

# School Improvement Plan

## 2015-2016

Lake St George Elementary

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Superintendent



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# School Improvement Plan

PART I		CURRENT SCHOOL STATUS
Section A		School Information
School Name Lake St George Elementary	Principal's First Name Monika	Principal's Last Name Wolcott
School Advisory Council Chair's First Name Kathleen	School Advisory Council Chair's Last Name Trager	

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

The Vision of Lake St. George Elementary school is 100% student engagement and success 100% of the time.

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

The Lake St. George staff, in partnership with students, parents and the community will provide a quality education that promotes highest student achievement by being actively involved in continually improving the educational process.

## SCHOOL ENVIRONMENT

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

Teachers implement culture building activities into their instruction to combine relationship building with instruction. The guidance counselor meets with every new student to the school to promote a smooth transition and passes on relevant information to the staff who work with that student. Emphasis is also on building trusting, collegial relationships between staff and administrators. We also implement the notion that every person on campus should be greeted in the morning. No one is ignored. The staff participates in ongoing training and professional learning communities that fosters building and maintaining positive relationships.

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

LSG creates an environment where students feel safe and respected, during and after school, by having a strong staff who is committed to knowing students and establishing a caring attitude through communication and actions with both students and parents alike. Students are able to repeat our "Walk the Wildcat Way" expectations and strive to reach what our school wide

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 behavioral system at Lake St. George is called "Walk The Wildcat Way." Our Guidelines for Success are: Be Safe, Be Respectful and Be Responsible. Classroom rules are designed to minimize distractions and keeping students engaged during instructional time by using these guidelines. Common language is used throughout the campus by school personnel for consistency. New personnel are given training in our "Walk the Wildcat Way" processes. With 8 new employees including the principal, meetings are held beginning in preschool to make sure all feel knowledgeable with processes. Assemblies are held the first week of school to review expectations for potential consequences for misbehavior. Our guidance counselor meets with every new student to orient them with our behavioral system. The behavior specialist is available to coach teachers who need additional support in classroom management or intervening with students.

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.

Students identified by self, parents, or teachers may participate in scheduled individual or small group counseling with the guidance

counselor, behavior specialist, school psychologist, or social worker. The guidance counselor also facilitates whole-class developmental guidance lessons on topics such as bullying prevention, social skills, and conflict resolution. Students who do not respond positively to these Tier 1 and 2 interventions may receive more intensive support through a Positive Behavioral Intervention Plan or Functional Behavior Assessment which may include ongoing counseling and support.

**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
Kathleen	Trager	Community
Eva	Rodriguez	Parent
Melissa	Deveaux	Parent
Kathy	Shahin	Parent
Barbara	Norcross	Teacher
Monika	Wolcott	Administrator

**SIP LAST YEAR**

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

**Goal 1:** To increase the percentage of students scoring Level 3 and above on 2016 Reading FSA from 74% to 80%, the percentage of students making learning gains from 69% to 75%, and the percentage of students in the lowest 25% making learning gains from 61% to 70%

**Results:**

- 65% of students scored Level 3 or above on the 2014 Reading FCAT--dropped 9% from prior year
- 69% of students made learning gains in reading--remained the same as prior year
- 66% of lowest 25% made learning gains in reading--increase of 5% from prior year

We did not reach our target goal.

**Goal 2:** To increase the percentage of students scoring a 3.5 or above on 2016 Writing FSA from 69% to 75%.

**Results:** 59% of students scored a 3.5 or above on the 2014 Writing FCAT. This was a 10% drop from the prior year. We did not reach our goal of 75%

**Goal 3:** To increase the percentage of students scoring a Level 3 or above on 2016 FCAT Science from 59% to 70%.

**Results:** 67% of our students received a 3 or higher on the 2014 Science FCAT which was an increase of 8% from last year. We did not meet the established goal.

**Goal 4:** To increase the percentage of students scoring Level 3 or above on 2016 Math FSA from 66% to 75%, the percentage of students making learning gains from 66% to 75%, and the percentage of student in the lowest 25% making learning gains from 64% to 70%

**Results:**

- 69% of our students scored a Level 3 or above on the 2014 Math FCAT. This was an increase of 3%. We did not reach our target of 75% scoring a Level 3 or above on the 2014 Math FCAT.
- 76% of our students made learning gains on the Math FCAT which was an increase of 10%. We exceeded our goal.
- 65% of our students made learning gains which was an increase of 1%. We did not reach our goal of 70% making gains.

Goal 5: To increase the percentage of African American students scoring a Level 3 and above on the 2016 Reading FSA from 50% to 100%. To increase the percentage of African American students scoring Level 3 and above on the 2016 Math FSA from 29% to 100%

- Results:
- 40% of our African American students scored a Level 3 or above on the 2014 Reading FCAT. This was a decrease by 10%. We did not reach our goal.
  - 60% of our African American students received a Level 3 or above on the 2014 Math FCAT. This was an increase by 31%. We did not reach our goal.

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

\$2186.80 utilized to fund substitute teachers to release teachers for quarterly data analysis meetings.  
About \$600.00 remaining.

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

SAC input is gathered at the end of the school year. School data, district initiatives, along with this input, is used to write the plan. SAC votes on plan and any disbursement of funds during the August/September meeting.

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

SAC will review and give feedback on the school vision and mission. SAC will monitor all goals on the SIP, by reviewing data as it becomes available. The group will give feedback and offer suggestions to improve processes at Lake St. George. SAC will participate in self-assessment of the school and its goal to increase core assessment scores by supporting the school.

**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.

School improvement funds will be utilized to continue releasing teachers to meet collaboratively for extended time during the school day to analyze student data and develop, deploy, and monitor a Tier 2 and Tier 3 intervention plan for students. Funds will also be used to support school wide goals.

**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 Monika	Last Name Wolcott	Email Address wolcottm@pcsb.org	
Highest Academic Degree Master of Arts	Field of Study Varying Exceptionalities/Educational Leadership	# of Years as an Administrator 10	# of Years at Current School 0
Certifications (if applicable) Varying Exceptionalities (K-12), Elementary Education (1-5), Educational Leadership (All Levels)			

**ASSISTANT PRINCIPAL #1**

First Name Teri	Last Name Statton	Email Address stattont@pcsb.org	
Highest Academic Degree Master of Science	Field of Study Early Childhood/Educational Leadership	# of Years as an Administrator 5	# of Years at Current School 5
Certifications (if applicable) Educational Leadership (all levels), Primary Education (Prk-3)			

**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: 51

% receiving effective rating or higher: 85

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

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

% ESOL endorsed: 29.4

% reading endorsed: 0

% with advanced degrees: 47.1

% National Board Certified: 7.8

% first-year teachers: 5.9

% with 1-5 years of experience: 9.8

% with 6-14 years of experience: 29.4

% with 15 or more years of experience: 52.9

**PARAPROFESSIONALS**

# of paraprofessionals: 0

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

**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.

A partnership exists with local universities to provide pre-service teachers with observation and practicum experiences in our school, in an effort to begin to identify viable candidates for future openings. Mentors are assigned to new teachers to provide ongoing support. Professional development is differentiated to meet the needs and interests of teachers. Resources are provided as needed to support teachers in their ongoing work with students. Providing a supportive and engaging environment for teachers is a priority.

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

Daily common planning time is integrated into the school master schedule. Professional learning community meetings will include a focus on developing positive working relationships within the team, with action steps developed for what will occur if group norms are violated. Administrators will monitor the culture of grade level teams through attendance at grade level PLC meetings.

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

All new teachers to Lake St. George are paired with a member of their teaching team to provide guidance as it relates to Lake St. George policies. Teachers brand new to the field of teaching are assigned to our school based mentor, Jessica Dall. New teachers are observed informally, formally and in walk-throughs. Feedback is provided and time is allotted for mentor and mentee to meet for lesson planning and modeling. Teachers new to a grade level are also assigned a mentor on that new grade level to assist them with curriculum and grade level specific questions. Teachers are paired based upon similar grade level assignments as well as mentor teachers identified who have demonstrated expert knowledge in instructional skill as well as the ability to support new teachers.

**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.

School improvement goals are developed within a full staff meeting during which the prior year's plan and goal outcomes are evaluated and new targets are established for the upcoming SIP. Data is utilized within the MTSS core team and individual grade level PLC meetings to determine the effectiveness of Tier 1 core instruction, aligned with the goals from the SIP. RtI Academic team and RtI Behavior team use data to determine the effectiveness of Tier 2 and Tier 3 interventions for students. Within MTSS, RtI, and PLC meetings, needed resources are determined which align with the ability to eliminate barriers to achieving goals.

**MTSS SCHOOL-BASED LEADERSHIP TEAM** - Identify the names and position titles of the members of your school-based leadership team for MTSS. What is the function and responsibility of each team member as it relates to MTSS and the SIP.

Add Member
Delete Member

MTSS Team Member First Name	MTSS Team Member Last Name	Position
Monika	Wolcott	Principal

MTSS Team Member First Name	MTSS Team Member Last Name	Position
Teri	Statton	Assistant Principal
Terri	Dyer	Guidance Counselor
Corey	Boyd	Behavior Specialist
Jenny	Carter	Social Worker
Jill	McGann	School Psychologist
Megan	Grela	OT/PT
Susan	Anderson	VE Resource
Chris	Covington	Speech Therapist

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

Principal and assistant principal attend all MTSS Core team meetings and participate in facilitating grade level data chats. Administrators use organizational charts to monitor the progress of students involved in Tier 2 and Tier 3 interventions, as well as monitoring the progress of action steps in the SIP, by reviewing data after each assessment cycle and developing a schedule to meet with intervention providers. Data analysis occurs across grade levels through the lens of SIP goals; teachers are involved in linking the progress in their classrooms with students to the goals.

**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).

Through ongoing tracking and analysis by the administrative team, the MTSS core team, and grade level teams in their PLC meetings, numerous data sources will be used to determine the effectiveness of core, supplemental, and intensive academic supports. District common assessments will be disaggregated by instructional strand to determine strengths and weaknesses, as well as to identify students for more intensive interventions. Behavior and attendance data will be analyzed by the MTSS core team and within RtI Behavior team meetings to identify students in need of more intensive support and ongoing progress monitoring.

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

Data-based problem solving was facilitated during a full staff meeting during pre-school to model the process. Team leaders will receive professional development during leadership team meetings to enable them to facilitate the ongoing data-based problem solving process in grade level PLC meetings.

**PART I** **CURRENT SCHOOL STATUS**

**Section F** **Ambitious Instruction and Learning**

**INSTRUCTIONAL PROGRAMS** - Describe how your school ensures its core instructional programs and materials are aligned to Florida Standards.

Teachers utilize district curriculum and content guides aligned with Florida Standards as the core for planning instruction. Administrators will monitor alignment of planned instruction with the standards. Daily classroom walkthroughs, informal observations, and formal observations conducted by administrators will ensure that instruction aligns to the standards. Pinellas County Schools provides curriculum guides, which outline the standards. Monthly meetings are held to provide support to teachers and specialists. Grade levels plan together in which the Curriculum Specialist attends. Administrators do weekly walk through of the classrooms and monitor lesson plans.

**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.

Teachers utilize district curriculum and content guides aligned with Florida Standards as the core for planning instructions.



Administrators can monitor alignment of planned instruction with the standards. Daily classroom walkthroughs, informal observations, and formal observations conducted by administrators will ensure that instruction aligns to the standards. Common Assessment that monitor student progress are given three times a year. A PMP or Progress Monitoring Plan is developed for student's not meeting expectation. Specific strategies are put into place that addresses the individual's deficit. Additionally, students not meeting expectation are invited to attend after school tutoring which uses software to determine need and remediations.

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

ELP--4 days 1/day YMCA kids math & rdg by cert teacher, Math Tutoring (Mon/Wed/Thurs--ELP 1 hr/day), Math Clubs (Volunteers-3 days 1 hr/day), Mad Science (kids paid-1/wk-), STEM Academy

Minutes added to the school year: 17,280

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

Earlier intervention targeting grades 3-5.

Provide a description of the strategy below.

Targeted students will receive small group intervention 3 times a week.

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

Pre and Post data will be used to measure effectiveness.

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

Principal and School Based Leadership Team along with teachers instructing ELP.

### INSTRUCTIONAL STRATEGY #2

Strategy Type

STEM Academies

Minutes added to the school year: 5,280

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

Enrichment/Intervention - fourth & fifth grade students

Provide a description of the strategy below.

Targeted students in fourth and fifth grade will attend hands on labs after school focusing on science.

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

Pre and Post data will be used to measure effectiveness.

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

Principal and School Based Leadership Team along with the teacher instructing the STEM Academies.

**INSTRUCTIONAL STRATEGY #3**

Strategy Type

Minutes added to the school year: \_\_\_\_\_

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

Provide a description of the strategy below.

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

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

**INSTRUCTIONAL STRATEGY #4**

Strategy Type

Minutes added to the school year: \_\_\_\_\_

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

Provide a description of the strategy below.

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

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

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

Strategies our school employs to support incoming cohorts is to have a Kindergarten Round-up in May to invited incoming cohorts to visit and tour the school. They are welcomed and greeted by all of our Kindergarten teachers as well as the administration team and specialists. A powerpoint is shown to the incoming cohorts about our school and the daily schedule of our Kindergarten program to help with the transition. A Meet and Greet has been established at the beginning of the school year so students can meet their teachers.

At the end of the school year our fifth graders take tours of the middle schools they will be attending. Guidance Counselors from feeder schools come to our school to talk to our students about the "ins and outs" of middle school. We also have planned for a panel of former alumni to come talk and answer questions from our fifth graders about middle school "life."

**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
Monika	Wolcott	Principal	wolcottm@pcsb.org
Teri	Statton	Assistant Principal	stattont@pcsb.org
Jessica	Dall	Kindergarten Teacher	dallj@pcsb.org
Susan	Adams	1st Grade Teacher	adamss@pcsb.org
Kim	Bloxam	2nd Grade Teacher	bloxamk@pcsb.org
Marci	Margoulis	3rd Grade Teacher	margoulism@pcsb.org
Amy	Edger	4th Grade Teacher	edgera@pcsb.org
Melissa	Spicer	5th Grade Teacher	spicerm@pcsb.org
Joyce	Hall	Media Specialist	halljo@pcsb.org
Gina Marie	Preen	ESE Teacher	preeng@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 is the conduit between the district expectations for literacy and the teaching staff, meeting monthly to discuss the alignment of literacy goals in the SIP, initiatives and action plans to help support SIP goals, and progress on the implementation of agreed-upon action steps. Through grade level PLC meetings, a data-based problem solving approach is used to determine barriers to the implementation of literacy initiatives and work is done to continuously create and analyze the impact of new action steps to improve

student reading achievement.

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

Integrating written response across content areas, especially math, through student journaling; integrating the Florida Standards into planning and instruction; determining needed resources to support the initiatives of the SIP and LLT. Support the implementation of the Florida Standards. Lesson Study will also take place.

## PART II

## EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT

### Section A

### Area 1: English Language Arts (Reading)

For each data point below, unless otherwise directed, list the current year status (number and percentage) and the target (percentage) for next year. These are schoolwide data, not disaggregated by grade level. FAA and CELLA data shall be considered by schools with 10 or more students taking the assessment. Also, develop implementation plans for the school's highest-priority goals by engaging in a facilitated planning and problem-solving process. If needed, refer to the 8-step process by clicking the button below.

### 8-Step Problem-Solving Process

#### FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

##### Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
71	26.2	29

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

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
106	39.1	41

#### 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 (%)
124	68	73

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

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
34	68	73

**COMPREHENSIVE ENGLISH LANGUAGE LEARNING ASSESSMENT (CELLA)**

## Students Scoring Proficient in Listening/Speaking

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
50		65

## Students Scoring Proficient in Reading

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
30.8		50

## Students Scoring Proficient in Writing

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
25.9		50

**ANNUAL MEASURABLE OBJECTIVES (AMOs)**

## Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White	66		75
Black/African American	60		75
Hispanic	66.7		75
Asian	71.4		75
American Indian	0		75
English Language Learners (ELLs)	20		75
Students with Disabilities (SWDs)	37.1		75
Economically Disadvantaged	55.8		75

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.

To increase the percentage of students scoring at proficiency level or higher on the 2016 Florida Statewide Assessment (Florida Standards Assessment (FSA) for English Language Arts) from 65% to 75%, the percentage of students making learning gains from 69% to 74%, and the percentage of students in the lowest 25% making learning gains from 66% to 71%. This goal may increase once we receive up to date data.

Provide possible data sources to measure your reading goal.

FSA English Language Arts data

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
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<p>Target standard based instruction (Core Curriculum)- Set and communicate a purpose for learning and a learning goal in each lesson. Increase instructional rigor.</p>	<p>Determine Lesson: *Is aligned with a course standard or benchmark and to the district/ school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale throughout the lesson</p>
<p><b>Action 2</b></p>	<p><b>Plan to Implement Action 2</b></p>
<p>Implement high yield strategies- Provide formative assessments to inform differentiation and instruction.</p>	<p>Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur</p>
<p><b>Action 3</b></p>	<p><b>Plan to Implement Action 3</b></p>
<p>Increase instructional rigor-Differentiate Instruction</p>	<p>Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks</p>
<p><b>Action 4</b></p>	<p><b>Plan to Implement Action 4</b></p>
<p>Increase student engagement-Differentiate Instruction</p>	<p>Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.</p>

**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 (%)
56.5	65	65

**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.

To increase the percentage of students scoring at proficiency level or higher on the 2016 Florida Statewide Assessment (Florida Standards Assessment (FSA) Writing Component) from 56% to 75%.

Provide possible data sources to measure your writing goal.

FSA Writing Component

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
Implement Florida Standards	Classroom teachers will teach Florida Standards using a variety of resources.
Action 2	Plan to Implement Action 2

Target standard based instruction (Core Curriculum)- Set and communicate a purpose for learning and a learning goal in each lesson. Increase instructional rigor.	Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale throughout the lesson
<b>Action 3</b>	<b>Plan to Implement Action 3</b>
Implement high yield strategies- Provide formative assessments to inform differentiation and instruction.	Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur
<b>Action 4</b>	<b>Plan to Implement Action 4</b>
Increase instructional rigor-Differentiate Instruction	Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks

<b>PART II</b>	<b>EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT</b>
<b>Section C</b>	<b>Area 3: Mathematics</b>
<b>FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)</b>	

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
31		34

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
38		40

<b>FLORIDA ALTERNATE ASSESSMENT (FAA)</b>
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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 (%)
76		80

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

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
65		70

**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	71.44		75
Black/African American	40		75
Hispanic	66.7		75
Asian	57.1		75
American Indian	100		100
English Language Learners (ELLs)	40		75
Students with Disabilities (SWDs)	32.4		75
Economically Disadvantaged	54.6		75

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 the percentage of students scoring at proficiency level or higher on the 2016 Florida Statewide Assessment (Florida Standards Assessment (FSA) for Mathematics) from 65% to 75%, the percentage of students making learning gains from 69% to 74%, and the percentage of students in the lowest 25% making learning gains from 66% to 71%.

Provide possible data sources to measure your mathematics goal.

FSA - Mathematics results

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

Action 1	Plan to Implement Action 1
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<p>Targeted standards based instruction- Set and communicate a purpose for learning and a learning goal in each lesson. Increase instructional rigor.</p>	<p>Determine Lesson: *Is aligned with a course standard or benchmark and to the district/ school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale throughout the lesson</p>
<p><b>Action 2</b></p>	<p><b>Plan to Implement Action 2</b></p>
<p>Implement high yield strategies- Provide formative assessments to inform differentiation and instruction</p>	<p>Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur</p>
<p><b>Action 3</b></p>	<p><b>Plan to Implement Action 3</b></p>
<p>Increase instructional rigor-Differentiate Instruction</p>	<p>Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks</p>
<p><b>Action 4</b></p>	<p><b>Plan to Implement Action 4</b></p>
<p>Increase student engagement-Differentiate Instruction</p>	<p>Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.</p>

## 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 (%)
34		37

## Students Scoring at or Above Achievement Level 4

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

To increase the percentage of students scoring a Level 3 or above on the 2016 Florida Comprehensive Assessment Test (FCAT - Science) from 67% to 72%.

Provide possible data sources to measure your science goal.

FCAT Science Results

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
Ongoing science labs will be systematically facilitated with students in grades 3, 4, and 5 in the school science lab.	Determine Lesson: <ul style="list-style-type: none"> <li>*Is aligned with a course standard or benchmark and to the district/school pacing guide</li> <li>*Begins with a discussion of desired outcomes and learning goals</li> <li>*Includes a learning goal/essential question</li> <li>*Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question</li> <li>*Focuses and/or refocuses class discussion by referring back to the learning goal/essential question</li> <li>*Includes a scale that relates to the learning goal is posted so that all students can see it</li> <li>*Teacher reference to the scale throughout the lesson</li> </ul>

Action 2	Plan to Implement Action 2
Implement high yield strategies- Provide formative assessments to inform differentiation and instruction.	<p>Determine:</p> <ul style="list-style-type: none"> <li>*Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes</li> <li>*Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc.</li> <li>*Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur</li> </ul>
Action 3	Plan to Implement Action 3
Increase instructional rigor-Differentiate Instruction	<p>Evidence of:</p> <ul style="list-style-type: none"> <li>Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks</li> <li>The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks</li> <li>Students are provided with appropriate scaffolding and supports to access higher order questions and tasks</li> </ul>
Action 4	Plan to Implement Action 4
Increase student engagement-Differentiate Instruction	<p>Plan to Implement Action 4:</p> <ul style="list-style-type: none"> <li>Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level</li> <li>*Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)</li> <li>*Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners</li> <li>*Teachers provide small group instruction to target specific learning needs.</li> <li>*These small groups are flexible and change with the content, project and assessments</li> <li>*Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.</li> </ul>

**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.

To implement two STEM Academies after school

Provide possible data sources to measure your STEM goal.

Science Common Assessment
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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
Recruit 2 science oriented teachers to attend the professional development for the STEM Academy.	Send an email to all instructional staff requesting interested teachers to participate in the STEM Academy as facilitators.
Action 2	Plan to Implement Action 2
Inform the facilitators of mandatory trainings for the STEM Academy.	Attend the mandatory STEM Academy training
Action 3	Plan to Implement Action 3
Recruit 40 students to participate in the STEM Academy twice a month from October to April	Send information letters to 4th and 5th students scoring at level 1 or level 2 on math or science FCAT. If an enrollment of 40 students is not reached extend the invitation to all 4th and 5th students.
Action 4	Plan to Implement Action 4
Students from the STEM Academy will be given an opportunity to share their new found skills and knowledge.	STEM Academy students will make a special presentation at the Science Fair Exposition.

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

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

	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

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		19	5
Grade 1		14.3	5
Grade 2		11.1	5
Grade 3		8.5	5

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 4		8.1	5
Grade 5		5.3	5

**SUSPENSIONS**

Students with One or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten		1	0
Grade 1		3.3	0
Grade 2		4	0
Grade 3		2.8	0
Grade 4		0	0
Grade 5		13.8	0

Students with Five or More Referrals

	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 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	1	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

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
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	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 Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

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

Students Referred for Alternative School Placement

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

Students Expelled

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

**RETENTIONS**

Students Retained

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten		2	0
Grade 1		1	0
Grade 2		1.1	0
Grade 3		1.9	0
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			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			

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

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



## Students in 3rd Grade with One or More Course Failures on First Attempt in Core-Curricula Courses

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

**MULTIPLE EARLY WARNING INDICATORS**

## Students Exhibiting Two or More Early Warning Indicators

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten		2	0
Grade 1		1.1	0
Grade 2		2	0
Grade 3		1.9	0
Grade 4		0	0
Grade 5		6.4	0

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

Specific students are identified who exhibit two or more early warning indicators and data is analyzed to determine current academic achievement levels. The RtI Academic and Behavior teams discuss those students who require additional intervention. Positive behavior intervention plans are developed and deployed for students earning discipline referrals and in- and out-of-school suspensions. The RtI Academic team determines the needs for Tier 2 and Tier 3 academic supports for students provided during designated reading and math intervention times, with interventions determined after analyzing the data. Students on the Early Warning list are monitored by the administrative team and discussed with teachers at each quarterly data meeting. The CST team also works extensively with these families. The parents, students and staff believe each student attends school to strive for excellence in all activities, academic, physical and social. Students are expected to abide by the Code of Student Conduct. Parents, students, and staff are expected to commit to:

- showing respect for all people,
- accepting responsibility for, and consequences of, their own actions, and
- helping each classroom have the best possible learning environment.

**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
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Description of Goals, Targets, and Actions for Black Student Achievement	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Goal: The achievement gap between Black and Non-Black students will be eliminated--70% of Black students will meet proficiency expectations as measured by the state FSA reading assessment. Black student progress will be discussed at each PLC and teacher professional development will be given if necessary.	40		70

Description of Goals, Targets, and Actions for Black Student Achievement	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Goal: The achievement gap between Black and Non-Black students will be eliminated--70% of Black students will meet proficiency expectations as measured by the state FSA math assessment. Black student progress will be discussed at each PLC and teacher professional development will be given if necessary.	60		70

**PART II** **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

**Section J** **Area 10: Family and Community Involvement**

*Title I schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107110, NCLB, codified at 20 U.S.C. § 6314(b).*

**LEVEL OF PARENTAL INVOLVEMENT** - Consider the level of parental involvement at your school (this may include, but is not limited to, number of parent engagement opportunities offered in the school year; average number of parents in attendance at parent engagement opportunities; percent of parents who participated in parent engagement opportunities; percent of students who are in lowest performing quartile or subgroups not meeting AMOs who parent(s) participated in one or more parent engagement opportunities).

There are many parent engagement opportunities offered at Lake St. George Elementary. Such events include our Fall Festival, All Pro Dad breakfasts, Curriculum Nights, Reflection Programs and our Autism Awareness Kick-off. The average number of parents that attend these events is around 200.

Prior to this plan, we have not kept any formal data on our events. This year we plan to have sign in sheets at all events to collect data of our lowest performing quartile and subgroups not meeting AMO's.

**BUILDING POSITIVE RELATIONSHIPS** - Describe how your school works at building positive relationships with families to increase involvement, including efforts to increase communication to keep parents informed of their child's progress.

Our school works at building positive relationships with families to increase involvement as teachers invite parents to volunteer in their classrooms and other school activities. Our Community School Liaison communicates with parents about all LSG activities through newsletters, flyers and one on one conversations.

Our PTA plans many school activities that have become a tradition at Lake St. George Elementary that families truly don't want to miss. New parents are made aware of these events that they can participate in all year long.

Lake St. George is a family oriented based school that has much parent involvement. All of our Learning Community encourages and supports parent involvement.

**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.

Every year our PTA sends out a survey to parents to learn about our local community. The information collected is used to support student achievement. Classroom support, tutors and experts in academic areas are utilized by classroom teachers to help all students achieve.

Business partnerships are developed to help with rewards, special events and give back nights to help our school utilize all available resources to help our students be successful.

**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	Lesson Study
Related Goal(s)	Reading or Math
Topic, Focus, and Content	Teacher's will chose either Reading or Math
Facilitator or Leader	Administrators, Team Leaders, LLC and district coaches
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	grade levels, school-wide
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	October through May
Strategies for Follow-Up and Monitoring	Administrative Team participation
Person Responsible for Monitoring	Principal

**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.

Through the school based leadership team, needs of students are determined and available resources are utilized to meet those needs. The guidance counselor serves as the liaison to the Homeless Education Assistance Team to ensure that the proper resources are provided to families with that need. District resource support is utilized to obtain resources needed from other federal, state, and local programs aligned to the needs of students and families.

**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.

School leadership utilizes student data and input from teachers and staff to determine the current needs, including personnel and instructional materials. The principal is responsible for monitoring all budgets to ensure that spending aligns with the requirements of intended funding sources; this is done monthly through the monthly bank statements and monthly financial reports. The assistant principal maintains an inventory of all core curriculum materials; the media specialist maintains an inventory of all instructional technology. As school action plans are monitored during grade level PLC meetings and quarterly data meetings, needs for additional resources and materials are discussed and purchases are aligned to meeting the school improvement goals.

**PART V** **BUDGET**

Create a budget for each school-funded activity.

Add Item
Delete Item

Budget Item Description	Professional Development Lesson Study
Related Goal(s)	Reading and Math
Actions/Plans	See Above goal
Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i>	Professional Development
Description of Resources	Use of Lesson Study
Funding Source	SIP Funds
Amount Needed	\$1,000.00

**PART VI** **MID-YEAR REFLECTION**

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

Add Goal
Delete Goal

Goal Area	
Has the goal been achieved?	<input style="width: 100%; height: 20px;" type="text"/>
If yes, what evidence do you see to indicate you have achieved the goal? If no, is desired progress being made to accomplish the goal?	
If yes, what evidence do you see to indicate desired progress has been made to accomplish the goal? If no, have the originally targeted barriers been eliminated or reduced?	
If yes, what evidence do you see to indicate barriers have been eliminated or reduced? If no, are the original strategies being implemented with fidelity as designed?	

<p>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.</p>	
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# 8-Step Planning and Problem-Solving Process

