

# School Improvement Plan

## 2015-2016

Rawlings Elementary

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Superintendent



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# School Improvement Plan

## PART I CURRENT SCHOOL STATUS

### Section A School Information

School Name Rawlings Elementary	Principal's First Name Rebecca	Principal's Last Name Moore
School Advisory Council Chair's First Name Mike	School Advisory Council Chair's Last Name Wadell	

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

Always expect the best, 100% student success.

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

Educate and prepare each student for College, career and life

### SCHOOL ENVIRONMENT

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

Teachers build community in their classrooms using morning meetings. During this time students have opportunities to share and learn about others in their classroom. This student-centered learning community provides a warm, caring, supportive environment where students feel comfortable to learn, feel safe to share their ideas, and feel free to ask questions and take risks. Students are supportive of one another, work together cooperatively, encourage one another, and assume responsibility for their own learning and behavior. Teachers are provided training, Building Bridges, at the beginning of the school year of effective strategies to build positive relationships with all parents. A Cultural Responsiveness workshop also provides teachers with strategies to gain information about student's cultures.

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

Students are taught and follow the four school rules:

- Be Respectful
- Be Responsible
- Be Safe
- Be an Active Learner

Describe the school wide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations and training for school personnel to ensure the system is fairly and consistently enforced.

Our school wide guidelines for success, GFS, directly connects to our four school rules as well as our school vision.

- School Rules:
- Be Respectful
  - Be responsible
  - Be Safe
  - Be an Active Learner

School Vision:  
Always expect the best-100% student success.

Our four school rules are posted in all classrooms and common areas, such as the cafeteria. The GFS's have been clearly defined with our entire staff and student body. Teachers review the rules and talk to students about what each rule "looks like". Classroom teachers also share the power point "Rawlings Cafe", How it Works". This power point defines the cafeteria process, incorporating our four school rules. PE, Music, and Art teachers also define and utilize the four school rules.

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.

A school counselor is available daily to meet with students. The school counselor also meets with students in small groups regularly. These groups vary based on need. Discussion and strategies are used to support these students. Some examples are students who are retained, students whose parents have recently divorced, students who have anger, and students who have experienced a recent family death.

**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
Mike	Wadell	grand parent
Rebecca	Moore	principal
Jeane	Moorehouse	assistant principal
Lori Ann	Dipenta	staff
Bonnie	Hill	parent
Wanda	Delgado	parent
Jacke	Jurek	grand parent
Alice	Favors	parent

**SIP LAST YEAR**

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

Last year, Rawlings' focus was to increase student proficiency in all content areas. The following strategies were used to increase student proficiency: differentiated instruction, the regular analysis of data and monitoring of informal and formal assessments, and collaboration of teams to design lessons using the Marzano Framework.

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

Last year funds were allocated to purchase teacher resource books to support teacher learning of the Marzano Framework and development in the common core standards, critical thinking, and formative assessment. All classrooms were equipped with Smart Boards to enhance student engagement and learning. Additional support staff delivered and coordinated interventions to struggling students and an RtI coach supported the staff in utilizing data to modify and adjust teaching practices and interventions for students. After school extended learning was offered to remediate the lowest 25% and enrich in math and science. Teachers were also invited to participate in professional development outside their contracted time.

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

The SAC has the opportunity of participating in the writing of the School Improvement Plan at the first SAC meeting of the school year. SAC members provide input and suggestions for the goals of the School Improvement Plan (SIP). In addition, parents are given the

opportunity to review the plan and then support it.

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

This school year, the SAC will support school improvement goals and initiatives and will financially support teacher initiatives and spirit incentives for students.

**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 funds will be used to purchase supplemental materials and incentives that support the strategies developed in the School Improvement Plan, Parent Involvement Plan, and Title I budget.

**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 Rebecca	Last Name Moore	Email Address moorere@pcsb.org	
Highest Academic Degree Master of Education	Field of Study Educational Leadership	# of Years as an Administrator 8	# of Years at Current School 8
Certifications (if applicable) K-12 Ed. Leadership			

ASSISTANT PRINCIPAL #1			
First Name Jeane	Last Name Morehouse	Email Address morehousej@pcsb.org	
Highest Academic Degree Master of Education	Field of Study Educational Leadership	# of Years as an Administrator 5	# of Years at Current School 3
Certifications (if applicable) K-12 Ed. Leadership			

**ASSISTANT PRINCIPAL #2**

First Name	Last Name	Email Address	
Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Certifications (if applicable)			

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

# of instructional employees: 61

% receiving effective rating or higher: \_\_\_\_\_

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

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

% ESOL endorsed: 63.9

% reading endorsed: 26.2

% with advanced degrees: 36.1

% National Board Certified: 4.9

% first-year teachers: 1.6

% with 1-5 years of experience: 31.1

% with 6-14 years of experience: 39.3

% with 15 or more years of experience: 27.9

**PARAPROFESSIONALS**

# of paraprofessionals: 2

% Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23): 0

**TEACHER RECRUITMENT AND RETENTION STRATEGIES**

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

Throughout the school year, the principal and assistant principal provide support through observations and feedback in efforts to retain our highly qualified teachers. Additional support and coaching is also provided from an on-site Rtl coach. The assistant principal also assigns mentors to teachers new to a grade and teachers with 3 years or less experience and provides monthly support meetings throughout the school year. Administration closely observes substitute teachers and level three interns through walk-throughs and observations to consider for future teaching positions.

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

Teachers are encouraged to use inquiry to extend their professional learning. Grade levels meet weekly in the schools data room for PLC's. During this time teachers use data driven discussions to inform and plan their instruction collaboratively.

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

The assistant principal assigns mentors to teachers new to a grade and teachers with 3 years or less experience. The assistant principal provides monthly support meetings throughout the school year. Additional support and coaching is provided from the on-site Rtl coach. Coverage is provided by the Rtl coach allowing mentors to observe their mentee's instruction and provide feedback. They also provide modeling or co-teaching of lessons. They plan collaboratively, connecting lesson activities to the common core standards. Weekly discussion occurs regarding student progress and analyzing of student work.

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

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

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

-Facilitator – generates agenda and leads team discussions  
 -Data Manager(s)/Data Coach(es) – assist team in accessing and interpreting (aggregating/disaggregating) the data  
 -Recorder/Note Taker – documents meeting content and disseminates to team members in a timely manner as well as storing a hard copy in a binder for all teachers to access  
 -Time Keeper –helps team begin on time and ensures adherence to agreed upon agenda  
 After reviewing beginning of the year running record and FAIR Broad Screen data (EDS)-The lowest 15% of students at each grade level are identified. Teachers will implement Tier 2 interventions for each student and monitor progress, using a progress monitoring tool appropriate for the intervention selected. Progress monitoring data will be collected for all students in the tier 2 groups, and compared to each other, as well as the grade level expectation. Data will be graphed and discussed at MTSS. If a student is not making sufficient progress, interventions will be adjusted or the students will be moved to Tier 3 Problem Solving. Tier 3 intervention plans are monitored closely by MTSS and follow up meetings are scheduled on a regular basis until interventions are successful.  
 Members of the MTSS/Rtl Leadership Team meet with the School Improvement Committee and principal to help develop the SIP. The team provides data on: Tier 1, 2, and 3 students. They provided instructional strategies that could be incorporated into the SIP's goals that would assist our tier students in making learning gains.

**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
Rebecca	Moore	principal
Jeane	Morehouse	assistant principal
Jacqueline	Oester	Rtl coach
Cindy	Bennett	school counselor
Heather	Curtis	ESE resource teacher
Amy	Rosado	ESE resource Teacher
Todd	Haraminac	specialist
Jessica	Ross	psychologist
Brian	Piscalko	social worker
Chanda	Spanfelnor	diagnostician

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

The leadership team meets weekly with the MTSS meetings. SIP goals are posted in the school data room and are discussed and reviewed weekly during grade level PLC's and monthly data meetings. The team identifies processes and resources for data

management, reviews student academic and behavior data, reviews and revises resource map for interventions and strategies available at the school, and plans for modifications to instruction, behavior, and/or interventions for students.

**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).

A multi-tiered system of support is used, providing three tiers of instruction according to each student's needs. Tier 1 is the the student's core instruction, Tier 2 is a supplemental intervention provided to those students in need of remediation on a particular skill and Tier 3 is an intensive intervention provided to students to help overcome significant barriers. All tiers are progress monitored and changes and intensification are addressed to any curricula in any tier through observations and data driven discussions that lead to action plans. Administration will conduct walk throughs to monitor the effectiveness of core instruction. After reviewing beginning of the year running record and FAIR Broad screen data, the lowest 15% of students at each grade level are identified. Teachers will implement Tier 2 interventions for each student and monitor progress, using a progress monitoring tool appropriate for the intervention selected. Progress monitoring data will be collected for all students in the tier 2 groups, and compared to each other, as well as the grade level expectation. Data will be graphed and discussed at MTSS. If a student is not making sufficient progress, interventions will be adjusted or the students will be moved to Tier 3 problem solving. Tier 3 intervention plans are monitored closely by MTSS and follow up meetings are scheduled on a regular basis until interventions are successful.

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

Provide staff training at the beginning of the year, during faculty meetings, weekly PLC's, and Data Meetings with grade levels. The Rtl coach will attend trainings, review the Rtl Moodle site and share information with the team.

**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 district provides the guidelines and pacing guides that support the Florida Standards. Walk-throughs and use of the Marzano framework allows administration to monitor instructional programs in each grade level.

**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.

Students who had annual learning gains falling in the lowest 25% (L25) of the school, according to FSA, will be offered after school supplemental tutoring. Their focus will be based on need, focusing on math and reading interventions and support. An after-school Math Enrichment program and STEM program will provide our high achieving math and science students with higher order thinking and computation opportunities that will support their annual learning gains.

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

Provide daily, 30 minute, differentiated reading intervention/enrichment time

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



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

All students are exposed daily to additional reading support whether its reading intervention or enrichment. Students are grouped by their needs and staff members provide support and strategies that will increase student success and achievement.

Provide a description of the strategy below.

Students below grade level are provided foundational reading skills to build their Reading foundation. On grade level students are provided additional instruction to enhance their reading knowledge. Above grade level students are challenged with enrichment activities to push our high students to achieve their highest potential.

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

Progress monitoring data is collected every two weeks. This data is used to determine the effectiveness, fidelity and validity of the strategies used to support these students.

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

Rtl coach

**INSTRUCTIONAL STRATEGY #2**

Strategy Type

Provide daily, 30 minute differentiated math intervention/enrichment time

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

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

ST Math is used during this block of time. It is a leveled instructional software designed to help all students reach math proficiency through self-paced, language-independent, mastery-based objectives.

Provide a description of the strategy below.

ST Math is closely aligned the State Standards for Mathematics and integrates with core instruction. ST Math games use interactive, graphically-rich animations that visually represent mathematical concepts to improve conceptual understanding and problem-solving skills. Through a 1:1 scaffolded learning environment, games gradually increase in difficulty and provide immediate feedback.

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

ST Math features embedded assessments and detailed reporting of student learning patterns. Classroom teachers will monitor their class usage and progress. School-wide data will be monitored and shared at SBLT.

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

Rtl coach

**INSTRUCTIONAL STRATEGY #3**

Strategy Type

Empty text box for Strategy Type description.

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

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

Provide a description of the strategy below.

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

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

**INSTRUCTIONAL STRATEGY #4**

Strategy Type

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

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

Provide a description of the strategy below.

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

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

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

All kindergarten teachers provide a Meet and Greet prior to the first day of school. Parents can introduce their child to their teacher and have an opportunity to get acquainted with the classroom setting. Our feeder headstart visits and tours are media center, cafeteria, PE area, and select kindergarten classrooms. A parent orientation (Kindergarten Round Up) is provided in the spring for incoming kindergarten students. Fliers and a book are mailed to surrounding headstarts and VPK schools in the neighborhood, encouraging

parents of new kindergartens to attend. This orientation for parents and students provides parents with an opportunity to meet our kindergarten teachers and principal. They learn about the curriculum and collect activities to support their child over the summer. Readiness skills are emphasized and good choices for academic and social characteristics are presented. Materials are available, as well as pamphlets covering a variety of helpful parenting subjects ranging from core standards, parenting skills, and helping with homework.

**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
Rebecca	Moore	principal	moore@pcsb.org
Jeanne	Morehouse	assistant principal	morehousej@pcsb.org
Jacqueline	Oester	Rtl coach	oesterj@pcsb.org
Heather	Curtis	ESE resource teacher	curtish@pcsb.org
Amy	Rosado	ESE resource teacher	rosadoa@pcsb.org
Rachel	Sobczak	primary teacher	sobczakt@pcsb.org
Laura	Roe	intermediate teacher	roel@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 Literacy Leadership Team includes key stakeholders. The principal and assistant principal promote goal groups where teachers learn and work together to pursue clearly articulated school based goals for literacy. They also ensure professional learning opportunities support the implementation of literacy strategies. They guide the team in gathering, analyzing, and interpreting school data. District coaches are used to provide modeling and coaching of literacy lessons and instructional strategies. The Rtl coach analyzes data by school, grade level and individual teacher, to assist in helping teachers set literacy goals and differentiate instruction. Classroom teachers used the literacy assessments to help drive instruction. They differentiate student instruction based on assessments and observations.

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

The Literacy Leadership Teams will 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
  - o Ensuring that text complexity, along with close reading and rereading of texts, is central to lessons
  - o Developing and asking text dependent questions from a range of question types
  - o Emphasizing students supporting their answers based upon evidence from the text
  - o Providing extensive research and writing opportunities (claims and evidence)
- Support for implementation of Florida Standards for English Language Arts

**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.

<b>8-Step Problem-Solving Process</b>
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**FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)**

## Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
25.4		

## Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
22.7		

**FLORIDA ALTERNATE ASSESSMENT (FAA)**

## Students Scoring at Levels 4, 5, and 6

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

## Students Scoring at or Above Level 7

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

**LEARNING GAINS**

## Students Making Learning Gains (FCAT 2.0 and FAA)

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

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

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

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

## Students Scoring Proficient in Listening/Speaking

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
46.8		

## Students Scoring Proficient in Reading

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
36.2		

## Students Scoring Proficient in Writing

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
30.9		

**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	52		
Black/African American	31		
Hispanic	45		
Asian	52		
American Indian	100		
English Language Learners (ELLs)	31		
Students with Disabilities (SWDs)	69		
Economically Disadvantaged	40		

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.

75% of our students will be reading on grade level by May 2016 leading to an increase in proficiency levels on the ELA FSA

Provide possible data sources to measure your reading goal.

Teacher's College Running Record Scale  
Daily Walk throughs by administration with feedback provided through iobservation and teacher conversations

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
Teachers align instruction to meet the Florida Standards for ELA, district curriculum, and guidelines, and students by providing opportunities across the literacy block for reading, writing, speaking, and listening.	Teachers intentionally plan instruction aligned with a high level of rigor by using Webb's Depth of Knowledge/Marzano's Taxonomy, adjusting instruction accordingly. Teacher will also develop rigorous learning goals and scales based on Florida Standards.
Action 2	Plan to Implement Action 2
Teachers will regularly assess, both formally and informally, and utilize data to modify and adjust instruction.	Teachers will assess students every 9 weeks using Teacher College Running Records and record, report, and discuss this data during monthly data chats.
Action 3	Plan to Implement Action 3
Teacher will use data to differentiate and scaffold reading instruction to increase student performance.	Teachers will use Jan Richardson's Guided Reading Routine as well as other small group methods, iStation, and one to one student conferences to meet the unique needs of their students.
Action 4	Plan to Implement Action 4
Teachers will provide multiple opportunities for students to grapple with vocabulary words across the literacy block in reading, writing, speaking, and listening.	Teachers will include daily vocabulary enrichment via direct instruction, purposeful think alouds, or other means to develop and grow students' vocabulary.

**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 (%)
67		

**FLORIDA ALTERNATE ASSESSMENT (FAA)**

## Students Scoring at or Above Level 4

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

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

**WRITING GOAL**

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

70% of our students will be writing on grade level by May 2016 leading to an increase in proficiency levels on the Writing FSA

Provide possible data sources to measure your writing goal.

District ELA Modules  
formative assessment  
Daily Walk throughs by administration with feedback provided through iobservation and teacher conversations

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

Action 1	Plan to Implement Action 1
Teachers align instruction to meet the Florida Standards for ELA, district curriculum, and guidelines, and students by providing opportunities across the literacy block for reading, writing, speaking, and listening.	Teachers intentionally plan instruction aligned with a high level of rigor by using Webb's Depth of Knowledge/Marzano's Taxonomy, adjusting instruction accordingly. Teacher will also develop rigorous learning goals and scales based on Florida Standards.
Action 2	Plan to Implement Action 2
Teachers will regularly assess, both formally and informally, and utilize data to modify and adjust instruction.	Teachers will assess students four times a year using formative grade level assessments and district ELA Modules and record, report, and discuss this data during monthly data chats.
Action 3	Plan to Implement Action 3
Teacher will use data to differentiate and scaffold writing instruction to increase student performance.	Teachers will regularly provide students with feedback, conducting data chats with students and support students with goal-setting based data, as well as other small group methods and one to one student conferences to meet the unique needs of their students.

Action 4	Plan to Implement Action 4
Teachers will provide multiple opportunities for students to grapple with vocabulary words across the literacy block in reading, writing, speaking, and listening.	Teachers will include daily vocabulary enrichment via direct instruction, purposeful think alouds, or other means to develop and grow students' vocabulary in their writing.

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

**Section C** **Area 3: Mathematics**

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

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
26.4		

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
23.3		

**FLORIDA ALTERNATE ASSESSMENT (FAA)**

Students Scoring at Levels 4, 5, and 6

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

Students Scoring at or Above Level 7

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

**LEARNING GAINS**

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

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
76		

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

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
76		

**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	53		
Black/African American	9		
Hispanic	52		
Asian	78		
American Indian	100		
English Language Learners (ELLs)	49		
Students with Disabilities (SWDs)	27		
Economically Disadvantaged	39		

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.

73% of our students will meet grade level expectations in math by May 2016 leading to an increase in proficiency levels on the Mathematics FSA

Provide possible data sources to measure your mathematics goal.

District Common assessment  
 MFAS (Mathematics Formative Assessment System) formative assessment tools  
 Daily Walk throughs by administration with feedback provided through iobservation and teacher conversations

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
Teachers align instruction to meet the Florida Standards for Mathematics, district curriculum, and guidelines, and students by providing opportunities across the math block for higher order thinking	Teachers intentionally plan instruction aligned with a high level of rigor by using Webb's Depth of Knowledge/Marzano's Taxonomy, adjusting instruction accordingly. Teacher will also develop rigorous learning goals and scales based on Florida Standards.
Action 2	Plan to Implement Action 2
Teachers will regularly assess, both formally and informally, and utilize data to modify and adjust instruction.	Teachers will assess students monthly and record, report, and discuss this data during monthly data chats.
Action 3	Plan to Implement Action 3
Teacher will use data to differentiate and scaffold mathematics instruction to increase student performance.	Teachers will Provide guided small group instruction, ST Math and conferencing to support student needs. Administrators will monitor this during their daily walk throughs and documentation in their daily lesson plans
Action 4	Plan to Implement Action 4
Teachers will use Classroom Discussions and Orchastrating Mathematical Discourse	Teachers will model and implement student use of Math Talk Moves and conversations starters Administrators will monitor this during their daily walk throughs

**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 (%)
32.3		

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
24.2		



**FLORIDA ALTERNATE ASSESSMENT (FAA)**

## Students Scoring at Levels 4, 5, and 6

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

## Students Scoring at or Above Level 7

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

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

**SCIENCE GOAL**

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

50% of our students will meet grade level expectations in science by May 2016 leading to an increase in proficiency levels on the Science FSA

Provide possible data sources to measure your science goal.

Weekly science formative assessments  
Pre and post science lab assessments  
District science assessments  
Daily Walk throughs by administration with feedback provided through job observation and teacher conversations

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
Teachers align instruction to meet the Florida Standards for Science, district curriculum, and guidelines, and students by providing opportunities across the science block to use the 5E's Model and science inquiry	Teachers intentionally plan instruction aligned with a high level of rigor by using Webb's Depth of Knowledge/Marzano's Taxonomy, adjusting instruction accordingly. Teacher will also develop rigorous learning goals and scales based on Florida Standards.
Action 2	Plan to Implement Action 2
Teachers will regularly assess, both formally and informally, and utilize data to modify and adjust instruction	Teachers will utilize pre and post assessments and record, report, and discuss this data during monthly data chats. Administrators will monitor this during their daily walk throughs and documentation in their daily lesson plans.
Action 3	Plan to Implement Action 3
Establish routine practice for students using Science Learning Activity Guides and Success Criteria to track individual progress of learning goals	Teachers will monitor for consistent routine practice of students using SLAGS within their science notebooks in conjunction with written reflections which will support an increase of conceptual understanding to be identified on their Success Criteria. A monthly Science Just in Time Coach will monitor and provide professional development.
Action 4	Plan to Implement Action 4
Teachers will provide multiple opportunities for students to actively experience science concepts in multiple venues.	Teachers will use the Science lab and daily science investigations to support science concepts including the scientific method with fidelity. Administrators will monitor this during their daily walk throughs and documentation in their daily lessons plans.

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

Students Scoring at Achievement Level 3

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

Students Scoring at or Above Achievement Level 4

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

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

**STEM GOAL**

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

Increase the number of STEM- related experiences provided for students for the 2015-16 school year.

Provide possible data sources to measure your STEM goal.

Pre and Post Science Lab  
 District science assessments  
 District math assessments  
 Daily Walk throughs by administration with feedback provided through iobservation and teacher conversations

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
The STEM leader will use the district developed guidelines to recruit students to the STEM Program	Data will be reviewed to identify and qualify perspective students
Action 2	Plan to Implement Action 2
Teachers will regularly assess, both formally and informally, and utilize data to modify and adjust instruction	Teachers will utilize pre and post assessments and record, report, and discuss this data during monthly data chats. Administrators will monitor this during their daily walk throughs and documentation in their daily lesson plans.
Action 3	Plan to Implement Action 3
The school will embed technology professional development into grade level PLC's	Teachers will attend a minimum of 2 technology professional development opportunities
Action 4	Plan to Implement Action 4
The school will coordinate and ensure access to instructional technology, information and media services, and materials needed for effective instruction in math and science to support teachers and students	Math, Science, and techno9logy goal groups will determine necessary resources needed

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

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

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	18.6	22.7	12.7
Grade 1	17.9	18.1	8.1
Grade 2	14.4	10.2	.2
Grade 3	11.7	19.7	9.7
Grade 4	9.5	6.5	0
Grade 5	9.0	13.6	3.6

**SUSPENSIONS**

## Students with One or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	3.5	8.2	0
Grade 1	12	3.2	0
Grade 2	10.8	13	0
Grade 3	14.9	12.8	2.8
Grade 4	15.2	9.8	0
Grade 5	7	13.6	3.6

## Students with Five or More Referrals

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

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

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

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	5.1	0	0
Grade 2	4.5	6.5	0
Grade 3	6.4	6	0
Grade 4	9.5	3.3	0
Grade 5	2	5.5	0

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

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

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

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	2.3	2.1	0
Grade 1	2.6	0	0
Grade 2	2.7	4.6	0
Grade 3	5.3	4.3	0
Grade 4	2.9	3.3	0
Grade 5	2	5.5	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	1	0
Grade 1	0	0	0
Grade 2	0	1	0
Grade 3	1.1	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	2.1	0
Grade 1	8.5	5.3	0
Grade 2	1.8	0	0
Grade 3	2.1	6	0
Grade 4	0	0	0
Grade 5	0	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	0		
Grade 1	11		
Grade 2	8		
Grade 3	41		
Grade 4	18		
Grade 5	24		

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

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0		
Grade 1	0		
Grade 2	0		
Grade 3	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	2.3	4.1	0
Grade 1	9.4	2.1	0
Grade 2	7.2	8.3	0
Grade 3	9.6	11.1	1
Grade 4	10.5	5.4	0
Grade 5	2	10.9	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).

Academically- Provide small group differentiated instruction, one-on-one instruction, STARS, after school tutoring and enrichment (Promise Time), and Intensive Tier 2 and Tier 3 interventions in phonics, phonemic awareness, vocabulary, fluency and/or

comprehension. Monitor at PLC's, MTSS and data meetings L25 students and African American students progress in reading and math Behaviorally- Conduct classroom meetings to build relationships and trust within the classrooms, offer mentoring opportunities and counseling groups for students with grief, anger management, and students with incarcerated parents Attendance- Attendance data is monitored by the Child Study Team twice a month. Students with five or more unexcused absences are notified by the school social worker. While collaborating with the classroom teacher, support and strategies are provided to the families. The Child Study Team also collaborates with MTSS when attendance and tardies are suspected as a cause for low academic performance.

**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 the percentage of African American students proficient in reading by building relationships with students using Morning Meetings, daily Check-in and Check outs, and a mentoring program. Teachers will monitor student subgroup data, use the 6M's (Meaning, Models, Multiple Checks for Understanding, Mouth, Movement, and Music) when planning lessons and attend culturally diverse professional development	31		
Increase the percentage of African American students proficient in math by building relationships with students using Morning Meetings, daily Check-in and Check outs, and a mentoring program. Teachers will monitor student subgroup data, use the 6M's (Meaning, Models, Multiple Checks for Understanding, Mouth, Movement, and Music) when planning lessons and attend culturally diverse professional development	9		

**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).

MK Rawlings Title I Parent Involvement Plan will be used to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, Codified at 20 U.S.C. § 6314(b).

**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.

MK Rawlings Title I Parent Involvement Plan will be used to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, Codified at 20 U.S.C. § 6314(b).

**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.

MK Rawlings Title I Parent Involvement Plan will be used to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, Codified at 20 U.S.C. § 6314(b).

**PART II EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

**Section K Area 11: Additional Targets**

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

Add Target
Delete Target

Description of Additional Targets	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Work toward Gold Level recognition with the Alliance for a Healthier Generation	50	66	83

**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	Implementation of standards across grade levels
Related Goal(s)	increase instructional rigor
Topic, Focus, and Content	teachers will discuss content strategies and skills that support the Florida Standards
Facilitator or Leader	Team Leaders
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	grade level teachers
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	weekly
Strategies for Follow-Up and Monitoring	PLC's, Walk thorough, Team Leader Meetings
Person Responsible for Monitoring	Classroom teachers, administration
Professional Development Identified	Making informed decisions by analyzing assessment data
Related Goal(s)	provide formative assessments to inform differentiated instruction
Topic, Focus, and Content	Teachers will analyze their grade level data and as a team develop a plan for each student
Facilitator or Leader	Rtl Coach, data champions



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>	after each semester
Strategies for Follow-Up and Monitoring	Walk throughs and data meetings
Person Responsible for Monitoring	Administration, Rtl coach
Professional Development Identified	Making informed decisions using Performance Matter Data
Related Goal(s)	use data to differentiate and scaffold instruction
Topic, Focus, and Content	Teachers will understand data reports in Performance Matters and use this data to differentiate instruction
Facilitator or Leader	Data Champions
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>	professional development day 1st semester
Strategies for Follow-Up and Monitoring	Discussion at data meetings and PLC's
Person Responsible for Monitoring	Rtl coach
Professional Development Identified	Marzano Framework
Related Goal(s)	Increase instructional rigor
Topic, Focus, and Content	Teachers will continue to discuss and dig deeper into understanding the key elements of the Marzano Framework and ways to increasing critical thinking skills through increased rigor
Facilitator or Leader	Administration, Rtl coach, Site-based Marzano PD facilitator
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
Strategies for Follow-Up and Monitoring	Walk-throughs and PLC's
Person Responsible for Monitoring	Administration
Professional Development Identified	Making informed decisions by analyzing assessment data
Related Goal(s)	Increase instructional rigor
Topic, Focus, and Content	Instructional staff will analyze school-wide data by content level and discuss strategies that support the Florida Standards
Facilitator or Leader	Goal Group Manager, Rtl coach
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
Strategies for Follow-Up and Monitoring	Goal Group Meetings, Goal Group Manager meetings

Person Responsible for Monitoring	Rtl coach
Professional Development Identified	Mathematics Formative Assessment System
Related Goal(s)	use data to differentiate and scaffold instruction
Topic, Focus, and Content	Teachers will understand and implement the MFAS tasks K-5, including use of rubrics to interpret and evaluate student responses and differentiate instruction based on student's strategies
Facilitator or Leader	Assistant principal
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	K-5 teachers
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	professional development day (3 hours)
Strategies for Follow-Up and Monitoring	Data meetings, walk-throughs, PLC's
Person Responsible for Monitoring	Assistant principal
Professional Development Identified	Science Success Criteria
Related Goal(s)	Increase instructional rigor
Topic, Focus, and Content	Teachers will learn strategies to help students practice and deepen understanding of new knowledge, identify multiple learning styles to differentiate instruction, and plan and organize effective instruction.
Facilitator or Leader	Science coach
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	K-5 teachers
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	monthly
Strategies for Follow-Up and Monitoring	PLC's and walk-throughs
Person Responsible for Monitoring	Science coach
Professional Development Identified	Classroom Discussions
Related Goal(s)	Increase higher order thinking
Topic, Focus, and Content	Teachers will implement Classroom Discussions, Hot Talks and Cool Moves strategies into their daily discussions and lessons
Facilitator or Leader	Rtl coach
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>	Professional development day
Strategies for Follow-Up and Monitoring	Walk-throughs
Person Responsible for Monitoring	Administration

**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.

Title I, Part A funds are utilized, in conjunction with various other federal, state, and local funds, to support high quality instruction, parental engagement, and professional development for highest student achievement. Title I services are coordinated and integrated with other resources through collaboration of staff in various offices and departments, including: School and Community Support, Teaching and Learning, Assessment, Accountability, and Research, Professional Development, Strategic Communications, Strategic Partnerships, Human Resources, and Transportation. Title I staff monitor expenditures of Title I, Part A funds to ensure that they supplement rather than supplant other funds available to schools.

Title II Part A funds professional development to increase the academic achievement of students by improving teacher and principal quality and increasing the number of infield and effective teachers in the classroom and highly effective principals and assistant principals in schools. Title II supports professional development for content areas, common core, leadership development, and early career teachers.

Title III funds provide educational materials, bilingual translators, summer programs, and other support services to improve the education of immigrant and English Language Learners. Bilingual translators provide assistance with parent workshops and dissemination of information in various languages for Title I schools.

The district receives funds to provide resources for students identified as homeless under the McKinney-Vento Act, to eliminate barriers (such as lack of transportation or required immunizations) to a free and appropriate education. A portion of Title I, Part A funds is also reserved to provide services to homeless students (social workers, a resource teacher, tutoring, and technology).

Title I coordinates with district Food Services staff members to monitor poverty rates at schools and determine Title I eligibility. Title I and Food Services also collaborate to implement the Community Eligibility Option in schools with poverty rates of 40% or greater, so that all students receive free breakfast and lunch during the school year and during extended year/summer programs.

Title I, Part A funds are used to provide Pre-Kindergarten to Kindergarten transition services. Title I schools coordinate with staff from public and private preschool programs, including Head Start, to prepare students for a successful start to school. A portion of Title I, Part A funds is used to provide classes for 3 year olds at targeted elementary schools to support early literacy.

**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.

After reviewing testing data the leadership team completes a needs assessment for the upcoming school year. Staff surveys and parent input is used to consider the resources necessary for supporting student learning gains. The school based Title I contact submits the proposed budget. Goal group managers facilitate content groups and data discussions that lead to additional resources that may be needed. Resources are discussed and approved at weekly Leadership meetings. The Title I contact completes purchase orders for materials and works closely with the school bookkeeper. The SBLT monitors student outcomes and makes recommendations for additional and supplemental resources needed.

**PART V** **BUDGET**

Create a budget for each school-funded activity.

Add Item
Delete Item

Budget Item Description	Additional Staff
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Related Goal(s)	Create interventions that support core instructional goals and objectives Utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students
Actions/Plans	Coordinate interventions to support increase of learning gains Support staff in collecting and analyzing formal and informal data. Support the utilization of data to modify and adjust teaching practices, based on student needs and progress
Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i>	Staff
Description of Resources	Rtl coach
Funding Source	Title I
Amount Needed	\$68,461.20
<b>Budget Item Description</b>	<b>Technology</b>
Related Goal(s)	Increase instructional rigor
Actions/Plans	Use technology to enhance student engagement and learning
Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i>	Technology
Description of Resources	Smart Boards
Funding Source	Title I
Amount Needed	\$6,905.29
<b>Budget Item Description</b>	<b>Classroom materials</b>
Related Goal(s)	Increase instructional rigor
Actions/Plans	Support students with content journaling and understanding
Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i>	Materials
Description of Resources	Books and journals
Funding Source	Title I
Amount Needed	\$704.00
<b>Budget Item Description</b>	<b>Stipends</b>
Related Goal(s)	Provide formative assessments to inform differentiated instruction
Actions/Plans	Teachers and grade levels utilize data to modify and adjust teaching practices and reflect on the needs and progress of their students
Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i>	Professional development
Description of Resources	Stipends
Funding Source	Title I

Amount Needed	\$3,451.80
Budget Item Description	Extended Learning
Related Goal(s)	Differentiated instruction
Actions/Plans	Provide additional learning opportunities (enrichment and remediation) after school
Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i>	Staff and materials
Description of Resources	Staff salaries and materials for after school tutoring
Funding Source	Title I
Amount Needed	\$35,604.00
Budget Item Description	Professional resource materials
Related Goal(s)	Increase instructional rigor
Actions/Plans	Teachers will learn new strategies to support classroom instruction
Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i>	PD materials
Description of Resources	Professional books and resources
Funding Source	Title I
Amount Needed	\$400.00
Budget Item Description	Additional Staff
Related Goal(s)	Differentiated instruction
Actions/Plans	Deliver and coordinate interventions to support an increase in learning gains
Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i>	Staff
Description of Resources	4 part time hourly teachers and 2 paraprofessionals
Funding Source	Title I
Amount Needed	\$130,734.75

**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?	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

