

Florida Department of Education



Sand Pine Elementary School

Pasco County

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

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Sand Pine Elementary School	District Name: Pasco County
Principal: Todd Cluff	Superintendent: Heather Fiorentino
SAC Chair: Julie Fischer	Date of School Board Approval:

Administrators

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Todd Cluff	BA-Elem. Education M.Ed. – Ed. Leadership Certifications: Elem. Ed., ESOL, Ed. Leadership	5	12	2007-2009: A rating; 2009-2010: B rating; 2010-2011: A rating; 2011-2012: A rating AYP: 07-08 – Yes, 08-09 – No, 09-10 – Yes, 10-11 - No
Assistant Principal	Karyn Kinzie	BA-Elem. Education M.Ed. – Ed. Leadership Certifications: Elem. Ed., ESOL, Ed. Leadership	2	2	2010-2011: A rating; 2011-2012: A rating AYP: 2010-2011 - No

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Instructional Coaches

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Literacy	Tiffany Rieke	BA: Elem. Education M.Ed.: Reading Certifications: Elem. Ed	2 months	1 year	2011-2012: A rating

Highly Effective Teachers

Description of Strategy	Person Responsible	Projected Completion Date
District guidelines will be followed to retain and recruit highly qualified teachers.	Principal/Assistant Principal	On-going

Non-Highly Effective Instructors

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
0	N/A

Staff Demographics

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
44	0% (0)	11% (5)	64% (28)	25% (11)	30% (13)	100% (44)	2% (1)	11% (5)	61% (27)

Teacher Mentoring Program/Plan

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
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N/A			
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Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI)

School-Based MTSS/RtI Team								
<p>Identify the school-based MTSS leadership team.</p> <table><tr><td>School Administrators</td><td>School Psychologist</td></tr><tr><td>General and Special Education Teachers</td><td>School Counselor</td></tr><tr><td>Literacy Coach</td><td>Speech/Language Pathologist</td></tr><tr><td>MTSS/RtI Coach</td><td></td></tr></table> <p>During the 2012-2013 school year, additional MTSS/RtI team members will be identified as needed</p>	School Administrators	School Psychologist	General and Special Education Teachers	School Counselor	Literacy Coach	Speech/Language Pathologist	MTSS/RtI Coach	
School Administrators	School Psychologist							
General and Special Education Teachers	School Counselor							
Literacy Coach	Speech/Language Pathologist							
MTSS/RtI Coach								
<p>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?</p> <p>The MTSS/RtI School Based Leadership Team (SBLT) will meet on a bi-monthly basis to develop and implement the MTSS/RtI process with all teachers, specifically with a focus on analyzing data to make informed decisions to meet the needs of students.</p>								
<p>Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP?</p> <p>The SBLT will meet at the end of the school year to review needs assessments and make recommendations to the School Advisory Council for the School Improvement Plan (SIP). The SIP is also reviewed regularly with the SBLT throughout the year to ensure our work towards the goals.</p>								
MTSS Implementation								
<p>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.</p> <p>The SBLT will analyze data reported through PMRN, Core K-12, and Pasco Star, as well as school-wide common core assessments including MMH Unit assessments, Go Math! pre and post unit assessments, Sand Pine Writes prompts, and pre and post Science assessments. The data will be summarized at each tier to evaluate the learning taking place during the core instruction, as well as interventions that are successful, and those that need to be altered. Anecdotal records of individualized behavior plans are documented and analyzed by the classroom teacher, as well as the SBLT to ensure that students are receiving appropriate behavior interventions, as needed.</p>								
<p>Describe the plan to train staff on MTSS.</p> <p>Each grade level has been assigned a member of the SBLT for the 2012-2013 school year. The SBLT member is responsible for building capacity at their assigned grade level, as well as assist with all MTSS/RtI experiences including T-BIT and S-BIT meetings.</p>								
<p>Describe the plan to support MTSS.</p> <p>Grade level data reviews, using the Problem Solving Process, will occur minimally three times throughout the 2012-2013 school year. These grade level reviews will be facilitated by members of the SBLT during ½ day planning periods.</p>								

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Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). The LLT is comprised of the K-12 Literacy Coach and representative literacy leaders from each instructional team.
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The LLT meets minimally once a month to coordinate the literacy efforts of the school. The Lead Literacy Team works cohesively to establish a plan to reach the goals outlined on the SIP. Often, this takes place in the form of a gap analysis where the team will survey and determine the current reality of the school and compare that to the desired outcome of the SIP. Since the team is comprised of literacy experts from each instructional team, they gather and share differentiated needs of individuals to help formulate a plan of action towards literacy improvement.
What will be the major initiatives of the LLT this year? During the 2012-2013 school year, the LLT will focus on the implementation of the Common Core State Standards (CCSS) and differentiating reading instruction through the use of independent student conferences. Also, the committee will continue their work of developing school-wide writing expectations for all grade levels.

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

Reading Goals	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 for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.	1A.1. Teachers lack the knowledge of the Common Core State Standards (CCSS) and the need for increased rigor and complex texts.	1A.1. Teachers will actively participate in professional development centered around the CCSS. They will acquire new knowledge and refine understanding by participating in collaborative activities and conversations.	1A.1. Literacy Coach Administration	1A.1. Structured coaching/mentoring (direct observation, conferencing, oral reflection and/or lesson demonstration) to monitor effectiveness	1A.1. Reflections, discussions, observations and lesson plans MMH Assessments FAIR FCAT		

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Reading Goal #1A: By June 2013, 33% of Sand Pine students will achieve proficiency at Level 3 in reading as measured by the 2012-2013 FCAT.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	28% (95)	33% (110)					
		1A.2. Teachers lack the time to backward plan units of instruction in order to ensure that students are mastering the literacy standards.	1A.2. Teachers will actively participate in planning sessions with the Literacy Coach while using the Backward Design model. Each teacher will have four ½ day planning sessions throughout the year.	1A.2. Literacy Coach Administration	1A.2. Administration will collect units of instruction, and gather feedback from teachers about the Backward Design process.	1A.2. Backward Design unit/lesson plans MMH Assessments FCAT	

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.	2.1. Teachers lack the time to analyze data of high-achieving students.	2.1. Teachers will use weekly T-BIT meetings to analyze data to ensure students are targeted to receive enrichment opportunities.	2.1. Team Leader Administration SBLT Member	2.1. Administration/SBLT Member will monitor the analysis and discussion of student data with assistance from the Team Leader.	2.1. MMH Assessments FAIR FCAT		

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<u>Reading Goal #2A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
By June 2013, 50% of our students will achieve above proficiency levels in reading as measured by the 2012-2013 FCAT.							
	43% (145)	50% (170)					
		2.2. MMH reading series does not meet the needs of high performing students.	2.2. Teachers will use independent reading conferencing to individualize instruction for high performing students.	2.2. Literacy Coach Administration	2.2. Literacy Coach will observe teachers as they conference with students, as well as check-in quarterly to ensure recordkeeping is well organized and accurate.	2.2. MMH Assessments FAIR FCAT	

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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 for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>3A. FCAT 2.0: Percentage of students making learning gains in reading.</p>	<p>3A.1. Students are given few opportunities to collaborate with their peers as they learn new information.</p>	<p>3A.1. Teachers will incorporate more opportunities for students to actively engage with their peers to process new information during instruction, which will allow for higher levels of learning.</p> <p>During weekly professional development, the Literacy Coach will provide strategies to teachers on ways they can incorporate more "student talk."</p>	<p>3A.1. Administration Literacy Coach</p>	<p>3A.1. Administration will conduct walkthroughs to observe student collaboration.</p> <p>Administration will analyze school-wide data for trends.</p>	<p>3A.1. Teacher Observations MMH Assessments FAIR FCAT</p>		
<p>Reading Goal #3A: By June 2013, 75% of our students will achieve learning gains in reading as measured by the 2012-2013 FCAT.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	69% (159)	75% (173)					
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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 for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.	4.1. Students lack time to practice once skills and concepts are taught.	4.1. Increase independent reading time with minimal disturbances or pull-out interventions, so that practice time increases. Teacher-Student conferencing will occur during this time to monitor progress, and hold students accountable.	4.1. Administration Literacy Coach ESE Team LLT	4.1. The Literacy Coach will monitor the implementation of independent reading time and conferencing. The LLT will determine effectiveness and make changes, as needed, at monthly meetings.	4.1. Teacher-Student conferencing MMH Assessments FAIR FCAT		
Reading Goal #4A: By June 2013, 68% of our students in the lowest quartile in reading will make learning gains as measured by the 2012-2013 FCAT.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	68% (39)	75% (44)					

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011 86% proficient in Reading	74% proficient in Reading 26% non-proficient in Reading	87% proficient in Reading 13% non-proficient in Reading	89% proficient in Reading 11% non-proficient in Reading	90% proficient in Reading 10% non-proficient in Reading	91% proficient in Reading 9% non-proficient in Reading	93% proficient in Reading 7% non-proficient in Reading
<u>Reading Goal #5A:</u> By June 2013, the percentage of non-proficient students in reading during the 2010-2011 SY will decrease by 3% from 14% to 13%. The goal for SY 2016-2017 will be an overall decrease in non-proficient students of 50%.							
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.	5B.1. Students are given few opportunities to collaborate with their peers as they learn new information.	5B.1. Teachers will incorporate more opportunities for students to actively engage with their peers to process new information during instruction, which will allow for higher levels of learning. During weekly professional development, the Literacy Coach will provide strategies to teachers on ways they can incorporate more “student talk.”	5B.1. Administration Literacy Coach	5B.1. Administration will conduct walkthroughs to observe student collaboration. Administration will analyze school-wide data for trends.	5B.1. Teacher Observations MMH Assessments FAIR FCAT		

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<u>Reading Goal #5B:</u> By June 2013, 80% of our students in our subgroups be proficient in reading as measured by the 2012-2013 FCAT.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	White: 26% (49) Hispanic: 28% (23)	White: 20% Hispanic: 20%					

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Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities 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 (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CCSS Literacy Training	All/Literacy	Literacy Coach	K-5 Teachers, Special Area Teachers	August-May, Weekly	Changes in classroom practices will be evidenced in reflections, discussions, observations and lesson plans. Also, structured coaching/mentoring will be encouraged, which can include direct observation, conferencing, reflection and/or lesson demonstration.	Administration

Reading Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<i>Four ½ day planning times for each team member</i>	Substitute funds	Principal's Fund	\$5100
Subtotal: \$5,100			
Total: \$5,100			

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End of Reading Goals

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Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals	Problem-Solving Process to Increase Language Acquisition					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Students scoring proficient in listening/speaking.	1.1. Students have limited opportunities to practice listening and speaking throughout the day.	1.1. The ESOL Resource Teacher will provide classroom teachers with specific strategies to assist in increasing ELL students' opportunities to practice listening and speaking English.	1.1. Administration	1.1. Administrative Walkthroughs Quarterly meetings with the ESOL Resource Teacher	1.1. CELLA FCAT	
CELLA Goal #1: By June 2013, 60% of our ELL students will score proficient in listening/speaking on the CELLA.	2012 Current Percent of Students Proficient in Listening/Speaking:					
	48% (30)					
Students read grade-level text in English in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2. Students scoring proficient in reading.	4.1. Students lack time to practice once skills and concepts are taught.	4.1. Increase independent reading time with minimal disturbances or pull-out interventions, so that practice time increases. Teacher-Student conferencing will occur during this time to monitor progress, and hold students accountable.	4.1. Administration Literacy Coach ESE Team LLT	4.1. The Literacy Coach will monitor the implementation of independent reading time and conferencing. The LLT will determine effectiveness and make changes, as needed, at monthly meetings.	4.1. CELLA Teacher-Student conferencing FCAT	

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<p><u>CELLA Goal #2:</u> By June 2013, 50% of our ELL students will score proficient in reading on the CELLA.</p>	<p><u>2012 Current Percent of Students Proficient in Reading:</u></p>					
	<p>38% (24)</p>					

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Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3. Students scoring proficient in writing.	2.1. Teachers use a small amount of their instructional time, if any, to explicitly teach grammar and spelling.	2.1. Teachers will explicitly teach grammar and spelling throughout the literacy block each day, specifically in relationship to writing about what students are reading.	2.1. Literacy Coach Administration ESOL Resource Teacher	2.1. ESOL Resource Teacher will collect Sand Pine Writes quarterly to analyze students' writings, and provide feedback to classroom teachers.	2.1. CELLA FCAT Sand Pine Writes	
<u>CELLA Goal #3:</u> By June 2013, 50% of our ELL students will score proficient in writing on the CELLA.	<u>2012 Current Percent of Students Proficient in Writing :</u>					
	33% (21)					

End of CELLA Goals

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Elementary School Mathematics Goals

Elementary Mathematics Goals	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 for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.	1A.1. Students have difficulty persevering through word problems.	1A.1. Teachers will integrate a problem of the day at the beginning of each math lesson so that students can gain more experience solving word problems collaboratively and independently before teacher guidance is given.	1A.1. Administration Math Committee	1A.1. Administrative Walkthroughs and Observations Teachers on the Math Committee will share their experiences with Problem of the Day at their monthly meetings.	1A.1. Go Math! Assessments FCAT CORE K-12		

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Mathematics Goal #1A: By June 2013, 40% of our students will achieve proficiency in mathematics at Level 3 as measured by the 2012-2013 FCAT.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	29% (99)	40% (135)					
		1A.2. Teachers lack the knowledge of the Common Core State Standards (CCSS) and the need for increased rigor in mathematics.	1A.2. Teachers will participate in CCSS Mathematics Training, and integrate the eight mathematical practices into their instruction.	1A.2 Administration Math Committee	1A.2. Administrative Walkthroughs and Observations Administration will monitor lesson plans/units of instruction for increased rigor.	1A.2. Go Math! Assessments FCAT CORE K-12	

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.	2A.1. Few teachers differentiate their math instruction for enrichment purposes.	2A.1. Teachers will explore differentiated Math centers, specifically targeting extension and enrichment activities for high achievers.	2A.1. Administration Math Committee	2A.1. Math Committee will meet monthly to share their experiences and provide feedback. Administrative Walkthroughs	2A.1. Go Math! Assessments FCAT CORE K-12		

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<u>Mathematics Goal</u> <u>#2A:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
By June 2013, 40% of our students will achieve above proficiency levels in mathematics as measured by the 2012-2013 FCAT.							
	30% (102)	40% (135)					

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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 for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>3A. FCAT 2.0: Percentage of students making learning gains in mathematics.</p>	<p>3A.1. Teachers do not like to see students struggle, but rather give them the answers when different problems arise.</p>	<p>3A.1 Teachers serving on the Math Committee will complete a book study with the book: <i>Number Talks: Helping Children Build Mental Math and Computation Strategies</i>. Strategies will be shared with their grade level teams and implemented into their daily math instruction.</p>	<p>3A.1 Math Committee Administration</p>	<p>3A.1. Administrative Walkthroughs Administration will monitor discussions on Edmodo site.</p>	<p>3A.1. Go Math! Assessments FCAT CORE K-12</p>		
<p><u>Mathematics Goal #3A:</u> By June 2013, 80% of our students will make learning gains in mathematics as measured by the 2012-2013 FCAT.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>72% (166)</p>	<p>80% (184)</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 for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.	4A.1. Students lack knowledge of basic facts and/or foundational skills needed to solve word problems.	4A.1. Students will participate in an online Math program (IXL) to practice basic facts/foundational skills daily for 20 minutes.	4A.1. Administration Math Committee	4A.1. Administrative Walkthroughs Student data (graphs) provided by online program are analyzed by grade level teams/administration every six weeks.	4A.1. Go Math! Assessments FCAT CORE K-12		
<u>Mathematics Goal #4A:</u> By June 2013, 70% of our students in the Lowest 25% will make learning gains in mathematics as measured by the 2012-2013 FCAT.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	63% (37)	70% (41)					

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011 81% proficient in Math	62% proficient in Math 38% non-proficient in Math	83% proficient in Math 17% non-proficient in Math	85% proficient in Math 15% non-proficient in Math	87% proficient in Math 13% non-proficient in Math	89% proficient in Math 11% non-proficient in Math	91% proficient in Math 9% non-proficient in Math
<u>Mathematics Goal #5A:</u> By June 2013, the percentage of non-proficient students in math during the 2010-2011 SY will decrease by 3% from 19% to 17%. The goal for SY 2016-2017 will be an overall decrease in non-proficient students of 50%.							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.	5B.1. Teachers lack the knowledge of the Common Core State Standards (CCSS) and the need for increased rigor in mathematics.	5B.1. Teachers will participate in CCSS Mathematics Training, and integrate the eight mathematical practices into their instruction.	5B.1. Administration Math Committee	5B.1. Administrative Walkthroughs and Observations Administration will monitor lesson plans/units of instruction for increased rigor.	5B.1. Go Math! Assessments FCAT CORE K-12		

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<u>Mathematics Goal</u> <u>#5B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
By June 2013, 75% of our students will achieve proficiency in mathematics as measured by the 2012-2013 FCAT.							
	White: 37% (72) Hispanic: 38% (31)	White: 25% Hispanic: 25%					

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End of Elementary School Mathematics Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities <small>Please note that each strategy does not require a professional development or PLC activity.</small>						
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 (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CCSS Mathematics Training; Eight Mathematical Practices	All/Math	Administration	K-5 Teachers	August – May, monthly	Changes in classroom practices will be evidenced in reflections, discussions, observations and lesson plans.	Administration
<i>Number Talks</i>	All/Math	Administration	K-5 Teachers on Math Committee	August – May; monthly	Participation in discussions on Edmodo	Administration

Mathematics Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Online math program (IXL)	Basic fact practice for students	Principal’s Fund	\$800
Subtotal: \$800			

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Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<i>Number Talks</i> books	Books for Math Committee book study	Principal's Fund	\$450
Subtotal: \$450			
Total: \$1,250			

End of Mathematics Goals

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Elementary School Science Goals

Elementary Science Goals	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 for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.	1A.1. Science instruction seldom includes the use of inquiry based science teaching and scientific thinking.	1A.1. Embed science content across the curriculum; therefore giving students more time for inquiry based science teaching with hands-on experiences.	1A.1. Science Committee Literacy Coach Administration	1A.1. Administration will monitor lesson plans and conduct walkthroughs to observe science across the curriculum, as well as inquiry based science teaching during the science block.	1A.1. Fusion BOK and Chapter Assessments CORE K-12 FCAT		
Science Goal #1A: By June 2013, 55% of our fifth grade students will achieve proficiency in science at Level 3 as measured by the 2012-2013 FCAT.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>48% (54)</i>	<i>55% (62)</i>					

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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 for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.	2A.1. Students are knowledgeable about science concepts, however they are seldom given the opportunity to read and analyze science text.	2A.1. Teachers will utilize reading strategies during science instruction, so that students can better interpret the science content.	2A.1. Science Committee Literacy Coach Administration	2A.1. Administration will monitor lesson plans and conduct walkthroughs to observe students reading science content within the 90-minute reading block.	2A.1. Fusion BOK and Chapter Assessments CORE K-12 FCAT		
Science Goal #2A: By June 2013, 25% of our students will achieve above proficiency in science at Levels 4 & 5 by the 2012-2013 FCAT.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	14% (16)	25% (28)					

End of Science Goals

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Writing Goals

Writing Goals	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 for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.	1A.1. Students lack exposure to a variety of vocabulary words.	1A.1. Administration will broadcast a 'Vocabulary Word of the Day' on the announcements every day. The classroom teacher will use this word throughout the day, and other staff members will encourage students to use it as well.	1A.1. Administration Literacy Coach	1A.1. Administration will solicit feedback from teachers quarterly.	1A.1. MMH Assessments FAIR FCAT		

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<p><u>Writing Goal #1A:</u> By June 2013, 85% of our fourth grade students will achieve proficiency in writing as determined by the 2012-2013 FCAT Writes.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>81% (94)</p>	<p>85% (99)</p>					
		<p>IA.2. Teachers lack the knowledge of the Common Core State Standards (CCSS) and the need for increased rigor and writing across the curriculum.</p>	<p>IA.2. Teachers will actively participate in professional development centered around the CCSS. They will acquire new knowledge and refine their understanding by participating in collaborative activities and conversations.</p>	<p>IA.2. Administration Literacy Coach</p>	<p>IA.2. Structured coaching/mentoring (direct observation, conferencing, oral reflection and/or lesson demonstration) to monitor effectiveness</p>	<p>IA.2. Reflections, discussions, observations and lesson plans MMH Assessments Sand Pine Writes FCAT Writes</p>	
		<p>IA.3. Teachers provide limited instruction to students on how to respond in written format to text-based questions.</p>	<p>IA.3. Teachers will model and provide explicit instruction on how to answer text-based questions in written format. Students will participate in the Sand Pine Writes quarterly to demonstrate their understanding.</p>	<p>IA.3. Administration Literacy Coach</p>	<p>IA.3. Quarterly, the literacy Coach will analyze Sand Pine Writes with grade level teams.</p>	<p>IA.3. Sand Pine Writes FCAT Writes</p>	
		<p>IA.4. Fourth grade teachers need additional instruction and collaboration for writing instruction.</p>	<p>IA.4. During the summer of 2012, all fourth grade teachers and the Literacy Coach will attend a writing conference in Orlando, Florida.</p>	<p>IA.4. Administration Literacy Coach Fourth Grade Team Leaders</p>	<p>IA.4. Fourth grade lesson plans will reflect additional strategies demonstration incorporation of concepts learned in Orlando.</p>	<p>IA. 4 Reflections, discussions, observations and lesson plans FCAT Writes</p>	

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Writing Professional Development

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 (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CCSS Literacy Training	All/Literacy	Literacy Coach	K-5 Teachers	August-May; Weekly	Changes in classroom practices will be evidenced in reflections, discussions, observations and lesson plans.	Administration
Writing Strategies	Fourth	Fourth Grade TL	Fourth Grade Teachers, Literacy Coach	July 2012	Changes in classroom practices will be evidenced in reflections, discussions, observations and lesson plans.	Administration, Literacy Coach

Writing Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount

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<i>Melissa Forney Writing Workshop 3-8</i>	2-day summer workshop	Principal's Fund	\$1,500
Subtotal: \$1,500			
Total: \$1,500			

End of Writing Goals

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Attendance Goal(s)

Attendance Goal(s)	Problem-solving Process to Increase Attendance						
Based on the analysis of attendance 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		
1. Attendance	I.1. Students with excessive absences/tardies are not identified and reported to Social Worker.	I.1. The Social Worker will monitor attendance monthly using TERMS. The Social Worker will follow the school's current attendance system in regards to next steps for students who have excessive absences and/or tardies.	I.1. Administration Teachers Social Worker	I.1. Administration will conduct a quarterly analysis of absences and tardies and follow-up with the Social Worker.	I.1. EOY attendance data		

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<p><u>Attendance Goal #1:</u> In the 2011-2012 school year, the average percentage of attendance at Sand Pine was 96%. In addition, there were 25% of students who were absent more than 10 days and 12% who were tardy more than 10 times. The long-term goal is to increase the overall attendance rate to 98%, decrease the percentage of students absent for more than 10 days to 20%, and decrease the percentage of students who are tardy for more than ten times to 10% during the 2012-2013 school year.</p>	<p><u>2012 Current Attendance Rate:*</u></p>	<p><u>2013 Expected Attendance Rate:*</u></p>					
	<p>96%</p>	<p>98%</p>					
	<p><u>2012 Current Number of Students with Excessive Absences (10 or more)</u></p>	<p><u>2013 Expected Number of Students with Excessive Absences (10 or more)</u></p>					
	<p>25% (169)</p>	<p>20% (134)</p>					
	<p><u>2012 Current Number of Students with Excessive Tardies (10 or more)</u></p>	<p><u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u></p>					
	<p>12% (78)</p>	<p>10% (67)</p>					

End of Attendance Goals

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Suspension Goal(s)

Suspension Goal(s)	Problem-solving Process to Decrease Suspension						
Based on the analysis of suspension 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		
1. Suspension	1.1. When needed, individualized student behavior plans are not being used consistently nor is data documented appropriately.	1.1. When behavior problems arise, teachers will work with the SBLT to develop an individualized behavior plan. Once designed, the plan will be implemented with fidelity so that student data is accurately documented.	1.1. SBLT Administration Classroom Teacher	1.1. SBLT will analyze the data every six weeks to determine progress and next steps, if necessary.	1.1. Individualized behavior plan data EOY suspension data		
Suspension Goal #1: In the 2011-2012 school year, there were 7 occurrences of OSS and 9 incidents of ISS discipline actions. Five students were the recipients of ISS and three students were the recipients of OSS. The long-term goal is to decrease the number of ISS and OSS incidents by 50%.	<u>2012 Total Number of In-School Suspensions</u>	<u>2013 Expected Number of In-School Suspensions</u>					

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	<i>9</i>	<i>4</i>					
	<u>2012 Total Number of Students Suspended In-School</u>	<u>2013 Expected Number of Students Suspended In-School</u>					
	<i>5</i>	<i>3</i>					
	<u>2012 Total Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	<i>7</i>	<i>3</i>					
	<u>2012 Total Number of Students Suspended Out-of-School</u>	<u>2013 Expected Number of Students Suspended Out-of-School</u>					
	<i>3</i>	<i>1</i>					

End of Suspension Goals

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Parent Involvement Goal(s)

Parent Involvement Goal(s)	Problem-solving Process to Parent Involvement						
Based on the analysis of parent involvement 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		
1. Parent Involvement	1.1. Parents were not receiving information on a consistent basis due to minimal modes of delivery (e.g. flyers).	1.1. Increase modes of delivery (e.g., updated school website, community email list, School Connects phone calls, newsletters) to pass along information related to school events and academic progress.	1.1. Administration Team Leaders	1.1. Administration will analyze data on the Parent Satisfaction survey.	1.1. Parent survey School Connects phone summary		
<u>Parent Involvement Goal #1:</u> <i>By June 2013, 55% of our families will be informed and actively involved in their student's school events.</i>	<u>2012 Current Level of Parent Involvement:*</u>	<u>2013 Expected Level of Parent Involvement:*</u>					
	40% (335)	55% (370)					

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		1.2. Parents do not know how to access online resources at home.	1.2. Create a magnet with student usernames and passwords so that parents can help with online resources at home.	1.2. Administration	1.2. Administration will elicit parent and teacher feedback.	1.2. Parent survey School Advisory Council feedback	
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Parent Involvement Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/ Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Create and order magnets	Student usernames/passwords to access online resources	PTA	\$250
Subtotal: \$250			
Total: \$250			

End of Parent Involvement Goal(s)

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Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, 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>STEM Goal #1: During the 2012-2013 school year, we will increase awareness of the STEM initiative by offering teachers opportunities to participate in monthly discussions and training sessions related to lesson ideas and activities involving Science, Technology, Engineering and Mathematics.</p>	<p>1.1. Lack of awareness about the STEM initiative.</p>	<p>1.1. Teachers will participate in monthly training sessions to build awareness of STEM Education.</p>	<p>1.1. Science Committee Chair Math Committee Chair Technology Specialist Administration</p>	<p>1.1. Administration will monitor lesson plans and conduct walkthroughs</p>	<p>1.1. FCAT</p>

STEM Professional Development

<p>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.</p>						

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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 (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
STEM Training	All/Science, Technology, Math	Administration	K-5 Teachers	August-May, Monthly	Virtual discussions in Edmodo and implementation of STEM lessons reflected in lesson plans	Administration

End of STEM Goal(s)

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Final Budget

Please provide the total budget from each section.	
Reading Budget	Total: \$5,100
Mathematics Budget	Total: \$1,250
Writing Budget	Total: \$1,500
Parent Involvement Budget	Total: \$250
	Grand Total: \$8,100

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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 activities of the SAC for the upcoming school year.	
The School Advisory Council will regularly monitor the school’s progress toward the School Improvement Plan (SIP). Monthly, school leaders will present data and other pertinent information related to the SIP so that the SAC can stay well informed of the school’s progress, as well as target areas that need a more narrowed focus.	

Describe the projected use of SAC funds.	Amount
Academic-related needs	~ \$1,700