School Improvement Plan
2015-2016

Plumb Elementary

Michael A. Grego, Ed.D.
Superintendent

pcs
PINELLAS COUNTY SCHOOLS

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2015-2016
School Improvement Plan

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

School Name	Principal's First Name	Principal's Last Name
Plumb Elementary	Sandra	Kemp

School Advisory Council Chair's First Name	School Advisory Council Chair's Last Name
Pamela	DeNinno-Megura

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

100% student success

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

Students, families, staff, and community working together to educate and prepare students for a successful and productive future.

SCHOOL ENVIRONMENT

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

Teachers and students work together to develop their class mission and rules. Teachers are in constant communication with our families through the use of phone calls, agenda planners, e-mails etc. Family involvement activities ensure that students, staff and families have opportunities to share ideas and work together to achieve common school goals.common goals.

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

Our school vision and Mission is developed with input from all stakeholders, and will be posted throughout the school. School-wide expectations are posted, reviewed daily on our school news program, and discipline assemblies are conducted for each grade level. Positive Behavior Supports are in place to recognize students who display positive behavior: Character Tickets, Kiddos, Cafeteria Rewards, and Awards Assemblies for each grading period.

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.

Plumb Elementary has school wide expectations that have been reviewed with the staff during preschool meetings. Each classroom has a matrix posted that shows the expectations, and then classroom rules are developed in alignment with those expectations. Similar postings are in the common areas of the school as well. Grade level assemblies are held throughout the school year to teach and reinforce our school wide expectations with all students. Teachers routinely reinforce these in the classrooms.
Infractions against school rules are handled quickly and in a fair consistent manner. Our goal is to maximize instructional time by keeping students in class, and getting them back into class as quickly as possible if a concern is handled outside of the classroom. Each teacher has a partner for time out, and because teams plan collaboratively, students who are involved in an in-school suspension still receive instruction at their grade level.
Positive recognition systems are in place to promote appropriate behavior. Character tickets are used school wide to promote the use of good character; a different character trait is highlighted each month. With the support of our PTA, classes receive some type of reward when they reach certain counts of the character tickets. This program recognizes individuals as well as groups, so it fosters teamwork. In addition, teachers send one or two students to the office each Friday afternoon for positive recognition by the Principal. Academics and

attendance are awarded as well. Awards assemblies occur at the end of each report card period. Parents are invited to their child's grade level assembly for grades 3, 4 and 5.

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

The Guidance Counselor provides classroom Guidance lessons on a scheduled basis. Using a needs assessment, she will determine what kinds of group counseling may be needed. Based upon teacher feedback, programs like "More Alike than Different" and selections from "More Health" are provided to students throughout the school year. We are working with CARD to provide information and strategies to teachers and families to ensure the success of our ASD students.

Time is scheduled each Tuesday morning for teachers to bring any student concerns to the attention of the school Site Based Leadership Team for assistance. The concern is problem solved, suggestions are made, support is given as needed, and a follow-up meeting is scheduled to ensure that interventions are monitored.

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
Jenny	McBride	Hispanic
Paul	Cooley	White
Sandra	Kemp	White
Khalila	Hansen	Black
Liza	Cole	Multiracial
Pam	Dinino-Megura	White

SIP LAST YEAR

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

Last year's School Improvement Plan was focused on student growth in Math, Science, Reading, Writing, Attendance and Behavior. Although the goals were reasonably set, and action steps were planned and implemented, the plan did not yield the results that we had hoped for in all areas. State Assessment data is not yet available in Reading, Writing or Math; therefore, we are unable to make data comparisons for those subject areas at this time.

FCAT Science data indicates a 7% growth in the number of students scoring Level 3 or higher, 56% to 63%. The number of behavior referrals dropped from 117 to 74, and we also saw a decrease in the number of absences and tardies.

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

Last year SAC allocated 100.00 to support "Adventures in Fitness" under our Wellness program. SAC also budgeted about $1,000.00 to support a parent workshop in Math. However, the majority of the workshop was supported through business partnership donations, and the remainder of the money will roll over to support the goals in the School Improvement Plan during the 2015-2016 school year.

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

Year end data was shared with SAC, and the SIP was reviewed. SAC members provided suggestions for strategies or programs that may be helpful in reaching our targeted goals. SAC recommendations included: continued support of Parent Workshops with a focus on Math and Technology. SAC suggested that workshops be conducted early in the school year to maximize the benefit to parents in their

ability to assist their children at home. In addition, our school continues to add laptop computers to the classrooms to support the implementation of Reading and Math interventions.

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

At the end of last year SAC discussed the continued support of Reading, Math, Wellness, Science and Technology. SAC would also like to support Family engagement activities that promote student achievement. The first SAC meeting will be held on September 15th, and we will finalize plans and the budget for the upcoming school year.

PROJECTED USE OF SIP FUNDS - Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school's annual budget plan.

The SAC Budget will be discussed at the first meeting. The initiatives that we would like SAC to support include: Adventures in Fitness under our Wellness Goal. Our Wellness Goal Manager would also like to attend a wellness conference to enhance our implementation of the Wellness guidelines outlined in the Healthy Schools Initiative. SAC will fund the purchase of science boards for all students, as needed, to support our School-wide Science Showcase. SAC will continue to support Family Engagement activities that connect our parents with the Florida Standards.

STATUTORY COMPLIANCE -

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

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

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

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

PRINCIPAL

First Name	Last Name	Email Address	
Sandra	Kemp	Kemps@pcsb.org	

Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Master of Science	SLD	16	2

Certifications (if applicable)
Elementary, Early Childhood, SLD, and School Principal

ASSISTANT PRINCIPAL #1

First Name	Last Name	Email Address	
Holly	Del Duca	Delducah@pcsb.org	

Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Master of Education	Educational Leadership	1	1

Certifications (if applicable)
Elementary Education, ESOL Endorsement, Educational Leadership

ASSISTANT PRINCIPAL #2

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

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

INSTRUCTIONAL EMPLOYEES

# of instructional employees: 72

% receiving effective rating or higher: 92%

% 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: 41%

% reading endorsed: 12%

% with advanced degrees: 24%

% National Board Certified: 3%

% first-year teachers: 4%

% with 1-5 years of experience: 16%

% with 6-14 years of experience: 32%

% with 15 or more years of experience: 48%

PARAPROFESSIONALS

# of paraprofessionals: 0

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

TEACHER RECRUITMENT AND RETENTION STRATEGIES

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

We are increasing opportunities for interns at Plumb in order to increase our Teacher Leaders and observe future teachers. We are increasing Teacher Leadership opportunities for teachers to feel more empowered and invested in staying at Plumb. We are providing staff development opportunities around the work of Marzano, in an effort to strengthen instructional practice across the campus. New teachers are matched up with a mentor at their own grade level to provide direct support with the implementation of the curriculum. In addition, a school wide mentor is provided to assist with learning our way of work and operational responsibilities on our campus.

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

Teachers have been engaged in collaborative planning throughout the school year. The Master Schedule is developed to maximize instructional time and provide large blocks of planning time for teachers. Team building activities have been provided through our Hospitality Committee in an effort to build relationships among all staff members. A breakfast is held monthly to provide an opportunity for people to socialize. We recognize staff members in a variety of ways: shout outs at meetings and in our weekly bulletin, nominations

to the teacher and support staff employee of the year program, positive verbal praise, feedback following classroom walk-throughs and observations.

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

New teachers and new to Plumb teachers will be part of Plumb's 2 year program, which includes 2 mentors; a school wide lead mentor and a grade level mentor. Meetings are scheduled by the participants in an effort to meet individual teacher needs. Administration maintains an "open door" policy which allows staff to access as needed for support. Formal support plans are implemented if the need arises. Teachers are given the opportunity to observe other professionals, and video taped lessons are viewed and discussed during grade level PLC meetings and staff development.

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

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

The SBLT meets weekly to review data for core instruction, Tier 2 and Tier 3 effectiveness. Data is graphed and reviewed every 6 weeks and reviewed at all grade level PLCs to discuss effectiveness of the interventions and make any necessary changes. Tier two students are progress monitored every two weeks by the teacher who provides the intervention. Assessment results are reported to the school Psychologist who graphs the data and prepares data review discussions at the PLC meetings. Decisions are made based upon the progress monitoring results, teacher input fidelity checks and student attendance.
In our data room, we keep our school goals posted and review our target and current status each testing cycle. Our students in Tier 2 and Tier 3 are regularly progress monitored and their data is posted as well. Core instruction is monitored through walk-through observations by administration, lesson plan review, common assessment scores and item analysis and review of student work during PLC conversations.
Our SIP teams meet every other month to review data and strategies. Recommendations to adjust or add strategies are part of this on-going process to ensure that we are focusing on the established school goals.

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
Sandra	Kemp	Principal
Holly	Del Duca	Assistant Principal
Jennifer	Stowers	ESE Teacher
Kathy	Kourkoulos	Behavior Specialist
Kim	McGurn	Guidance Counselor
Jessica	Ross	School Psychologist
Jill	Augustine	Diagnostician
Donna	Ulbrich	ESE Teacher

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

School goals are visually posted in the data room. The data room is accessed by all teams each week during PLC meetings. All SBLT, CST, and PLC meetings are held in this room. Student data is posted, monitored, and reviewed on a weekly basis. Data is visible to all staff members in the data room. Interventions are determined based on the data. Every six weeks, Tier 2 data is graphed and reviewed at PLC meetings, and decisions are made based on the progress monitoring results. Tier 3 data folders are updated and available for review.

Tier 1Behavior data is reviewed monthly, and it is used to make any Tier 2 decisions. SBLT minutes are available for all staff to review, and teachers have an opportunity each week to attend a special, additional SBLT meeting to provide information and input about students, academic and/or behavioral needs. Follow up meetings are scheduled immediately to ensure that intervention plans are implemented with fidelity and monitored for effectiveness.

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).

mathematics, science, writing, and engagement (e.g., behavior, attendance)
Plumb Progress Monitoring for Language Arts
Core, Tier 1 (as indicated in chart)
Baseline data collected 8/19-2/30
Kindergarten: 1st semester- Alphabet Fluency (names & sounds), Dibels FSF,Dibels PSF
2nd semester- Dibels PSF,Dibels NWF
Grades 1-5: Running Records
Reading Level Frequency
A-I Every 6 Weeks
J-P Every 9 Weeks
Q+ Every 12 Weeks
Supplemental, Tier 2 (every other week)
Weeks of: 9/18, 10/2, 10/16, 10/30, 11/13, 12/4, 12/18, 1/15, 1/29, 2/12, 2/26, 3/11, 4/1, 4/15, 4/29, 5/13, 5/27
Kindergarten: Alphabet Fluency (names & sounds), Dibels FSF or Dibels PSF
Grade 1: Dibels NWF
Grade 2: Dibels ORF
Grade 3: Dibels Daze
Grade 4: Dibels Daze
Grade 5: Dibels Daze
Intervention, Tier 3 (weekly)
Grade 1: ORF- Aims Web
Grade 2: ORF- Aims Web
Grade 3: ORF-Aims Web
Grade 4: ORF- Aims Web
Grade 5: ORF- Aims Web
Math Core Data will be posted in the data room and monitored through common assessments
Supplemental Math data will be tracked through teacher created assessments which will be based on instruction
Intervention Math data will be monitored through Aims Web
Enagagement data being tracked includes Behavior and Attendance
Tier 1 Behavior data is collected once a semester through a checklist
Tier 2 Behavior data is collected weekly (student self monitoring checklist)
Tier 3 Behavior data is collected daily (teacher monitoring checklist)
Attendance is reviewed twice a month by the CST
Data is tracked by the School Counselor and Social Worker indicating what steps are being taken for individual students in regards to attendance

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

PLC meetings will include the implementation of the data review processes aligned to The Data Coaches' Guide. Information received from monthly MTSS meetings will be shared with staff during curriculum meetings or PLC based on the content and plan of implementation.

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.

All teachers at Plumb Elementary will use small group instruction to differentiate instruction in an effort to meet individual needs. Teachers will increase their knowledge and use of goals and scales in order for teachers and students to fully understand the standards. Teachers will implement the strategy of organizing students to practice and deepen their knowledge.

Implementation of the Marzano Framework will assist administrators with monitoring core instruction and providing meaningful feedback to teachers. In addition, walk through data and review of lesson plans will assure that programs and materials align to Florida Standards. Review of Common Assessment data and Item analysis will help us determine the strength of core instruction. Professional Development will include "Just in Time training in core subjects, which is being offered by the District. A follow up plan has been developed by the Coach and the Assistant Principal to ensure that the work will be carried forward. PLC meetings will include discussions about the Florida Standards to ensure a clear understanding of the standards and alignment to goals and scales for student learning.

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.

Student data that is analyzed includes: state data, county assessment data, classroom tests, and individual student work samples. Based on data analysis, teacher planning will include creation of intervention groups for reading and math. This will be evident in the use of guided reading, LLI, and small group math interventions. Implementation of these processes will be monitored through administrative walk through data and feedback using iObservation. The implementation of the Marzano Learning Map and Teaching strategies will provide teachers with a more intentional structure in which each student's needs are more clearly identified. It will also help teachers gain a deeper understanding of the core standards.

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

After reviewing initial assessment data, each grade level team will be asked to formulate an extended learning plan to assist struggling students. The plan will provide a minimum of 40 additional minutes of small group guided instruction each week, beyond the student day, but within the teachers' contractual hours.

Minutes added to the school year: 17,000

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

* Increase student instructional time without additional cost.
* Provide quality instruction to our most struggling students, based upon individual need.

Provide a description of the strategy below.

* Through collaboration grade level teams will review data, group students across the grade level to plan and deliver instruction to the students.

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

* Attendance data
* Progress monitoring through running records, comprehension checks, program progress on I-Station and ST-Math

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

* Grade Level Team Leaders

* Teachers
* Leadership Team

INSTRUCTIONAL STRATEGY #2

Strategy Type

* Before and after school time will be used to extend the instructional day for selected students. Students who attend our YMCA after school program are good candidates for extended learning opportunities. As we search for ways to meet the needs of our most struggling students, we often find that time, family situations and ability to transport students can be barriers to participations in after school tutoring programs. By looking at the students in the YMCA, reviewing their data and matching needs with tutors, we overcome some of those barriers. We will also provide an opportunity for after school tutoring to students in second grade whose SAT 10 scores fell below a 4 in reading and/or Math.

Minutes added to the school year: 5,400

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

* Our Vision is 100% student success. We are always looking for opportunities to assist our most struggling students. Our partnership with the YMCA allows us ready access to students during before and after school hours. In addition, we are able to provide computer access to the YMCA so that students can access reading and math programs that are used in the classroom.

Provide a description of the strategy below.

* ERELM Teachers will provide support to our Tier 2 & 3 students during the school day. They will also have time scheduled before and after school to provide assistance in reading outside of the regular school day. Students attending our school's YMCA program will be the first group to be invited to this extended learning opportunity. Teachers who are interested in tutoring after school will apply for a position, and based upon their achievement scores will be selected to provide additional Math or Reading instruction to our struggling students.

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

Assessment data is used to determine student growth. We will monitor attendance as well to provide information about the the number of additional hours of instruction received and how it impacts achievement.

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

ERELM & ELP teachers, teachers who are tutoring and the administrators.

INSTRUCTIONAL STRATEGY #3

Strategy Type

Implementation of the Marzano Framework and the Teacher Evaluation. School-wide use of goals and scales will help students and teachers gain a deeper understanding of the state standards.

Minutes added to the school year:

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

* Increase student achievement
* Deepen our understanding of the standards
* Assist Teachers in improving their instructional practice

Provide a description of the strategy below.

This is our first year fully implementing the use of the Marzano Framework and utilizing "Scales" in all classrooms. District developed Professional Development (PD) was provided by our School based administrative Team during Pre-school. Teacher Leaders attended additional training during the summer, and will provide PD and support to teachers throughout implementation.

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

* Administrative Walkthroughs and Observations with feedback

* Collegial conversations
* Observation and feedback from our Area II Team
* Student engagement and achievement data

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

* Administrators
* Teachers
* Leadership Team and Grade Level Teams

INSTRUCTIONAL STRATEGY #4

Strategy Type

School Wide Implementation of a "Common Board Configuration" that outlines our way of work.

Minutes added to the school year: _____

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

* Clear understanding by all stakeholders: students, staff, families, volunteers, and community regarding the way of work, instructional focus, SIP Goals, and expectations at our school.

Provide a description of the strategy below.

Our Board Configuration will include the following in all classrooms and common areas: School vision/Mission, School-wide Expectations and Behavior Plan, Attention Signal, Conversation Levels, Classroom Rules, and our SIP Graphic. This information will be the focal point in each classroom along with the "Flow of the Day". It will send a clear message that we are serious about learning and positive behavior. It will provide a clear, concise and consistent message to students as they move from place to place on campus and from one grade to the next. All stakeholders will also have a more useful connection to our SIP.

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

* Conversations with students, staff and families
* Student Behavior and Achievement data (although results can't be isolated to this strategy)
* School Climate Survey

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

Administrators

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.

Open House / Meet the teacher prior to school starting / Parent Information Center available: PTA, Specialists, ESE Teachers, ESOL, Cafe, After Care Providers
* Welcome phone calls from each teacher
* School Messenger
* Kindergarten Roundup
* BooHoo Breakfast for incoming Pre-K and Kindergarten families to acclimate them to our school culture
* Mock Middle School Week for fifth graders
* 5th grade Celebration

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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
Sandra	Kemp	Principal	Kemps@pcsb.org
Holly	Del Duca	Assistant Principal	Delducah@pcsb.org
Alissa	Phillipps	First Grade Teacher	PhillipsA@pcsb.org
Katelyn	Beatty	Third Grade Teacher	Beattyk@pcsb.org
William	Aligood	Fifth Grade Teacher	Aligoodw@pcsb.org
Jennifer	Stowers	Speech Teacher	Stowers@pcsb.org

PROMOTING LITERACY - Describe how the school-based LLT promotes literacy within your school and how the school ensures every teacher contributes to the reading improvement of every student.

The LLT will combine with the LLC and the Reading SIP Goal Team to help with the implementation of Florida Standards- providing trainings, serving as teacher models, and assisting with data analysis. We will increase the opportunities for a literacy focus in the content areas. We will use district content coaches to provide professional development and support to the teachers.

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

* Continued Implementation of the Florida Standards
* Use of Formative Assessments to Differentiate Instruction
* Continue Collaborative Planning
* Development of Goals and Scales aligned to the Florida Standards

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		

Students Scoring at or Above Achievement Level 4

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

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

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

Students Scoring at or Above Level 7

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

LEARNING GAINS

Students Making Learning Gains (FCAT 2.0 and FAA)

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

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

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

COMPREHENSIVE ENGLISH LANGUAGE LEARNING ASSESSMENT (CELLA)

Students Scoring Proficient in Listening/Speaking

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

Students Scoring Proficient in Reading

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

Students Scoring Proficient in Writing

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

ANNUAL MEASURABLE OBJECTIVES (AMOs)

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

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White	39.3		
Black/African American	32		
Hispanic	60		
Asian	80		
American Indian			
English Language Learners (ELLs)	42		
Students with Disabilities (SWDs)	37		
Economically Disadvantaged	56		

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

READING GOAL

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

Increase the number of students who score at proficiency by at least 10%. Increase the number of students who score at high levels (above expectation) by at least 5% as measured by Florida State Assessment. Close the achievement gap among Black and Non-Black students by at least 15%.

Provide possible data sources to measure your reading goal.

Data sources will include the New Florida Assessment for grades 3, 4 and 5
SAT 10 Data for grades 1 and 2.
Ongoing data sources will include District Common Assessments administered at each grade level throughout the year.
Running Record Data for K, 1, 2
Progress monitoring assessments for Tier 2 and Tier 3 students.

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

Action 1	Plan to Implement Action 1
Teachers align instruction to meet Florida ELA standards, district curriculum, and student needs across the literacy block: writing, reading, speaking and listening	Develop rigorous learning goals and performance scales based on standards. Teachers/Administrators seek out a literacy coach to address content and/or effective teaching strategies. Teachers employ instructional methods (shared reading, read-aloud, explicit instruction, multi-media analysis, gradual release) to introduce new content, review, practice and deepen knowledge. Administrators monitor and support the implementation of literacy instruction during frequent walk through observations and by providing specific feedback.
Action 2	**Plan to Implement Action 2**
Teachers regularly asses (formal and informal) and utilize data to modify instruction.	PLC includes ongoing data chats based on assessments. Teachers and students use scales and rubrics to track student progress. Teachers regularly provide feedback to students and support goal setting based on individual student data.
Action 3	**Plan to Implement Action 3**

Teachers use data to differentiate and scaffold instruction to increase student achievement	Teachers utilize Jan Richardson Guided Reading Routine (as well as other small group methods) to meet the needs of students. Teachers receive Jan Richardson Guided Reading training to support their individual needs. Teachers utilize Istation to differentiate instruction and monitor student progress. Teachers use a variety of modalities to support student learning. (visual, auditory, kinesthetic)
Action 4	Plan to Implement Action 4
ERELM and ELP Teachers will provide small group instruction within the school day as well as before and after school. African American students will be provided first access to ELP programs, in an effort to accelerate growth and narrow the achievement gap. Vocabulary routines, close reading, and writing in response to reading will be the target skills.	Based on data students will participate in extended learning and ERELM tutoring to support achievement in reading. Data from running records and Common Assessments will be used to determine priority students for tutoring. The program will be scheduled before and/or after school to meet the various needs of students.

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 (%)
74		

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.

Increase the number of students scoring at proficiency or higher by at least 11% as measured by state and district assessments.

Provide possible data sources to measure your writing goal.

District Common Assessments and Module Tests
Student Journal Review
Formative 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 align instruction to meet the Florida Standards for ELA, district curriculum and student needs based on writing.	Teachers ensure students regularly write short responses based on text. Teachers guide students to strengthen their writing as needed through revising and editing.
Action 2	Plan to Implement Action 2
Teachers regularly assess (both formally and informally) and utilize data to modify and adjust instruction.	Teachers meet in PLC to conduct data chats, review student writing and journaling and plan for instruction based on data. Teachers use a variety of assessments; district, state, teacher anecdotal notes and informal assessments to monitor student progress.
Action 3	Plan to Implement Action 3
Implementation of student rubrics and progression scales for self monitoring	Teachers and students confer during writing to review and reflect on student progress based on rubrics and scales.
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 (%)
33		

Students Scoring at or Above Achievement Level 4

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

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

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

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 (%)
66		

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

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

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	64		
Black/African American	48		

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Hispanic	54		
Asian	70		
American Indian			
English Language Learners (ELLs)	50		
Students with Disabilities (SWDs)	43		
Economically Disadvantaged	53		

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 state proficiency rates by at least 5%.

Provide possible data sources to measure your mathematics goal.

Common Assessments
Formative Assessments
ST-Math Data Reports
SAT 10 for first and second grade

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
Effective Planning-including the Eight Mathematical Practices, use the curriculum and content guides in planning and use the newly created math learning scales.	Teachers engage in collaborative planning to develop lessons that include standards, mathematical practices and scales. Teachers participate in District Wide Training on 8/17 and continue implementing the effective planning using curriculum guide and content guide. Principal and Assistant Principal monitor lesson plans for evidence of effective planning including Eight Mathematical Practices. Family engagement nights that include support in Florida Mathematical Standards
Action 2	Plan to Implement Action 2
Using STMath to fidelity with teacher supervision and interaction	Coaching support from District STMath Coach. Use of webinars or online tutorials for STMath.
Action 3	Plan to Implement Action 3
Continue developing Mathematics Formative Assessments System (MFAS) for school wide implementation	Implement training components from CPALMS
Action 4	Plan to Implement Action 4
Use of Classroom Discussions to orchestrate mathematical discourse.	Utilize classroom discussions book to support increased implementation of the talk moves to increase student engagement and rigor of classroom discussions.

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

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

<table>
<tr><td colspan="3" align="center">Students Scoring at Achievement Level 3</td></tr>
<tr><td>2013-14 Status (%)</td><td>2014-15 Status (%)</td><td>2015-16 Target (%)</td></tr>
<tr><td align="center">26</td><td></td><td></td></tr>
</table>

<table>
<tr><td colspan="3" align="center">Students Scoring at or Above Achievement Level 4</td></tr>
<tr><td>2013-14 Status (%)</td><td>2014-15 Status (%)</td><td>2015-16 Target (%)</td></tr>
<tr><td align="center">30</td><td></td><td></td></tr>
</table>

FLORIDA ALTERNATE ASSESSMENT (FAA)

<table>
<tr><td colspan="3" align="center">Students Scoring at Levels 4, 5, and 6</td></tr>
<tr><td>2013-14 Status (%)</td><td>2014-15 Status (%)</td><td>2015-16 Target (%)</td></tr>
<tr><td></td><td></td><td></td></tr>
</table>

<table>
<tr><td colspan="3" align="center">Students Scoring at or Above Level 7</td></tr>
<tr><td>2013-14 Status (%)</td><td>2014-15 Status (%)</td><td>2015-16 Target (%)</td></tr>
<tr><td></td><td></td><td></td></tr>
</table>

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.

Increase the number of students scoring at proficiency or higher by at least 15% as measured by FCAT 2.0
We will also use comparative data from district assessments to determine student growth.

Provide possible data sources to measure your science goal.

5th Grade Diagnostic Assessment
Formative Assessments
Common Assessment data by strand
State Science Assessment for fifth grade
Student work samples, journals and labs

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
Continue the routine practice for students to use Science learning Activity Guides in grades 3-5 as a component in the Science Notebook Process that aligns to Science Standards	Teachers utilize SLAGS as a component of their science workshop in a consistent manner. Principal and Assistant Principal monitor use of SLAGS in student notebooks. Identify dates and schedule Just in Time Science coaching to support the use of SLAGS in intermediate classrooms. Identify and schedule Just In Time Coaching cycles to support teachers in implementing science instruction and data review.
Action 2	Plan to Implement Action 2

Develop and implement a 5th grade benchmark review plan based on 3rd/4th Diagnostic Review assessment.	Data analysis during PLC to review diagnostic results based on standards. Identify lowest performing benchmarks by grade/teacher and create and implement an action plan to reteach standards. Identify instructional resources to support the ongoing review using Think Central Digital Lessons and informational texts.
Action 3	**Plan to Implement Action 3**
Plan and Implement a school wide Science Fair to support instruction of Science Standards and the Scientific Method.	Pre-K through 2nd grade classes will complete a class science inquiry project. Third through Fifth Grade classes will complete individual or small group science inquiry projects. Projects will be displayed at a school wide Science Fair, and school based Science Fair winners will participate in the District Science Showcase.
Action 4	**Plan to Implement Action 4**
Establish and implement consistently a practice for using Success Criteria or Progression Scales to track student progress.	Provide PD for teachers who made need support with Success Criteria. Teachers implement the use off Success Criteria. Principal and Assistant Principal monitor the use of Success Criteria/ Progression Scales in science.

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 students participating in the after school STEM program. We will focus on 4th & 5th grade students for the program. We will reserve spaces in the program for our Black students to ensure participation.

Provide possible data sources to measure your STEM goal.

Science Common Assessment Data
State Science Assessment Scores for 5th grade
Attendance will be taken at each session

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
Teacher sponsors will attend training	
Action 2	**Plan to Implement Action 2**
Invitations will be sent out to 4th and 5th grade students	Teacher sponsors will follow up with phone calls in an effort to ensure participation from all subgroups.
Action 3	**Plan to Implement Action 3**

Math and Science curriculum will be taught through hands on activities. Pre- and Post Assessments will be used to show program growth.	Lesson plans will be submitted to administration.
Action 4	Plan to Implement Action 4
Parental engagement will be encouraged	Newsletters, Stem Showcase

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	6	2	
Grade 1	4	3	
Grade 2	0	3	
Grade 3	4	0	
Grade 4	6	1	
Grade 5	1	4	

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	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

SUSPENSIONS

Students with One or More Referrals

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

Students with Five or More Referrals

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

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

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

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

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

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

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

Students Referred for Alternative School Placement

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

Students 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		2	
Grade 1		3	
Grade 2		2	
Grade 3		1	

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

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

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

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

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

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 (%)

MULTIPLE EARLY WARNING INDICATORS

Students Exhibiting Two or More Early Warning Indicators

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

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).

> * Monitor student attendance and contact parents when students are absent.
> * Track attendance data, and refer families to the TIPS program when appropriate.
> * Provide additional support through ERELM, ELP, grade level intervention plan, and collaboration with parents and community volunteers to partner for tutoring outside the school day.
> * Promote the District's on-line programs to extend student learning at home.
> * Seek volunteers to mentor students who meet the early warning criteria.

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 (%)
Identify all Black students whose achievement scores in Reading and/or Math fall within the lowest quintile on District Math and ELA Assessments. (This will be a baseline year for this SIP area. The goal is to reduce the number of Black students whose achievement scores fall within the lowest quintile by at least 10%. * Implement the STEP program for Black students * Increase the number of Black students screened for the gifted program * Celebrating Success - Administration will meet with our Black students after each report card period to review and celebrate academic achievement and set goals for the next grading cycle.			
Decrease the Behavior Gap for Black vs. Non-Black Students from 27% to 10%. All staff will participate in Culture Competence Training. We will provide a mentor for any Black student who had more than 1 Behavior Referral and for any Black student who was involved in an in-school or out-of-school suspension. Students will be provided an opportunity to participate in Social Sckills training and activities.		26.7%	10%

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).

> We will increase the number of Parent Involvement Activities, that are directly tied to the curriculum, by at least 25%. Attendance will be taken at all Parent Engagement activities. A parent survey will provide feedback to help us evaluate the effectiveness of our programs.

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.

Partnerships with PTA and local businesses help to cultivate positive relationships with the community surrounding our school. We provide a variety of social activities, academic workshops, Free tutoring opportunities, and PTA programs to invite parental engagement into our school. Our Multicultural Committee promotes all cultures in a positive way, and encourages all of our families to attend school wide events. Translations are provided to those families that have a need.

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.

This year Plumb Elementary will join with two other elementary schools and the feeder pattern middle and high schools in a meeting with Clearwater City Officials. The purpose of the meeting is to share demographic, achievement, behavior and socioeconomic data among the schools and with City Officials. We hope to be able to brainstorm ways in which our schools and community can work together to increase the level of success for all of our students.

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.	Work toward Bro	Gold in 66% of H	Gold in 5 out of 6

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	
Related Goal(s)	Reading, Math, Science, Family Engagement
Topic, Focus, and Content	More clear understanding and implementation of the Florida Standards across all content areas. Increase the Involvement of families with the curriculum.
Facilitator or Leader	PD will happen mostly through the "Just in Time" coaching Model.
Participants (e.g., Professional Learning Community, grade level, school wide)	All grade levels will participate in PD around "The Nature of Science." A variety of other science topics may also be addressed during Team PLC Meetings.
Target Dates or Schedule (e.g., professional development day, once a month)	to changing their PLC days to accommodate the Coaches' schedule.
Strategies for Follow-Up and Monitoring	Strategies will be outlined in the teacher lesson plans and reviewed by administration. Walk-through and student engagement data will be used to determine success of the program. Science Showcase Projects will be visible during our School-wide Science Fair.
Person Responsible for Monitoring	Teachers, Parents and 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	
Related Goal(s)	Science / Health - Science boards for students to prepare their project display, TDE for our PE Coach to attend a conference sponsored by the Healthier Generation. A site license for "Adventures in Fitness" so that students can be more engaged in movement activities in an effort to promote a healthier generation.
Actions/Plans	PD for teachers, Lesson Implementation in all classrooms, Parent Workshops provided by the teachers. Conduct a school - based Science Fair Showcase
Type of Resource *(i.e., evidence-based programs/materials, PD, technology, etc.)*	PD - Just in time coach will meet with grade level teams to assist with theimplementation of hands-on science activities that will result in the ability to complete Science Fair Projects
Description of Resources	SAC will fund Science Boards and Ribbons for our School-wide Science Fair Showcase.
Funding Source	SAC
Amount Needed	$2,000.00

PART VI	MID-YEAR REFLECTION

This section is to be completed after mid-year assessment data is available. Reflect on the plan created through the problem-solving process at the beginning of the year and answer the following questions for each goal created in Part II.

Add Goal	Delete Goal

Goal Area	
Has the goal been achieved?	
If yes, what evidence do you see to indicate you have achieved the goal? If no, is desired progress being made to accomplish the goal?	
If yes, what evidence do you see to indicate desired progress has been made to accomplish the goal? If no, have the originally targeted barriers been eliminated or reduced?	
If yes, what evidence do you see to indicate barriers have been eliminated or reduced? If no, are the original strategies being implemented with fidelity as designed?	
If yes, re-engage the problem solving process at Step 5, making edits as needed to Part II of the SIP. If no, engage in a problem solving process around implementation fidelity of the original plan, and make edits as desired to Part II of the SIP.	

8-Step Planning and Problem-Solving Process

STEP 1
a. Identify a goal
b. Set targets

STEP 2
Brainstorm resources and barriers; organize barriers into "buckets"

STEP 3
Prioritize barriers and select one barrier bucket of alterable elements to address based on cost and complexity of implementation and potential impact on goal

STEP 4
Brainstorm and prioritize strategies to eliminate or reduce the selected barrier bucket; include the rationale for each strategy; select one strategy to move to Step 5

STEP 5
Develop an action plan for the strategy (Step 4) by identifying all steps (including who, what, when and evidence) needed for implementation

STEP 6
Determine how the action plan (Step 5) will be monitored for fidelity of implementation *(who, what, when and evidence)*

STEP 7
Determine how the strategy (Step 4) will be monitored for effectiveness at reducing or eliminating the selected barrier (Step 3)

STEP 8
Determine how progress towards the goal and targets will be monitored *(what data, who, when and evidence)*

Repeat 3-7 for each barrier