School Improvement Plan
2015-2016

Oakhurst Elementary

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Superintendent

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PINELLAS COUNTY SCHOOLS

Table of Contents

2015-2016
School Improvement Plan

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

School Name	Principal's First Name	Principal's Last Name
Oakhurst Elementary	Kelly	Kennedy

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

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

100% student success

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

The mission of Oakhurst Elementary School is to educate and inspire each student to reach maximum potential, become lifelong learners and responsible citizens through the Mustang Way.

SCHOOL ENVIRONMENT

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

We infuse our core values of respect, responsibility and honesty " The Mustang Way" throughout all areas of the school. Teachers build a positive school culture during morning meetings promoting 's Covey's "The 7 Habits of Happy Kids ".

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

At Oakhurst systems are in place to ensure student safety . Safety patrols and staff are on duty throughout the school campus to aid, monitor and greet students at arrival and dismissal.

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.

School wide behavior system is in place throughout the school (common areas, classrooms, etc.). All staff were trained to incorporate a 5 point scale which correlates to students' progress report conduct grade.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Students receive monthly classroom counseling. We provide mentors and support groups for students in need.

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

SIP LAST YEAR

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

Awaiting FSA Results to reflect upon ast year's school improvement plan.

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

All school improvement funds were used to support and implement extended learning programs in reading and math.

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

The plan was presented and approved by the SAC committee .

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

The SAC committee will meet 4 times a year. They will also participate in a SAC cluster with the greater Seminole area schools.

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 directed to the extended learning program.

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	
Kelly	Kennedy	kennedyke@pcsb.org	
Highest Academic Degree	**Field of Study**	**# of Years as an Administrator**	**# of Years at Current School**
Master of Education	Educational Leadership	10	10
Certifications (if applicable)			

ASSISTANT PRINCIPAL #1

First Name	Last Name	Email Address	
Dawn	Lewis	lewisda@pcsb.org	
Highest Academic Degree	**Field of Study**	**# of Years as an Administrator**	**# of Years at Current School**
Master of Education	Educational Leadership	1	1
Certifications (if applicable)			

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)			

ASSISTANT PRINCIPAL #3

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)			

ASSISTANT PRINCIPAL #4

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: 60

% receiving effective rating or higher:

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

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

% ESOL endorsed: 55%

% reading endorsed: 10%

% with advanced degrees: 38.3%

% National Board Certified: 0%

% first-year teachers: 3.3%

% with 1-5 years of experience: 25%

% with 6-14 years of experience: 40%

% with 15 or more years of experience: 31.7%

PARAPROFESSIONALS

# of paraprofessionals: 0

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

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.

At Oakhurst, the school leaders use a systematic process to determine the number of personnel necessary to fill the roles and responsibilities necessary to support the school's purpose and to strive for continuous improvement. As a frequent host to interns for area colleges, the administrative team often helps to develop inspiring teachers into high performing teachers on the Oakhurst Elementary staff.

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

We encourage positive working relationships through PLCs, providing mentors for new faculty members, common planning time, and Marzano training.

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

Oakhurst uses its mentoring program to support new teachers. In the mentoring program,
new teachers are paired with a veteran teacher. Regular meetings are held with the novice teachers and their mentors. Finally, the school's administrative staff meet with new staff members to further discuss and /or model best practices, suggest professional development opportunities and provide any additional support on individual basis .

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

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.

The School-Based Team is comprised of the following members: Principal, Assistant Principal, ESE contact, Psychologist, Classroom Teachers, Behavior Specialist, Speech and Language Pathologist, and Guidance Counselor . The Guidance Counselor facilitates and the SBLT monitors to ensure an effective program is in place. Effective communication with parents regarding RTI plans and processes is ongoing.

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
Kelly	Kennedy	Principal
Dawn	Lewis	Assistant Principal
Tracey	Sanders	Behavior Specialist
Mary	Hart	Guidance Counselor
Kathy	Leighton	Psychologist

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

The School-Based Team will meet regularly to review universal screening data, diagnostic data, and
progress monitoring data. Based on this information, the team will identify the professional
development activities needed to create effective learning environments. After determining that
effective Tier 1- Core Instruction is in place, the team will identify students who are not meeting
identified academic targets. The identified students will be referred to the School-Based Team. The
SBT will use the Problem Solving Model* to conduct all meetings. Based on data and discussion, the
team will identify students who are in need of additional academic and/or behavioral support
(supplemental or intensive).

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).

Baseline data:
Florida Comprehensive Assessment Test(5th grade Math) (FCAT)
Florida Assessment for Instruction in Reading (FAIR)
Florida Standards Assessment (FSA)
Diagnostic Assessment for Reading (DAR)
Progress Monitoring and Reporting Network (PMRN)

Comprehensive English Language Learning Assessment (CELLA)
Running Records
Office Discipline Referrals
Retentions
Absences
Performance Matters
District Common Assessments

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

The School-Based Team will provide in-service to the faculty on designated professional development
days (PDD). These in-service opportunities will include, but are not limited to, the following:
ProblemSolving Model ,Consensus building, Positive Behavioral Intervention and Support (PBIS)
Data-based decision-making to drive instruction and progress monitoring .

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.

At Oakhurst, we adhere to the district implementation of yearly assessment schedule. We utilize resources provided by the district and ensure curriculum is delivered with fidelity by administrative classroom walk throughs, Marzano evaluation tools and training, as well as class/staff observations and staff evaluation. The administrative staff also encourage and participate in grade-level PLC's .

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.

Principal and Assistant Principal schedule and facilitate data meetings with all grade levels to discuss student performance levels and sub-groups at regular intervals throughout the school year. Discussion points and data review strategies are discussed for follow-up at grade level PLCs. Instruction is modified for students through a scheduled reading and math intervention block, extended learning, and LLI. Ongoing progress monitoring through formative and summative assessments is conducted on a regular basis in the classroom to determine benchmark mastery.

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

Increased focus on organizing students to practice and deepen knowledge based on on specific areas of deficit.

Minutes added to the school year: 960

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

Oakhurst will increase the use of data to provide and differentiate instruction to meet the diverse needs of our students through Professional Learning Communities and data chats. Data is analyzed to determine the specific areas of deficit and then as a result interventions are provided to support the student.

Provide a description of the strategy below.

After an initial diagnostic assessment, students will be grouped according to instructional needs for more individualized instruction within the intervention portion of the school day. Extended learning will be provided as an additional support in needed areas outside

of the instructional day to increase proficiency. Addition of meaningful learning time for students requiring support or enrichment beyond the classroom. Students will be assembled into small flexible groups using FSA prep materials.

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

A diagnostic test will be administered at the beginning and end of program. The data from diagnostic test will determine the level of instruction for each individual student. Ongoing formative assessments will guide instruction throughout the program.

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

Teachers, Principal, Assistant Principal

INSTRUCTIONAL STRATEGY #2

Strategy Type

Writing across all content areas

Minutes added to the school year: _____

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

Oakhurst has committed to the implementation of writing across all areas of the curriculum. This is beneficial to increase student performance in all content areas. By obtaining this goal we will be able to increase student performance in not only writing, but also the other content areas taught.

Provide a description of the strategy below.

Students will respond to the course content in writing .For example, they may respond by writing an informal analysis of his or her thinking. We will require our students to draw upon and write about evidence from informational texts across all content areas. By increasing the variety of writing while stressing the conventions of writing, we expect the overall quality of writing to improve.

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

 Ongoing progress monitoring for trend data.

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

Teachers, Principal, Assistant Principal

INSTRUCTIONAL STRATEGY #3

Strategy Type

Collaborative Planning

Minutes added to the school year: _____

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

Through weekly collaborative planning sessions, teachers will be able to share best practices, plan instructional modules, unpack standards, create assessments and share ideas about differentiation.

Provide a description of the strategy below.

Weekly collaborative planning sessions are held at each grade level where standards are unpacked and discussed. A schedule for review

of lesson plans has been created by administration, so we are communicating with teachers in a consistent fashion to give feedback and ensure the alignment of the Florida Standards. Feedback given through frequent classroom walk-through also provides us with the opportunity to monitor classroom instruction for alignment to the Florida Standards.

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

District Common Assessments
Florida Standards Assessments (FSA)

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

Teachers, Principal and Assistant Principal

INSTRUCTIONAL STRATEGY #4

Strategy Type

Teachers utilize a variety of district provided resources and professional development to ensure the Florida standards are taught with fidelity.

Minutes added to the school year: 0

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

To maximize the use of resources to increase the proficiency level for Oakhurst Students on the Florida Standards.

Provide a description of the strategy below.

• Utilize district curriculum guides and support teachers in using the curriculum guides through professional development
• Just in Time -Coaches model for and co-teach with classroom teachers as needed. These coaches also follow-up and debrief sessions to guide next steps.
• ST Math is used in mathematics to help build the conceptual understanding of mathematics standards.
• Istation is used in ELA to help build fluency and comprehension skills.
• Administrators do periodic checks of teacher lesson plans,
• Administrators conduct walk-throughs and provide teachers feedback
• Professional Development will occur as needed throughout the year through grade level PLC's, and faculty meetings

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

Common Assessment data for Math, Science and Writing are used to monitor progress, as well as FSA data.

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

Teachers, Principal and Assistant Principal

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.

Students and parents will be invited to Kindergarten Round-up provided by Pinellas County Schools. Oakhurst will have a Kindergarten "meet and greet". Students transitioning to middle school will benefit from visits from middle school counselors, a mock middle school and middle school tours.

COLLEGE AND CAREER READINESS

Describe the strategies the school uses to support college and career awareness

We will offer career guidance lessons, career week, Enterprise Village and 5th grade field trip to St. Petersburg College.

Describe how the school integrates vocational and technical education programs.

Students will participate in Transportation Day and Enterprise Village.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report, as required by section 1008.37(4), F.S.

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
Kelly	Kennedy	Principal	kennedyke@pcsb.org
Beth	Riggio	Teacher	riggiob@pcsb.org
Alison	Garrity	Teacher	garritya@pcsb.org
Becky	Gade	Teacher	gader@pcsb.org
Sally	Ewald	Teacher	ewals@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.

LLT provides support for full implementation of LAFS. This collaboration focuses on curriculum, instructional design and assessments. These professional practices are monitored and adjusted systematically in response to student data.

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

The Literacy Learning Team's major initiative will be to foster a rich literacy environment that focuses on rigorous, and consistent best practices. In order to implement the Florida Standards with fidelity, the LLT will use informal conversations based on current data that reflects upon learning gaps and expectations. The team will asses the needs for instructional strategies, cross curricular programs, and professional development.

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		35

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
38		45

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
50	50	75

Students Scoring at or Above Level 7

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

LEARNING GAINS

Students Making Learning Gains (FCAT 2.0 and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
41		50

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

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

COMPREHENSIVE ENGLISH LANGUAGE LEARNING ASSESSMENT (CELLA)

Students Scoring Proficient in Listening/Speaking

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

Students Scoring Proficient in Reading

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
29		35

Students Scoring Proficient in Writing

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
24		30

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	68		77
Black/African American	11		25
Hispanic	69		75
Asian			
American Indian			
English Language Learners (ELLs)			
Students with Disabilities (SWDs)	33		20
Economically Disadvantaged	51		60

POSTSECONDARY READINESS

This section is only for schools that teach high school grade levels. Otherwise, skip it.

Four-Year Graduates Scoring "College Ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or Any College Placement Test Authorized Under Rule 6A-10.0315, F.A.C.

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

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.

Increase proficiency in reading to exceed the district by 5% as measured by Florida Standards Assessment.

Provide possible data sources to measure your reading goal.

FAIR, ELAs module assessments, 3rd grade portfolios, Sat 10, 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
Teachers will attend professional development on Module roll-outs, close reading and instructional methods.	Provide training on campus, train the teacher, utilize moodle training based on specific needs
Action 2	Plan to Implement Action 2
Teachers will align instruction to support the Florida Standards , district curriculum guidelines and individual student needs	Teachers will collaborate to develop rigorous learning goals and performance scales using Marzano's Taxonomy based on identified key standards.
Action 3	Plan to Implement Action 3
Teachers will use data to differentiate reading instruction during intervention time	Utilize Jan Richardson's Guided Reading and Istation to meet the individual needs of students.
Action 4	Plan to Implement Action 4

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section B	**Area 2: English Language Arts (Writing)**

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at or Above 3.5

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

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at or Above Level 4

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

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.

Increase proficiency in writing to exceed the district by 5% as measured by Florida Standards Assessment.

Provide possible data sources to measure your writing goal.

District assessments
ELA Module 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 align instruction to Florida Writing Standards and district curriculum by providing multiple opportunities for writing	Teacher ensure students write short responses based on text across all content areas.
Action 2	**Plan to Implement Action 2**
All teachers to be trained in effective instructional techniques for writing	Teachers will attend district module trainings as well as school based professional development based on needs assessment.
Action 3	**Plan to Implement Action 3**
Teachers regularly assess student progress and use data to modify and differentiate instruction.	Teams utilize data from state and district assessments, observational data and anecdotal record keeping to monitor student progress and plan instruction based on data.
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) - *Elementary and Middle School Mathematics*

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
26		31

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
39		4,450

FLORIDA ALTERNATE ASSESSMENT (FAA) - *Elementary and Middle School Mathematics*

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
50	50	75

Students Scoring at or Above Level 7

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

LEARNING GAINS - *Elementary and Middle School Mathematics*

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

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

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

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
66		71

ANNUAL MEASURABLE OBJECTIVES (AMOs) - *Elementary and Middle School Mathematics*

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	68		75
Black/African American	11		25
Hispanic	69		75
Asian			
American Indian			
English Language Learners (ELLs)			
Students with Disabilities (SWDs)	33		50
Economically Disadvantaged	51		60

FLORIDA ALTERNATE ASSESSMENT (FAA) - *High School Mathematics*

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 - *High School Mathematics*

Students Making Learning Gains (EOC and FAA)

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

ANNUAL MEASURABLE OBJECTIVES (AMOs) - *High School Mathematics*

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			
Black/African American			
Hispanic			
Asian			
American Indian			
English Language Learners (ELLs)			
Students with Disabilities (SWDs)			
Economically Disadvantaged			

POSTSECONDARY READINESS - *High School Mathematics*

Four-Year Graduates Scoring "College Ready" on the Postsecondary Education Readiness
Test (P.E.R.T.) or Any College Placement Test Authorized Under Rule 6A-10.0315, F.A.C.

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

MIDDLE SCHOOL ACCELERATION

Middle School Participation in High School EOC

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

Middle School Performance on High School EOC

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

ALGEBRA 1 END-OF-COURSE ASSESSMENT (EOC)

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 (%)

GEOMETRY END-OF-COURSE ASSESSMENT (EOC)

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 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.

Increase proficiency in mathematics to exceed the district by 5% as measured by Florida Standards Assessment.

Provide possible data sources to measure your mathematics goal.

District Common Assessments
Florida Standards Assessments (FSA)

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
Increase differentiated instruction, focusing on Tier II and Tier III Interventions, analyzing data for deficiencies and creating targeted lessons to reach mastery	Request assistance Ongoing professional development opportunities provided by the district math department .
Action 2	**Plan to Implement Action 2**
ncrease effective planning, including the Eight Mathematical Practices, use the curriculum guide and content guide in planning and use the newly created Elementary Mathematics Learning Scale	Develop a multi-grade level mathematics committee to help with planning and assessment data
Action 3	**Plan to Implement Action 3**
Increase the use of Mathematics Formative Assessment System (MFAS) tasks available on CPALMS as well as diagnostic assessments available through Go Math resources on Think Central.	Soar to Success- Utilize Webinars and tutorials are available on the Think Central Dashboard as well as professional development available through the district
Action 4	**Plan to Implement Action 4**

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section D	**Area 4: Science**

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0) - *Elementary and Middle School Science*

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
35	27	35

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
29	36	39

FLORIDA ALTERNATE ASSESSMENT (FAA) - *Elementary and Middle School Science*

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
35		47

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
29		35

FLORIDA ALTERNATE ASSESSMENT (FAA) - *High School Science*

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 (%)

BIOLOGY 1 END-OF-COURSE ASSESSMENT (EOC)

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 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.

Students will increase proficiency in science to exceed the district by 5% as measured by FCAT 2.0

Provide possible data sources to measure your science goal.

Ongoing formative assessments, unit assessments , and district and state summative 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
Recognize that students have varying abilities and build on that prior knowledge with the use of diagnostic assessments.	Increase use of formative assessments to develop a more informed plan for differentiated instruction.
Action 2	Plan to Implement Action 2
Increase the amount of hands-on learning experiences utilizing the Natures of Science and the Scientific Method.	Ongoing investigations take place in the classrooms as well as the Science Lab .
Action 3	Plan to Implement Action 3
All students will participate i a school wide Science Fair. Teachers K-3 will complete a new class project with their current class and students in grades 4 and 5 will produce individual projects	Teachers will follow a school-wide time line for completion prior to the Spring School-Wide Science Fair .
Action 4	Plan to Implement Action 4

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

Number of STEM-related Experiences Provided for Students
(i.e., robotics competitions, field trips, science fairs)

2014-15 Status (#)	2015-16 Target (#)
12	10

Participation in STEM-related Experiences Provided for Students

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

The following data shall be considered only if your school has high school grade levels.

Students Enrolling in One or More *Accelerated* STEM-related Courses

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

Completion Rate for Students Enrolled in *Accelerated* STEM-related Courses

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

Students Taking One or More Advanced Placement Exams for STEM-related Courses

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

Passing Rate for Students Who Take Advanced Placement Exams for STEM-related Courses

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

CTE-STEM Program Concentrators

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

Students Taking CTE-STEM Industry Certification Exams

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

Passing Rate for Students Who Take CTE-STEM Industry Certification Exams

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.

All students will participate in hands on science and use of science notebooking, content talk, content text and scientific method based projects to build a deep understanding of NGSSS in science as measured by district science assessments and the 2016 state assessment to increase the following targets:
Increase proficiency rate from 63% to 68%

Provide possible data sources to measure your STEM goal.

District Common Assessments and State Science Assessment

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
Increase the amount of time students spend in non-fiction science text by using more time during the reading block to draw information from scientific text.	Grade level teams will continue to work on use of non-fiction text and text based questioning and share student work at PLCs.
Action 2	Plan to Implement Action 2

3rd -5th grades will use the Science lab activity to increase hands - on activities to deepen knowledge	Science lab teachers will attend professional development aimed at maximizing the effectiveness of the science lad to deepen knowledge
Action 3	Plan to Implement Action 3
Action 4	Plan to Implement Action 4

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section F	Area 6: Career and Technical Education (CTE)

The following data shall be considered only if your school has middle or high school grade levels.

Students Enrolling in One or More CTE Courses

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

Students Who Have Completed One or More CTE Courses Who Enroll in One or More Accelerated Courses

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

Completion Rate for CTE Students Enrolled in Accelerated Courses

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

Students Taking CTE Industry Certification Exams

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

Passing Rate for Students Who Take CTE Industry Certification Exams

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

CTE Program Concentrators

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

CTE Teachers Holding Appropriate Industry Certifications

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

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

CTE GOAL

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

Provide possible data sources to measure your CTE goal.

How will your school accomplish this CTE 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
Action 2	Plan to Implement Action 2
Action 3	Plan to Implement Action 3
Action 4	Plan to Implement Action 4

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section G	**Area 7: Social Studies**

CIVICS END-OF-COURSE ASSESSMENT (EOC)

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 (%)

U.S. HISTORY END-OF-COURSE ASSESSMENT (EOC)

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 social studies targets, provide the following information for that goal.

SOCIAL STUDIES GOAL

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

Provide possible data sources to measure your social studies goal.

How will your school accomplish this social studies 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
Action 2	Plan to Implement Action 2
Action 3	Plan to Implement Action 3
Action 4	Plan to Implement Action 4

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

Leave fields blank for grade levels not taught at your school.

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
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 12			

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	6.2	9.7	5
Grade 1	8.7	7.6	4
Grade 2	3.5	5	3
Grade 3	7.5	3.9	2
Grade 4	5.6	7.9	4
Grade 5	5.9	4.1	2
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			

SUSPENSIONS

Students with One or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	5.2	4.3	2
Grade 1	6.0	2.9	1
Grade 2	4.4	3.3	1
Grade 3	11.1	13.4	8
Grade 4	7.9	7.9	5
Grade 5	6.7	8.3	6
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			

Students with Five or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	1	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			

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	3.2	1
Grade 1	5	0	0
Grade 2	2	1.7	1
Grade 3	3	3.9	2
Grade 4	2	7.9	4
Grade 5	1	8.3	4
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			

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

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

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			

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	2.2	1
Grade 1	2.6	0	0
Grade 2	.9	.8	0
Grade 3	1.5	1.6	0
Grade 4	.8	.8	0
Grade 5	.8	2.5	1
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			

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

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 4	0	0	0
Grade 5	0	0	0
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			

Students Referred for Alternative School Placement

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			

Students Expelled

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

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			

RETENTIONS

Students Retained

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	1	1	0
Grade 1	2.6	0	0
Grade 2	0	0	0
Grade 3	3	2.6	2
Grade 4	0	0	0
Grade 5	0	0	0
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			

Students with Level 1 Score on the Statewide, Standardized Assessments in English Language Arts or Mathematics

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

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			

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

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			

Students in 9th Grade with One or More Course Failures on First Attempt in Core-Curricula Courses

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

MULTIPLE EARLY WARNING INDICATORS

Students Exhibiting Two or More Early Warning Indicators

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	1		0
Grade 1	5.2		2
Grade 2	1.8		0
Grade 3	3.7		2
Grade 4	3.2		1

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 5	2.5		1
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			

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).

SBLT, Mentor check-in / check-out, individual behavior plans, social worker for attendance and tardies, parent communication, BUG, Tier 2 & 3 intervention plans.

DROPOUT PREVENTION

The following data shall be considered, per Section 1003.53, F.S. If a school has significantly lower graduation rates for a subgroup when compared to the state's graduation rate, that school's improvement plan is required to include strategies for improving these results, pursuant to Section 1001.42(18), F.S. Graduation rates for the state, district, and school by subgroup are available in the AMO Outcomes Report at http://schoolgrades.fldoe.org/.

Students Dropping Out of School, as Defined in s.103.01(9), F.S.

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

Students Graduating in Four Years, Using Criteria for the Federal Uniform Graduation Rate Defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)

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

Academically At-Risk Students Graduating in Four Years, as Defined in Rule 6A-1.09981, F.A.C.

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

Students Graduating in Four Years, Using Criteria for the Federal Uniform Graduation Rate Defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)

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

Students Graduating in Five Years, Using Criteria Defined at 34 C.F.R. § 200.19(b)

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

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section I	Area 9: Black Student Achievement

Describe and 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 parental involvement by increasing the school's out reach effort's as gaged by attendance at school / academic functions.	11%	20%	30%
Close the achievement gap in reading between black and non-black students to meet our AMO targets which are embedded within our academic goals.	55		60
Close the achievement gap in math between black and non-black students to meet our AMO targets which are embedded within our academic goals.			
The assistant principal will monitor all struggling black students' progress and work in conjunction with all instructional staff members to provide extra support.			
All 3rd -5th grade black students not currently meeting grade level expectations will be paired with a mentor for additional accountability and support		60%	85%

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).

Oakhurst Elementary and its school family value the highest levels of performance in reading, writing, science and mathematics for all students. Our school also has a strong and active parent group that works with administration and teachers to support student achievement. The PTA is a dedicated organization that devotes endless hours to support and enhance school programs. Presently we would like to increase parental usage of our district site and attendance at school related functions. .

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.

Oakhurst Elementary builds positive relationships with families through connect-ed messages, teacher newsletters, student led conferences, curriculum night, open house, meet and greet, and PTA events.

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.

Oakhurst utilizes our local community by being involved in the SAC clusters, partnering with local businesses and community organizations, All Pro Dads, Scouts and Great American Teach In.

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 Bronze Level recognition with the Alliance for a Healthier Generation.	50%	50%	66%

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	Marzano
Related Goal(s)	Increase the rigor of student achievement in all academic content areas
Topic, Focus, and Content	Teacher evaluations and student self monitoring scales
Facilitator or Leader	Kelly Kennedy and Dawn Lewis
Participants (e.g., Professional Learning Community, grade level, school wide)	School Wide
Target Dates or Schedule (e.g., professional development day, once a month)	2015/2016 School Year
Strategies for Follow-Up and Monitoring	Utilize the Marzano evaluation tools, evaluations and follow-up conferences.
Person Responsible for Monitoring	Principal and Assistant Principal

PART IV	COORDINATION AND INTEGRATION

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

Funds from the district will be used to fund the Elementary Reading Extended Learning Model and the Extended Learning Program. Support will be given to students that scored a Level 1 or 2 on the Reading FSA and the Math FSA, first and second graders that received a stanine of 1, 2 or 3 on the SAT 10, retained students and determined to be struggling through district criteria. Students will work in small groups in reading and math before and after school and during the day during their Intervention Block.

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.

Students are identified through the above criteria. They are then assessed to determine their area of deficiency. Groups are formed using this data. SBLT reviews their data and groups are adjusted after each cycle.

PART V — BUDGET

Create a budget for each school-funded activity.

Add Item | Delete Item

Budget Item Description	
Related Goal(s)	Increased student achievement in math and reading
Actions/Plans	Provide resources and instructional coverage for before and after school learning sessions.
Type of Resource (i.e., evidence-based programs/materials, PD, technology, etc.)	
Description of Resources	FSA test prep materials
Funding Source	SIP Funds
Amount Needed	

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