teachers in ELA and Mathematics throughout the year. The funds paid for TDE's that allowed teachers critical time to learn and plan together with the support of a content area coach.

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

The SAC works collaboratively with staff to develop and support the SIP. SAC also provides monitoring and reflection through the school year to ensure implementation of the SIP throughout the school year.

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

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.

This year our funds will be allocated to professional development. The funds will be used to pay for TDE's so that our teachers can engage in meaningful and timely training with highly qualified subject area coaches. We will also use the funds to provide opportunities for our teachers to visit a neighboring school for first hand Marzano training on learning goals and scales and meet with other teachers to determine best practice strategies for implementing the Marzano domains.

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.

NA

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 Karen	Last Name Buckles	Email Address bucklesk@pcsb.org	
Highest Academic Degree Master of Education	Field of Study Science in Educational Leadership	# of Years as an Administrator 18	# of Years at Current School 9
Certifications (if applicable) Bachelor of Science in Exceptional Education K-12 ; Gifted Endorsement, ESOL Endorsed			

ASSISTANT PRINCIPAL #1			
First Name Renee	Last Name Nellenbach	Email Address nellenbachr@pcsb.org	
Highest Academic Degree Other:	Field of Study Educational Leadership	# of Years as an Administrator 4	# of Years at Current School 1
Certifications (if applicable) Masters Degree- Elementary Education (Specialized in Ed. Tech); Bachelor of Arts- Elementary Education, ESOL Endorsed, ESE hours met			

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
<input style="width: 90%;" type="text"/>			
Certifications (if applicable)			

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

of instructional employees: 71

% receiving effective rating or higher: 100

% Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23): 91

% certified infield, pursuant to Section 1012.2315(2), F.S.: 9

% ESOL endorsed: 52

% reading endorsed: 10

% with advanced degrees: 31

% National Board Certified: 4.2

% first-year teachers: 4.2

% with 1-5 years of experience: 14.1

% with 6-14 years of experience: 45.1

% with 15 or more years of experience: 36.6

PARAPROFESSIONALS

of paraprofessionals: 15

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

TEACHER RECRUITMENT AND RETENTION STRATEGIES

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

Garrison-Jones Elementary is a work place where there is a plethora of interested highly qualified educators waiting to get the opportunity to be a member of our staff. We recruit highly qualified educators by looking at applicants who have a strong understanding of data-driven instructional practices, MTSS processes, and who are familiar and comfortable with the use of the Common Core State Standards.

We retain highly qualified educators by offering a collaborative working environment where the focus is placed on instructional strategies that allow our students to foster a love of learning, while we develop the whole child. Our teachers are exposed to the current trends in education through weekly grade level Professional Learning Communities, monthly faculty meetings, and monthly vertical articulation meetings across grade levels, as well as training opportunities that are focused on the implementation of integrating the Common Core across all grade levels and content areas. Garrison-Jones Elementary is a place where our staff is proud to say they are part of our Pioneers for the future. Our administrators, Karen Buckles- Principal and Renee Nellenbach- Assistant Principal, oversee the hiring process at Garrison-Jones.

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

We build a strong sense of community within our grade level teams as they meet weekly to build collaborative lesson plans. They also meet weekly in PLC's to talk about student data, strategies they have used for successful instructional practices, as well as other concepts that are related to their grade level. The faculty meets monthly in vertical articulation meetings to discuss students, data, and current student trends. The administrative team provided many opportunities throughout the school year to build relationships and a sense of belonging to our Pioneer Family from coffee in the morning during our faculty meetings or professional development, to end of the year BBQ and beginning of the year welcome back breakfast, as well as many other team building exercises throughout the school year that help us add our piece to the Garrison-Jones Puzzle! We also have monthly recognition of a staff member that is a "Bucket Filler" with a month long special parking place. There is a Kudos section in the Friday Report where administrators, staff, and teachers can show their appreciation for one another. Here at Garrison-Jones the focus is on building a positive working environment focused teamwork, collaboration, and relationships. Hospitality provided recognition for life events and celebrations.

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 a beginning of the year orientation for teachers new to the school. We also provide monthly conferences by mentors with new teachers to assist new teachers in analyzing data in order to improve instruction. We assist new teachers with planning to provide insight and feedback to improve teacher's performance and effectiveness. Model effective instructional techniques, monitor progress and activities, document observations, maintain logs and records. Support new teachers' professional growth by assisting the teachers in meeting teacher professional expectations as defined by the Teacher Performance Appraisal. Teachers invited to monthly team-building activities. Weekly Mentor and monthly PLC.

PART I **CURRENT SCHOOL STATUS**

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

PROBLEM-SOLVING PROCESSES - Describe your school's data-based problem solving processes for the implementation and monitoring of your SIP and MTSS structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs.

The SBLT will be responsible for managing and coordinating these efforts between all teams as well as reviewing and revising the School Improvement Plan. Detailed minutes are distributed to all staff members after each meeting and the Rtl Facilitator (School Counselor) maintains electronic copies of all meeting minutes.

The SBLT engages in the following activities: review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks or are at moderate/high risk for not meeting benchmarks

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
Vanessa	Lofstedt	Guidance
Karen	Buckles	Principal
Bob	Cormier	Behavior Specialist
Renee	Nellenbach	Assistant Principal
Cindy	Feder	Psychologist
Cassie	Kelsheimer	Social Worker
Sandy	Moser	EDU Diagnostician
Tara	Huddelston	CED

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

The SBLT will be responsible for managing and coordinating these efforts between all school teams as well as reviewing and revising the School Improvement Plan.

- Detailed minutes are distributed to all staff members after each meeting and the RtI Facilitator (School Counselor) maintains electronic copies of all meeting minutes
- The SBLT engages in the following activities: review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks or are at moderate/high risk for not meeting benchmarks

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).

Academic data is reviewed by teachers in grade-level PLCs as well as reviewed with SBLT in data review meetings after each testing cycle. Data sources include Pinellas County Common Assessments and Module Assessments, and Pinellas County Third Grade Portfolio Assessments, Performance Matters history data, running records. Behavior data is reviewed by grade-level PLCs in data chats led by SBLT after each grading period. Behavior data includes Office Discipline Referrals (major behaviors) and Communication Forms (classroom managed and minor behaviors). Students with a Progress Monitoring Plan (PMP) in reading are progress monitored using DIBELS 6th Edition on a bi-weekly (every other week) basis. Teachers maintain graphs for these students and graphs are reviewed with SBLT approximately every eight weeks. Students with PMPs in math and/or science are progress monitored in the classroom using a teacher-selected tool. Students receiving intensive (Tier 3) interventions are progress monitored weekly with data entered into AIMSweb and reviewed every four to eight weeks or as specified by the Problem Solving Worksheet (PSW) or the Functional Behavior Assessment/Positive Behavior Intervention Plan (FBA/PBIP). Attendance is monitored every other week by the Child Study Team (Principal, Data Management Clerk, Social Worker, and School Counselor).

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

Monthly, grade levels meet with the MTSS team to discuss the MTSS process and concerns about student academic and behavioral performance. The process is reviewed and plans are made with a time lines so that teachers are aware of the data that will be assessed, tracked, and reviewed as the process moves forward for each student. During the first whole group MTSS meeting with grade level teams

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.

Administrators do weekly checks of teacher lesson plans,
 Administrators conduct walk-throughs and provide teachers feedback
 Administrators and grade level teams meet weekly to build collaborative lesson plans and analyze data/student work.

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.

The SIP team breaks down the school data based on grade levels
 SIP beginning of the school year provided training for grade level teachers to break down the AMO groups and plan for student(s)
 Weekly collaborative plans will be built and these students will be discussed weekly
 Progress monitoring will be used with these students using Running Records and MFAS
 MTSS will also focus on these students as well as work with their classroom teachers and grade levels.
 The Renzulli based GoQuest program will be used school-wide to provide opportunities for students to engage in purposeful differentiated assignments to extend/advance the learning and increase student engagement.

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

Implement a before and after school extended learning program.

Minutes added to the school year: 37,620

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

The purpose of this program is to provide additional learning hours weekly for students scoring at stanine levels between 1 and 3 or FSA levels 1 and 2 to support targeted learning needs in Reading and Math. Additionally the purpose is to extend the learning engagement and rigor of learning for all 4th and 5th grade students in Math, Science, and Technology. Finally Math enrichment is provided for advanced math students in grades 3-5.

Provide a description of the strategy below.

Our STEM club, supports the the extended learning of 4th and 5th grade students by providing hands on Science, Math, and Technology instruction. Students meet with a highly qualified and STEM trained teacher for 1 hour a week after school. During this time they problem solve provided situations and build robots or computer programs in teams as a way to solve the problem. Our ELP club provides the Level 1 and 2 support for our students in need of intervention. Jan Richardson guided reading is used for the reading groups as well as the iReady computer based program and small group GoMath intervention groups are provided along with the ST Math computer based program for Math. Small group enrichment lessons are provided for our advanced math club.

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

Pre and posts tests are provided and reviewed.

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

Renee Nellenbach, ELP
Wendy Long, STEM
Karen Buckles, Advanced Math

INSTRUCTIONAL STRATEGY #2

Strategy Type

Kagen Strategies across Content Areas

Minutes added to the school year: 1,200

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

The purpose of this strategy is for teachers to explicitly include research based learning strategies in their classrooms that will improve student engagement and participation in the learning.

Provide a description of the strategy below.

Students meet with a highly qualified and STEM trained teacher for 1 hour a week after school. During this time they problem solve provided situations and build robots or computer programs in teams as a way to solve the problem.

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

Administrative walk thoughts capture the frequency and consistency of the strategies being used across the school.

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

Renee Nellenbach/Karen Buckles

INSTRUCTIONAL STRATEGY #3

Strategy Type

Avid Notes

Minutes added to the school year: _____

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

Provide students in 4th and 5th grades with note taking skills that will allow for both increased comprehension of content and organizational process for increased study skills and habits that will support their current performance as well as their transition to middle school.

Provide a description of the strategy below.

Students engage in 2 and 3 column note taking across subject areas under the instruction and supervision of their teachers

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

Avid Teachers collect and monitor student note taking through analysis of their journals and provide feedback to students to increase proficiency of the skill. Common Assessment data will be used along with classroom assessments to monitor the impact on student proficiency.

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

Wendy Long, Ronda Carney, Missy Springer, and Celimar Rodriguez/Karen Buckles and Renee Nellenbach

INSTRUCTIONAL STRATEGY #4

Strategy Type

Problem/Project Based Learning

Minutes added to the school year: _____

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

To provide highly rigorous, enegaging , and differentiated tasks to students to increase student achievement and autonomy of learning.

Provide a description of the strategy below.

Teachers will assign activities and projects for students both inside and outside of the instructional day using the GoQuest Learning program. Additionally the format for daily math instruction will involve posing complex problems to students that encourage productive student struggle and provide formative feedback for teachers to use as they plan for continued instruction.

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

Evidence of Problem and Project based learning is collected from reports pulled from GoQuest as well as walk through data from administration.

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

Karen Buckles/Renee Nellenbach

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 readiness we offer Pre-K programs to ready those students for their start into elementary school. In the second semester our school provides a Kindergarten Round-Up evening event to allow Pre-K families from within the school and the community to tour the school and learn about the KG program. To prepare our 5th grade students for Middle School our guidance counselor does an articulation of the local middle schools. The 5th grade students get the schedule form prior to the end of the 5th grade to help set them up for success. Some of the middle school programs that are offered at their schools like bag pipes, choirs, etc.

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
Tricia	Hash	Teacher	hashp@pcsb.org
Jennifer	Visalli	ESOL Teacher	visallij@pcsb.org
Ashley	Scavino	Teacher	scavinoa@pcsb.org
Ronda	Carney	Teacher	carneyr@pcsb.org
Susan	Gould	Teacher	goulds@pcsb.org
Sandra	Caterson	Pre-K Teacher	catersons@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 will meet on a bi-weekly basis to plan for and facilitate the alignment and implementation of the Florida Standards trainings for all instructional staff. The LLC will provide training and mentoring with the implementation of the Florida Standards monthly in grade level PLC's (Professional Learning Communities); as well as coordinate with team leaders, and the administrative team in order to ensure that all needs are being met by all stakeholders where the implementation of the Florida Standards is concerned.

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

The major role of the LLC this year will be the complete implementation of lesson plans and the development of rubric/scales for lessons across all grade levels. Along with coordinating and working in conjunction with team leaders, learning specialists, and the administrative leadership team. Furthermore they will support the Professional Learning Based book study at the school level with their teams which is being led by the ELA department and the authors of the books this school year at various district supported trainings.

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 (%)
26		31

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
34		50

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

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

Students Scoring at or Above Level 7

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

LEARNING GAINS

Students Making Learning Gains (FCAT 2.0 and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
65		85

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

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
56		75

COMPREHENSIVE ENGLISH LANGUAGE LEARNING ASSESSMENT (CELLA)

Students Scoring Proficient in Listening/Speaking

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
41		60

Students Scoring Proficient in Reading

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
31		50

Students Scoring Proficient in Writing

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
24		45

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	67		83
Black/African American	33		57
Hispanic	42		83
Asian	40		95
American Indian	NA		NA
English Language Learners (ELLs)	15		65
Students with Disabilities (SWDs)	36		64
Economically Disadvantaged	54		71

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.

Implementation of Reading across all areas of the curriculum to increase student performance in all content areas. By obtaining this goal we will be able to increase student performance to 81% from 59%

Provide possible data sources to measure your reading goal.

Common Assessments, class assessments, FSA, SAT10 Reading

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
We will require our students to draw upon and write about evidence from informational texts across all content areas.	<ul style="list-style-type: none"> • (Step 1): Teachers will use non-fiction articles, excerpts from books, etc...weekly using close reading strategies to build students reading comprehension skills. • (Step 2): Teachers will use running records to help plan for small groups and as a form of progress monitoring all of their students. • (Step 3): Students will answer text dependent questions in their reading journals using and evidence from the text to support their thinking • (Step 4): Teachers will use the resources provided by Pinellas County School Elementary reading curriculum guide (i.e. Read Works. Org; Grade Level Basal, Grade Level non-fiction resources).
Action 2	Plan to Implement Action 2

Teachers will meet once a week during their scheduled plan time to build collaborative lesson plans using ongoing data analysis	<ul style="list-style-type: none"> • (Step 1): Teachers will focus on collaborative plans while building the essential questions and teaching points for ELA content areas along with the use of student scales/rubrics for students to track their understanding. • (Step 2): The teachers will use Jan Richardson Guided Reading strategies to plan for small group instruction. • (Step 3): The teachers will also use formative assessment to drive their daily lesson(s). Along with the students tracking their academic growth using data folders • (Step 4): Teachers will incorporate one or more of the two school-wide chosen Kagan (cooperative learning) strategies into their weekly collaborative lesson plans.
Action 3	Plan to Implement Action 3
Action 4	Plan to Implement Action 4

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		65

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.

Implementation of Writing across all areas of the curriculum to increase student performance in writing is response to text in literary and informational pieces. By obtaining this goal we will be able to increase student performance to 65% from 50%

Provide possible data sources to measure your writing goal.

Common Assessments, Journal Entries, Class assessments, 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
Teachers in grades 4-5 will incorporate formal note taking in their daily writing routine to provide opportunities for students to identify key information and create arguments.	<ol style="list-style-type: none"> attend district AVID training over the summer Site team will share strategies for note taking with grade level peers Ongoing planning checks to incorporate the note taking strategies will be reviewed during PLC
Action 2	Plan to Implement Action 2
All teachers will incorporate daily writing in content journals across the curriculum and will provide ongoing feedback for students to target areas for growth.	<ol style="list-style-type: none"> Teachers will plan with teams for writing activities and strategies during collaborative planning Teachers will include plans for daily writing in their lesson plans on planbook.com
Action 3	Plan to Implement Action 3
Teachers in K-3 will integrate note taking strategies in all content areas as an extension of Kagan from last year	<ol style="list-style-type: none"> Teachers will plan with teams for note taking activities aligned to content during collaborative planning Teachers will include plans for daily writing in their lesson plans on planbook.com specifically mentioning chosen Kagan strategies for the lessons.
Action 4	Plan to Implement Action 4
Teachers in grades 3-5 will implement a Daily writing plan as an expectation starting on the first day of school	<ol style="list-style-type: none"> Meet with teams during pre-planning to prepare for the daily lessons *Day one: today write your best narrative * Day two: students assess their narrative using checklist of grade level writing and will complete best informative piece *Day three: students assess their information writing using a checklist of grade level writing Day three: today you write your best opinion. *Day four: students assess their opinion writing using checklist of grade level writing

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 (%)
26		40

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
24		31

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

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

Students Scoring at or Above Level 7

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

LEARNING GAINS

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

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
69		75

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

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
52		65

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	57		73
Black/African American	27		47
Hispanic	34		70
Asian	40		81
American Indian	NA		NA
English Language Learners (ELLs)	8		53
Students with Disabilities (SWDs)	15		58
Economically Disadvantaged	40		63

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.

To increase student performance in mathematics we will deepen the conceptual understanding of mathematical concepts. By obtaining this goal we will be able to increase student performance to 71% from 50%.

Provide possible data sources to measure your mathematics goal.

Common Assessments, Formative Assessments, Math FSA, Math SAT 10

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

<p>We will integrate the mathematic process goal of increased understanding and strategies to strengthen mathematical word problem comprehension skills for complex problems.</p>	<ul style="list-style-type: none"> • (Step 1): An increase use of Word Problems/Problem based tasks will be used during mathematics instruction. • (Step 2): Students will be able to justify their thinking and problem solving using math journals and the 8 student mathematical practices. • (Step 3): Kindergarten thru 2nd grade will focus on addition and subtraction. • (Step 4): 3rd thru 5th grade will focus on multiplication and division.
Action 2	Plan to Implement Action 2
<p>Teachers will meet once a week during their scheduled plan time to build collaborative lesson plans based on student data analysis</p>	<p>Step 1): Teachers will focus on collaborative plans while building the learning targets and teaching points for mathematics content areas along with the use of student scales/rubrics for students to track their understanding.</p> <ul style="list-style-type: none"> • (Step 2): The teachers will use prompts from MFAS to help build and plan for small group instruction as well as a tool for progress monitoring students. • (Step 3): The teachers will also use formative assessment to drive their daily lesson(s). Along with the students tracking their academic growth using data folders • (Step 4): Teachers will incorporate one or more of the four school-wide chosen Kagan (cooperative learning) strategies into their weekly collaborative lesson plans.
Action 3	Plan to Implement Action 3
Action 4	Plan to Implement Action 4

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section D	Area 4: Science
FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)	

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
35	30	20

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
17	29	50

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

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

Students Scoring at or Above Level 7

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

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

SCIENCE GOAL

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

Increase the percentage of student scoring at or above level 3 on the FCAT 2.0 Science Assessment to 70%

Provide possible data sources to measure your science goal.

We will use our pre and post science lab assessments, the science common assessments, and the science diagnostic assessment administered at the beginning of the 2015-2016 school year.

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
Monitor Consistent use of district provided Science Learning Activity Guides (SLAGs)	1)Administration will include notebook review checks during walk thoughts and data chats to check for consistency and fidelity of SLAG implementation with students for each unit.
Action 2	Plan to Implement Action 2
Schoolwide participation in school based Science Showcase and send 4 representatives to the district science showcase.	1.Rhonda Carney will present a sticky note planning process for science showcase/boards as PD for the staff during 2nd semester curriculum meeting. 2. Ms. Nellenbach will send out the Science Showcase expectations via email and in the Friday Report. 3. The showcase will be incorporated in the schools' curriculum night in the spring. 4. In the spring teams will determine the representatives from their teams who will be presenting their Science projects at the district showcase.
Action 3	Plan to Implement Action 3
Conduct at least 2 experiments during the first semester and at least 2 during the second semester to increase student understanding of the Nature of Science	1. Data will be assessed at the SBLT meeting to determine the nature and needs benchmarks that need to be taught/reinforced within each Science Content Benchmark area. 2. Teams will use the data collected during their collaborative planning to ensure that projects are planned purposefully. 3. Administration will identify scheduled experiment planning and implementation during walk throughs and lesson plan reviews.
Action 4	Plan to Implement Action 4
Monitor correct and consistent use of appropriate Science vocabulary in written responses in the science journal.	1. Teachers will plan with teams to determine critical vocabulary that will be incorporated into lesson plans. 2. Teachers will provide feedback related to vocabulary on a consistent basis in the student journals. 3. Journals will be monitored by administration during data chats and walk throughs.

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

Students Scoring at Achievement Level 3

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

Students Scoring at or Above Achievement Level 4

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

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

STEM GOAL

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

The goal of our STEM Academy is to increase STEM opportunities for our 4th and 5th grade students after school for both first and second semesters.

Provide possible data sources to measure your STEM goal.

We will use a Pre and Post assessment for each session of STEM as well as Common Assessment data from the district.

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

Action 1	Plan to Implement Action 1
STEM Facilitator will outline the course plan for the year and notify parents and students to begin the sign up process	<ol style="list-style-type: none"> Attend Facilitator Training 9/16/15, 12/7/15 and 2/22/16. 5:00pm-8:00pm, Admin. Bldg Meet with Administration in September to review the plan and student enrollment process Write the program letter and send out invitations
Action 2	Plan to Implement Action 2
STEM Facilitator will recruit volunteers to support small groups of students and encourage higher levels of engagement during the STEM meetings.	<ol style="list-style-type: none"> Meet with volunteer coordinator in Sept to determine requirements for volunteers. Train volunteers prior to STEM project introductions so they are prepared and equipped to support the students.
Action 3	Plan to Implement Action 3
STEM Facilitator will administer a pretest to determine student proficiencies and then design a curriculum to meet student needs while adhering to the STEM Academy guidelines to offer student's opportunities to conduct hands-on STEM investigations, explore careers in STEM, improve team building and leadership skills, learn about business planning, and interact with community partners!	<ol style="list-style-type: none"> Design a pre-test prior to the start weeks in October and January. Administer the Pre-Test to students in the first week of STEM each semester. Discuss the STEM projects and planning on a regular basis with the STEM academy trainers. Meet with administration mid-cycle to evaluate program progress and identify needs.
Action 4	Plan to Implement Action 4

STEM Facilitator will provide a post test and student survey to the involved students and analyze data to determine program effectiveness and next steps.	<ol style="list-style-type: none"> 1. Design Post-Test and survey by November and also March for the two semester evaluations 2. Administer the test and survey 3. Collect the data and schedule a meeting with administration to review data in January and May.
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PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section H	Area 8: Early Warning Systems
ATTENDANCE	

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

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

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

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten		15.7	10
Grade 1		11.2	5
Grade 2		10.4	5
Grade 3		10.2	5
Grade 4		12.4	6
Grade 5		4.9	2

SUSPENSIONS

Students with One or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten		5.9	3
Grade 1		7.8	4
Grade 2		6.4	3
Grade 3		3.7	2
Grade 4		9.0	4
Grade 5		6.9	4

Students with Five or More Referrals

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

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			
Grade 1			
Grade 2		1	0
Grade 3			
Grade 4		1	0
Grade 5			

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			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			

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		1	0
Grade 1			
Grade 2		1	0
Grade 3			
Grade 4		1	0
Grade 5		1	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		1	0
Grade 1			
Grade 2			
Grade 3			
Grade 4		1	0
Grade 5			

Students Referred for Alternative School Placement

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

Students Expelled

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

RETENTIONS

Students Retained

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

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 4		0	0
Grade 5		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	na	NA	
Grade 1	5	5	2
Grade 2	6	11	5
Grade 3	14		7
Grade 4	24		10
Grade 5	12		6

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

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

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 (%)

MULTIPLE EARLY WARNING INDICATORS

Students Exhibiting Two or More Early Warning Indicators

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten		0	0
Grade 1		3	1
Grade 2		1	.5
Grade 3		1	.5
Grade 4		7	3
Grade 5		10	5

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 team meets weekly to discuss student status and intervene with district supports and the school and home (where applicable) level. Students are provided with ongoing conferences with classroom teachers. The guidance counselor meets with students to provide ongoing support with groups targeted for various 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 (%)
<p>The percentage of Black students scoring at 3 or above on the Reading FSA will increase by 24% in accordance with projected AMO targets.</p> <p>Action Plan (1): We will focus on student data throughout the school year to build data driven lesson plans to help our black students make learning gains in and reading.</p> <ul style="list-style-type: none"> • (Step 1): Data will be shared during pre-school along with instructional strategies and interventions that worked for returning black students to ensure an easy transition into the new school year. Teachers will continue to monitor student achievement data monthly by looking at progress monitoring data, Pinellas County Common Assessments, FCAT 2.0//FSA data (2013-2014 and 2014-2016), FSA, and SAT 10 data results. They will create goals for these students based on data outcomes. • (Step 2): The School Based Leadership Team (SBLT) will monitor all struggling black students progress and work in conjunction with all instructional staff members to provide extra support. • (Step 3): These students will use data folders to help set their own academic goals, as well as track their own progress. Teachers will meet weekly with students to provide ongoing feedback and support specific to their needs and continued growth. • (Step 4): The use of formative assessments (ie Teachers' College Running Records) will be used to progress monitor student progress. Teachers in each grade level will use this and the other data collected to plan for individual students in lesson plans. 	33		57

Description of Goals, Targets, and Actions for Black Student Achievement	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
<p>The percentage of Black students scoring at 3 or above on the Math FSA will increase by 22% in accordance with projected AMO targets.</p> <p>Action Plan (1): We will focus on student data throughout the school year to build data driven lesson plans to help our black students make learning gains in mathematics.</p> <ul style="list-style-type: none"> • (Step 1): Data will be shared during pre-school along with instructional strategies and interventions that worked for returning black students to ensure an easy transition into the new school year. Teachers will continue to monitor student achievement data monthly by looking at progress monitoring data, Pinellas County Common Assessments, FCAT 2.0/FSA data (2013-2014 and 2014-15), FSA and SAT 10 data results. They will create goals for these students based on data outcomes. • (Step 2): The School Based Leadership Team (SBLT) will monitor all struggling black students progress and work in conjunction with all instructional staff members to provide extra support. • (Step 3): These students will use data folders to help set their own academic goals, as well as track their own progress. • (Step 4): The use of formative assessments (ie MFAS tasks) will be used to progress monitor student progress. Teachers in each grade level will use this and the other data collected to plan for individual students in lesson plans. 	25		47

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).

Last year we received a 13% return on our SAC Parent Feedback surveys. These surveys asked parents questions regarding the climate of the school for parent involvement as well as interest in further educational offerings and willingness to volunteer. Our monthly student recognition assemblies provide opportunities for parents to celebrate student success in Art, Music, PE, our Bucket Filling, and character development. With the emphasis on students showcasing their talents and behavior we see a greater turnout of parents in attendance. Between 50% and 60% of the parents of those students being recognized attend. Our annual fall Pioneer Day involves all our teachers and programs as well as community volunteers. This event is focused on the families and we see a large turnout. We have had to break our music performances into grade level events periodically throughout the year due to the high turnout of parents who come and enjoy watching their children perform. However, at our academic events we often see a much smaller turnout between 6% and 12% of our parents attended our parent training on the Common Core last year. Recognizing that students as the focus yields a higher percentage of involvement we have opted for a school-wide initiative for student-led conferences. Last year two grade levels and a few independent teachers piloted the student-led conference events and the turnout was amazing. We will be offering a first and second semester student-led conference night for all grades K-5. We will also be showcasing a school-based science fair in addition to our curriculum night to highlight the work that our students are doing through Science investigations. Our goal is to increase the number of regular volunteers by 5% and increase our parent attendance at our school events by 20%.

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.

This year we have implemented a schoolwide initiative to provide student led conferences once per semester for all grade levels. This way of work encourages student ownership of their learning and allows students and families to celebrate their learning growth together in alignment with the standards, learning goals, and scales. Our students will also be practicing organization of homework and upcoming events through strategic work with teachers through planner use. This initiative will promote positive and student-centered

home/school communication and will also serve as an avenue to keep parents informed of events and daily student learning and behavior.

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

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section K **Area 11: Additional Targets**

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

Add Target
Delete Target

Description of Additional Targets	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Work toward Gold Level recognition with the Alliance for a Healthier Generation.		Gold Level in 83%	Gold Level in 6%

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	Writing
Related Goal(s)	ELA
Topic, Focus, and Content	Journaling with Feedback, Note taking, Writing Across Content
Facilitator or Leader	JIT Coach
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	3-5
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	11/10/15-11/14/15
Strategies for Follow-Up and Monitoring	Administrative Review with coaches and Follow Up Walkthroughs
Person Responsible for Monitoring	Karen Buckles and Renee Nellenbach
Professional Development Identified	Writing
Related Goal(s)	ELA
Topic, Focus, and Content	Note Taking and Daily Writing Across Content in Journals

Facilitator or Leader	JIT Coach
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	K-2
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	10/21/15-10/22/15
Strategies for Follow-Up and Monitoring	Return Coaching visits for side by side coaching, Coaching Review with administration, and follow-up walkthroughs
Person Responsible for Monitoring	Karen Buckles and Renee Nellenbach
Professional Development Identified	Reading
Related Goal(s)	ELA
Topic, Focus, and Content	Purposeful, planned and rigorous questioning for student discussions related to text. Setting goals and planning for conferring with students related to purposeful reading targets during independent reading
Facilitator or Leader	Julie Allsworth
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	New Teachers across K-5, Teachers in new Grade Levels K-5
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	10/26/15-10/30/15
Strategies for Follow-Up and Monitoring	Coaching review with administration, data chats, and follow-up walkthroughs
Person Responsible for Monitoring	Karen Buckles and Renee Nellenbach
Professional Development Identified	Marzano Framework
Related Goal(s)	Increasing student achievement in Core Content Areas.
Topic, Focus, and Content	Learning Goals and Scales and Tracking Student Data
Facilitator or Leader	Various
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	All Instructional PreK-5, Specialists, instructional non-classroom
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	Pre-school, PD days throughout the year, monthly at PLC
Strategies for Follow-Up and Monitoring	Data chats and walkthroughs
Person Responsible for Monitoring	Karen Buckles and Renee Nellenbach
Professional Development Identified	Math
Related Goal(s)	Math
Topic, Focus, and Content	Differentiating Math Instruction and Soar to Success
Facilitator or Leader	JIT Coach
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	K-5
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	10 days between 10/12/15 and 10/28/15 with future follow up days

Strategies for Follow-Up and Monitoring	Side by Side Coaching at future visits, coaching review meeting with administration, data chats, walkthroughs
Person Responsible for Monitoring	Karen Buckles and Renee Nellenbach

PART IV **COORDINATION AND INTEGRATION**

FEDERAL/STATE/LOCAL FUNDS/SERVICES/PROGRAMS - Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C - Migrant; Title I, Part D; Title II; Title III; Title IV, Part B; Title X - Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school.

MEETING STUDENT NEEDS - Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

PART V **BUDGET**

Create a budget for each school-funded activity.

Add Item

Delete Item

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

PART VI

MID-YEAR REFLECTION

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

Add Goal

Delete Goal

Goal Area	
Has the goal been achieved?	
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

