School Improvement Plan
2015-2016

McMullen-Booth Elementary

Michael A. Grego, Ed.D.
Superintendent

pcs
PINELLAS COUNTY SCHOOLS

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2015-2016
School Improvement Plan

PART I	CURRENT SCHOOL STATUS
Section A	**School Information**

School Name	Principal's First Name	Principal's Last Name
McMullen-Booth Elementary	Sherry	Aemisegger

School Advisory Council Chair's First Name	School Advisory Council Chair's Last Name
Veronica	Guevara

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

100% Student Success!

School Values

We value the 7 C's at McMullen-Booth Elementary:
Commitment…to our students, families and each other!
Character…we live it and exemplify it every day, with everyone, no matter what!
Collaboration…with each other and all stakeholders for the benefit of our students!
Curriculum…is our standards, taught through instructional best practices!
Celebration…of the big and small successes for every child!
Community…working together, we can do anything!
Courage…to do whatever it takes!
These school values guide us as we work together to make a strong working community at McMullen-Booth.

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

The mission of McMullen-Booth Elementary is to provide an educational experience that ensures optimal learning and middle school readiness for all students.

SCHOOL ENVIRONMENT

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

These school values guide us as we work together to make a strong working community at McMullen Booth. Each year begins with a review of our school wide behavior plan, our cultural philosophy and expecations. These are reinforced throughout the year in the weekly principal's newsletter and the monthly behavior bytes from behavior specialist. Teachers start the year with classroom community team-building exercises that teach campus-wide and classroom rules and procedures. Teachers utilize beginning of the year Meet & Greet and Open House opportunities, student interest inventories, all about me activities and parent-teacher conferences as some of the tools to learn about their students' cultures and backgrounds.

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

All teachers participate in rotating duty posts that promote safety and vigilance on our school campus, as well as, foster positive interactions between staff and students first thing in the morning and at the conclusion of the school day. PLC discussions and MTSS procedures allow for collegial discourse, problem-solving, and communication regarding specific student needs.

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.

These school values have influenced our highly structured behavior management system. We have school rules posted in all major areas and staff and students are instructed on their whereabouts and the listed expectations that appear on each sign. In classrooms, we have a color coded letter system where students enter the day on green (S) or satisfactory behavior. Students can move up to blue (V – very good) and purple (E – excellent) or they can move down from green to yellow (N – needs improvement) or red (U – unsatisfactory). Teachers use this system throughout the day for rewards and consequences and teachers or children record these grades in their agendas or folders that are sent home for parents. For those students with minor or major infractions, teachers follow our school-created flow chart to determine whether it is appropriate to deviate from the color system and involve administrators and/or the behavior specialist. Students who are repeatedly struggling with positive behavior on the color system are often moved to a HUG folder to break up their day into smaller increments and receive more positive praise from their teacher and mentor teacher throughout the day. At the conclusion of the week, teachers are asked to report an average grade for each student and submit it into an Excel spreadsheet and graphs that can be accessed by the MTSS and administrators at any given time. Students on HUG folders also generate their own data based on percentages. These students work toward a percentage goal and track their success with their mentor teacher. In addition, positive referrals, Commitment to Character assemblies and awards, bucket fillers, and Magnificent Manatee awards are processes that recognize students for strong academic work and positive behavioral decisions. All of our processes work to support students by creating clear school expectations for behavior. Teachers supplement these processes with other forms of classroom reward systems.

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.

In addition the HUG folder, which provides mentoring for students struggling with monitoring their own behavior, we have many other programs that support our school population. For example, our school counselor provides targeted counseling groups and one on one sessions depending on need. She organizes our school behavior recognition programs such as Commitment to Character, and Magnificent Manatees which recognize and support positive academic work and behavior. Our Girlfriends program continues to provide the school with positive fifth grade role models. Our BUG program supported those students with D and F grades on their report cards and our ESOL and Multi-cultural programs provided opportunities for families and students to interact and feel comfortable in our school community.

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
Sherry	Aemisegger	Principal (C)
Jacqueline	Poole	Member ex-officio-Assistant Principal; Treasu
Veronica	Guervara	SAC Chair (H)
Maggie	Jordan	Pre-K Teacher; Former SAC Chair (C)
Arfaras	Ann	1st Grade Teacher; SAC Secretary (C)
Dusty	Anderson	R'Club Director (C)
Janelle	Miller	Assistant R'Club Director; Parent (C)
Kim	Sullivan	Kindergarten Teacher; Parent (C)
Maria	Eisel	ESOL Assistant (H)
Michele	Galaura	Parent (A)
MaTesha	Griffin	Parent (B)
Karen	Mack	Parent (B)

SAC Member First Name	SAC Member Last Name	SAC Member Stakeholder Group
Beth	Suzanski	Parent (C)

SIP LAST YEAR

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

The SIP teams met regularly, included grade level and specialist representation, and submitted minutes and progress evaluations periodically.

The Reading and Writing action steps and implementation strategies were examined. In the area of Data to Inform Instruction, all plans were implemented: running record training and use of running records by 100% instructional staff; data analysis chats were calendared and took place; and the tracking of reading data at all levels was enhanced. In the action step of Guided Reading, we supported instructional methods and materials and provided teacher and assistant training and support. Under the step of incorporating CCSS, staff support and training was ongoing; collaborative planning and teaching demonstrations were encouraged; and the use of rubrics for literacy was explored.

In mathematics, the action steps and implementation strategies were completed. In the area of instructional practices, the practice of math inquiry/problem solving was supported through professional development opportunities in math journaling and support in implementing CCSS. The plan to implement mathematics data tracking/rubrics was initiated and will continue to be refined during the upcoming school year. Instructional practices, routines and support were also offered to enhance the math intervention plan.

The science data reported that the goal of achieving grade level proficiency, 70% (actual score 57%), for 5th grade students was not met. Although the goal was not met, the score did reflect a 1 point increase from the previous year. We maintained forward progress and we are proud of teachers and students for their efforts and growth in this curriculum area. The action plans completed and or initiated in science included support for instructional models (5E); science note-booking professional development; as well as, the plan to provide content literacy (CLASP) support for the upcoming school year.

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

SIP funds were used to support every classroom, PreK-5th grade, with non-fiction libraries, our Earth Day event and our school-wide science showcase. We spent $1,640.03 on initiatives for our School Improvement Plan. Our remaining balance is $5595.63.

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

The SAC supports the writing of the School Improvement Plan for McMullen-Booth by discussing our data and current challenges, offering suggestions for the SIP teams to consider, and then reviewing, approving and monitoring the plan once it is written.

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

The School Advisory Council will focus on School Improvement; supporting school staff and students as they work to achieve academic success across all subject areas in a character filled and supported environment. Activities will include monthly meetings, reviewing the purposes and function of SAC, supporting the involvement of parents and community in the School Improvement process, reviewing data and discussing strengths and challenges while monitoring the School Improvement Plan and budget, and supporting the administrators, staff and the community in addressing the work that will help all students attain success.

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.

The School Advisory Council will focus on the accomplishment of each School Improvement curriculum area and goal. Funds will be used to support professional development and materials that will aid in moving our students forward to our vision of 100% student success. Many training opportunities and materials are provided by the district's in house professional development and instructional

materials departments. Consistent implementation of strategies and materials will be our goal so as to make the most of all provided school improvement funds.

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.

N/A

PART I	CURRENT SCHOOL STATUS
Section C	**Leadership Team**

For each of your school's administrators (Principal and all Assistant Principals), complete the following fields. If your school does not have more than one Assistant Principal, leave those respective fields blank.

PRINCIPAL

First Name	Last Name	Email Address	
Sherry	Aemisegger	aemiseggers@pcsb.org	
Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Master of Educational Leadership	Education	18	18

Certifications (if applicable)
Principal (K-12); Educational Leadership (K-12); Elementary Education (K-6); Specific Learning Disabilities (K-12); Emotionally Handicapped (K-12)

ASSISTANT PRINCIPAL #1

First Name	Last Name	Email Address	
Jacqueline	Poole	poolejac@pcsb.org	
Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Master of Science in Educational Leadership	Education	6	18

Certifications (if applicable)
Principal (K-12); Educational Leadership (K-12); Elementary Education (Pre-K-6)

ASSISTANT PRINCIPAL #2

First Name	Last Name	Email Address	
N/A	N/A	N/A	
Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
N/A	N/A		

Certifications (if applicable)
N/A

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

# of instructional employees: 55

% receiving effective rating or higher:

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

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

% ESOL endorsed: 76.36%

% reading endorsed: 7.27%

% with advanced degrees: 30.91%

% National Board Certified: 12.73%

% first-year teachers: 3.64%

% with 1-5 years of experience: 7.27%

% with 6-14 years of experience: 34.55%

% with 15 or more years of experience: 54.55%

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.

Vacant positions are filled using selection and interview protocols. Teachers that are selected to interview must meet highly qualified criteria and are chosen for their level of expertise that matches the specific criteria for the vacant position. Teacher retention is maintained through initiatives at the district level and is also supported by a school based strong community culture for teaching and learning. In addition, site based mentoring focuses on helping new teachers and teachers new to our school to find the highest level of success through partnering with grade level teachers and mentor staff members. We support internship programs and welcome members of the substitute-shadow program to help support the profession and build capacity for future positions.

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

The Leading the Learning Cadre has focused on PLC procedures that focus grade-level teams to delineate an area of discussion (such as Literacy, STEM, or Early Warning Signs) for PLCs throughout the month and investigate/study data to drive instruction and collaborative planning. Peer observations and lesson study are areas of focus and growth as well. This work, in conjunction with our Deliberate Practice Plans, will guide our Professional Development imitative.

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

Site based mentoring focuses on helping new teachers and teachers new to our school to find the highest level of success through partnering with grade level teachers and trained mentor staff members. Pairings at the same grade level will be made whenever possible, additional grade level collaborative partners are made at any level that does not have a trained grade level mentor. When a new teacher begins the new year, we provide an orientation, tour, and question and answer session. Check in for grade level connections, teaming and planning are established and check in meetings are recorded on the calendar at least monthly, more frequently at the beginning of the year or as needed for individual situations.

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.

Response to intervention (RtI) is the practice of providing high quality instruction and intervention based on student's identified needs, changing that instruction as needed through frequent progress monitoring, and analyzing student response data to make informed

educational decisions. It is a multi-tiered problem solving model which uses researched based interventions and outcome data to help make educational decisions that drive instruction and maximize student achievement. The problem solving model includes four steps: problem identification, problem analysis, intervention development and implementation, and intervention evaluation and modification.

1. Grade level PLCs review data from universal screenings (FCAT/Common Assessment/FAIR FS/Running Records, PMP plans and progress monitoring data) for all students.

a. Problem Identification: Data is used to identify students with academic deficits.

b. Problem Analysis: Data and other information is used to target and define the problem (excessive absences, phonics gaps, fluency, comprehension, language)

c. Intervention Development: Using problem analysis and PLC/MTSS input and guidance, appropriate interventions are explored and chosen to address the identified needs of these students.

d. Intervention Implementation: Students identified with areas of concern need to receive Tier 1 differentiated instruction within the ninety minute block, as well as targeted Tier 2 intervention outside the 90 minute block.   Schedule of intervention is determined for each level; 3 times for Tier 1 and 4-5 times for Tier 2/3 per week. Tier 2 and Tier 3 students must have a PMP that is communicated to parents.

e. Intervention Evaluation and Modification: Progress monitoring (every 10 days) should be done for all Tier 2 students in order to track growth and effectiveness of the chosen intervention. Eight weeks of implementation with fidelity and data gathering should be done before any changes are considered for the intervention. Progress monitoring data should be uploaded to the Successnet folder on the server so that school wide Tier 2 and 3 progress can be monitored for all Tier 2/3 students.

2. At a PLC meeting, grade level team members discuss Tier 2 (or struggling Tier 3) students and assist teacher in generating ideas to address learning needs. Team/individual may consult with the Educational Diagnostician, psychologist, AP, or other SBLT members for ideas. A Problem Solving/RtI Process Sheet is used to guide teachers as they discuss the learning needs of these students.

3. At the end of at least 6-8 weeks of interventions (3 or 4 data points), if the student is showing little or no progress, cycle back through his/her Problem Solving/RtI Process Sheet at a PLC. Reflect on the data collected, make changes to interventions as necessary and document the results on the sheet. Teacher implements the changes and continues collecting OPM data.

4. If student continues to show little or no progress after changes are implemented and 3 or more additional data points have been collected, the MTSS team will review the paperwork provided by the grade level team representative, and based on the data may decide to:

a. Recommend that the teacher continue to implement or change interventions and continue to gather data on Tier 2 (3) interventions.

b. Have the Psychologist/Educational Diagnostician invite parent and teacher(s) to a conference to begin the initial Tier 3 process. In addition a MTSS member will be assigned to consult with teachers regarding the next steps.

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
Stacey	Peters	Behavior Specialist & Early Warning Systems SIP L
Jennifer	Gray	Guidance Counselor
Victoria	Bishop	Psychologist
Jennifer	Cohen	Social Worker
Kathleen	Bilello	Third Grade Teacher & Literacy SIP Leader
Tara	Thompson	First Grade Teacher
Susan	Muench	Kindergarten Teacher
Tina	Guerrera	Second Grade Teacher
Barbara	Schuler	Fourth Grade Teacher
Erin	Frazier	Fifth Grade Teacher
Liz	Robles	ESOL
Misty	Harmon	Speech

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

The SIP has been developed based on current school wide data and analysis. SIP teams are organized around instructional/subject focus areas and will monitor and collaborate with the MTSS to facilitate growth and progress through our collaborative work with grade level teams and teachers. Every staff member serves on a goal SIP team. The teams are responsible for carrying out the action steps and monitoring progress for each goal. All MTSS members also serve on a SIP team and help facilitate the process. School wide data is aggregated and monitored by the MTSS on a weekly basis and SIP teams by grade level and sub groups for the purpose of monitoring progress. Processes are monitored for fidelity.

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).

MTSS uses data from EDS, Performance Matters, MBES behavior uploads and OPM data and graphs for i-Station. Teachers record behavior on a weekly basis and Reading OPM every 5-10 days on our MBES Moodle site using Excel graphing spreadsheets enabling the teachers, PLC and MTSS to review graphs to determine effectiveness of our efforts for Tier 1, 2 and 3. We use EDS and Performance Matters to access data for Reading, Math, Science and Writing. Our school wide data management system will be the use of Excel spreadsheets on our MBES Moodle site for academics and behavior. The behavior system has been set up on our school Moodle site with data collected from each classroom/teacher on a weekly basis. These systems support data collection at Tier 1, 2 and 3. Each teacher/ interventionist will enter his or her data every 10 days (tier 2) and every 5 days (tier 3) as outlined on the RtI calendar to our academic data collection site. Each team member will be able to access the data for their grade level and individual classroom and intervention group. The MTSS Committee will review the data at the end of each RtI cycle and will analyze for trends and next steps. Ultimately, the assigned grade level MTSS member will share these findings with grade level teams. Students will engage in data chats with their collaborating intervention teacher during each cycle. Parents will be informed of school wide data at SAC meetings, or newsletter at least three times per year.

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

Last year each grade level PLC met monthly to facilitate ongoing growth and training in the processes that support MTSS. A shared calendar was established for these meetings in the school Outlook calendar. Additional training with team leaders will be utilized to help us continue growing our knowledge and processes in the use and analysis of data based problem solving on each grade level team. Representation from each grade level on MTSS promotes a 2-way form of communication in regard to any data-based problem solving.

PART I	CURRENT SCHOOL STATUS
Section F	**Ambitious Instruction and Learning**

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

The school encourages district summer professional development opportunities and staff begin the school year with school-based and district-wide training opportunities that refocus staff on core instructional programs and materials, as well as, how to use these resources most effectively to teach the Florida Standards. Our PLC's study the Florida State Standards for each of their lessons to ensure the materials and curriculum they are using supports the standards. Standards are posted and they have begun to construct standard driven scales for their students.

DIFFERENTIATED INSTRUCTION - Describe how your school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Our four main SIP initiatives this year are: Data to Inform Instruction, Collaborative Planning, Instructional Strategies and Monitoring for Fidelity and Success. These strategies are intertwined and interdependent. They are all components of providing professional development to our staff that will ultimately lead to strong academic experiences for students. Data is collected throughout the year and monitored at mid-cycle and end of cycle points, as well as pre-, mid- and post- units of study. PLCs and MTSS use data to identify sub-groups and individual students who need more support. For example, students identified as needing multi-tiered levels of support receive appropriate academic interventions and their progress is monitored closely and adjusted as needed to meet the instructional needs of each child. Interventions are provided by the classroom teacher, our hourly teachers or VE-R teachers or assistants working directly under the direction of the teacher. We supplement or differentiate instruction through reteaching, small groups, and accommodations to assure the success of each student. We do not lower our expectations for students but strive to provide every

student with the opportunity to reach the expected standard.

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

INSTRUCTIONAL STRATEGY #1

Strategy Type

Teachers will use data to inform instruction and intervention for their students

Minutes added to the school year: 0

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

The purpose of using the data to inform instruction and intervention is to ensure 100% of our students are moving toward achieving grade level expectations or above. This strategy gives teachers a continuous picture of each student and allows immediate intervention so the student(s) are experiencing learning success.

Provide a description of the strategy below.

Using Data is accomplished through weekly professional development of our Data Managers for each team. The data manager then trains their respective team members to more effectively access and use data to monitor student progress. The entire team will have an opportunity to access training from a district expert which enables our staff to accelerate their understanding and use of data.

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

Data is collected by the classroom and intervention teacher and brought to the PLC weekly to be reviewed and analyzed. The data being collected is formative assessment results, intervention notes, OPM data points and movement of student intervention groups.

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

Data Managers and Team Leaders are responsible. Administrators will be attending a weekly PLC for each team to support this process.

INSTRUCTIONAL STRATEGY #2

Strategy Type

Instructional staff will plan collaboratively to ensure Florida State Standards are taught and the curriculum is on target.

Minutes added to the school year: 0

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

Our purpose is to improve instructional practices both in planning and delivery.
Research indicates that collaboration results in improved instructional practices.

Provide a description of the strategy below.

Collaborative planning takes place multiple times a week for any given PLC and content area. The focus begins with understanding the content standard which is placed at level 3 on the progress monitoring scale, then breaks down into the learning targets at level 2 on the scale. In addition to the work with each other, PLC's will have the opportunity to work with Just in Time coaches to support the collaborative planning process for the given subject area.

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

Data is collected by the team for each content area based on the agreed upon formative assessment tasks. PLCs will discuss and analyze data for their grade level, classes and individual children and next steps determined. Differentiation, reteach and enrich plans and decisions will be a result of these sessions.

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

PLC team leaders, data managers and administration.

INSTRUCTIONAL STRATEGY #3

Strategy Type

Teachers will learn, grow and use effective instructional practices (Marzano learning map Design Question 2) to ensure highest student achievement.

Minutes added to the school year: 0

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

The use of research based instructional strategies as outlined in the Marzano Learning Map Domain 1 will increase the level of teaching and thereby achievement.

Provide a description of the strategy below.

The strategy is to focus on the most effective instructional practices in each classroom to ensure the best learning opportunities for our students. The teachers will receive training from August through May on the use of the most effective instructional practices. We will begin with communicating the standard, learning target and the use of scales to enable teachers and students to track their progress. Then we will move toward identifying similarities and differences, and continue through the 9 high yield strategies.

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

Data is collected by the team for each content area based on the agreed upon formative assessment tasks. PLCs will discuss and analyze data for their grade level, classes and individual children and next steps determined. Differentiation, reteach and enrich plans and decisions will be a result of these sessions.

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

Team Leaders, Data Managers and Administration.

INSTRUCTIONAL STRATEGY #4

Strategy Type

Extended Learning Program - Focused intervention and support lessons in the areas of reading, math and problem solving.

Minutes added to the school year: 9,000

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

Our purpose is to close achievement gaps in third, fourth and fifth grade and offer opportunities for high level problem solving.

Provide a description of the strategy below.

Focused and data-driven before and after school Literacy, Mathematics, problem solving and STEM interventions and enrichment.

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

Data will be collected for each ELP group including a pre and post assessment for determining progress and trends.

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

Leadership Team

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

McMullen-Booth Elementary has created and maintained an articulation process between Pre-K and Kindergarten teachers each semester. Alignment of assessment goals/expectations better prepares Pre-K students to reach their maximum learning potential in Kindergarten. Pre-K teachers collaborate with Kindergarten Teachers to ensure a smooth transition by providing inclusion opportunities in Kindergarten, conducting parent workshops to share Kindergarten expectations, as well as, assisting parents in working with their students at home. Oral Language Development is stressed in all Pre-K classroom settings and efforts have been made to incorporate Spanish literature in the Pre-K lending libraries to promote read alouds and language development between parents and their children.

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
Sherry	Aemiseggar	Principal	aemiseggars@pcsb.org
Jacqueline	Poole	Assistant Principal	poolejac@pcsb.org
Kathleen	Bilello	3rd Grade STARS; LLT Chairman	bilellok@pcsb.org
Kathleen	Crum	3rd Grade Teacher; LLC Member	crumk@pcsb.org
Ann	Arfaras	1st Grade Teacher; LLC Member	arfarasa@pcsb.org
Christopher Scott	Stephen	Primary ASD; LLC Member	stevensch@pcsb.org

PROMOTING LITERACY - Describe how the school-based LLT promotes literacy within your school and how the school ensures every teacher contributes to the reading improvement of every student.

The LLT will utilize data and encourage collaborative planning in grade-level PLC's to facilitate best practices for literacy instruction. Members of the LLT also comprise the Literacy SIP team and MTSS Committee. The LLT team will meet once a month to monitor SIP initiatives and guide teacher learning.

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

We will continue to focus on increasing the effectiveness of our Tier I instruction to at least 80% and the refinement of our Tier 2 &3 processes. We will do this by concentrating on the development of efficient and effective PLCs, the use of data to drive instruction, effective collaborative planning, and an intentional focus on perfecting our use of research based instructional practices.

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.

<div align="center">

8-Step Problem-Solving Process

</div>

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
26.9		66

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
27.8		35

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

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

Students Scoring at or Above Level 7

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

LEARNING GAINS

Students Making Learning Gains (FCAT 2.0 and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
66	65	75

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

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
64	59	70

COMPREHENSIVE ENGLISH LANGUAGE LEARNING ASSESSMENT (CELLA)

Students Scoring Proficient in Listening/Speaking

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

Students Scoring Proficient in Reading

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

Students Scoring Proficient in Writing

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
58	38	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	72		83
Black/African American	21		68
Hispanic	43		70
Asian	56		79
American Indian			
English Language Learners (ELLs)	28		66
Students with Disabilities (SWDs)	28		64
Economically Disadvantaged	44		76

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.

Percentage of students meeting grade level reading expectations will be at least 70% on the Florida Standards Assessments (FSA) for the 2015-2016 school year.

Provide possible data sources to measure your reading goal.

• Pre and Post Assessments for Literacy Modules (optional and required)
• Ongoing Tier 2 and Tier 3 Progress Monitoring biweekly data with assessment periods 1, 2, 3, and mid-cycle analysis of data
• Running Records and analysis 3 times per year
• Florida State Assessments

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

Data to Inform Instruction - Improve student achievement through more frequent and effective use of data to inform planning and instruction.	• Continue Running Record training and refresher training for all grade levels and departments to increase 100% of teachers using Running Records to inform student grouping and to ascertain instructional and independent reading levels. • Provide training in the meaningful use of iStation to meet student needs and track on-going progress monitoring. • Continue Data Manager training/study in best practices for data collection and analysis. • Provide calendar for regularly scheduled and structured data meetings per grade level team, incorporated into PLC's. • Continue training opportunities and sharing of data tracking tools for classroom use to inform planning and instruction. • Provide training in the development and use of goals and scales. (Marzano) • Improve the communication and tracking of reading data (student level, classroom level, and grade level), to include enhanced student and parent understanding of reading data and what the goals are for improvement and mastery per grade level. (Marzano) • Study and analyze data regarding student achievement for black students and other identified sub-groups that are not meeting grade level expectations and determine actions to celebrate and address areas in need of improvement. • Continue to seek and provide formative assessment resources and options. (CPALMS, LFAS)
Action 2	**Plan to Implement Action 2**
Collaborative Planning – Improve the structure of weekly grade level PLCs by using data to inform instruction and planning in grade level teams to ensure instructional collaboration and consistency.	• Facilitate further training and support of teacher knowledge and understanding of FL Standards for Reading, Writing, Speaking and Listening through collaborative lesson planning sessions. • Continue offering reading instructional methods/strategies demonstrations and trainings whereby teachers observe and debrief lessons through lesson study. • Utilize data to inform PLC discussions, identify critical content for reading instruction, and grow our practice through peer observation. (Marzano) • Share technology opportunities that support learning and progress students toward the learning goal.
Action 3	**Plan to Implement Action 3**
Instructional Practices - Improve the consistency and effectiveness of instructional practices aligned to Florida Standards across grade levels K-5.	• Provide ongoing teacher/assistant training and support for Jan Richardson's Guided Reading routines for early, transitional, and fluent readers. • Continue to implement teacher/assistant peer observations to observe other teachers during guided reading lesson planning and delivery. • Provide training to properly utilize I-Station (web-based program) as a way to differentiate instruction and monitor student progress. • Support and facilitate opportunities for district trainings (i.e. Core Connections, Just-In-Time Coaching, Module Support etc.). • Implement Marzano Design Questions 2, 3, and 4 within reading core instruction to help students interact with new knowledge, practice and deepen new knowledge, and help students generate and test hypotheses.
Action 4	**Plan to Implement Action 4**

Goal: Monitoring for fidelity of implementation and tracking of student progress- Improve teacher accountability by aligning school-wide initiatives, solidifying time lines, tightening up implementation plans, and engaging in meaningful observations and feedback conversations.	Action Steps: • Through the support of grade-level PLCs, teachers will utilize available data to collaborate and plan for the implementation of effective instructional practices, differentiate instruction for all students, and assure 100% student success. • Through the support of representatives on MTSS, team and teacher leaders, collaboration and participation in PLCs, and classroom observations and meaningful feedback, we will use the Marzano appraisal framework. This framework will support us in the effective use of data, growth of our instructional practices and collaboration and monitoring to assure highest student achievement. • Provide training on I-Observation to optimally use available tools for collaboration, observations, and professional growth.

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 (%)
58	38	60

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at or Above Level 4

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

Percentage of students meeting grade level writing expectations will be at least 70% on the Florida Standards Assessments (FSA) for the 2015-2016 school year.

Provide possible data sources to measure your writing goal.

• Pre and Post Assessments for Literacy Modules and writing analysis
• Ongoing Tier 2 and Tier 3 Progress Monitoring biweekly data with assessment periods 1, 2, 3, and mid-cycle analysis of data

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
Data to Inform Instruction - Improve student achievement through more frequent and effective use of data to inform planning and instruction.	• Provide training in the meaningful use of i-Station to meet student needs and track on-going progress monitoring. • Continue Data Manager training/study in best practices for data collection and analysis. • Provide calendar for regularly scheduled and structured data meetings per grade level team, incorporated into PLC's. • Continue training opportunities and sharing of data tracking tools for classroom use to inform planning and instruction. • Provide training in the development and use of goals and scales. (Marzano) • Improve the communication and tracking of writing data (student level, classroom level, and grade level), to include enhanced student and parent understanding of writing data and what the goals are for improvement and mastery per grade level. (Marzano) • Study and analyze data regarding student achievement for black students and other identified sub-groups that are not meeting grade level expectations and determine actions to celebrate and address areas in need of improvement. • Continue to seek and provide formative assessment resources and options. (CPALMS, LFAS)
Action 2	Plan to Implement Action 2
Collaborative Planning - Improve the structure of weekly grade level PLCs by using data to inform instruction and planning in grade level teams to ensure instructional consistency.	• Facilitate further training and support of teacher knowledge and understanding of FL Standards for Reading, Writing, Speaking and Listening through collaborative planning sessions. • Facilitate writing demonstrations and trainings (lesson study) for teachers to observe and debrief writing lessons in the context of the literacy block. • Utilize data to inform PLC discussions, identify critical content for writing instruction, and grow our practice through peer observation. (Marzano) • Share models and scoring guides tied directly to the Florida Standards. • Share technology opportunities that support learning and progress students toward the learning goal.
Action 3	Plan to Implement Action 3
Instructional Practices - Improve consistency and effectiveness of instructional practices aligned to Florida Standards across grade levels K-5.	• Provide coaching for teachers/assistants on the use of writing samples, handwriting exemplars and continuums to inform and plan for instruction. • Provide ongoing teacher/assistant training and support for writing standards and instructional routines. • Provide opportunities to implement teacher/assistant peer observations to observe other teachers during writing lesson planning and lesson delivery. • Support teachers in writing in response to learning through the use of journaling and note-booking in all subject areas. • Implement Marzano Design Questions 2, 3, and 4 within writing core instruction to help students interact with new knowledge, practice and deepen new knowledge, and help students generate and test hypotheses.
Action 4	Plan to Implement Action 4

Goal: Monitoring for fidelity of implementation and tracking of student progress- Improve teacher accountability by aligning school-wide initiatives, solidifying time lines, tightening up implementation plans, and engaging in meaningful observations and feedback conversations.	Action Steps: • Through the support of grade-level PLCs, teachers will utilize available data to collaborate and plan for the implementation of effective instructional practices, differentiate instruction for all students, and assure 100% student success. • Through the support of representatives on MTSS, team and teacher leaders, collaboration and participation in PLCs, and classroom observations and meaningful feedback, we will use the Marzano appraisal framework. This framework will support us in the effective use of data, growth of our instructional practices and collaboration and monitoring to assure highest student achievement. • Provide training on I-Observation to optimally use available tools for collaboration, observations, and professional growth.

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 (%)
50	49	60

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
16.8		30

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

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

Students Scoring at or Above Level 7

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

LEARNING GAINS

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

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
53	64	74

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

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
56	65	75

ANNUAL MEASURABLE OBJECTIVES (AMOs)

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

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White	57		78
Black/African American	17		59
Hispanic	37		59
Asian	88		88

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
American Indian			
English Language Learners (ELLs)	33		51
Students with Disabilities (SWDs)	26		52
Economically Disadvantaged	40		63

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

MATHEMATICS GOAL

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

Percentage of students meeting grade level math expectations will be at least 70% on the Florida Standards Assessments (FSA) for the 2015-2016 school year.

Provide possible data sources to measure your mathematics goal.

• District math assessments – cycle 1, 2, and 3
• Ongoing data reports for ST Math usage and performance
• Ongoing Tier 2 and Tier 3 Progress Monitoring biweekly data with assessment periods 1, 2, 3, and mid-cycle analysis of data
• Classroom formative assessment data by grade level, class, and/or achievement block grouping
• Florida Standards Assessment

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

Action 1	Plan to Implement Action 1
Data to Inform Instruction - Improve student achievement through more frequent and effective use of data to inform planning and instruction.	• Provide calendar for Data Manager training in best practices for data collection and analysis. • Provide training in the meaningful use of ST Math to meet student individual needs, incorporate ST Math curriculum into core mathematics instruction, and track on-going progress monitoring. • Provide calendar for regularly scheduled and structured data meetings per grade level team, incorporated into PLCs. • Provide training in the development and use of goals and scales. (Marzano) • Improve the communication and tracking of reading data (student level, classroom level, and grade level), to include enhanced student and parent understanding of reading data and what the goals are for improvement and mastery per grade level. (Marzano) • Study and analyze data regarding student achievement for black students and other identified sub-groups that are not meeting grade level expectations and determine actions to celebrate and address areas in need of improvement. • Continue to seek and provide formative assessment resources and options. (MFAS, CPALMS)
Action 2	Plan to Implement Action 2

Collaborative Planning – Improve the structure of weekly grade level PLCs by using data to inform instruction and planning together in grade level teams to ensure instructional consistency.	• Utilize data to inform PLC discussions, identify critical content for writing instruction, and grow our practice through peer observation. (Marzano) • Facilitate further training and support of teacher knowledge and understanding of FL Standards in mathematics. • Continue math talk and journaling demonstrations and trainings where teachers observe and debrief best practices through lesson study. • Share models, rubrics, and scoring guides tied directly to the FL Standards. • Share technology opportunities that support learning and progress students toward the learning goal.
Action 3	Plan to Implement Action 3
Instructional Practices - Improve the consistency and effectiveness of instructional practices aligned to Florida Standards across grade levels K-5.	• Implement Marzano Design Questions 2, 3, and 4 within mathematics core instruction to help students interact with new knowledge, practice and deepen new knowledge, and help students generate and test hypotheses. • Encourage and support participation in district and school-based training for the Go Math curriculum, as well as, the markers of a math inquiry classroom and constructivist approach. • Support teachers with math achievement block organization and logistical plans for optimum student engagement and achievement in mathematics. • Provide opportunities to implement teacher/assistant peer observations to observe other teachers during math lesson planning and delivery. • Provide teacher/assistant training regarding the eight mathematical practices for use in planning instruction. • Provide resources to support formative assessment and differentiated instruction during math achievement block. • Provide access to sample lessons and lines of questioning and/or templates that stimulate high level questioning in the classroom. • Share tools for monitoring student engagement during a classroom discussion. • Collaborate on the use of ST Math and Soar to Success to meet student individual needs, incorporate ST Math curriculum into core mathematics instruction, and discuss on-going progress monitoring results.
Action 4	Plan to Implement Action 4
Monitoring for fidelity of implementation and tracking of student progress- Improve teacher accountability by aligning school-wide initiatives, solidifying time lines, tightening up implementation plans, and engaging in meaningful observations and feedback conversations.	• Through the support of grade-level PLCs, teachers will utilize available data to collaborate and plan for the implementation of effective instructional practices, differentiate instruction for all students, and assure 100% student success. • Through the support of representatives on MTSS, team and teacher leaders, collaboration and participation in PLCs, and classroom observations and meaningful feedback, we will use the Marzano appraisal framework. This framework will support us in the effective use of data, growth of our instructional practices and collaboration and monitoring to assure highest student achievement. • Provide training on I-Observation to optimally use available tools for collaboration, observations, and professional growth.

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 (%)
26.8		30

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
26.6		40

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

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

Students Scoring at or Above Level 7

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

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

SCIENCE GOAL

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

Percentage of students meeting grade level science expectations will be at least 70% on the Florida Standards Assessments (FSA) for the 2015-2016 school year.

Provide possible data sources to measure your science goal.

• District level Science assessments across assessment periods 1, 2, and 3
• Classroom formative assessments (probes, exit tickets)and science notebook quantity and quality checks

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

Data to Inform Instruction - Improve student achievement through more frequent and effective use of data to inform planning and instruction.	• Continue Data Manager training/study in best practices for data collection and analysis. • Provide opportunities to analyze data, including the Review Diagnostic Assessment results, regarding student achievement, for black students and other identified sub-groups that are not meeting grade level expectations. • Provide training opportunities and sharing of data tracking tools for classroom use. • Improve the communication and tracking of science data (student level, classroom level, and grade level), to include enhanced student and parent understanding of science data and what the goals are for improvement and mastery per grade level. • Continue to seek and provide formative assessment resources and options. (CPALMS) • Provide training in the development and use of goals and scales. (Marzano)
Action 2	**Plan to Implement Action 2**
Collaborative Planning – Improve the structure of weekly grade level PLCs by using data to inform instruction and planning together in grade level teams to ensure instructional consistency.	• Support the inquiry process throughout the school year and encourage teacher and student participation in the school based science fair. • Facilitate further training through demonstrations and support of teacher knowledge and understanding of Next Generation Sunshine State Standards for Science. • Share models, rubrics, and scoring guides tied directly to the Next Generation Sunshine State Standards. • Share technology opportunities that support learning and progress students toward the learning goal. • Utilize data to inform PLC discussions, identify critical content for science instruction, and grow our practice through peer observation. (Marzano)
Action 3	**Plan to Implement Action 3**
Instructional Practices - Improve the consistency and effectiveness of instructional practices aligned to Florida Standards across grade levels K-5.	• Provide ongoing teacher training and support (district level and school based) for Next Generation Sunshine State Standards, Science Notebooking, Content Literacy Analyzing Science Probe (CLASP) routines, and the use of science inquiry, 10/70/20 instructional model, and student discovery within the five E's workshop model. • Continue to enhance school professional library and classroom libraries with appropriate and engaging science reading materials that support the five E Workshop and encourage teachers to use these resources in other subject areas. • Implement Marzano Design Questions 2, 3, and 4 within science core instruction to help students interact with new knowledge, practice and deepen new knowledge, and help students generate and test hypotheses.
Action 4	**Plan to Implement Action 4**

Monitoring for fidelity of implementation and tracking of student progress- Improve teacher accountability by aligning school-wide initiatives, solidifying time lines, tightening up implementation plans, and engaging in meaningful observations and feedback conversations.	Action Steps: • Through the support of grade-level PLCs, teachers will utilize available data to collaborate and plan for the implementation of effective instructional practices, differentiate instruction for all students, and assure 100% student success. • Through the support of representatives on MTSS, team and teacher leaders, collaboration and participation in PLCs, and classroom observations and meaningful feedback, we will use the Marzano appraisal framework. This framework will support us in the effective use of data, growth of our instructional practices and collaboration and monitoring to assure highest student achievement. • Provide training on I-Observation to optimally use available tools for collaboration, observations, and professional growth.

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 (%)
56		56

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
		66

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.

Our two STEM groups will continue to meet one time weekly and will include a 4th grade and a 5th grade group. They will complete projects to attend the STEM Showcase. Percentage of STEM students meeting grade level math and science expectations will be at least 70% on the Florida Standards Assessments (FSA) for the 2015-2016 school year.

Provide possible data sources to measure your STEM goal.

• We have 20 students enrolled in each of the STEM academies and the students are representative of our school demographics (10% black, 33% Hispanic and 57% white and other)

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
Data to Inform Instruction - Improve student achievement through more frequent and effective use of data to inform planning and instruction.	• Utilize formal and informal formative assessments to group students and inform instruction.
Action 2	**Plan to Implement Action 2**
Collaborative Planning – Improve the structure of weekly grade level PLCs by using data to inform instruction and planning together in grade level teams to ensure instructional consistency.	• Participate in STEM training opportunities provided by the district and update grade-level PLCs accordingly.
Action 3	**Plan to Implement Action 3**

Instructional Practices - Improve the consistency and effectiveness of instructional practices aligned to Florida Standards across grade levels K-5.	• Implement Marzano Design Questions 2, 3, and 4 within STEM instruction and connect to Science and Mathematics core instruction to help students interact with new knowledge, practice and deepen new knowledge, and help students generate and test hypotheses.
Action 4	Plan to Implement Action 4
Monitoring for fidelity of implementation and tracking of student progress- Improve teacher accountability by aligning school-wide initiatives, solidifying time lines, tightening up implementation plans, and engaging in meaningful observations and feedback conversations.	• Through the support of grade-level PLCs, teachers will utilize available data to collaborate and plan for the implementation of effective instructional practices, differentiate instruction for all students, and assure 100% student success. • Through the support of representatives on MTSS, team and teacher leaders, collaboration and participation in PLCs, and classroom observations and meaningful feedback, we will use the Marzano appraisal framework. This framework will support us in the effective use of data, growth of our instructional practices and collaboration and monitoring to assure highest student achievement. • Provide training on I-Observation to optimally use available tools for collaboration, observations, and professional growth.

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

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

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

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

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten		21 (19.4%)	14%
Grade 1		15 (12.5%)	7%
Grade 2		18 (15 %)	10%
Grade 3		8 (7%)	3%
Grade 4		7 (15.9%)	10%
Grade 5		12(10.8%)	5%

SUSPENSIONS

Students with One or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten		1 (0.9%)	1%
Grade 1		6 (5.0%)	1%
Grade 2		8 (6.7%)	2%
Grade 3		9 (7.8%)	2%
Grade 4		7(5.9%)	2%
Grade 5		15(13.5%)	5%

Students with Five or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten		1 (0%)	0%
Grade 1		1 (0%)	0%
Grade 2		0%	0%
Grade 3		1 (0%)	0%
Grade 4		0%	0%
Grade 5		1 (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		1(0.9%)	1%
Grade 1		3(2.5%)	1%
Grade 2		2(1.7%)	1%
Grade 3		5(4.3%)	1%
Grade 4		0(0.0%)	1%
Grade 5		6 (5.4%)	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%)	0(0.0%)
Grade 1		0(0.0%)	0(0.0%)
Grade 2		0(0.0%)	0(0.0%)
Grade 3		0(0.0%)	0(0.0%)

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 4		0(0.0%)	0(0.0%)
Grade 5		0(0.0%)	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		(2.3%)	(2%)
Grade 1		(6.7%)	(3%)
Grade 2		(6.7%)	(3%)
Grade 3		(6.7%)	(3%)
Grade 4		(6.7%)	(3%)
Grade 5		(6.7%)	(3%)

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

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

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

RETENTIONS

Students Retained

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0%	0%	(0%)
Grade 1	0%	0%	(0%)
Grade 2	0%	1 (0.8%)	(0%)
Grade 3	0%	1 (0.9%)	(0%)
Grade 4	0%	0%	(0%)
Grade 5	0%	1 (0.8%)	(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	No Data Available	NDA	NDA
Grade 1	NDA	NDA	NDA
Grade 2	NDA	NDA	NDA
Grade 3	23 Rdg, 24 Math	NDA	2
Grade 4	21 Rdg, 23 Math	NDA	2
Grade 5	22 Rdg, 22 Math	NDA	2

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

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	No Data Available	No Data Available	No Data Available
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

MULTIPLE EARLY WARNING INDICATORS

Students Exhibiting Two or More Early Warning Indicators

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten		1 (0.9%)	0%
Grade 1		4 (3.3%)	1%
Grade 2		6 (5.0%)	3%
Grade 3		7 (6.1%)	3%
Grade 4		1 (0.8%)	3%
Grade 5		10 (9.0%)	1%

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).

Interventions and Strategies employed for those students exhibiting 2 or more Early Warning Indicators:
1. Bring Up Grades program for all students receiving a D or F on progress report. This ensures grades are monitored weekly and parents are contacted with concerns.
2. HUG folders for those students with social, emotional or behavior indicatiors. The students are matched with an adult outside his/her classroom for daily check-in and check-out.
3. Attendance strategies include communication with parents and support from the guidance counsellor or social worker if the family needs additional resources.

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 (%)
Reading	30%	21%	31%
Math	20%	17%	27%
Writing	80%	45%	55%
Science	25%	30%	40%
Focus on building knowledge and background for culturally responsive instruction through reading recommended articles provided by Mary Conage and having collegial discussion about culturally responsible instructional strategies.			

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).

Parents had many opportunities to attend school functions. They were invited to teacher conferences, student led conferences, Open House nights, back-to-school Meet & Greet walk-throughs, PTA programs, performing arts nights, volunteer opportunities at school, volunteers for field trips, field days and Fall Festival. From November 2013-May 2014, we held 5 parent breakfast events. About 20% of our parents attended at least one of the breakfast events. Based on data collected from each classroom teacher approximately 97% of the students' had parents access opportunities to be at school at least once throughout the year.

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 parents receive a weekly School Messenger call or text to inform them of school news, activities or events. Our parents are welcomed when they come to have lunch or breakfast with their children. We have consistent personnel for arrival and dismissal to create opportunities for parents to build relationships. Our ESOL department hosts at least 3 parent seminars each year to support parents as they help their children experience success in school. Teachers and parents communicate daily through the planner/agenda that the school supplies to each student. We communicate in both English and Spanish to meet the needs of our community. We also provide evening and community events such as open houses, concerts, and our annual Fall Festival.

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 Community Liaison is closely connected to our community and has established relationships with area businesses, resources and service agencies. We work with our Social Worker, School Nurse and Psychologist to access resources for our school community. We also participate in the Great American Teach In which allows us to create and foster lasting relationships with local companies and businesses.

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 (%)
Our 2015-2016 Wellness Target is Gold in 6 of 6 HSP Assessment Modules or 100% of HSP Assessment Modules.	100% Bronze	100% Bronze	100% Gold

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, Writing, Math, Science, STEM, Early Warning Signs Use of Data, Collaborative Planning, Instructional Practices and Monitoring Student Progress
Topic, Focus, and Content	Marzano Appraisal
Facilitator or Leader	S. Aemisegger and J. Poole
Participants *(e.g., Professional Learning Community, grade level, school wide)*	All Staff
Target Dates or Schedule *(e.g., professional development day, once a month)*	August 13th, full day, and ongoing monthly training
Strategies for Follow-Up and Monitoring	Monthly trainings
Person Responsible for Monitoring	Each Staff member, S. Aemisegger and J. Poole
Professional Development Identified	
Related Goal(s)	Reading, Writing, Math, Science, STEM, Early Warning Signs Use of Data (behavior, referrals, suspensions from EWS)
Topic, Focus, and Content	CPI 6 and 9 hour training
Facilitator or Leader	S. Peters
Participants *(e.g., Professional Learning Community, grade level, school wide)*	Designated Staff
Target Dates or Schedule *(e.g., professional development day, once a month)*	August and September 2015
Strategies for Follow-Up and Monitoring	periodic training
Person Responsible for Monitoring	S. Peters
Professional Development Identified	
Related Goal(s)	Reading, Writing, Math, Science, STEM, Early Warning Signs Use of Data, Collaborative Planning, Instructional Practices and Monitoring Student Progress
Topic, Focus, and Content	District Wide Training
Facilitator or Leader	Various for each grade or department
Participants *(e.g., Professional Learning Community, grade level, school wide)*	All staff instructional staff members
Target Dates or Schedule *(e.g., professional development day, once a month)*	August 17, 2015

Strategies for Follow-Up and Monitoring	School based curriculum and PLC meetings
Person Responsible for Monitoring	Instructional staff
Professional Development Identified	
Related Goal(s)	Reading, Writing, Math, Science, STEM, Early Warning Signs Use of Data, Collaborative Planning, Instructional Practices and Monitoring Student Progress
Topic, Focus, and Content	Istation reports for OPM
Facilitator or Leader	Tech Team
Participants (e.g., Professional Learning Community, grade level, school wide)	Instructional Staff
Target Dates or Schedule (e.g., professional development day, once a month)	October 19, 2015
Strategies for Follow-Up and Monitoring	PLC and Curriculum Mtgs
Person Responsible for Monitoring	Reading SIP Team
Professional Development Identified	
Related Goal(s)	Reading, Writing, Math, Science, STEM, Early Warning Signs Use of Data, Collaborative Planning, Instructional Practices and Monitoring Student Progress
Topic, Focus, and Content	Guided Reading (Jan Richardson)
Facilitator or Leader	ERELM Teachers or Reading Coach
Participants (e.g., Professional Learning Community, grade level, school wide)	Interested teachers
Target Dates or Schedule (e.g., professional development day, once a month)	September or October, 2015
Strategies for Follow-Up and Monitoring	Peer Observation
Person Responsible for Monitoring	PLC
Professional Development Identified	
Related Goal(s)	Reading, Writing, Math, Science, STEM, Early Warning Signs Use of Data, Collaborative Planning, Instructional Practices and Monitoring Student Progress
Topic, Focus, and Content	Subject Area Module Training
Facilitator or Leader	Various District Trainers
Participants (e.g., Professional Learning Community, grade level, school wide)	all classroom instructional staff
Target Dates or Schedule (e.g., professional development day, once a month)	Various Dates throughout the year. TBA
Strategies for Follow-Up and Monitoring	PLC's
Person Responsible for Monitoring	SIP leaders

Professional Development Identified	
Related Goal(s)	Reading, Writing, Math, Science, STEM, Early Warning Signs Use of Data, Collaborative Planning, Instructional Practices and Monitoring Student Progress
Topic, Focus, and Content	Peer Observation and use of iObservation
Facilitator or Leader	Team Leaders
Participants *(e.g., Professional Learning Community, grade level, school wide)*	All instructional Staff
Target Dates or Schedule *(e.g., professional development day, once a month)*	September 2015-May 2016
Strategies for Follow-Up and Monitoring	PLC's
Person Responsible for Monitoring	Team Leaders
Professional Development Identified	
Related Goal(s)	Reading, Writing, Math, Science, STEM, Early Warning Signs Use of Data, Collaborative Planning, Instructional Practices and Monitoring Student Progress
Topic, Focus, and Content	Just In Time Training
Facilitator or Leader	Various subject area coaches
Participants *(e.g., Professional Learning Community, grade level, school wide)*	Instructional Staff
Target Dates or Schedule *(e.g., professional development day, once a month)*	September 2015-May 2016
Strategies for Follow-Up and Monitoring	PLC's
Person Responsible for Monitoring	Instructional Staff Members
Professional Development Identified	
Related Goal(s)	Reading, Writing, Math, Science, STEM, Early Warning Signs Collaborative Planning, Instructional Practices and Monitoring Student Progress
Topic, Focus, and Content	Lesson Study
Facilitator or Leader	Team Leaders or Team member
Participants *(e.g., Professional Learning Community, grade level, school wide)*	Instructional Staff and/or Support Staff
Target Dates or Schedule *(e.g., professional development day, once a month)*	December 2015-May 2016
Strategies for Follow-Up and Monitoring	PLC planning mtgs
Person Responsible for Monitoring	Team Leaders
Professional Development Identified	
Related Goal(s)	Reading, Writing, Math, Science, STEM, Early Warning Signs Instructional Practices and Monitoring Student Progress

Topic, Focus, and Content	Notebooking or Journaling
Facilitator or Leader	Just in Time Coaches
Participants (e.g., Professional Learning Community, grade level, school wide)	Instructional Staff and Support Staff
Target Dates or Schedule (e.g., professional development day, once a month)	September 2015-May 2016
Strategies for Follow-Up and Monitoring	PLC's
Person Responsible for Monitoring	SIP Leaders
Professional Development Identified	
Related Goal(s)	Reading, Writing, Math, Science, STEM, Early Warning Systems
Topic, Focus, and Content	SIP Facilitator/Leader Training
Facilitator or Leader	SIP Leaders and Principal and Assistant Principal
Participants (e.g., Professional Learning Community, grade level, school wide)	SIP Facilitator/Leader
Target Dates or Schedule (e.g., professional development day, once a month)	September 2015-May 2016
Strategies for Follow-Up and Monitoring	Bi-Monthly meetings
Person Responsible for Monitoring	SIP Facilitator/Leader
Professional Development Identified	
Related Goal(s)	Math, Science, STEM, Early Warning Systems Use of Data, Collaborative Planning, Instructional Practices and Monitoring Student Progress
Topic, Focus, and Content	MFAS Implementation
Facilitator or Leader	Team Member from Math SIP
Participants (e.g., Professional Learning Community, grade level, school wide)	Instructional Staff
Target Dates or Schedule (e.g., professional development day, once a month)	September 2015-May 2016
Strategies for Follow-Up and Monitoring	PLC's and Peer Observation
Person Responsible for Monitoring	Team Member from Math SIP (http://www.cpalms.org/professionalDevelopment/PublicPrevewProfDevProgram.aspx?ProgID=39
Professional Development Identified	
Related Goal(s)	Math, Science, STEM, Use of Data, Collaborative Planning, Instructional Practices and Monitoring Student Progress
Topic, Focus, and Content	ST Math
Facilitator or Leader	ST Math trainers

Participants *(e.g., Professional Learning Community, grade level, school wide)*	Interested Staff Members
Target Dates or Schedule *(e.g., professional development day, once a month)*	September 2015-May 2016
Strategies for Follow-Up and Monitoring	PLC and Curriculum Mtgs
Person Responsible for Monitoring	Math SIP
Professional Development Identified	
Related Goal(s)	Math, Use of Data, Collaborative Planning, Instructional Practices and Monitoring Student Progress
Topic, Focus, and Content	Hot Talks, Cool Moves
Facilitator or Leader	District Trainers
Participants *(e.g., Professional Learning Community, grade level, school wide)*	Interested Staff Members
Target Dates or Schedule *(e.g., professional development day, once a month)*	September 2015-May 2016, as scheduled by district trainers
Strategies for Follow-Up and Monitoring	Team members and other staff for support
Person Responsible for Monitoring	Math SIP
Professional Development Identified	
Related Goal(s)	Math Use of Data, Collaborative Planning, Instructional Practices and Monitoring Student Progress
Topic, Focus, and Content	Soar to Success for Math Intervention
Facilitator or Leader	Math SIP team
Participants *(e.g., Professional Learning Community, grade level, school wide)*	Interested Teachers and ELP teachers
Target Dates or Schedule *(e.g., professional development day, once a month)*	September 2015-May 2016
Strategies for Follow-Up and Monitoring	Peer Observation and support
Person Responsible for Monitoring	PLC's, ELP team
Professional Development Identified	
Related Goal(s)	Reading, Writing, Math, Science, STEM, Early Warning Systems Use of Data and Monitoring Student Progress
Topic, Focus, and Content	Data Use
Facilitator or Leader	MTSS and Data Managers
Participants *(e.g., Professional Learning Community, grade level, school wide)*	Interested teachers, PLC's
Target Dates or Schedule *(e.g., professional development day, once a month)*	September 2015-May 2016
Strategies for Follow-Up and Monitoring	MTSS Meetings with info shared with PLC's

Person Responsible for Monitoring	Data Managers
Professional Development Identified	
Related Goal(s)	Reading, Writing, Math, Science, STEM, Early Warning Systems Use of Data, Collaborative Planning, Instructional Practices and Monitoring Student Progress
Topic, Focus, and Content	Deliberate Practice
Facilitator or Leader	Principal and Assistant Principal
Participants *(e.g., Professional Learning Community, grade level, school wide)*	All Staff Members
Target Dates or Schedule *(e.g., professional development day, once a month)*	September 2015, January 2016 and May 2016
Strategies for Follow-Up and Monitoring	Curriculum and PLC meetings
Person Responsible for Monitoring	all staff and administration
Professional Development Identified	
Related Goal(s)	Reading, Writing, Math, Science, STEM, Early Warning Systems
Topic, Focus, and Content	Cultural Competence
Facilitator or Leader	Principal and or Assistant Principal or District Trainer
Participants *(e.g., Professional Learning Community, grade level, school wide)*	all staff
Target Dates or Schedule *(e.g., professional development day, once a month)*	October 2015-May 2016
Strategies for Follow-Up and Monitoring	PLC's
Person Responsible for Monitoring	Principal and Assistant 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.

N/A

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

Our leadership teams evaluate the needs of our students and allocations we have received. Then our Extended Learning Program is created based on the number of teachers we can fund. The students are invited to attend based on their academic performance in Reading and Math and Science. Our focus has been to enrich the learning of our students with these programs, whether they are low, medium or high performers. We monitor attendance and achievement using progress on classroom common assessments.

PART V	BUDGET

Create a budget for each school-funded activity.

Add Item	Delete Item

Budget Item Description	
Related Goal(s)	Reading, Writing, Math and Science, STEM and Early Warning
Actions/Plans	Data, Collaboration, Instructional Practices and Monitoring: Marzano Appraisal Training
Type of Resource *(i.e., evidence-based programs/materials, PD, technology, etc.)*	Information tools for appraisal
Description of Resources	Marzano Folders and/or Books
Funding Source	SIP
Amount Needed	$500.00
Budget Item Description	
Related Goal(s)	Reading, Writing, Math and Science, STEM and Early Warning
Actions/Plans	Data, Collaboration, Instructional Practices and Monitoring using Gudied Reading
Type of Resource *(i.e., evidence-based programs/materials, PD, technology, etc.)*	Guided Reading Training PD and materials
Description of Resources	Books and Materials (print cost)
Funding Source	SIP
Amount Needed	$200.00
Budget Item Description	
Related Goal(s)	Reading, Writing, Math and Science, STEM and Early Warning
Actions/Plans	Data, Collaboration, Instructional Practices and Monitoring- Lesson Study

Type of Resource *(i.e., evidence-based programs/materials, PD, technology, etc.)*	PD, evidence-based program materials
Description of Resources	TDE, books
Funding Source	SIP
Amount Needed	$1,000.00
Budget Item Description	
Related Goal(s)	Reading, Writing, Math and Science, STEM and Early Warning
Actions/Plans	Data, Collaboration, Instructional Practices and Monitoring-Leadership Training
Type of Resource *(i.e., evidence-based programs/materials, PD, technology, etc.)*	evidence-based program/materials
Description of Resources	books
Funding Source	SIP
Amount Needed	$500.00
Budget Item Description	
Related Goal(s)	Reading, Writing, Math and Science, STEM and Early Warning
Actions/Plans	Data, Collaboration, Instructional Practices and Monitoring-Deliberate Practice
Type of Resource *(i.e., evidence-based programs/materials, PD, technology, etc.)*	evidence-based programs/materials
Description of Resources	Books for book study
Funding Source	SIP
Amount Needed	$500.00
Budget Item Description	
Related Goal(s)	Reading, Writing, Math and Science, STEM and Early Warning
Actions/Plans	Data, Collaboration, Instructional Practices and Monitoring-Cultural Competence
Type of Resource *(i.e., evidence-based programs/materials, PD, technology, etc.)*	Evidence-based programs/materials
Description of Resources	Articles, books, printing
Funding Source	SIP
Amount Needed	$500.00
Budget Item Description	
Related Goal(s)	Science, STEM

Actions/Plans	Data, Collaboration, Instructional Practices and Monitoring-Science Fair
Type of Resource *(i.e., evidence-based programs/materials, PD, technology, etc.)*	program materials, PD
Description of Resources	Awards and recognition
Funding Source	SIP
Amount Needed	$300.00

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?	
If yes, what evidence do you see to indicate you have achieved the goal? If no, is desired progress being made to accomplish the goal?	
If yes, what evidence do you see to indicate desired progress has been made to accomplish the goal? If no, have the originally targeted barriers been eliminated or reduced?	
If yes, what evidence do you see to indicate barriers have been eliminated or reduced? If no, are the original strategies being implemented with fidelity as designed?	
If yes, re-engage the problem solving process at Step 5, making edits as needed to Part II of the SIP. If no, engage in a problem solving process around implementation fidelity of the original plan, and make edits as desired to Part II of the SIP.	

8-Step Planning and Problem-Solving Process

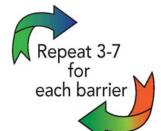**STEP 1**
a. Identify a goal
b. Set targets

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

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

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

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

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

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

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

Repeat 3-7 for each barrier