Florida Department of Education

DRAFT School Improvement Plan (SIP)
Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: **PINEDALE ELEMENTARY SCHOOL**	District Name: **DUVAL COUNTY PUBLIC SCHOOLS**
Principal: **ALICIA R. HINSON**	Superintendent: **ED PRATT-DANNALS**
SAC Chair: **MYRA DAVIS**	Date of School Board Approval:

Student Achievement Data:

The following links will open in a separate browser window.
School Grades Trend Data (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data (Use this data to inform the problem-solving process when writing goals.)
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

Highly Effective Administrators

April 2012
Rule 6A-1.099811
Revised April 29, 2011

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

List your school's highly effective administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide Assessment performance (Percentage data for Achievement Levels, Learning Gains, Lowest 25%), and Ambitious but Achievable Annual Measurable Objective (AMO) progress.

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	Alicia Hinson	B.A. Elementary Ed. M.Ed. Educational Leadership Superintendent's License—State of Ohio	3	9	**Pinedale Elementary 2011-2012: Grade: B** _**Reading**_: Proficiency—60% LG---57% Lowest 25%--71% _**Math:**_ Proficiency—65% LG---53% Lowest 25%--60% _**Science:**_ Proficiency—26% _**Writing:**_ Proficiency—103% _**Met AYP(Reading and Math):**_ **NO** **Pinedale Elementary** School Grade: **A 2010-2011** _**Reading**_ Proficiency- 48% Learning Gains- 73%. Lowest 25%- 80% _**Math**_ Proficiency-76% Learning Gains- 87% Lowest 25 %--83% _**Science:**_ Proficiency-30% _**Writing:**_ Proficiency—91% _**Met AYP(Reading and Math):**_ **YES**

Highly Effective Instructional Coaches

List your school's highly effective instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide Assessment performance (Percentage data for Achievement Levels, Learning Gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

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)
Instructional Coach	Nikki Jackson	B.S. Elementary Education 1-6	3	3	**Pinedale Elementary School Grade: B** 2011-2012 Proficiency- 60% Learning Gains- 57%. Lowest 25%- 71% **Pinedale Elementary Grade: A** 2010-2011 Proficiency- 48% Learning Gains- 73%. Lowest 25%- 80% **Martin Luther King, Jr** .**Grade: B** Proficiency-59%,Learning Gains-67% ,Lowest 25%– 68%

Reading Coach	Kelli Neufeld	B.S. Elementary Education 1-6	2	3 (Consulting)	**Pinedale Elementary Grade: B** 2011-2012 Proficiency- 60% Learning Gains- 57%. Lowest 25%- 71%
Math Coach	Gladys Thompson		3	2	**Pinedale Elementary Grade B** 2011-2012 Proficiency-65%,Learning Gains-53% ,Lowest 25%– 60% **Pinedale Elementary Grade A** 2010-2011 _Math_ Proficiency-76%, Learning Gains- 87%, Lowest 25 %--83%
Science Coach	Andrea Elsner	B.S. Elementary Education K-6	1	1	**Andrew Robinson Elementary Grade: D** 2011/2012 Proficiency – 19% **Grade: D** 2010/2011 Proficiency – 33% **Grade: C** 2009/2010 Proficiency – 23%

Highly Effective Teachers

Describe the school-based strategies that will be used to recruit and retain high quality, highly effective teachers to the school.

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Recruiting: District recruitment and postings, school interview teams; interviewing questions specific to position	Principal and Leadership Team	As needed	
2. Early return training and orientation	Administration/Coaches	August 6-10, 2012	
3. Pre-planning training/Team Building	Administration/Coaches	August 13-17 2012 and ongoing	
4. Certified mentors assigned to new hires	Professional Development Facilitator (PDF)	August 20, 2012	
5. Coaching Support	School-based/District Coaches	On-going	

Non-Highly Effective Instructors

List all instructional staff and paraprofessionals who are teaching out-of-field and/or who are NOT highly effective.

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Effective

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

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

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

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
55	10.91% (6)	27.27% (15)	40.00% (22)	21.82% (12)	34.55% (19)	81.82% (45)	1.82% (1)	0	12.73% (7)

Teacher Mentoring Program

Please describe the school's teacher mentoring program by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Kelli Neufeld	Lauren Nowicki	Expertise in Reading Instruction	MINT, New Hire Orientation, meeting daily/weekly/monthly, reviewing lesson plans and student data, modeling lessons, providing resources
Stacy Masciarelli	Ashley McCray	Expertise in Speech/Language Services	MINT, New Hire Orientation, meeting daily/weekly/monthly, reviewing lesson plans and student data, modeling lessons, providing resources
Cameron Mattingly	Carissa Robinson	Expertise in Communication Social Skills	MINT, New Hire Orientation, meeting daily/weekly/monthly, reviewing lesson plans and student data, modeling lessons, providing resources

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.

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

Title I, Part A *Supplemental Education Services vendors will be providing after-school training for low performing students. Frank DeSensi of Educational Directions will provide district level training and on-site coaching for the school's leadership team and teaching staff during the 2012-2013 school year.*
Title I, Part C- Migrant
Title I, Part D
Title II
Title III *Services are provided through the district for educational materials and ELL district support services to improve the education of English Language Learners.*
Title X- Homeless *As a full service school, resources (clothing, school supplies, and social service referrals) are provided for students who are categorized as homeless. A school liaison is assigned to ensure that student needs are met.*
Supplemental Academic Instruction (SAI) *SAI funds will be used to provide support for students that are identified as academically below grade level through tutoring services before, during, and after school.*
Violence Prevention Programs *Second Step Student Success Through Prevention (anti-bullying) district curriculum is being implemented for the second year. Every grade level will be teaching the weekly lessons. Additionally, the school is participating in Cohort 9 (year 3) of the district's roll-out of Foundations, a school-wide program that develops safe and civil schools.*
Nutrition Programs *Breakfast in the Classroom: Grades PreK-5 including CSS receives breakfast in their classrooms every morning during the school year. Recipients of the FFVP for the 2nd year.*
Housing Programs
Head Start
Adult Education *The Title I Family Engagement Center will be providing monthly trainings for parents on site. Trainings include: helping parents work effectively with their children in the areas of math and reading, health education, content specific sessions, job acquisition, resume development, etc. A part-time Parent Liaison is assigned to the school to schedule and oversee adult education opportunities.*
Career and Technical Education
Job Training
Other

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

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

School-Based MTSS/RtI Team
Identify the school-based MTSS Leadership Team. The RtI Team includes these key positions: - Principal   - Assistant Principal   - Academic Coaches   - Guidance Counselor/ RtI Facilitator   - ESE Site Coach if needed   - District Support   - General Ed. Teachers/Exceptional Student Education

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

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?   The RtI Leadership Team meets every other Thursday from 8:00-8:30 to engage in school-wide problem solving.   The RtI team will focus meetings around the following academic and behavioral questions: 1. What do we expect the students to learn?   2. How do we know they have or have not learned what was expected?   3. What will we do when they do or do not learn?   4. What evidence do we have to support our responses?   The team meets to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.   In addition to the oversight work of the RtI Team, other building instructional teams (School Improvement Plan and grade level teams) carry the work forward with smaller groups of students. This academic and behavioral work will include the following, beginning with Tier 1 (core/universal instruction) and continuing through Tier 2 (supplemental instruction/ intervention):   • Identifying and analyzing systematic patterns of student need   • Identifying appropriate evidence-based differentiation and intervention strategies   • Implementing and overseeing progress monitoring   • Analyzing progress monitoring data and determining next steps   For the most intensive interventions at Tier 3 in the 2012-2013 school year, the RtI Team structure will be used collaboratively with the building instructional teams (PLC, grade level teams, and/or content area teams) to provide classroom support for students.
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?   The Leadership Team/RtI Team leads the faculty in a review of the data and, with input from building instructional teams, develops the initial draft of the School Improvement Plan utilizing the template provided by the Department of Education. The draft SIP is then presented to the School Advisory Council for review and recommendations. The Leadership Team/RtI Team finalizes the plan. The School Improvement Plan becomes the guiding document for the work of the school. The Leadership Team regularly revises and updates the plan as the needs of students change throughout the school year. The plan includes a formal review process which demonstrates how the school has used RtI to make instructional decisions and make adjustments as data are analyzed.
MTSS Implementation

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

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. **Baseline data:** Progress Monitoring and Reporting Network (PMRN), Florida Assessments for Instruction in Reading (FAIR), Diagnostic Reading Assessment-2 (DRA-2), District Benchmark Assessments as appropriate, District Math Benchmark Assessment, Florida Comprehensive Assessment Test (FCAT), Envision Placement Test/Math Diagnostic; Calendar/EDC Pre-test **Midyear:** FAIR, DRA-2, EDC Winter Math Assessments, District Math Benchmark Assessment, Envision Math Assessment **End of year:** FAIR, FCAT, DRA-2, Envision End of Year Assessment, EDC Spring Assessment **Ongoing Progress Monitoring:** PMRN, Curriculum Based Measurement (CBM), FAIR (ongoing formative assessments), School-based Grade Level Progress Monitoring Forms for reading, math and science. Topic Assessments, EDC monthly assessment, Envision Topic Assessments, Quick Check Masters, daily review assessments, School-based Grade Level Progress Monitoring Forms for reading, math, and science. **Frequency of data review:** Each grade level meets bi-weekly with members of the Leadership Team to review student performance data and plan for instruction based on that information.
Describe the plan to train staff on MTSS. District support staff will provide Professional Development for the staff throughout the school year. Additional trainings will be conducted throughout the school year from the RtI Team as needed. Trainings will take place during the following times: • Professional learning communities • Classroom observations • Collaborative planning
Describe plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).
    ● Nikki Jackson—Instructional Coach
    ● Kelli Neufeld---Reading Coach
    ● Rachel Lewis—4th grade teacher
    ● Natasha Thaddaeus—2nd grade teacher
    ● Frances Christian—Kindergarten teacher

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).
    ● Serves as the leadership for grade level or group in making decisions about curriculum practices in reading and writing
    ● Facilitates professional development during monthly meetings to address student achievement and best practices based on student data
    ● Responsible for communicating ideas and concerns with administration
    ● Responsible for Read It Forward Jax Initiatives/Activities

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

What will be the major initiatives of the LLT this year?
- Common Core Implementation (K-2)   - Daily 5 in 2nd grade   - Increase opportunities to read more   - Use of Ipads to encourage/increase reading   - Book It! Program   - Accelerated Reader Program coordinated/monitored by Media Specialist   - MimioSprout for all PreK-1st grade students   - Achieve 3000 for 2-5 that is aligned to Common Core

Public School Choice
- **Supplemental Educational Services (SES) Notification**
  Upload a copy of the SES Notification to Parents in the designated upload link on the "Upload" page.

**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.

Florida requires that communities and schools collaborate to prepare children and families for children's success in school. Pinedale Elementary has a preschool program for 4 year olds, and two "blended" 4 year old preschool programs consisting of a classroom ratio of 10 basic students and 8 ESE students. The program is funded through Title I. Each year children are invited to the school for an orientation visit from local preschool and daycare programs. Money is allocated for field trips, classroom supplies, manipulatives, literacy activities, and a classroom library. Staff consists of a certified classroom teacher and full-time paraprofessional, with support from coaching staff and administration. The program provides instruction in pre-readiness skills in preparation for entering kindergarten and follows the state adopted standards for prekindergarten. An open line of communication exists between the teacher and parent. A newsletter is sent home outlining the concepts being covered. Students are assessed three times a year using the VPK assessment to determine their readiness for kindergarten. The teacher conferences with parents after each assessment as needed. Teachers will also implement the Nemours BrightStart curriculum to eligible students.

**Grades 6-12 Only* Sec. 1003.413 (b) F.S
For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

**High Schools Only*

Note: Required for High School-Sec. 1003.413(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

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

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.
Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report.

PART II: EXPECTED IMPROVEMENTS
Reading Goals

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

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		

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

| 1a. FCAT 2.0: Students scoring at Achievement Level 3 in reading. | 1a.1. Grade levels need to effectively collaborate during creation of common lesson plans. | 1a.1 Grade levels create common lesson plans through collaboration.

Coaches facilitate effective collaborative planning. | 1a.1. Administration

District and School-Based Coaches | 1a.1.

Collaboration meeting minutes

Teacher survey | 1a.1. Focus Walks | | |
|---|---|---|---|---|---|---|---|
| Reading Goal #1a:

Student proficiency will increase from 35% to 43%. | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | 60% (81) | 43% (48) | | | | | |

| | | 1a.2.
Teachers need to meet across grade levels to gain a better understanding of grade level expectations across the Reading continuum. | 1a.2.
Create vertical alignment teams for vertical planning.
Reading PLC will meet during Early Release Days Study the Common Core Standards and NGSSS to gain an understanding of how Reading standards advance over time.
Analyze school wide data and provide suggestions for student growth | 1a.2.
Administration

School-Based Coaches

PLC facilitator | 1a.2.
 PLC meeting minutes | 1a.2.
Student growth in reading achievement | |

		1a.3. Teachers will continue analyzing, reflecting, and revising instructional lessons to improve the quality of daily instruction	1a.3. Use the Continuous Learning Cycle with teachers to improve reading instruction Teachers will participate in at least one book study during the school year	1a.3. Administration District and School-Based Coaches	1a.3. Meeting minutes Book study notes and reflections	1a.3. Focus walk (evidence of implementation)	

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.	1b.1. All 33% of students (4/12) that did not achieve a Level 4 or higher are currently functioning at the participatory level in reading, so it would be particularly challenging to heighten their performance on a standardized performance-based test such as the FAA.	1b.1. Provide daily direct instruction using the PCI sight word-based curriculum (aligned with differentiated grade-level Access Points)/ utilize PCI Building Print Concepts binder activities to develop basic concepts of print/print awareness, Provide weekly small-group/ direct instruction using the ULS reading activities differentiate	1b.1. CSS teachers CSS Site Coach VE resource teacher	1b.1. Weekly monitoring of students' progress as reflected by their PCI Program Checklists (increase in sight words learned), Monitoring students' reading learning gains as represented by comparing ULS monthly pre- and post-test information for the following categories: Rhyme/Rime, Letters & Sounds, and Word Recognition	1b.1.		

		d for students' ability levels in order to simulate the FAA testing format (choosing answer from 3 presented choices)					
Reading Goal #1b: **Improve the percentage of students scoring Levels 4, 5, 6 from 25% to 30%.**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	25% (3)	30%.(3)					

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

		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.	
		One of the 5th grade students that scored a Level 5 in reading will be transitioning to middle school for the 12-13 school year.	Identify returning 4th & 5th grade students that previously scored Levels 1-3, provide additional instructional support for low-performing students (direct instruction in PCI curriculum and ULS differentiated for students' ability levels)	CSS teachers CSS Site Coach VE resource teacher	Weekly monitoring of students' progress as reflected by their PCI Program Checklists (increase in sight words learned) Monitoring students' reading learning gains as represented by comparing ULS monthly pre- and post-test information for the following categories: Rhyme/Rime, Letters & Sounds, and Word Recognition		

		1b.3.	1b.3.	1b.3.	1b.3.	1b.3.	
		One of the 4th grade students that will be returning has previously scored a Level 1 in reading	Provide daily direct instruction using the PCI sight word-based curriculum (aligned with differentiated grade-level Access Points) /utilize PCI Building Print Concepts binder activities to develop basic concepts of print/ print awareness, Provide weekly small-group/ direct instruction using the ULS reading activities differentiated for students' ability levels in order to simulate the FAA testing format (choosing answer from 3 presented choices)	CSS teachers CSS Site Coach VE resource teacher	Weekly monitoring of students' progress as reflected by their PCI Program Checklists (increase in sight words learned) Monitoring students' reading learning gains as represented by comparing ULS monthly pre- and post-test information for the following categories: Rhyme/ Rime, Letters & Sounds, and Word Recognition		

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

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 reading.	2a.1. Teachers need to effectively provide enrichment for students work above grade level.	2a.1. Utilize resource teachers for reading across the content areas. Utilize resources to provide challenging activities for above grade level students.	2a.1. Administration District and School-Based Coaches	2a.1. Student surveys PLC analysis of reading data	2a.1. Quarterly monitoring forms		
Reading Goal #2a: The percentage of students scoring at or above achievement levels 4 and 5 in reading will increase.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	8% (10)	43% (48)					
		2a.2.	2a.2.	2a.2.	2a.2.	2a.2.	
		2a.3	2a.3	2a.3	2a.3	2a.3	

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

| 2b. **Florida Alternate Assessment:** Students scoring at or above Level 7 in reading. | 2b.1. Our students performing at the participatory and supported levels of academics have difficulty with abstract reading concepts (i.e. main idea, supporting details, and sequencing). | 2b.1. Provide daily direct instruction using the PCI sight word-based curriculum including related comprehension activities (aligned with differentiated grade-level Access Points) Provide weekly small-group/direct instruction using the ULS reading activities differentiated for students' ability levels in order to simulate the FAA testing format (choosing | 2b.1. CSS teachers CSS Site Coach VE resource teacher | 2b.1. Weekly monitoring of students' progress as reflected by their PCI Program Checklists (increase in sight words learned) Monitoring students' reading learning gains as represented by comparing ULS monthly pre- and post-test information for the following categories: Rhyme/Rime, Letters & Sounds, and Word Recognition Monitoring student progress on program checkouts and tests after defined instructional intervals | 2b.1. | | |

		answer from 3 presented choices) Provide daily direct instruction using Reading Mastery Signature Edition as an instructional supplement to the core curriculum				
Reading Goal #2b: **Increase the percentage of students scoring at or above Level 7 in reading from 41.7% to 50%.**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	41.7% (5)	50% (5)				

		2b.2.	2b2.	2b.2.	2b.2. Weekly monitoring of students' progress as reflected by their PCI Program Checklists (increase in sight words learned), Monitoring students' reading learning gains as represented by comparing ULS monthly pre- and post-test information for the following categories: Rhyme/Rime, Letters & Sounds, and Word Recognition, Monitoring student progress on program checkouts and tests after defined instructional intervals	2b.2.	
		2b.3	2b.3	2b.3	2b.3	2b.3	

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

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		
3a. FCAT 2.0: Percentage of students making Learning Gains in reading.	3a.1. Many teachers are not analyzing data to effectively differentiate instruction.	3a.1. Collaborate with teachers in grade level and vertical groups to analyze student data and develop differentiated instruction (e.g., learning centers and small group guided reading) to address individual student needs.	3a.1. Administration District and School-Based Coaches	3a.1. Data Notebook Review, Data Chats (individual and grade level), Lesson Plan Review	3a.1. Lesson plans Quarterly monitoring form		

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

Reading Goal #3a: Increase student gains by 3%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	71% (96)	**74% (82)**				
		3.2. Many teachers are not analyzing and utilizing FAIR data to effectively plan for instruction.	3.2. Collaborate with teachers in grade level groups to analyze student FAIR data and develop differentiated instruction (e.g., learning centers and small group guided reading) to address individual student needs.	3.2. Administration District and School-Based Coaches	3.2. Data Notebook Review, Data Chats (individual and grade level), Lesson Plan Review, FAIR decision tree, FAIR worksheet	3.2. FAIR Reading Assessment	
		3a.3.	3a.3.	3a.3.	3a..3.	3a.3.	

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

3b. Florida Alternate Assessment: **Percentage of students making Learning Gains in reading.**	3b.1. The returning 4th & 5th grade students will have difficulty making learning gains in reading due to their restricted cognitive ability and plateau of skill achievement.	3b.1. Provide daily direct instruction using the PCI sight word-based curriculum (aligned with differentiated grade-level Access Points)/ utilize PCI Building Print Concepts binder activities to develop basic concepts of print/print awareness Provide weekly small-group/direct instruction using the ULS reading activities different iated for	3b.1. CSS teachers CSS Site Coach VE resource teacher	3b.1. Weekly monitoring of students' progress as reflected by their PCI Program Checklists (increase in sight words learned) Monitoring students' reading learning gains as represented by comparing ULS monthly pre- and post-test information for the following categories: Rhyme/Rime, Letters & Sounds, and Word Recognition	3b.1.	

		students' ability levels in order to simulate the FAA testing format (choosing answer from 3 presented choices)					
Reading Goal #3b: **Increase the percentage of students making learning gains from 0% to 28.5%.**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	0% (0)	28.5% (2)					
		3b.2.	3b.2.	3b.2.	3b.2.	3b.2.	
		3b.3.	3b.3.	3b.3.	3b.3.	3b.3.	
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.	4a.1. Some of the students lack basic reading skills such as phonics.	4a.1. Teachers will work in small groups and one on one providing students the skills necessary to be proficient in reading. Teachers will also employ Six Minute Solution, Phonics for Reading, etc.. as a supplement to enhance student learning of these basic reading skills.	4a.1. Administration District and School-Based Coaches RTI Team	4a.1. Anecdotal Notes Focus Walks Data Tracking forms	4a.1. Six Minute Solution Checklist FAIR Ongoing Progress Monitoring TDI kit	

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

Reading Goal #4a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
Increase the percentage of students in the lowest 25% to 71% making learning gains.						
	71% (95)	74% (82)				
		4a.2. Some of the students lack fluency skills needed to comprehend text on grade level.	4a.2. Teachers will work in small groups and one on one providing students the skills necessary to be proficient in reading. Teachers may choose from a variety of resources to teach fluency such as The Six Minute Solution, FAIR toolkit, and/ or FCRR activities.	4a.2. Administration District and School-Based Coaches PLC Reading team	4a.2. Anecdotal Notes Focus Walks Data Tracking forms	4a.2. FAIR Ongoing Progress Monitoring fluency probes Running Records Sight word checklist

		4a.3 Some of the students lack Vocabulary skills needed to comprehend text on grade level.	4a.3. K-2 teachers will utilize the Text Talk curriculum to provide whole group vocabulary instruction. K-5 teachers will utilize Houghton Mifflin vocabulary readers to assist in vocabulary development. 3-5 teachers will develop and use a vocabulary routine for daily vocabulary instruction.	4a.3. Administration District and School-Based Coaches	4a.3. Exit tickets Teacher observation	4a.3. FAIR assessment (AP1 & AP3) Houghton Mifflin Selection assessments Houghton Mifflin Benchmark assessments	

4b. Florida Alternate Assessment: **Percentage of students in Lowest 25% making learning gains in reading.**	4b.1. The returning 4th & 5th grade students will have difficulty making learning gains in reading due to the exceptionality that causes deficits n their cognitive ability and plateau of skill achievement. Students who previously achieved a score of Levels 1-3 would have difficulty making gains due	4b.1. Provide daily direct instruction using the PCI sight word-based curriculum (aligned with differentiated grade-level Access Points)/ utilize PCI Building Print Concepts binder activities to develop basic concepts of print/print awareness Provide weekly small-group/direct instruction using the ULS reading activities different iated for	4b.1. CSS teachers CSS Site Coach VE resource teacher	4b.1. Weekly monitoring of students' progress as reflected by their PCI Program Checklists (increase in sight words learned) Monitoring students' reading learning gains as represented by comparing ULS monthly pre- and post-test information for the following categories: Rhyme/Rime, Letters & Sounds, and Word Recognition	4b.1.	

	to limited participatory level of curriculum exposure.	students' ability levels in order to simulate the FAA testing format (choosing answer from 3 presented choices)				
Reading Goal #4b: **Increase the percentage of students in the Lowest 25% making learning gains in reading from 0% to 50%**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				

	0% (0)	50%(1)					
		4b.2.	4b.2.	4b.2.	4b.2.	4b.2.	
		4b.3	4b.3.	4b.3.	4b.3.	4b.3.	

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
Reading Goal #5A: *Enter narrative for the goal in this box.*							
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	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. White: Black: Hispanic: Asian: American Indian: Some of the students lack basic reading skills such as phonics	4a.1. Teachers will work in small groups and one on one providing students the skills necessary to be proficient in reading. Teachers will also employ Six Minute Solution, Phonics for Reading, etc.. as a supplement to enhance student learning of these basic reading skills.	4a.1. Administration District and School-Based Coaches RTI Team	4a.1. Anecdotal Notes Focus Walks Data Tracking forms	4a.1. Six Minute Solution Checklist FAIR Ongoing Progress Monitoring TDI kit		

Reading Goal #5B: Students not making satisfactory progress in reading will decrease. For white students, the percentage will decrease from 71% to 41%.The percentage of Black students not making satisfactory progress in reading will decrease from	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	White: **71** Black: **29** Hispanic: Asian: American Indian:	White: **41** Black: **37** Hispanic: Asian: American Indian:				

		5B.1. Some of the students lack fluency skills needed to comprehend text on grade level.	5B.1. Teachers will work in small groups and one on one providing students the skills necessary to be proficient in reading. Teachers may choose from a variety of resources to teach fluency such as The Six Minute Solution, FAIR toolkit, and/ or FCRR activities.	5B.1. Administration District and School-Based Coaches PLC Reading team	5B.1. Anecdotal Notes Focus Walks Data Tracking forms	5B.1. . FAIR Ongoing Progress Monitoring fluency probes Running Records Sight word checklist

		5B.3 Some of the students lack Vocabulary skills needed to comprehend text on grade level.	5B.3. K-2 teachers will utilize the Text Talk curriculum to provide whole group vocabulary instruction. K-5 teachers will utilize Houghton Mifflin vocabulary readers to assist in vocabulary development. 3-5 teachers will develop and use a vocabulary routine for daily vocabulary instruction.	5B.3. Administration District and School-Based Coaches	5B.3. Exit tickets Teacher observation	5B.3. FAIR assessment (AP1 & AP3) Houghton Mifflin Selection assessments Houghton Mifflin Benchmark assessments	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

5C. English Language Learners (ELL) not making satisfactory progress in reading.	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
Reading Goal #5C:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	5D.1. Some of the students lack basic reading skills such as phonics	5D1. Teachers will work in small groups and one on one providing students the skills necessary to be proficient in reading. Teachers will also employ Six Minute Solution, Phonics for Reading, etc.. as a supplement to enhance student learning of these basic reading skills.	5D 1. Administration District and School-Based Coaches RTI Team	5D.1. Anecdotal Notes Focus Walks Data Tracking forms	5D.1. Six Minute Solution Checklist FAIR Ongoing Progress Monitoring TDI kit		
Reading Goal #5D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	58% (4)	48% (3)					

| | | 5D.2. Some of the students lack fluency skills needed to comprehend text on grade level. | 5D.2. Teachers will work in small groups and one on one providing students the skills necessary to be proficient in reading.

Teachers may choose from a variety of resources to teach fluency such as The Six Minute Solution, FAIR toolkit, and/ or FCRR activities. | 5D.2. Administration

District and School-Based Coaches

PLC Reading team | 5D.2. Anecdotal Notes

Focus Walks

Data Tracking forms | 5D.2. FAIR Ongoing Progress Monitoring fluency probes

Running Records

Sight word checklist | |

		5D.3 Some of the students lack Vocabulary skills needed to comprehend text on grade level.	5D.3. K-2 teachers will utilize the Text Talk curriculum to provide whole group vocabulary instruction. K-5 teachers will utilize Houghton Mifflin vocabulary readers to assist in vocabulary development. 3-5 teachers will develop and use a vocabulary routine for daily vocabulary instruction.	5D.3. Administration District and School-Based Coaches	5D.3. Exit tickets Teacher observation	5D.3. FAIR assessment (AP1 & AP3) Houghton Mifflin Selection assessments Houghton Mifflin Benchmark assessments	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

5E. Economically Disadvantaged students not making satisfactory progress in reading.	5E.1. Some of the students lack basic reading skills such as phonics	5E.1. Teachers will work in small groups and one on one providing students the skills necessary to be proficient in reading. Teachers will also employ Six Minute Solution, Phonics for Reading, etc.. as a supplement to enhance student learning of these basic reading skills.	5E.1. Administration District and School-Based Coaches RTI Team	5E.1. Anecdotal Notes Focus Walks Data Tracking forms	5E.1. Six Minute Solution Checklist FAIR Ongoing Progress Monitoring TDI kit	
Reading Goal #5E:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	53% (75)	38% (42)				

| | | 5E.2. Some of the students lack fluency skills needed to comprehend text on grade level. | 5E.2. Teachers will work in small groups and one on one providing students the skills necessary to be proficient in reading.

Teachers may choose from a variety of resources to teach fluency such as The Six Minute Solution, FAIR toolkit, and/ or FCRR activities. | 5E.2. Administration

District and School-Based Coaches

PLC Reading team | 5E.2. Anecdotal Notes

Focus Walks

Data Tracking forms | 5E.2. FAIR Ongoing Progress Monitoring fluency probes

Running Records

Sight word checklist | |

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

		5E.3 Some of the students lack Vocabulary skills needed to comprehend text on grade level.	5E.3. K-2 teachers will utilize the Text Talk curriculum to provide whole group vocabulary instruction. K-5 teachers will utilize Houghton Mifflin vocabulary readers to assist in vocabulary development. 3-5 teachers will develop and use a vocabulary routine for daily vocabulary instruction.	5E.3. Administration District and School-Based Coaches	5E.3. Exit tickets Teacher observation	5E3. FAIR assessment (AP1 & AP3) Houghton Mifflin Selection assessments Houghton Mifflin Benchmark assessments	

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning						

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

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 Standards	Pk- 5th	Academic Coaches	School-wide	Nov. 28, 2012	Effective Use in the Classroom	Administration
PLC Book Study	K-5	Academic Coaches	School-wide	January 2013- May 2013	Effective Use in the Classroom	Administration

Reading Budget (Insert rows as needed)

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
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount

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

Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Reading Goals

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.	1.1.	1.1.	1.1.	1.1.
CELLA Goal #1: *Enter narrative for the goal in this box.*	2012 Current Percent of Students Proficient in Listening/Speaking: *Enter numerical data for current level of performance in this box.*				
		1.2.	1.2.	1.2.	1.2.

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

		1.3.	1.3.	1.3.	1.3.	1.3.	
Students read in English at grade level text 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.	2.1.	2.1.	2.1.	2.1.	2.1.		
CELLA Goal #2: *Enter narrative for the goal in this box.*	2012 Current Percent of Students Proficient in Reading :						
	Enter numerical data for current level of performance in this box.						
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	
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.	2.1.	2.1.	2.1.	2.1.	
CELLA Goal #3: *Enter narrative for the goal in this box.*	2012 Current Percent of Students Proficient in Writing :					
	Enter numerical data for current level of performance in this box.					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

CELLA Budget (Insert rows as needed)

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
Subtotal:			

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

Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			

End of CELLA Goals

Elementary School Mathematics Goals

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

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	

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

1a. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.	1a.1. Teachers need a clear understanding of the workshop model	1a.1. Provide additional training through Collaborative Learning Cycle for teachers	1a.1. Coaches and Administrators	1a.1. *Observations *Strategy Charts *CLC Binder/folder	1a.1. Informal observation through CAST	
Mathematics Goal #1a: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	57%	61%				
		1a.2. Limited math vocabulary in students	1a.2. *Implement concept maps *Interactive math word wall *Math centers with vocabulary	1a.2. Teachers, Coaches, Administrators	1a.2. Students will be able to solve math problems and explain their thinking	1a.2. Formal Assessments: quick check, exit ticket, quizzes, test, work mats Informal Assessments: questioning & discussion
		1a.3.	1a.3.	1a.3.	1a.3.	1a.3.

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1b.1. 4 out of the 5 students that did not achieve a Level 4 or higher are currently functioning at the participatory level in mathematics, so it would be particularly challenging to heighten their performance on a standardized performance-based test such as the FAA	1b.1. Provide daily direct instruction using the Number Worlds Intervention Mathematics Program (aligned with differentiated grade-level Access Points), Daily use of SRA Building Blocks Online Program for Number Worlds lesson reinforcement, Provide weekly small-group/direct instruction using the Touch Math program	1b.1. CSS teachers CSS Site Coach VE resource teacher	1b.1. Weekly monitoring of students' progress as reflected by their Number Worlds Program Checklist (performance on weekly checkpoints and tests) Monthly monitoring of Building Blocks data disaggregated by mathematical strands Monitoring students' math learning gains as represented by comparing ULS monthly pre- and post-test information for the following categories: Number Concepts & Number Operations.	1b.1.		

		Provide weekly small-group/direct instruction using the ULS mathematics activities different iated for students' ability levels in order to simulate the FAA testing format (choosing answer from 3 presented choices)				
Mathematics Goal #1b: **Improve the percentage of students scoring Levels 4, 5, 6 from 25% to 30%.**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	25% (3)	30% (3)				

		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.	
		One of the 5th grade students that scored a Level 5 in reading will be transitioning to middle school for the 12-13 school year.	Identify returning 4th & 5th grade students that previously scored Levels 1-3 Provide additional instructional support for low-performing students (direct instruction in Number Worlds curriculum and ULS differentiated for students' ability levels)	CSS teachers CSS Site Coach VE resource teacher	Weekly monitoring of students' progress as reflected by their Number Worlds Program Checklist (performance on weekly checkpoints and tests) Monthly monitoring of Building Blocks data disaggregated by mathematical strands Monitoring students' math learning gains as represented by comparing ULS monthly pre- and post-test information for the following categories: Number Concepts & Number Operations.		

			1b.3.	1b.3.	1b.3.	1b.3.	1b.3.	
			3 students (2 3rd grade, 1 4th grade) that will be returning have previously scored a Level 2 in reading.	Provide daily direct instruction using the Number Worlds Intervention Mathematics Program (aligned with differentiated grade-level Access Points) Daily use of SRA Building Blocks Online Program for Number Worlds lesson reinforcement Provide weekly small-group/ direct instruction using the Touch Math program Provide weekly small-group/ direct instruction using the ULS mathematics activities differentiated for students' ability levels in order to simulate the FAA	CSS teachers CSS Site Coach VE resource teacher	Weekly monitoring of students' progress as reflected by their Number Worlds Program Checklist (performance on weekly checkpoints and tests) Monthly monitoring of Building Blocks data disaggregated by mathematical strands Monitoring students' math learning gains as represented by comparing ULS monthly pre- and post-test information for the following categories: Number Concepts & Number Operations.		

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

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		
		testing format (choosing answer from 3 presented choices)					
2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.	2a.1. Teachers have difficulty with differentiating lesson for students needing to be challenged	2a.1. Use different computer programs to challenge students such as: *Success Maker *Destination Success	2a.1. Teachers Coaches Administrators	2a.1. Students Reports	2a.1. Printed Assessments		

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

Mathematics Goal #2a: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	57%	61%				
		2a.2. Scaffolding, pacing, prompting and probing techniques are not used when asking questions designed to promote higher-order thinking	2a.2. The district instructional mathematics specialist and school-based mathematics coaches will collaborate to develop and implement professional development to design higher-order questioning and discourse for daily instruction.	2a.2. Administration District and School-Based Coaches	2a.2. Focus Walks, Classroom Observations	2a.2. Informal observation through CAST
		2a.3	2a.3	2a.3	2a.3	2a.3

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

					2b.1.		
2b. Florida Alternate Assessment: **Students scoring at or above Level 7 in mathematics.**	2b.1. Our students performing at the limited levels of academics have difficulty with abstract mathematics concepts (i.e. multi-step problem-solving, operations, word problems).	2b.1. Provide daily direct instruction using the Number Worlds Intervention Mathematics Program (aligned with differentiated grade-level Access Points) Daily use of SRA Building Blocks Online Program for Number Worlds lesson reinforcement Provide weekly small-group/direct instruction using the Touch Math	2b.1. CSS teachers CSS Site Coach VE resource teacher	2b.1. Weekly monitoring of students' progress as reflected by their Number Worlds Program Checklist (performance on weekly checkpoints and tests) Monthly monitoring of Building Blocks data disaggregated by mathematical strands Monitoring students' math learning gains as represented by comparing ULS monthly pre- and post-test information for the following categories: Number Concepts & Number Operations.			

		program Provide weekly small-group/direct instruction using the ULS mathematics activities different iated for students' ability levels in order to simulate the FAA testing format (choosing answer from 3 presented choices)				
Mathematics Goal #2b: **Improve the percentage of students scoring at or above Level 7 in mathematics from 33% to 40%.**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				

	33% (4)	40% (4)					

		2b.2.	2b2.	2b.2.	2b.2.	2b.2.	
		One of the 3rd grade students that scored a Level 9 in mathematics will be changed to general education standards in 12-13 and will not be taking the FAA.	Provide daily direct instruction using the Number Worlds Intervention Mathematics Program (aligned with differentiated grade-level Access Points) Daily use of SRA Building Blocks Online Program for Number Worlds lesson reinforcement Provide weekly small-group/ direct instruction using the Touch Math program Provide weekly small-group/ direct instruction using the ULS mathematics activities differentiated for students' ability levels in order to simulate the FAA	CSS teachers CSS Site Coach VE resource teacher	Weekly monitoring of students' progress as reflected by their Number Worlds Program Checklist (performance on weekly checkpoints and tests) Monthly monitoring of Building Blocks data disaggregated by mathematical strands Monitoring students' math learning gains as represented by comparing ULS monthly pre- and post-test information for the following categories: Number Concepts & Number Operations.		

		testing format (choosing answer from 3 presented choices)				
		2b.3	2b.3	2b.3	2b.3	2b.3
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	
3a. FCAT 2.0: Percentage of students making Learning Gains in mathematics.	3a.1. Regression over breaks: Summer Winter Spring	3a.1. Parent involvement *Reinforcement Packets *Information for accessing student software	3a.1. Teachers Coaches	3a.1. Feedback from students and parents	3a.1. Accurately completed packets with parent signature and assessment	
Mathematics Goal #3a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	57% (77)	64% (71)				

		3a.2.	3a.2.	3a.2.	3a.2.	3a.2.	
		Behavioral issues	Highly engaging differentiated lessons by incorporating technology such as IPADs, computers, songs, manipulative	Teachers Coaches Administrators	Observations Teacher/student conferences	Conduct/Participation Grade	
		3a.3.	3a.3.	3a.3.	3a..3.	3a.3.	

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

3b. Florida Alternate Assessment: **Percentage of students making Learning Gains in mathematics.**	3b.1. The returning 4th & 5th grade students will have difficulty making learning gains in mathematics due to the exceptionality that causes deficits n their cognitive ability and plateau of skill achievement (functioning at limited levels of achievement).	3b.1. Provide daily direct instruction using the Number Worlds Intervention Mathematics Program (aligned with differentiated grade-level Access Points) Daily use of SRA Building Blocks Online Program for Number Worlds lesson reinforcement Provide weekly small-group/direct instruction using the Touch Math	3b.1. CSS teachers CSS Site Coach VE resource teacher	3b.1. Weekly monitoring of students' progress as reflected by their Number Worlds Program Checklist (performance on weekly checkpoints and tests) Monthly monitoring of Building Blocks data disaggregated by mathematical strands Monitoring students' math learning gains as represented by comparing ULS monthly pre- and post-test information for the following categories: Number Concepts & Number Operations.	3b.1.		

		program Provide weekly small-group/direct instruction using the ULS mathematics activities different iated for students' ability levels in order to simulate the FAA testing format (choosing answer from 3 presented choices)					
Mathematics Goal #3b: **Maintain the percentage of students making learning gains in mathematics.**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	50% (2)	50%(4)					

		3b.2.	3b.2.	3b.2.	3b.2.	3b.2.	
		3b.3.	3b.3.	3b.3.	3b.3.	3b.3.	
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. A need for continuous teacher support in using student data to effectively differentiate instruction	4a.1. Utilize the intensive coaching model and Professional Learning Commu nities to develop and implement a variety differentiate d instruction lessons that meet the individual needs of the students.	4a.1. Administration District and School-Based Coaches & Teachers	4a.1. Data Notebook Review, Data Chats (individual and grade level), Lesson Plan Review Formal and Informal Observations	4a.1. Informal observation through CAST		

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

Mathematics Goal #4a: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	60%	64%				
		4a.2. Teachers are not consistently implementing differentiation strategies during the core instruction to meet the needs of the students.	4a.2. Teachers will effectively analyze data and implement differentiated strategies during daily instruction.	4a.2. Administration District and School-Based Coaches	4a.2. Data Notebook Review, Data Chats (individual and grade level), Lesson Plan Review, Classroom Observations	4a.2. CAST (Administrators only) District Math Benchmark Assessment enVision Topic Assessments
		4a.3	4a.3.	4a.3.	4a.3.	4a.3.

4b. Florida Alternate Assessment: **Percentage of students in Lowest 25% making learning gains in mathematics.**	4b.1. The returning 4th & 5th grade students will have difficulty making learning gains in mathematics due to the exceptionality of their cognitive ability and plateau of skill achievement. Students who previously achieved a score of Levels 1-3 would have difficulty making gains due to their limited ability of curriculum exposure.	4b.1. Provide daily direct instruction using the Number Worlds Intervention Mathematics Program (aligned with differentiated grade-level Access Points) Daily use of SRA Building Blocks Online Program for Number Worlds lesson reinforcement Provide weekly small-group/direct instruction using the Touch Math	4b.1. CSS teachers CSS Site Coach VE resource teacher	4b.1. Weekly monitoring of students' progress as reflected by their Number Worlds Program Checklist (performance on weekly checkpoints and tests) Monthly monitoring of Building Blocks data disaggregated by mathematical strands Monitoring students' math learning gains as represented by comparing ULS monthly pre- and post-test information for the following categories: Number Concepts & Number Operations.	4b.1.		

		program Provide weekly small-group/direct instruction using the ULS mathematics activities different iated for students' ability levels in order to simulate the FAA testing format (choosing answer from 3 presented choices)				
Mathematics Goal #4b: **Increase the percentage of students in the Lowest 25% making learning gains in reading to 50%.**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				

	33% (1)	50% (1)					
		4b.2.	4b.2.	4b.2.	4b.2.	4b.2.	
		4b.3	4b.3.	4b.3.	4b.3.	4b.3.	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**						
Mathematics Goal #5A: *Enter narrative for the goal in this box.*							
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.		
<u>Mathematics Goal #5B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	White: Black: Hispanic: Asian: American Indian:	**57%** White: **67** Black: **55** Hispanic: Asian: American Indian:					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
Mathematics Goal #5C:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
		.					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		
Mathematics Goal #5D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	58%	**48%**					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.		
Mathematics Goal #5E:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	38%	58%					
		5E.2.	5E.2	5E.2.	5E.2.	5E.2.	
		5E.3	5E.3	5E.3	5E.3	5E.3	

End of Elementary School Mathematics Goals

Mathematics 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					

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

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 or PLC activity.						
Common Core State Standards	Pk- 5th	Academic Coaches	School-wide	Nov. 28, 2012	Effective Use in the Classroom	Administration
PLC Book Study	Pk- 5th	Academic Coaches	School-wide	October 2012 – December 2013	Effective Use in the Classroom	Administration

Mathematics Budget (Insert rows as needed)

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
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount

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

Subtotal:			
Total:			

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Elementary and Middle 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	

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

1a. FCAT 2.0: Students scoring at Achievement Level 3 in science.	1a.1. Lack of science background knowledge coming into 5th Grade.	1a.1. Increasing STEM activities in all grade levels. Science Coach working with K-5 Teachers. 4th Grade teaching science with fidelity 3rd -5th Grade use of the Science Lab	1a.1. Science Coach Administration	1a.1. Increase student engagement and productivity on STEM assignments. Increase Science Instruction K-5 LSA Unit Completion	1a.1. Completed Artifacts or prototypes including student workbooks. LSA Data		
Science Goal #1a: **Increase the percentage of students scoring at Level 3 or higher in science from 26% to 33%**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	26% (8)	**35% (8)**					

		1a.2. Lack of home support including resources and experiences related to science.	1a.2. Implementation of new interactive science curriculum. An hour of science instruction daily in 5th grade. Science Related field trips which are tied to the NGSSS.	1a.2. Classroom teachers Science Coach Administration	1a.2. Performance Tasks to check student understanding and comprehension of Science Content.	1a.2. LSA and Unit Assessments	
		1a.3. 22% (5) of 5th Graders are reading below grade level.	1a.3. Embed science concepts into reading. Time for Kids/ Weekly Readers/ Scholastic News Intensive Reading Block for an hour a day. Differentiated instruction depending on reading levels	1a.3. Teacher Reading Coaches Administration	1a.3. Monitor students FAIR and DRA Data as well as their Science Benchmark Data.	1a.3. FAIR DRA Science Benchmark	

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

| 1b. **Florida Alternate Assessment:** Students scoring at Level 4, 5, and 6 in science. | 1b.1.
The students currently working toward mastery of Access Points have limited background knowledge of essential science concepts due to their cognitive levels of functioning and home situations. | 1b.1.
Provide daily small-group instruction in science using the ULS science activities differentiated for students' ability levels in order to simulate the FAA testing format (choosing answer from 3 presented choices)

Utilize ULS curriculum with fidelity for all K-5 students and choose activities appropriate for age level of students and focused on appropriate Access | 1b.1.
CSS teachers

CSS Site Coach

VE resource teacher | 1b.1.
Monitoring students' science content learning gains as represented by comparing ULS monthly pre- and post-test information for the Content Area testing domains | 1b.1. | | |

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

		Points				
Science Goal #1b: **Increase the percentage of students scoring at Level 4, 5, 6, in science from 33% to 50%.**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	33% (1)	**50% (1)**				
		1b.2. One of the 5th grade students that scored a Level 5 in science will be transitioning to middle school for the 12-13 school year.	1b.2. Continue strategies used to increase student science score.	1b.2. CSS teachers CSS Site Coach VE resource teacher	1b.2.	1b.2.
		1b.3.	1b.3.	1b.3.	1b.3.	1b.3.
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	

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

2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.	2a.1. Lack of science background knowledge coming into 5th Grade	2a.1. Increasing STEM activities in all grade levels. Science Coach working with K-5 Teachers. 4th Grade teaching science with fidelity	2a.1. Science Coach Administration	2a.1. Increase student engagement and productivity on STEM assignments. Increase Science Instruction K-5 LSA Unit Completion	2a.1. Completed Artifacts or prototypes including student workbooks. LSA Data		
Science Goal #2a: **Increase the percentage of students scoring at Level 4 or higher in science from 0% to 8%**	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	0% (0)	8% (2)					

		2a.2. Lack of home support including resources and experiences related to science.	2a.2. Implementation of new interactive science curriculum. An hour of science instruction daily in 5th grade. Science Related field trips which are tied to the NGSSS. Parent Involvement Center Workshops to educate parents about how to access interactive science online to support student achievement.	2a.2. Classroom teachers Science Coach Administration	2a.2. Performance Tasks to check student understanding and comprehension of Science Content.	2a.2. LSA and Unit Assessments	
		2a.3	2a.3	2a.3	2a.3	2a.3	
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in science.	2b.1.	2b.1.	2.1.	2b.1.	2b.1.		

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

Science Goal #2b: No upcoming students for the 12-13 school year fit the description of this category.	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	33% (1)	**0%**					
		2b.2.	2b.2.	2b.2.	2b.2.	2b.2.	
		2b.3	2b.3	2b.3	2b.3	2b.3	

End of Elementary and Middle School Science Goals

Science 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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLC Data Analysis	3-5 Science	Science Coach	3-5 Teachers	Weekly PLCs	Science Coach Follow Up in PLCs.	Science Coach and Administration

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

PLC Benchmark Item Specs	3-5 Science	Science Coach	3-5 Teachers	Weekly PLCs	Science Coach Follow Up in PLCs.	Science Coach and Administration
5 E's Learning Cycle Implementation	K-5 Science	Science Coach	K-5 Teachers	Weekly PLCs	Science Coach Classroom Visits.	Science Coach and Administration

Science Budget (Insert rows as needed)

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
Embed science concepts into reading	Age appropriate Science Literature for all grade levels.	SIG	$1500
3rd-5th Grade use of the Science Lab	Materials to update the science lab such as microscopes, stop watches and models	SIG	$2350
Subtotal: $3850			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Effective Use of the Science Lab	Science Curriculum	District	0
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: $3850			

End of Science Goals

Writing Goals

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

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		

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

1a. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.	1a.1. Writing not used in all content areas	1a.1. "Step Up to Writing" supplemental curriculum professional development on modeling effective writing strategies and incorporating rigorous writing instruction across the curriculum.	1a.1. Administrators District and School base Coaches	1a.1. Portfolio checks Writing Samples Lesson Plan Review Classroom Observations	1a.1. Student performance on district's monthly writing assessments Student portfolios		
Writing Goal #1a: Increase the number and percentage of students scoring a Level 4 or higher on FCAT Writes Teachers will extend rigorous writing instruction across the curriculum.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	76% (21)	80% (39)					
		1a.2. Writing is not taught with fidelity in all grade levels and teachers are not modeling effective writing strategies. Teachers are not modeling effective writing strategies	1a.2. Writing Boot Camp for fourth graders School-based instructional coach will provide support for individual teachers through the coaching model (e.g., co-planning, modeling instruction, co-teaching, observing instruction, and debriefing) to incorporate modeling effective writing strategies and rigorous writing instruction across the curriculum.	1a.2. Administrators District and School base Coaches	1a.2. Portfolio checks Writing Samples Lesson Plan Review Classroom Observations	1a.2. Student performance on district's monthly writing assessments Student portfolios Teacher/student writing strategies posters Writing process checks/ conferences	
		1a.3.	1a.3.	1a.3.	1a.3.	1a.3.	

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.	1b.1. The majority of our students performing at the participatory and supported levels of academics have difficulty with abstract writing concepts (i.e. sequencing, basic story development).	1b.1. Provide weekly small-group/direct instruction in writing using the ULS writing/ composition activities differentiated for students' ability levels in order to simulate the FAA testing format (choosing answer from 3 presented choices, unscrambling sentence components) Utilize ULS curriculum with fidelity for all K-5 students and choose activities appropriate for age level of students and focused	1b.1. CSS teachers CSS Site Coach VE resource teacher	1b.1. Weekly monitoring of students' progress as reflected by their PCI Program Checklists (increase in worksheet completion performance) Monitoring students' writing learning gains as represented by performance eon monthly ULS writing activities	1b.1.

		on appropriate Access Points Implement PCI/Reading Mastery direct instruction daily in order to expose students to appropriate literacy models and involve them in composing accurate writing structure				
<u>Writing Goal #1b:</u> **Maintain the percentage of students scoring at 4 or higher in writing at 50%.**	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
	50% (1)	**50% (4)**				
		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
		1b.3.	1b.3.	1b.3.	1b.3.	1b.3.

Writing Professional Development

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

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

Writing Budget (Insert rows as needed)

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
Effective use of journals	Need composition books	PTA, Parents, School Improvement	$2,500.00
Subtotal: $ 2,500.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			

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

Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: $2500			

End of Writing Goals

Attendance Goal(s)

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

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	

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

1. Attendance	1.1. Attendance and tardies have been and still remains an issue at Pinedale Elementary	1.1. Enforce district's attendance and tardy policies through various methods (parent conferences, certified mail, newsletters, home visits, parent link)	1.1. AIT Administration	1.1. Monthly Agenda's and/ or contracts Monthly Attendance Report	1.1. Monthly Attendance		
Attendance Goal #1: Increase student daily attendance and reduce tardies.	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
	90.8% (329)	**92%(322)**					
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	240(66)	**200 (57)**					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					

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

		1.2. High mobility due to the community having a high number of rental homes. Many of the students move without giving prior notice to the school.	1.2. Conduct home visits for check address verification and refer parents to appropriate district assigned school.	1.2. Guidance Counselor Administration CRT Operator	1.2. Verification of residence and update phone numbers Daily/Monthly Attendance Report percentage increase	1.2. Daily/Monthly Attendance Report
		1.3. Lack of parental compliance with the district's attendance policy.	1.3. Meet monthly with the Attendance Intervention Team to provide support to parents.	1.3. AIT Team	1.3. Attendance Referral to DCPS Truancy Office	1.3. AIT Agenda Attendance Contract

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.					

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

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

Attendance Budget (Insert rows as needed)

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
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

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

End of Attendance Goals

Suspension Goal(s)

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

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	

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

| 1. Suspension | 1.1. Inconsistent implementation of rituals and routines and CHAMPS by faculty and staff | 1.1. Develop appropriate lesson plans for common areas

Second Steps Student Success Through Prevention Curriculum (anti-bullying) | 1.1. Teachers

Guidance Counselor

Foundations Team

Administration | 1.1. Matrix of Common Area Expectations

Clip chart system

Panda "Paws" Tracker in cafeteria | 1.1. Clip Chart system

Daily Agendas

Analysis of number of referrals in Genesis

of "Paws" collected by each classroom (outside display) | | |
|---|---|---|---|---|---|---|---|
| Suspension Goal #1:

Decrease the number of suspensions by 20% | 2012 Total Number of In –School Suspensions | 2013 Expected Number of In- School Suspensions | | | | | |
	54	**43 (20% or -11)**					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School					
	0	**43**					
	2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	58	**40**					

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

	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School					
	30	**20**					
		1.2. Teacher/ staff lack of implementation of appropriate behavior management strategies in identified common areas	1.2. CHAMPS school-wide implementation. Common area station training for students in grades K-5th Positive incentive programs "Positive Praise Paws" for classes that demonstrate behaviors that meets school-wide expectations	1.2. Teachers Guidance Counselor Foundations Team Administration	1.2. Matrix of Common Area Expectations Clip chart system Panda "Paws" Tracker in cafeteria	1.2. Clip Chart system Daily Agendas Analysis of number of referrals in Genesis # of "Paws" collected by each classroom (outside display)	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						

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

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
How to use the Clip Chart System	PreK-5	Administration	School-wide	Early Return	Effective Use in the Classroom	Administration
Panda "Paws" Expectations Matrix	PreK-5	Administration	School-wide	Early Return/Pre-Planning	Effective Classroom Behavior	Administration/Foundations Team

Suspension Budget (Insert rows as needed)

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
Offer behavior incentives to all students	Incentives vary in dollar amount	PTA, Fundraisers, School Improvement	$5,000.00
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount

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

Subtotal: $5,000.00			
Total: $5,000.00			

End of Suspension Goals

Parent Involvement Goal(s)

Upload Option-For schools completing the Parental Involvement Policy/Plan (PIP) please include a copy for this section.

Online Template- For schools completing the PIP a link will be provided that will direct you to this plan.

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

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 Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	1.1.	1.1.	1.1.	1.1.	1.1.		
Enter narrative for the goal in this box.	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*					

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

	Enter numerical data for current level of parent involvement in this box.	*Enter numerical data for expected level of parent involvement in this box.*					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Parent Involvement 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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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

Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Parent Involvement Goal(s)

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

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

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

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
STEM Goal #1: Our goal is to increase STEM Participation at Pinedale Elementary for all students. .	1.1. Students are not familiar with the integration of Science, Technology, Engineering and Math.	1.1. STEM Days PreK-5 every other month	1.1. Teachers Science Coach Administration	1.1. Increase student engagement and productivity on STEM assignments. Increase Science Instruction K-5	1.1. Completed Artifacts or prototypes including student workbooks.
	1.2. Students are not familiar with the integration of Science, Technology, Engineering and Math.	1.2. Implement EiE (Engineering is Elementary) Curriculum for K -5th Grade.	1.2. Teachers Science Coach Administration	1.2. Students will complete EiE Curriculum units which align with Florida Benchmarks.	1.2. EiE Curriculum Unit Assessments

	1.3. Students are not familiar with the integration of Science, Technology, Engineering and Math.	1.3. Brick Lab for K-2 Science Lab for 3-5	1.3. Teachers Science Coach Administration	1.3. Students in K-2 will rotate through the Brick Lab Weekly. Students in 3-5 will visit the science lab when it aligns with their current curriculum.	1.3. Spot check to make sure that teachers and students are on task.

STEM 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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
EiE	K-5	Science/Math Coach	All teachers K-5	Early Release, Faculty meetings every other Early Release	Implementation in classroom Artifacts Science Fairs	Administration Science/Math Coaches

STEM Budget (Insert rows as needed)

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

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
Implement EiE (Engineering is Elementary) Curriculum for K -5th Grade.	The *Engineering is Elementary*® (EiE) project fosters engineering and technological literacy among children. EiE has created a research-based, standards-driven, and classroom-tested curriculum that integrates engineering and technology concepts and skills with elementary science topics.	SIG	$8,000
Brick Lab	The BrickLab includes a complete set of curricular activities covering Communications, Physics, Math, and Construction Engineering	SIG	$3,200
Subtotal: $11,200			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Implement EiE (Engineering is Elementary) Curriculum for K -5th Grade.	Workshop on the Implementation of EiE at the Museum of Science In Boston, MA	SIG	$2000 (400 per person)
Subtotal: $2000			
Other			
Strategy	Description of Resources	Funding Source	Amount

	Subtotal:		
	Total: $13,200		

End of STEM Goal(s)

Additional Goal(s)

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

Additional 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	

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

1. Additional Goal	1.1. Parents and students walk on campus all during the day unsupervised.	1.1. Gates will be locked down at 8:45am and reopened at 3:50 pm Parents will sign in at the front office upon arrival. Front gate has a buzzer and office has a visual monitor to be able to observe and allow for entry Request of no early pickups by parents after 3:15 p.m. Administration, support staff and specific classroom designated staff will	1.1. Principal, Assistant Principal, and all Staff	1.1. Parent sign-in logs	1.1. Report Log Sign in sheet		

		carry walkie talkies. Documented codes for emergency situations (fire drills, intruder, etc. will be provided to all staff and posted in designated areas.				
Additional Goal #1: To ensure a safe environment for the school campus.	2012 Current Level :* 	2013 Expected Level :* 				
		1.2. District training is needed in developing emergency procedures	1.2. Documented codes for emergency situations (fire drills, intruder, etc. will be provided to all staff and posted in designated areas	1.2. Principal	1.2. Emergency procedures for the school Point persons documentation of fire drills, etc…	1.2. Report logs
		1.3.	1.3.	1.3.	1.3.	1.3.

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

Additional Goals 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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Additional Goal(s) Budget (Insert rows as needed)

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
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount

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

Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Additional Goal(s)

Final Budget (Insert rows as needed)

Please provide the total budget from each section.
Reading Budget
Total:
Mathematics Budget
Total:
Science Budget
Total: $3,850.00
Writing Budget
Total: $2,500.00
Attendance Budget

	Total:
Suspension Budget	
	Total: $5,000.00
Dropout Prevention Budget	
	Total:
Parent Involvement Budget	
	Total:
Additional Goals	
S.T.E.M $13,200.00	**Total:**
	Grand Total: $ 24,550.00

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		
Priority	Focus	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 activities of the SAC for the upcoming school year.

Describe the projected use of SAC funds.	Amount