School Improvement Plan
2015-2016

Kings Highway Elementary

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Superintendent

pcs
PINELLAS COUNTY SCHOOLS

Table of Contents

2015-2016
School Improvement Plan

PART I	CURRENT SCHOOL STATUS

Section A	School Information

School Name	Principal's First Name	Principal's Last Name
Kings Highway Elementary	Garyn	Boyd

School Advisory Council Chair's First Name	School Advisory Council Chair's Last Name
Michelle	Dublin

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

The KHEM vision is to create a Pre K-5 school that is highly regarded for its academic excellence, and for its contribution in actively serving the community in which it operates.

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

KHEM's mission is to be a racially and culturally diverse community of Pre K-5 students, parents, and staff, dedicated to developing innovative thinkers, digital learners, creative thinking skills, collaborative problem solving skills, peacemaking skills and leadership abilities in an environment of shared values of nonviolence, with unconditional positive regard and acceptance. Within such an environment, each student, will be empowered and inspired to reach his or her full academic, creative, emotional, and physical ability.

SCHOOL ENVIRONMENT

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

We have a family friendly office staff who are welcoming and who take the time to get to know our families. Both the Principal and AP are available to families and who seek them out. We both co-facilitate parent trainings. We have established a culture that emphasis the importance of families in the educational process. Our teachers have open communication with their families and happily attend school wide family events where they spend time getting to know their families. We also meet monthly with our African American families and our Hispanic families as a way to create open and honest dialogue.

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

First of all we have established high expectations. We also have clearly defined Guidelines for Success and common area expectations posted school wide. We have a school wide behavior plan that includes behavior improvement goals and a plan for reinforcing positive behavior. We have an established bully investigation process and bully educational plans. All staff members are on duty before and after school. We have a carefully planned and communicated safety plan. All teachers have a classroom management plan that links to the school wide plan. We are a Leader in Me school where we emphasize the 7 Habits of Happy and Effective children with our students, staff, and families on a monthly basis during assemblies and visits to the classrooms.

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.

The best way to deter student misbehavior and a lack of engagement is to plan rigorous yet engaging lessons. Our teachers have spent hours upon hours doing just that this summer. If / when the misbehavior occurs every teacher as a hierarchy of consequences and a plan for students to monitor their own behavior. Teacher teams helped develop the school wide behavior plan and have all received training on the finalized plan. Ongoing training will take place at staff meetings or with individual teachers as needed. Our SWBP has very specific AA goals to address the fact that our AA students are twice as likely to receive a discipline referral than any other subgroup. We are a PBS school where all common area and classroom expectations are defined and students earn Lion Bucks for meeting behavior and conduct expectations to spend at our school store. We have adopted the Leader in Me / 7 Habits of Happy Children philosophy and made it our own. We teach, re-teach, and reinforce the 7 Habits daily in all common areas and classrooms, and monthly at our grade level assemblies.

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.

For the 15-16 school year we are implementing a mentor program where every single staff member will mentor one of our students. The goal is to check in with the student every single day.
We will continue with whole class, small group, and one on one guidance. We will also continue to meet with our parents and partner with them to develop a school a home plan to best meet the needs of our students. We keep in close contact with CPI for our students who have open cases. When needed we attain medical release of information so we can communicate with therapists and psychologist to maintain similar vocabulary and interventions when applicable. Conversations about specific students of concern occur and are documented weekly at our SBLT meetings. For the 15-16 school year the Principal and AP will be meeting with all African American students to develop personal goals with them and to develop strong and lasting relationships.

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
Michelle	Dublin	AA Parent
Jonathon	Davenport	AA Parent
Stacy	D'amata	W Parent
Heather	Burgess-Chin	W Parent
Sara	Hill	W Parent
Guadalupe	Tellez Vazquez	H Staff and Parent
Harry	Yocum	AA Community
Garyn	Boyd	W Staff
Romeny	Coleman	H Staff and Parent

SIP LAST YEAR

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

Last year was our inaugural year and what an amazing year we had. We implemented all of our Actions Plans to reach last years goals successfully except our Science Action Plans. We will continue with our Science Action Plan this year. We do not yet have FSA data to determine if we met our goals. We do however have District Level data that shows that in total school we are exceeding the District in most grade levels in ELA, Science, and Math. However there is a significant gap between our AA subgroup and White subgroup, and our SWD subgroup and our non SWD. Last years 4th graders did not meet or exceed District data in any areas. As a brand new school we had no previous behavior and attendance data. We collected behavior data in our first year that included referrals and suspensions.

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

We provided our teachers with TDE's for writing goals and scales, writing standards based PBL units during the Summer ($2,220.00), data chats, and for visiting demonstration teachers at other school ($1, 400.00)

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

In our inaugural year we formed a highly successful SAC. We held monthly SAC meetings and developed an excellent partnership. Our SAC was committed to reviewing and providing input on all aspects of our SIP, Magnet Agreement, and school wide processes.

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

Continue to meet monthly and provide input throughout the year on school wide processes and the use of our Title 1 and SIP funds. Our SAC will continue to be a good sounding board for the Principal. We highly value all parent / community input.

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 intend to use our SIP funds to pay our teachers to plan outside the school day, to visit demonstration teachers at well established magnet schools with similar magnet themes, and to visit demonstration teachers in content areas of particular need of specific teachers, based on observation data and needs assessment data. $3,673.53 have been allocated for this above activities.

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	
Garyn	Boyd	boydga@pcsb.org	
Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Master of Education	Educational Leadership	10	1
Certifications (if applicable)			
Primary Education, VE K-12, and Educational Leadership			

ASSISTANT PRINCIPAL #1

First Name	Last Name	Email Address	
Tekoa	Moses	mosest@pcsb.org	
Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Master of Education	Educational Leadership	1	1
Certifications (if applicable)			
Elementary Education, Educational Leadership			

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: 28

% receiving effective rating or higher: _____

% Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23):   28

% certified infield, pursuant to Section 1012.2315(2), F.S.:   28

% ESOL endorsed: 50

% reading endorsed: 6

% with advanced degrees: 46

% National Board Certified: 25

% first-year teachers: 0

% with 1-5 years of experience: 24

% with 6-14 years of experience: 43

% with 15 or more years of experience: 30

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.

When interviewing teachers we questioned them about strategies they use to develop collaborative and strong working relationships. We have grade level planning time built into our master schedule and we have extended planning / PLC / professional development one day each week after school for one hour and a half. We are including time for cross grade level articulation, collaborative planning, and time for sharing and celebrating. We have open an honest conversations about our practice and when at all possible we pay our teachers to plan as teams outside the school day. A key to retaining amazing teachers is developing trusting relationships with them. The administrative team devotes a huge amount of time to developing these relationships and fostering collaborative relationships among staff.

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

When interviewing teachers we questioned them about strategies they use to develop collaborative and strong working relationships. We have grade level planning time built into our master schedule and we have extended planning / PLC / professional development one day each week after school for one hour and a half. We are including time for cross grade level articulation, collaborative planning,

and time for sharing and celebrating. We have open an honest conversations about our practice and when at all possible we pay our teachers to plan as teams outside the school day.

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

All of our teachers have a mentor whether at our school, retired teacher, or a teacher at another school. The Principal and AP both have mentors. All of our mentors are unofficial but very important in our growth as educators. We have three new to our school teachers. None of them are new to teaching. All three of those teacher have school based mentors and their grade level.

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.

   In our inaugural year we learned lots about processes we need to ensure that we leave no child left behind. We developed a form for teachers to complete and turn into our SBLT who leads our MTSS processes. SBLT meets twice weekly. This form indicates the teachers concerns, either academically or behaviorally or both and the data that supports this concern. At this point a member of the SBLT conducts at least two observations of the student of concern. Then we met with the teacher to talk about fidelity (CORE), possible Tier 2 intervention, and progress monitoring. We always start with the fidelity of the CORE instruction before we move into Tier 2.
   Before the school year starts we use SAT 10 data, District ELA, Math, and District and State Science data to develop differentiated plans that include before and after school intervention and enrichment for students. FSA is not timely data therefore is not useful for developing timely plans for students.
   Every Wednesday after school for 90 minutes our teachers are involved in protocols that help them delve into student work, data exercises using Baseball Card (a district data warehouse), PD, and lesson planning. A big focus for the 15-16 school year is to use student work as meaningful data. The data sources we use in addition to student work are running record, district ELA assessments (3x per year), district Math assessments (3x per year), District Science Assessment (3x per year) and in grades 3-5 District Science Lab Assessments (6 x per year). We are fortunate to have the MAPS assessment for the 15-16 school year (3x per year) to help us determine the best road map of standard and skill based learning tasks and assessments for each student on their personalized iPads.
SIP Goals and Actions Plans will be monitored during the school year by our SBLT and timely feedback communicated to SAC and teachers. Monitoring will include classroom observation, consistent focus and PR campaign on SIP action plan implementation, and implementing a goal / action plan monitoring form we developed.

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
Garyn	Boyd	Principal
Tekoa	Moses	Assistant Principal
Susan	Harrison	Guidance Counselor
Lauri	Ingham	Social Worker
Cheryl	Jameson	School Psychologist
Andrea	Lilley	VE Teacher

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

In our inaugural year we learned lots about processes we need to ensure that we leave no child left behind. We developed a form for

teachers to complete and turn into our SBLT who leads our MTSS processes. SBLT meets twice weekly. This form indicates the teachers concerns, either academically or behaviorally or both and the data that supports this concern. At this point a member of the SBLT conducts at least two observations of the student of concern. Then we met with the teacher to talk about fidelity (CORE), possible Tier 2 intervention, and progress monitoring. We always start with the fidelity of the CORE instruction before we move into Tier 2.

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).

 The data sources we use to access and analyze data are the districts data warehouse for all subject areas, FOCUS for attendance and behavior, iObservation to fidelity of core instruction, MAPS assessment for monitoring the effectiveness of our personalized iPad initiative, and a data warehouse that tracks progress monitoring data and interventions.

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

Our SBLT meets with the whole teaching staff several times a year after school on our extended Wednesdays and with each grade level PLC throughout the school year to talk about grade level and specific student data.

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.

Our teachers work in grade level teams plan standards based lessons. They develop goals and learning scales that are directly from the standards, post them, and use them daily with their students. The administrative team makes this a dominate part of our daily walk through feedback for teachers.

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.

Our teachers use ongoing running record data and teacher developed formative assessments to determine reading small groups. These groups are flexible based on student need. Every student in our lowest 25% receives two small groups daily. They also attend either our before or after school reading / math tutoring program. In addition to the above our students have personalized iPads that provide them rich standards and skill based learning tasks and assessments for reading and math that meet their needs. The data from this programs helps teachers determine next steps. One of our major focuses this year is to put processes in place that utilizes student work as a major source of data that determines next steps for individual students.

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

Develop and utilize learning goals and scales for Reading and Math

Minutes added to the school year: _____

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

Clearly defines standard and expectation to students so that they can monitor their learning towards the goal and scale.

Provide a description of the strategy below.

Teachers work in teams to develop standards based goals and scales and use them to monitor students learning during and after instruction.

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

Observational data and walkthrough data, student data on standards based assessments, and student work

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

Garyn Boyd (Principal) and Tekoa Moses (Assistant Principal)

INSTRUCTIONAL STRATEGY #2

Strategy Type

Standards based Project Based Learning units of instruction that integrate multiple subjects and standards

Minutes added to the school year: _____

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

Project based learning is highly motivating for our students. They delve into problem solving in collaborative groups while learning / practicing / mastering standards from multiple subjects at once. It's a way to help our students develop problem solving skills, be creative and innovative thinkers, and learn collaborative skills.

Provide a description of the strategy below.

Teachers met in grade level groups all Summer to develop highly engaging and rigorous PBL units based on the standards. These units will be integrated into our curriculum throughout the entire school year.

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

Student pre and post assessments and teacher developed formative assessments data will be shared at our weekly after school 90 minute PLC.

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

Garyn Boyd (Principal)

INSTRUCTIONAL STRATEGY #3

Strategy Type

Personalized iPads

Minutes added to the school year: 5,400

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

Our student's iPads are differentiated based on their conceptual and skill levels in both Reading and Math in hopes that if they are

focused on their areas of need they will have a much better chance at meeting and exceeding grade level expectations.

Provide a description of the strategy below.

We use the MAPS assessment three times per year to appropriately place apps and assessments for our student's iPads. Apps change as students complete their personal learning road map and get at least an 80% on the assessments.

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

Data is collected by the management program called eSpark and by the MAPS assessment, and shared regularly with administration and teachers. Based on this data teachers alter student goals.

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

Garyn Boyd (Principal)

INSTRUCTIONAL STRATEGY #4

Strategy Type

Before and after school tutoring (iReady, iStation, small group) and enrichment (STEM, Robotics, Sunshine State Reader Club, Primary Science Club, Spelling Club, Production Club, Penmanship Club, Cooking Club, Garden Club, Hockey Club, Art Club, and Sports Club)

Minutes added to the school year: 16,200

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

To motivate students to participate in before and after school enrichment activities we have clubs they can attend after tutoring / enrichment.

Provide a description of the strategy below.

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

We collect attendance data.

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

Natasha Hall

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.

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
Garyn	Boyd	Principal	boydga@pcsb.org
Tekoa	Moses	Assistant Principal	mosest@pcsb.org
Cheryl	Jameson	School Psychologist	jamesonc@pscb.org
Michelle	Davenport	Kindergarten Teacher	davenportm@pcsb.org
Natasha	Hall	First Grade Teacher	halln@pcsb.org
Erin	Boreman	Second Grade Teacher	boremane@pcsb.org
Katrina	Humbert	Third Grade Teacher	humbert@pcsb.org
Juakena	Gainey	Fourth Grade Teacher	gaineyj@pcsb.org
Jessica	Catlin	Fifth Grade Teacher	catlinj@pcsb.org
Andrea	Lilley	VE Teacher	lilleya@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.

All teachers meet weekly after school in a 90 minute PLC where important dialogue happens regarding literacy in all subject areas. As a team we have developed several school wide literacy activities including, READ BOX, Sunshine State Readers Club, Production Club where students write their own raps, songs, plays, musical, and poems and produce them.
It is a teacher expectation to meet with every student for small group guided reading. Administrative observations and walkthroughs provide feedback to teachers about their small group instruction.

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

Our major inactivities this year are to use student work as real time data, develop and implement lessons that get to domain 3 and 4 consistently (rigor) on the Marzano Learning Map, and to spend the year focusing on who's doing the majority of the talking and thinking during instruction, teacher or student? In other words, a focus on how much time we give students to actually think and do the work.

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 (%)
20		

Students Scoring at or Above Achievement Level 4

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

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

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

Students Scoring at or Above Level 7

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

LEARNING GAINS

Students Making Learning Gains (FCAT 2.0 and FAA)

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

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 (%)

Students Scoring Proficient in Reading

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

Students Scoring Proficient in Writing

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

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

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.

We will increase the number of proficient and above readers in all grades Levels and subgroups by 10%.

	Caucasian	African American	Hispanic
First (SAT 10)	45% to 55%	19% to 29%	52% to 62%
Second (SAT 10)	58% to 68%	17% to 27%	36% to 46%
Third (District CA 3)	75% to 85%	55% to 65%	75% to 85%
Fourth (District CA 3)	54% to 64%	35% to 45%	50% to 60%
Fifth (District CA 3)	86% to 90%	62% to 72%	67% to 77%

Provide possible data sources to measure your reading goal.

District ELA unit assessment, SAT 10, MAP Assessment, FSA

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

Action 1	Plan to Implement Action 1
- Heavy emphasis on Getting to Rigor- Tracking Student Progress towards Learning Goals and Scales	Book Study on Marzano's book on Goals / Scales and Tracking Student Progress, frequent walkthrough feedback regarding this area specifically
Action 2	**Plan to Implement Action 2**
Heavy emphasis on the following regarding instruction: What was the critical information? Who's doing all the work? Who's doing all the talking? Who's doing all the thinking?	Theme for frequent walkthrough feedback, when we meet after school weekly for our school wide PLC this will be part of the discussion and PD
Action 3	**Plan to Implement Action 3**
- Use Student Work frequently as Meaningful Data	Plan to Implement Action 3: Put processes (schedule on calendar and protocols) in place for teachers to meet weekly to delve deep into student work, grapple with tough cases, and share success.
Action 4	**Plan to Implement Action 4**

Conference individually with all AA students monthly to gage their progress towards meeting eSpark learning goals and develop individual goals to motivate students when necessary.	Schedule monthly meetings, develop goal and progress folders for all AA students to track progress during conference.
Action 5 Recruit and retain AA students in our after school tutoring and enrichment literacy programs.	Send home personal invitations, call parents, problem solve transportation issues, develop incentive plan for attending, take daily attendance, and have plan in place to motivate students to want to stay after school to learn.

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 (%)
0		

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at or Above Level 4

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

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

WRITING GOAL

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

We will increase the level of proficient writers based on school specific data and standards assessment data from the beginning of the school year to the end of the school year by 20%.

Provide possible data sources to measure your writing goal.

District ELA Assessment, 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
All grade levels will develop and implement writing expectations / rubrics, teach them, enforce them, and review them	Ensure that all classroom have writing expectations and rubrics posted, make the use of the expectations and rubrics a focus for walk through feedback.
Action 2	**Plan to Implement Action 2**

- Heavy emphasis on the following regarding instruction: What was the critical information? Who's doing all the work? Who's doing all the talking? Who's doing all the thinking?	Theme for frequent walkthrough feedback, PD, and discussion at our weekly after school PLC's.
Action 3	**Plan to Implement Action 3**
Use Student Work frequently as Meaningful Data	Put processes (schedule on calendar and protocols) in place for teachers to meet weekly to delve deep into student work, grapple with tough cases, and share success.
Action 4	**Plan to Implement Action 4**

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 (%)

Students Scoring at or Above Achievement Level 4

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

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

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

Students Scoring at or Above Level 7

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

LEARNING GAINS

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

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

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

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

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			
Black/African American			
Hispanic			
Asian			
American Indian			

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
English Language Learners (ELLs)			
Students with Disabilities (SWDs)			
Economically Disadvantaged			

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.

We will increase the level of proficient and above proficient mathematics by at least 10% at every grade level and in every sub group.

	Caucasian	African American	Hispanic
First (SAT 10)	58% to 68%	37% to 47%	100% to 100%
Second (SAT 10)	67% to 77%	41% to 51%	54% to 64%
Third (District CA 3)	50% to 60%	19% to 29%	50% to 60%
Fourth (District CA 3)	38% to 48%	24% to 34%	0% to 10%
Fifth (District CA 3)	29% to 39%	31% to 41%	50% to 60%

Provide possible data sources to measure your mathematics goal.

District Math Common Assessments, Florida Standard Assessment

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
Heavy emphasis on Getting to Rigor- Tracking Student Progress towards Learning Goals and Scales	Book Study on Marzano's book on Goals / Scales and Tracking Student Progress, frequent walkthrough feedback regarding this area specifically, and district coaching to help increase the math background knowledge of teachers.
Action 2	**Plan to Implement Action 2**
Track student progress in ST Math	Share monthly ST Math data with teachers, students, and parents. Develop student goals for time on task. Develop an incentive plan for students that will work towards increasing the time in ST Math.
Action 3	**Plan to Implement Action 3**
Use Student Work frequently as Meaningful Data	Put processes (schedule on calendar and protocols) in place for teachers to meet weekly to delve deep into student work, grapple with tough cases, and share success.
Action 4	**Plan to Implement Action 4**
Conference individually with all AA students monthly to gage their progress towards meeting eSpark learning goals and develop individual goals to motivate students when necessary. Action 5- Recruit and retain AA students in our after school tutoring and enrichment Mathematics programs.	Schedule monthly meetings, develop goal and progress folders for all AA students to track progress during conference. Plan to Implement Action 5: Send home personal invitations, call parents, problem solve transportation issues, develop incentive plan for attending, take daily attendance, and have plan in place to motivate students to want to stay after school to learn.

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 (%)
	21	31

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
	25	35

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

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

Students Scoring at or Above Level 7

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

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

SCIENCE GOAL

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

Increase the number of students in Levels 3-5 on the Science FCAT from 46% to 56%.

Provide possible data sources to measure your science goal.

District Science Common Assessment and State Science FCAT

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
Full implementation of a Science Lab for Grades 3-5	Track the lab schedule, walkthrough feedback, District Science Coach provide PD
Action 2	**Plan to Implement Action 2**
Analyze all lab pre-post assessment data with grade 3-5 teachers	Schedule meeting with teachers to ensure the lab assessments are scheduled. Put a process in place where teachers use pre assessment data to plan for labs. Put process in place to share post lab data, and talk about implications, next steps.
Action 3	**Plan to Implement Action 3**
Recruit and retain AA students in our after school enrichment programs (STEAM, Robotics, PBL)	Send home personal invitations, call parents, problem solve transportation issues, develop incentive plan for attending, take daily attendance, and have plan in place to motivate students to want to stay after school to learn.

Action 4	Plan to Implement Action 4

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.

Provide possible data sources to measure your STEM goal.

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
Action 2	Plan to Implement Action 2
Action 3	Plan to Implement Action 3
Action 4	Plan to Implement Action 4

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

ATTENDANCE

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

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	12	6
Grade 1	0	10	5
Grade 2	0	11	5.5
Grade 3	0	0	0
Grade 4	0	10	5
Grade 5	0	.03	.03

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	0	10	5
Grade 1	0	.05	.05
Grade 2	0	.02	.02
Grade 3	0	0	0
Grade 4	0	.02	.02
Grade 5	0	0	0

SUSPENSIONS

Students with One or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	11	5.5
Grade 1	0	3	1.5
Grade 2	0	6	3
Grade 3	0	9	4.5
Grade 4	0	6	3
Grade 5	0	5	2.5

Students with Five or More Referrals

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

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

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

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

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

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

Students Referred for Alternative School Placement

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten			
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	0	0	0
Grade 1	0	.05	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	.03	0

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

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0		
Grade 1	0		
Grade 2	0		
Grade 3	10		
Grade 4	24		
Grade 5	10		

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 (%)
131	0	

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		0	0
Grade 2		0	0
Grade 3		16	8
Grade 4		53	26.5
Grade 5		15	7.5

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).

Personalized iPad track for both Reading and Math, highly motivating project based learning units, before and after school tutoring, progress monitoring, goal setting, daily check in with mentor, and attendance and tardy incentive plans.

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 (%)
During the 2015-16 school year, we will decrease the number of AA suspensions from 10 to 5. Action Plan: Monthly AA student focus groups with a focus on expectations, communication, goal setting, and conflict resolution. Conduct professional development with teachers to put practices in place that better meet the needs of our AA students (article studies / guest speakers). Plan to implement action: schedule focus group dates on the calendar and communicate those dates, meet with Artz 4 life staff and parents to get input and solidify plan, School Based Leadership team will gather input from staff and plan activities / lessons related to the focus group goals.		10	5
During the 2015-16 school year, we will decrease the number of AA referrals for Defiance from 23 to 13Action Plan: Monthly AA student focus groups with a focus on expectations, communication, goal setting, and conflict resolution. Conduct professional development with teachers to put practices in place that better meet the needs of our AA students (article studies / guest speakers). Plan to implement action: schedule focus group dates on the calendar and communicate those dates, meet with Artz 4 life staff and parents to get input and solidify plan, School Based Leadership team will gather input from staff and plan activities / lessons related to the focus group goals.		18	9.5

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).

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.

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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.

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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 (%)

PART III	PROFESSIONAL DEVELOPMENT

For all professional development identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information for each activity.

Add PD	Delete PD

Professional Development Identified	
Related Goal(s)	
Topic, Focus, and Content	
Facilitator or Leader	
Participants (e.g., Professional Learning Community, grade level, school wide)	
Target Dates or Schedule (e.g., professional development day, once a month)	
Strategies for Follow-Up and Monitoring	
Person Responsible for Monitoring	

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.

District funds provide us with our eSpark Professional Development and with the funds to provide our students the apps that allow us to personalize our iPads. JWB is funding our outside the school day intervention programs and enrichment programs,Title 1 is providing us with the funds to pay for 1 hourly Reading teacher, and with three hours of free instruction for qualifying VPK students, Title III provides us with a bilingual assistant to support our ELL students and their families, IDEA funds give us the resources necessary to provide our ESE students with academic and behavioral support, and Title X provides our homeless students and their families support.

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.

Our SBLT meets once or twice a week depending on need and carefully examines all student and teacher data and MTSS processes (attendance, tardies, behavior, academic, core instructional practices, and fidelity of interventions, etc.). We keep track of all available resources and which students would benefit most from the available resources. Our school social worker keeps detailed minutes of every SBLT meeting. At our SBLT meetings we assign tasks for the members to complete within a certain amount of time and then report back to the team with the outcome (student observation, teacher observation, fidelity checks, grade level data chats, individual teacher data chat, PD presentation, acquire district PD help, budget remaining in ELP fund and Title i fund, attendance of early warning students at extended day activities, SIP goal implementation, parent conferences, etc).

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.e., evidence-based programs/materials, PD, technology, etc.)*	
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

STEP 1
a. Identify a goal
b. Set targets

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

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

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

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

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

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

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

Repeat 3-7 for each barrier