School Improvement Plan
2015-2016

Northwest Elementary

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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
Northwest Elementary	Marie	Brainard

School Advisory Council Chair's First Name	School Advisory Council Chair's Last Name
Heather	Giminez

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

100% Student Success

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

The Northwest Community is committed to 100% student progress 100% of the time.

SCHOOL ENVIRONMENT

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

The Northwest staff and faculty work on diversity team building activities at the start of the school year. We have participated in a school wide book study: Teaching With Poverty In Mind and various ESE book titles. Our PMAC/Multi-cultural committee meets monthly, maintains a culturally diverse bulletin board and has worked on various projects for the school. Various school wide activities and family nights are promoted throughout the year.

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

A clear message is expressed that all children and adults are to be treated with respect and made to feel welcomed (in the school newsletter and by the actions of the staff). Each teacher is expected to be at their door in the morning to greet and welcome students. Staff members on campus duty are expected to greet car riders, bus students and parents as they enter campus daily.
Safety is a top priority for our campus. Campus security measures have been taken to ensure a safe campus.
For students entering campus early additional tutoring is available in the morning and the afternoon, through STEM and Promise Time.

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.

Positive behavior supports are in place for students exhibiting appropriate respectful behaviors. Behavior management and classroom expectations are taught to the staff during preschool. Teachers provide training to the students the first weeks of school and revisit as necessary. A 10 point system is used to track data and provide resources when necessary.   Classroom and school wide incentives are provided weekly or monthly for classroom, specials and cafeteria behaviors. Commitment to Character traits are taught and reinforced throughout the year. Commitment to Character bucks are used to acknowledge specific character traits. Random drawings are conducted monthly on the Northwest News show.

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.

The Northwest School Based Leadership Team (SBLT) meets every week to review data, discuss tier 1, tier 2 or tier 3 data for academics or behaviors, or discuss support requests made by classroom teachers. Once a month the Child Study team meets within the SBLT to discuss attendance issues. Based on the data, student services are provided for academic interventions, behavior interventions, social

emotional groups, attendance motivator contracts, parent conferences or district referrals for services.

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
Laura	Stees	Support Staff
Jorge	Hodge	Parent
Michelle	Grover	Parent
Vanessa	Byard	Staff
Paula	Isett	Staff
Mary	Couture	Staff
Claire	Townsley	Administrator
Marie	Brainard	Administrator
Leanne	Slator	Parent
Rhonda	Frush	Parent
Latonya	Cobarrris	Parent
Tracy	King	Parent
Mireya	Holzer	Parent
Vin	Son	Parent
Laci	Dupes	Parent

SIP LAST YEAR

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

According to Northwest's 2014-2015 School Improvement plan we implemented the following: Jan Richardson Guided reading, ST Math, various ESE book studies, Leveled Literacy Instruction intervention teacher, Math intervention teacher and specific individualized teacher professional development: MFAS, ST Math, Effective Math Planning, Just in Time Reading (differentiated for each grade level), Marzano Scales and Rubrics.

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

For the 2014-2015 school year Northwest allocated School Improvements funds to the following initiatives:
Mathematics Formative Assessment System (MFAS) training stipends for classroom teachers:
Differentiation book studies (4 different book studies based on instructional staff needs) (The Ten Things Every Child With Autism Wish You Knew/Because We Can Change The World/Widening the Circle/Students With Disabilities Can Meet Accountability Standards):

For the 2014-2015 school year Northwest used Title I funds for the following:
Interventions (MTSS Coach, LLI instructor, Math Interventionist, 2 Hourly teachers): $220,458.53
Stipend pay for curriculum planning (4 hours per teacher): $3,037.58
Data review meeting TDE's (2x for 1/2 day): $3,195.68
School Improvement: $966.50
Intervention and guided reading materials: $1,858.38

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

The School Advisory Committee meets to help create, implement and review the School Improvement Plan. The committee meets at the end of the previous school year to review the District data, what was successfully implemented, what challenges occurred and to make recommendations for the upcoming School Improvement Plan. Meetings are held at least 4 times throughout the year to monitor the progress of the goals and implementation of initiatives.

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

The School Advisory Committee meets as scheduled. The SAC discusses student academic progress and behavior. The SAC also approves the usage of the School Improvement funds for student achievement. The Board is a direct link between school administration and families.

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.

STATUTORY COMPLIANCE -
Is your school in compliance with Section 1001.452, F.S., regarding the establishment duties of the SAC?   ◉ Yes   ○ No

If your school is not in compliance, describe the measures being taken to comply with SAC requirements below.

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

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

PRINCIPAL

First Name	Last Name	Email Address	
Marie	Brainard	brainardm@pcsb.org	
Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Master of Education	Educational Leadership	9	3
Certifications (if applicable)			
School Principal			

ASSISTANT PRINCIPAL #1

First Name	Last Name	Email Address	
Claire	Townsley	townsleym@pcsb.org	
Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Master of Education	Educational Leadership	3	16
Certifications (if applicable)			
School Principal			

ASSISTANT PRINCIPAL #2

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

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

INSTRUCTIONAL EMPLOYEES

# of instructional employees: 51

% receiving effective rating or higher:

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

% certified infield, pursuant to Section 1012.2315(2), F.S.:   98%

% ESOL endorsed: 93.5%

% reading endorsed: 8%

% with advanced degrees: 29%

% National Board Certified: 6%

% first-year teachers: 4%

% with 1-5 years of experience: 22%

% with 6-14 years of experience: 45%

% with 15 or more years of experience: 29%

PARAPROFESSIONALS

# of paraprofessionals: 0

% 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.

Teacher recruitment will be through long term sub assignments that work at Northwest, interns and hourly teachers observations. Administration will assign site based mentors and experienced highly effective teachers to new teachers and teachers changing grade levels.

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

Positive and collaborative structures are built within the processes of Northwest. Relationship building is a priority within the staff as well as with students and families.
All staff are rewarded monthly for perfect attendance through a certificate and treat. Staff are recognized for positive actions (helping others, providing training, covering each other's classes, etc.) on the Shining Northwest Stars bulletin board with a star cutout and a positive note as well as the Northwest weekly update. All staff birthday's are recognized at a faculty meeting and through Hospitality.

Thank you notes and small trinkets of appreciation are given to staff that go above and beyond. Staff with consistent best practices in place are highlighted and used for demonstration purposes for other teachers.

Instructional staff have common planning time built within the scheduled daily. They are expected to plan at least 3 days per week as a team. One day per week is set aside for Professional Community Learning time. We use this time to review OPM data and address needs of students: instructional strategy talk, some type of professional development or intervention discussion.

Staff also meet monthly to discuss the School Improvement in cross grade level teams. At this time they review their assigned goal and/or plan the family night relative to their goal. We have begun to add school accreditation discussion to this process.

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 will meet monthly with new teachers, teachers new to Northwest and mentors to
review school and district policies and upcoming deadlines.
New teachers are paired up with a trained site based mentor closest to their grade level or with similar grade
level experience.
Monthly agendas could focus on school specific operations, district policies, curriculum and discipline topics.
School based experts often attend as guest speakers.
Mentors meet with teachers as often as necessary to assist with planning, organization, location of school
based resources, questions on school and district policy as each arises

PART I	CURRENT SCHOOL STATUS
Section E	**Multi-Tiered System of Supports (MTSS) & Response to Instruction/Intervention (RtI)**

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

The School Based Leadership Team meets weekly to review academic and behavior data for tier 1, tier 2, or tier 3 depending
on data (FCAT, FAIR, OPM). SIP initiatives and strategies are embedded in the weekly discussion,
relevant to the academic subject.   Attendance and discipline data is reviewed as well. Allocation of resources are based on the needs of students, which is based on the data. Teacher supports are readily available.

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
Marie	Brainard	Principal
Claire	Townsley	Assistant Principal
Marie	Brisson	MTSS Coach
Rhonda	Reilly	Behavior Specialist
Sherrie	Cousinaeu	School Counselor
Chris	Wood	Social Worker
Steve	Everling	Speech
Margarita	Abdo	ESE VE Resource
Linda	Harper	Teacher
Sherri	Shedrick	Teacher

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

The School Based leadership team will be responsible for managing and coordinating these efforts
between all school teams as well as reviewing and revising the School Improvement Plan.
Team members are assigned as co-facilitators to grade level and department Professional Learning
Communities which allows for cross communication and progress monitoring of core curriculum and
interventions.
Cross grade level and department School Improvement teams meet monthly to progress monitor goals
by reviewing data.

DATA SOURCES AND MANAGEMENT SYSTEMS - Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance).

The following academic data is used: FSA,FCAT 2.0, SAT 10, On going Progress Monitoring (OPM) for all subjects, District benchmark
assessments, Running Record, diagnostics, Performance Matters. OPM data is reviewed weekly in PLCs. Performance Matters, FSA, FCAT
2.0, FAIR, District Benchmark assessments and running record data is reviewed periodically (according to testing cycle) in PLCS and
School Based Leadership (SBLT). A ten point system is in place to monitor and track behavior daily. This data is reviewed monthly in PLC
and SBLT. Tier 1 data is reviewed after specific testing cycles, tier 2 data is reviewed monthly, and tier 3 data is reviewed 2x per month.
Changes to tier 2 and tier 3 interventions are made as necessary (after app. 4 weeks if there is not a positive trend in the data).
All OPM data is recorded on a school based server spread sheet for each teacher and each subject. Graphs are automatically created.
Data from the SBLT team is shared with the faculty monthly or bi-monthly as necessary.

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

New staff is trained on the MTSS process for Northwest at the monthly new teacher meetings. Each year the SBLT reviews the process
with the entire staff. Reminders, and further explanation is given at PLCs as necessary. Grade level teams are part of the problem
solving process during PLCs or MTSS meetings when discussing individual students.

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

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

Adminstrative walkthroughs/observations, content coaching, and district professional development will ensure teachers are teaching
grade level specific standards and using appropriate materials. Regular focused and purposeful walkthroughs with feedback (written
and verbal discussion) will ensure fidelity of core instruction. The MTSS Coach administers fidelity checks routinely for tier 2 and tier 3
interventions.

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.

During PLCs /MTSS meetings data is analyzed and instructional strategies are discussed and assigned based on the individual needs of
students. For students not meeting proficiency/target goals we look at the % of students needing a different instructional strategy of
delivery or program. If the number of students is less than 20% individual/group plans are developed (tier 2). If more than 20% are not
meeting proficiency/targets goals then a tier 1 approach is taken. Support is assigned to the teacher for professional development
purposes. OPM data is reviewed within 3-4 weeks or sooner depending on the situation.
Students exceeding target goals are grouped in grade levels and assigned project - based work.

Also students needing extra support and students needing enrichment are offered before/after school extended learning experiences
for reading, math and science.

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

The daily use of scales to measure progress towards a standard or set of standards

Minutes added to the school year: _____

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

The students will know and understand the progression to reach proficiency of a standard(s) and know where they are on the scale at all times.

Provide a description of the strategy below.

Teachers will create scales within their PLCs and/or collaborative planning sessions to reflect accurate proficiency of a standard or set of standards. Each scale will include daily learning targets. Teachers will begin each lesson referring to the scale and highlight the daily target for the lesson. Teachers will refer to the scale, or have it available for student reference during the lesson. Teachers will have some type of monitoring piece to ensure students are understanding the target being taught through out the lesson.   At the end of the lesson students will measure their progress against the scale with teacher monitoring.

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

The effectiveness of this strategy can be measured through the effectiveness of the monitoring tool, teacher observation and conferring to ensure students are accurately rating themselves.

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

M. Brainard and C. Townsley

INSTRUCTIONAL STRATEGY #2

Strategy Type

The deliberate use of collaborative structures to interact with new knowledge

Minutes added to the school year: _____

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

By organizing cooperative learning structures students will be able to actively process new information.

Provide a description of the strategy below.

Teachers will strategically group students heterogeneously. Students will be taught the collaborative process, based on the Marzano model.   Teachers will model the strategy. Teachers will use a variety of techniques based on the knowledge being taught (The Art and Science of Teaching, Kagan Cooperative learning).

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

Teachers will be able to observe and or administer formative assessments to ensure students are understanding the information being taught.

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

M. Brainard and C. Townsley

INSTRUCTIONAL STRATEGY #3

Strategy Type

The use of journal notebooks

Minutes added to the school year: _____

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

This allows students to clarify their ideas, identify confusing points, integrate new information with background knowledge and deepen their understanding.

Provide a description of the strategy below.

Teachers would strategically plan the use of journal responses daily in the various content areas. Students will be given a prompt to respond to in at least one content area each day. These journal responses will be addressed by teachers in a variety of ways: group sharing, reteach, evaluative

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

A positive trend in progress monitoring will be evident and discussed in grade level PLCs.

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

All grade level teachers and M. Brainard and C. Townsley

INSTRUCTIONAL STRATEGY #4

Strategy Type

Daily Jan Richardson guided reading groups

Minutes added to the school year: _____

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

This approach allows for students to apply learned strategies to a variety of text with the support of the teacher, towards independence.

Provide a description of the strategy below.

All teachers will be receive differentiated professional development ins Jan Richardson Guided reading. Teachers will group like students into small groups based on a variety of reading data. Teachers will use the appropriate Jan Richardson leveled routine to target specific learning needs to fidelity. Teachers will monitor for progress and groups will be adjusted as necessary.

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

Running records will be conducted as is necessary: Informal data will be collected weekly for struggling students and adjustments will be made to groupings. Formal data will be collected 4x through out the year.

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

M. Brisson

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.

Prior to the start of the next school year, the Kindergarten team will hold a District recruiting session for incoming Kindergartners, Kindergarten Round Up. In the Spring the team will invite the registered students and families back for an orientation workshop. Readiness skills will be
emphasized and good choices for academic and social characteristics will be presented. Materials and resources will be provided to each family to use over the summer to prepare for August.

In the spring the School Counselor and the Fifth grade team articulate with the receiving middle schools: setting up middle school transition information nights and student visits.

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
Marie	Brainard	Principal	brainardm@pcsb.org
Claire	Townsley	Assistant Principal	townsleym@pcsb.org
Marie	Brisson	MTSS Coach	brissonm@pcsb.org
Elizabeth	Rogers	Literacy SIP Goal Manager-reading	rogersel@pcsb.org
Elizabeth	Hinnant	Literacy SIP Goal Manager-writing	hinnante@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 importance of reading as a school wide priority will be communicated regularly through weekly
school based updates, lesson plan expectations, district communications, meeting agenda contents,
walkthrough feedback, school improvement meetings,
All instructional classroom teachers will have at least 120 minutes fo reading instruction/practice daily.
Non instructional teachers will value this untouchable time. Specialists will incorporate literacy within
their domain: Art, Music and Physical Education through read alouds and the availability of content
based literature.
Daily homework will include specified minutes of independent reading and practice of reading
strategies.
Parent Involvement trainings and activities will incorporate literature or offer free take home literature
to enhance their individual home libraries.

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

The Literacy team will be continuing the work with Jan Richardson guided reading training. We will be providing trainings in staff meetings and/or PLCs. Follow up demonstration/ modeling and observations will occur in specific teacher's classrooms with the MTSS/ Literacy Coach.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section A	Area 1: English Language Arts (Reading)

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

8-Step Problem-Solving Process

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
27.8		33

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
28.8		34

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 (%)
59.9		65

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

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
64		69

COMPREHENSIVE ENGLISH LANGUAGE LEARNING ASSESSMENT (CELLA)

Students Scoring Proficient in Listening/Speaking

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
55.4		60

Students Scoring Proficient in Reading

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
35.4		40

Students Scoring Proficient in Writing

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
37.9		43

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	60.8		65
Black/African American	39.2		45
Hispanic	50.0		55
Asian	76.9		82
American Indian	0.0		
English Language Learners (ELLs)	0.0		
Students with Disabilities (SWDs)	29.3		35
Economically Disadvantaged	71.4		77

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

READING GOAL

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

We will increase reading scores by 5% in each subgroup as measured on the 2015 2016 FSA in grades 3-5.
We will increase reading scores by 5% for First grade from 38% in 2014 2015 to 43% in 2015-2016. Second grade will increase from 36% in 2014 2015 to 41% in 2015-2016 as measured on the 2015 2016 SAT 10.
80% of students in grades K-3 will achieve grade level expectation on the running record.

Provide possible data sources to measure your reading goal.

2015 2016 FSA ELA, Sat 10, District running records

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
Providing differntiated reading instruction through Jan Richardson Guided reading	Teachers will group students at like levels for small group instruction based on running record data. Teachers will use the appropriate Jan Richardson leveled routine to target specific learning needs to fidelity. The small groups are flexible and change with the assessment data. Training and support for teachers will be provided through PLCs from the MTSS Coach and District Literacy Coach. Fidelity checks with be conducted by the MTSS Coach and Administrators. Administrators will monitor small groups through walkthroughs and lesson plan checks.
Action 2	Plan to Implement Action 2

Assigning appropriate reading interventions	Teachers and the MTSS Coach will be administering diagnostics for students not meeting grade level proficiency. Based on the results of the diagnostic students will be assigned the appropriate reading intervention. Interventions will occur daily. Intervention data will be monitored for a positive trend through the collection of OPM data. OPM data will be analyzed monthly during SBLT and PLCs. Individual adjustments will be made to interventions based on data as necessary. training and support for intervention implementation will be provided by the MTSS Coach and the District Reading Coach. Fidelity checks will be completed by the MTSS Coach. and school based Psychologist . Administrators and the MTSS Coach will be monitoring the implementation of interventions.
Action 3	**Plan to Implement Action 3**
Progress monitor regularly, depending on running record level, and administer a diagnostic as necessary for student not on the appropriate level.	Teachers will progress monitor students in grades K-3 more frequently than the District timeline to ensure students are making adequate progress towards the appropriate levels. This will be monitored by the MTSS Coach and the Administrators during PLCs and teacher data chats.
Action 4	**Plan to Implement Action 4**
Providing enrichment opportunities to students exceeding proficiency levels	Teachers will group students and assign enrichment activities (book studies, projects...) with varying degrees of difficulties based on assessment data. Teachers will provide support and scaffolding of complex leveled text. Students will also be provided the opportunity to participate in Battle of the Books. Identified Gifted students will attend on site Gifted classes. Fidelity and monitoring will be conducted by Administrators through walkthroughs, student interviews and lesson plans.

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 (%)
46.1		51

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.

Students will increase proficiency in writing as measured on the 2015 2016 FSA by 5% for grades 4 and 5.

Provide possible data sources to measure your writing goal.

State ELA FSA, District and classroom assessments

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 will provide explicit writing instruction daily with an opportunity for guided practice.	Teachers will deliver specific explicit instruction in writing daily as it relates to the text genre being taught in reading. Teachers will guide students to strengthen their writing as needed by revising and editing. Teachers will receive District training through out the year. Formative assessment and district assessments will be used to monitor progress. Administrators will monitor through walk throughs, PLCs and lesson plans
Action 2	**Plan to Implement Action 2**
Teachers will provide instruction on writing in response to texts students have read (with the intent to fully explain the topic or prompt)	Teachers will use district curriculum to ensure students use the appropriate approach to respond to various text genres. Formative assessment and district assessments will be used to monitor progress. Administrators will monitor through walkthroughs, PLCs and lesson plans
Action 3	**Plan to Implement Action 3**
Journal writing will be used in all academic subjects.	Teachers will monitor journals within each subject area by the use of rubrics. Administrators will monitor through walk throughs, PLCs and lesson plans.
Action 4	**Plan to Implement Action 4**

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section C	**Area 3: Mathematics**

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
26.1		31

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
30.6		36

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)				Students in Lowest 25% Making Learning Gains (FCAT 2.0 and EOC)		
2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)		2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
49.3		55		56		61

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	63.4		68
Black/African American	32		37
Hispanic	47.2		52
Asian	80.6		85
American Indian	0.0		
English Language Learners (ELLs)	6.7		14
Students with Disabilities (SWDs)	32.5		37
Economically Disadvantaged	57.1		62

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

MATHEMATICS GOAL

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

We will increase Math scores in each sub group by 5% as measured on the 2015 2016 Math FSA for grades 3-5.
We will increase Math scores for First grade on the SAT 10 from 50% in 2014- 2015 proficiency to 55% proficiency as measured on the 2015-2016 SAT 10.
We will increase Math scores for Second grade on the SAT 10 from 50% proficiency in 2014- 2015 to 55% proficiency as measured on the 2015-2016 SAT 10.

Provide possible data sources to measure your mathematics goal.

Florida State Assessment (state test replacing FCAT 2.0)3-5, MFAS K-5, District assessments (Performance Matters) K-5

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
The effective mathematical planning model will be used in K-5 to develop lesson plans based on Florida Standards, content and curriculum guides.	Teachers will colloboratively plan lessons during their scheduled planning period. The District Coach will provide ongoing support and resources for teams. The Administration will monitor lesson plans and attend PLC's.

Action 2	Plan to Implement Action 2
Classroom teachers will use MFAS tasks for diagnostic and assessment purposes.	Teachers will use the assessment data for progress monitoring and to adjust math instruction. Follow up and support will be provided by a District Math Coach with each team. Monitoring will occur during PLCs and through walkthroughs.
Action 3	**Plan to Implement Action 3**
Teachers will use ST Math to fidelity with teacher instruction and data analysis.	Teachers will implement phase 2 will include whole group instruction strategies, data analysis and monitoring of students. Support will be given by District ST Math representative assigned to Northwest and by a District Math Coach. Follow up will occur as necessary from the District Math Coach. The Administrators and MTSS Coach will conduct fidelity checks and monitor through walkthroughs and lesson plans.
Action 4	**Plan to Implement Action 4**
Use Soar to Success with fidelity for student interventions	Teacher will be trained on Soar to Success by school based teachers and the MTSS Coach during PLCs. Based on assessment data students requiring tier 2 or tier 3 interventions will be receive Soar to Success. Fidelity checks will be administered at least 1x per 4 week period: the first one occurring within the first week of instruction by the MTSS Coach, Principal and Assistant Principal.

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 (%)
26.9	27	32

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
28.8	27	32

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.

The number of students meeting and or exceeding the state proficiency rate will increase from 56% to 61% as measured on the 2015 2016 Science FCAT 2.0 for 5th grade students.
We will increase proficiency on the District Science Assessment (cycle 3)by 5% for grades 1-4:
1st grade from 87% to 92%, 2nd grade from 37% to 42%, 3rd grade from 42% to 47% and 4th grade from 25% to 30%.

Provide possible data sources to measure your science goal.

Science FCAT 2.0, District Assessments (Performance Matters), formative assessments

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

Action 1	Plan to Implement Action 1
We will establish the 10-70-20 model of instruction for science workshop	Teachers will receive school based training on the use and alignment to science units. Teachers will receive Just In Time training for effective science planning in September. Teachers on grades 3-5 will use the 5E lesson/SLAGs. Assessment data will be analyzed at PLCs for future instructional needs. Monitoring the use of SLAGs will be evident in journals/notebooks during walkthroughs and student interviews
Action 2	**Plan to Implement Action 2**
We will prioritize the master schedule for science instruction (specifically in grades 3-5).	The Administration will ensure sufficient time for science instruction daily, across grade levels, specifically in grades 3-5. Administrators will monitor the science block time through walkthroughs.
Action 3	**Plan to Implement Action 3**
Grades 3-5 will use the Diagnostic Assessment for instructional needs.	Teachers will administer the Diagnostic assessment at the start of the year and identify the lowest performing standards for focused instruction. Grade levels will collaborate, design instruction and assign homework based on the data.
Action 4	**Plan to Implement Action 4**

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

Students Scoring at Achievement Level 3

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

Students Scoring at or Above Achievement Level 4

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

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

STEM GOAL

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

To introduce students to career options through hands on science, technology , engineering and mathematics investigations

Provide possible data sources to measure your STEM goal.

Science FCAT 2.0, Math FCAT 2.0, formative science and math assessment data, Performance Matters data for Science and Math.

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 program will be implemented 2x per week before and after school	Students will attend STEM Academy on Wednesdays from 7:00-8:00 am and 3:00-4:00 pm. Attendance will be monitored for continued participation.
Action 2	**Plan to Implement Action 2**
The program success will be assessed through District data analysis.	STEM Academy student data will be reviewed by the STEM Facilitator and Administrators after each District Common Assessment cycle. The data will be compared with non STEM Academy students to identify the success of the program.
Action 3	**Plan to Implement Action 3**
The teacher will learn and apply a rigorous science, technology, engineering and mathematics content	The teacher will attend professional development sessions to receive the content specific training to facilitate the STEM program
Action 4	**Plan to Implement Action 4**
The STEM teacher will participate int he PCS STEM EXPO to showcase Northwest's STEM Academy project	The teacher will facilitate the group to apply science, technology, engineering and mathematics content to construct creative and innovative ideas

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	3%	2%	0%
Grade 1	4%	3%	0%
Grade 2	2%	2%	0%
Grade 3	2%	4%	0%
Grade 4	2%	0	0%
Grade 5	2%	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	24%	15%	10%
Grade 1	18%	12%	7%
Grade 2	18%	18%	13%
Grade 3	7%	18%	13%
Grade 4	9%	10%	5%
Grade 5	9%	16%	11%

SUSPENSIONS

Students with One or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	1%	4%	0%
Grade 1	8%	7%	0%
Grade 2	4%	5%	0%
Grade 3	5%	13%	8%
Grade 4	10%	7%	2%
Grade 5	15%	9%	4%

Students with Five or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	1%	0%
Grade 1	1%	2%	0%
Grade 2	0	0%	0%
Grade 3	4%	4%	0%
Grade 4	5%	1%	0%
Grade 5	1%	6%	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	0
Grade 1	3%	0	0
Grade 2	0	0	0
Grade 3	5%	5%	0
Grade 4	9%	1%	0
Grade 5	8%	4%	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

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

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

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	2%	0
Grade 1	0	3%	0
Grade 2	1%	3%	0
Grade 3	6%	7%	2%
Grade 4	4%	1%	0
Grade 5	1%	6%	1%

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

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	1%	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	1%	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	2%	5%	0%
Grade 1	8%	8%	0%
Grade 2	1%	5%	0%
Grade 3	3%	1%	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%		0%
Grade 1	0%		0%
Grade 2	0%		0%
Grade 3	17%		7%
Grade 4	24%		14%
Grade 5	30%		20%

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

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

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

Classroom teachers will work with the Social Worker , MTSS Coach, Behavior Specialist and School Counselor in the Child Study team meetings to problem solve each students' needs. Students will be assigned a mentor, assigned to a social skills group, develop a contract or given basic hygiene supplies if necessary. Monthly attendance incentives are in place school wide for students and parents.

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 (%)
We will focus on positive caring relationships by decreasing the percentage of Black students receiving referrals from 31% to 15% as measured by referrals. We will accomplish this by assigning school based mentors to identified Black students. The mentors will touch base daily with their assigned student. Sub group discipline data will be progressed monitored at SBLT and PLC meetings. Adjustments will be made to mentor assignments, parent conferences will be requested, and counseling services will be available if neccessary.		31%	15%

Description of Goals, Targets, and Actions for Black Student Achievement	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Tier 1 data will be collected monthly to monitor students meeting proficiency towards district comparisons (Performance Matters). Students not meeting proficiency requiring a tier 2 intervention will receive Soar to Success or ST Math small group instruction with the use of manipulatives. Students not showing a positive trend, needing a more intensive intervention will receive Soar to Success intervention daily for 30 minutes. Students will be invited to attend before and after school Promise Time tutoring 2x per week. We will increase level 3(proficency) by 5% on the Math FSA from 32% (FCAT) to 37% as measured on the 2015-2016 Math FSA.	32%		37%

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).

See Northwest's Title I Parent Involvement Plan.

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.

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.

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.

<div align="right">

Add Target	Delete Target

</div>

Description of Additional Targets	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Description of Additional Targets	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Work toward Bronze level recognition with the Alliance for a Healthier Generation as measured by the HSP Assessment modules.		83%	100%

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	Jan Richardson Guided Reading
Related Goal(s)	Reading
Topic, Focus, and Content	Jan Richardson Guided Reading training
Facilitator or Leader	Marie Brisson and District Literacy Coach; Sandra Weaver
Participants (e.g., Professional Learning Community, grade level, school wide)	K-5
Target Dates or Schedule (e.g., professional development day, once a month)	Individual various trainings throughout the Summer 2015 1x per month in PLCs or staff meetings for grades K-5 October 2015 for grades 3-5 with District Coach
Strategies for Follow-Up and Monitoring	The MTSS coach will conduct fidelity checks every 2 months and provide necessary follow up coaching
Person Responsible for Monitoring	Marie Brisson
Professional Development Identified	Marzano high yield strategies
Related Goal(s)	Reading, Writing, Math and Science
Topic, Focus, and Content	Marzano: Processing New Information/Engaging in Cognitively Complex Tasks
Facilitator or Leader	Administration, Beth Rogers and Jennifer Wilson (trained cooperative teachers)
Participants (e.g., Professional Learning Community, grade level, school wide)	All instructional personnel
Target Dates or Schedule (e.g., professional development day, once a month)	Text studies in PLCs for September thru December (1x month)
Strategies for Follow-Up and Monitoring	Walkthroughs will be conducted weekly and observations will be conducted within the first 2 months of school. Follow up training/coaching will occur as necessary through feedback conferences or PLCs or staff meetings (if trends/patterns are seen).
Person Responsible for Monitoring	Administration (Marie Brainard and Claire Townsley)
Professional Development Identified	Soar to Success math intervention
Related Goal(s)	Math
Topic, Focus, and Content	Soar to Success training

Facilitator or Leader	District trainer
Participants *(e.g., Professional Learning Community, grade level, school wide)*	3-5 grade level teachers and VE resource teachers
Target Dates or Schedule *(e.g., professional development day, once a month)*	October 2015
Strategies for Follow-Up and Monitoring	During PLC meetings and SBLT we will review OPM data for Math and determine support if necessary.
Person Responsible for Monitoring	Adminitsration and MTSS Coach
Professional Development Identified	**Effective Science planning**
Related Goal(s)	Science
Topic, Focus, and Content	Effective Science Planning
Facilitator or Leader	District trainer: Tracy Staley
Participants *(e.g., Professional Learning Community, grade level, school wide)*	1-5 grade level teachers
Target Dates or Schedule *(e.g., professional development day, once a month)*	September 2015
Strategies for Follow-Up and Monitoring	Monitoring of Collaborative planning sessions (notes),lesson plans and walk throughs (aligned to District Adminitrator's at a Glance sheet)
Person Responsible for Monitoring	Administration
Professional Development Identified	**ST Math whole class instruction**
Related Goal(s)	Math
Topic, Focus, and Content	ST Math whole class, direct instruction
Facilitator or Leader	District trainer and school based ST Math Guru, Lasherra Clutter
Participants *(e.g., Professional Learning Community, grade level, school wide)*	K-5
Target Dates or Schedule *(e.g., professional development day, once a month)*	October 2015
Strategies for Follow-Up and Monitoring	Walkthroughs, lesson plans
Person Responsible for Monitoring	Administration
Professional Development Identified	**Various ESE book studies**
Related Goal(s)	Reading, Writing, Math and Science
Topic, Focus, and Content	Teachers will learn about various disabilities and how those children learn.
Facilitator or Leader	Various staff members will lead: 5 different titles
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)*	Once a month at a staff meeting and during the ESE PLC

Strategies for Follow-Up and Monitoring	Discussion minutes will be submitted to Administration and various topics will be discussed during PLCs and staff meetings related to student needs and challenges.
Person Responsible for Monitoring	Administration, facilitators and Pro ED facilitatator

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. Northwest Elementary ensures that funds are directly related to student achievement by utilizing a variety of data sources.
Title I, Part D
The district receives Title I, Part D funds which provide transition services for students entering or returning to their zoned schools from alternative education programs or juvenile detention facilities. Support for initial intake and ongoing transition support are provided by Title I, Part D funds and a portion of Title I, Part A funds reserved for services to neglected and delinquent youth. Title I, Part D funds are also targeted to support continuous education services for students through tutoring, instructional materials and resources, and technology.
Title II
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. Northwest Elementary has several prescriptive professional development trainings planned which align to our school wide initiatives. Title II supports professional development for content areas, common core, leadership development, and early career teachers. Funds are also used for recruitment and retention activities and bonuses for high need schools.
Title III
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. Northwest Elementary has several on site staff members that assist with translation for parent concerns and for parent training sessions. Also we utilize the district for written translations from English to Spanish for letters going home.
Title X- Homeless
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).
Supplemental Academic Instruction (SAI)
SAI funds are coordinated with Title I, Part A funds to provide extended learning enrichment opportunities for students during the school year and during the summer. SAI funds are also used, in conjunction with Title I, Part A funds, to provide ongoing instructional support for teachers through professional development by highly skilled content area specialists and staff developers. Northwest Elementary offered the Summer Bridge program on site for the 2014 summer session.
Nutrition Programs
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.
Head Start
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. Northwest Elementary provides multiple sessions for incoming Pre K and Kindergarten students. Title 1 funds materials and resources for parents to use to prepare their child for school in August: magnetic letters, early literacy reading materials and white boards.

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

The School Based Leadership team meets weekly to review data, interventions and next steps. At this time the team decides what resources may be necessary for student needs: additional intervention kits or additional support instruction.
Grade level PLC teams identify needs for resources based on tier 1 or tier 2 OPM data for instructional strategy implementation or intervention.
Several surveys are administered through out the year: Assist, Title I and District.
 After each Parent event we administer evaluations asking for feedback. Parent surveys provide feedback for parental needs which may require a training with the necessary materials to implement at home.
Bi-annually the Leadership team and the school based Pro Ed Facilitator administers a professional development survey to teachers with specific options based on teacher appraisal trends on open options.
All of the above efforts are summarized for the staff and SAC and determined which ones will yield the most impact upon student achievement. Title I, District and School Improvement resources are voted upon and allocated to the identified personnel, research based program interventions, instructional materials and professional development.

PART V	BUDGET

Create a budget for each school-funded activity.

Add Item	Delete Item

Budget Item Description	MTSS Coach
Related Goal(s)	Reading, Writing, Math and Science
Actions/Plans	The MTSS Coach assigns interventions for students, trains teachers in interventions and administers fidelity check of interventions. The MTSS Coach also provides professional development with Teacher's College Running records and Jan Richardson Guided Reading routines. The MTSS Coach is primarily responsible to monitor all data, create reports for SBLT and participate in all PLCs.
Type of Resource *(i.e., evidence-based programs/materials, PD, technology, etc.)*	PD, Curriculum development
Description of Resources	Personnel
Funding Source	Title I
Amount Needed	$63,455.80
Budget Item Description	Interventionists

Related Goal(s)	Math, Reading and Writing
Actions/Plans	Interventionists are allocated to provide research based interventions to students not meeting proficiency.
Type of Resource (*i.e., evidence-based programs/materials, PD, technology, etc.*)	evidenced based interventions
Description of Resources	Personnel
Funding Source	Title I
Amount Needed	$127,026.24
Budget Item Description	**Substitutes**
Related Goal(s)	Reading, Writing, Math and Science
Actions/Plans	Data analysis of District assessment data for progress monitoring and adjustments to curriculum instruction
Type of Resource (*i.e., evidence-based programs/materials, PD, technology, etc.*)	personnel
Description of Resources	substitutes
Funding Source	Title I
Amount Needed	$3,195.68
Budget Item Description	**Connect for Success Liason**
Related Goal(s)	Reading, Math and Science
Actions/Plans	Students are able to check out a Title I laptop for home use. Students are expected to access ST Math, iStation, Think Central and Reading Counts programs.
Type of Resource (*i.e., evidence-based programs/materials, PD, technology, etc.*)	personnel
Description of Resources	The liason is responsible to check out the computers, be available for parent questions, and maintain the data base.
Funding Source	Title I
Amount Needed	$1,150.60
Budget Item Description	**Instructional Materials**
Related Goal(s)	Reading and Math
Actions/Plans	Additional reading resources for new to Northwest teachers to implement the Jan Richardson routine, additional math materials for hands on experiences
Type of Resource (*i.e., evidence-based programs/materials, PD, technology, etc.*)	materials
Description of Resources	teacher magnetic letter sets, guided reading books, studnet baskets, math games, math manips; teacher professional texts (Jan Richardson, Using Common Language)
Funding Source	Title I

Amount Needed	$3,421.18
Budget Item Description	**Poster maker**
Related Goal(s)	Reading, Writing, Math and Science
Actions/Plans	Teachers will use the poster maker to make common grade level scales for student use in the classrooms
Type of Resource *(i.e., evidence-based programs/materials, PD, technology, etc.)*	AV materials
Description of Resources	poster maker, poster paper refills
Funding Source	Title I
Amount Needed	$5,000.00
Budget Item Description	**Community Involvement Assistant**
Related Goal(s)	Parent Involvement
Actions/Plans	The Community Involvement assistant will meet with the principal and School Improvement managers to set family night dates. She will also call and inquire for speakers and guests as realted to family training sessions. She will recruit for PAC representatives, and be a Title I source for parents when they visit the school.
Type of Resource *(i.e., evidence-based programs/materials, PD, technology, etc.)*	personnel
Description of Resources	The Community Involvement Assistant will assist with coordinating family nights: purchasing materials and food, copying and organizing staff.
Funding Source	Title I
Amount Needed	$1,399.34
Budget Item Description	**Parent Involvement materials**
Related Goal(s)	Parent Involvement, Reading, Math, Science
Actions/Plans	Parent training sessions will be offered to inform and train parents in reading strategies specific to grade level curriculum, math standards relative to specific grade levels and the scientific method for individual student projects. Agenda books to guarantee a universal form of daily parent communication for Pre K-5.
Type of Resource *(i.e., evidence-based programs/materials, PD, technology, etc.)*	Various food will be provided for families due to the training being held in the evening. Reading strategy copies, a variety of text genre books, science display boards and labels for the projects. Agendas are purchased in the summer tailored to the needs of the school.
Description of Resources	parent training materials, food, agendas
Funding Source	Title I
Amount Needed	$1,950.66

Budget Item Description	Kagan Cooperative Structures texts
Related Goal(s)	Reading, Writing, Math and Science
Actions/Plans	Teachers will strategically group students heterogeneously. Students will be taught the collaborative process, based on the Marzano model. Teachers will model the strategy. Teachers will use a variety of techniques based on the knowledge being taught (The Art and Science of Teaching, Kagan Cooperative learning).
Type of Resource (i.e., evidence-based programs/materials, PD, technology, etc.)	PD materials
Description of Resources	Teachers will implement the structures from the book into their classrooms to support students interacting with new knowledge
Funding Source	School Improvement Funds
Amount Needed	$1,000.00
Budget Item Description	The Art and Science of Teaching
Related Goal(s)	Reading, Writing, Math and Science
Actions/Plans	We will use this book to further study Marzano's rsearch based practices; to further deeper understanding into the Instructional appraisal framework.
Type of Resource (i.e., evidence-based programs/materials, PD, technology, etc.)	PD materials
Description of Resources	We will use the text as a book study 1x per month in staff meetings
Funding Source	School Improvement funds
Amount Needed	$1,100.00
Budget Item Description	Professional Development Stipends
Related Goal(s)	
Actions/Plans	Identified staff will attend after school training
Type of Resource (i.e., evidence-based programs/materials, PD, technology, etc.)	Professional Development
Description of Resources	We will provide stipends to staff attending after school CPI training.
Funding Source	School Improvement
Amount Needed	$600.00

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