

School Improvement Plan

2015-2016

Leila Davis Elementary

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Superintendent



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School Improvement Plan

PART I		CURRENT SCHOOL STATUS
Section A		School Information
School Name Leila Davis Elementary	Principal's First Name Kimberly	Principal's Last Name Hill
School Advisory Council Chair's First Name Ellen	School Advisory Council Chair's Last Name Lasher	

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

Leila G. Davis Elementary will exceed county and state expectations as one of the top elementary schools in Pinellas County devoted to highest student achievement, character development, and individual success.

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

The mission of Leila G. Davis Elementary is to prepare students for middle school by providing a nurturing and academically challenging education through the unified efforts of the total school community.

SCHOOL ENVIRONMENT

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

Once a student enrolls any and all background information is disseminated to the classroom teacher. Many teachers take the time to acquire as much background and familial information necessary to best meet the needs of our students.

We will begin the effort to draw attention to varying cultures of our student population so that our instructional pedagogy reflects the cultural viewpoints that a diverse population encompasses. We presently invite parents from diverse groups to teach and speak to students about cultural traditions.

We will begin to tackle the concept of culturally relevant viewpoints and instructional pedagogy during PLC's and monthly curriculum meetings.

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

We create an environment that encourages student growth, examines the classroom culture and climate. All teachers have the expectation and belief that every student is capable of high academic success. Teachers monitor and positively adjust the classroom culture to ensure a warm and productive learning environment. Continual review of these expectations will occur in the classroom through the use of class meetings and support from monthly guidance lessons. Small group social skills lessons are provided for all kindergarten classrooms and as needed for issue that reflect the current needs of our students.

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 behavioral system at Davis has Guidelines For Success (GFS) that are explicitly taught and modeled in the classroom throughout the year. Our guidelines are: Respect, On task, Aim High and Responsible. These guidelines are posted throughout the campus. In addition we have a set of common area guidelines and are posted around campus.

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.

Small group with guidance counselor, mentors for black students, BUGS for 3rd grade struggling, Davis digital project.

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
Ellen	Lasher	Parent
Katy	Banull	Parent
Kimberly	Hill	School Administration
William	Durst	School Administration
John	Brown	Community
Sandy	Jones	Staff
Brian	Esparza	Staff
Donna	Bell	Staff
Cheri	Green	Parent
Candice	Damann	Parent
Tera	Ester	Parent

SIP LAST YEAR

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

We are presently waiting on the publication of results from the 2015 Florida Standards Assessment to provide a complete evaluation of last year's school improvement plan.

From the results of the 2015 FCAT 2.0 5th Grade Science assessment, we were able to maintain a mean scale score of 208. One area of celebration is in the percentage of students scoring a Level 5 from 20% to 24%.

Based on 2014 FCAT results:

- Increase in student achievement in all subject areas (4% Reading, 9% Math, 6% writing and 15% in science)
- 12% increase in learning gains in reading
- 27% increase learning gains in math
- L25 students: 12% in Reading, 18% in math.

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

School improvement funds were not fully used and have carried over with the intent to use for professional development and TDE's for data chats with teachers.

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

The SAC will provide input on draft SIP during first meeting of the school year. Current data will be shared and suggestions will be solicited from SAC members before final plan is submitted.

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

Actively participates in the progress monitoring of the school improvement plan, participates in school-wide events, and organizes and implements a community service project for the entire school community.

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 allocated for:
 -TDE's to include professional development and data chats (\$4000)
 -Marzano Learning Maps (\$500)
 -Culturally relevant literature for classrooms (\$1000)
 -Materials to support ELL students (\$1000)

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 Kimberly	Last Name Hill	Email Address hillki@pcsb.org	
Highest Academic Degree <input type="text" value="Master of Education"/>	Field of Study Educational Leadership	# of Years as an Administrator 10	# of Years at Current School 10
Certifications (if applicable) Educational Leadership, Elementary Education (1-6), School Principalship			

ASSISTANT PRINCIPAL #1			
First Name William	Last Name Durst	Email Address durstw@pcsb.org	
Highest Academic Degree <input type="text" value="Master of Science"/>	Field of Study Educational Leadership	# of Years as an Administrator 2	# of Years at Current School 2
Certifications (if applicable) Educational Leadership, Music Education (K-12)			

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: 49

% receiving effective rating or higher: TBD

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

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

% ESOL endorsed: 67

% reading endorsed: 10

% with advanced degrees: 40

% National Board Certified: 14

% first-year teachers: 0

% with 1-5 years of experience: 18

% with 6-14 years of experience: 33

% with 15 or more years of experience: 49

PARAPROFESSIONALS

of paraprofessionals:

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

TEACHER RECRUITMENT AND RETENTION STRATEGIES

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

1. Participate in district mentoring program for new teachers to the district and new teachers to the school
2. Participate in district wide job fair if needed
3. Utilize instructional coaches to support effective classroom instruction including modeling, professional development, coaching
4. Participate in partnerships with local universities and colleges by providing opportunities for internships and practicum experiences for college students
5. Pair "new to Davis" teachers with a mentor at their grade level

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

Davis has numerous processes and activities to promote positive working relationships between teachers at our school. PLC's are used for collaborative planning and instruction to unpack standards, develop "I Can" statements, share/create appropriate activities, develop aligned formative assessments, disseminate and analyze student achievement and behavioral data. School administration is an integral

part of every grade level PLC and provides clarification, interpretation and guidance

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

All new to Davis teachers will be paired up with an experienced Davis teacher to provide support for school and district processes as well as curriculum needs. Our Lead Mentor will observe brand new teacher's instruction and provide feedback; Plan lessons with mentee; Connect lesson activities to content standards; Discuss student progress and analyze student work; Model or co-teach lessons utilizing best practices

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.

The MTSS will be responsible for managing and coordinating the efforts between all school teams as well as reviewing and revising the school improvement plan.

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
Cindy	Kirley	VE Resource
Amy	Baker	Psychologist
Jennifer	Cohen	Social Worker
Mona	McGregor	Guidance Counselor
Kimberly	Hill	Principal
William	Durst	Assistant Principal
Hollie	Willett	Speech Pathologist
Alexandra	Ellerbe	VE Resource
TBA	TBA	TBA

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

The MTSS team will meet bi-monthly and alternate between primary and intermediate students to review formative assessment data and OPM data. Trends will be notes and individual teachers will be invited to meet with MTSS team to discuss intervention supports and action plans for struggling students. The MTSS will continue to seek student service support to refine processes and maximize support within the team. A problem solving approach will be utilized to make decisions and drive next steps in instruction.

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).

iStation, FSA, Stanford 10, FCAT, PCAS, OPM, discipline data, PBS data, and teacher anecdotal notes. Data will be reviewed three times

during the year and progress monitoring data will be reviewed monthly. Tier 2 interventions will be considered effective if 75% of the students have a positive response to the intervention (have met the target). Data will be shared with the staff through data chats, PLC's and SAC. Davis will utilize Data Warehouse, Performance Matters, EDS, Focus, tracking forms, iStation, and AIMSweb to manage school-wide data.

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

Articulate with teachers the process and data used to determine level of support during PLC's, curriculum meetings and attendance at MTSS meetings. Develop action plan with teachers to determine effectiveness of intervention strategies in place and discussion on ways to close achievement gap of individual students.

PART I **CURRENT SCHOOL STATUS**

Section F **Ambitious Instruction and Learning**

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

Weekly PLC's are used to collaboratively plan backwards with the end task in mind. Each grade level team will unpack standards at the beginning of each module and will ensure all learning goals, instruction and activities planned are aligned to the Florida Standards. School administration will monitor lesson plans and conduct walk-throughs to ensure fidelity of standards based instruction.

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.

Multiple data systems are used to analyze student performance throughout the year. Examples of data used for differentiation are; district provided common assessments for all disciplines, iStation, STmath, FCAT and Stanford 10. The data collected is analyzed to determine levels of instructional support and or professional development needs teachers.

Provide the following information for the top 4 strategies, at the most, your school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum.

INSTRUCTIONAL STRATEGY #1

Strategy Type

Teachers are using the reports and data to determine the correlation between the ST Math Technology tool and classroom core instruction for proficiency.

Minutes added to the school year: _____

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

Use of ST Math with fidelity across all grade levels. The use of ST Math will help teachers differentiate instruction, increase engagement, and give real-world applications of math concepts.

Provide a description of the strategy below.

Students in grades K-1 will use ST Math 60min./ week and grades 2-5 for 90min./week in the media center lab and mobile computer labs in classroom pods.

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

Data will be collected from ST Math to indicate amount of usage, syllabus progress, concept mastery and struggles. This data will be used by classroom teachers to better understand misconceptions of math concepts to inform subsequent instructional strategies.

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

School administration, classroom teachers

INSTRUCTIONAL STRATEGY #2

Strategy Type

All teachers will develop rigorous learning goals with embedded performance scales that include an application of knowledge. Students will understand their current status on the scale and be able to articulate their progress towards the learning goal.

Minutes added to the school year: _____

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

For teachers and students to accurately assess progress towards proficiency of ELA and Math standards.

Provide a description of the strategy below.

Learning Goals are created for each standard in ELA and Math that both students and teachers will use to monitor progress towards proficiency.

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

Data is collected and analyzed for the teacher to monitor class progress towards proficiency and for students to track their own progress including goal setting.

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

School Administration

INSTRUCTIONAL STRATEGY #3

Strategy Type

Differentiated instruction through the use of iStation reports.

Minutes added to the school year: _____

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

Progress monitoring to ensure learning gains for all students in reading and to continue to close the achievement gap for minorities. Teachers will use the iStation reports to target areas of deficiency to address in small group instruction.

Provide a description of the strategy below.

iStation is a comprehensive progress monitoring tool that supports reading intervention, development, and enrichment for all levels of readers. This tool provides targeted areas for growth with all students and provides instructional materials to support that growth.

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

Data is collected bi-monthly for each student specifically targeting intervention, development, and enrichment strategies for all readers. This data is reviewed by classroom teachers, school administration, and SBLT monthly to determine if changes in interventions are needed.

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

School Administration, classroom teachers

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.

Spring Kindergarten Open House "Sneak-a-peek", Kindergarten readiness program within Pre-K classroom, discovery night for 5th grade gifted options in middle school.

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
Kim	Hill	Principal	hillki@pcsb.org

LLT Member First Name	LLT Member Last Name	Title	Email
Jean	Flament	3rd Grade Teacher	flamentj@pcsb.org
Despina	Garos	4th Grade Teacher	garosd@pcsb.org
Katy	Grimberg	2nd Grade Teacher	grimbergc@pcsb.org
Lynn	Schew	5th Grade Teacher	schewl@pcsb.org
Martha	Grimon-Heinen	SLP	grimonheinenm@pcsb.org
Shannon	Scott	Media Specialist	scottsha@pcsb.org
Janet	Krueger	2nd Grade Teacher	kruegerj@pcsb.org
Catherine	Grimberg	2nd Grade Teacher	grimbergc@pcsb.org
Kara	Bentley	Kindergarten Teacher	bentleyka@pcsb.org
Robyn	Johnson	1st Grade Teacher	johnsonroby@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.

Literacy Leadership Teams create capacity of reading knowledge within the school by focusing on the following areas of literacy concern:

- Support for text complexity
- Support for instructional skills to improve reading comprehension
 - Support for ELA modules in all grades
 - Ensuring that text complexity, along with close reading and rereading of texts, is central to lessons
 - Providing scaffolding that does not preempt or replace text reading by students
 - Developing and asking text dependent questions from a range of question types
 - Emphasizing students supporting their answers based upon evidence from the text
 - Providing extensive research and writing opportunities (claims and evidence)
 - Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects (a focus on text, task, and instruction).

Assess needs in the area of reading to determine plan for referendum funds

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

- Fidelity of Jan Richardson's guided reading for grades K-5
- Formative assessments and data analysis
- iStation use for small group instruction and progress monitoring.

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 (%)
29.1		33

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
43.9		47

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
	20	10

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
	80	90

LEARNING GAINS

Students Making Learning Gains (FCAT 2.0 and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
69.1		73

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

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
67		74

COMPREHENSIVE ENGLISH LANGUAGE LEARNING ASSESSMENT (CELLA)

Students Scoring Proficient in Listening/Speaking

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
52.9		59

Students Scoring Proficient in Reading

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
30.3		46

Students Scoring Proficient in Writing

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
36.4		45

ANNUAL MEASURABLE OBJECTIVES (AMOs)

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

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White	72.8		85
Black/African American	61.9		72
Hispanic	76.9		75
Asian	84.6		85
American Indian	50		0
English Language Learners (ELLs)	27.8		56
Students with Disabilities (SWDs)	41.9		67
Economically Disadvantaged	58.1		71

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

READING GOAL

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

- Students will exceed the state proficiency rate as measured by 2016 FSA.
- African American will exceed the state proficiency rate as measured by 2016 FSA for subgroup.

Provide possible data sources to measure your reading goal.

- Common Assessment
- iStation OPM data
- Formative assessment
- 2016 FSA data
- Running Records
- OPM data for tier 2/3 students
- Stanford 10

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
Monitor sub group reading progress monthly with SBLT and grade level teams	Recruit mentors to work with African American students struggling in reading; investigate additional resources to support struggling students including ELL students
Action 2	Plan to Implement Action 2
Teachers utilize iStation as a way to differentiate instruction and monitor student progress	Teachers and school administration will monitor recommended time usage based on performance tier and student progress reports.
Action 3	Plan to Implement Action 3
Teachers meet in PLC's/conduct data chats with support from grade level data champions regularly to review student responses to tasks and plan for instruction based on data.	Monitoring lesson planning for reading instruction by administrator and Data Champion will facilitate regular data chats during PLC's.
Action 4	Plan to Implement Action 4

<p>Grades 3-5 students will comprehend primary sources (DBQ) using text evidence.</p> <p>Action Step 5 - Teachers and students utilize scales and rubrics aligned to the learning goal to track student progress</p>	<p>Professional development on the uses of primary sources.</p> <p>Plan to Implement Action 5: Professional development on Learning Goals and Scales. Monitoring through classroom walk-throughs and varied evidence of students tracking their own progress.</p>
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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 (%)
60		81

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at or Above Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
	75	80

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.

- Students will exceed the state proficiency rate as measured by 2016 FSA.
- African American will exceed the state proficiency rate as measured by 2016 FSA for subgroup.

Provide possible data sources to measure your writing goal.

- Monthly writing sample in grades pre-K-5
- 2016 FSA Writing Assessment
- Scoring rubrics for DBQ's
- Journals across all content areas

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
Grades 3-5 students will comprehend primary sources (DBQ) using text evidence to support opinion writing.	Professional development on the uses of primary sources. Third Graders will complete one DBQ cycle. Fourth and Fifth grade students will complete multiple DBQ cycles.
Action 2	Plan to Implement Action 2

Teachers provide daily opportunities for students to write over extended time frames (time for research/planning, reflection and revision)	Monitoring lesson plans and walk-through data. Collaborative planning in PLC's
Action 3	Plan to Implement Action 3
Teachers meet frequently with students in on-to-one conferences to support students' individual needs.	Teachers will develop a systematic process in place to ensure one-to-one conferencing is taking place.
Action 4	Plan to Implement Action 4
Teachers will provide weekly opportunities to write across multiple content areas.	Monitoring lesson plans and walk-through data. Collaborative planning in PLC's

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section C **Area 3: Mathematics**

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
26.6		30

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
41.4		44

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
10	80	60

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
70	20	40

LEARNING GAINS

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

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
83		85

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

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
78		83

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	70.8		81
Black/African American	52.4		72
Hispanic	56.4		70
Asian	76.9		85
American Indian	0		50
English Language Learners (ELLs)	27.8		56
Students with Disabilities (SWDs)	37.5		66

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Economically Disadvantaged	54.3		68

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.

- Students will exceed the state proficiency rate as measured by 2016 FSA.
- African American will exceed the state proficiency rate as measured by 2016 FSA for subgroup.

Provide possible data sources to measure your mathematics goal.

- Formative Assessment using MFAS within CPALMS
- Common Assessment data
- 2015 FSA Math
- Stanford 10 (Grades 1 & 2)
- ST Math

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
Monitor sub group math progress monthly with SBLT and grade level teams	Recruit community partners to mentor African American students struggling in math
Action 2	Plan to Implement Action 2
Using ST Math with fidelity under direct instructional supervision and interaction with students.	Professional development with ST Math consultant, monitoring of student usage and syllabus progress/content master.
Action 3	Plan to Implement Action 3
Collaborative planning across each grade level in the area of math specifically addressing appropriate rigor in lesson planning and development of formative assessments with MFAS	Monitor rigorous weekly lesson planning for math instruction by administrator.
Action 4	Plan to Implement Action 4
Intentional use of the Eight Mathematical Practices with the use of curriculum and content guides when planning.	Professional development with "Just In Time" math coach to embed best practices and monitoring of lesson plans for evidence.

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 (%)
29.5	26	30

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
39.4	40	45

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
	100	80

Students Scoring at or Above Level 7

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

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 Level 3 from 29.5 to 30% as measured by 2016 FCAT 2.0 Science.
- To increase the percentage of students scoring Level 4 or above from 39.4% to 45% as measured by 2016 FCAT 2.0 Science.
- To decrease the percentage of students scoring Level 1 or 2 from 34% to 25% as measured by 2016 FCAT 2.0 Science.

Provide possible data sources to measure your science goal.

- Use of formative assessments in grades 3-5 using the Science lab
- 5th grade Science diagnostic of 3rd and 4th grade standards
- 2015 FCAT 2.0 Science Assessment
- Use of individual student Science data notebooks in grades 1-5, including S.L.A.G.S. in grades 3-5
- Participation in district Science Showcase
- Common Assessments

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

Action 1	Plan to Implement Action 1
Develop and adhere to a Science Lab schedule where ALL 3rd, 4th and 5th grade students will complete the identified the pre and post progress monitoring assessments, science lab investigations and Citizen Scientist research and data collection.	School administrators will conduct walk-throughs during science instructional time and monitor Lab assessments in Performance Matters. All 3-5 Science teachers will attend Science Lab trainings.
Action 2	Plan to Implement Action 2
Student Participation of students in grade 4-5 in school Science Fair and class projects in grades 1-3	Each student in grades 4-5 will participate in school Science Fair and students in grades 1-3 will participate in class project
Action 3	Plan to Implement Action 3
Establish routine practice of the 10-70-20 Instructional model for students. This model consists of Setting the Purpose, Core Science and Confirming the Learning.	Identify dates and schedule a Science "Just In Time" Coach to provide PD for teachers in need.
Action 4	Plan to Implement Action 4
Develop and implement a 5th grade benchmark review plan based on data from the 3rd/4th grade Review Diagnostic Assessment.	Review 5th Grade Diagnostic data with 3rd and 4th teachers and associated grade level science standards for areas of gaps in instruction.

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 (%)
29.4	26	30

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
39.4	40	45

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.

Continue STEM Academies for selected fourth and fifth grade students. Davis STEM academies will offer opportunities for fourth and fifth grade student to conduct hands-on STEM investigations, explore careers in STEM, improve team building and leadership skills, learn about business planning, and interact with community business partners. Our academies are unique with a robotics focus where students in our academies plan and develop solutions for everyday applications.

- To increase the percentage of students scoring Level 3 from 29.5 to 30% as measured by 2016 FCAT 2.0 Science.
- To increase the percentage of students scoring Level 4 or above from 39.4% to 45% as measured by 2016 FCAT 2.0 Science.
- To decrease the percentage of students scoring Level 1 or 2 from 34% to 25% as measured by 2016 FCAT 2.0 Science.
- Students will exceed the state proficiency rate as measured by 2016 Math FSA.

Provide possible data sources to measure your STEM goal.

- Use of formative assessments in grades 3-5 using the Science lab
- 2015 FCAT 2.0 Science Assessment
- Use of individual student Science data notebooks in grades 1-5, including S.L.A.G.S. in grades 3-5
- Participation in district Science Showcase
- Common Assessments

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

Action 1	Plan to Implement Action 1
Send applications to 4th and 5th grade students interested in joining our Davis STEM Academies.	Prepare and distribute applications. Communicate with parents about the benefits of the STEM program.
Action 2	Plan to Implement Action 2
Recruit teachers to facilitate both academies.	Meet with and select teachers to facilitate the STEM program and attend district STEM training.
Action 3	Plan to Implement Action 3
Implement STEM Academies once per week.	Schedule STEM academy for 4th and 5th grade students once per week on Thursdays. Conduct robotics hands-on activities related to STEM concepts, explore careers in STEM fields, complete a STEM inquiry project, create a real-world application solution with robotics.
Action 4	Plan to Implement Action 4
Participation in end of the year STEM Expo.	Projects selected from Davis STEM Expo will be featured at this event along with student participation in the district Expo.

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	7.75	7.1	6.5
Grade 1	5.4	6.7	5
Grade 2	9	10.4	8
Grade 3	4.6	8.2	5
Grade 4	2.6	8.8	5
Grade 5	.07	1.6	1

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	10	10.7	8
Grade 1	7	9.7	6
Grade 2	7	8.8	6
Grade 3	11	6.8	6
Grade 4	5	13.9	8
Grade 5	0	8.4	4

SUSPENSIONS

Students with One or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	1.75	1.7	1
Grade 1	8	3.7	3
Grade 2	2.4	4.8	3
Grade 3	0	2.7	1
Grade 4	1.7	.008	1
Grade 5	0	7.5	2

Students with Five or More Referrals

	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	.007	0
Grade 2	0	.008	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	.08	0	0
Grade 1	0	0	0
Grade 2	0	1.6	1
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	1.6	1

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	1.7	0	0
Grade 1	4.5	.007	1
Grade 2	0	.008	1
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	0	.008	0
Grade 1	0	.007	0
Grade 2	.008	2	1.6
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	.007	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	ELA - 6, Math - 15		ELA - 4, Math - 13
Grade 4	ELA - 6, Math - 5		ELA - 5, Math - 4
Grade 5	ELA - 10, Math - 15		ELA - 8, Math - 12

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

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	
Grade 1	0		
Grade 2	0		
Grade 3	0		
Grade 4	0		
Grade 5	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	Not Available	0	0
Grade 1	Not Available	0	0
Grade 2	Not Available	.007	.004
Grade 3	Not Available	.02	.01
Grade 4	Not Available	.083	.05
Grade 5	Not Available	.033	.021

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

The current 10 students who meet the criteria for Early Warning Indicators will be targeted for ELP opportunities in the areas of reading and math. Attendance patterns will be monitored by Child Study Team monthly. Attempts will be made to match students with

mentors from community partnership groups. Ongoing Progress Monitoring will be reviewed during SBLT.

PART II EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT

Section I Area 9: Black Student Achievement

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

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

Description of Goals, Targets, and Actions for Black Student Achievement	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Increase percentage of Black students scoring level 3+ in Reading as measured by the 2016 FSA. Students will be identified for remediation and enrichment in our Extended Learning Program. We will also provide the teacher with strategies to handle behaviors in the classroom so that they are present in the classroom for all instruction.	52.4		72
Increase percentage of Black students scoring level 3+ on the FSA Reading assessment through the use of multi-cultural content, develop diverse instructional strategies, incorporate additional views/perspectives. Teachers will adjust teaching strategies to reflect the cultural and social realities students face.	61.9		72
Increase percentage of Black students scoring level 3+ in Science as measured by 2016 FCAT Science 2.0. Students will be identified for remediation and enrichment in our Extended Learning Program. We will also provide the teacher with strategies to handle behaviors in the classroom so that they are present in the classroom for all instruction.	45.5	33	45

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).

- To increase the number of parent workshops related to curriculum standards and parental responsibilities as measured by attendance logs.
- To increase the number of parent workshops for ELL families as measured by attendance logs.
- To increase the number of mentors to work with African American students as measured by the number of mentors enrolled.
- To increase number of families taking advantage of the Davis Digital initiative as measured by the number of families participating.
- To increase the number of volunteer trainings/orientations as measured by completed sign-in sheets and agendas.

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.

Numerous events are planned throughout the school year to promote access to the school and staff by our families. Organizations such as PTA, SAC and All-Pro Dads plus, events such as bingo night, movie night, trunk-or-treat, music and art exhibitions/concerts, Spring

Fling carnival and field day some of the ways used to increase parental involvement at Davis.

Weekly "Blue" communication folders are assembled by PTA volunteers sent home to communicate vital information for parents and students. Student agendas are used by all teachers to communicate to parents student academic and behavioral.

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.

Our School Advisory Committee (SAC) and PTA meet monthly to focus and align resources and activities to support student achievement and school climate.

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 (%)
Wellness - To work towards Bronze level recognition with the Alliance for a Healthier Generation. Action Plan: The Healthy School Team will meet to develop and implement a healthy school action plan to improve our school health, physical activity and/or wellness. The Healthy School Team will meet to complete the Alliance Healthy School Inventory and update the healthy school assessment.		33	50

PART III PROFESSIONAL DEVELOPMENT

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

[Add PD](#) [Delete PD](#)

Professional Development Identified	
Related Goal(s)	Reading
Topic, Focus, and Content	iStation for Progress Monitoring, Guided reading, use of formative assessment, collaborative lesson planning, using data to diagnose, TDE's for classroom observations of best practices and use of DBQ's in grades 3-5
Facilitator or Leader	Principal, Assistant Principal, LLT members, Data Managers
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	PLCs, school-wide curriculum meetings
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	Site based professional development days, monthly curriculum meetings, weekly grade level planning, TDE's twice per year

Strategies for Follow-Up and Monitoring	Administrator walk-through data and feedback, Deliberate Practice, monitoring of lesson plans, coaching support as needed, monitoring formative assessment data
Person Responsible for Monitoring	Principal, Assistant Principal, Team Leaders
Professional Development Identified	
Related Goal(s)	Writing
Topic, Focus, and Content	ELA Module roll-outs, district writing training, collaborative lesson planning, using data to diagnose, TDE's for classroom observations of best practices and use of DBQ's in grades 3-5
Facilitator or Leader	Principal, Assistant Principal, LLT members
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	PLCs, schoolwide curriculum meetings
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	Site based professional development days, monthly curriculum meetings, weekly grade level planning
Strategies for Follow-Up and Monitoring	Administrator walk-through data and feedback, deliberate practice, monitoring of lesson plans, coaching support as needed, monitoring formative assessment data
Person Responsible for Monitoring	Principal, Assistant Principal, Team Leaders
Professional Development Identified	
Related Goal(s)	Mathematics
Topic, Focus, and Content	Use of ST Math in the core instruction block, CPALMS, Illustrative Math, MFAS, collaborative lesson planning, using data to diagnose, TDE's for classroom observations of master teachers, raising the rigor in math instruction, district math training
Facilitator or Leader	District Coach, Principal, Assistant Principal, LLT members
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	PLCs, schoolwide curriculum meetings
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	Site based professional development days, monthly curriculum meetings, weekly grade level planning
Strategies for Follow-Up and Monitoring	Administrator walk-through data and feedback, deliberate practice, monitoring of lesson plans, coaching support as needed, monitoring formative assessment data
Person Responsible for Monitoring	Principal, Assistant Principal, Team Leaders
Professional Development Identified	
Related Goal(s)	Science
Topic, Focus, and Content	Implementation of the 10-70-20 instructional model, science note-taking, use of S.L.A.G. in journals, teacher response in student journals, PINELLAS CLASP model for grades 1-5, district science trainings
Facilitator or Leader	District Science Coach, Principal, Assistant Principal
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	PLCs, schoolwide curriculum meetings

Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	Site based professional development days, monthly curriculum meetings, weekly grade level planning
Strategies for Follow-Up and Monitoring	Monitor Science Lab pre and post test results, Administrator walk-through data and feedback, deliberate practice, monitoring of lesson plans, coaching support as needed, monitoring formative assessment data
Person Responsible for Monitoring	Principal, Assistant Principal, Team Leaders
Professional Development Identified	
Related Goal(s)	Reading, Math, Science
Topic, Focus, and Content	Marzano Instructional Framework with the implementation of goals, scales, and deep understanding of Marzano Learning Map
Facilitator or Leader	School administration and team leaders
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	Instructional staff
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	Monthly curriculum and faculty meetings, weekly staff updates, and PLC's
Strategies for Follow-Up and Monitoring	Monitoring of lesson plan database, iObservation informal and formal observations with feedback, monitoring of Deliberate Practice.
Person Responsible for Monitoring	School administration
Professional Development Identified	Culturally Relevant Pedagogy
Related Goal(s)	School Environment
Topic, Focus, and Content	Affirming diversity through culturally responsive teaching strategies
Facilitator or Leader	Teacher Leaders, School Administration
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	School-wide
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	monthly curriculum and faculty meetings
Strategies for Follow-Up and Monitoring	monitoring embedded diversity in lesson plans, classroom walk throughs and sharing/discussions in weekly PLCs
Person Responsible for Monitoring	School Administrators, Team Leaders

PART IV **COORDINATION AND INTEGRATION**

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

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

The use of student achievement data from classroom formative assessments, ongoing progress monitoring, district common assessments and state level testing completely inform and drive all decision-making processes. From this data, operational and instructional resources are aligned to remove any barriers to success and maximize desired outcomes from all students. The School Leadership Team (SLT) and MTSS will meet monthly and bi-monthly respectively to ensure that all operational and instructional decisions are aligned and supported by student performance data to maximize student the highest levels of student achievement and learning gains.

PART V **BUDGET**

Create a budget for each school-funded activity.

Add Item

Delete Item

Budget Item Description	
Related Goal(s)	Reading
Actions/Plans	iStation for progress monitoring, Learning Goals and scales, Use of Jan Richardson's guided reading, formative assessment, collaborative planning, data analysis, struggling student support, district training, TDE's for data chats twice per year
Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i>	Book study, TDEs for classroom observation/lesson study, Jan Richardson guided reading
Description of Resources	ELA Modules, CPALMS, Think Central, DBQ's and student work samples and data
Funding Source	SIP funds
Amount Needed	\$2,000.00
Budget Item Description	
Related Goal(s)	Math
Actions/Plans	Use of formative assessments in math with MFAS through CPALMS, collaborative planning, differentiation in math, ST Math use during core instruction.
Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i>	TDEs for classroom observation, Go Math resources, CPALMS, Illustrative Math, manipulatives, ST Math professional development.
Description of Resources	"Just In Time" Math coach, ST Math/ MInd Research training.CPALMS, Illustrative Math, Go Math, ST Math, student work samples and data
Funding Source	SIP funds
Amount Needed	\$2,000.00

Budget Item Description	
Related Goal(s)	School Environment/Reading/Writing
Actions/Plans	Introduce and infuse multi-cultural knowledge in the school environment, lesson planning, student journals, and literature
Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i>	multi-cultural books for classroom libraries, PD resource books for teachers
Description of Resources	classroom library books and professional books for teacher reference
Funding Source	SIP Funds
Amount Needed	\$1,000.00
Budget Item Description	
Related Goal(s)	Reading and Math
Actions/Plans	Development of Learning Goals and Scales using the Marzano Instructional Framework
Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i>	Marzano Learning Map/Marzano Taxonomy Map
Description of Resources	Instructional staff will receive a copy of the Marzano Learning Map and Taxonomy Map to develop effective goals and scales
Funding Source	SIP Funds
Amount Needed	\$500.00
Budget Item Description	
Related Goal(s)	Reading
Actions/Plans	additional resources to support struggling readers including ELL students
Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i>	additional materials to assist with small group instruction
Description of Resources	materials to build phonics awareness, fluency, word recognition, and comprehension
Funding Source	SIP Funds
Amount Needed	\$1,000.00

PART VI	MID-YEAR REFLECTION
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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?	To be determined

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

