

School Improvement Plan

2015-2016

Oldsmar Elementary

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Superintendent



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School Improvement Plan

PART I		CURRENT SCHOOL STATUS
Section A		School Information
School Name Oldsmar Elementary	Principal's First Name Michael	Principal's Last Name Feeney
School Advisory Council Chair's First Name Stacia	School Advisory Council Chair's Last Name Halton	

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

100% Student Success

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

The mission of Oldsmar Elementary is to provide a safe learning environment, while educating and inspiring each student to reach their maximum potential and become lifelong learners and responsible citizens.

SCHOOL ENVIRONMENT

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

Teachers gather input at the start of the school year via parent/family questionnaires as a way to better understand the students' backgrounds and cultures. During the first weeks of school teachers utilize a variety of ways (student interviews, peer interviews, getting to know you activities and classroom culture building meetings) to build a positive and tolerant culture within the school building. Class meetings are a way for students and teachers to continue to maintain a positive classroom culture where all students are treated as equals. Our school's multicultural club along with our school-wide character education program promote a climate of respect, openness and mutual respect among all stakeholders at Oldsmar Elementary.

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

Processes are created via the school crisis plan along with the school-wide behavior plan. These plans address all aspects of student safety and behavior throughout the course of the school day. In addition, character education and bully prevention programs are implemented school-wide. These programs address school-wide needs based on students input, teacher input and survey responses. There are processes in place to recognize student achievement and improvement in academic and behavior areas.

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.

The school has developed a school-wide behavior plan that addresses student behavior expectations. Within this plan are specific guidelines for classroom as well as campus common areas. Individual grade levels have established behavioral criteria based on the SWBP that recognizes and addresses appropriate student behavior. All staff members receive a school overview of the SWBP at the beginning of the school year, as well as receiving training at the beginning of the school year and intermittently during staff meetings on specific classroom management strategies to ensure a culturally responsive classroom. Based on the plan, daily communication is established between teacher and parents as well as individual reinforcers related to academics and behavior.

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.

Oldsmar Elementary utilizes the skills and experience of the Guidance Counselor, Psychologist and Social Worker to provide small

groups and individual counseling for to meet the social-emotional needs of all students. In addition Oldsmar Elementary utilizes school based and community volunteer mentors as resources to support the social-emotional needs of our students. . As mentors are trained they are paired with identified students and parents are also provided with community based resources.

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
Michael	Feeney	PCS Employee
Brandi	Williams	PCS Employee
Stacia	Sinclair	PCS Employee
Susan	Hurley	community member
Andrea	Fonseca	community member
Courtney	Vandeberg	parent
James	Green	parent

SIP LAST YEAR

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

Due to the majority of FSA data being unavailable at the time of writing the 2015-2016 SIP SAT 10, cycle 3 math common assessment and Module D post test data will be utilized .

-The number of students scoring in the national stanines 5 and above (average and above) increased from 2014 to 2015 as follows:
 Grade 1 Math increased 16% (48% to 64%)
 Grade 1 Reading increased 14% (27% to 41%)
 Grade 2 Math increased 12% (47% to 59%)
 Grade 2 Reading increased 16% (31% to 41%)

Based on SAT 10 scores, Oldsmar Elementary 1st and 2nd grade students outperformed district averages in reading and math on average by approximately 10 percentage points.

-Based on 3rd grade Running Record assessments, all but 3 students tested passed their final assessment, along with 82% of all 3rd grade students approaching expectations or higher on ELA Module D post test(5% approaching and 77% meets), and 98% at approaching or higher based on FAIR FS(52% approaching, 46% meets). Based on math cycle 3 assessments 84% of all 3rd grade students were at approaching or higher (29% approaching, 55% meets).

Based on 4th grade ELA Module D 91% of all students were at the level of approaching or higher (12% approaching, 79% meets). On FAIR FS 84% of all students were considered approaching or higher (49% approaching and 35% meets). Based on math cycle 3 assessment 85% of all students were considered approaching or higher (16% approaching and 69% meets).

In grade 5 88% of all students were approaching or higher (16% approaching and 72% meets) based on ELA Module D, while 94% were considered approaching or higher based on FAIR FS cycle 3 (45% approaching and 49% meets). Based on math cycle 3 common assessment 70% of all students were considered approaching and higher (37% approaching and 33% meets). 61% of all 5th grade students scored level 3 or above based on FCAT science, an increase of 1% based on last year's scores.

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

Get #'s from Cathy...TDE's, book study, interventions....

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

Administration met and presented students data and sought input to address student’s needs. Discussed and developed strategies to communicate SIP to parents/families and community members

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

School Advisory Council will meet monthly to discuss and reflect on most recent student data. SAC members will also be involved in the decision making process to address needs throughout the school year, both instructional and operational.

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.

Electronic Lesson Planbook - \$300
TDE's/Book study/Training for teacher professional development – \$1,700

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 Michael	Last Name Feeney	Email Address feeneym@pcsb.org	
Highest Academic Degree Master of Education	Field of Study Instructional Leadership	# of Years as an Administrator 9	# of Years at Current School 5
Certifications (if applicable)			

ASSISTANT PRINCIPAL #1

First Name Brandi	Last Name Williams	Email Address williamsbran@pcsb.org	
Highest Academic Degree Master of Education	Field of Study Instructional Leadership	# of Years as an Administrator 1	# of Years at Current School 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)			

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

of instructional employees: 46

% receiving effective rating or higher: N/A

% 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: 58

% reading endorsed: 2.1

% with advanced degrees: 33

% National Board Certified: 4

% first-year teachers: 0

% with 1-5 years of experience: 15.6

% with 6-14 years of experience: 33.3

% with 15 or more years of experience: 51.1

PARAPROFESSIONALS

of paraprofessionals: _____

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

TEACHER RECRUITMENT AND RETENTION STRATEGIES

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

Highly qualified teachers are recruited via internship opportunities, partnering with local colleges and universities, and networking within the district to identify talented teachers. Highly qualified teachers are retained by providing school based support through staff professional development and meaningful teacher recognition. Teachers are provided on-going feedback and coaching specific to

areas targeted for improvement during the school year. New teachers are provided a school-based mentor along with a grade level mentor for their first year at the school.

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

In order to encourage positive working relationships between teachers, a master schedule has been developed with an emphasis on ensuring daily common planning times within grade levels. In addition, time is set aside weekly for grade level PLCs, as well as opportunities for teachers involved in instructing specific sub groups of students and specific curriculum areas to meet and collaborate.

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

Teachers new to Oldsmar Elementary will be assigned trained mentors to assist with acclimating to the school, its cultures and processes. The beginning of the year is primarily focused on school and district processes/curriculum and ensuring a smooth transition. Teachers new to the school will be assigned a school-based mentor along with a grade level mentor.

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 MTSS leadership team will be responsible for: establishing and monitoring the school wide learning and development of SIP; implementing instructional/intervention plans (Core and Supplemental) developed to achieve goals; and allocating the resources needed to fully implement instructional/intervention plans with fidelity. The MTSS leadership team will coordinate the efforts between all school teams as well as review and revise the School Improvement Plan as needed. Using multiple data sources the MTSS leadership team will identify barriers and possible strategies to overcome these barriers. The MTSS leadership team will analyze school academic data three times a year to identify students needing additional supplemental instruction (Tier 2). Students requiring supplemental instruction will be progressed monitored bi-weekly and instruction will be adjusted accordingly. The MTSS leadership team will analyze school wide behavior data monthly to identify students requiring additional behavioral support. . In addition, Hourly ERELM teachers and other resources will be aligned to address the needs of struggling students.

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
Michael	Feeney	Principal (MTSS/SIP leadership)
Brandi	Williams	A.P. (MTSS/SIP leadership)
Deborah	Manning	School Counselor (facilitates MTSS/coordinates
Jennifer	Cohen	Social Worker (facilitates MTSS/coordinates. Tier
Nandelyne	Metellus	Psychologist (assists with analyzing academic an
Stacia	Sinclair	(analyze school wide data/shares information w
Selene	Hove	(analyze school wide data/shares information w
Kristin	Kirberger	(analyze school wide data/shares information w
Alicia	Montoya	(analyze school wide data/shares information w

MTSS Team Member First Name	MTSS Team Member Last Name	Position
Kim	Ring	(analyze school wide data/shares information with
Holly	Huey	(analyze school wide data/shares information with

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

The MTSS team meets on a weekly basis to monitor, reflect and act on needs based on school wide data. The MTSS will use the problem solving process identified above to identify areas of need and allocate resources. The MTSS leadership team will be using SAPSI to identify areas of need for further professional development

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).

Tier 1 data sources include Performance Matters, Data Warehouse, PMRN, , FSA/FCAT, Pinellas Common Assessments Math, Science, Literacy, Running Records and office discipline referrals. In addition to Tier 1 data sources, Tier 2 supplemental data sources include DIBELS probes. Data will be entered into excel spreadsheets and graphed data will be shared during data review meetings in order to assess student growth. In addition to Tier 1 and Tier 2 data, Tier 3 intensive data sources include AIMS web probes. Data will be entered into AIMS web and graphed weekly. Data will be reviewed with the PSW team every 6 weeks in order to assess student growth. The CST will meet bimonthly to analyze attendance data and this information will be shared with MTSS and PLC's.

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

During weekly MTSS leadership meetings, grade level teacher representatives are trained in the process of MTSS and are responsible for delivering this training to their grade level teams during PLCs. Each grade level team has a member of their team who received professional development in data disaggregation and utilizing that information to drive instruction. In addition other school wide MTSS leadership team members attend PLCs to assist and deliver training to teachers. Oldsmar Staff development Moodle site also has many resources that teachers can reference regarding. Data-based problem solving. As needed monthly school wide trainings can be utilized to support this as needed

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.

Teachers utilize a variety of district provided resources to ensure the alignment of instruction to Florida Standards. Site based and professional development, as well as DWT provides on-going professional development for faculty to ensure the alignment of instruction to standards. All teachers lesson plans are aligned to state based standards and reviewed weekly for alignment to district curriculum guides.

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.

Faculty utilizes data in the classrooms daily to modify and differentiate instruction. Teachers utilize formative assessment data as a tool to inform their teaching. In addition, regular data chats are held to identify students requiring additional support beyond the core. Data is utilized on a continuous basis to identify and create small instructional groups. Teachers monitor and implement strategies based on instructional groups as well as a variety of subgroups. Through Professional Learning Communities teachers work collaboratively to ensure the needs of all students are met. Students that are having difficulty are discussed with the MTSS committee and monitoring the progress of applied interventions are reviewed. The Guidance Counselor is responsible for close monitoring of OPM data, facilitating MTSS meetings to discuss students' progress, the need for intervention/change of intervention and fading of intervention.

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

INSTRUCTIONAL STRATEGY #1

Strategy Type

Teachers will become proficient in the utilization of goals and scales in order for teachers and students to understand the standards

Minutes added to the school year: 1,200

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

When teachers implement goals and scales effectively, students can monitor their individual progress as they approach their individual standards/goals. This also gives teachers the opportunity to monitor student growth in order to differentiate student instruction.

Provide a description of the strategy below.

Teachers are going to be provided professional development on the utilization of goals and scales in their core content areas. Teachers will utilize these in order to drive instruction and monitor student growth.

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

Teachers and students will reflect on their progress as they work towards mastery of the standard(s) utilizing goals and scales. Data will be collected based on district assessments, along with formative and summative assessments throughout the program.

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

Teacher and administrators will be responsible for monitoring.

INSTRUCTIONAL STRATEGY #2

Strategy Type

Every teacher will use small group instruction to differentiate instruction and meet individual student needs during the school day as well as outside in ELP programs.

Minutes added to the school year: 7,200

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

Small group instruction will be implemented to accommodate the learning needs of each individual student both in the classroom and in after school Extended Learning Programs.

Provide a description of the strategy below.

Teachers will use goals and scales, formative assessments, teacher judgment as well as summative assessments to drive small group instruction. These groups will be fluid based on need and utilized to reteach/extend classroom learning goals.

Fourth and Fifth grade students meet weekly for a total of 20 sessions. During each session teachers use specific content related lessons which enrich student knowledge and application. The academies offer opportunities to conduct hands-on STEM investigations, explore careers in STEM, improve team building and leadership skills, learn about business planning and interact with community business partners.

4th and 5th grade students will meet 2x/week for 3 hours per day to receive assistance with current curriculum as well as additional

support on standards based on classroom and summative/formative assessments. Teacher will communicate and work collaboratively with classroom teachers to support, understand and communicate progress.

All identified ESE Students, during each session teachers/facilitators will utilize the ST Math website along with Istation as a resource to provide remediation in both reading and math.

3 teachers will provide 15-18 3rd grade students intensive reading skills to improve their strategies. They will receive 20 minutes of instruction on a rotational basis focused on vocabulary, comprehension and phonics/fluency strategies.

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

Teachers will utilize a variety of data, ie. classroom formative assessments, summative assessments, teacher observations to determine need/progress.

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

Administrators and teachers are responsible for monitoring the implementation.

INSTRUCTIONAL STRATEGY #3

Strategy Type

Identify critical content

Minutes added to the school year: 1,200

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

To ensure that all instruction is aligned to and focus on standards

Provide a description of the strategy below.

Teachers will collaborate weekly as grade level PLC's to identify critical content and ensure all necessary information is being taught and mastered.

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

Student data will be collected and monitored through the use of formative assessments, student interviews, student work, student tracking of progress utilizing learning scales

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

Administrators and teachers will be responsible for monitoring the implementation of this strategy.

INSTRUCTIONAL STRATEGY #4

Strategy Type

Helping students practice skills, strategies and processes

Minutes added to the school year: 1,200

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

Ensuring students have the opportunity and time to practice skills, strategies and processes as they progress towards mastery of the standards/content.

Provide a description of the strategy below.

Teacher engages students in massed and distributed practice activities that are appropriate to their current ability to execute a skill, strategy, or process

- Guided practice if students cannot perform the skill, strategy, or process independently
- Independent practice if students can perform the skill, strategy, or process independently

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

Student data will be collected and monitored through the use of formative assessments, student interviews, student work, student tracking of progress utilizing learning scales

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

Administrators and teachers will be responsible for monitoring the implementation of this strategy.

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

All incoming students to Oldsmar Elementary are involved in New Student Orientations. Small groups meet and discuss the changes of expectations, climates and strategies for acclimating. Parent meetings are held for kindergarten. PTA, SAC and Curriculum Training evening meetings are available. Websites contain information. The communication plan is provided for families,. Tutoring and afterschool programs

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
Brandi	Williams	Assistant Principal	williamsbran@pcsb.org
Jessica	Putnam	Media Speciaslist	putnamj@pcsb.org
Nicole	Schellhammer	Pre-K teacher	schellhammern@pcsb.org
Tina	Kane	Kindergarten	kanec@pcsb.org
Rose	Damann	1st Grade	damannr@pcsb.org
Jeff	Powers	2nd Grade	powersj@pcsb.org
Jackie	Giddings	3rd Grade	giddingsj@pcsb.org
Klm	Ring	4th Grade	ringk@pcsb.org
Shannon	Munson	5th Grade	munsons@pcsb.org

LLT Member First Name	LLT Member Last Name	Title	Email
Darlene	Thiel	VE	thield@pcsb.org
Jennifer	Durand	Speech/Lang. Therapist	durandj@pcsb.org
Ann	McCusker	Speech/Lang. Therapist	mccuskera@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.

1. Literacy Leadership Teams create capacity of reading knowledge within the school by focusing on the following areas of literacy concern:
2. Support for text complexity
3. Support for instructional skills to improve reading comprehension
4. Ensuring that text complexity, along with close reading and rereading of texts is central to lessons
5. Providing scaffolding that does not preempt or replace the text reading by students
6. Developing and asking text dependent questions from a range of question types
7. Emphasizing students supporting their answers based upon evidence from the text
8. Providing extensive research and writing opportunities (claims and evidence)
9. Support for Implementation of the Florida Standards Standards for Literacy in Social Studies, Science, and Technical Subjects (a focus on text, task, and instruction)
10. Meetings occur monthly with facilitator roles and responsibilities rotating throughout the year

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

- The major initiatives of the LLT this year will be:
- a heavy focus on collaborative planning among grade level teachers with the inclusion of ESE teachers
 - Evidence of teachers moving students to reading text at a higher complexity
 - Creating programs to educate/assist families with providing meaningful reading support to their children

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 (%)
30.5		40

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
37.9		41

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 (%)
79		

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

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

COMPREHENSIVE ENGLISH LANGUAGE LEARNING ASSESSMENT (CELLA)

Students Scoring Proficient in Listening/Speaking

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
47	66	70

Students Scoring Proficient in Reading

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
18	35	70

Students Scoring Proficient in Writing

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
12	30	70

ANNUAL MEASURABLE OBJECTIVES (AMOs)

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

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White	73		76
Black/African American	47		46
Hispanic	53		69
Asian	93		87
American Indian	N/A		N/A
English Language Learners (ELLs)	N/A		48
Students with Disabilities (SWDs)	39		62
Economically Disadvantaged	62		69

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.

The number of students meeting proficiency will exceed the district/state proficiency rates by 6% or more as measured by state and district standardized assessments.

Provide possible data sources to measure your reading goal.

FSA, ELA module assessments, Running Records, Performance Matters

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 develop rigorous learning goals and performance scales based on identified key standards, and monitor the progress of each student toward mastering standards.	<p>Barriers addressed in plan - Faculty Professional Development, Monitoring of Implementation of effective use of Learning Scales Teacher Grade Level Planning</p> <p>Faculty will receive on-going professional development to ensure effective consistent grade level implementation of learning scales. Teachers within grade levels will collaborate weekly to ensure consistency between classrooms when implementing learning scales.</p> <p>Administrators will develop and implement a schedule to regularly visit classrooms and monitor the implementation and effective use of learning scales.</p> <p>Administrators will provide regular feedback to faculty regarding the status of learning scale implementation and use.</p> <p>The SBLT team will meet monthly to plan for on-going professional development.</p>
Action 2	Plan to Implement Action 2
Teachers intentionally and collaboratively plan, as a grade level, for instruction ensuring implementation of reading standards.	<p>Barriers addressed in plan - Time within school day to meet Access to consistent and effective lesson planning tool School wide meetings limited to Wednesdays.</p> <p>Block schedule will continue to be implemented to allow for teacher daily common planning periods of 45 minutes Access for all teachers to planbook.com, or other lesson planning tool.</p> <p>Regular monitoring of lesson plans with feedback when necessary provided by administrators.</p>
Action 3	Plan to Implement Action 3

<p>Teachers will utilize research based small group instructional strategies (ex. Jan Richardson's Guided Reading, iStation intervention lessons, etc.) to provide differentiated small group language arts instruction to students</p>	<p>Barriers addressed in plan - Additional training in use of Jan Richardson routine with feedback Need for additional Guided Reading materials</p> <p>Teachers will use running records as the primary data source to plan for small group instruction. Teachers will receive training and feedback from Just in Time reading coach to ensure successful implementation of small group language arts instruction. Administrators will develop and implement a schedule to regularly visit classrooms and monitor the implementation of Jan Richardson routines and effective instruction during small group instruction. Funds will be allocated for the purpose of purchasing additional Guided Reading materials.</p>
<p>Action 4</p>	<p>Plan to Implement Action 4</p>
<p>Teachers will utilize i-station as a regular part of every students reading program and differentiate the number of minutes students utilize the program based of the needs of the student.</p>	<p>Barriers addressed in plan - Computer Lab schedule Access to technology Teacher training on managing student reports as a way to plan for instruction using i-station Students being pulled for interventions</p> <p>Computer Lab schedule will be developed to allow every class to have a designated weekly time to visit the lab for the purpose of students using i-station Administrators will train all teachers on how to access reports and identify students requiring additional time on i-station Administrators will train all teachers on how to track student progress on i-station. Classrooms identified as having a high number of students requiring additional time on i-station will be supplied additional computers.</p>

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 (%)
65		

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.

The number of students meeting proficiency will exceed the district/state proficiency rates by 6% or more as measured by state and district standardized assessments

Provide possible data sources to measure your writing goal.

FSA and ELA 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 develop rigorous learning goals and performance scales based on identified key standards, and monitor the progress of each student toward mastering standards.	<p>Barriers addressed in plan - Faculty Professional Development, Monitoring of Implementation of effective use of Learning Scales Teacher Grade Level Planning</p> <p>Faculty will receive on-going professional development to ensure effective consistent grade level implementation of learning scales. Teachers within grade levels will collaborate weekly to ensure consistency between classrooms when implementing learning scales.</p> <p>Administrators will develop and implement a schedule to regularly visit classrooms and monitor the implementation and effective use of learning scales.</p> <p>Administrators will provide regular feedback to faculty regarding the status of learning scale implementation and use.</p> <p>The SBLT team will meet monthly to plan for on-going professional development.</p>
Action 2	Plan to Implement Action 2
Teachers intentionally and collaboratively plan, as a grade level, for instruction ensuring implementation of reading standards.	<p>Barriers addressed in plan - Time within school day to meet Access to consistent and effective lesson planning tool School wide meetings limited to Wednesdays.</p> <p>Block schedule will continue to be implemented to allow for teacher daily common planning periods of 45 minutes Access for all teachers to planbook.com, or other lesson planning tool.</p> <p>Regular monitoring of lesson plans with feedback when necessary provided by administrators.</p>
Action 3	Plan to Implement Action 3
Action 4	Plan to Implement Action 4

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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 (%)
27		40

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
31.6		30

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

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

Students Scoring at or Above Level 7

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

LEARNING GAINS

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

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

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

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

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		67
Black/African American	20		33
Hispanic	58		63
Asian	87		87
American Indian			
English Language Learners (ELLs)			55
Students with Disabilities (SWDs)	45		53
Economically Disadvantaged	50		55

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.

The number of students meeting proficiency will exceed the district/state proficiency rates by 6% or more as measured by state and district standardized assessments.

Provide possible data sources to measure your mathematics goal.

Math FSA, District Common Assessments, and Performance Matters to disaggregate data.

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
<p>Teachers will develop rigorous learning goals and performance scales based on identified key standards, and monitor the progress of each student toward mastering standards.</p>	<p>Barriers addressed in plan - Faculty Professional Development, Monitoring of Implementation of effective use of Learning Scales Teacher Grade Level Planning</p> <p>Faculty will receive on-going professional development to ensure effective consistent grade level implementation of learning scales. Teachers within grade levels will collaborate weekly to ensure consistency between classrooms when implementing learning scales.</p> <p>Administrators will develop and implement a schedule to regularly visit classrooms and monitor the implementation and effective use of learning scales.</p> <p>Administrators will provide regular feedback to faculty regarding the status of learning scale implementation and use.</p> <p>The SBLT team will meet monthly to plan for on-going professional development.</p>
Action 2	Plan to Implement Action 2
<p>Teachers intentionally and collaboratively plan, as a grade level, for instruction ensuring implementation of mathematic standards.</p>	<p>Barriers addressed in plan - Time within school day to meet Access to consistent and effective lesson planning tool School wide meetings limited to Wednesdays.</p> <p>Block schedule will continue to be implemented to allow for teacher daily common planning periods of 45 minutes Access for all teachers to planbook.com, or other lesson planning tool.</p> <p>Regular monitoring of lesson plans with feedback when necessary provided by administrators.</p>
Action 3	Plan to Implement Action 3

Teachers will utilize ST Math as a regular part of every students math program and differentiate the number of minutes students utilize the program based of the needs of the student.	<p>Barriers addressed in plan -</p> <ul style="list-style-type: none"> Computer Lab schedule Access to technology Teacher training on managing student reports as a way to plan for instruction using ST Math Students being pulled for interventions <p>Computer Lab schedule will be developed to allow every class to have a designated weekly time to visit the lab for the purpose of students using ST Math.</p> <p>Administrators will train all teachers on how to access reports and identify students requiring additional time on ST Math.</p> <p>Administrators will train all teachers on how to track student progress on ST Math.</p> <p>Classrooms identified as having a high number of students requiring additional time on ST Math will be supplied additional computers.</p>
Action 4	Plan to Implement Action 4
Teachers will utilize Mathematics Formative Assessment System (MFAS) as a part of their formative assessment plan and utilize the information to drive differentiated instruction.	Teachers will be refreshed on the MFAS system and new teachers will be trained using the online videos by the learning specialist. Staff needing additional support will receive it by learning specialist or just in time trainers.

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 (%)
33	38	40

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
27.5	23	30

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 proficiency will exceed the district/state proficiency rates by 6% or more as measured by state and district standardized assessments.

Provide possible data sources to measure your science goal.

FCAT Science, District Science Assessments, and Diagnostic Assessment

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

Action 1	Plan to Implement Action 1
Teachers intentionally and collaboratively plan, as a grade level, for instruction ensuring implementation of science standards.	<p>Barriers addressed in plan - Time within school day to meet Access to consistent and effective lesson planning tool School wide meetings limited to Wednesdays.</p> <p>Block schedule will continue to be implemented to allow for teacher daily common planning periods of 45 minutes Access for all teachers to planbook.com, or other lesson planning tool. Regular monitoring of lesson plans with feedback when necessary provided by administrators.</p>
Action 2	Plan to Implement Action 2
Establish routine practice of the 10-70-20 instructional model for students. This model consists of Setting the Purpose, Core Science and Confirming the Learning.	<p>Identify teachers as mentors that have exhibited routine practice of the 10-70-20 instructional model. Identify dates and schedule a Science Just in Time Coach to provide PD for teachers in need.</p> <p>Monitor for consistent routine practice of students: -Knowing the Learning Target -Using the 5E lessons/Student Learning Activity Guides(SLAGS) and provide ongoing formative assessments. - Confirming the learning through use of success criteria (students tracking their own learning) and teacher/student conferencing.</p>
Action 3	Plan to Implement Action 3
Teachers will develop and implement a 5th grade benchmark review plan based on data from the 3rd/4th grade Review Diagnostic Assessment.	<p>-Give diagnostic assessment -Teachers collaborate for item analysis from Performance Matters -Identify lowest performing standards by teacher or grade level for each science strand; Life, Physical and Earth -Develop a plan of differentiation for students with a priority focus -Identify instructional resources to support the ongoing review with an emphasis on Think Central Digital lessons and informational texts.</p>
Action 4	Plan to Implement Action 4
Develop and adhere to a Science Lab schedule for all 3rd, 4th and 5th grade classes.	<p>3rd-5th grade classes/students will complete the identified progress monitoring assessments, science lab investigations and Citizen Scientist research and data collection. New teachers to grade levels will attend Science Lab PD.</p>

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section E **Area 5: Science, Technology, and Mathematics (STEM)**

Students Scoring at Achievement Level 3

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

Students Scoring at or Above Achievement Level 4

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

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

STEM GOAL

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

Increase the percentage of students achieving 3 and higher by 8 percent as measured by the state FCAT Science assessment.

Provide possible data sources to measure your STEM goal.

Pre/post assessments, District Science CA's, FCAT Science

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
Continue the implementation of 2 after school stem academies focusing on 4th and 5th grade students based on science assessment scores	Analyze science diagnostic assessments along with district CA. Meet weekly to address STEM goals within the academy.
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

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

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	11(14.5%)	12(18.8%)	9
Grade 1	11(15%)	11(16.6%)	8
Grade 2	12(13.9%)	9(10.6%)	5
Grade 3	6(7.5%)	5(5.7%)	2
Grade 4	2(2.7%)	4(5.5%)	3
Grade 5	3(3.4%)	2(2.5%)	1

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

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	14(18.4%)	8(12.5%)	6
Grade 1	12(16.4%)	4(6%)	3
Grade 2	11(12.8%)	8(9.4%)	4
Grade 3	3(3.8%)	5(5.7%)	2
Grade 4	5(6.7%)	5(6.8%)	3
Grade 5	17(19.3%)	3(3.8%)	1

SUSPENSIONS

Students with One or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	4(5.2%)	4(4%)	2
Grade 1	5(6.8%)	3 (3%)	1
Grade 2	5(5.8%)	2(3%)	1
Grade 3	5(6.3%)	11(12%)	6
Grade 4	6(8%)	4 (5%)	2
Grade 5	9(10.2%)	10(11%)	5

Students with Five or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	1(1.3%)	0	0
Grade 1	2(2.7%)	0	0
Grade 2	0	0	0
Grade 3	2(2.5%)	1(1.1%)	0
Grade 4	2(2.6%)	0	0
Grade 5	0	1(1.3%)	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(1.3%)	1(1.6%)	0
Grade 1	10(13.7%)	0	0
Grade 2	0	1(1.2%)	0
Grade 3	2(1.3%)	3(3.4%)	0
Grade 4	1(1.3%)	0	0
Grade 5	0	2(2.5%)	0

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

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	1(1.4%)	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0

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

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	1(1.3%)	2(3.1%)	0
Grade 1	1(1.4%)	0	0
Grade 2	0	1(1.2%)	0
Grade 3	1(1.3%)	3(3.4%)	0
Grade 4	2(2.7%)	1(1.4%)	0
Grade 5	1(1.1%)	2(2.5%)	0

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

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	1(1.4%)	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0

Students Referred for Alternative School Placement

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

Students Expelled

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

RETENTIONS

Students Retained

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	3(3.9%)	2(3.1%)	0
Grade 1	1(1.4%)	1(1.5%)	0
Grade 2	0	0	0
Grade 3	2(2.5%)	3(3.4%)	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	3		0
Grade 3	9		0

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 4	8		0
Grade 5	8		0

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	1	0
Grade 4	0	0	0
Grade 5	0	3	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	1	0

MULTIPLE EARLY WARNING INDICATORS

Students Exhibiting Two or More Early Warning Indicators

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten		5.8	0
Grade 1		0	0
Grade 2		2.3	0
Grade 3		7.3	0
Grade 4		1.4	0
Grade 5		6	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).

1. MTSS team meets weekly to analyze academic and behavior data and identify students with 1 or more early warning indicators.
2. School Counselor, Psychologist, Social Worker and School Administrators work together with school staff to design and implement Tier 2 and Tier 3 interventions to meet each students needs.
3. Tier 3 PSW and FBA/PBIP are implemented when necessary and are continually monitored by the MTSS team.
4. Parent & community involvement activities are scheduled throughout the school year to increase parent & community partnerships.
5. School-wide Positive Behavior Support System encourages positive interactions and helps to maintain a safe and positive culture.
6. Extended learning opportunities are provided to students, with special invitations given to students identified by early warning data.
7. Mentors are assigned to students exhibiting early warning indicators.
8. Student successes are recognized in the classroom and school-wide.

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

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

Description of Goals, Targets, and Actions for Black Student Achievement	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
The goal for black student achievement at Oldsmar Elementary is to close the achievement gap between African American students and subgroups scoring higher on district and state assessments. This will be done by incorporating the 6M's (developed by Mary Conage) into everyday instruction: Meaning, Mouth, Models, Movement, Multiple checks for understanding, and Music. Teachers will be made aware of this model and monitored through lesson plans and walk-throughs. The target is to reach at least 50% of African American students scoring at a proficient level on state and district level assessments.	46		70

Add Target

Delete Target

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).

30+ parent engagement opportunities are currently offered during the school year. Examples of these opportunities include but not limited to the following: Open House, monthly SAC and PTA meetings, Family Literacy education night, math night, curriculum fair, City of Oldsmar Art Exhibit evening, monthly Spirit nights at neighborhood restaurants, school celebrations such as the, Grandparents Breakfasts, and family dinners as well as wellness activities such as the Annual Fun run. Parent engagement is consistently at least 60%.

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.

30+ parent engagement opportunities are currently offered during the school year. Examples of these opportunities include but not limited to the following: Open House, monthly SAC and PTA meetings, Family Literacy education night, math night, curriculum fair, City of Oldsmar Art Exhibit evening, monthly Spirit nights at neighborhood restaurants, school celebrations such as the, Grandparents Breakfasts, and family dinners as well as wellness activities such as the Annual Fun run. Parent engagement is consistently at least 60%.

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.

Utilizing the skills and experiences of the Family/Volunteer Liaison, Oldsmar Elementary seeks out the resources available throughout the community to support the learning of students. Financial and human resources from the community are matched to the needs of specific students, classrooms and the school as a whole. (Ex. Adopt-a-class funds, mentors, local high school students, and local business resources). Principal meets on a regular basis with community leaders to maintain positive relationships and increase opportunities between school and community events.

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.		Bronze Level in 2	Bronze in 3 out of 4

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 focus on teaching strategies as identified in Domain 1. Ties directly to all instructional/content goals above.
Topic, Focus, and Content	P.D. on specific Design Questions and Elements and how they impact students and staff across all content areas.
Facilitator or Leader	Administrators, Teacher Leaders, District Coaches
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	PLC's and faculty meetings
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	Professional development will be bimonthly through PLC's, monthly in faculty meetings as well as monthly P.D. during P.D. days
Strategies for Follow-Up and Monitoring	Monitoring will be conducted through walk-throughs, PLC notes, individual discuss, iObservations, teacher conferencing.
Person Responsible for Monitoring	Administration

PART IV COORDINATION AND INTEGRATION

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

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.

PART V **BUDGET**

Create a budget for each school-funded activity.

Add Item

Delete Item

Budget Item Description	Reading Intervention
Related Goal(s)	The number of students meeting proficiency will exceed the district/ state proficiency rates by 6% or more as measured by state and district standardized assessments.
Actions/Plans	Provide additional intervention instruction to identified students.
Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i>	Researched based interventions, LLI hourly teachers
Description of Resources	Fund 3 hourly ER-ELM teachers
Funding Source	ER-ELM Budget
Amount Needed	\$23,868.00
Budget Item Description	Extended Learning Programs
Related Goal(s)	The number of students meeting proficiency will exceed the district/ state proficiency rates by 6% or more as measured by state and district standardized assessments.
Actions/Plans	Provide interventions to identified students in the areas of reading and math
Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i>	Personnel
Description of Resources	Hourly pay for instructional teachers
Funding Source	ELP Budget
Amount Needed	\$13,617.00

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

