

**FLORIDA DEPARTMENT OF EDUCATION  
&  
THE MANATEE COUNTY SCHOOL DISTRICT**



**School Improvement Plan (SIP)  
Form SIP-1  
Title I Elementary Schools**



## 2012-2013 SCHOOL IMPROVEMENT PLAN

### PART I: SCHOOL INFORMATION

School Name: Oneco Elementary	District Name: Manatee County
Principal: Ms. Tina Stancil	Superintendent: Dr. McGonegal
SAC Chair: Ms. Vicki Ellis	Date of School Board Approval:

### **Student Achievement Data:**

The following links will open in a separate browser window.

[School Grades Trend Data](#)

[Florida Comprehensive Assessment Test \(FCAT\)/Statewide Assessment Trend Data](#)

[High School Feedback Report](#)

[K-12 Comprehensive Research Based Reading Plan](#)

### **Additional Requirements**

#### ***Coordination and Integration-Title I Schools Only***

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A Provides additional funding for low SES population. Oneco uses these funds to provide additional staff, collaborative planning and additional professional development.
Title I, Part C- Migrant Migrant After School Tutoring Program
Title I, Part D n/a
Title II Professional Development

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Title III District Home-School Liaison; District ESOL Specialist
Title X- Homeless Project Heart; District Homeless Social Worker
Supplemental Academic Instruction (SAI) n/a
Violence Prevention Programs Safe & Drug Free Schools Program
Nutrition Programs n/a
Housing Programs n/a
Head Start Voluntary Pre-K Program
Adult Education Partnership with Manatee Technical Institute to offer adult GED program
Career and Technical Education n/a
Job Training n/a
Other n/a

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

<b>School-Based MTSS/RtI Team</b>
Identify the school-based MTSS Leadership Team. Tina Stancil-Principal, Marla Massi-Blackmore-Assistant Principal, Dr. Jeffery Fry- School Psychologist, Susan Nachand-School Social Worker, Jennifer Lofgren and Heather Mercier- RtI Chairperson, Leah Simpson- ESE Resource
Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts? Oneco Elementary's school-based MTSS/RtI leadership team meets on a weekly basis. Instructional staff that works with individual students about whom there are academic concerns will be invited to these meetings to discuss student needs. Ms. Lofgren and Ms. Mercier facilitate these meetings. Other members of the team review data, accommodations, and programs in which the student is involved. Heather Mercier and Jennifer Lofgren record meeting information and schedule teachers to return on a regularly scheduled basis so that student progress is constantly monitored. Decisions concerning a student are made on the basis of data and effective interventions used over a specified period of time. All students are also discussed at monthly data meetings with each grade level.

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Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?
Oneco Elementary's MTSS/RtI Leadership Team provides input and data concerning student achievement and student needs. This information is used to design effective and achievable goals for students. Appropriate accommodations and strategies are included as a result of the input of the MTSS/RtI team. Implementation is monitored on a monthly basis.
<b>MTSS Implementation</b>
Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior. Oneco Elementary will utilize both formal and informal assessments to determine tiers. Teachers and administrators will utilize FOCUS, PMRN and SuccessMaker/Waterford, Running Records, DRA2 scores, student work, district math benchmark assessments, grade level common assessments, and previous FCAT scores. Each classroom teacher identifies students by tier in his/her lesson plan book for quick reference. Grade level teams meet on a monthly basis to analyze data and make instructional decisions including tiered groups.
Describe the plan to train staff on MTSS. Ninety-five percent of the staff have been trained the implementation of the MTSS/RTI process. All new staff will be provided opportunities to be trained by Oneco's MTSS/RTI team or the District's MTSS/RTI personnel. The MTSS/RTI team will stay updated on the most current trainings and research. This year, the staff will be trained on graphing student progress for Tier II and III, as appropriate.
Describe plan to support MTSS. Current trainings will be provided. Support will be provided through monthly grade level data meetings.

***Literacy Leadership Team (LLT)***

<b>School-Based Literacy Leadership Team</b>
Identify the school-based Literacy Leadership Team (LLT). Principal, Tina Stancil Asst. Principal, Marla Massi-Blackmore Reading Coach, Jill Bradley Reading Intervention Teacher, Liz Reilly Kindergarten Teacher, Tara Legowski First Grade Teacher, Jennifer Willis Second Grade Teacher, Susan Findlay Third Grade Teacher, Susannah Michalson Fourth Grade Teacher, Christina Avirett Fifth Grade Teacher, Lindsay McDonald
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). LLT will meet monthly and recap what we have been discussing in data teams. Monitor the fidelity of the core reading instruction and interventions. The LLT will also conduct faculty book studies and any training related to effective literacy instruction.
What will be the major initiatives of the LLT this year? Maximizing instructional time and fidelity to the literacy block, successful implementation of intervention programs and the implementation of effective researched-based

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instructional strategies during the reading block, which includes inquiry collaboration.

### *Lesson Study*

Lesson Study
Identify the Lesson Study Plan for your school Lesson Study will be conducted monthly for grade level and/or vertical teams.
Describe how the Lesson Study Plan will be implemented Grade level and/or vertical teams will write, implement and evaluate lessons through peer observation or student work.
What will be the major initiatives of the Lesson Study Plan this year? The major initiative will be to write, implement and evaluate lessons containing Common Core Curriculum.

### *\*Elementary Title I Schools Only: Pre-School Transition*

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

#### Fall Meetings

1. Identify all students that will turn 5 years old on or before September 1st. Make a list and give it to the ESE Specialist.
2. Print out a File Review Form and Reevaluation Planning and Report form for each student. Complete the top portions of each of these sheets. Complete the "comments to reviewers" portion of the File Review form. This will help the reviews identify your areas of concern. Attach both forms to the main ESE file. Complete sections I, II, III of the Student Intervention Packet cover page (basic information, vision/hearing/speech/language, review of previous evaluations).
3. Notify each reviewer that you have a file for a student that will be transitioning to kindergarten in the fall. A file review is to be completed by the therapists, psychologist, social worker, and others as appropriate depending on the nature of the ESE services/placement. Note: This can be done through RtI Leadership but parents do not need to be in attendance. You will meet with the parents later. If you have a difficult case, contact your ESE Specialist to discuss possible evaluations needed. Also, talk to your ESE Specialist about how the Fall meetings will be handled, whether they will be full day meetings with all evaluators involved (and how substitutes would be handled), or if you will be setting up before/after school meetings with the parent in which all staff is not involved and substitute not needed.
4. Once appropriate personnel have reviewed the file, convene an IEP team meeting. Invite the appropriate evaluators but do not expect that each will show for the meeting. Parents are to be given reasonable notice. A Notice of Conference or Notice of Staffing/IEP Meeting will need to be completed. A meeting will be scheduled on SEAS with appropriate required sections filled out.  
One notice must be mailed and the other can either be mailed, by phone or in person. Attach procedural safeguards to one written notice. Invite appropriate school based staff to the IEP meeting. Place original Notice of Conference/IEP Meeting in the main ESE file.  
At the IEP meeting, go over what each reviewer has written on the File Review form and what the expectations for kindergarten might look like. Document the meeting and explain procedural safeguards to parents. Complete the top portions of the Informed Notice and Consent for Evaluation/Reevaluation. Parent signs the bottom indicating their consent for the proposed reevaluations. Complete the top portion of the Reevaluation and Report form (indicate date of meeting and proposed evaluation with staff responsible). Do not use specific names for evaluators. Instead, write things like "school psychologist, speech language pathologist, etc." Inform parent that a meeting will be held in the spring to plan for appropriate educational placement for kindergarten and to discuss continued eligibility for ESE services. Verify address and phone number before parent leaves.
6. After Consent has been obtained, make a copy of the consent and the File Review form for each school-based person that will be completing updated evaluations. Provide a copy to the ESE Specialist.

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7. Input any needed information into SEAS, such as outcome of meeting and recommendations.

### Evaluations

8. As evaluations are complete, notify the ESE Specialist. Once all evaluations are complete, the ESE Specialist will coordinate the transition meetings (to be held in the spring) with staff and evaluators.

9. While evaluations are being completed, continue to monitor the child to ensure the most appropriate educational placement for kindergarten. If you believe that a special program other than regular education or support services is warranted (i.e. verbal behavior, cluster program) notify your specialist. This will help with coordinating the Spring transition meetings.

### Spring Meetings

10. Once all evaluations are complete, prepare the Notice of Conference or Notice of Staffing/IEP Meeting. For reason for meeting, you should have "Review IEP" and "Review results of evaluations." Also write, "discuss transition to kindergarten" in the "other" section. Make sure all appropriate evaluators and zoned school personnel are included. You can get the zoned school personnel as well as any personnel from certain programs from your ESE Specialist. You should invite an ESOL representative from your school, so that a decision regarding the child's ESOL status can be made for Kindergarten. The ESOL rep. will bring the required paperwork. Since this is a new requirement for our PreK to K transition meetings, please discuss this ahead of time with the ESOL rep. to make sure everyone is prepared. If there are any questions, please contact your ESE Specialist. In addition, if you are considering a cluster and/or district program, contact your ESE Specialist for names of people to invite. If possible, all evaluators and personnel from possible receiving programs should be in attendance at the Spring meetings. Be sure to verify the address with the parent prior to setting up the meeting. Remember that two notices must be provided to the parents with their procedural safeguards. Place the original Notice of Conference in the main ESE file. Provide a schedule and/or notices to all appropriate personnel.

11. Complete an ATD form and have it signed by your principal. Once it has been signed, send the ATD to Jane Bartels at the PSC. Call for a substitute (This is subject to funds being available. Check with your ESE Specialist).

12. A regular education kindergarten teacher is required to be at all the transition meetings. Talk to your principal about how this will be accomplished at your school. It is the school's responsibility to make sure a kindergarten teacher is available for the transition meetings.

13. Prior to the transition meeting, make sure you have results of all proposed evaluations.

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**PART II: EXPECTED IMPROVEMENTS**

**Goals**

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Goals (Subject)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>The percentage of students scoring Level 3 or higher on the 2013 FCAT 2.0 in reading will increase by 15%. Grade 3 48% (37); Grade 4 58% (43); Grade 5 55 % (46) Students tested by FAA will increase by 10% and students administered CELLA will increase 5%.</p> <p>Students third through fifth will increase reading learning gains by 10%. 2012 59% 2013 69%</p> <p>Students in the lowest 25 percentile will increase reading learning gains by 10%. 2012 69% 2013 79%</p>	<ul style="list-style-type: none"> <li>- Lack of funds and time out of classroom</li> <li>- Lack of time to collaborate and for training of the Gradual Release Model and Common Core curriculum implementation</li> <li>-Lack of resources</li> <li>- Students’ lack of exposure to a literary-rich environment</li> <li>- Students’ lack of reading endurance</li> <li>- Lack of parent communication due to time and funds for translation, and printing costs</li> <li>- Lack of understanding of the prescriptive reports from SuccessMaker</li> <li>- Time away from Specials</li> </ul>	<ul style="list-style-type: none"> <li>- Monthly grade level data meetings</li> <li>- Appropriate Professional Development that supports Best Practices utilizing the curriculum roadmaps, the Gradual Release of Responsibility Model and the Common Core complexity</li> <li>- Fidelity to the intervention programs</li> <li>- Purchase and utilize supplemental high interest text, leveled readers, classroom libraries</li> <li>- Community interaction (real life literary-rich environment)</li> <li>- School-based communication tools i.e. agendas, Connect-Ed, newsletters, flyers, surveys, etc.</li> </ul>	<ul style="list-style-type: none"> <li>- Administration</li> <li>- Reading Intervention Teachers</li> <li>- Leadership Team</li> <li>- MTSS Problem-Solving Team</li> </ul>	<p>Grade level team data meeting discussions, classroom observations, walkthroughs, student work, and lesson plans</p>	<p>Manatee County Teacher Evaluation System, PMRN, DRA2, Running Records, grade level common assessments, unit assessments, lesson plans, student work, SuccessMaker, and FCAT 2.0</p>

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	<ul style="list-style-type: none"> <li>- Lack of additional instructional time in the student day</li> <li>- Time on task</li> <li>- Lack of student organizational material/supplies</li> <li>- Lack of communication with parents to reinforce reading strategies at home</li> </ul>	<ul style="list-style-type: none"> <li>- Implementation of research-based intervention (SuccessMaker; LLI; Comprehension Tool Kit; Words Their Way; Extended learning opportunities- tutoring/remediation/enrichment)</li> <li>- Double dosing of lessons through tutoring before/after and Saturday school</li> <li>- Motivational strategies to include tangible incentives</li> <li>- Furniture and organizational materials</li> <li>- Implementation of parent reading workshops (with interpreter) and vocabulary sent home to support reading strategies</li> </ul>			
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*\* Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).*

Goals addressed in the Goal Subject section.



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**Goals**

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<b>Goals (Subject)</b>	<b>Problem-Solving Process to Increase Student Achievement</b>				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>The percentage of students scoring Level 3 or higher on the 2013 FCAT 2.0 in mathematics will increase by 15%. Grade 3 45% (35); Grade 4 61% (45); Grade 5 58% (49) Students tested by FAA will increase by 10% and students administered CELLA will increase 5%.</p> <p>Students third through fifth will increase math learning gains by 10%. 2012 62% 2013 72%</p> <p>Students in the lowest 25 percentile will increase math learning gains by 10%. 2012 62% 2013 72%</p>	<ul style="list-style-type: none"> <li>- Staff grade level changes</li> <li>- Teacher time for training</li> <li>- Common Core curriculum implementation</li> <li>- Teacher time out of the classroom for training</li> <li>- Lack of additional instructional time in the student day</li> <li>- Lack of math leadership</li> <li>- Lack of home exposure to a literary-rich math environment and reinforcement of math strategies at home</li> <li>- Lack of understanding of the prescriptive reports from SuccessMaker</li> <li>- Lack of student</li> </ul>	<ul style="list-style-type: none"> <li>- Professional development that supports Best Practices of the Common Core (eight mathematical practices), curriculum roadmaps, District Math Curriculum Specialist, instructional consultants and the Gradual Release of Responsibility Model</li> <li>- Professional development for metacognitive strategies, Common Core complexity and for utilizing technology</li> <li>- Community interaction (real life literary-rich environment)</li> <li>- Professional development for</li> </ul>	<ul style="list-style-type: none"> <li>- Administration</li> <li>- District Math Curriculum Specialist</li> <li>- Leadership Team</li> <li>- MTSS Problem-Solving Team</li> </ul>	<p>Grade level team data meeting discussions, classroom observations, walkthroughs, student work, and lesson plans</p>	<p>Manatee County Teacher Evaluation System, lesson plans, district benchmark assessments, grade level common assessments, unit assessments, SuccessMaker, and FCAT 2.0</p>

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	organizational material/supplies	blended instruction of NGSSS and CCSS - Implementation of research-based intervention (SuccessMaker) - Double dosing of lessons through tutoring before/after and Saturday school - Develop PLC(s) or vertical teams to support math instruction utilizing Common Core Math for a PLC by J. Dixon - Implementation of parent math workshops (with interpreter) and math vocabulary sent home to support math strategies at home - Professional development for analyzing and utilizing SuccessMaker reports to identify specific student needs - Student organizational materials/supplies			
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Addressed above

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Goals (Subject)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>The percentage of students scoring Level 3 on the 2013 FCAT 2.0 Science will increase 10%.                      Grade 5 35% (29)                      Students tested by FAA will increase by 10% and students administered CELLA will increase 5%.</p>	<ul style="list-style-type: none"> <li>- Lack of home exposure to a literary-rich science vocabulary and text</li> <li>- Lack of student organizational materials/supplies</li> <li>- Benchmark assessments non-alignment with FCAT 2.0Science Assessment</li> <li>- Integration of technology</li> </ul>	<ul style="list-style-type: none"> <li>- Increase the previewing of science vocabulary through non-fiction text</li> <li>-- Community interaction (real life literary-rich environment)</li> <li>- Increase close reads in supplemental articles in science</li> <li>- Student organizational materials/supplies for text marking</li> <li>- Collaborative planning time with third-fifth grade teachers</li> <li>- Utilize technology to enhance student learning and achievement</li> </ul>	<p>Administration</p>	<ul style="list-style-type: none"> <li>- Classroom observations, walkthroughs, lesson plans</li> </ul>	<p>Manatee Co. Teacher Evaluation System, district benchmark assessments, unit assessments, and FCAT Science 2.0</p>

*\* Explain your school’s goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).*

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Goals (Subject)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
In 2013, 90 percent or more students will score proficient on the FCAT 2.0 Writing. 90% (67)	<ul style="list-style-type: none"> <li>- Teacher time out of the classroom</li> <li>- State changes to the FCAT 2.0 Writing</li> <li>- Lack of student organizational materials/supplies</li> <li>- Staff changes</li> </ul>	<ul style="list-style-type: none"> <li>- Fourth grade team and writing committee will score student papers together and plan for writing instruction as a team</li> <li>- Student organizational materials/supplies</li> <li>- Professional development school-wide on the different emphasis in regards to rubric and scoring and writing in response to reading and across the curriculum</li> <li>- PLC in writing (anchor papers)</li> </ul>	<ul style="list-style-type: none"> <li>- Administration</li> <li>- Reading Intervention Teachers</li> <li>- Leadership Team</li> </ul>	<ul style="list-style-type: none"> <li>- Classroom observations, walkthroughs, lesson plans, and student work samples</li> <li>- Survey of staff needs</li> <li>- Ongoing progress monitoring of student work samples</li> <li>- District Writes and monthly Oneco Writes (progress monitoring and revising)</li> </ul>	Manatee Co. Teacher Evaluation System, Monthly Oneco Writes, District Writes, and FCAT 2.0 Writes

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Addressed above

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Goals (Subject)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Parental Involvement at Oneco Elementary will increase by 10% this school year. 40% (216)	<ul style="list-style-type: none"> <li>- Lack of translators to help at parent meetings and other school activities</li> <li>- Lack of teacher explanation of materials to be used at home with students</li> <li>- Language barrier</li> <li>- Lack of basic needs</li> <li>- Parent participation</li> <li>- Academic connection</li> </ul>	<ul style="list-style-type: none"> <li>- Work toward hiring bi-lingual people in as many positions as possible</li> <li>- More communication from classroom teachers via daily agendas and weekly newsletters.</li> <li>Grade level parent workshops</li> <li>- Offer parent language and technology class</li> <li>- Partnership with the Salvation Army (Emerge Project)</li> <li>- Provide parent classes based on needs from the Title I Needs Assessment 2011-2012 Parent Survey</li> <li>- Provide take-</li> </ul>	Administration	Parent Survey	Parent Survey

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		<p>home materials that correspond with daily academic expectations in the classrooms to ensure a two-way academic connection with home - Monthly PI meetings/classes</p>			
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*\* Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).*

N/A

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<b>Goals (Subject)</b>	<b>Problem-Solving Process to Increase Student Achievement</b>				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>Numbers of students with excessive absences and excessive tardies will decrease by 5% for the 2013 school year.</p> <p>2013 attendance 96% (518) 2013 tardy 90% (486)</p>	<p>- Parents not understanding the importance of their children being in school everyday and being on time - Lack of a District-wide attendance policy with proven success</p>	<p>- School Social worker and Home School Liaison will monitor and work with students and families to ensure better attendance rates.  - Semi-monthly academic community presentations for attendance incentive.  - Implementation of a mentoring program with the severe 10% of students.</p>	<p>School Social Worker, School Attendance Clerk, and Home School Liaison</p>	<p>Review attendance data Progress monitoring of data-involvement in MTSS</p>	<p>Attendance data</p>

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Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
The percentage of students being suspended from school will decrease by 10% in the 2013 school year.	<ul style="list-style-type: none"> <li>- Time and consistency with application of the Positive Behavior Support system</li> <li>- Time and money for motivational materials</li> <li>- Time and money for behavioral training</li> </ul>	<ul style="list-style-type: none"> <li>- The Positive Behavior Support committee will work to ensure consistent application of PBS throughout the school</li> <li>- Cougar Store and other motivational materials and events that reward student success</li> </ul>	PBS Committee MTSS committee	Monitor and review discipline data and make adjustments as needed	Discipline data

**Professional Development at Your School**

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Professional Development for Reading, Mathematics, Writing, Science and Behavior Management	All	Administration Leadership Team	School-wide	Ongoing throughout the year: -Conferences -Analyzing benchmarks -timeline of instruction -Kagan -Book Studies -Researched-based Best Practices - Data to drive instruction	<ul style="list-style-type: none"> <li>- Leadership team and Committee members reviews the PD plan monthly.</li> <li>-Presentation to staff</li> </ul>	Administration

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				-Gradual Release of Responsibility Model - PBS training		
PLC about Reading Instruction	All	Administration	School-wide	Ongoing throughout the year	Participation and scheduling	Administration
Consultants to support effective instructional strategies and peer observations	All	Administration	School-wide	Ongoing throughout the year	Participation surveys, staff survey needs, scheduling, review PD plan lesson plans, and student data	Administration
Oneco Reading Academy for teachers and students	All	Administration	School-wide	Summer	Participation and student data	Administration
Data Analysis Teams	All	Administration	School-wide	Monthly	Monthly meetings, participation, and scheduling	Administration
Team collaboration	All	Administration	Grade levels, Vertical teams	Ongoing throughout the year	Administration reviews the PD plan monthly, survey needs and timesheets	Administration
Scoring student writing together in teams - either grade level or vertical teams.	All	Administration	School-wide	Ongoing throughout the year	Ongoing progress monitoring	Administration

**Budget (Insert rows as needed)**

Include only school-funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Effective instructional time, team collaboration, coordination and planning of school systems to support instruction and monthly data meetings	Substitutes, Printing Costs, Leveled Library Books, Test Prep Materials, Intervention materials	Title I	<b>41,000</b> (15,000 team/system collaboration) (26,000 substitutes, printing, intervention materials, leveled books, etc.)
Extended Learning	Before/During/Afterschool tutoring Saturday School Summer Institute	Title I	<b>50,500</b> (26,000 Before/During/After (1,500 Saturday) (23,000 Summer Institute)
Standard-based community interaction	Bus and entry fees	Title I	6,000

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Attendance Incentives	Academic community presentations	Title I	5,000
PBS motivational strategies for appropriate behavior	Awards tangible items event supplies	Title I	2,000
Parent workshops/classes	Child Care, food for parents, materials and supplies, staff, community resources (MTI partnership), translation and summer parent classes	Parent Involvement Funds	<b>4,500</b> (500 Translation) (500 Child Care) (1,500 MTI registration) (2,000 Workshop materials)
Daily two-way communication to bridge family and home	Student agendas	Parent Involvement Funds	1,500
			<b>Subtotal: 110,500</b>
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Amount
Increased exposure to text length passages and leveled text	Smart and Mimio boards	Title I	5,000
Upgrades and assessment technology needs	Licenses, hubs, wires, etc.	Title I	2,000
			<b>Subtotal: 7,000</b>
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Amount
Provide exposure to curriculum and student engagement training, book studies, conferences, peer observations and instructional consultants	Conferences, instructional training, instructional consultants, books, and classroom materials	Title I	17,500 (conferences) 2,500 (book studies) 5,500 (instructional peer training)
Application of PBS classroom in the classroom	Consultants and/or conferences	Title I	
			<b>Subtotal: 25,500</b>
			<b>Total: 143,000</b>

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

**Differentiated Accountability**

**School-level Differentiated Accountability (DA) Compliance**

Please choose the school’s DA Status. (To activate the checkbox: 1. double click the desired box; 2.when the menu pops up, select “checked” under “Default Value” header; 3. Select “OK”, this will place an “x” in the box.)

School Differentiated Accountability Status		
<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input checked="" type="checkbox"/> Prevent

- *Upload a copy of the Differentiated Accountability Checklist in the designated upload link on the “Upload” page*

**School Advisory Council (SAC)**

*SAC Membership Compliance*

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting “Yes” or “No” below.

Yes       No

If No, describe the measures being taken to comply with SAC requirements.

Describe the projected use of SAC funds.	Amount
The School Advisory Council will monitor the implementation of the School Improvement Plan and the Parent Involvement Plan.	6,000