District VMV Goals	School Improvement Information	Data & Information Sources	AdvancED
Vision	Vision 100% student success.		Standard 1-1.1, 1.2: Purpose
Mission	Mission Cross Bayou Elementary will provide a caring and success oriented learning environment that enables each child to become a respectful, responsible and motivated lifetime learner through a collaborative effort among students, staff, and the community.		Standard 1-1.2: Purpose
Values	Values Being prepared Being responsible Exhibiting kindness Showing respect		Standard 1-1.3: Purpose
	Part I: Current School Status		
	A. School Information		
	1. *School-Level Information*		
	☐ School Cross Bayou		
	☐ Principal's name Katherine Wickett		
	☐ School AdvisoryCouncil chair's name Kathy Kemp		
	2. *District-Level Information*		
	☐ District	✓	
	Pinellas County		
	☐ Superintendent's name	✓	
	Michael A. Grego Ed.D.		
	☐ Date of school board approval of SIP	✓	

	September 24, 2013		
	B. School Advisory Council (SAC)		
3	1. Describe the involvement of the SAC in the development of this school improvement plan.	Narrative	Standard 2-2.4, 2.5: Governance and Leadership
	SAC members will receive the draft of the SIP to review and submit suggestions for corrections or additions. We also gathered information form the 12-13 school year from SAC to include in the revised school improvement plan. They will meet on August 20th to approve the final draft for submission to the district.		
3	2. Describe the activities of the SAC for the upcoming school year.	Narrative	
	SAC will meet monthly to review progress of our SIP. They will look at school wide data and address any requests for use of the SIP funds received this year. They will either approve or disapprove the use of the funds. They will receive information on district and state updates and provide input on concerns they may have on in regards to the progress we are making towards our goals. They will receive training on Common Core State Standards.		
4	3. Describe the projected use of school improvement funds and include the amount allocated to each project.	Narrative	
	The SIP allocation of $2694.00 will be used to obtain TDE's for instructional staff to participate in Professional development centered on the implementation of the Common Core.		

3	4. Verify that your school is in compliance with Section 1001.452, F.S., regarding the establishment duties of the School Advisory Council by selecting one of the boxes below:
	    X Yes, we are in compliance.
	    ☐ No, we are not in compliance.
		Narrative	

	5. If no, describe the measures being taken to comply with SAC requirements.	Narrative	
	C. Highly Qualified Staff		
	1. *Administrators*		
	For each of your school's administrators (principal and all assistant principals), complete the following fields:		Executive Summary: Section 1

	a) Name: Principal: Katherine Wickett Assistant Principal : Eileen Stull	Narrative	Executive Summary: Section 1
3	b) Credentials (degrees and certifications): Principal: M. Ed Leadership, ESOL certified AP: M. Ed. Leadership, M. Elementary Education, Reading Endorsement, ESOL certified	Narrative	Executive Summary: Section 1
3	c) Number of years as an administrator: Principal: 11 AP: 4	Narrative	Executive Summary: Section 1
3	d) Number of years at the current school; Principal: 9 AP: 5	Narrative	Executive Summary: Section 1
1,2,3	e) Performance record of increasing student achievement throughout their career, which should include their history of school grades, FCAT/statewide assessment performance (i.e. percentage data for achievement levels, learning gains, improvement of lowest 25th percentile in reading and mathematics, pursuant to Section 1008.34(3)(b), F.S.), and progress toward Annual Measurable Objectives (AMOs) School table below In the 4 years we have been at Cross Bayou as the administrative team, our scores are as follows: **Student Achievement of High Standards in;** Reading: 2009: 82%, 2010: 69%, 2011: 76%, 2012: 57%, 2013: 59% Math: 2009: 79%, 2010: 72%, 2011: 76%, 2012: 52%, 2013: 51% Science: 2009: 49%, 2010: 43%, 2011: 58%, 2012: 51%, 2013: 52%	DecisonEd/DW	

School Number	School Name	School Grade 2009	School Grade 2010	School Grade 2011	School Grade 2012	School Grade 2013
0811	Cross Bayou Elementary	A	C	A	A	B

Writing: 2009: 88%, 2010: 87%, 2011: 91%, 2012: 87%, 2013: 60%

Annual Learning Gains:

Reading: 2009: 68%, 2010: 58%, 2011: 70%, 2012: 64%, 2013: 68%

Math: 2009: 71%, 2010: 59%, 2011: 72%, 2012: 81%, 2013: 72%

Annual Learning gains of the lowest 25% in school:

Reading: 2009: 63%, 2010: 46%, 2011: 75%, 2012: 73%, 2013: 72%

Math: 2009: 77%, 2010: 60%, 2011: 76%, 2012: 84%, 2013: 61%

If we look at our AMO's for 2013 and what our target was in both reading and math, we are not closing the gap. The target AMO for reading is 65% scoring satisfactory and we scored a 59%. But we increased from the year before by 2% points. The target AMO for math is 60% scoring satisfactory and we scored a 51%. We declined 1% point.

2. *Instructional Coaches*		Executive Summary: Section 1
For each of your school's instructional coaches, complete the following fields		Executive Summary: Section 1
a) Name: Paige Michael	Narrative	Executive Summary: Section 1
b) Subject area: Elementary Education, Early Childhood, Reading Endorsement	Narrative	Executive Summary: Section 1
c) Credentials (degrees and certifications): BS, MA	Narrative	Executive Summary: Section 1
d) Number of years as an instructional coach: 14 years	Narrative	Executive Summary: Section 1
e) Number of years at the current school: 0 years as coach at this school.	Narrative	Executive Summary: Section 1

1,2	f) Performance record of increasing student achievement throughout their career, which should include their history of school grades, FCAT/statewide assessment performance (i.e. percentage data for achievement levels, learning gains, improvement of lowest 25th percentile in reading and mathematics, pursuant to Section 1008.34(3)(b), F.S.), and progress toward Annual Measurable Objectives (AMOs) Paige worked for the Florida DOE last year and she supported schools in 5 counties. Of these schools, 60% showed gains in reading performance.	DecisionEd/DW	
	g) Full-time or Part-time	Narrative	Executive Summary: Section 1
	h) School-based or District-based	Narrative	Executive Summary: Section 1
	3. *Instructional Staff*		Executive Summary: Section 1
	a) # of instructional employees: 58	DecisionEd/DW	Executive Summary: Section 1
3	b) % receiving effective rating or higher: data not available at this time because VAM score has not been added.	Narrative	
3	c) % Highly Qualified Teacher (HQT), as defined in NCLB through a High, Objective, Uniform State Standard of Evaluation (HOUSSE): 100%	Narrative	Executive Summary: Section 1
	d) % certified in-field, pursuant to Section 1012.2315(2), F.S. : 100%	Narrative	Executive Summary: Section 1
2	e) % ESOL endorsed: 41.4%	DecisonED/DW	Executive Summary: Section 1
2	f) % reading endorsed: 12.1%	DecisionED/DW	Executive Summary: Section 1
3	g) % with advanced degrees: 51.7%	DecisionED/DW	Executive Summary: Section 1
3	h) % National Board Certified: 10.3%	DecisionED/DW	Executive Summary: Section 1
	i) % first-year teachers: 10.3%	DecisionED/DW	Executive Summary: Section 1
	j) % with 1-5 years of experience: 15.5%	DecisionED/DW	Executive Summary: Section 1
	k) % with 6-14 years of experience: 34.5%	DecisionED/DW	Executive Summary:

				Section 1
	l) % with 15 or more years of experience: 46.6%		DecisionED/DW	Executive Summary: Section 1
	4. *Paraprofessionals*			Executive Summary: Section 1
	a) # of paraprofessionals: N/A		Narrative	Executive Summary: Section 1
	b) % Highly Qualified Teacher, as defined in NCLB through a High, Objective, Uniform State Standard of Evaluation (HOUSSE)		Narrative	Executive Summary: Section 1
	5. *Teacher Recruitment and Retention Strategies*			
	a) Describe your school's strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible.		Narrative	Standard 2: Governance and Leadership

Strategy	Person responsible
Pair new teachers with a mentor	Principal
Have monthly meeting with teacher who have moved to new grades to provide support when needed	Assistant Principal
Teacher recognition at monthly staff meeting	Principal and Assistant Principal
Staff BBQ twice a year	Principal
Provide training opportunities at school, based on teacher need	Principal and Assistant Principal,

	6. *Teacher Mentoring Program/Plan*			
	a) Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities.		Narrative	Standard 3-3.3, 3.7,3.12: Teaching and Assessing for Learning Standard 5-5.2,5.5Using Results for Continuous Improvement

Mentor	Mentee	Rational for pairing	Planned mentoring activities
Principal/Staff Mentor	Stacey Ferrell	Currently on a Success Plan.	Meet monthly with success team. Meets with staff mentor for support.

	Assistant Principal	Carisa Fisher, Samantha Borgman, Vivian Caldea, Kirstin Brillant, Patricia Szynaka,	To provide an opportunity to talk about changes within their new grade and provide support throughout the year.	Meet monthly as needed to talk about successes and frustrations and provide them feedback on how they are doing (individually)			
	D. Multi-Tiered System of Supports (MTSS) / Response to Instruction/Intervention (RtI)						
4	1. 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.				Narrative		Standard 3-3.7: Teaching and Assessing for Learning
	Grade level teams meet once a month with Administration to analysis school wide and district data to assess effectiveness of Core instruction. Intervention blocks are built into the master schedule to provide time for classroom teachers and hourly teachers to provide instruction for struggling students at the Tier 2 level. Progress monitoring data is collected bi-weekly to monitor the progress of these students. Hourly teachers are hired to provide instruction at Tier 2 and 3. Classroom teachers are hired to provide after school tutoring for students scoring a level 1or 2 in reading and math and/or provide enrichment for students in grades 3-5 who score a 4 or 5 in math.						
4	2. Identify the names and position titles of the members of your school-based leadership team. What is the function and responsibility of each team member as it relates to MTSS and the SIP?				Narrative		Standard 2-2.4: Governance and Leadership
	Kathy Wickett: Principal; facilitates discussions about SIP goals, provides time in master schedule for meetings, data chats, monitors data and facilitates data chats, shares trends in data throughout testing cycles, trains staff on data analysis. Eileen Stull: Assistant Principal; develop agendas for meetings, maintains OPM, trains staff on OPM, monitors data and facilitates data chats focused on SIP goals, shares trends in data throughout testing cycles, trains staff on data analysis. Mary Ann Nease: School Psychologist; observes students, teachers, completes reports, tests students, provides information to parents and teachers, helps develop Tier 3 PSW's, shares data with stakeholders Jennifer Mazur: School Social worker; supports families, monitors attendance, develops						

	behavior plans, meets with students and parents as needed, helps with PSW by conducting observations to ensure fidelity of implementation. Anna Annarelli: Educational Diagnostician; collects data for PSW and FBA's and adds information to reports, assesses students when needed. Claudia Boyd: ESE teacher; provides input when developing PSW's, writes IEP drafts for staffing eligibilities. Takes minutes at weekly meetings and distributes to all members of the team. Pam Chilson and Lisa Curzio-Blake: School Guidance; help to develop behavior plans with students and teachers; observe students and teachers to determine fidelity of implementation of plans. Provide input to parents and teachers on strategies to improve behavior.		
4	3. Describe the systems in place that the leadership team uses to monitor the school's MTSS and SIP.	Narrative	Standard 2-2.3,2.4: Governance and Leadership
	The administration schedules meetings with staff, SAC, and RTI team to review progress made towards the SIP. The teams will look at district common assessment data in all content areas, FAIR data, and monthly behavior data turned in by teachers to evaluate and analyze the effectiveness of programs implemented.		
5	4. 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).	Narrative	Standard 5-5.1, 5.2, 5.3, 5.4: Using Results for Continuous Improvement
	Core: Tier 1: bi-monthly meeting to look at and analysis grade level assessments for all content areas and monthly behavior charts. Walk through data and EDS spreadsheets will be used. Supplemental: Tier 2: OPM data collected bi-weekly and spreadsheets developed and stored on school server. Use to determine effectiveness of small group instruction and the intervention materials used. Behavior data collected weekly for PBIP's and classroom behavior. Teams will look at this data to see patterns and address issues through class instruction. Intensive: Tier 3: OPM collected weekly through AimsWeb. Analyzed at data meetings and PSW update meetings. Behavior data collected weekly for FBA's and adjustments will be made in plans as needed. The CST reviews attendance data bi-monthly and contacts parents		

	as needed.		
4,5	5. Describe the plan to support staff's understanding of MTSS and build capacity in data-based problem solving.	Narrative	Standard 3-3.11, 3.12: Teaching and Assessing for Learning Standard 5-5.3:Using Results for Continuous Improvement
	1. Built into master schedule a monthly data/planning meeting with administration to discuss data used to drive instruction. 2. Train classroom teachers on creating spreadsheets to collect data on small groups and whole class during pre-school. Also on how to understand what information they provide. 3. Provide training throughout the year during curriculum meetings on how to break down assessments to determine results. Providing teachers with templates to disaggregate their data. 4. Provide a framework for teams to follow when planning that requires them to look at their data when making instructional decisions.		
	E. Increased Learning Time/Extended Learning Opportunities		
2	Describe research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum (e.g., lengthening the school day, week, or year; providing before, after, Saturday, or summer school programs; implementing enrichment programs and activities; allowing teachers to collaborate, plan, and engage in professional development).	Narrative	Standard 3-3.1, 3.12: Teaching and Assessing for Learning
	Based on the amount of money we have received for extended learning, we provide after school tutoring for students scoring a level one or two on FCAT and who need extra support in the areas of reading and math. They meet twice a week for one hour starting in January. They receive instruction on comprehension strategies through the use of computers, and direct instruction. They also work on problem solving strategies in math. They learn how to read and understand the structure of a math word problem. We also provide enrichment for students who scored a level 4 or 5 in math. They receive instruction using the AIMS math program that allows them to apply their understanding of math to higher order problems.		

	F. Literacy Leadership Team (LLT)		
2	1. Identify the names and positions titles of the members of your school-based LLT.	Narrative	Executive Summary: Section 1
	Kathy Wickett: Principal, Eileen Stull: Assistant Principal, Nancy Fallin: ESOL teacher, Reading Coach: Paige Michael, Brooke Johannessen: intermediate teacher, Barbara Brandt: LLI supervisor, Vicki Nicholson: primary teacher		
2	2. Describe how the school-based LLT functions (e.g., meeting processes, roles, functions).	Narrative	Executive Summary: Section 1
	This team meets throughout the year to develop and refine our plan for implementing and supporting content knowledge development within our staff in the areas of literacy concerns. They lead trainings for the whole staff and provide support when needed.		
2	3. What will be the major initiatives of the LLT this year?	Narrative	Standard 3-3.1 thru 3.7: Teaching and Assessing for Learning
	To continue to develop our teachers understanding of text complexity, close reading, how to deepen student comprehension of all text read, and how to develop reading plans that incorporate assessments to meet the new common core standards.		
	G. Every Teacher Contributes to Reading Improvement		
	This section is required for schools with grades 6-12, per Section 1003.413(2)(b), F.S.		
2	1. Describe how the school ensures every teacher contributes to the reading improvement of every student.	Narrative	Standard 3-3.1 thru 3.7: Teaching and Assessing for Learning
	H. Preschool Transition		
	This section is required for schools with grades K-2.		
1,2	1. Describe strategies for assisting preschool children in transition from early childhood programs to local elementary school programs, as applicable.	Narrative	Standard 3-3.1 thru 3.7: Teaching and Assessing for Learning
	We have a Bridge to Kindergarten orientation meeting in May for all incoming kindergarten students and their families. When parents come in to register their child for school, they are given a flier about this event. We conduct a tour of the school, provide materials they can use to help build skills needed to start school, and share information		

	about what is expected in our kindergarten classes. They also have a time to ask questions. We also, conduct tours once a week starting in January where we walk the school, tell them about us, answer any questions and encourage them to come back in May, with their child, to get more information.		
	I. College and Career Readiness		
	This section is required for secondary schools, per Sections 1003.413(2)(g)-(j) and 1008.37(4), F.S.		
1	1. How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?	Narrative	Standard 3-3.5: Teaching and Assessing for Learning
1	2. How does the school promote academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful?	Narrative	Standard 3-3.8, 3.9, 3.12: Teaching and Assessing for Learning. Standard 4-4.6,4.8: Resources and Support Systems
1	3. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report, which is maintained by the Department of Education, pursuant to Rule 6A-10.038, F.A.C.	Narrative	Standard 5-5.4: Using Results for Continuous Improvement
	Part II: Expected Improvements		
	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.		
	A. Area 1: Reading		
	a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)		
1	☐ Students scoring at Achievement Level 3 Number of students 76, % of students 29.9% Target percentage for next year: 36%	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above Achievement Level 4	DecisionED/DW	Assessment Matrix
	b) Florida Alternate Assessment (FAA)		Assessment Matrix

1	☐ Students scoring at Levels 4, 5, and 6	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above Level 7	DecisionED/DW	Assessment Matrix
	c) Learning Gains		
1	☐ Students making learning gains (FCAT 2.0 and FAA) Test Subject Total Student Count # Students % Students FCAT2 READ 254 108 42.5%	DecisionED/DW FCAT 2.0 only	Assessment Matrix
1	☐ Students in lowest 25% making learning gains (FCAT 2.0) 72% of students in the lowest 25% made learning gains	DecisionED/DW	Assessment Matrix
	d) Comprehensive English Language Learning Assessment (CELLA)		
1	☐ Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students) 53 students were tested, 26 students were proficient and the % of student's proficient was 49.1%.	DecisionED/DW	Assessment Matrix
1	☐ Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students) 19 students were proficient in reading representing 35.8% of the students tested	DecisionED/DW	Assessment Matrix
1	☐ Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students) 20 students were proficient in writing representing 37.7% of students tested	DecisionED/DW	Assessment Matrix
	e) Annual Measurable Objectives (AMOs)		

1	☐ Student subgroups (i.e., American Indian, Asian, black, Hispanic, white, English language learners, students with disabilities, and economically disadvantaged) scoring at level 3 or higher on FCAT 2.0, or scoring at level 4 or higher on the FAA
	Test Subject Ethnicity Total Student Count # Students % Students
	FCAT2
	    READ Asian 30 16 53.3%
	    Black/African American 20 7 35.0%
	    Hispanics of any race 45 26 57.8%
	    Two or more races 7 6 85.7%
	    White 152 93 61.2%
	
	Prof Lvl 3+ for Econ Dis Students
	
	Test Subject Total Student Count # Students % Students
		DecisionED/DW
		FCAT 2.0 only
			Assessment Matrix

FCAT2 READ 142 74 52.1% Prof Lvl 3+ for LEP Students Test Subject Total Student Count # Students % Students FCAT2 READ 15 1 6.7% Prof Lvl 3+ for Special Ed Students Test Subject Total Student Count # Students % Students FCAT2 READ 39 11 28.2%						
	f) Postsecondary readiness					
	The following data shall be considered by high schools.					
	☐*4-year graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.*				DecisionED/DW	Assessment Matrix
	Goal 1 to support target(s): Increase the % of students scoring a level 3 or higher in READING from59% to 69% as measured by FCAT. Increase the % of African American students scoring level 3 or higher from 35% to 50% as measured by FCAT. Increase the % of Asian student scoring level 3 or above from 53% to 80% as measured but FCAT.				Narrative	
	Possible Data Sources to Measure Goal 1: 2013-2014 FCAT scores 2013-2014 FAIR assessment data measured three times a year. Running records administered by classroom teachers three times a year to follow the FAIR assessment schedule. Reading Common Core Modula assessments administered by classroom teachers 4 times a year.				Narrative DecisionED	

Data Indicator(s) –corresponding to SIP Part II A-J (SIP Targets)	2012-13 Actuals		2013-14 Targets	
1. % of African American students scoring level 3 (total number of students 20)	#	%	#	%
	7	35	10	50
2. % of all students scoring a level 3 or higher (total # of students 254)	#	%	#	%
	148	59	175	69
3. % of Asian student scoring level 3 or above (total # students 30)	#	%	#	%
	16	53	25	80
Action Plans (strategies) to Accomplish Goal 1 (reduce or eliminate barriers)				
Action 1- We will provide ongoing professional development during curriculum meetings two times a month that addresses the implementation of the new Common Core Standards in reading.	Narrative			
Action 2- We will provide TDE's for each classroom teacher to meet as a team so they can unpack the standards and plan out the new modules. The reading coach will meet with each team to answer questions and provide support during the planning out of the modules.	Narrative			
Action 3- We will closely monitor the process of target groups (level 3 and higher students, African Americans, Asians students with disabilities) throughout the year.	Narrative			
Action 4-	Narrative			
Plan to Implement Action 1: Principal will schedule monthly curriculum meetings on the master Professional Development calendar. These meeting dates will be shared with instructional staff at the beginning of the year. Assistant Principal will attend all monthly Learning Specialist meetings to obtain curriculum information that needs to be presented to instructional staff in the areas of reading. She will plan out the PD to ensure that teachers receive the information in a format that will help them implement it effectively. As the year goes on, members of the Common Core Cadre and the Language Literacy Team will help to train teammates on routines and processes that they have used to implement the reading curriculum successfully.	Narrative			
Plan to Implement Action 2: The Principal will submit a request for TDE's for all classroom	Narrative			

teachers to the district. She will ask teams to select a month (Sept. or Oct.) they want to meet to unpack the standards. The Principal will coordinate the meeting dates with our reading coach to ensure she is available to meet with each team for part of the day. She will also work to secure substitutes for those days. Once dates are secured, subs will be requested, and these meetings will be entered on master Professional development calendar.		
Plan to Implement Action 3: Grade level teams will meet once a month during a data planning meeting to analyze FAIR data, modular assessments, running records and interim reading and writing assessments to ensure these targeted groups are moving forwards. They will break down their data into subgroups to better monitor progress. They will adjust instructions when needed to ensure all students are making progress.	Narrative	
Plan to Implement Action 4:	Narrative	

B. Area 2: Writing

	a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above 3.5 Test　　　　Subject　　　　Total Student Count　　　　# Students　　　　% Students FCAT2　　　WRITE　　　　74　　　　　　　　　　44　　　　　　　59.5%	DecisionED/DW	Assessment Matrix
	b) Florida Alternate Assessment (FAA)		
1	☐ Students scoring at or above Level 4	DecisionED/DW	Assessment Matrix

Goal 2 to support target(s): We will increase the number of students scoring a level 3.5 or higher 60% to 89% points as measured by the Florida Writes assessment2013-2014 We will increase the number of African Americans scoring a level 3.5 or higher from 50% to 75% as measured by the Florida Writes assessment2013-2014	Narrative	
Possible Data Sources to Measure Goal 2:	Narrative DecisionED/DW	

Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)	2012-13 Actuals		2013-14 Targets	
	#	**%**	**#**	**%**

1. % of students scoring a level 3.5 or higher	**44**	**60**	**66**	**86**
2. % of African American Scoring a level 3.5 or higher	**# 4**	**% 50**	**# 6**	**% 75**
3.	#	%	#	%
Action Plans (strategies) to Accomplish Goal 2 (reduce or eliminate barriers)				
Action 1- Classroom teachers will have students write across content areas for more purposeful writing that supports the Common Core State Standards.	Narrative			
Action 2- Classroom teachers will assess students writing bi-monthly and adjust instruction to ensure progress is being made.	Narrative			
Action 3-	Narrative			
Action 4-	Narrative			
Plan to Implement Action 1: Classroom teachers will give students an interest survey to help make purposeful connections to the topics students will be writing about. They will develop writing assignments across content areas to show students the connection between reading and writing. This will be documented in their lesson plans.	Narrative			
Plan to Implement Action 2: Teachers will use their data/planning meetings and regular planning time twice a month to look at writing samples of our targeted groups to monitor their progress and modify instruction to ensure success. They will look at writing samples from the reading modules to adjust instruction or topics to help students see the purpose behind writing. Teachers will identify those students in their class who are in our targeted groups: level 3 or above students, African Americans, and Asians, and provide small group differentiated instruction to ensure they are making progress.	Narrative			
Plan to Implement Action 3:	Narrative			
Plan to Implement Action 4:	Narrative			
C. Area 3: Mathematics				

	1. *Elementary and Middle School Mathematics*		
	The following data shall be considered by elementary and middle schools.		
	a) *Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)*	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at Achievement Level 3 Test Subject Total Student Count # Students % Students FCAT2 MATH 253 83 32.8%	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above Achievement Level 4 Test Subject Total Student Count # Students % Students FCAT2 MATH 253 46 18.2%	DecisionED/DW	Assessment Matrix
	b) *Florida Alternate Assessment (FAA)*		
1	☐ Students scoring at Levels 4, 5, and 6	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above Level 7	DecisionED/DW	Assessment Matrix
	c) *Learning Gains*		
1	☐ Students making learning gains (FCAT 2.0, EOC, and FAA) Test Subject Total Student Count # Students % Students FCAT2 MATH 253 114 45.1%	DecisionED/DW FCAT 2.0 only	Assessment Matrix
1	☐ Students in lowest 25% making learning gains (FCAT 2.0 and EOC) 61% of lowest 25% made gains	DecisionED/DW FCAT 2.0 only	Assessment Matrix
	d) *Annual Measurable Objectives (AMOs)*		

1	☐ Student subgroups (i.e., American Indian, Asian, black, Hispanic, white, English language learners, students with disabilities, and economically disadvantaged) scoring at level 3 or higher on FCAT 2.0, or scoring at level 4 or higher on the FAA
	 Test Subject Ethnicity Total Student Count # Students % Students
	 FCAT2 MATH Asian 30 19 63.3%
	      Black/African American 20 5 25.0%
	      Hispanics of any race 45 22 48.9%
	      Two or more races 7 3 42.9%
	      White 151 80 53.0%
		DecisionED/DW
		 FCAT 2.0 only
			Assessment Matrix

	Prof Lvl 3+ for Econ Dis Students Test Subject Total Student Count # Students % Students FCAT2 MATH 141 64 45.4% Prof Lvl 3+ for LEP Students Test Subject Total Student Count # Students % Students FCAT2 MATH 15 2 13.3% Prof Lvl 3+ for Special Ed Students Test Subject Total Student Count # Students % Students FCAT2 MATH 38 10 26.3%				
	2. *High School Mathematics*					
	The following data shall be considered by high schools.					
	a) Florida Alternate Assessment (FAA)					
1	☐ Students scoring at Levels 4, 5, and 6				DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above Level 7				DecisionED/DW	Assessment Matrix
	b) Annual Measurable Objectives (AMOs)					
1	☐ Student subgroups (i.e., American Indian, Asian, black, Hispanic, white, English language learners, students with disabilities, and economically disadvantaged) scoring at level 3 or higher on FCAT 2.0, or scoring at level 4 or higher on the FAA				DecisionED/DW FCAT 2.0 only	Assessment Matrix
	c) Learning Gains					
1	☐ Students making learning gains (EOC and FAA)				DecisionED/DW	Assessment Matrix
	d) Postsecondary readiness					
1	☐*4-year graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A010.0315, F.A.C.*				DecisionED/DW	Assessment Matrix
	3. *Middle School Acceleration*					
	The following data shall be considered by middle schools.					

1	☐ Middle school participation in high school EOC	DecisionED/DW	Assessment Matrix
1	☐ Middle school performance on high school EOC	DecisionED/DW	Assessment Matrix
	4. *Algebra 1 End-of-Course Assessment (EOC)*		
	The following data shall be considered for schools with students taking the Algebra I EOC.		
1	☐ Students scoring at Achievement Level 3	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above Achievement Level 4	DecisionED/DW	Assessment Matrix
	5. *Geometry End-of-Course Assessment (EOC)*		
	The following data shall be considered for schools with students taking the Geometry EOC.		
1	☐ Students scoring at Achievement Level 3	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above AchievementLevel 4	DecisionED/DW	Assessment Matrix
	Goal 3 to support target(s): Increase the % of students scoring a level 3 or higher in MATH from 51% to 64% as measured by FCAT. Increase the % of African American students scoring level 3 or higher from 25% to 50% as measured by FCAT. Increase % of student with disabilities scoring a level 3 or higher from 26% 50% as measured but FCAT.	Narrative	
	Possible Data Sources to Measure Goal 3: District math assessments administered 3 times a year School based unit assessments administered after each unit FCAT scores	DecisionED/DW	

Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)	2012-13 Actuals		2013-14 Targets	
1. % of all students scoring a level 3 or higher (total number of students 254)	# 129	% 51	# 165	% 64
2. % of African American students scoring a level 3 or higher (total number of students 20)	# 5	% 25	# 10	% 50
3. % of student with disabilities scoring a level 3 or higher (total number of students 38)	# 10	% 26	# 19	% 50
Action Plans (strategies) to Accomplish Goal 3 (reduce or eliminate barriers)				
Action 1- We will provide ongoing professional development during curriculum meetings two times a month that addresses the implementation of the new Common Core Standards in math to help develop teacher content knowledge.	Narrative			
Action 2- We will review and refresh teachers understanding of the Math Talk Moves.	Narrative			
Action 3- We will establish a new common structure for the math block.	Narrative			
Action 4- We will provide differentiated instruction for our level 3 or higher, African American , and students with disabilities.	Narrative			
Plan to Implement Action 1: .Principal will schedule monthly curriculum meetings on the master Professional Development calendar. These meeting dates will be shared with instructional staff at the beginning of the year. Assistant Principal will attend all monthly Learning Specialist meetings to obtain curriculum information that needs to be presented to instructional staff in the areas of math. She will plan out the PD to ensure that teachers receive the information in a format that will help them implement it effectively. As the year goes on, members of the Common Core Cadre will help to train teammates on routines and processes that they have used to implement the math curriculum successfully.	Narrative			
Plan to Implement Action 2: Assistant Principal will conduct a survey to find out who has used and or understands how to use the math Talk Moves from Classroom Discussion She will review each talk move during monthly curriculum meetings to ensure that teachers understand how to use them. She will show video clips from the Professional development CD's so teachers can practice the moves and ask questions as needed. The administration team will monitor use	Narrative			

	through walk through data collections.		
	Plan to Implement Action 3: At the beginning of the year, teachers will establish what the math block will look like with the implementation of Common Core this year. They will chart out what the teachers role will be, what students will be doing, and what the flow will look like across grade levels. This will allow for consistency of the math block across grade levels. Classroom teachers will be utilizing manipulatives within the math block to promote a concrete understanding of math concepts. Administrative team will document the implementation of this common structure through walkthrough data collection.	Narrative	
	Plan to Implement Action 4: Teachers will use the monthly data/planning meetings to review and analyze math assessments to ensure that our targeted groups (level 3 and above, African Americans, and students with disabilities) are making progress and provide differentiated instruction as needed.	Narrative	
	D. Area 4: Science		
	1. *Elementary and Middle School Science*		
	The following data shall be considered by elementary and middle schools.		
	a) *Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)*		Assessment Matrix
1	☐ Students scoring at Achievement Level 3 Test Subject Total Student Count # Students % Students SCI 93 30 32.3%	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above Achievement Level 4 Test Subject Total Student Count # Students % Students SCI 93 19 20.4%	DecisionED/DW	Assessment Matrix
	b) *Florida Alternate Assessment (FAA)*		
1	☐ Students scoring at Levels 4, 5, and 6	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above Level 7	DecisionED/DW	Assessment Matrix
	2. **High School Science**		

	The following data shall be considered by high schools.		
	a) *Florida Alternate Assessment (FAA)*		
1	☐ Students scoring at Levels 4, 5, and 6	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above Level 7	DecisionED/DW	Assessment Matrix
	3. *Biology 1 End-of-Course Assessment (EOC)*		
	The following data shall be considered for schools with students taking the Biology 1 EOC.		
1	☐ Students scoring at Achievement Level 3	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above Achievement Level 4	DecisionED/DW	Assessment Matrix
	E. Area 5: Science, Technology, Engineering, and Mathematics (STEM)		
1	☐ # of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	Narrative	Standard 3-3.12: Teaching and Assessing for Learning
1	☐ Participation in STEM-related experiences provided for students	Narrative	Standard 3-3.1: Teaching and Assessing for Learning
	The following data shall be considered by high schools.		
1	☐ Students enrolling in one or more *accelerated* STEM-related courses	DecisionED/DW	Assessment Matrix
1	☐ Completion rate (%) for students enrolled in *accelerated* STEM-related courses	DecisionED/DW	Assessment Matrix
1	☐ Students taking one or more advanced placement exams for STEM-related courses	DecisionED/DW	Assessment Matrix
1	☐ Passing rate (%) for students who take advanced placement exams for STEM-related courses	DecisionED/DW	Assessment Matrix
1	☐ CTE-STEM program concentrators	DecisionED/DW	Assessment Matrix
1	☐ Students taking CTE-STEM industry certification exams	DecisionED/DW	Assessment Matrix
1	☐ Passing rate (%) for students who take CTE-STEM industry certification exams	DecisionED/DW	Assessment Matrix

Goal 4 to support target(s): Increase the % of students scoring a level 3 or higher in Science from 53% to 60% as measured on FCAT science assessment 2013-2014 Increase the % of African American students scoring a level 3 or higher in Science from 13% to 50% as measured on FCAT science assessment 2013-2014				
Possible Data Sources to Measure Goal 4: District Common Assessment for science given 3 times a year FCAT Science data for 2013-2014 year District Science workshop assessment	DecisionED/DW			

Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)	2012-13 Actuals		2013-14 Targets	
1. % of students scoring a level 3 or higher (number of student decreased in fifth grade for the 2013-2014 school year therefore, there is a decrease in the number of students scoring a level 3 or higher in the projected target)	**#** **49**	**%** **53**	**#** **40**	**%** **60**
2. % of African American students scoring a level 3 or higher	**#** **1**	**%** **13**	**#** **4**	**%** **50**
3.	#	%	#	%
Action Plans (strategies) to Accomplish Goal 3 (reduce or eliminate barriers)				
Action 1- Monitor plans to ensure experiments are being done.				
Action 2- Increase the number of teachers participating in the District Showcase for Science.				
Action 3- Teachers will analyze assessments during their planning time and Data/planning meetings to guide instruction in the area of science and provide additional instruction to ensure all concepts are mastered.				

	Action 4-		
	Plan to Implement Action 1: Administrative team will monitor teacher lesson plans monthly to ensure that the district science workshops are being implemented within each classroom. We will conduct walkthrough data collection during the science block to monitor science instruction.		
	Plan to Implement Action 2: The Administrative team will work on increasing the number of teachers who participate in the District Science Show case by seeking out those teachers who are consistently implementing the science workshops and show them ways to have students conduct and display science projects that could be sent to the Showcase.		
	Plan to Implement Action 3: Teachers will look at science assessment data during their Data/planning meetings at least 3 times a year. They will break it down to determine what was learned and what needs re-teaching. Instruction will be adjusted to make sure all targeted groups are meeting expectations and making progress.		
	Plan to Implement Action 4:		
	The following data shall be considered by middle and high schools.		
1	☐ Students enrolling in one or more CTE courses	DecisionED/DW	
1	☐ Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	DecisionED/DW	
1	☐ Completion rate (%) for CTE students enrolled in *accelerated* courses	DecisionED/DW	Assessment Matrix
1	☐ Students taking CTE industry certification exams	DecisionED/DW	Assessment Matrix
1	☐ Passing rate (%) for students who take CTE industry certification exams	DecisionED/DW	Assessment Matrix
1	☐ CTE program concentrators	DecisionED/DW	
3	☐ CTE teachers holding appropriate industry certifications	Narrative	Standard 3-3.11: Teaching and Assessing for Learning; Standard 4-1: Resources and Support Systems

	G. Area 7: Social Studies		
	1. *Civics End-of-Course Assessment (EOC)*		
	The following data shall be considered for schools with students taking the Civics EOC.		
1	☐ Students scoring at Achievement Level 3	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above Achievement Level 4	DecisionED/DW	Assessment Matrix
	2. *U.S. History End-of-Course Assessment (EOC)*		
	The following data shall be considered for schools with students taking the U.S. History EOC.		
1	☐ Students scoring at Achievement Level 3	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above Achievement Level 4	DecisionED/DW	Assessment Matrix
	Goal 5 (add other goals as needed) to support target(s):		
	Possible Data Sources to Measure Goal 5:	DecisionED/DW	

	Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)	2012-13 Actuals		2013-14 Targets	
		#	%	#	%
	1.	#	%	#	%
	2.	#	%	#	%
	3.	#	%	#	%
	Action Plans (strategies) to Accomplish Goal 3 (reduce or eliminate barriers)				
	Action 1-				
	Action 2-				

	Action 3-		
	Action 4-		
	Plan to Implement Action 1:		
	Plan to Implement Action 2:		
	Plan to Implement Action 3:		
	Plan to Implement Action 4:		
	H. Area 8: Early Warning Systems		
	1. *Attendance*		
3	☐ Students tardy 10 percent or more, as defined by district attendance policy 45 students were tardy 10% or more for the 2012-2013 year.	DecisionED/DW	Standard 5-5.2 Using Results for Continuous Improvement
3	☐ Students absent 10 percent or more, as defined by district attendance policy 111 students were absent 10% or more	DecisionED/DW	Standard 5-5.2 Using Results for Continuous Improvement
	2. *Suspension*		
3	☐ Students with one or more referrals 37 students received one or more referrals	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
3	☐ Students with five or more referrals 3 students received 5 or more referrals	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
3	☐ Students with one or more in-school suspension days, as defined in s.1003.01(5)(b), F.S. 7 students received one or more in-school suspensions	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
3	☐ Students with five or more in-school suspension days, as defined in s.1003.01(5)(b), F.S. There were no students with 5 or more in-school suspension days	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
3	☐ Students with one or more out-of-school suspension days, as defined in s.1003.01(5)(a), F.S.	DecisionED/DW	Standard 5: Using Results for Continuous Improvement

	12 students received one or more out-of-school suspensions		
3	☐ Students with five or more out-of-school suspension days, as defined in s.1003.01(5)(a), F.S. There were no students with 5 or more out of school suspensions	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
3	☐ Students with ten or more in-school or out-of-school suspension days There were no students with 10 or more out of school suspensions	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
3	☐ Students referred for alternative school placement There were none.	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
3	☐ Students expelled There were none.	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
	3. *Retention*		
1	☐ Students retained: 20	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
1	☐ Students with one or more course failures on first attempt in core-curricula courses, as defined in s. 1003.01(14), F.S.: zero	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
1	o Students in 3rd grade with one or more course failures on first attempt in core-curricula courses o Students in 6th grade with one or more course failures on first attempt in core-curricula courses o Students in 9th grade with one or more course failures on first attempt in core-curricula courses 8 third graders were retained in 2012-13 for the 2013-2014 school years.	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
1	☐ Students off track for graduation based on credits required to date for their cohort	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
	4. *Dropout Prevention*		
	The following data shall be considered by high schools, per Section 1003.53, F.S. If a school has significantly lower graduation rates for a subgroup when compared to the state's graduation rate, that school's improvement plan is required to include strategies for improving these results, pursuant to Section 1001.42(18), F.S. Graduation rates for the state, district, and school by subgroup are available in the AMO Outcomes Report at http://schoolgrades.fldoe.org/.	DecisionED/DW assuming drop out codes are W22 and w15	
1	☐ Students dropping out of school, as defined in s.1003.01(9), F.S.	DecisionED/DW	Standard 5: Using Results for

	3 students : W22		Continuous Improvement
1	☐ Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
1	☐ Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
1	☐ Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
	I. Area 9: Parent 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. 107-110, NCLB, Codified at 20 U.S.C. § 6314(b).	Narrative	

3,4	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 in lowest performing quartile or subgroups not meeting AMOs whose parent(s) participated in one or more parent engagement opportunities).
	
	 Number of parent events Average number of families attending
	      7 175
	
	 % of students in lowest performing quartile or subgroups not meeting AMOs whose parent(s) participated in one or more parent engagement opportunities
	        10%		

	J. Area 10: Additional Targets		
1-5	This section is optional and may be used as needed for data targets in areas not already addressed in the SIP. Insert Goal Cells (e.g., under Social Sciences for Goal 5) as needed.		
	K. Problem-Solving		
1-5	Based on the targets set for your school in each required Area, engage in a problem-solving process using the following questions. Goals shall specifically address any subgroup not meeting its AMO targets for 2012-2013. The special needs of subgroups not addressed in the AMO report (e.g., migrant, homeless, neglected and delinquent) shall also be considered during this process. Operational data such as climate surveys and classroom	Narrative	

	walkthroughs may also be used as available and relevant.		
1-5	☐ Step 1: Identify goal(s) to help you achieve your targets. Select one or more Areas each goal addresses.	Narrative	
1-5	☐ Step 2:Brainstorm barriers that could prevent the school from achieving each goal. The Barriers identified were teacher content knowledge of the new common core standards and familiarity with the new reading and math material. The lack of planning time to implement the new curriculum and time to analyze all the data.	Narrative	
1-5	☐ Step 3: Prioritize targeted barriers based on alterable elements of curriculum, instruction, environment, and organizational systems (e.g., those which have the most impact on the goal if removed or are immediately actionable). The targeted barriers are prioritized as follows: 1. Lack of Planning time 2. Lack of content knowledge by teachers 3. Lack of time to analyze data	Narrative	
1-5	☐ Step 4: Brainstorm which resources are available that could be used to address each targeted barrier. 1. Creating planning time within master schedule 2. Providing Professional development on new curriculum, use reading coach to provide support 3. Designating time in master schedule to analyze data, create a system for organizing data collected	Narrative	

1-5	☐ Step 5: Brainstorm and prioritize strategies that could be used to eliminate or reduce each targeted barrier. 1. Use block schedule to provide common planning time for each grade level, meeting dates are limited to one specific day of the week, 2. Providing PD during curriculum meetings twice a month, providing TDE's to plan new curriculum, utilize reading coach during TDE's and data planning meeting 3. Train staff on systematic way to collect and display data, provide support on how to interpret and analyze data at a deeper level	Narrative	
1-5	☐ Step 6: Identify action steps (including who, what, where, when) that will need to be taken to implement the identified strategies. Principal and AP will schedule meetings and develop a master schedule to reflect PD dates, TDE's and common planning sessions (block schedule) AP will develop PD based on Learning Specialist meetings; LLC will provide support to teachers during CC (Common core) monthly meeting. Teachers will maintain a data notebook that will reflect their data analysis.	Narrative	
1-5	☐ Step 7: Determine how strategies will be monitored for effectiveness and fidelity of implementation (including who, what, where, when). Administrative walkthroughs with feedback Minutes from data meetings and PLC Reading coach support form and walkthrough notes SBLT will analyze OPM	Narrative	
1-5	☐ Step 8: Determine how progress towards each goal will be monitored (including who, what, where, when). The administrative team, SBLT, and classroom teachers will compile the date that shows progress towards each goal. The data will be reviewed during the monthly data meeting, SBLT meetings, and during district reading coaching sessions. Teachers will receive feedback during data meetings, PLC's, and walkthrough notes. All district and teacher developed assessments will be used to monitor progress towards targeted goals.	Narrative	
	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.	Narrative	

1-5	☐ Related goal: Increasing the % of students scoring a level 3 or higher in all content areas including our African American, Asian, and students with disabilities.	Narrative	
	☐ Topic, focus, and content: The focus this year will be to improve teacher content knowledge in relations to the new Common Core Standards in reading and Math. We will also look at our understanding our how to implement the Science workshops to ensure our students understand the scientific process.	Narrative	
	☐ Facilitator or leader: Assistant Principal, Common Core Cadre, and Language Literacy Team.	Narrative	
	☐ Participants (e.g., Professional Learning Community, grade level, schoolwide): All instructional staff	Narrative	
	☐ Target dates or schedule (e.g., professional development day, once a month) We will be meeting twice a month during curriculum meetings that have been scheduled for the year. They will have one TDE during the year to unpack the standards. We will use our district Professional development days to continue training.	Narrative	
	☐ Strategies for follow-up and monitoring: Meetings will be designed to connect and review the work from the previous meetings. The administrative team will conduct weekly walk throughs to monitor progress.	Narrative	
	☐ Person responsible for monitoring: the Principal, Assistant Principal and District reading coach.	Narrative	
	Part IV: Coordination and Integration		
4	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 VI, 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. The school improvement allocation of $2694 will be used to secure the TDE's that our	Narrative	

	teachers will use to unpack the standards so they can better understand the content and roll out the new curriculum based on Common Core Standards in the areas of math and reading.		
	Part V: Budget		
	Based on the strategies identified during the problem-solving process, create a budget for each school-funded activity including:	Narrative	
4	☐Related goal: We are working on increasing the number of students (African American, Asians, and Students with disabilities) scoring a level 3 or high in the areas or reading and math.	Narrative	
4	☐ Strategy: We will achieve this goal by helping to develop content knowledge in all our teachers in the areas of reading and math as associated with the New Common core that has been fully implemented in the 2013-2014 school year. We will provide them with time to unpack the standards and plan out the new curriculum as laid out by the district.	Narrative	
4	☐ Type of resource (i.e., evidence-based programs or materials, professional development, technology, or other): Professional development	Narrative	
4	☐Description of resources: Principal will request TDE's for each classroom teacher to have a day to meet with their team and the reading coach to unpack the new curriculum.	Narrative	
4	☐ Funding source: School Improvement funds and school based discretionary budget.	Narrative	
4	☐ Amount needed: $3200.00	Narrative	
	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 created in Part IIK.		
1-5	☐ Has the goal been achieved?	Narrative	Standard 5: Using Results for Continuous Improvement
1-5	o If yes, what evidence do you see to indicate you have achieved the goal?	Narrative DecisionED	Standard 5: Using Results for Continuous Improvement
1-5	o If no, is desired progress being made to accomplish the goal?	Narrative DecisionED	Standard 5: Using Results for Continuous Improvement

1-5	☐ If yes, what evidence do you see to indicate desired progress has been made to accomplish the goal?	Narrative DecisionED	Standard 5: Using Results for Continuous Improvement
1-5	☐ If no, have the originally targeted barriers been eliminated or reduced?	Narrative	Standard 5: Using Results for Continuous Improvement
1-5	☐ If yes, what evidence do you see to indicate barriers have been eliminated or reduced?	Narrative DecisionED	Standard 5: Using Results for Continuous Improvement
1-5	☐ If no, are the original strategies being implemented with fidelity as designed?	Narrative	Standard 5: Using Results for Continuous Improvement
1-5	o If yes, re-engage the problem solving process at Step 5, making edits as needed to Part II of the SIP.	Narrative	Standard 5: Using Results for Continuous Improvement
1-5	o 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.		Standard 5: Using Results for Continuous Improvement