

School Improvement Plan

2015-2016

San Jose Elementary

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Superintendent



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School Improvement Plan

| PART I | | CURRENT SCHOOL STATUS |
|--|---|--------------------------------|
| Section A | | School Information |
| School Name San Jose Elementary | Principal's First Name Lisa | Principal's Last Name Brown |
| School Advisory Council Chair's First Name Rita | School Advisory Council Chair's Last Name Sinn | |

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

The Vision of 100% student engagement and success 100% of the time.

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

The Mission of San Jose Elementary is to create a safe learning environment which promotes academic excellence for college, career and life readiness through the partnership of students, families, staff and community.

SCHOOL ENVIRONMENT

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

San Jose faculty and staff participate in diversity activities during preschool. Teachers are encouraged to send home surveys in the beginning of the year to assist in them getting to know their students and families. Survey results are used to plan lessons and build relationships. All teachers participated in the book study, *Hanging In*. This book allows students and adults a safe forum to share things that are causing them emotion. Throughout the year activities are planned to promote diversity such as our diversity garden, multicultural fair, autism awareness, black history month and our Principal's Multicultural committee. We also implement the notion that every person on campus should be greeted in the morning. No one is ignored.

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

It is mandatory for all staff members in the area to greet children as they get off the bus. It is a San Jose belief everyone makes a difference and we are glad the children came to school. Bullying is prohibited and strictly monitored. Anonymous boxes are available for children or adults to report suspected bullying. Students are studied individually. SBLT and CST look at each child and prescribe and individual plan if necessary. Parents are welcomed and encouraged to be a part of the school day, whether it be volunteering in a classroom, mentoring a child, working in the garden or just having lunch with their child. The Media Center is open in the morning for check out and the computer lab is open for computer work, students receive free breakfast. After school parents are encouraged to pick up their children in the courtyard while getting to know other families waiting for their children.

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.

Children of San Jose use a Schoolwide Positive Behavior Support System for reinforcing appropriate behavior. Children follow an established school wide behavior plan. Each teacher has a classroom plan that reinforces the school wide plan. Students are kept in the classroom as long as they are not disrupting the learning environment. Students can earn ABC bucks from every adult throughout the building. Students can buy small material items or time with an adult such as lunch with the principal or gardening with the Head Plant Operator or Community Involvement liaison. Behavior celebrations are also scheduled a few times a year. Plan is reviewed and improved yearly. The PBS representatives will facilitate reflective conversations after studying the articles "Culturally Relevant Pedagogy: Ingredients for Critical Teacher Reflection" and "But That's Just Good Teaching! The case for Culturally Relevant Pedagogy".

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.

Administrators work closely with the Child Study Team and the School based Leadership Team to make sure the school knows what each child needs. Those teams are made up of the school guidance counselor, social worker, psychologist and data management technician. Various teachers, administrators and other support personnel also attend meetings whenever needed. The volunteer coordinator works closely with families in need. Community organizations are utilized whenever a family is identified as one who needs additional support. The school guidance counselor has grief, divorce and anger management classes on a weekly basis. Mentors are set up with students deemed in need of extra support. Positive and informative phone calls go home to families of students who have special needs. Students who are identified as those who need extra attention are paired with staff members so a check-in system can be established and relationships are created. District supports are utilized on an as needed basis.

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 |
|-----------------------|----------------------|------------------------------|
| Bridgette | Harper | School-support |
| Lisa | Brown | School Administrator |
| Destin | Gaunay | Parent |
| Rita | Sinn | Community |

SIP LAST YEAR

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

All goals were implemented with varying levels of fidelity. Adjustments and updates were regularly added.

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

Battle of the Book titles: \$888.15
 Planners for all students: \$1714.88
 Student behavior incentives: \$113.55

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

The School Advisory Committee meets to help create, implement and review the School Improvement Plan. The committee meets once in the summer and monthly throughout the year. One section of the SIP is reviewed during each monthly meeting.

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

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

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

The entire amount will be spent on Sunshine State readers. The books will be allocated to the Media Center, classrooms and digitally on Kindles and iPads. Any additional money will be used to provide document cameras to classrooms.

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.

This is still to be determined.

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 Lisa | Last Name Brown | Email Address brownlisa@pcsb.org | |
| Highest Academic Degree Master of Education | Field of Study Educational Leadership | # of Years as an Administrator 7.5 | # of Years at Current School 1 |
| Certifications (if applicable) ESOL, Ed. Leadership, Primary School Principal | | | |

ASSISTANT PRINCIPAL #1

| | | | |
|--|--|-------------------------------------|-----------------------------------|
| First Name Angela | Last Name Heuman | Email Address heumana@pcsb.org | |
| Highest Academic Degree Master of Education | Field of Study Educational Leadership | # of Years as an Administrator 4 | # of Years at Current School 3 |
| Certifications (if applicable) Assistant Principal- MA Ed. Leadership, BS Elementary Education, ESOL Endorsed, Reading Endorsed | | | |

ASSISTANT PRINCIPAL #2

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

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

- # of instructional employees: 51
- % receiving effective rating or higher: _____
- % Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23): _____
- % certified infield, pursuant to Section 1012.2315(2), F.S.: _____
- % ESOL endorsed: 47.1
- % reading endorsed: 9.8
- % with advanced degrees: 39.2
- % National Board Certified: 3.9
- % first-year teachers: 2.0
- % with 1-5 years of experience: 9.8
- % with 6-14 years of experience: 41.2
- % with 15 or more years of experience: 47.1

PARAPROFESSIONALS

- # of paraprofessionals: 1
- % Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23): _____

TEACHER RECRUITMENT AND RETENTION STRATEGIES

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

Teachers at San Jose rarely leave. When they do leave it is to become leaders in the field. We offer professional development school based and assist in directing staff to District professional development. There are 4 trained site based mentors who actively mentor peers.

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

Administrators from San Jose have regular meetings with teachers new to Pinellas County Schools. Prior to the start of the school year, all new hires are given training reviewing policies, introducing guidelines and reviewing strategies and best practices. The team leader of each new employee is asked to support the new teacher. Administrators have an open door policy and all employees have administrators' cell phone numbers.

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

Administrators from San Jose have regular meetings with teachers new to Pinellas County Schools. Prior to the start of the school year, all new hires are given training reviewing policies, introducing guidelines and reviewing strategies and best practices. This training is done by human resources, site-based administrators and the Edge Mentor. Leadership opportunities are given to all employees.

PART I **CURRENT SCHOOL STATUS**

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

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

Facilitator – generates agenda and leads team discussions
 -Data Manager(s)/Data Coach(es) – assist team in accessing and interpreting (aggregating/disaggregating) the data
 -Technology Specialist – brokers technology necessary to manage and display data
 -Recorder/Note Taker – documents meeting content and disseminates to team members in a timely manner as well as storing a hard copy in a binder for all teachers to access
 -Time Keeper –helps team begin on time and ensures adherence to agreed upon agenda.
 -Meeting Time: 1:00 pm
 Every Tuesday per agenda

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 |
|-----------------------------|----------------------------|---------------------|
| Lisa | Brown | Principal |
| Angela | Heuman | Assistant Principal |
| Teri | Millan | School Psychologist |
| Rodger | Carey | Social Worker |
| Sandy | Moser | Diagnostician |
| Laura | Bickler | Guidance Counselor |
| Salima | Hemani | Behavior Specialist |
| Tara | Huddleston | CED |

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

The MTSS team progress monitors all students at San Jose, particularly those tier 2 and 3 students using AIMS Web probes. Team meets with teachers monthly and more often as needed to discuss those students being progress monitored and the need for altered instruction or assessment.

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).

Academic Data: EDS, PMRN, Aims Web, FSA, Decision Ed
 Behavior Data: Portal, Decision Ed and School Based general behavior screenings

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

Data overview during preschool training. Monthly PLC meetings and Florida Standards Professional Development ongoing throughout

the year.

MTSS weekly meetings with administrator's presence. Necessary information is shared with faculty during PLCs. LLC team and the MTSS groups meet to further disseminate differentiation with staff members.

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.

Instructional Programs and Strategies

Pinellas County Schools provides curriculum guides, which outline the standards. Monthly meetings are held to provide support to teachers and specialist. Grade levels are encouraged to plan together. Administrators do weekly walk through of the classrooms and monitor lesson plans providing feedback aligned to the Marzano framework. A minimum of 3 informal and 1 formal observation is conducted annually.

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.

Instructional Strategies

Common Assessments are given three times a year that monitor student progress. A PMP or Progress Monitoring Plan is developed for student's not meeting expectation. Specific strategies, such as small group instruction, are put into place that addresses the individual's deficit.

After review of data, math scores needed to be addressed. A plan to group students according to ability once a week has been developed. The plan will be described more in-depth in the goals section. Data will be used to inform instructional practices.

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

Extended Learning Program - small group reading and iStation will be used to address student deficits beyond the normal school hours Promise Time

Minutes added to the school year: 17,280

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

Target and re-mediate student deficits in grades K-5.

Provide a description of the strategy below.

Targeted students will receive small group intervention 3 times a week. Use of the iReady program.

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

Pre and Post data will be used to measure effectiveness.

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

Principal and School Based Leadership Team, Promise Time facilitator and teachers instructing Promise time/ELP.

INSTRUCTIONAL STRATEGY #2

Strategy Type

STEM Academy to provide enrichment and hands on experiments to enhance the core curriculum in math and science.

Minutes added to the school year: 5,280

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

Enrichment/Intervention - fourth & fifth grade students

Provide a description of the strategy below.

Targeted students in fourth and fifth grade will attend hands on labs after school focusing on science.

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

Pre and Post data will be used to measure effectiveness.

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

Principal and School Based Leadership Team along with the teacher instructing the 2 STEM Academies.

INSTRUCTIONAL STRATEGY #3

Strategy Type

Minutes added to the school year: _____

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

Provide a description of the strategy below.

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

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

INSTRUCTIONAL STRATEGY #4

Strategy Type

Minutes added to the school year: _____

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

Provide a description of the strategy below.

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

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

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

Orientation is held for incoming students prior to the beginning of the school year. Readiness skills are emphasized and materials are provided covering a variety of helpful subjects including parenting skills, and what to expect for kindergarten. Local day cares are contacted and parents are invited to learn about San Jose early. "Kindergarten Round-Up" will be held in January to promote the kindergarten program at San Jose.

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 |
|-----------------------|----------------------|---------------------|-----------------------|
| Lisa | Brown | Principal | brownlisa@pcsb.org |
| Angela | Heuman | Assistant Principal | heumana@pcsb.org |
| Joan | Paviglianiti | Media Specialist | pavigliantij@pcsb.org |

| LLT Member First Name | LLT Member Last Name | Title | Email |
|-----------------------|----------------------|----------------------|----------------------|
| Amy | Barnett | 2nd grade Teacher | barnetta@pcsb.org |
| Susan | Brennan | VE Teacher | brennans@pcsb.org |
| Heather | Kucek | 3rd grade Teacher | kucekh@pcsb.org |
| Jackie | Davis | 4th grade Teacher | davisj@pcsb.org |
| Joanne | Digirolamo | Kindergarten Teacher | digirolamoj@pcsb.org |
| Linda | O'Keefe | 1st grade teacher | okeefel@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.

Literacy Leadership Teams create capacity of reading knowledge within the school by focusing on the following areas of literacy concern:

- Support for text complexity
- Support for instructional skills to improve reading comprehension
 - o Ensuring that text complexity, along with close reading and rereading of texts, is central to lessons
 - o Providing scaffolding that does not preempt or replace text reading by students
 - o Developing and asking text dependent questions from a range of question types
 - o Emphasizing students supporting their answers based upon evidence from the text
 - o Providing extensive research and writing opportunities (claims and evidence)
- Support for implementation of Common Core State Standards for Literacy in Mathematics, Social Studies, Science, and Technical Subjects (a focus on text, task, and instruction).

The district will provide training and tools for Literacy Leadership Teams.

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

Implementing a recreational reading incentive program. Using hands on books and technology to emphasize the joy of reading along with the importance of literacy. A new reading and math technology lab was established and will be used for intervention, core and enrichment.

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 (%) |
|--------------------|--------------------|--------------------|
| 22 | | 77 |

Students Scoring at or Above Achievement Level 4

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

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 50 | 22 | 100 |

Students Scoring at or Above Level 7

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 25 | 56 | 50 |

LEARNING GAINS

Students Making Learning Gains (FCAT 2.0 and FAA)

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

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

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

COMPREHENSIVE ENGLISH LANGUAGE LEARNING ASSESSMENT (CELLA)

Students Scoring Proficient in Listening/Speaking

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 66 | 47 | 75 |

Students Scoring Proficient in Reading

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 29 | 22 | 75 |

Students Scoring Proficient in Writing

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 66 | 13 | 85 |

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 | 54 | | 81 |
| Black/African American | 11 | | 55 |
| Hispanic | 42 | | 69 |
| Asian | 50 | | |
| American Indian | 100 | | |
| English Language Learners (ELLs) | 20 | | |
| Students with Disabilities (SWDs) | 22 | | 64 |
| Economically Disadvantaged | 38 | | 71 |

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

READING GOAL

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

The percentage of students meeting proficiency will meet or exceed the state proficiency rates as measured by FSA in grades 3-5 in English Language Arts.

Provide possible data sources to measure your reading goal.

Florida State Assessment Gr 3-5, SAT 10 Gr 1-2.
Student monitoring learning scales in English Language Arts.
Module assessments

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 |
|--|--|
| <p>Target standard based instruction (Core Curriculum)- Set and communicate a purpose for learning and a learning goal in each lesson. Increase instructional rigor.</p> | <p>Determine Lesson: *Is aligned with a course standard or benchmark and to the district curriculum *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale that relates to the learning goal is posted so that all students can see it and are utilizing. * Students understand and can utilize the scale *Teacher reference to the scale or rubric throughout the lesson *Teacher monitoring student proficiency on the scale</p> |
| Action 2 | Plan to Implement Action 2 |
| <p>Implement high yield strategies- Using formative assessments to inform differentiation and instruction.</p> | <p>Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur *Continuously monitor student understanding on the learning scale.</p> |
| Action 3 | Plan to Implement Action 3 |
| <p>Increase instructional rigor-Differentiate Instruction. Increasing cognitive complexity.</p> | <p>Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks</p> |
| Action 4 | Plan to Implement Action 4 |

| | |
|---|---|
| Increase student engagement-Differentiate Instruction | <p>Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level</p> <p>*Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)</p> <p>*Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs.</p> <p>*These small groups are flexible and change with the content, project and assessments</p> <p>*Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.</p> |
|---|---|

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section B **Area 2: English Language Arts (Writing)**

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at or Above 3.5

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 66 | | 80 |

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at or Above Level 4

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 0 | 83 | 90 |

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

WRITING GOAL

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

The percentage of students meeting proficiency will meet or exceed the state proficiency rates as measured by FSA in grades 3-5 in English Language Arts.

Provide possible data sources to measure your writing goal.

Dual scoring on the writing segment of the module assessments.
Writing proficiency on the learning scale.

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 |
|----------|----------------------------|

| | |
|---|---|
| Implement Florida Standards. | Classroom teachers will teach Florida Standards using a variety of resources. |
| Action 2 | Plan to Implement Action 2 |
| <p>Target standard based instruction (Core Curriculum)- Set and communicate a purpose for learning and a learning goal in each lesson.</p> <p>Increase instructional rigor.</p> | <p>Determine Lesson:</p> <ul style="list-style-type: none"> *Is aligned with a course standard or benchmark and to the district/ school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Includes a scale that relates to the learning goal is posted so that all students can see it and are utilizing. * Students understand and can utilize the scale *Teacher reference to the scale or rubric throughout the lesson *Teacher monitoring student proficiency on the scale |
| Action 3 | Plan to Implement Action 3 |
| <p>Implement high yield strategies- Utilize formative assessments to inform differentiation and instruction.</p> | <p>Determine:</p> <ul style="list-style-type: none"> *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur *Teacher implementation of organizing students to practice and deepen their knowledge (Element 15 of the Marzano Framework). |
| Action 4 | Plan to Implement Action 4 |
| <p>Increase instructional rigor-Differentiate Instruction</p> | <p>Evidence of:</p> <p>Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks</p> <p>The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks</p> <p>Students are provided with appropriate scaffolding and supports to access higher order questions and tasks</p> <p>Teachers add journaling opportunities in math, science and social studies.</p> <p>Teachers provide daily opportunities for students to write for extended periods of time.</p> <p>Collaborate with English Language Arts coach for effective planning.</p> <p>Individual conferring to increase proficiency on the learning scale.</p> |

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 (%) |
|--------------------|--------------------|--------------------|
| 24 | | 40 |

Students Scoring at or Above Achievement Level 4

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

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 67 | 56 | 70 |

Students Scoring at or Above Level 7

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 33 | 22 | 30 |

LEARNING GAINS

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

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

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

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

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 | 55 | | 75 |
| Black/African American | 17 | | 75 |
| Hispanic | 38 | | 75 |
| Asian | 83 | | |
| American Indian | 100 | | |
| English Language Learners (ELLs) | 40 | | |
| Students with Disabilities (SWDs) | 22 | | 75 |
| Economically Disadvantaged | 35 | | 75 |

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 percentage of students meeting proficiency will meet or exceed the state proficiency rates as measured by FSA in grades 3-5 in Math.

Provide possible data sources to measure your mathematics goal.

Florida State Assessments (Gr. 3-5), SAT-10 (Gr. 1-2)
Student monitoring learning scales in math.

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 |
|---|--|
| Targeted standards based instruction- Set and communicate a purpose for learning and a learning goal in each lesson. Increase instructional rigor. | Determine Lesson: *Is aligned with a course standard or benchmark and to the district/ school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale that relates to the learning goal is posted so that all students can see it and are utilizing. * Students understand and can utilize the scale *Teacher reference to the scale or rubric throughout the lesson *Teacher monitoring student proficiency on the scale |
| Action 2 | Plan to Implement Action 2 |
| Using ST Math to fidelity with teacher supervision and interaction. | * Webinars and online tutorials utilized on the ST Math site, under Teacher Resources. |
| Action 3 | Plan to Implement Action 3 |
| Increase instructional rigor-Differentiate Instruction by using Soar to Success to fidelity with teacher supervision and interaction. | Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks teachers utilize webinars and online tutorials available on Think Central Dashboard. |
| Action 4 | Plan to Implement Action 4 |
| Increase student engagement-Differentiate Instruction | Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty. |

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 (%) |
|--------------------|--------------------|--------------------|
| 43 | 28 | 45 |

Students Scoring at or Above Achievement Level 4

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 0 | 17 | 20 |

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

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

Students Scoring at or Above Level 7

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 0 | 100 | 0 |

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 Student Performance in Science Grade 5 from 45% to 65% as measured on FCAT 2.0.

Provide possible data sources to measure your science goal.

District and State assessments
 Success Criteria
 Student monitoring learning scales in science.

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 |
|----------|----------------------------|

| | |
|--|---|
| Targeted standards based instruction- Set and communicate a purpose for learning and a learning goal in each lesson. Increase instructional rigor | Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale that relates to the learning goal is posted so that all students can see it and are utilizing. * Students understand and can utilize the scale *Teacher reference to the scale or rubric throughout the lesson *Teacher monitoring student proficiency on the scale |
| Action 2 | Plan to Implement Action 2 |
| Implement high yield strategies- Provide formative assessments to inform differentiation and instruction. | Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur |
| Action 3 | Plan to Implement Action 3 |
| Increase instructional rigor-Differentiate Instruction | Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks |
| Action 4 | Plan to Implement Action 4 |
| Establish routine practice for students in the use of the Science Learning Activity Guides (SLAGS) as a component of the Science Notebook processes. | *Utilize Science Learning Activity Guides (SLAGS) for grades 3-5 for Life, Physical and Earth science. *Collaborate monthly with scheduled science coach. *Monitor for consistent routine practice of student using Science Learning Activity Guides (SLAGS) within science notebooks in conjunction with written reflections which will support an increase of conceptual understanding to be identified on their Success Criteria. |

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 (%) |
|--------------------|--------------------|--------------------|
| 43 | 28 | 45 |

Students Scoring at or Above Achievement Level 4

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 0 | 17 | 20 |

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

STEM GOAL

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

To implement a STEM Academy after school to enhance achievement in math and science state assessments.

Provide possible data sources to measure your STEM goal.

Science and Math Common Assessments.
Performance matters item analysis.
Student monitoring learning scales in math and science.

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

| Action 1 | Plan to Implement Action 1 |
|--|---|
| Recruit 1 science oriented teacher to attend the professional development for the STEM Academy. | Send an email to all instructional staff requesting interested teachers to participate in the STEM Academy as facilitators. |
| Action 2 | Plan to Implement Action 2 |
| Inform the facilitator of mandatory trainings for the STEM Academy. | Attend the mandatory STEM Academy. |
| Action 3 | Plan to Implement Action 3 |
| We will recruit 20 students to participate in the STEM Academy twice a month from October to April. | Send information letters to 4th and 5th students scoring at level 1 or level 2 on math or science FCAT 2.0. If an enrollment of 20 students is not reached extend the invitation to all 4th and 5th students. |
| Action 4 | Plan to Implement Action 4 |
| Students from the STEM Academy will be given an opportunity to share their new found skills and knowledge. | STEM Academy students will make a special presentation at the State 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 | 15 | 15 | 5 |
| Grade 1 | 15 | 21 | 5 |
| Grade 2 | 17 | 15 | 5 |
| Grade 3 | 17 | 10 | 5 |
| Grade 4 | 6 | 3 | 0 |
| Grade 5 | 7 | 4 | 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 | 13 | 19.4 | 10 |
| Grade 1 | 15 | 13.3 | 10 |
| Grade 2 | 11 | 14.9 | 10 |
| Grade 3 | 8 | 15.4 | 10 |
| Grade 4 | 9 | 12.9 | 10 |
| Grade 5 | 11 | 7.9 | 5 |

SUSPENSIONS

Students with One or More Referrals

| | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------|--------------------|--------------------|--------------------|
| Kindergarten | 1% | 4.8 | 3 |
| Grade 1 | 1% | 1.3 | 0 |
| Grade 2 | 1% | 6 | 3 |
| Grade 3 | 2.2% | 1.9 | 0 |
| Grade 4 | 1.2% | 7.5 | 5 |
| Grade 5 | 3.2% | 14.5 | 5 |

Students with Five or More Referrals

| | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------|--------------------|--------------------|--------------------|
| Kindergarten | .4% | 0 | 0 |
| Grade 1 | 0 | 0 | 0 |
| Grade 2 | 0 | 0 | 0 |
| Grade 3 | .2% | 0 | 0 |
| Grade 4 | 0 | 0 | 0 |
| Grade 5 | .2% | 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 | 1.6 | 0 |
| Grade 1 | .4% | 0 | 0 |
| Grade 2 | 0 | 3.0 | 0 |
| Grade 3 | 1.4% | 1.9 | 0 |

| | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|---------|--------------------|--------------------|--------------------|
| Grade 4 | 0 | 4.3 | 2 |
| Grade 5 | 1.6% | 7.9 | 2 |

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 | .2% | 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 | .6% | 4.8 | 0 |
| Grade 1 | .2% | 0 | 0 |
| Grade 2 | 0 | 1.5 | 0 |
| Grade 3 | .8% | 1.9 | 0 |
| Grade 4 | .4% | 1.1 | 0 |
| Grade 5 | 1.4% | 3.9 | 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 | 0 | 0 | 0 |
| Grade 2 | 0 | 0 | 0 |
| Grade 3 | 0 | 0 | 0 |
| Grade 4 | 0 | 0 | 0 |
| Grade 5 | 0 | 0 | 0 |

Students Referred for Alternative School Placement

| | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------|--------------------|--------------------|--------------------|
| Kindergarten | 0 | 0 | 0 |
| Grade 1 | 0 | 0 | 0 |

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

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 | 8 | 0 | 3 |
| Grade 1 | 7 | 5 | 3 |
| Grade 2 | 0 | 1 | 0 |
| Grade 3 | 3 | 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 | 0 | | 0 |
| Grade 1 | 0 | | 0 |
| Grade 2 | 0 | | 0 |
| Grade 3 | 23 | | 15 |
| Grade 4 | 29 | | 15 |
| Grade 5 | 41 | | 15 |

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

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

MULTIPLE EARLY WARNING INDICATORS

Students Exhibiting Two or More Early Warning Indicators

| | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------|--------------------|--------------------|--------------------|
| Kindergarten | 0 | 8.1 | 5 |
| Grade 1 | 0 | 2.7 | 1 |
| Grade 2 | 0 | 3.0 | 1 |
| Grade 3 | 0 | 1.9 | 1 |
| Grade 4 | 0 | 5.4 | 3 |
| Grade 5 | 0 | 10.5 | 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).

Our SBLT monitors the early warning signs data. Those with attendance issues are handled by our Child Study Team as part of our SBLT. Parents receive contact from our social worker to problem solve for attendance issues. If improvements are not seen, the social worker submits the TIP referral to the State Attorney. Those with referral/suspension issues are handled by the administrators as part of our SBLT. Administrators work with families to correct problem behaviors. Those with academic issues are handled by our OPM team as part of our SBLT. Data is monitored and interventions are changed based on data to match what students need.

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 (%) |
|--|--------------------|--------------------|--------------------|
|--|--------------------|--------------------|--------------------|

| Description of Goals, Targets, and Actions for Black Student Achievement | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|---|--------------------|--------------------|--------------------|
| In reading the percentage of black students meeting proficiency on the FSA test will be increased to 55%. Students will be specifically tracked and discussed in weekly PLC's. Mentors have been established with students not meeting expectations. Students offered Extended Learning opportunity after school. | 50 | | 55 |
| In mathematics the percentage of black students meeting proficiency on the FSA test will be increased to 52%. Students will be specifically tracked and discussed in weekly PLC's. Mentors have been established with students not meeting expectations. Students offered Extended Learning opportunity after school. | 46 | | 52 |

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 have had average parental involvement at school wide events. We are looking to increase this by offering additional workshops that will teach parents ways to help their students at home and giving them the resources to do this. In the past, we have had very limited involvement at PTA/SAC meetings. We moved our PTA/SAC meetings to right after school and we offer free child care this has increased attendance at PTA/SAC meetings and increase family involvement.

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.

Provide frequent home-school communication in a variety of formats, and allow for families to support and supervise their child's educational progress.

Re-Implement a parent support group, providing parents of autistic students an opportunity to meet monthly with the principal to make sure the unique needs are being met.

Monthly Newsletter

Up to date website with all important information
Administrative open door policy for parents

Administration and Community Involvement person speak at local forums to promote school and connect with community and neighborhood.

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.

Monthly Newsletter

Up to date website with all important information.

Administration and Community Involvement person speak at local forums to promote school and connect with community and neighborhood.

Participation in community and city events.

Quarterly Principal meetings with the city of Dunedin.

PART II EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT

Section K Area 11: Additional Targets

This section is optional and may be used as needed for data targets in areas not already addressed in the SIP.

Add Target
Delete Target

| Description of Additional Targets | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|---|--------------------|--------------------|--------------------|
| Work toward Bronze Level recognition with the Alliance for a Healthier Generation | | Bronze in 16% of | Bronze in 2 out of |
| | | | |

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 |
| Topic, Focus, and Content | Lesson Study |
| Facilitator or Leader | Principal |
| Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i> | Grade Level Teams |
| Target Dates or Schedule <i>(e.g., professional development day, once a month)</i> | various |
| Strategies for Follow-Up and Monitoring | PLC |
| Person Responsible for Monitoring | Principal and Facilitator |

PART IV COORDINATION AND INTEGRATION

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

Title 1 funds will be used to employ a full time para-professional and a full time ESE associate. These two employees will work with small groups of children to provide academic support and interventions. Title 1 funds will also be used to support the Connect for Success take home computer program. Additionally, Title 1 funds will support our Extended Learning Program and Promise Time program for additional instruction outside of the school day.

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.

Site Based Leadership Team meets weekly to discuss students who are struggling academically or behaviorally. The CST team meets twice a month to discuss attendance and tardies. SAC meets once a month. SAC has a small budget to supplement classroom learning.

PART V **BUDGET**

Create a budget for each school-funded activity.

Add Item
Delete Item

| Budget Item Description | |
|--|--|
| Related Goal(s) | Reading, Writing, Math and Science |
| Actions/Plans | Training on Florida Standards |
| Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i> | programs, materials and technology |
| Description of Resources | approved by SAC as presented by teachers |
| Funding Source | SIP funds |
| Amount Needed | \$2,281.90 |

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? | <div style="border: 1px solid black; height: 20px;"></div> |
| 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? | |

| | |
|--|--|
| <p>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.</p> | |
|--|--|

8-Step Planning and Problem-Solving Process

