

School Improvement Plan

2015-2016

Starkey Elementary

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Superintendent



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School Improvement Plan

PART I		CURRENT SCHOOL STATUS
Section A		School Information
School Name Starkey Elementary	Principal's First Name Audrey	Principal's Last Name Chaffin
School Advisory Council Chair's First Name Alfredo	School Advisory Council Chair's Last Name Blanco	

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

100% Student Success

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

Starkey Elementary will provide children opportunities to love learning and reach their dreams.

SCHOOL ENVIRONMENT

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

Starkey Elementary School is committed to cultural competence as evidenced by our dedication to establishing and meeting the diverse needs of our students, staff, and community through our identification of unique learning styles that have the most impact on all student learning. Our Extended Learning Program meets the various learning needs of the students, our inclusion of classroom lessons and activities that address diverse cultures and holidays, the active participation of the Principal's Multicultural Advisory Council (PMAC), Student Council, and our partnerships with community organizations provide a diverse array of opportunities. We are also committed to ongoing professional development of our staff through weekly PLCs, beginning with an intense training on cultural proficiency and responsiveness scheduled on October 19, 2015.

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

Starkey Elementary School annually surveys students to determine interests, concerns, and needs. Each class creates mission statements and rules through an interactive process with the students. We conduct a "Bear Necessities" assembly to review our school wide behavior plan that promotes a positive school culture, climate, and a caring learning environment. Our inclusion of the Peer Mediation process assists students to address areas of specific concerns. Teachers conduct regular class meetings. Bullying and Harassment Prevention policy is embedded into our SWBP with a formal presentation made to parents at a PTA meeting.

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.

Our school wide expectations are presented in a matrix (STAR) that helps teachers align their classroom rules with the School Wide Behavior Plan (SWBP) and expectations. SWBP and STAR Matrix is reviewed and revised annually by staff, parents, and SAC. The STAR matrix, which is posted throughout all common areas in the school, is carefully aligned to the SWBP. Procedures and guidelines are in place for the referral process via a flowchart, as well as minor/major behavioral definitions and responses to misbehaviors.

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.

A comprehensive counseling plan is created and implemented based on the results of the needs assessment survey given to the students, parents, and staff. SBLT meetings are held bi-weekly during which school wide needs are addressed. A staff wide book study will be done to address diverse social-emotional topics using the book titled, Hanging In: Strategies for Teaching Students Who

Challenge Us Most. A professional development training will be given to teachers titled "Why Race and Culture Matter in Our Schools" during the Professional Development Day on October 19, 2015.

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
Audrey	Chaffin	Administrator
Donna	Hall	Administrator
Alfredo	Blanco	Parent
Nadine	Johnson	Teacher
Kelly	Wissing	Parent
Bob	Towner	Business
Heidi	Corripio	Parent
Ayanna	Rowe	Parent
Genee	Encinas	Community

SIP LAST YEAR

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

Data from the 2015 FSA Reading, Writing, and Math is unavailable at this time to determine if 2014 - 2015 SIP goals were met.

2015 Science FCAT 2.0 data shows we did not meet our goal. Our goal was to increase the percentage of students performing at or above proficiency from 76% to 85% on the 2015 Science FCAT 2.0. Unfortunately, the percentage of students performing at or above proficiency decreased to 62%.

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

Reading:
 \$2,800 from SIP funds were projected for Reading
 \$2,201.45 was actually spent on Jan Richardson books, Leveled Readers (E - H), classroom libraries

Writing:
 \$900.00 from SIP funds projected for Writing
 \$297.12 was actually spent on: Copy paper

Math:
 \$410.00 from SIP funds were projected for Math:
 \$500.04 was actually spent on: Manipulatives

Science:
 \$300 from SIP funds were projected for Science:
 \$278.11 was actually spent on: Science experiment materials and tools

Early Warning:
 \$1,167.81 Incentives and behavior fidgets
 \$658.39 was actually spent on positive behavior materials for school store

Wellness: allotted \$300
 \$188.82 was spent on school store

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

The SAC members analyze, review, approve, routinely monitor data and progress, and make recommendations for the School Improvement Plan.

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

SAC will provide support to the leaders of the school and provide input when reviewing the SIP based on current and previous year data. Parts of the SIP are reviewed by the School Advisory Council each month. As data points are reached at the school level through assessment cycles that data is reported to the SAC members and strategies for improvement are discussed. SAC will also advise the school principal of initiatives as they arise. SAC will participate in a Seminole Ecosystem with other local schools and community college to align resources, goals, and transitions between educational levels.

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 projected funds of \$3,900.00 will be used entirely to build capacity for AVID strategies to grade 4. All funds will be used to cover registration costs.

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 Audrey	Last Name Chaffin	Email Address chaffina@pcsb.org	
Highest Academic Degree Master of Education	Field of Study Educational Leadership	# of Years as an Administrator 10	# of Years at Current School 6
Certifications (if applicable)			

ASSISTANT PRINCIPAL #1

First Name Donna	Last Name Hall	Email Address halldonn@pcsb.org	
Highest Academic Degree Master of Education	Field of Study Educational Leadership	# of Years as an Administrator 0	# of Years at Current School 0
Certifications (if applicable) Reading Endorsement, ESOL Certification K-12			

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: 52

% receiving effective rating or higher: Pending

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

% certified infield, pursuant to Section 1012.2315(2), F.S.: 98.1

% ESOL endorsed: 55.8

% reading endorsed: 17.3

% with advanced degrees: 30.8

% National Board Certified: 1.9

% first-year teachers: 5.8

% with 1-5 years of experience: 21.2

% with 6-14 years of experience: 30.8

% with 15 or more years of experience: 42.3

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.

* Teacher retention is addressed through multiple initiatives at the district level i.e. competitive salaries, open communication with district administrators and research-based professional development.

* Pinellas County has a teacher recruitment plan in which district representatives visit college campuses to showcase the benefits of

employment.

*Mentors are assigned to teachers who are new to Starkey Elementary. New to Starkey Meetings are held monthly to provide classroom teachers with supports that may be needed. Along with administrative support, teachers have access to Embrace Pinellas and Just in Time school based professional development.

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

Professional and team development will occur throughout the year through grade level PLC's, school wide PLC's, staff meetings, and team building activities. In addition staff recognition programs are integrated throughout the course of the year and include activities such as staff nominations of outstanding service, "Golden Bucket Award" during staff meetings, weekly staff acknowledgments of efforts supporting our SIP on morning announcements and awards of PTA mini-grants. Relationships will be built and strengthened through various high interest extracurricular activities among the staff by our "Team Sunshine".

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

* Starkey Elementary has a site based mentoring program. New teachers are paired with mentors based on who is Mentor or Clinical Education trained. Pairings were also determined to optimize accessibility of schedules and levels of support. Pairs are encouraged to meet weekly (at a minimum) and more often as needed.

* Monthly meetings with the principal are scheduled for all "New to the Starkey" staff members. These meetings build support, comfort, and improve communication with culture, curriculum, and procedures.

PART I **CURRENT SCHOOL STATUS**

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

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

- The SBLT team meets bi-weekly to engage in the following activities: review methods of screening which guide instructional decisions; review grade level and school progress monitoring data to identify patterns and trends that are preventing benchmarks from being met; collaborate regularly to problem solve, share effective practices, evaluate implementation and make decisions. The team will communicate with instructors routinely to monitor the progress of students at Tiers 1, 2, and 3. SBLT members work in conjunction with our Literacy Leadership Team. PLC facilitators are grade level team leaders who have all attended Data Champions training.
- Meeting time: 7:30am Mondays (bi-weekly)

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
Audrey	Chaffin	Principal
Donna	Hall	Assistant Principal
Amelia	Ramjas	Guidance Counselor
Cassandra	Turgeon	Psychologist
Ruth	Tipton	Social Worker
Kim	Miccichi	MTSS/RtI Coach
Rachael	Terantino	General Ed Teacher- Primary
Sarah	Borchardt	General Ed Teacher - Intermediate

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

The SBLT will be responsible for managing and coordinating MTSS efforts between all school teams as well as reviewing and revising the

School Improvement Plan. Effectiveness of our efforts is determined through achieved goals and analysis of PIC. PLCs, Vertical PLCs, biweekly SBLT, and Grade Level RTI meetings are held with SBLT to review Tier 2 and 3 data and make decisions for next step interventions. Impromptu observations are conducted during intervention times, Tier 2 data is entered by the MTSS/RtI Coach. Tier 3 Data is entered into AIMS Web weekly by the Student Services Team. Additional data (district assessments, running records, ST Math, iStation) is monitored by administration and MTSS/RtI Coach. Early Warning Signs SIP Team will track behavior and attendance data. Child Study Team will more closely monitor attendance data at bi-weekly meetings. Our team uses EDS, FOCUS, and Performance Matters to monitor students' response to classroom instruction and next steps.

DATA SOURCES AND MANAGEMENT SYSTEMS - Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance).

Tier 1

Data Sources: Running Records, District Assessments, Go Math, MFAS, ST Math, iStation, ELA Module Formative Assessments, Success Criteria, pre/post Science Lab assessments

Management Systems: EDS, Performance Matters, Positive Behavior System, Data Warehouse

Tier 2

Data Sources: DIBELS probes, Go Math resources

Management Systems: EDS, Performance Matters, Positive Behavior System Data, Data Warehouse, LLI

Tier 3

Data Sources: AIMS WEB probes, District Assessments, Soar to Success

Management Systems: AIMS WEB Information Management System, EDS, Performance Matters, Positive Behavior System Data, Data Warehouse, LLI

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

Professional development occurs as needed throughout the year in grade level PLC's and school wide PLC's. The Learning Specialist shares information from trainings to help build capacity. The MTSS/RtI coach, guidance counselor, psychologist, and social worker will also provide support in MTSS. Handouts regarding processes and expectations are shared for instructional staff members to reference.

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.

Starkey Elementary School ensures its core instructional programs and materials are aligned to Florida Standards by following the District's modules for Math, Science and ELA. Administrators will conduct walk-throughs and review lesson plans to ensure the Florida Standards are embedded in all all core instructional programs.

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.

Starkey Elementary uses data to provide and differentiate instruction to meet the diverse needs of students through Professional Learning Communities and data chats. Data is analyzed to identify areas of deficiency. As a result of such analysis, appropriate interventions are identified to provide support to students. For example, if a student's data indicates a deficiency in phonics, a research-based program is implemented to address the deficient area. Additionally, Promise Time will provide support to our students in reading and math two days a week. Academic assistance will be delivered through the use of iReady, small group tutoring, and homework support. STEM Academy will be available for 4th and 5th grade students interested in STEM studies. Gifted services will be provided to qualified gifted students with a goal of servicing 44 students, along with providing enrichment to our "talented" students (non-gifted) based on high performance on State, local, and classroom data. Cross-grade level focused instructional rounds will also be

a part of increasing the quality of learning time in conjunction with protected instructional and intervention times being built into the master schedule.

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

A Master Schedule will be created to optimize opportunities for grade level teams to collaboratively plan and analyze student data, as well as reduce interruptions to instructional time allowing for increased student learning.

Minutes added to the school year: _____

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

The Master Schedule protects instructional time and built-in intervention times to facilitate differentiated learning. Additionally, it will increase opportunities for weekly Professional Learning Communities with SBLT and grade level teams.

Provide a description of the strategy below.

During Professional Learning Communities, data will be analyzed as a grade level, by class, and by individual students to identify next steps. Best practice ideas and strategies will be shared to enhance collaborative learning and planning.

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

Minutes and sign-in sheets for PLC's documenting attendance and planning notes will be used. A survey will be conducted to evaluate ongoing monitoring and implementation of changes to the Master Schedule.

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

Donna Hall, Kim Miccichi

INSTRUCTIONAL STRATEGY #2

Strategy Type

We will begin integration of AVID Strategies in 5th Grade.

Minutes added to the school year: _____

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

The purpose of incorporating AVID is to improve reading and math proficiency levels using WICOR strategies. Our rationale includes increasing student engagement, academic achievement, and promoting a college bound environment.

Provide a description of the strategy below.

Key concepts of AVID include color-coding strategies for increased organization, two-column note-taking (Cornell), and increased student accountability.

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

The effectiveness of the these strategies are monitored and analyzed through periodic binder checks and rubrics.

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

Audrey Chaffin, Jamie Loubet

INSTRUCTIONAL STRATEGY #3

Strategy Type

K-5 teachers will use the Jan Richardson Guided Reading Routine.

Minutes added to the school year: _____

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

The purpose of this strategy is to provide differentiated research-based small group reading instruction.

Provide a description of the strategy below.

Teachers will use Jan Richardson's Guided Reading Routine to meet the unique needs of their students.

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

Teachers will conduct running records every six-week cycle to track student achievement. Progress will be discussed at team PLCs and monitored by SBLT for effectiveness of the Tier 1 core instruction.

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

SBLT

INSTRUCTIONAL STRATEGY #4

Strategy Type

Teachers will increase their knowledge of behavioral strategies for challenging ESE students.

Minutes added to the school year: _____

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

The purpose of this strategy is to decrease the number of discipline referrals of our ESE subgroup.

Provide a description of the strategy below.

Teachers will participate in an after-school book study using Hanging In: Strategies for Teaching Students Who Challenge Us the Most.

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

Early Warning Signs School Improvement Team will collect and analyze data to be shared monthly with SBLT and at staff meetings.

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

Donna Hall, Early Warning Signs School Improvement Team

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.

-Articulation meetings are held between surrounding preschool centers and our kindergarten team of teachers. "Meet the Teacher" event and an orientation meeting is conducted prior to the start of the school year. Tours are available upon requests. Osceola Middle School meets with our students and teachers to provide articulation for 5th grade students transitioning to 6th grade. The Guidance Counselor collaborates closely with feeder schools to provide tours of their campus along with Starkey Elementary hosting a week long mock middle school experience - "Starkey Middle".

-Parents are provided with information specific to the needs of incoming students and their families including lunch procedures, supplies, dress code, and how they can help to prepare for the upcoming year during the summer. Parents and students are also invited to "Meet the Teacher" day where families can tour the classroom and meet the teachers. This afternoon event helps to ease any first day anxiety on the part of the students and/or parents.

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
Audrey	Chaffin	Principal	chaffina@pcsb.org
Donna	Hall	Assistant Principal	halldonn@pcsb.org
Rachael	Terantino	General Ed Teacher - Primary	terantinor@pcsb.org
Tammy	Sasso	General Ed Teacher - Intermediate	sassot@pcsb.org
Sarah	Borchardt	General Ed Teacher - Intermediate	borchardts@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 promotes literacy by:

- Building capacity of reading knowledge with support from Just-in-Time (JIT) Coaches and district trainings
- Meet regularly with School Improvement Team to make sure goals and actions are implemented and monitored
- Create a Master Schedule that minimizes transition time and optimizes personnel support
- Support Florida Standards for Literacy in all content areas

Ensuring teacher contribution to reading improvement includes:

- Deliberate Practice reviews
- Walk-throughs, formal and informal observations
- Lesson plan reviews
- PLC discussions
- Data chats/Data analysis
- Discussions with JIT Coaches

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

Initiatives include:

- Continued training of the Jan Richardson Guided Reading Routine
- Adhering to the time allotments in the Master Schedule and the pacing in the Curriculum Guide
- Collaboration for backward planning with the standards in mind
- Support the creation and integration of scales into the classroom

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 (%)
24		29

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
39		44

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

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

Students Scoring at or Above Level 7

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

LEARNING GAINS

Students Making Learning Gains (FCAT 2.0 and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
63		68

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

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
71		76

COMPREHENSIVE ENGLISH LANGUAGE LEARNING ASSESSMENT (CELLA)

Students Scoring Proficient in Listening/Speaking

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
35		40

Students Scoring Proficient in Reading

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
20		25

Students Scoring Proficient in Writing

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
10		15

ANNUAL MEASURABLE OBJECTIVES (AMOs)

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

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White	68		73
Black/African American	28		38
Hispanic	52		57
Asian	92		97
American Indian	50		55
English Language Learners (ELLs)	33		38
Students with Disabilities (SWDs)	31		36
Economically Disadvantaged	46		51

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.

- Score 5% higher than the district average of those meeting or exceeding proficiency levels on the Reading FSA 2016 .
- Score 10% higher than the district average of Black students meeting or exceeding proficiency levels on the Reading FSA 2016.

Provide possible data sources to measure your reading goal.

- FSA, District Module Assessments, Running Records

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

Action 1	Plan to Implement Action 1
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Teachers align instruction to meet the Florida Standards for ELA and district curriculum guidelines.	-Intentionally plan instruction aligned with a high level of rigor by using Marzano's Taxonomy. -Adjust instruction through the use of talk, task, text, and student needs. -Develop rigorous learning goals and performance scales based on identified key standards.
Action 2	Plan to Implement Action 2
Teachers regularly assess (both formally and informally) and utilize data to modify and adjust instruction.	-Utilize scales and rubrics aligned to the learning goal to track student progress. -Use state assessments, district-provided assessments, observational data, anecdotal record-keeping, and teacher-created informal assessments to monitor student progress. -Meet in Professional Learning Communities (PLCs)/conduct data chats regularly to review student responses to tasks and plan for instruction based on data.
Action 3	Plan to Implement Action 3
Teachers use data to differentiate and scaffold instruction to increase student performance.	-Utilize Just in Time coaches to support Jan Richardson's Guided Reading Routine (as well as other small group methods) to meet the unique needs of their students, concentrating on grades K-3. -Utilize iStation as a way to differentiate instruction and monitor student progress. -Black students will be assigned a mentor/tutor to meet with regularly in support of literacy.
Action 4	Plan to Implement Action 4

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section B	Area 2: English Language Arts (Writing)
FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)	

Students Scoring at or Above 3.5

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
43		48

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.

- Score 5% higher than the district average of those meeting or exceeding proficiency levels on the Writing FSA 2016 .
- Score 10% higher than the district average of Black students meeting or exceeding proficiency levels on the Writing FSA 2016.

Provide possible data sources to measure your writing goal.

- FSA, District ELA Assessments
- Writing samples across subject areas
- Artifacts produced using technology

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 provide students with extensive opportunities to write in all content areas.	-Teachers ensure students regularly write short responses, such as journaling, blogging, etc. based on text and current standards. -Teachers will guide students to strengthen their writing as needed by revising and editing with a strong emphasis on conventions. -Teachers provide daily opportunities for students to write over extended time frames (time for research/planning, reflection and revision).
Action 2	Plan to Implement Action 2
Students will utilize technology to create four ELA artifacts.	Keyboarding lessons will be conducted routinely in K-5. -ELP and homework assignments will incorporate more use of technology to build students' skills and knowledge of various formats.
Action 3	Plan to Implement Action 3
Teachers align instruction to meet the LAFS, District Curriculum Guidelines, and student needs by providing multiple opportunities across the literacy block for reading and writing using complex text with scaffolding and support.	-Literacy Coaches will model exemplar lesson and work with teachers to study effective teaching methods to meet standards, concentrating on grades K-3. -Administrators monitor and support the implementation of literacy instruction during frequent observations and by using monitoring tools.
Action 4	Plan to Implement Action 4
Teachers regularly assess (both formally and informally) and utilize data to modify and adjust instruction.	-Teachers meet in Professional Learning Communities to conduct data chats regularly, review student responses to tasks and plan for instruction based on data. -Teachers conduct data chats with students and support students with goal setting based on data.

PART II**EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT****Section C****Area 3: Mathematics****FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)**

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
28		33

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
33		38

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

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

Students Scoring at or Above Level 7

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

LEARNING GAINS

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

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
70		75

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

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
71		76

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	67		72
Black/African American	38		48
Hispanic	48		53
Asian	92		97
American Indian	0		5
English Language Learners (ELLs)	40		45
Students with Disabilities (SWDs)	32		37
Economically Disadvantaged	64		69

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.

- Score 5% higher than the district average of those meeting or exceeding proficiency levels on the Math FSA 2016 .
- Score 10% higher than the district average of Black students meeting or exceeding proficiency levels on the math FSA 2016.

Provide possible data sources to measure your mathematics goal.

State and District Assessments, ST Math, GO Math Assessments as well as on going progress monitoring of formative data.

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

Action 1	Plan to Implement Action 1
Teachers will build their knowledge of the (MFAS) Mathematics Formative Assessment Tasks.	Just in Time Coaches will support teachers with Effective Planning and Goals/Scales with a heavy focus in Grade 4.
Action 2	Plan to Implement Action 2
Implement and monitor enrichment and remediation technology programs before, during, and after school.	-Use ST Math and iReady with fidelity providing teacher supervision and interaction.
Action 3	Plan to Implement Action 3
Teachers will participate in and implement math professional development to enhance math discussions.	-Grade 1-5 teachers will participate in a lesson study to collaborate on best practices -Teachers will attend Number Talks and Hot Topics Cool Moves training.
Action 4	Plan to Implement Action 4
Routine collaboration will focus on Effective Planning and Goals/Scales.	-Teachers will participate in District Wide Training and Just in Time site-based Effective Planning trainings with a district math coach to best utilize the Math Curriculum Guides and Math Content Guides during planning sessions.

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 (%)
30		35

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
46		51

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

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

Students Scoring at or Above Level 7

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

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

SCIENCE GOAL

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

- Score 5% higher than the district average of those meeting or exceeding proficiency levels on the Science FCAT 2.0 2016 .
- Score 10% higher than the district average of Black students meeting or exceeding proficiency levels on the Science FCAT 2.0 2016.

Provide possible data sources to measure your science goal.

- FCAT Science 2.0 2016

- District Assessments
- Science Lab Pre/Post Assessments
- Workshop Assessments

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

Action 1	Plan to Implement Action 1
Implement and monitor enrichment and remediation programs before, during, and after school.	Use Science Lab and STEM Academy with fidelity providing teacher supervision and interaction (Gr. 3-5).
Action 2	Plan to Implement Action 2
Establish routine practice of the 10-70-20 instructional model for students. This model consists of Setting the Purpose, Core Science, and Confirming the Learning.	Monitor for consistent routine practice of students: <ul style="list-style-type: none"> • Knowing the Learning Target • Using the 5E lessons/Student Learning Activity Guides (SLAGS) and provide on-going formative assessments • Confirming the Learning through use of Success Criteria (students tracking their own learning) and teacher/student conferencing.
Action 3	Plan to Implement Action 3
Adhere to a Science Lab schedule where ALL 3rd, 4th, and 5th grade students will complete the identified progress monitoring assessments, science lab investigations and Citizen Scientist research and data collection.	Attend Just in Time trainings (concentrating in Grade 5) and Grades 3-5 teachers will attend all Science Lab trainings. Monitor attendance and participation in Science Lab.
Action 4	Plan to Implement Action 4

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.

Provide access to STEM Curriculum for students in grades 4 and 5.
 The vision of the STEM Academies is to increase STEM opportunities for Pinellas County students. The intent of this increased exposure to STEM is for students to enroll themselves in accelerated STEM courses as they progress through middle and high school.

Provide possible data sources to measure your STEM goal.

The mission of the STEM Academies is to offer students opportunities to conduct hands-on STEM investigations, explore careers in STEM, improve team building and leadership skills, learn about business planning and interact with community business partners.

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

Action 1	Plan to Implement Action 1
Increase STEM exposure for students in grades 4-5.	-Develop a second school-based STEM Academy -Provide ongoing opportunities for research experiences
Action 2	Plan to Implement Action 2
Increase student interest in STEM fields and in continuing their education.	-Convey the economic value of STEM skills to students in grades 4-5, including those who do not pursue STEM-related careers
Action 3	Plan to Implement Action 3
Diversify the racial balance in the program.	-invitations will be sent home to minority groups with personal contacts made to families attending Back-to-School Night by STEM leaders
Action 4	Plan to Implement Action 4
Increase availability of STEM resources to teachers.	-Emails as well as training of available resources and integration strategies will be provided at school-wide PLCs

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	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

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	16.2	12.7	9.7
Grade 1	7.6	13.1	10.1
Grade 2	18.2	7.3	4.3
Grade 3	13.7	10.7	7.7
Grade 4	12.0	9.4	6.4
Grade 5	5.8	6.8	3.8

SUSPENSIONS

Students with One or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	1.0	1.3	0
Grade 1	2.2	3.7	.7
Grade 2	3.0	3.1	.1
Grade 3	8.5	8.7	5.7
Grade 4	8.3	5.7	2.7
Grade 5	5.8	7.8	4.8

Students with Five or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	1.0	1.3	0
Grade 1	0	3.7	0
Grade 2	1.0	3.1	0
Grade 3	3.0	8.7	5.7
Grade 4	8.3	5.7	2.7
Grade 5	0	7.8	4.8

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

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	.9	0
Grade 2	0	1.0	0
Grade 3	2.6	1	0
Grade 4	0	2.8	0
Grade 5	2.9	3.9	.9

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

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

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
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	0	0	0
Grade 1	0	,9	0
Grade 2	1.0	0	0
Grade 3	1.0	0	0
Grade 4	0	2.8	0
Grade 5	1.0	1.0	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
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

	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

RETENTIONS

Students Retained

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	1.0	0	0
Grade 1	3.3	0	0
Grade 2	2.0	1.0	0
Grade 3	3.4	1.9	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	n/a		n/a
Grade 1	n/a		n/a
Grade 2	n/a		n/a
Grade 3	10		7
Grade 4	11		8
Grade 5	5		2

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

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	3.4	0	0
Grade 4	9.3	1.9	0
Grade 5	1.0	5.8	0

Students in 3rd Grade with One or More Course Failures on First Attempt in Core-Curricula Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
3	0	0

MULTIPLE EARLY WARNING INDICATORS

Students Exhibiting Two or More Early Warning Indicators

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	1	0	0
Grade 1	1.1	1.9	1.0
Grade 2	3.0	2.1	1.0
Grade 3	6.8	1.9	1.0
Grade 4	3.7	2.8	1.0
Grade 5	4.8	5.8	2.8

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).

Academic interventions include the Promise Time intervention program, 3 hourly teachers providing small group interventions and an MTSS/Rtl Coach that will provide services to 4th and 5th grade students for the lowest 25%. Additionally, the science lab provides extended learning opportunities for students in 3rd-5th grade. Child Study Team (CST) meets bi-weekly to discuss students that have excessive absences. Starkey's student services department follows up with students, parents, and teachers to determine how we can assist these students. Weekly Rtl meetings are conducted by grade level to assess status of Tier 2 and Tier 3 students. Meetings also identify new Tier 2 and Tier 3 students, as well as plan for both Academic and Behavioral interventions to increase student success. SBLT meets bi-weekly to address school-wide concerns to determine systemic approaches that can increase all students success (i.e. the positive behavior support plan, school-wide incentive systems, and the STAR Matrix).

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 (%)
-Black students will score 10% higher than the district average of Black students meeting or exceeding proficiency levels on READING FSA 2016 after meeting regularly with mentors and tutors who will be encouraged to support literacy during their time together. Also communication of academic and behavioral status will be made between school and home at least every six week cycle.	28		38

Description of Goals, Targets, and Actions for Black Student Achievement	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
-Black students will score 10% higher than the district average of Black students meeting or exceeding proficiency levels on WRITING FSA 2016 after meeting regularly with mentors and tutors who will be encouraged to support literacy during their time together. Also communication of academic and behavioral status will be made between school and home at least every six week cycle.	50		60
•Black students will score 10% higher than the district average of Black students meeting or exceeding proficiency levels on the MATH FSA 2016 after teachers have embedded results from a modalities assessment administered during the first grading period in their lesson plan activities.	38		48
•Black students will score 10% higher than the district average of Black students meeting or exceeding proficiency levels on the SCIENCE FCAT 2.0 2016 after broader exposure to experiments, research, integration, and high-level discussions from personal invitations to increase enrollment of Black students within the Stem Academy.	17	40	50

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).

100% of parents will engage with their child's school through at least one of the following events: Title I Annual Meeting, student programs, FSA parent opportunities, logging in to Focus, volunteering, annual picnic, ice cream social, School Spirit Nights, and other programs the school hosts in cooperation with Title I.

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.

A "Meet the Teacher" is conducted at the beginning of the year to provide parents and students an opportunity to meet with teachers and staff. In addition, a Title I Annual Meeting is held during the second week of school so that parents and teachers can discuss classroom expectation, policies, and procedures. During this event, Starkey faculty and staff also spend time getting to know more about the families and how we can best serve their students. "Paws-itive" notes are sent home with students and calls are made to the families to let them know of areas of success that their children have. Parents and teachers also communicate through daily notes in the planner which also facilitates regular communication about children's progress. Parents also meet with the School Counselor to review students' progress and areas of concern.

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.

Community partnerships are formed through the school's volunteer liaison, PTA, SAC, faculty and staff members. For example, the school partners with the Kiwanis club to conduct a program called Bringing Up Grades "BUG." During this program, the school and Kiwanis work together to motivate and encourage students to bring up their grades and celebrate successes. The Rotary Club of the Pinellas Suncoast partners with Starkey to provide all third grade student personal home dictionaries. Also, Community mentors come to have lunch with students who benefit from one-on-one encouragement. The Seminole Women's Club partners with the school to provide food and presents for needy families. All efforts work together to provide the best education for our students and address additional concerns that could impede their learning capabilities.

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.

Description of Additional Targets	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
	Work toward Silver Level recognition with the Alliance for a Healthier Generation.	Bronze	50% Bronze
Begin implementation of AVID strategies in Grade 5.	-	-	-

Add Target

Delete Target

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.

Professional Development Identified	JIT Coaches
Related Goal(s)	Reading
Topic, Focus, and Content	Differentiated Instruction, Jan Richardson Guided Reading, iStation, Goals and Scales
Facilitator or Leader	Various
Participants (e.g., Professional Learning Community, grade level, school wide)	K-5
Target Dates or Schedule (e.g., professional development day, once a month)	Ongoing, as available
Strategies for Follow-Up and Monitoring	Walkthroughs, data chats, lesson plan reviews, PLC notes, coaching logs, debrief meetings with coaches, Deliberate Practices
Person Responsible for Monitoring	Donna Hall, Rachael Terantino
Professional Development Identified	Technology
Related Goal(s)	Writing
Topic, Focus, and Content	Improve keyboarding skills, content integration across all areas
Facilitator or Leader	Sheryl Adams
Participants (e.g., Professional Learning Community, grade level, school wide)	K-5
Target Dates or Schedule (e.g., professional development day, once a month)	Once a month
Strategies for Follow-Up and Monitoring	Walk-throughs, lesson plan review, technology artifacts
Person Responsible for Monitoring	Donna Hall, Tammy Sasso

Add PD

Delete PD

Professional Development Identified	District trainings
Related Goal(s)	Math
Topic, Focus, and Content	Number Talks, Hot Topics/Cool Moves
Facilitator or Leader	Various
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	K-5
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	First semester
Strategies for Follow-Up and Monitoring	Walk-throughs, coacing logs, lesson plan reviews, Deliberate Practices
Person Responsible for Monitoring	Audrey Chaffin, Pam Bender
Professional Development Identified	JIT Coaches
Related Goal(s)	Math
Topic, Focus, and Content	Effective planning, Goals and Scales, Lesson Study, MFAS, ST Math
Facilitator or Leader	Various
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	K-5
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	Ongoing, as available
Strategies for Follow-Up and Monitoring	Walk-throughs, coaching logs, lesson plan reviews, data chats, PLC notes, Deliberate Practices
Person Responsible for Monitoring	Audrey Chaffin, Pam Bender
Professional Development Identified	JIT Coaches
Related Goal(s)	Writing
Topic, Focus, and Content	Effective planning
Facilitator or Leader	Michelle Gallagher
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	K-5
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	Ongoing, as available
Strategies for Follow-Up and Monitoring	Walk-throughs, coaching logs, lesson plan reviews, Deliberate Practices
Person Responsible for Monitoring	Donna Hall, Tammy Sasso
Professional Development Identified	JIT Coach
Related Goal(s)	Science
Topic, Focus, and Content	SLAGS, 5E Model, 10-70-20 Model, Formative Assessments, What's the Evidence

Facilitator or Leader	Gwendolyn Noun
Participants (e.g., Professional Learning Community, grade level, school wide)	K-5
Target Dates or Schedule (e.g., professional development day, once a month)	September 28-30, November 30, December 1, January 25, March 3-4, May 5-6
Strategies for Follow-Up and Monitoring	Walk-throughs, coaching logs, lesson plan reviews, data chats, PLC notes, Deliberate Practices
Person Responsible for Monitoring	Audrey Chaffin, Sara Borchardt
Professional Development Identified	District Trainings
Related Goal(s)	Science
Topic, Focus, and Content	Science lab workshops
Facilitator or Leader	Various
Participants (e.g., Professional Learning Community, grade level, school wide)	Gr. 3-5
Target Dates or Schedule (e.g., professional development day, once a month)	Ongoing, as available
Strategies for Follow-Up and Monitoring	Walk-throughs, lesson plan reviews, Deliberate Practices
Person Responsible for Monitoring	Audrey Chaffin, Sara Borchardt
Professional Development Identified	STEM Academy
Related Goal(s)	STEM
Topic, Focus, and Content	Integration of STEM resources and strategies across all content areas
Facilitator or Leader	Rachel Martin, Sheryl Adams
Participants (e.g., Professional Learning Community, grade level, school wide)	K-5
Target Dates or Schedule (e.g., professional development day, once a month)	Bi-monthly
Strategies for Follow-Up and Monitoring	Walk-throughs, lesson plan reviews
Person Responsible for Monitoring	Audrey Chaffin, Rachael Martin

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 I, Part A funds are utilized, in conjunction with various other federal, state, and local funds, to support high quality instruction, parental engagement, and professional development for highest student achievement. Title I services are coordinated and integrated with other resources through collaboration of staff in various offices and departments, including: School and Community Support, Teaching and Learning, Assessment, Accountability, and Research, Professional Development, Strategic Communications, Strategic

Partnerships, Human Resources, and Transportation. Title I staff monitor expenditures of Title I, Part A funds to ensure that they supplement rather than supplant other funds available to schools. Title II Part A funds professional development to increase the academic achievement of students by improving teacher and principal quality and increasing the number of infield and effective teachers in the classroom and highly effective principals and assistant principals in schools. Title I supports professional development for content areas, common core, leadership development, and early career teachers. Funds are also used for recruitment and retention activities and bonuses for high need schools. Title I funds are utilized to provide a variety of educational resources and support services to improve the education of immigrant and English Language Learners. Bilingual translators provide assistance with parent workshops and dissemination of information in various languages for Title I schools. The district's ESOL web page makes relevant information and resources available for families, including a schedule of parent workshops and other activities. Support is also provided for teachers who need to obtain their ESOL endorsement, giving them options for successfully completing this requirement. Title X- Homeless The district receives funds to provide resources for students identified as homeless under the McKinney-Vento Act, to eliminate barriers (such as lack of transportation or required immunizations) to a free and appropriate education. A portion of Title I, Part A funds is also reserved to provide services to homeless students (social workers, a resource teacher, tutoring, and technology). Supplemental Academic Instruction (SAI) SAI funds are coordinated with Title I, Part A funds to provide extended learning enrichment opportunities for students during the school year and during the summer. SAI funds are also used, in conjunction with Title I, Part A funds, to provide ongoing instructional support for teachers through professional development by highly skilled content area specialists and staff developers. Nutrition Programs Title I coordinates with district Food Services staff members to monitor poverty rates at schools and determine Title I eligibility. Title I and Food Services also collaborate to implement the Community Eligibility Option in schools with poverty rates of 40% or greater, so that all students receive free breakfast and lunch during the school year and during extended year/summer programs. Head Start Title I, Part A funds are used to provide Pre-Kindergarten to Kindergarten transition services. Title I schools coordinate with staff from public and private preschool programs, including Head Start, to prepare students for a successful start to school. A portion of Title I, Part A funds is used to provide classes for 3 year olds at targeted elementary schools to support early literacy.

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.

Weekly professional learning committee (PLC) meetings are conducted by grade level to assess and address MTSS interventions for all students. Additionally the School Counselor meets with each grade level to identify any students of concern or promise that need to move on the RTI continuum. Additionally, the school based leadership team meet bi-weekly to address and monitor school-wide learning gains, discuss school wide concerns, and plan for preventative and intervention steps that can be taken to ensure that all students needs are met. The SBLT team consists of Principal, Assistant Principal, School Counselor, LLC team members, along with the school social worker and Psychologist. Funding from Title 1 is used to supply additional personnel to support the goals of the SIP.

PART V **BUDGET**

Create a budget for each school-funded activity.

Add Item
Delete Item

Budget Item Description	Jan Richardson Running Record Kits
Related Goal(s)	Reading
Actions/Plans	Small guided reading groups, OPM
Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i>	research-based materials
Description of Resources	running record kits
Funding Source	Title 1
Amount Needed	\$3,023.00

Budget Item Description	Mini-iPad Lab
Related Goal(s)	Reading, Math
Actions/Plans	iStation, ST Math, optimize Master Schedule
Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i>	research-based programs, technology
Description of Resources	Differentiated reading and math software programs
Funding Source	Title 1
Amount Needed	\$8,948.00
Budget Item Description	Data Chats
Related Goal(s)	Reading, Writing, Math, Science
Actions/Plans	Progress monitoring
Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i>	PD (collaboration, data analysis, planning)
Description of Resources	TDE's
Funding Source	Internal funds
Amount Needed	\$1,120.00
Budget Item Description	Classroom Libraries
Related Goal(s)	Reading
Actions/Plans	High-interest books
Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i>	Books
Description of Resources	Various genres
Funding Source	Referendum
Amount Needed	\$3,000.00
Budget Item Description	FTEC Registration and Travel
Related Goal(s)	Writing, STEM
Actions/Plans	Increase teacher knowledge of most current uses in the classroom
Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i>	PD, technology
Description of Resources	Registration, travel
Funding Source	Title 1
Amount Needed	\$2,000.00

Budget Item Description	AVID Institute
Related Goal(s)	Reading, Writing, Math, Science
Actions/Plans	Organization and note-taking skills
Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i>	PD
Description of Resources	Registration
Funding Source	SIP
Amount Needed	\$3,900.00

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?	<input style="width: 100%; height: 20px;" type="text"/>
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

