School Improvement Plan
2015-2016

Westgate Elementary

Michael A. Grego, Ed.D.
Superintendent

pcs
PINELLAS COUNTY SCHOOLS

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2015-2016
School Improvement Plan

PART I	CURRENT SCHOOL STATUS

Section A	School Information

School Name	Principal's First Name	Principal's Last Name
Westgate Elementary	Donita	Moody

School Advisory Council Chair's First Name		School Advisory Council Chair's Last Name
Kat		Burk

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

The vision of Westgate Elementary is to be a community of learners where students, families, and staff work together to achieve total success.

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

The mission of Westgate Elementary is to provide an environment in which learners will continue to succeed through quality teaching.

SCHOOL ENVIRONMENT

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

Classroom Community Building Lessons are taught in each classroom during the first two weeks of school. In addition, during the first week of school, teachers begin building relationships with their students by using surveys and questionnaires to learn about some of their interests. Teachers make time to talk with each student, and encourage them to share information about themselves. Teachers make phone calls to each family during the first two weeks of school. Teachers develop a connection with the most challenging students and gain a clear understanding of what may cause them to lose interest or emotional stability in the classroom. Teachers learn about all of their students, but focus on the most challenging students so that they can develop positive relationships with them and adapt the curriculum and instruction to their way of learning.

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

Westgate uses the Olweus Bullying Prevention Program to create an environment where students feel safe and respected. The Olweus Bullying Prevention Program (OBPP) is the most researched and best-known bullying prevention program available today. Backed by more than thirty-five years of research and successful implementation in many different countries, the Olweus Bullying Prevention Program is a whole-school program that has been proven to prevent or reduce bullying throughout a school setting. The Olweus Bullying Prevention Program is used at the school, classroom, and individual levels and includes methods to reach out to parents and the community for involvement and support. School administrators, teachers, and other staff are primarily responsible for introducing and implementing the program with the goals of improving peer relations and making the school a safer and more positive place for students to learn and develop. The Olweus Bullying Prevention Program is not a classroom curriculum. It is a whole-school, systems-change program at four different levels: schoolwide, classroom, individual, and community.

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.

Tier 1: Universal PBS – Processes and procedures intended for all students and staff, in all settings and across campus. This is intended to impact approximately 80% of the students and staff.
-Westgate Schoolwide Guideline for Success and Common Area Expectations

-Olweus Bully Prevention Program
-Menu for Effectively Responding to Classroom Behavior
-Reward/Recognition System (Schoolwide "Pawsitive Paws" Positive Reinforcement & Charms for Success Program)

Classroom –Processes and procedures that reflect school-wide expectations for student behavior coupled with pre-planned strategies applied within classroom settings. Depending upon the data, classroom applications can be viewed as either a Tier 1 or Tier 2 intervention (do all teachers need support or just a few?)
-Classroom Guidelines for Success
-Community Building Lessons
-Class Meetings
-Behavior Level Calls
-RTI Process for Behavior
Tier 2: Supplemental PBS – Processes and procedures designed to address behavioral issues of groups of students with similar behavior problems or behaviors that seem to occur for the same reasons (i.e. attention seeking, escape) and/or across similar settings.
-Small Group Guidance Lessons
-Safety Plans
-Positive Behavior Intervention Plan

Tier 3: Intensive PBS – Processes and procedures that reflect school-wide expectations for student behavior coupled with team-based strategies to address problematic behaviors of individual students.
-Individual Counseling Sessions
-Safety Plans
-PBIP Positive Behavior Intervention Plan/FBA Functional Behavior Assessment

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.

As student advocates Professional School Counselors provide a comprehensive program that promotes student success through a focus on academic achievement, social/personal, career and multicultural/global citizenship development. In addition, part-time social workers and psychologist provide additional services based on student needs.

PART I	CURRENT SCHOOL STATUS
Section B	**School Advisory Council (SAC)**
SAC MEMBERSHIP - Identify the name and stakeholder group for each member of the SAC ?	

Add Member | Delete Member

SAC Member First Name	SAC Member Last Name	SAC Member Stakeholder Group
Kat	Burke	Parent-Board Member
Carol	Kellerher	Parent-Board Member
Nicole	Lewis	Parent

SIP LAST YEAR

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

Based on evaluation of Westgate SIP 2014-2015 The following needs to be implemented for 2015-2016:
-Implement the problem solving process to fidelity to increase student achievement in all academic areas (Use data to evaluate the effectiveness of core instruction and Tier 2 and Tier 3 intervention programs)
  -Implement the problem solving process to decrease referrals and suspensions (Use data to identify students needing targeted group and individual behavior interventions)
  -Provide differentiated instruction within the core and during interventions
  -Provide professional development that aligns with research based instructional strategies and best practices in data based decision making

-Implement the problem solving process to increase parent involvement in student learning
-Use progress monitoring data to provide intervention support personnel to increase student achievement
-Implement Year Three of the Research Based Marzano Teacher Growth Model.

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

The school improvement funds for 2014-2015 were used to purchase literacy materials aligned to Florida state standards and iPads.

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

SAC members are provided multiple opportunities to review and provide input for the school improvement plan during the school year.
ie monthly meetings, surveys, pastry with the principal, individual meeting, focus groups

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

SAC will take measures to increase member participation.
SAC will support the school with developing and monitoring school improvement initiatives.

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.

Funds will be used to support implementation of Florida State Standards Strategies.The SAC is interested in purchasing iPads for student use to support literacy instruction

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.

The SAC Roster for 2015-2016 will be completed by 9/18/15

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

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

PRINCIPAL

First Name	Last Name	Email Address	
Donita	Moody	4771.principal@pcsb.org	

Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Master of Arts	Elementary Education	10	8

Certifications (if applicable)
Educational Leadership

ASSISTANT PRINCIPAL #1

First Name	Last Name	Email Address
Tenishelah	Johnson-Clark	4771.assistantprincipal@pcsb.org

Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Master of Business Administration	Business	1	1

Certifications (if applicable)
Educational Leadership 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: 53

% receiving effective rating or higher:

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

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

% ESOL endorsed: 52.8%

% reading endorsed: 5.7%

% with advanced degrees: 39.6%

% National Board Certified: 24.5%

% first-year teachers: 3.8%

% with 1-5 years of experience: 15.1%

% with 6-14 years of experience: 24.5%

% with 15 or more years of experience: 56.6%

PARAPROFESSIONALS

of paraprofessionals: 2

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

TEACHER RECRUITMENT AND RETENTION STRATEGIES

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

Donita Moody is responsible for:
* We partner with local universities and identify highly effective student teachers. We work with
human resources to find the highly qualified candidates.

* Teachers are valued and included in the decision making processes of the school
* Teachers at the school participate in grade level professional learning communities, encouraging an open exchange of knowledge and ideas
Donita Moody and Rose Wilkins are responsible for:
* On site professional development opportunities are also available and historically are highly attended.

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

Empowered and trained PLC leaders
Active Monitoring of PLC Progress by an involved school leader
PLCs Guided by data
Sufficient time for common planning
Plan strategies to increase rigor
Continuous inquiry and improvement
Reflecting on individual practice and then improving skills through collaboration and intentional planning

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

There are two mentors at Westgate. They are assigned to beginning teachers, teachers new to the school and teachers in need of support. Our plan includes: observation of mentee's instruction and providing feedback; Planning lessons with mentee; Connecting lesson activities to content standards; Discussing student progress and analyzing student work; Modeling Instruction

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

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

The Westgate Elementary MTSS Team is an effective problem-solving group that assesses teachers' concerns about student academic and/or behavioral difficulties as identified through grade level PLCs. Using a wide range of assessment data, the team evaluates students' needs, develops instruction/ intervention plans from evidence-based research with input from parents, teachers, and various specialists as needed, and supports teachers in progress-monitoring. The team also collaborates to share effective practices, evaluate implementation, review and revise practices and processes, and identify professional development needs and resources. The team meets weekly to review schoolwide data, determine next steps, review students' status, discuss new referrals, and problem solve concerns and issues.
The MTSS Team will be responsible for managing and coordinating the processes listed above between all school teams as well as reviewing and revising the School Improvement Plan. The MTSS team applied the RTI problem solving process while examining Tier 1, Tier 2, and Tier 3 student performance. Using the information gathered from this analysis, the team was able to contribute to the development of the SIP and will continue to use the same process to evaluate the effectiveness of the strategies being implemented through the SIP.

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
Donita	Moody	Principal - Facilitator

MTSS Team Member First Name	MTSS Team Member Last Name	Position
Tenishelah	Johnson-Clark	Assistant Principal - Recorder
Rose	Wilkins	MTSS Coach - Data Manager
Maryann	Nease	Psychologist-Time Keeper/Data Coach
Melissa	Watson	Social Worker/Data Coach
Vernisa	Mustafic	School Counselor
James	Gray	Kindergarten Team Leader
Tammy	Wilkes	First Grade Team Leader
Cheryl	Havener	Second Grade Co-Team Leader
JoAnnn	Mattos	Second Grade Co-Team Leader
Denise	Motes	Third Grade Team Leader
Pamela	Sedwick	Fourth Grade Team Leader
Lisa	Grinstead	Fifth Grade Team Leader

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

The SBLT will conduct an on-going review of school based procedures and processes to improve alignment and effectiveness of the implementation of the MTSS. In addition, the SBLT will focus on building and developing tools and processes to facilitate clear communication among the stakeholders.

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).

Performance Matters
Data Warehouse
Florida Standards Assessment (FSA)
Florida Assessment for Instruction in Reading (FAIR)
Progress Monitoring and Reporting Network (PMRN)

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

Professional development is ongoing. It begins at the start of the school year with a review of the MTSS and school-based processes and procedures. As progress data accrues, PD delivery will occur at PLCs and/or faculty meetings to enable the staff to use the data effectively to inform intervention, as well as instruction, and to provide district information and school-based updates.e

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.

We review and monitor the use of materials and resources identified by The Division of Teaching and Learning. The Division of the Teaching and Learning seeks to support and enhance the efforts of our schools, thus enabling students to perform at their highest levels of achievement. The Division provides leadership, guidance, and support with respect to curriculum materials, implementation of Florida Standards, professional learning, and the delivery of research-based instructional strategies and practices.

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.

We Provide formative assessments to inform differentiation:
• *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction
• *Teachers facilitate effective classroom discussions and tasks that elicit evidence of learning
• *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle
• *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students
We Differentiate Instruction:
• *Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level
• *Content materials are appropriately scaffold to meet the needs of diverse learners (learning readiness and specific learning needs)
• *Models, examples and questions are appropriately scaffold 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.
We create intervention that support core instructional goals and objective;
• * SBLT utilizes data to plan for a sufficient number and variety of intervention courses
• * Intervention and core teachers communicate and plan together regularly
• * Intervention curriculum is aligned with core instructional goals/objectives
• * Core content materials and subject matter are integrated within intervention courses
• * Intervention strategies are reinforced in core classes
• * Interventions are integrated and aligned across all providers

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

Support high quality, on going professional learning.
Recruit and retain highly effective teachers

Minutes added to the school year: _____

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

High-quality and Ongoing Professional Development
-Provide professional development to enhance knowledge for practice, in practice, and of practice
-Provide resources for regular review of student data with collaborative planning time focused on student performance
-Provide embedded support for new teachers.

Provide a description of the strategy below.

All staff is trained to meet individual needs of all students, but particularly the lowest achieving students of any program that is included in the school-wide program.
All staff receive ongoing and sustained professional development that is aligned with the goals of the school imporvement plan

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

iObservation data
Student Growth Data

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

Principal
Assistant Principal

INSTRUCTIONAL STRATEGY #2

Strategy Type

Support targeted early academic intervention.

Minutes added to the school year: _____

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

Teachers and paraprofessionals meet the highly qualified requirements; parents are aware of the highly qualified status of all teachers.
All teachers are assigned to areas in which they are certified to teach

Provide a description of the strategy below.

Target hourly teacher support to grades K-5.

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

iObservation
Student Growth Data

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

Principal
Assistant Principal
MTSS Coach

INSTRUCTIONAL STRATEGY #3

Strategy Type

Support effective, engaging, differentiated instruction.
Allocate resources to meet the needs of diverse learners.

Minutes added to the school year: _____

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

Timely and additional assistance to students having difficulty mastering the state's standards
-Provide effective, evidence-based academic supports and resources for student learning
-Provide extended learning time for students

Provide a description of the strategy below.

-Push in and pullout interventions provided by teaching partners and classroom intervention teacher.

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

iObservation Data
Student Growth Data

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

Principal
Assistant Principal
MTSS Coach

INSTRUCTIONAL STRATEGY #4

Strategy Type

Implement meaningful, engaging learning activities for families.
Strengthen and expand business and community partnerships.

Minutes added to the school year: _____

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

Strategies To Increase Parental Involvement:
-Provide parental involvement activities in flexible ways and at flexible times to meet families' needs.
-Provide training specifically targeted to increase family and community engagement.

Provide a description of the strategy below.

Based on survey results workshops will be conducted to provide parent training on how to help students with reading and math strategies at home
Student led conferences will be scheduled to provide students with an opportunity to share their progress with their parents.

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

workshop attendance records
survey results
student growth data

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

Parent Involvement Committee

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.

Welcome Packet
Conferences with teachers and administrators
Counseling Referrals

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
Donita	Moody	Principal	moodyd@pcsb.org
Tenishelah	Johnson-Clark	Assistant Principal	johnson-clart@pcsb.org
Rose	Wilkins	MTSS Coach	wilkinsr@pcsb.org
Justine	Koma	Kindergarten Teacher	komaj@pcsb.org

LLT Member First Name	LLT Member Last Name	Title	Email
Deanna	Teasdale	First Grade Teacher	teasdalet@pcsb.org
JoAnn	Mattos	Second Grade Teacher	mattosj@pcsb.org
Denise	Motes	Third Grade Team Leader	motesd@pcsb.org
Deborah	Bleckley	Third Grade Teacher	bleckley@pcsb.org
Patty	Kwapien	Fourth Grade Teacher	Kwapienp@pcsb.org
Lisa	Grinstead	Fifth Grade Team Leader	grinsteadl@pcsb.org
Linda	Arroyo	ESOL Teacher	arroyol@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 Literacy Leadership Team is a collaborative system that encourages a literate climate to support effective teaching and learning based on the Florida State Standards. The Literacy Leadership Team creates a shared literacy vision that is clear and specific to the needs of the school community.
The Literacy Leadership Team is a cross grade level group that meets on a monthly basis to discuss data that can be easily collected in the classroom and within the school environment such as: student work samples, informal assessments (reading running records, writing rubrics), formal assessments, common assessments, journals, logs, records of observational data, and teacher checklists.

The Literacy Leadership Team will incorporate a variety of resources for planning and studying such as the reading coach, mentors/peer teachers, colleagues, parents, students, professional journals, professional books, internet sites, workshops/staff development, and conferences.

The Literacy Leadership Team will support staff in a variety of ways such as: engaging in peer coaching, videotaping class sessions, visiting schools who have had success with similar concerns, utilizing coaching sessions, researching strategies to address concerns, providing materials, resources and assistance to address concerns, attending workshops/conferences on topic, collecting and analyzing additional data on subjects, creating surveys, modeling lessons in classrooms, analyzing and reviewing data, and sharing and reporting data.

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

The major initiatives of the Literacy Leadership Team this year will be supporting teachers in teaching the Florida State Standards. In addition team members will model effective lessons in classrooms, analyze and review data common with the whole school.

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 (%)
29.9		

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
30.9		

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 (%)
66		

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

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
58		

COMPREHENSIVE ENGLISH LANGUAGE LEARNING ASSESSMENT (CELLA)

Students Scoring Proficient in Listening/Speaking

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
51.2		

Students Scoring Proficient in Reading

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
38.7		

Students Scoring Proficient in Writing

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
31.7		

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	66%		
Black/African American	26%		
Hispanic	58%		
Asian	76%		
American Indian			
English Language Learners (ELLs)	47%		
Students with Disabilities (SWDs)	0%		
Economically Disadvantaged	50%		

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

READING GOAL

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

Increase the number of students proficient in reading and language arts at each grade level by 3 percent above the state average as measured by the state standardized assessments.

Provide possible data sources to measure your reading goal.

FAIR-FS/Progress Monitoring and Reporting Network (PMRN), Assessment and Information Management System (AIMS web), Running Records, Common Assessment results.
Marzano Pre/Post Test

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

Action 1	Plan to Implement Action 1
Teachers align instruction to meet the Florida Standards for English Language Arts, District Curriculum Guidelines, and student needs by providing multiple opportunities across the literacy block for reading and writing about complex text with scaffolding and support.	Teachers attend professional development on Module roll-outs, close reading, and instructional methods. Administrators monitor and support the implementation of literacy instruction during frequent observations and by using monitoring tools. Teachers intentionally plan instruction aligned with a high level of rigor by using Marzano strategies and adjust instruction through the use of talk, task, text and student needs.
Action 2	**Plan to Implement Action 2**
Teachers regularly assess (formally and informally) and utilize data to modify and adjust instruction.	Teachers meet in Professional Learning Communities (PLC's) / conduct data review student responses to tasks and plan for instruction based on data. Teachers utilize scales and rubrics aligned to the learning goal to assess and inform instruction.
Action 3	**Plan to Implement Action 3**
Teachers use data to differentiate and scaffold instruction to increase student performance.	Teachers utilize individual and small group methods to meet the unique needs of their students. Teachers meet frequently with students to support students' individual needs.

Action 4	Plan to Implement Action 4
Teachers provide students with extensive opportunities to write in the ELA block.	Teachers ensure students regularly write short responses based on text. Teachers provide consistent opportunities for students to write on varying topics.

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 (%)
42.2		

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at or Above Level 4

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

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

WRITING GOAL

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

Increase the number of students proficient by 3 percent above the state average in writing as measured by state standardized assessment/district assessment

Provide possible data sources to measure your writing goal.

FS-ELA Writing Component
Common Assessments

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

Action 1	Plan to Implement Action 1
Teachers will provide explicit writing instruction daily.	Teachers will include instruction of foundational skills and conventions in their explicit writing instructional ELA block. Teachers will provide consistent opportunities for students to write on varying topics.
Action 2	**Plan to Implement Action 2**
Teachers provide students opportunities to integrate writing skills throughout the curriculum.	Students will use journals to write about math and science
Action 3	**Plan to Implement Action 3**

Teachers will align instruction to meet the Florida Standards for English Language Arts, by providing multiple opportunities daily in writing.	Teachers attend professional development on Module roll-outs and writing best practices. Teachers utilize the gradual release model including explicit and modeled instruction, guided practice with teacher support and feedback and opportunities for independent practice.
Action 4	Plan to Implement Action 4
Teachers will provide students opportunities to write opinion pieces on topics or texts.	Teachers meet frequently with students to support students' individual needs.

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 (%)
29.9		

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
21.3		

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 (%)
62		

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

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

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	57%		
Black/African American	13%		
Hispanic	40%		
Asian	76%		
American Indian			
English Language Learners (ELLs)	47%		
Students with Disabilities (SWDs)	18%		
Economically Disadvantaged	38%		

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.

> Increase the number of students proficient in math by 3 percent above the state average as measured by the state standardized assessments

Provide possible data sources to measure your mathematics goal.

> FSA-Math Assessment
> Common Assessments
> SAT-10

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 use formative assessment to guide instruction and provide differentiation.	Teams will collaborate to use common formative assessments and analyze student work samples in PLCs in order to improve instruction. Teachers will use rubrics for interpreting and evaluating student responses in order to differentiate instruction.
Action 2	**Plan to Implement Action 2**
Teachers will use CPALMs to access resources for common formative assessments and engaging mathematics lesson plans.	Teachers will participate in district wide training. Teachers will use the online tutorials to learn more about the use of CPALMs.
Action 3	**Plan to Implement Action 3**
Teachers will use ST Math to fidelity to improve student performance and understanding.	Teachers will use the online tutorials and webinars to learn more about the use of ST Math. Teachers will offer incentives to encourage students to participate and make gains in ST Math. Teachers will incorparte ST Math into core instruction
Action 4	**Plan to Implement Action 4**
Teachers will design lessons in mathematics that incorporate the 8 mathematical practices.	Teachers will participate in district wide training. Teachers will use information and resources from Juli Dixon's summer trainings for mathematics and/or view the related online videos embedded in the math curriculum guides.

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 (%)
49	56	

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
	24	

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.

Increase the number of students proficient in science by 3 percent above the state average as measured by FCAT 2.0.

Provide possible data sources to measure your science goal.

FCAT-Science Results
Formative Assessments
Common Assessments
Journals

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
Increase the number of students proficient in science by 3 percent above the the state average as measured by FCAT 2.0	Order SLAGs for grade levels 3-5 and monitor usage
Action 2	**Plan to Implement Action 2**
Develop and adhere to a science lab program.	All 3rd, 4th, and 5th grade students will complete the identified progress monitoring assessments, science lab investigations and citizen scientist research and data collection. 3rd, 4th, and 5th grade teachers will attend science lab training to prepare for implementation.
Action 3	**Plan to Implement Action 3**
Teachers will use "Wondering Questions or Inquire" to provide students with opportunities on the nature of science.	Teachers will use science inquiry projects to implement the scientific method.
Action 4	**Plan to Implement Action 4**
Use science benchmark text during the ELA block to increase students' knowledge of science content.	To introduce science vocabulary through teacher read aloud and accountable talk.

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 possible data sources to measure your STEM goal.

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
Action 2	Plan to Implement Action 2
Action 3	Plan to Implement Action 3
Action 4	Plan to Implement Action 4

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section H	Area 8: Early Warning Systems
ATTENDANCE	

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

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	14.4%	0%	0%
Grade 1	18.5%	0%	0%
Grade 2	16.6%	0%	0%
Grade 3	8.9%	0%	0%
Grade 4	4.2%	0%	0%
Grade 5	5.9%	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	9.2%	7.8%	5.8%
Grade 1	14.8%	17.8%	15.8%
Grade 2	10.4%	9.8%	7.8%
Grade 3	10.8%	10.9%	8.9%
Grade 4	6.7%	10.5%	8.5%
Grade 5	8.3%	10.9%	8.9%

SUSPENSIONS

Students with One or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	15.4%	8.9%	6.9%
Grade 1	23.1%	13.1%	11.11%
Grade 2	9.3%	5.9%	3.9%
Grade 3	9.9%	11.9%	9.9%
Grade 4	9.3%	14.7%	12.7%
Grade 5	21.4%	10.0%	8.0%

Students with Five or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	2%	0%	0%
Grade 1	3.7%	0%	0%
Grade 2	1%	0%	0%
Grade 3	2.9%	0%	0%
Grade 4	0.8%	0%	0%
Grade 5	0%	0%	0%

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

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	5.1%	0.0%	0%
Grade 1	8.3%	3.7%	1.7%
Grade 2	0%	1.0%	0%
Grade 3	1.9%	1.0%	0%

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 4	5%	4.2%	2.2%
Grade 5	9.5%	4.5%	2.5%

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

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0%	0%	0%
Grade 1	0.9%	0%	0%
Grade 2	0%	0%	0%
Grade 3	0.9%	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	3%	1.1%	0%
Grade 1	4.6%	2.8%	0%
Grade 2	2%	0.0%	0%
Grade 3	1.9%	1.0%	0%
Grade 4	1.6%	2.1%	0%
Grade 5	5.9%	0.9%	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	1%	0%	0%
Grade 3	0.9%	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	1%	1.1%	0%
Grade 1	10%	9.3%	0%
Grade 2	0%	0.0%	0%
Grade 3	4.9%	4.0%	0%
Grade 4	0.8%	1.1%	0%
Grade 5	0%	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		
Grade 1	37%		
Grade 2	13%		
Grade 3	8%		
Grade 4	25%		
Grade 5	22%		

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

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten		0%	0%
Grade 1		0%	0%
Grade 2		0%	0%
Grade 3		1.0%	0%
Grade 4		2.1%	0%
Grade 5		2.7%	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 (%)

MULTIPLE EARLY WARNING INDICATORS

Students Exhibiting Two or More Early Warning Indicators

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten		2.2%	0%
Grade 1		10.3%	0%
Grade 2		1.0%	0%
Grade 3		5.0%	0%
Grade 4		9.5%	0%
Grade 5		7.3%	0%

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

Using a wide range of assessment data, the team evaluates students' needs, develops instruction/behavior intervention plans from evidence-based research with input from parents, teachers, and various specialists as needed, and supports teachers in progress-monitoring.

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 (%)
Increase the number of black students proficient by 3 percent as measured by state standardized assessment/district assessment in reading. Teachers will: Action 1 Focus on the key area of culturally relevant pedagogy Student-Teacher Relationships (Caring, relationships, Interaction, Classroom atmosphere) Action 2 incorporate the 6Ms (Meaning, Mouth, Models, Movement, Multiple Checks for Understanding Movement and Music) in planning and daily instruction. Action 3 focus on building knowledge and background for culturally responsive instruction. Professional development will be provided to teachers on 6 Ms an culturally relevant pedagogy	26%		
Increase the number of black students proficient by 3 percent as measured by state standardized assessment/district assessment in writing. Teachers will: Action 1 Focus on the key area of culturally relevant pedagogy Student-Teacher Relationships (Caring, relationships, Interaction, Classroom atmosphere) Action 2 incorporate the 6Ms (Meaning, Mouth, Models, Movement, Multiple Checks for Understanding Movement and Music) in planning and daily instruction. Action 3 Teachers focus on building knowledge and background for culturally responsive instruction. Professional development will be provided to teachers on 6 Ms an culturally relevant pedagogy	42%		
Increase the number of black students proficient by 3 percent as measured by state standardized assessment/district assessment in science. Action 1 Focus on the key area of culturally relevant pedagogy Student-Teacher Relationships (Caring, relationships, Interaction, Classroom atmosphere) Action 2 incorporate the 6Ms (Meaning, Mouth, Models, Movement, Multiple Checks for Understanding Movement and Music) in planning and daily instruction. Action 3 Teachers focus on building knowledge and background for culturally responsive instruction. Professional development will be provided to teachers on 6 Ms an culturally relevant pedagogy	28%		

Description of Goals, Targets, and Actions for Black Student Achievement	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Increase the number of black students proficient by 3 percent as measured by state standardized assessment/district assessment in math. Action 1 Focus on the key area of culturally relevant pedagogy Student-Teacher Relationships (Caring, relationships, Interaction, Classroom atmosphere) Action 2 incorporate the 6Ms (Meaning, Mouth, Models, Movement, Multiple Checks for Understanding Movement and Music) in planning and daily instruction. Action 3 Teachers focus on building knowledge and background for culturally responsive instruction. Professional development will be provided to teachers on 6 Ms an culturally relevant pedagogy Professional development will be provided to teachers on 6 Ms an culturally relevant pedagogy	13%		

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).

Please see our Title 1 PIP (parent involvement plan).

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

Please see our Title 1 PIP (parent involvement plan).

LEARNING ABOUT LOCAL COMMUNITY - Describe the process by which your school learns about the local community for the purpose of utilizing available resources to support student achievement.

School Administrators and Family Community Liaison solicit assistance and resources (fiscal & human) from local businesses and organizations.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section K	**Area 11: Additional Targets**

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

Add Target	Delete Target

Description of Additional Targets	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Work toward Bronze Level recognition with the Alliance for a Healthier Generation.		Bronze Level in 1	Bronze Level in 2

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)	Increase the number of students proficient in reading, writing, math and science at each grade level by 3 percent above the state average as measured by the state standardized assessments.
Topic, Focus, and Content	Florida State Standards Implementation/Collaborative Planning
Facilitator or Leader	Various
Participants *(e.g., Professional Learning Community, grade level, school wide)*	School Wide
Target Dates or Schedule *(e.g., professional development day, once a month)*	PLCs and Pro-Ed Days
Strategies for Follow-Up and Monitoring	Classroom Observations (formal and informal), Data Analysis
Person Responsible for Monitoring	Principal, Assistant Principal, MTSS Coach
Professional Development Identified	
Related Goal(s)	Increase the number of students proficient in math by 3 percent above the state average as measured by the state standardized assessments
Topic, Focus, and Content	Florida State Standards Implementation/Collaborative Planning
Facilitator or Leader	Various
Participants *(e.g., Professional Learning Community, grade level, school wide)*	School Wide
Target Dates or Schedule *(e.g., professional development day, once a month)*	PLCS, Pro-Ed Days, Lesson Study
Strategies for Follow-Up and Monitoring	Classroom Observations (formal and informal), Data Analysis

Person Responsible for Monitoring	Principal, Assistant Principal, MTSS Coach
Professional Development Identified	
Related Goal(s)	Increase the number of black students proficient by 3 percent above the state average as measured by state standardized assessment/district assessment in reading, math, and science.
Topic, Focus, and Content	Marzano Instructional Strategies/Collaborative Planning
Facilitator or Leader	Various
Participants (e.g., Professional Learning Community, grade level, school wide)	Professional Learning Community
Target Dates or Schedule (e.g., professional development day, once a month)	Weekly
Strategies for Follow-Up and Monitoring	Classroom Observations (formal and informal), Data Analysis
Person Responsible for Monitoring	Principal, Assistant Principal, MTSS Coach

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 II supports professional development for content areas, state standards, leadership development, and early career teachers. Funds are also used for recruitment and retention activities and bonuses for high need schools.

Title III 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.

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).

Westgate receives funding and resources to support teaching and learning from business and community partners Steven & Stevens, Northside Baptist Church and Gregory Sharer, and Stuart.

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

The principal is responsible for the facilitation of the comprehensive needs assessment and the Title 1 budget. Please see our Title 1 comprehensive needs assessment, our Title 1 budget, our resource map, and our monthly meeting schedule as examples of tools used to determine how we apply resources toward highest achievement. Key stakeholders are included and involved throughout the problem solving process.

PART V | BUDGET

Create a budget for each school-funded activity.

Add Item | Delete Item

Budget Item Description	
Related Goal(s)	Please see Title 1 budget.
Actions/Plans	Please see Title 1 budget.
Type of Resource (i.e., evidence-based programs/materials, PD, technology, etc.)	Please see Title 1 budget.
Description of Resources	Please see Title 1 budget.
Funding Source	Please see Title 1 budget.
Amount Needed	

PART VI | MID-YEAR REFLECTION

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

Add Goal | Delete Goal

Goal Area	
Has the goal been achieved?	
If yes, what evidence do you see to indicate you have achieved the goal? If no, is desired progress being made to accomplish the goal?	
If yes, what evidence do you see to indicate desired progress has been made to accomplish the goal? If no, have the originally targeted barriers been eliminated or reduced?	
If yes, what evidence do you see to indicate barriers have been eliminated or reduced? If no, are the original strategies being implemented with fidelity as designed?	

| If yes, re-engage the problem solving process at Step 5, making edits as needed to Part II of the SIP. If no, engage in a problem solving process around implementation fidelity of the original plan, and make edits as desired to Part II of the SIP. | |

8-Step Planning and Problem-Solving Process

STEP 1
a. Identify a goal
b. Set targets

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

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

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

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

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

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

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

Repeat 3-7 for each barrier