

**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: R. H. Prine Elementary	District Name: Manatee
Principal: Dr. Guy Grimes	Superintendent:
SAC Chair: Christina Irelan	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 We will continue with the Learning Focused Strategies on instructional best practices in all K-5 classrooms. The school will also continue to provide support to the Gradual Release of Responsibility Model in all K-5 classrooms. The implementation of the CCSS will be supported in all of the classrooms.
Title I, Part C- Migrant Our Migrant Liaison works with our students and their families to ensure and support them in the students best interest. When needed or requested our ESOL Specialist assists the school with data collection and assessments.
Title I, Part D

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Title II
Title III - ESOL Paraprofessionals work with ESOL students in their classrooms by supporting, enriching or remediating students as directed by the classroom teacher. ESOL students are also provided opportunities to participate in Rosetta Stone, Waterford & Success Maker when applicable.
Title X- Homeless Continue the partnership with Project Heart Collaboration. District homeless social worker provides resources for students identified as homeless under the McKinney-Vento Act.
Supplemental Academic Instruction (SAI)
Violence Prevention Programs Our guidance counselor provides regular classroom character education instruction. In addition, the guidance counselor provides one on one and small group counseling for students throughout the year, as deemed necessary.
Nutrition Programs Prine participates in the Universal Breakfast program.
Housing Programs
Head Start
Adult Education Prine offers a GED Adult Education program and ELL classes for non-English speaking adults. The courses are offered twice a week from September to May in collaboration with MTI.
Career and Technical Education
Job Training
Other

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

School-Based MTSS/RtI Team
Identify the school-based MTSS Leadership Team. Shawn Griffon (Guidance Counselor), Amy Moore (Remediation Specialist), Brenda Funderburke (Reading Teacher), Nancy Baker (Reading Teacher), Sue Brooks (Speech Teacher), Darla Perry (ESE Specialist), Diane Allen (School Psychologist), Sherri Jacobs (School Social Worker), Deb Houston (Asst. Principal), Guy Grimes (Principal)
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?

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<p>The team meets weekly with an established agenda. The team identifies Tier 2 & 3 interventions based on data. Decisions regarding student progress are evaluated and adjustments are made. The MTSS team works with grade level teams reviewing data and student progress, the team leaders by disseminating information to teams prior to MTSS meetings, and the ESE/ESOL Department regarding support & placements.</p>
<p>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?</p> <p>The MTSS Leadership Team assists with the development and implementation of the SIP by sharing their knowledge of the student population and identifying necessary resources.</p>
<p>MTSS Implementation</p>
<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>Reading: FAIR, DRA, Success Maker, Waterford, Content Area Assessments, LLI, FCAT Math: Success Maker, Content Area Assessments, District Benchmark Assessments, FCAT Science: Content Area Assessments, District Benchmark Assessments, FCAT Writing: District Writes, Content Area Assessments, FCAT Behavior: PBS, FOCUS Discipline Reports, Check-in Check-out Reports</p>
<p>Describe the plan to train staff on MTSS.</p> <p>An entire staff meeting is scheduled to reintroduce and establish a foundational approach outlining District/School expectations. Regularly established grade level meetings are scheduled to continually discuss the process and students progression.</p>
<p>Describe plan to support MTSS.</p> <p>The teachers will be meeting regularly with the MTSS team for continued support. The grade level team leaders will be trained in order to address immediate needs of the classroom teachers. Members of the MTSS Leadership Team will be assigned to specific grade levels for additional support. A folder on the school email system will be developed with the intention of continuous communication among all members.</p>

Literacy Leadership Team (LLT)

<p>School-Based Literacy Leadership Team</p>
<p>Identify the school-based Literacy Leadership Team (LLT).</p> <p>Deb Houston (Asst. Principal), Nancy Baker (Reading Teacher), Brenda Funderburke (Reading Teacher), Amy Moore (Remediation Specialist), Shawn Griffon (Guidance Counselor), Sue Brooks (SLP), Jean Goodwin (Media Specialist), Carol Chase (Art Teacher), and a teacher from each grade level</p>

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Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The LLT will meet monthly with an established agenda. The team provides support for the understanding and implementation of the Common Core.
What will be the major initiatives of the LLT this year? The team will provide support for the understanding and implementation of the Common Core. The major initiatives are to support text complexity and support for instructional skills to improve reading comprehension.

Lesson Study

Lesson Study
Identify the Lesson Study Plan for your school Lesson study is included in the school professional development plan for the month of October. The process will be reintroduced to the staff.
Describe how the Lesson Study Plan will be implemented Lesson studies and conferencing will be implemented monthly among grade level teams. Administration and the Leadership Team will be present throughout the process.
What will be the major initiatives of the Lesson Study Plan this year? The purpose of the plan is to strengthen instructional delivery in the area of reading. Through Lesson Study, Collaborative Planning is being supported.

****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.

Provide a Parent workshop for incoming Kindergarten students as well as hosting an open house registration night for the families which includes a tour of the facilities.
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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 (Reading)	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>*A minimum of 53% (189) of all students will achieve proficiency in Reading (Levels 3,4, or 5).</p> <p>*Students scoring Level 1 on the FCAT 2.0 will decrease by 6% (22) in Reading.</p> <p>* 75% (267) of the students in grades 3 – 5 will make learning gains as evidenced by the FCAT 2.0 Reading test.</p>	<p>* Lack of informational text</p> <p>* Lack of basic understanding of text complexity and close reading</p> <p>* Lack of reading stamina among our students</p>	<p>* Increase non-fiction classroom libraries</p> <p>* PD for teaching with complex text</p> <p>* Increase students independent reading time with appropriately leveled books</p> <p>* Increase the use of Close Reading Strategies, Think alouds</p> <p>* Moving towards developing higher cognitive complexity questioning</p> <p>* Continue with the Gradual Release of</p>	<p>* Classroom teacher</p> <p>* Reading Teachers</p> <p>* LLT</p> <p>* Administration</p>	<p>* Regularly scheduled Grade Level Data Chats with Admin</p> <p>* Reflective responses from PD/PLC</p> <p>* Formative and Summative Assessments</p> <p>* Lesson Plans</p> <p>* Walk Through Observations</p>	<p>* Data, PST, Walk-Throughs, FAIR, FCAT 2.0, Successmaker</p>

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		Responsibility model *MTSS – strengthening Core instruction (Tier1) * Continue with Learning Focused strategies (best teaching practices) * Vocabulary Word Work * PLC’s based on school needs			
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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).*

School goals and strategies are listed above. In regard to our LY students, the goals listed above, as well as modified curriculum delivery, and ESOL strategies to differentiate instruction across the curriculum will be utilized to enhance their learning opportunities.

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

Goals (Writing)	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
80% (80) of all fourth grade students will be proficient in writing	* lack of grammar skills * weak language skills and vocabulary among our students	* Explicit grammar instruction * Implementing Writing Workshop * Embedding writing across the curriculum * Sentence Conventions * Jump-start activities * ESE students are mainstreamed for writing instruction * PD in writing & Holistic Scoring	* Classroom teachers * Reading Teachers * Support Team * Administration	* Teaching – Student Editing & Conferencing * Student Journal Work * Data will be reviewed after each benchmark assessment to rate student progression * Lesson Plans	* Writing Rubrics * Conference Notes * FCAT Writes * Prine Writes

* 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).

School goals and strategies are listed above. In regard to our LY students, the goals listed above as well as modified curriculum delivery, ESOL strategies to differentiate instruction across the curriculum will be utilized to enhance their learning opportunities.

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Goals (Mathematics)	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>*A minimum of 49% (174) of students will achieve proficiency in math (Levels 3,4&5)</p> <p>*Students scoring Level 1 on the FCAT 2.0 will decrease by 8% (28) in Mathematics.</p> <p>* 75% (267) of the students in grades 3 – 5 will make learning gains as evidenced by the FCAT 2.0 Mathematics test.</p>	<p>* lack of experience with reading and writing in math</p> <p>* lack of basic math skills</p> <p>* moving to higher level mathematical thinking and expression</p> <p>* need to increase students’ exposure to math vocabulary development</p>	<p>* increase the teaching of reading and writing strategies into the math instruction</p> <p>* increase problem solving stamina</p> <p>* Lesson Study</p> <p>* Common Core blended instruction</p> <p>*MTSS – problem solving to strengthen Core Instruction (Tier 1)</p> <p>* PD in deconstructing CC standards</p> <p>* Strengthen foundational math skills</p> <p>* Content Specific vocabulary development</p>	<p>* Classroom teacher</p> <p>* Support Team</p> <p>* Admin</p>	<p>* Grade Level Data Chats with Admin</p> <p>* Walk-throughs</p> <p>* Lesson Plans</p> <p>* Progress Monitoring</p>	<p>* SuccessMaker</p> <p>* Rubrics</p> <p>* FCAT 2.0</p> <p>* District Benchmark Assessments</p> <p>* Classroom Data</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).*

School goals and strategies are listed above. In regard to our LY students, the goals listed above, as well as modified curriculum delivery, ESOL strategies to differentiate instruction across the curriculum will be utilized to enhance their learning opportunities.

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Goals (Science)	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
A minimum of 40% (43) of all fifth grade students will achieve proficiency in Science.	Comprehension of informational text	*Explicit instruction of Close Reading and Vocabulary in Science *Moving towards higher cognitive complexity questions *Collaborative planning to increase uniformity in science block *Differentiated instruction * Science included in Specials Rotation * Utilize Learning Focused Comprehension strategies	* Classroom teacher * Science teacher * Admin	* District Benchmark assessments * Rubrics * Lesson Plans * Walk Through Observations	* FCAT 2.0 * Formative and Summative Assessments

** 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).*

School goals and strategies are listed above. In regard to our LY student's, the goals listed above, as well as modified curriculum delivery, ESOL strategies to differentiate instruction across the curriculum will be utilized to enhance their learning opportunities.

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

Goals (Parent Involvement)	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
Parent Involvement will increase by 25%.	* working parents * language barrier between home and school * academic materials for parents to use at home with students	* workshops will be held at various times throughout the day * information will be sent home in both English and Spanish when possible * interpreters will be provided when available	* Admin * Parent Involvement Coordinator	* Parent surveys and sign in sheets	* Needs Assessment for parents

** 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).*

School goals and strategies are listed above. In regard to our LY student's, the goals listed above, as well as modified curriculum delivery, ESOL strategies to differentiate instruction across the curriculum will be utilized to enhance their learning opportunities.

* 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

** 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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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
Common Core	K-5	N. Baker Funderburk Moore Houston Grimes Team Leaders	School Wide	Aug, Sept, Dec. (weekly offerings)	PLC notebooks with Reflection Logs and implementation as appropriate	Classroom Teacher, PD/PLC facilitators, Team Leaders & Admin
Road Maps	K - 1	N. Baker Funderburk Moore Houston Grimes Team Leaders	K -1	August	PLC notebooks with Reflection Logs and implementation as appropriate	Classroom Teacher, PD/PLC facilitators, Team Leaders & Admin
Higher Order Thinking Questions and Activities	K - 5	N. Baker Funderburk Moore Houston Grimes Team Leaders	School Wide	Oct & Dec	PLC notebooks with Reflection Logs and implementation as appropriate	Classroom Teacher, PD/PLC facilitators, Team Leaders & Admin
Lesson Study	K - 5	N. Baker Funderburk Moore Houston Grimes Team Leaders	School Wide	Oct - Dec	PLC notebooks with Reflection Logs and implementation as appropriate	Classroom Teacher, PD/PLC facilitators, Team Leaders & Admin
Vocabulary Word Work	K - 5	N. Baker Funderburk	School Wide	Nov - Dec	PLC notebooks with Reflection Logs and	Classroom Teacher, PD/PLC facilitators,

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		Moore Houston Grimes Team Leader			implementation as appropriate	Team Leaders & Admin

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
Increase understanding of complex text	Leveled Literacy Intervention	Title 1	\$5000
Implementing Writing Workshop to increase writing stamina and grammatical skills among students.	Writers Workshop	Title 1	\$1500
			Subtotal: \$ 6500
Technology			
Strategy	Description of Resources	Funding Source	Amount
Cross Curricular instructional support	IPad cart	Title 1	\$12,000
Mathematic, Reading, Writing, Science stamina and instructional support	IPad Applications	Title 1	\$3000
			Subtotal: \$15,000
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Teaching complex text	Comparison of a variety of texts	Title 1	\$1000
Word Work and Vocabulary	Words Their Way	Title 1	\$3000
Close Reading (Science/Math)	Comprehension Tool Kits	Title 1	\$8000
Reading Instructional Delivery	Florida Reading Association Conference	SIP	\$2000
Math Instructional Delivery	Florida Council of Teacher of Math	SIP	\$2000
Enhancing Content Area Literacy and the Common Core Standards	Columbia's Teacher College	SIP & Title 1	\$7,000

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Teacher Collaboration & Instruction	<i>Comprehension and Collaboration</i> by Stephanie Harvey & Harvey Daniels	Title 1	\$1500
			Subtotal: \$24,500
Other			
Strategy	Description of Resources	Funding Source	Amount
Increase non-fiction classroom libraries	Scholastic & BMI	Title 1	\$10,000
Collaborative Planning	Planning Time	SIP & Title 1	\$14,000
Parental Involvement	Community Resources Outside Vendor Materials/Supplies Child Care Staff Food Give-Aways for parent meetings and events	Title 1	\$3,000
			Subtotal: \$27,000

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*

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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.
Approval of SIP, Participation of Title 1 Supported Parental Activities, Approval of Title 1 Parent Compact, Support with selection and the process of school fundraising,

Describe the projected use of SAC funds.	Amount
Providing support for staff participation in Collaborative Planning	\$6,000
Providing support for staff participation in Florida Reading Association Conference	\$2000
Providing support for staff participation in Florida Council Teachers of Math	\$2000
Providing support for staff participation in Columbia Teachers College	\$2000