

# School Improvement Plan

## 2015-2016

Pinellas Central Elementary

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Superintendent



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# School Improvement Plan

PART I		CURRENT SCHOOL STATUS
Section A		School Information
School Name Pinellas Central Elementary	Principal's First Name Cara	Principal's Last Name Walsh
School Advisory Council Chair's First Name Angela	School Advisory Council Chair's Last Name Dressback	

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

VISION -Professional Community Educating for 100% student success.

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

The mission of Pinellas Central Elementary School is to create a safe and positive learning environment where all individuals feel valued and challenged to reach their highest potential.

## SCHOOL ENVIRONMENT

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

Student's cultures are welcomed and learned through a combination of communication from the classroom teacher, ESOL teachers, and the school counselor. Details regarding students' cultural differences are discussed with the families and provided to necessary school staff. Various student cultures are acknowledged and celebrated in our Multicultural Club activities, through our school wide assemblies and through family and school events. All school wide communications are translated for our Spanish and Vietnamese speaking families.

The ESOL teachers send out information regarding home language to classroom teachers. The classroom teachers can research languages independently or come to ESOL department meetings for guidance. The ESOL department will continue with the Multicultural Club which meets monthly. Teachers choose two students per classroom to participate in the club. ESOL will also have a monthly school-wide culture/country of the month. Students will be exposed to a variety of cultures throughout the school year.

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

Pinellas Central works under Positive Behavior Support (PBS) system for school wide processes of which all staff receive PBS training. In turn, all students are trained by teachers in our school wide processes that ensure physical, social and emotional safety throughout the school day. Every student is greeted daily by adults and by name when entering and exiting the classroom and campus. Pinellas Central has established Guidelines for Success that are referred to often in regard to student and staff expected behaviors. Our daily morning news show incorporates character development and social skills into the school day. We ensure a sense of safety for students in the classroom by starting each day with a Morning Meeting designed to welcome students and provide positive/open classroom culture. School staff supervision is present throughout the school starting at 8:05am as well as after school. The guidance counselor and student services are available daily per student emotional needs. Guidance classes are integrated into classroom lessons as well as small groups guidance lessons are utilized as determined by student data and student referrals.

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.

Through daily classroom behavior tracking and monitoring, as well as teacher data reviews, Pinellas Central utilizes a Positive Behavior Support system for school-wide behavior. This is a data-driven, team-based framework for establishing a continuum of effective behavioral practices and interventions that: Prevent the development of and seeks to extinguish student behaviors that are disruptive to learning. PBS encourages the teaching and reinforcement of pro-social expectations and behavior across all school settings.

Educators create positive classroom environments that support student learning. Environments that increase learning are guided by a core curriculum and implemented with consistency and fidelity.

Student achievements and behavior [mental health] can be influenced (for the better or worse) by the overall characteristics of the school so we focus on positive student contact and require staff to use a 5 to 1 positive to negative ratio. Teachers are provided PBS pre-school training and a universal behavior management tool that aligns with PBS guidelines as well as the School Wide Behavior Plan (SWBP). The STOIC tool is used to monitor the effectiveness of our school wide behavioral system. All STOIC results will be shared with all staff to discuss grade level or school-wide trends. If needed, an action plan will be created to address any areas of concern.

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.

Through daily classroom behavior tracking and monitoring, as well as data reviews (i.e. referrals, level 1 calls, observations, parent contact) students are identified for tier 2 and tier 3 behavioral interventions. Students can also be referred to small group based on situational stresses that may occur. A Check & Connect program has been established to support the student connection to school. We have a school social worker available two days a week and a school psychologist 2 1/2 days a week to support student and staff needs.

**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
Cara	Walsh	Administrator
Jan	Johnson	Community
Lucy	Lancheros	Community
Jillian	Connolly	Community
Angela	Dressback	Parent/Staff
Linda	Best	Parent/Staff
Nitzi	Ocasio	Parent
Prayphay	Salima	Parent

**SIP LAST YEAR**

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

Science-As measured by the FCAT students scoring a Level 3 or above increased from 35% to 58%, an increase of 23%. Our 2014-2015 SIP actions did occur, in addition to our SIP goals our school received a hands on Science Lab that was utilized monthly with Grades 3-5.

Math-Teachers participated in weekly planning sessions and worked with a District Math Coach on backwards design planning. FSA results have not been released. District Common Assessments have shown growth. Cycle 3 Pinellas Central 5th grade students were 41.5% proficient exceeding the District average of 31.9% proficient.

Reading & Writing -All 2014-2015 SIP Action steps were completed, some action steps will be noted in this year's SIP as we're "digging deeper" into instructional strategies. FSA Results have not yet been released. District Common Assessments have shown growth. This year there are no retained 3rd Grade students compared to the previous year of 2 students retained.

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

In 2014-2015 a total of \$3,890.25 was allocated for SIP Funds. \$2,695.00 was utilized for teacher stipends. Stipends were provided to teachers to work after contract hours to analyze student work & formative assessments to plan instructional lessons. In addition to

planning teachers were provided with professional development on research based instructional programs such as Jan Richardson Guided Reading. The remainders of the funds, \$1,195.25 was utilized to purchase instructional materials to support professional development that was provided. (magnetic letters, white boards, guided reading books)

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

The SAC will review the SIP at the September meeting and provide input into the goals and strategies that are implemented.

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

SAC meets five times during the year and will review the SIP goals and the implementation of strategies. The SAC will review data collected in order to monitor progress toward meeting our SIP goals.

**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.

SIP Allocations have not been projected this year, current balance is \$0. We plan to utilize any funds to provide teachers with professional development in the area of scales and rubrics. Providing rigorous learning goals and performance scales. The teacher will provide rigorous learning and /or targets, both of which are embedded in a performance scale that includes application of knowledge.

**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.

<b>PRINCIPAL</b>			
First Name Cara	Last Name Walsh	Email Address walshca@pcsb.org	
Highest Academic Degree Doctor of Education	Field of Study Curriculum and Instruction	# of Years as an Administrator 15	# of Years at Current School 4
Certifications (if applicable)			

**ASSISTANT PRINCIPAL #1**

First Name Stacey	Last Name Raspitzi	Email Address raspitzis@pcsb.org	
Highest Academic Degree Master of Education	Field of Study Educational Leadership	# of Years as an Administrator 4	# of Years at Current School 2
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: 67

% receiving effective rating or higher: 100

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

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

% ESOL endorsed: 49.3

% reading endorsed: 10.4

% with advanced degrees: 40.3

% National Board Certified: 3.0

% first-year teachers: 4.5

% with 1-5 years of experience: 22.4

% with 6-14 years of experience: 37.3

% with 15 or more years of experience: 35.8

**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.

Vacancies are posted internally and externally. Resumes and cover letters are screened and interview teams are assembled to interview candidates. Only teachers who are high qualified are hired and these teachers are retained through the on site professional development and recognition of staff for attendance, learning gains and students' meeting expectations.

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

All teams work together weekly in PLCs and collaborative instructional planning sessions. Teams develop their team norms and roles during the first week of school. Team leaders meet once a month with the administrators for leadership training and team building activities. Our Core Values are Professional, Positive and Passionate and we encourage all staff to exhibit these values on a daily basis.

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

A mentoring program has been established in which we have one lead Mentor and several other trained teacher mentors who are assigned to mentor new staff members to our school our staff members new to grade level teams or those that need additional support. Mentors/Mentees meet at minimum monthly for "just in time" professional development, discuss current successes/challenges and to debrief current instructional practices. Mentors meet weekly with their assigned mentee and throughout the year. Mentors/mentees will engage in observations with feedback, lesson planning, etc. The administrators also hold an open meeting each Monday morning for new staff members in order to provide them with a Q & A session.

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

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

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

PCE utilizes a multi-tiered system of support which provides 3 tiers of instruction according to each student's needs . Tier 1 is the student's core instruction, Tier 2 is a supplemental intervention provided to those students in need of a narrower focus on particular skills. Tier 3 is is an intensive intervention provided to help student's overcome significant barriers to school success. All of our students receive instruction within the tiered system. All tiers are progress monitored and results are graphed and shared with all stakeholders. Changes and intensification to any curricula is done through data driven discussions that lead to formal action plans as prescribed. The MTSS team allocates school resources, including personnel to implement student action plans. Problem solving worksheets are driven by data and team decision making. MTSS school data and individual student data are shared at grade level PLC's. When needed, the problem solving process is recycled in an effort to achieve each goal.

**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
Cara	Walsh	Principal
Stacey	Raspitzi	Assistant Principal
Emily	Shelley	Literacy Coach
Janet	Rosen	School Guidance Counselor
Ashley	Mrozek	2nd Grade Teacher
Lisa	Bahr	ESE-VE Teacher
Nancy	McHale	1st Grade Teacher
Rachel	McClure	3rd Grade Teacher
Mandy	Harmon	5th Grade Teacher

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

The leadership team utilizes data driven dialogue to conduct data meetings after each assessment cycle. SIP goals are reviewed bi-weekly and next steps are documented in meeting minutes along with the individual responsible for tracking the fidelity of the next steps. 2014-2015 data in all content areas has been disaggregated and presented to all staff members. The School Based Leadership Team (SBLT) began the problem-solving process to determine appropriate goal areas and action steps to target in the SIP. These goals will be systematically reviewed within the SBLT team and at SIP committee meetings held monthly with all instructional staff. Within SBLT and schoolwide PLCs the effectiveness of core instruction will be targeted. Administration will conduct walkthroughs daily to monitor the effectiveness of core instruction. Resources have been allocated to support differentiated instruction by providing students with additional interventionist teachers for remediation and enrichment opportunities across all content areas. Teachers will be supported daily in their work by content area coaches, administration, Learning Specialist and district provided support. Small groups and individual students needs will be targeted through discussions held weekly in grade level PLCs and will align appropriate enrichment/remediation. Students receiving Tier 2 services will be monitored bi-weekly and students receiving Tier 3 services will be monitored weekly. A long term calendar has been developed for data review meetings which occur every 8 weeks to determine appropriate student groups and individual students needs in a systematic way.

**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).

Data sources at the core level include PMRN, Performance Matters and Data Warehouse at the core level include collaborative planning that is reviewed through lesson plan monitoring, walkthrough and students formative and informal data that is analyzed through data driven dialogue. Weekly PLC meeting alternating with each subject area discussed monthly. A PLC agenda form was designed this year for weekly administration monitoring and discussion at SBLT. Teachers are given a coaching support form that includes needs, forms of support, and meeting times to assist in planning and instruction. Coaching will be assigned and scheduled based on needs. Data sources for supplemental instruction are probes administered bi-monthly by supplemental instruction provider and collected by the MTSS Coach who graphs and shares at the bi-monthly SBLT meetings. The same process is used for intensive instruction but progress monitoring occurs on a weekly basis.

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

Training on MTSS has been provided to all instructional staff. Continued professional development will be provided during designated curriculum meetings and PLC times by Administrators and Literacy Coach. Decisions to adjust a student's core or intervention is only made after a data based dialogue has occurred and an action plan determined to meet the student's need.

**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.

Pinellas Central Elementary utilizes FL CCSS. Teachers routinely attend school based and district based professional development opportunities in Florida Standards content areas. Materials and programs purchased align with Florida Standards. Administrators monitor lesson plans on a weekly basis and walkthrough data. Student work examples are examined within PLC teams and demonstrate instructional programs and lessons aligned with Florida Standards.

**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.

Baseline data will be obtained through the use of District provided pre-assessments  
 On-going progress monitoring using AIMS Web Probes  
 Writing rubrics  
 Running records (K-2)  
 Independent reading assessments (3-5)  
 Data chats



Teacher formative assessments

Journal writing in response to content area instruction

Exit tickets

To meet the needs of our ESOL population data from Cella testing, Common Assessments, ELA tests, Running records, will be used to differentiate instruction. These assessments provide a well rounded picture of the needs of our ESOL students. This will determine the World-class Instructional Design Assessment (WIDA) English Language Development Standards that align with the needs of our students. ESOL teachers will share the new WIDA standards and give support to classroom teachers.

To meet the needs of students scoring at an advanced level on assessments consideration will be made for placement into our gifted/ talented program and referrals for STEM programs or other learning enrichment opportunities.

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

Providing Rigorous Learning Goals and Performance Scales. The teacher provides rigorous learning and /or targets, both of which are embedded in a performance scale that includes application of knowledge.

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

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

The purpose is for students to explain how their current level of performance ranges from simple to complex and they can demonstrate through artifacts the progression of knowledge.

Provide a description of the strategy below.

Teachers will create a goal or target that identifies knowledge or processes aligned to standard. The scale will build progression of knowledge from simple to complex. The teacher will relate classroom activities to the scale through the lesson. Performance scales include the application of knowledge.

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

Performance scales will be evaluated at weekly collaborative planning sessions and during PLCs. Administrative walkthrough observations will be used to determine effectiveness.

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

Teachers, Administrators, Content Area Coaches

### INSTRUCTIONAL STRATEGY #2

Strategy Type

Increase instructional rigor.

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

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

To instruct students to effectively interact with new knowledge and to deepen the understanding of that knowledge. The rationale for this is to increase the achievement levels of our students in all content areas.

Provide a description of the strategy below.

Students will be taught a variety of methods for recording new content, they will be able to verbally explain the main points of the

lesson, and be engaged in text dependent questions at various depth of knowledge (DOK).

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

Data will be collected through the use of student journals, a variety of formative assessments, and observations. Teacher lesson plans should reflect DOK and deliberate questioning - and adjustments should be evident based on analyzing of outcomes.

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

Teachers, Principal, Assistant Principal, and Literacy Coach

### INSTRUCTIONAL STRATEGY #3

Strategy Type

Utilizing formative assessments to plan instruction in all content areas

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

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

The purpose is that formative assessments are to be used to check for student understanding and the rationale is that they guide teacher decision making about future instructional plans and implications.

Provide a description of the strategy below.

Through collaborative planning and professional development teachers will explore a variety of methods that can be used as formative assessments to guide instructions. After determining the grade level formative assessment used in a given content area, rubrics will be developed to assess where each student falls on the continuum of learning. S

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

Formative assessments and rubrics will be evaluated bi-monthly at PLCs and during collaborative planning times.

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

Teachers, Principal, Assistant Principal, Literacy Coach

### INSTRUCTIONAL STRATEGY #4

Strategy Type

Collaborative planning with instructional coaches

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

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

Collaborative planning provides opportunities for teachers to work together to make connections through examining their practice, consulting with colleagues, and developing their skills to better meet the instructional needs of our students.

Provide a description of the strategy below.

Using a common school calendar, collaborative planning will be built into master calendar. During this common planning time,

teachers will work together to plan instruction and assignments based on student needs. Planning will include differentiated instruction to include below, on, and above grade level as well as the development of formative assessments, scales and rubrics.

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

The effectiveness of collaborative planning will be determined by the review of common planning notes and sign in sheets, documents created, lesson plans, rubrics and scales posted in the classroom and administrative walk-through data.

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

Teachers, Principal, Assistant Principal, Literacy Coach

**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.

Kindergarten Transition - Incoming Kindergarten students and families are invited to meet their teachers, tour the school, receive a supply list and summer readiness activities.

Middle School Readiness - AVID program for 4th/5th grade prepares students for effective middle school learning skills (i.e. organization, efficient note-taking, public speaking, and personal responsibility)

Transition to Middle School - 5th grade classroom presentations: Virtual tour of local feeder middle schools, Student Q&As.

**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
Emily	Shelley	Literacy Coach	shelleye@pcsb.org
Veda	Nault	Kindergarten Teacher	naultv@pcsb.org
Nancy	McHale	1st Grade Teacher	nylund-mchalen@pcsb.org
Mallory	Gasky	2nd Grade Teacher	gaskym@pcsb.org
Sarah	Powers	3rd Grade Teacher	powerssa@pcsb.org
Kelly	Hoylman	4th Grade Teacher	hoylmank@pcsb.org
Mandy	Harmon	5th Grade Teacher	harmonma@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.

Meetings will be held monthly. As a committee we will be responsible for the implementation and monitoring of the literacy goals in the School Improvement Plan (SIP). We will maintain a focus on the SIP goals and the strategies that were formulated to support meeting our goals. We will determine what is needed at all levels to ensure that all teacher's core instruction as well as interventions and extended learning opportunities are aligned to our school goals.

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

LLT will support professional development in collaborative planning to support the development of lesson plans, increasing instructional rigor, developing formative assessments and creating scales and rubrics.  
 Monthly focused professional development aligned to appraisal indicators.  
 Monitor the literacy goals in the SIP

**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 (%)
26.8		

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
27.2		

**FLORIDA ALTERNATE ASSESSMENT (FAA)**

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
11	42	50

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
77	42	50

**LEARNING GAINS**

Students Making Learning Gains (FCAT 2.0 and FAA)

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

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

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
68		

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

Students Scoring Proficient in Listening/Speaking

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

Students Scoring Proficient in Reading

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
31.8		

Students Scoring Proficient in Writing

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
35.2		

**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	62		
Black/African American	50		
Hispanic	38		
Asian	74		
American Indian	N/A		
English Language Learners (ELLs)	39		
Students with Disabilities (SWDs)	46		
Economically Disadvantaged	48		

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.

Student proficiency in grades 3-5 will meet or exceed state average as measured by FSA. Students proficiency in grades 1-2 will meet or exceed 50% percentage rank as measured by SAT 10.

Provide possible data sources to measure your reading goal.

FSA  
 SAT 10  
 Running Records  
 IRA reading assessments  
 AIMS web  
 CELLA scores  
 FAA

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

Collaborative planning to study modules and develop plans for core instruction and review student work.	Schedule weekly collaborative planning time for teacher planning with Literacy Coach.
Action 2	Plan to Implement Action 2
Implementation of Jan Richardson Guided Reading in grades K-3.	Provide follow-up training and coaching to K-2 teachers. K-2 Teachers will implement program by October 1st. Provide initial training to 3rd grade teachers with the goal of full implementation in 3rd grade by October 1st.
Action 3	Plan to Implement Action 3
Attend professional development sessions focused on standards based instruction with fidelity using Florida Standards and appropriate level of rigor with correlated student scales and rubrics.	Literacy coach to schedule professional development and teacher work sessions to develop scales and rubrics. Teachers to attend training and sessions.
Action 4	Plan to Implement Action 4
School-based professional development to study formative assessment and developing rigor within the classroom.	Literacy coach to schedule professional development. Teachers to attend training.

**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 (%)
22		

**FLORIDA ALTERNATE ASSESSMENT (FAA)**

Students Scoring at or Above Level 4

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

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.

Student proficiency in grades 4-5 will meet or exceed state average as measured by Writing FSA.

Provide possible data sources to measure your writing goal.

FSA  
 ELA assessments that measure writing  
 Student journals  
 ESOL will use CELLA Writing scores to measure their writing goal

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 be provided with coaching cycles to learn effective techniques for teaching writing based on Florida Standards.	Teachers will sign up for a cycle of modeling and side-by-side teaching with literacy coach.
Action 2	Plan to Implement Action 2
Teachers will evaluate student work across the grade level to serve as a way of driving Florida Standards writing instruction.	Teachers will be provided with a common planning time to evaluate and dual score student work.
Action 3	Plan to Implement Action 3
Teachers will utilize content area journals to strengthen writing foundational skills and understanding.	Teachers will be provided professional development on implementing and monitoring journal use across all content areas.
Action 4	Plan to Implement Action 4

**PART II EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

**Section C Area 3: Mathematics**

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

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
28.6		

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
20.6		

**FLORIDA ALTERNATE ASSESSMENT (FAA)**

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
44	50	

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
44	42	

**LEARNING GAINS**

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

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
61.6		

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

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
61		

**ANNUAL MEASURABLE OBJECTIVES (AMOs)**

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

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White	56		
Black/African American	41		
Hispanic	38		
Asian	81		

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
American Indian	100		
English Language Learners (ELLs)	42		
Students with Disabilities (SWDs)	57		
Economically Disadvantaged	45		

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.

Student proficiency in grades 3-5 will meet or exceed state average as measured by FSA. Students proficiency in grades 1-2 will meet or exceed 60% percentage rank as measured by SAT 10.

Provide possible data sources to measure your mathematics goal.

Florida Standards Assessment, SAT 10, Common Assessments, Math Journals & ST Math 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
Teachers will plan collaboratively with their team and instructional coach to deliver standards based instruction with fidelity using Florida Standards and appropriate level of rigor.	Weekly planning schedule will be consistent - Teacher will engage in collegial conversations about math units of study, determine instructional designs and outcomes.
Action 2	Plan to Implement Action 2
Teachers will monitor student progress with formal and informal assessments.	Teachers will participate in grade level and school wide data meetings. Grade level PLC will analyze math data monthly based on an identified scale.
Action 3	Plan to Implement Action 3
3rd-5th Grade teachers will develop rigorous learning scales that builds a progression from simple to complex.	Implement professional development and collegial conversations during weekly collaborative planning sessions to create and monitor current learning scales.
Action 4	Plan to Implement Action 4
All students will participate in ST Math 3-5 times per week.	Schedule technology lab time for each class. Train new teachers. Follow schedule consistently.



**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 (%)
23.1	33	40

## Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
12.1	26	30

**FLORIDA ALTERNATE ASSESSMENT (FAA)**

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

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
33	0	0

## Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
67	100	100

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

**SCIENCE GOAL**

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

To exceed the district average by 10% of students meeting grade level expectations in grades K-5 as measured by Cycle 2 data and FCAT Science.

Provide possible data sources to measure your science goal.

District Common Assessments  
Science journals  
Unit tests  
Science FCAT  
Student's reflections on learning scales

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 will continue training and working with the science coach once a month in the use of science notebooking/writing in science to increase instructional rigor of science content knowledge.	Science SIP team will study county Science Department and work with the science coach concerning writing/notebooking and lead PLCs in this study.
Action 2	Plan to Implement Action 2
Students will continue to be trained to use notebooking and rubrics to tie the science lab content and experiences to the Nature of Science content knowledge.	Science lab teacher will lead PLCs in rubric's development and use for assessing student writing and notebooking in science.
Action 3	Plan to Implement Action 3
Increase the amount of time students spend in non-fiction science text by using more time during the reading block or use literacy strategies in the science block to increase connections in content.	Literacy leadership team will continue to work on use of non-fiction text and text based questioning. Science teacher will integrate literacy strategies in the science block based on PLC feedback.
Action 4	Plan to Implement Action 4

Teachers will use the Success Criteria, content vocabulary, and anchor charts to increase content knowledge and improve student progress in the scale.	Implement professional development and collegial conversations during weekly collaborative planning sessions to create and monitor current learning scales.
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**PART II** **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

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

Students Scoring at Achievement Level 3

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

Students Scoring at or Above Achievement Level 4

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

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

**STEM GOAL**

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

Increase the number of STEM-related experiences provided for students. Such as increased enrollment in afterschool STEM activities; field trips; and 100% participation in school science fair. Technology coordinator and Science Lab Managers will ensure access to instructional technology, information and media services, and materials needed for effective instruction in math and science to support teachers and students.  
 Instructional teachers implementing Smartboard lessons containing a hook, teach, practice, and assessment with fidelity.

Provide possible data sources to measure your STEM goal.

Student science and math common assessment data for students participating in STEM  
 Enrollment data for participation in STEM-related experiences provided for students  
 Participation data for school science fair  
 Instructional technology professional development participants  
 Lesson plans submitted weekly  
 Administrator feedback from classroom walk-through observation  
 Analyzing student work in PLCs

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
Embed technology PD into after school series or PLC per grade level teams at least three times this year.	Schedule three PD components on technology into after school or team monthly PLC schedule.
Action 2	Plan to Implement Action 2
Hire Instructional Technology Specialist to serve as technology coach and media specialist.	Hiring already completed - Plan PD schedule to support school needs. Provide PD.
Action 3	Plan to Implement Action 3
Increase the STEM after school club from two to four groups serving 80 students including YMCA Students.	Find teachers, recruit students and implement program
Action 4	Plan to Implement Action 4
Participate in the STEM Expo	STEM Teachers recruit students to participate in STEM Expo.

**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	10	0	0
Grade 1	3.5	0	0
Grade 2	3	0	0
Grade 3	4.5	0	0
Grade 4	2	0	0
Grade 5	4	0	0

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

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	15	14	12
Grade 1	5	19.2	10
Grade 2	6	9.4	5
Grade 3	5.5	8.4	5
Grade 4	9	12.4	8
Grade 5	11.5	7.1	5

**SUSPENSIONS**

## Students with One or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	9	4	2
Grade 1	5	1.9	1.5
Grade 2	9	4.3	2
Grade 3	19	11.6	5
Grade 4	7	7.6	7
Grade 5	13	4.8	3

## Students with Five or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	.9	0

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 1	1	0	0
Grade 2	1	0	0
Grade 3	2	2.2	0
Grade 4	0	.8	0
Grade 5	0	0	0

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

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

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

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

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

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	.8	1	0
Grade 1	.4	0	0
Grade 2	1.2	.9	0
Grade 3	.8	2.1	0
Grade 4	.4	1.9	0
Grade 5	5.6	1.2	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	0	0
Grade 2	1	0	0
Grade 3	1	0	0
Grade 4	0	0	0
Grade 5	0	0	0

Students Referred for Alternative School Placement

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

Students Expelled

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

**RETENTIONS**

Students Retained

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0%	0%	0%
Grade 1	0%	0%	0%
Grade 2	0%	0%	0%
Grade 3	2%	0%	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			
Grade 1			
Grade 2			
Grade 3	18		
Grade 4	24		
Grade 5	38		

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
Grade 1		0	0
Grade 2		0	0
Grade 3		0	0
Grade 4		3.8	0
Grade 5		2.4	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 (%)
3.3	0	0

**MULTIPLE EARLY WARNING INDICATORS**

Students Exhibiting Two or More Early Warning Indicators

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	1	1
Grade 1	0	1.9	1
Grade 2	0	1.7	1
Grade 3	0	2.1	1
Grade 4	0	4.8	1
Grade 5	0	2.4	1

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

Attendance monitoring monthly by the Child Study Team  
 MTSS for behavior and social interventions, Check and Connect (staff and volunteers to serve as mentors)

Jan Richardson Guided Reading Routine (K-3)  
 ST Math  
 LLI-Literacy Intervention  
 Student News Crew and Safety Patrol (leadership positions for students to hold at school)  
 After school Tutoring through Promise Time  
 Specific Interventions to address 1st grade attendance issues include: parent conference with administrator to address specific student's attendance, school social worker to do home visits routinely to address attendance issues, student incentives for perfect attendance and school newsletter and marquee advertisement routinely to promote learning starting at 8:35am,

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

**Section I** **Area 9: Black Student Achievement**

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

Add Target Delete Target

Description of Goals, Targets, and Actions for Black Student Achievement	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Mathematics: To meet or exceed the district and state averages of Black students meeting expectations as measured by the 2015 Math Florida Standards Assessment. Action: Initiate a Check and Connect Mentoring program for Black students current performing at Level 1 and Level 2 on FCAT Mathematics. Mentors will work with students to set academic goals for Math common assessments and check in with students on homework completion.	41		

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

**Section J** **Area 10: Family and Community Involvement**

Title I schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107110, NCLB, codified at 20 U.S.C. § 6314(b).

**LEVEL OF PARENTAL INVOLVEMENT** - Consider the level of parental involvement at your school (this may include, but is not limited to, number of parent engagement opportunities offered in the school year; average number of parents in attendance at parent engagement opportunities; percent of parents who participated in parent engagement opportunities; percent of students who are in lowest performing quartile or subgroups not meeting AMOs who parent(s) participated in one or more parent engagement opportunities).

See Parent Involvement Plan

**BUILDING POSITIVE RELATIONSHIPS** - Describe how your school works at building positive relationships with families to increase involvement, including efforts to increase communication to keep parents informed of their child's progress.

See Parent Involvement Plan

**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.

See Parent Involvement Plan

**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 towards Bronze Level recognition with Alliance for a Healthier Generation.	2/7 Silver	2/6 Bronze	3/6 Bronze

**PART III PROFESSIONAL DEVELOPMENT**

For all professional development identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information for each activity.

[Add PD](#) [Delete PD](#)

Professional Development Identified	Jan Richardson Guided Reading
Related Goal(s)	Reading & Writing
Topic, Focus, and Content	Instructional Routine of Jan Richardson Guided Reading
Facilitator or Leader	District Literacy Coach & Site Based Literacy Coach
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	K-3 Teachers
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	September-3rd Grade Initial Training & K-2 Coaching on JRGR
Strategies for Follow-Up and Monitoring	Planned Follow Up Sessions with District Literacy Coach to occur 3 times this school year.
Person Responsible for Monitoring	Administration, Literacy Coaches
Professional Development Identified	Marzano
Related Goal(s)	Reading, Writing, Math, Science
Topic, Focus, and Content	Marzano Domains
Facilitator or Leader	Administrators, Content Area Coaches
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	All Professional Learning Communities
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	Monthly- See school year long professional development plan



Strategies for Follow-Up and Monitoring	Administrator Walkthroughs, staff survey and feedback
Person Responsible for Monitoring	Administrators
Professional Development Identified	Backwards Design Planning
Related Goal(s)	Reading, Math, Science
Topic, Focus, and Content	Backwards Design Lesson Planning
Facilitator or Leader	Content Area Coaches
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	All Grade Level Teams
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	Reading and Writing- Weekly, Science one time monthly, Math one time monthly.
Strategies for Follow-Up and Monitoring	Content Area Coaches follow up with coaching sessions. Administrators to review lesson plans weekly.
Person Responsible for Monitoring	Content Area Coaches and Administrators
Professional Development Identified	AVID Training
Related Goal(s)	Reading, Writing, Math & Science
Topic, Focus, and Content	AVID Strategies
Facilitator or Leader	AVID Teacher Leaders
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	All Professional Learning Communities
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	One Time Monthly
Strategies for Follow-Up and Monitoring	PLC Agendas/Meeting Minutes
Person Responsible for Monitoring	AVID Teacher Leader Team
Professional Development Identified	Creating and Implementing Scales and Rubrics
Related Goal(s)	Reading, Writing, Math & Science
Topic, Focus, and Content	Developing and utilizing scales and rubrics aligned to standards
Facilitator or Leader	Content Area Coaches
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	K-5 Collaborative Planning Sessions
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	June 2015- Ongoing weekly
Strategies for Follow-Up and Monitoring	Collaborative Planning Session meeting minutes, Teacher lesson plans, administrator walkthroughs
Person Responsible for Monitoring	Administrators, Content Area Coaches

**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.

Nourish to Flourish - Friday snack packs distributed to hunger identified students.  
 Toys for Tots - Holiday assistance  
 Pinellas County HEAT Team - Emergency family assistance  
 Clothes to Kids - clothing assistance  
 SUBS (Speak Up and Be Safe) - Child abuse prevention program (through classroom guidance)  
 Promise Time - after school tutoring  
 Title 1- to pay for services and programs for our students which include: additional personnel, coaches, instructional materials, and research based literacy interventions

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

The School Based Leadership Team (SBLT) consisting of the following members: Principal, Assistant Principal, Literacy Coach and teacher representatives meet weekly to review School Improvement Plan goals, school based action plans and student academic and behavior data. Within the meeting instructional coaching plans, professional development initiatives, instructional school based personnel schedules and district coaching support schedules are routinely and systematically reviewed. Evidence of this will be found within the SBLT meeting notes and action plans. Curriculum materials and resources are housed in the school resource room, items are inventoried and available for check out to staff. In addition the Assistant Principal maintains the annual Instructional Materials Report. The SBLT utilizes the problem solving model when gaps in student achievement are found within classrooms, grade levels and subgroups and determines appropriate resources to meet the needs of identified students.

**PART V** **BUDGET**

Create a budget for each school-funded activity.

Add Item
Delete Item

Budget Item Description	Literacy Coach
Related Goal(s)	Reading and Writing
Actions/Plans	Ongoing professional development and coaching cycles to improve instruction
Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i>	Personnel
Description of Resources	Professional Development
Funding Source	Title I
Amount Needed	\$72,690.00
Budget Item Description	Hourly Teachers
Related Goal(s)	Literacy & Math

Actions/Plans	Small Group instruction and intervention
Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i>	Evidence Based Programs (LLI, ELI, JRGR)
Description of Resources	Certified and Highly Qualified Teachers
Funding Source	Title I
Amount Needed	\$43,342.00
<b>Budget Item Description</b>	<b>Connect To Success Liaison</b>
Related Goal(s)	Science, Math, STEM, Literacy
Actions/Plans	Coordinate Computers for Check Out for Beyond Classroom Learning
Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i>	Evidence-Based Programs
Description of Resources	Computer Inventory and Check Out for Beyond Classroom Learning
Funding Source	Title I
Amount Needed	\$1,150.00
<b>Budget Item Description</b>	<b>Curriculum and Instruction Teacher Development</b>
Related Goal(s)	Literacy, Science, Math, STEM
Actions/Plans	Teachers attend professional development outside of their contracted day to gain professional development in all content areas including technology.
Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i>	Professional Development, Technology, Evidence-Based Programs
Description of Resources	Ongoing professional development outlined in year long professional development plan.
Funding Source	Title I
Amount Needed	\$21,285.00
<b>Budget Item Description</b>	<b>Classroom Instructional Materials</b>
Related Goal(s)	Literacy, Science, Math, STEM
Actions/Plans	Materials to support SIP Goals and evidence based programs being utilized.
Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i>	Materials
Description of Resources	Materials to support SIP Goals
Funding Source	Title I
Amount Needed	\$3,676.00

**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

