

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: Pinewood Elementary School	District Name: Martin
Principal: Lawrence M. Green	Superintendent: Nancy Kline
SAC Chair: Jennifer Holbrook	Date of School Board Approval: November 20, 2012

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

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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	Lawrence M. Green	BS/ Health and Physical Education MA/Organization and Administration Certifications: Elementary Education Endorsements: Driver's Education and Principal (K-12)	1	17	2012- Grade B Mastery: Reading 48 %; Math 52%; Science 46%; Writing 77% Lowest Quartile Gains: Math 73%; Reading 82% Gains: Math 64%; Reading 70% 2011- Grade A Mastery: Reading 85 %; Math 85%; Science 75%; Writing 96% Did not meet AYP (87% of criteria met) Did not meet ED and SWD in Math and Reading 2010- Grade B Mastery: Reading 85%; Math 81%; Science 71%; Writing 83% Did not meet AYP (90% of criteria met) Did not meet ED and SWD Math and Reading proficiency. Did not meet ED Writing proficiency. 2009- Grade A Mastery: Reading 88%; Math 85%; Science 67%; Writing 89% Did not meet AYP (97% of criteria met) Did not meet ED Math proficiency
Assistant Principal	Patricia Harvey	BS/ Elementary Education MA/Elementary Education Endorsement: Gifted Education and Educational Leadership	1	20	2012- Grade B Mastery: Reading 48 %; Math 52%; Science 46%; Writing 77% Lowest Quartile Gains: Math 73%; Reading 82% Gains: Math 64%; Reading 70% 2008-2009 - Grade A Mastery: Reading 79%;Math 78%; Science 44%; Writing 98% Made AYP 2007-2008 - Grade A Mastery: Reading 76%; Math 74%; Science 48%; Writing 84% Did not make AYP for SWD in reading and math; all-writing

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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)
Reading	Jennifer Greenberg	BA/ Elementary Education MA/Reading K-12 Endorsement: ESOL	1	3	2012- Grade B Mastery: Reading 48 %; Math 52%; Science 46%; Writing 77% Lowest Quartile Gains: Math 73%; Reading 82% Gains: Math 64%; Reading 70 2011; A, no did not make AYP in subgroups: ED and Hispanic - Reading, ED and Hispanic - Math. '09-10; A, no did not make AYP in subgroups: ED- reading and Hispanic -Math
Writing	Holly Viccaro	BA/ Elementary Education Endorsement: ESOL Certification: Art Education	8	1	2012- Grade B Mastery: Reading 48 %; Math 52%; Science 46%; Writing 77% Lowest Quartile Gains: Math 73%; Reading 82% Gains: Math 64%; Reading 70% 2010 C No AYP - 2009 B No AYP - Met 79% (Hisp, ED, ELL, SWD did not meet reading and math) 2008 A No AYP - Met 77%; (Hisp, ED, ELL, SWD did not meet reading and math) 2007 A - No AYP - Met 90%(Hisp, ELL, SWD did not meet reading and math); ED did not meet Math 2006 B - No AYP - Met 87%; (ELL and SWD did not meet in reading and math)
Math	Shannon Pretorius	BS/ Psychology and Special Education; Elementary K-6 MA/ Education with Specialty in SLD Endorsement: ESOL Certification: ESE K-12	5	2	2012- Grade B Mastery: Reading 48 %; Math 52%; Science 46%; Writing 77% Lowest Quartile Gains: Math 73%; Reading 82% Gains: Math 64%; Reading 70% 2010 C No AYP - 2009 B No AYP - Met 79% (Hisp, ED, ELL, SWD did not meet reading and math)

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Primary Interventionist	Jennifer Blot	BA/ Elementary Education Endorsement: ESOL	7	2	2012- Grade B Mastery: Reading 48 %; Math 52%; Science 46%; Writing 77% Lowest Quartile Gains: Math 73%; Reading 82% Gains: Math 64%; Reading 70% 2010 C No AYP - 2009 B No AYP - Met 79% (Hispanic, ED, ELL, SWD did not meet reading and math) 2008 A No AYP - Met 77%; (Hispanic, ED, ELL, SWD did not meet reading and math) 2007 A - No AYP - Met 90%(Hispanic, ELL, SWD did not meet reading and math); ED did not meet Math
Instructional Coach (RtI/PBIS)	Lisa Bourquin	BA/ Elementary Education MA/ Educational Leadership	2	3	2011 A No AYP – HSE 2011 A Yes AYP - BCE 2010 C No AYP - PWE 2009 B No AYP - PWE 2008 A No AYP - PWE 2007 A No AYP - PWE 2006 B Provisional AYP - PWE

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. Providing new teachers with mentors.	Principal and Assistant Principal	On-going	
2. Providing a list of mentors with specialties in various skills.	Principal and Assistant Principal	On-going	
3. Schedule regular meetings with new staff.	Principal and Assistant Principal	On-going	
4. Offer on-going opportunities for professional.	Principal and Assistant Principal	On-going	
5. Review applications and resumes.	Principal and Assistant Principal	On-going	

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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
24% Non-Highly Effective			

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
58	17% (10)	41% (24)	24% (14)	17% (10)	26% (15)	100% (56)	10% (6)	0% (0)	76% (44)

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
Jennifer Holbrook	Cheryl Jacaruso	Experienced teacher with first year teacher	Monthly Mentoring Focus Calendar and Checklist
Lexi Ripple	Jamie Swanson	Experienced teacher with first year teacher	Monthly Mentoring Focus Calendar and Checklist
Maureen Mannion	Meagan Collazo	Experienced teacher with first year teacher	Monthly Mentoring Focus Calendar and Checklist
Joyce Powell	Sherri Saxton	Experienced teacher with first year teacher	Monthly Mentoring Focus Calendar and Checklist
Beth Carson	Jill Flanagan	Experienced teacher with first year teacher	Monthly Mentoring Focus Calendar and Checklist
Kristen Bertolini	Heather Swindler	Experienced teacher with first year teacher	Monthly Mentoring Focus Calendar and Checklist
Phil Craft	Benjamin Hylton	Experienced teacher with first year teacher	Monthly Mentoring Focus Calendar and Checklist
Chris Palmer	Beth Ryan	Experienced teacher with first year teacher	Monthly Mentoring Focus Calendar and Checklist

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Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title I, Part A Pinewood Elementary School coordinates and integrates all federal, state, and local programs that impact the school : <ul style="list-style-type: none">• Implements research-based resources funded by local and federal funds• The Comprehensive Needs Assessment considers student academic needs as well as staff development data that addresses the priorities established for Title III, Migrant and Title I programs• School improvement plan objectives reflect the research-based strategies with a focus on achieving state and district priorities• Input from the Pre K programs is obtained by the school and district and is included in the transition plan• Parent surveys are conducted annually and developed with input from parents who represent Title I Part A, Migrant and ELL programs• Partnerships are established (i.e. with FDLERS)• Coordination and scheduling of instructional programs (i.e. DARE)• Implementation of parent information programs• Brochures and referrals for parent and student support from the guidance department, school nurse and other school personnel
Title I, Part C- Migrant
Title I, Part D
Title II Title II funding supports district and school initiatives and training in the areas of reading, math, science, and data analysis.
Title III Title III funds are expended to support English Language Learners at our school through: <ul style="list-style-type: none">• the development and implementation of language instructional software programs;• supplying additional supplemental text written to make content comprehensible to ELLs, while promoting their English language development;• supporting family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children;• improving instructional delivery with ELL focused professional development for teachers and paraprofessionals.
Title X- Homeles
Supplemental Academic Instruction (SAI) SAI funds are used to fund certified teachers to use research based intervention programs with struggling students in grades K-5.
Violence Prevention Programs The Drug Abuse Resistance Education Program (DARE) is implemented in 5th grade and is provided with a partnership between the Martin County School District and the Martin County Sheriff's Department. Additionally, the guidance counselor provides interventions and assistance as requested.

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<p>Nutrition Programs Cooperation between the University of Florida Extension Office and The Martin County Health Department provides nutrition education to our primary students. The school hosts a 30 minute (daily) physical activity program (in addition to regular physical education classes) to allow students to participate in a variety of physical activities.</p>
<p>Head Start Head Start collaborates and coordinates with elementary schools to provide quality services for its students through the transition plan, Head Start Self Assessment, and recruitment of students. Shared services for facilities and maintenance are provided by the elementary schools where programs are co-located.</p>
<p>Adult Education Parents requesting adult education will be referred to the nearest campus offering services.</p>
<p>Career and Technical Education Career awareness and exploration is integrated in Guidance classroom lessons throughout the year.</p>

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

School-Based MTSS/RtI Team
<p>Identify the school-based MTSS Leadership Team. Lawrence M. Green, Principal Patricia Harvey, Assistant Principal Kim Thorne, Mainstream Consultant Vanessa Laviano, Guidance Counselor Shannon Pretorius, Title I Math Coach Lisa Bourquin, RtI Coach Jennifer Holbrook, PBIS Team Leader Jennifer Greenberg, Reading Coach Beth Ryan, SLP Paula Lewis, School Psychologist</p>
<p>Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts? The Leadership Team will focus meetings around one question: How do we develop and maintain a problem solving system that will promote student achievement and best instructional practice? The team meets weekly to engage in the following activities: review screening data and align with 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. Based on this information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, and make decisions. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.</p>
<p>Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP? The RTI Leadership Team will meet with School Advisory Council (SAC) and the school administrators to develop a School Improvement Plan (SIP). The team will provide data on Tier 1, 2, and 3 targets; academic and social/emotional need areas, set clear expectations for instruction (to include Rigor, Relevance, and Relationship building); facilitate the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining and Summarizing); and aligned processes and procedures.</p>

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MTSS Implementation
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/FAIR, Performance Matters/District Benchmark Assessments, FCAT, Fountas and Pinnell Reading Running Records, and SWIS/PBIS
Midyear: Progress Monitoring and Reporting Network PMRN/FAIR, Performance Matters/District Benchmark Assessments, Fountas and Pinnell Reading Running Records, and SWIS/PBIS
End of the Year: Progress Monitoring and Reporting Network PMRN/FAIR, Performance Matters/District Benchmark Assessments, and Fountas and Pinnell Assessments
Describe the plan to train staff on MTSS. The RTI Coach will continue to facilitate ongoing trainings throughout the year to provide intervention and procedural updates. These trainings will take place during staff data team meetings and during the RtI Team Meetings. The RtI Coach will also model and monitor strategies being used in the classroom to ensure fidelity and optimal student growth.
Describe plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). Jennifer Greenberg Holly Viccaro Beth Carson Katie Podlas Andrea India Kathy Greiner Jennifer Holbrook Jennifer Blot Kristen Bertolini Sarah Brouillet Tracy Flenniken Lindsay Stockland Tina Hopper
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The LLT meets bi-monthly to discuss strategies, monitor progress and plan staff development for our K-5 Instructional Staff. This team analyzes current data to prepare professional development aligned with curriculum calendars and focused on student needs. The LLT is responsible for coordinating student/teacher materials, teacher book studies and providing ongoing support for literacy throughout the school.
What will be the major initiatives of the LLT this year? The LLT will be focused on analyzing current student data (FCAT, running records, Bear Spelling Inventories, classroom pre/post assessments, and district benchmarks) to ensure instruction is aligned with curriculum as well as student needs and to guide/prepare staff development.

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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.

Pinewood notifies local preschool programs in the spring to schedule tours for incoming kindergartners. Information is also sent out in the PawPrints newsletter.

At Pinewood Elementary, all incoming Kindergarten students are assessed prior to or upon entering Kindergarten in order to ascertain individual and group needs.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1a. FCAT 2.0: Students scoring at Achievement Level 3 in reading.			1a.1 Students have a limited exposure to academic vocabulary	1a.1. Continued literacy training for teachers, staff PLC using <u>A Framework for Understanding Poverty</u> by Ruby Payne	1a.1. Reading and writing coaches, literacy committee and administration	1a.1. Data analysis, classroom observations, data team meetings	1a.1. 2013 FCAT results, Fountas and Pinnell Reading Running Records assessment results, benchmark assessment reports, PMRN, and FAIR reports
Reading Goal #1a: <i>The percentage of students achieving Level 3 will increase.</i>	<u>2012 Current Level of Performance</u> :* 53% (200) of tested students achieved proficiency	<u>2013 Expected Level of Performance</u> :* 58% (209) of tested students will achieve proficiency					
			1a.2. New teachers with limited experience with the Balanced Literacy Framework	1a.2. Marzano training, Balanced Literacy, Reading and Writing Workshop, utilizing daily intervention time to provide small group instruction.	1a.2. Classroom teachers, academic coaches, administration	1a.2. Data analysis, classroom observation, data team meetings	1a.2. 2013 FCAT results, Fountas and Pinnell assessment results, benchmark assessment reports, PMRN, and FAIR reports

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		1a.3. Low levels of vocabulary development and oral language to support levels of cognitive complexity due to students living in poverty and having limited life experiences.	1a.3 PLC using <u>A Framework for Understanding Poverty</u> by Ruby Payne, Mondo Oral Language Intervention in K, 1 st and 3 rd grades, Word Study in grades K-5, explicit vocabulary instruction	1a.3. Classroom teachers, academic coaches, administration	1a.3. Data analysis, classroom observations, data team meetings	1a.3. 2013 FCAT results, Fountas and Pinnell assessment results, benchmark assessment reports, PMRN, and FAIR reports, Bear spelling inventory results, Mondo Progress Monitoring
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.		1b.1.	1b.1.	1b.1.	1b.1.	1b.1.
<u>Reading Goal #1b:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>				
		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
		1b.3.	1b.3.	1b.3.	1b.3.	1b.3.

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in reading.			2a.1. Limited Parent Involvement	2a.1. Increase use of Parent Resource Center, Family Involvement nights, to include parent courses and Kids College training	2a.1. All instructional staff	2a.1. Monitor use of Parent Resource Center Family Night sign-in sheets	2a.1. 2013 FCAT results, parent sign in sheets and teacher referrals to the Parent Resource center
Reading Goal #2a: <i>Students achieving Level 4 or 5 will increase.</i>	2012 Current Level of Performance:* 24% (93) of tested students achieved Level 4 or 5	2013 Expected Level of Performance:* 28% (102) of tested students will achieve Level 4 or 5					
			2a.2. Need for teachers to acquire deeper understanding of teaching CCSS with increased rigor.	2a.2. Increased implementation of Inquiry learning by having Lindsey Guccione come for PD, Monthly PD on CCSS and Marzano Strategies at staff meetings	2a.2. Coaches and Instructional staff	2a.2. Classroom Observations and lesson plan checks	2a.2. 2013 FCAT results
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.			2b.1.	2b.1.	2b.1.	2b.1.	2b.1.
Reading Goal #2b:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			2b.2.	2b.2.	2b.2.	2b.2.	2b.2.

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			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 reading.			3a.1. Limited experiences in the real world due to poverty	3a.1. PLC using <u>A Framework for Understanding Poverty</u> by Ruby Payne, Increased implementation of Inquiry learning by having Lindsey Guccione come for PD	3a.1. Classroom teachers	3a.1. Classroom observations and lesson plan checks	3a.1. 2013 FCAT and evaluation forms
Reading Goal #3a: <i>Students showing a learning gain in Reading will increase.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	70% (168) of tested students showed a learning gain in Reading.	72% (165) of tested students will show a learning gain in Reading.					
			3a.2. Students have a limited exposure to academic vocabulary	3a.2. School wide use of robust vocabulary	3a.2. Classroom teachers	3a.2. Lesson plans Classroom Observations Vocabulary Assessments	3a.2. 2013 FCAT results
			3a.3. Need to improve student accuracy of rating using self-monitoring scale	3a.3. Continued training in Marzano strategies and CCSS for all staff.	3a.3. Administration, Marzano team, and CCLT	3a.3. Evaluation forms, classroom observations	3a.3. 2013 FCAT results and evaluation forms

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3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.			3b.1.	3b.1.	3b.1.	3b.1.	3b.1.
Reading Goal #3b: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>		<i>Enter numerical data for expected level of performance in this box.</i>				
			3b.2.	3b.2.	3b.2.	3b.2.	3b.2.
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.	4a.1.	4a.1.	4a.1.	4a.1.
Reading Goal #4a: <i>The percentage of lowest 25% students showing a learning gain in Reading will increase.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Limited level of parent involvement and language experiences due to poverty.	Family involvement nights, parent resource center, continued communication with parents regarding student progress Mondo Oral Language Intervention in grades K, 1, and 3.	Primary Interventionist and all classroom teachers	Parent sign in sheets and ongoing progress monitoring of student data	2013 FCAT results, Performance Matters, PMRN, Fountas and Pinnell Reading Running Records results, Mondo Progress Monitoring
	82% of lowest 25% students showed a learning gain in Reading.	84% of lowest 25% students will show a learning gain in Reading.					
			4a.2.	4a.2.	4a.2.	4a.2.	4a.2.
			Students readiness in kindergarten due to poverty and no early pre-school or head start	Early identification of students difficulties in reading	Coaches, classroom teachers, MTSS Team	Observations, data collection and monitoring, MTSS meeting notes and recommendations	2013 FCAT results, Fountas and Pinnell results, Performance Matters, PMRN/FAIR, RtI Progress Monitoring
			4a.3.	4a.3.	4a.3.	4a.3.	4a.3.
			Students reading significantly below grade level	SES tutoring, after school tutoring, intervention time during school, LLI, MONDO	Classroom teachers, Interventionists, Instructional Coaches, Tutors	Progress Monitoring data collection, classroom observations, pre/post assessment data	2013 FCAT results, Performance Matters, PMRN, Fountas and Pinnell results

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<p>4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in reading.</p>		4b.1.	4b.1.	4b.1.	4b.1.	4b.1.	
<p>Reading Goal #4b: <i>Enter narrative for the goal in this box.</i></p>	<p>2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i></p>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			4b.2.	4b.2.	4b.2.	4b.2.	
			4b.3.	4b.3.	4b.3.	4b.3.	
<p>Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target</p>		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	
<p>5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</p>		<p>Baseline data 2010-2011 White: 60% Black: 42% Hispanic: 27% Econ. Dis.: 39% ELL: 20% SWD: 20%</p>	53%	58%	62%	66%	70%
<p>Reading Goal #5A: <i>By 2016-2017, 78% of our students will score satisfactory.</i></p>							

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following 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. Reading Goal #5B: <i>To meet the 2013 expected level of performance in each subgroup.</i>	2012 Current Level of Performance:* White: 62% Black: 15% Hispanic: 29%	2013 Expected Level of Performance:* White: 67% Black: 52% Hispanic: 39%	5A.1. Limited level of parent involvement and language experiences due to poverty.	5A.1. Family involvement nights, parent resource center, continued communication with parents regarding student progress Mondo Oral Language Intervention in grades K, 1, and 3.	5A.1. Primary Interventionist and all classroom teachers	5A.1. Parent sign in sheets and ongoing progress monitoring of student data	5A.1. 2013 FCAT results, Performance Matters, PMRN, Fountas and Pinnell Reading Running Records results, Mondo Progress Monitoring
			5B.2. Students readiness in kindergarten due to poverty and no early pre-school or head start	5B..2. Early identification of students difficulties in reading	5B..2. Coaches, classroom teachers, MTSS Team	5B..2. Observations, data collection and monitoring, MTSS meeting notes and recommendations	5B..2. 2013 FCAT results, Fountas and Pinnell results, Performance Matters, PMRN/FAIR, RtI Progress Monitoring
			5B.3. Students reading significantly below grade level	5B .3. SES tutoring, after school tutoring, intervention time during school, LLI, MONDO	5B .3. Classroom teachers, Interventionists, Instructional Coaches, Tutors	5B .3. Progress Monitoring data collection, classroom observations, pre/post assessment data	5B .3. 2013 FCAT results, Performance Matters, PMRN, Fountas and Pinnell results

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5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C.1. Need to increase consistent opportunities for purposeful talk to process new skills and develop oral language	5C.1. Continue daily readers workshops with consistent opportunities for students to process new skills/information through discussion with peers and teachers: Turn-and-Talk, Stop and Jot	5C.1. Instructional Staff	5C.1. Teacher observations, lesson plans to monitor application of best practices	5C.1. 2013 FCAT Results, Observations, anecdotal notes from Data Team Meetings
Reading Goal #5C: <i>77% of our ELL students did not make satisfactory progress in reading.</i>	2012 Current Level of Performance:* 23%	2013 Expected Level of Performance:* 33%					
			5C.2. Limited parent involvement / Communication Barriers	5C.2. Bilingual Staff at Parent Resource Center; Provide Title I Liaison to translate and support limited and non-English speaking parents at Family Literacy Nights, Family Math Night, Grade Level Curriculum Nights, and parent conferences.	5C.2. All Staff	5C.2. Parent sign in sheets for Resource Center and each event.	5C.2. 2013 FCAT Results, CELLA, FAIR, Benchmark Assessments
			5C.3. Lack of fluency in English Language	5C.3. Daily opportunities for ELL students (NES and LES) to utilize Imagine Learning Program	5C.3. Classroom Teachers and Support Staff	5C.3. Imagine Learning reports	5C.3. 2013 FCAT Results
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
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.			5D.1. Limited opportunities for students to engage in grade level reading instruction with support	5D.1. Support facilitation will permit inclusion for reading block	5D.1. Classroom teachers and ESE teachers	5D.1. Progress monitor using FAIR data, district benchmark assessments, AND running records	5D.1. 2013 FCAT Results, Performance Matters, PMRN and Fountas & Pinnell
Reading Goal #5C: <i>79% of our SWD students did not make satisfactory progress in reading.</i>	2012 Current Level of Performance:* 21%	2013 Expected Level of Performance:* 33%					

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		5D.2. Need for more explicit instruction using supplemental materials	5D.2. Students will be provided intervention time each day to work in small skill based groups using Wilson program as well as Visualizing/Verbalizing Program	5D.2. ESE teachers	5D.2. Wilson assessments and Visualizing/Verbalizing assessments	5D.2. 2013 FCAT Results, Wilson Visualizing/Verbalizing program reports
		5D.3. Motivation: students with disabilities often have less opportunities to engage with materials they are capable of reading/managing	5D.3. Provide a variety of genres, levels of reading materials, Leveled Classroom Libraries	5D.3. Instructional and Support Staff	5D.3. Observations, Grade Level Data Team Meetings, FAIR data, and district benchmark assessments,	5D.3. 2012 FCAT Results, PMRN Performance Matters, and Independent Reading Levels
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
5E. Economically Disadvantaged students not making satisfactory progress in reading.		5E.1. Lack of school readiness and need for increased rigor in K-2	5E.1. K-2 will use FLKRS, FAIR and reading running records to determine below level students. Leveled Literacy Intervention will be implemented for students identified as not responding to differentiated instruction of core curriculum in K-2. Implementation of Common Core Curriculum	5E.1. Instructional Staff	5E.1. Running records and FAIR will be used to monitor effectiveness, Continuous Improvement Model, and Frequent Classroom Pre/Post Assessments	5E.1. FAIR, Bear Spelling Inventories and Fountas & Pinnell Running Records
Reading Goal #5E: <i>63% of our ED students did not make satisfactory progress in reading.</i>	2012 Current Level of Performance: 37%	2013 Expected Level of Performance:*	49%			
		5E.2. Lack of family Involvement due to poverty	5E.2 Family Literacy Nights will include opportunities for parents to learn skills and grade level expectations to support home learning	5E.2. All Staff	5E.2. Parent Sign-in sheets; Running records, district benchmark assessments and FAIR	5E.2. 2013 FCAT Results, Performance Matters, FAIR & Fountas and Pinnell Running Records

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		5E.3. Time constraints to increase the rigor necessary to close the achievement gap for these students	5E.3 Continue K-5 Balanced Literacy Teacher Training utilizing workshop style lessons that include: gradual release model, vocabulary development through word study, and students reading independently with teacher/peer academic conversations	5E.3. Instructional Staff	5E.3. Classroom observations; monitoring running records, district reading benchmarks and FAIR reports	5E.3. 2013 FCAT Results, Performance Matters, FAIR and Fountas & Pinnell Reading Levels
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Reading 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
Heinemann Training	K-5	Lindsey Guiccione	All instructional staff	Fall and Spring	Grade Level DataTeam Meetings, and Literacy Team Meetings	Reading Coach/Administration
Professional Learning Communities “Framework of Poverty”	K-5	Administrative Interns	All staff	Monthly meetings	Grade Level DataTeam Meetings, and Team Planning Meetings	Administration
Job Embedded PD through classroom modeling	K-5	Reading Coach	K-5 Teachers	Monthly	Data Team Meetings, Debriefing Sessions, and Grade Level Planning Meetings	Reading Coach
Balanced Literacy	K-5	Reading Coach	All instructional staff/Administration	Early Release Days, and Grade Level Data Team Meetings	Grade Level Data Team Meetings, Administrative Literacy Team Meetings	Administration

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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
Materials for classrooms	Books for classroom libraries, read alouds, supplies for intervention teachers, kits for intervention, LLI, and literacy.	Title 1	\$1,500
Technology			
Strategy	Description of Resources	Funding Source	Amount
Promethean Accessories	ActivExpressions, ActiVotes, ActiveSlates and hubs	Capital Outlay Funds	\$10,000
iPad Productivity Training	Training put on by FASA (attended by principal)	Title 1	\$250
			Subtotal: \$10,250
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Heinemann Training	Reading inservice	Title 1	\$2,800
Heinemann Training	Reading inservice	Education Foundation of Martin County	\$2,500
Teacher's College	Training for Reading Coach at Teacher's College	Title 1	\$1,250
Kindergarten Conference	Training for Kindergarten teachers on CCCS and other topics	Title 1	\$1,500
			Subtotal: \$8,000
Other			
Strategy	Description of Resources	Funding Source	Amount
Family Reading Night	Materials for Parent Workshop, books for students and parents	Title 1 Budget	\$1,000.00
Reading Coach	Funding a Reading Coach	Title 1 Budget	\$42,000
Primary Interventionist	Funding a Primary Interventionist	Title 1 Budget	\$60,000
SES Facilitator	Liaison between parents and tutoring suppliers	Title 1 Budget	\$4,400.00
			Subtotal: \$107,400
			Total: \$124,200

End of Reading Goals

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Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring proficient in Listening/Speaking. CELLA Goal #1: <i>The percentage of ELL students scoring proficient in Listening/Speaking will increase.</i>	2012 Current Percent of Students Proficient in Listening/Speaking:	1.1. Limited vocabulary and reading comprehension	1.1. Incorporate ELL strategies/accommodations into every lesson; Focus on Word Study and explicit vocabulary instruction; Peer tutoring/partner learning	1.1. Instructional Staff	1.1. Words Their Way assessments/ Spelling Inventories, Running Records	1.1. 2013 FCAT Results, CELLA, FAIR. Benchmark Assessments
	<i>49% of ELL students scored proficient in Listening/Speaking.</i>	1.2. Limited parent involvement / Communication barriers	1.2. Bilingual staff at Parent Resource Center; Provide Title I Liaison to translate and support limited and non-English speaking parents at Family Literacy Nights, Family Math Night, Grade Level Curriculum Nights, and parent conferences.	1.2. All Staff	1.2. Parent sign in sheets for Resource Center and each event.	1.2. 2013 FCAT Results, CELLA, FAIR. Benchmark Assessments
		1.3. Lack of fluency in English language	1.3. Daily opportunities for ELL students (NES and LES) to utilize Imagine Learning Program	1.3. Classroom Teachers and Support Staff	1.3. .Imagine Learning reports	1.3. 2013 FCAT Results

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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: <i>The percentage of ELL students scoring proficient in Reading will increase.</i>	2012 Current Percent of Students Proficient in Reading :	Limited vocabulary and reading comprehension	Incorporate ELL strategies/accommodations into every lesson; Focus on Word Study and explicit vocabulary instruction; peer tutoring/partner learning	Instructional Staff	Words Their Way assessments/ Spelling Inventories, Running Records	2013 FCAT Results, CELLA, FAIR. Benchmark Assessments
	32% of ELL students scored proficient in Reading.					
		2.2.	2.2.	2.2.	2.2.	2.2.
	Limited parent involvement / Communication Barriers	Bilingual staff at Parent Resource Center; Provide Title I liaison to translate and support limited and non-English speaking parents at Family Literacy Nights, Family Math Night, Grade Level Curriculum Nights, and parent conferences.	All Staff	Parent sign in sheets for Resource Center and each event.	2013 FCAT Results, CELLA, FAIR and Benchmark Assessments	
	2.3.	2.3.	2.3.	2.3.	2.3.	2.3.
	Lack of fluency in English Language	Daily opportunities for ELL students (NES and LES) to utilize Imagine Learning Program	Classroom Teachers and Support Staff	Imagine Learning reports	2013 FCAT Results	

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Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Students scoring proficient in Writing.		3.1.	3.1.	3.1.	3.1.	3.1.
CELLA Goal #3: <i>The percentage of ELL students scoring proficient in Writing will increase.</i>	2012 Current Percent of Students Proficient in Writing :	Limited vocabulary and reading comprehension	Incorporate ELL strategies/accommodations into every lesson; Focus on Word Study and explicit vocabulary instruction; peer tutoring/partner learning	Instructional Staff	Words Their Way assessments/ Spelling Inventories, Running Records	2013 FCAT Results, CELLA, FAIR. Benchmark Assessments
	19% of ELL students scored proficient in Writing.					
		3.2.	3.2.	3.2.	3.2.	3.2.
		Limited parent involvement / Communication barriers	Bilingual Staff at Parent Resource Center; Provide Title I Liaison to translate and support limited and non-English speaking parents at Family Literacy Nights, Family Math Night, Grade Level Curriculum Nights, and parent conferences.	All Staff	Parent sign in sheets for Resource Center and each event.	2013 FCAT Results, CELLA, FAIR and Benchmark Assessments
		3.3.	3.3.	3.3.	3.3.	3.3.
		Lack of fluency in English language	Daily opportunities for ELL students (NES and LES) to utilize Imagine Learning Program	Classroom Teachers and Support Staff	Imagine Learning reports	2013 FCAT Results

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:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:

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Professional Development			
Strategy	Description of Resources	Funding Source	Amount
PLC Book Study	A Framework for Understanding Poverty	Florida Inclusion Network	\$1,500
CCCS Training	Teacher Leaders	NA	\$0
			Subtotal:\$1,500
Other			
Strategy	Description of Resources	Funding Source	Amount
Hispanic Night	Materials for Parent Workshop, books for students and parents	Title 1 Budget	\$1,000.00
Home/School Liaison	Funding a Home/School Liaison	Title 1 Budget	\$25,000
ELL Para-Professional (2)	Funding a ELL Para-Professional (2)	District Budget	\$50,000
SES Facilitator	Liaison between parents and tutoring suppliers	Title 1 Budget	\$4,400.00
			Subtotal:\$79,400
			Total:\$81,900

End of CELLA Goals

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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					
1a. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1a.1.	1a.1.	1a.1.	1a.1.	1a.1.					
Mathematics Goal #1a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Students’ limited exposure to math in the real-world due to poverty	Math literacy workshops for families; staff PLC using <u>A Framework For Understanding Poverty</u> by Ruby Payne	Math coach; Parent Involvement Committee; AP and Leadership Team	Sign-in forms; ongoing staff discussions; evaluation forms	2013 FCAT results and evaluation forms					
The percentage of students achieving proficiency (Level 3) in Math will increase.	52% (193) of tested students achieved proficiency (Level 3)	57% (205) of tested students will achieve proficiency (Level 3)										
								1a.2.	1a.2.	1a.2.	1a.2.	1a.2.
								1a.3.	1a.3.	1a.3.	1a.3.	1a.3.
								1a.4.	1a.4.	1a.4.	1a.4.	1a.4.
			1a.5.	1a.5.	1a.5.	1a.5.	1a.5.					

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1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1b.1.	1b.1.	1b.1.	1b.1.	1b.1.
Mathematics Goal #1b:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
			1b.2.	1b.2.	1b.2.	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
2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2a.1. Students' limited exposure to math in the real-world due to poverty	2a.1. Math literacy workshops for families; staff PLC using <u>A Framework For Understanding Poverty</u> by Ruby Payne	2a.1. Math Coach; Parent involvement Committee; AP and leadership team	2a.1. Sign-in forms; ongoing staff discussions; evaluation forms	2a.1. 2013 FCAT results and evaluation forms
Mathematics Goal #1a: The percentage of students achieving proficiency (Levels 4 and 5) in Math will increase.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	24% (92) of tested students achieved Levels 4 and 5 in Math	26% (93) of tested students will achieve Levels 4 and 5 in Math					
			2a.2. Need to improve behavior and student engagement	2a.2. School-wide PBIS/MTSS processes, increase use of student rating scales	2a.2. All staff and problem-solving team	2a.2. Behavior tracking forms, MTSS data, PBIS data, classroom observations	2a.2. 2013 FCAT results and evaluation forms
		2a.3 Need to improve student accuracy of rating using self-monitoring scale.	2a.3 Marzano strategy trainings for staff	2a.3 Administration and Marzano team	2a.3 Evaluation forms, classroom observations, CIM	2a.3 2013 FCAT results and evaluation forms	

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			2a.4 More training is needed for differentiated instruction for higher performing students.	2a.4 Training in area of writing in content area, Number Talks PLC, added resources for teacher use	2a.4 Math Coach and Math SIP Committee Members	2a.4 Meeting Minutes, Evaluation forms, classroom observations, lesson plans	2a.4 2013 FCAT results and evaluation forms
			2a.5 Limited contact time between teacher and student	2a.5 Implement daytime and after school tutoring programs	2a.5 Administration, ELL staff, teachers, and tutors	2a.5 Lesson plans, pre/post-assessment data	2a.5 2013 FCAT results and evaluation forms
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2b.1.	2b.1.	2b.1.	2b.1.	2b.1.
Mathematics Goal #2b:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			2b.2.	2b.2.	2b.2.	2b.2.	2b.2.
			2b.3	2b.3	2b.3	2b.3	2b.3

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Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3a. FCAT 2.0: Percentage of students making Learning Gains in mathematics.			3a.1. Limited contact time between teacher and student	3a.1. Implement daytime and after school tutoring programs	3a.1. Administration, ELL staff, teachers, and tutors	3a.1. Lesson plans, pre/post-assessment data	3a.1. 2013 FCAT results and evaluation forms
Mathematics Goal #3a: <i>Students showing a learning gain in Math will increase</i>	2012 Current Level of Performance:* 64% (154) of tested students showed a learning gain in Math.	2013 Expected Level of Performance:* 66% (151) of tested students will show a learning gain in Math.					
			3a.2. Lack of proper behavior and student engagement	3a.2. School-wide PBIS process/MTSS process, increase use of student rating scales	3a.2. All staff and problem-solving team	3a.2. Behavior tracking forms, MTSS data, PBIS data, classroom observations	3a.2. 2013 FCAT results and evaluation forms
			3a.3. Lack of student accuracy of rating using self-monitoring scale.	3a.3. Marzano strategy trainings for staff	3a.3. Administration and Marzano team	3a.3. Evaluation forms, classroom observations, CIM	3a.3. 2013 FCAT results and evaluation forms
			3a.4. Lack of opportunities for high levels of student engagement	3a.4. TLG Trainings; development of math technology resource library school-wide; more Promethean accessories/hand-held devices	3a.4. TLG Committee, all staff, math coach	3a.4. Classroom observations, TLG meeting minutes, evaluations	3a.4. 2013 FCAT results and evaluation forms

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3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.			3b.1.	3b.1.	3b.1.	3b.1.	3b.1.
<i>100% (1) will show growth on the 2013 FAA.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	NA	<i>100% (1) will show growth on the 2013 FAA.</i>					
			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. Students’ limited exposure to math in the real-world due to poverty	4a.1. Math literacy workshops for families; staff PLC using <u>A Framework For Understanding Poverty</u> by Ruby Payne	4a.1. Math coach; Parent involvement Committee; AP and leadership team	4a.1. Sign-in forms; ongoing staff discussions; evaluation forms	4a.1. 2013 FCAT results and evaluation forms
<u>Mathematics Goal #1a:</u> The percentage of lowest 25% of students making learning gain in Math will increase.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	73% of lowest 25% of students showed a learning gain in Math.	75% of lowest 25% of students will show a learning gain in Math.					
				4a.2. Limited student accuracy of rating using self-monitoring scale.	4a.2. Marzano strategy trainings for staff	4a.2. Administration and Marzano team	4a.2. Evaluation forms, classroom observations, CIM
			4a.3 Improper student behavior and student engagement	4a.3. School-wide PBIS process/MTSS process, increase use of student rating scales	4a.3. All staff and problem-solving team	4a.3. Behavior tracking forms, MTSS data, PBIS data, classroom observations	4a.3. 2013 FCAT results and evaluation forms

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4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in mathematics.			4b.1.	4b.1.	4b.1.	4b.1.	4b.1.
			<u>Mathematics Goal</u> #4b: <i>100% (1) will show growth on the 2013 FAA.</i>	<u>2012 Current Level of Performance:*</u> NA	<u>2013 Expected Level of Performance:*</u> <i>100% (1) will show growth on the 2013 FAA.</i>		
			4b.2.	4b.2.	4b.2.	4b.2.	4b.2.
			4b.3.	4b.3.	4b.3.	4b.3.	4b.3.

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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 White: 67% Black: 33% Hispanic: 33% Econ. Dis.: 40% ELL: 30% SWD: 21%		58%	62%	66%	69%	73%	77%
	Mathematics Goal #5A: <i>By 2016-2017, 95% of our students will score satisfactory</i>							
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 mathematics.			5B.1. Lack of Parental Support at home	5B.1. Provide Math literacy workshops for parents focusing on strategies and skills to use at home	5B.1. All Staff	5B.1. Parent Sign-in sheets and evaluation forms	5B.1. 2013 FCAT Results and evaluation forms	
Reading Goal #5B: <i>To meet the 2013 expected level of performance in each subgroup.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*						
	White: 20%	White: 73%						
	Black: 15%	Black: 44%						
	Hispanic: 31%	Hispanic: 44%						
			5B.2. Lack of support in the classroom	5B.2. Assign ELL Paraprofessionals to work with students needing additional assistance with translating assignments. Teachers will implement ESOL strategies	5B.2. All Staff	5B.2. Bi-weekly data team meetings, benchmark assessments, additional research based assessments	5B.2. 2013 FCAT Results, Progress Monitoring Benchmark assessments	
			5B.3. Behavior / Student Motivation	5B.3. Continue school-wide PBIS, and Increase instructional time and academic rigor by decreasing distractions	5B.3. All Staff	5B.3. Behavior Tracking Forms and RTI data	5B.3. 2013 FCAT Results, Progress Monitoring Benchmark Assessments	

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C: <i>68% of our ELL students did not make satisfactory progress in reading.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	5C.1. ELL Students need more academic learning scaffolding	5C.1. Schedule ELL paraprofessionals to support ELL students during math.	5C.1. All Staff	5C.1. Skill based mini assessments, classroom observations and lesson plans	5C.1. 2013 FCAT Results, Progress Monitoring Benchmark assessments, and Classroom Pre/Post Assessments
	32%	42%	5C.2. Low level of Language Acquisition	5C.2. Assign ELL students to Imagine Learning to increase language acquisition; Review IM Reports regularly	5C.2. Instructional Staff	5C.2. Imagine Learning Progress monitoring reports	5C.2. 2013 FCAT Results, Progress Monitoring Benchmark Assessments
			5C.3. Need additional Math resources for ELL students	5C.3. Teachers will use ESOL strategies and manipulatives when working with ELL students; Encourage all teachers to complete ESOL Endorsement requirements	5C.3. Instructional Staff	5C.3. Bi-weekly data team meetings, Classroom observations and lesson plans	5C.3. 2013 FCAT Results, Progress Monitoring Benchmark assessments
			5C.4. Lack of parental support at home due to language barrier	5C.4. Provide math literacy workshops for parents focusing on strategies to use at home; Promote use of Parent Resource Center	5C.4. All Staff	5C.4. Sign-in sheets and evaluation forms	5C.4. 2013 FCAT Results and Evaluation forms

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1. ESE students below level have a difficult time keeping up	5D.1. Provide support in the mainstream for SWD during math time using the support facilitation model.	5D.1. Instructional Staff	5D.1. Bi-weekly data team meetings, lesson plans, anecdotal notes, classroom observations	5D.1. 2013 FCAT Results and Benchmark assessments
<u>Mathematics Goal #5D:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>70% of our SWD students did not make satisfactory progress in reading.</i>	30%	34%					
			5D.2. Need more math strategies and resources for ESE students	5D.2. Invite Florida Inclusion Network (FIN) to provide additional resources and strategies for classroom teachers to implement with instruction to SWD.	5D.2. Administration	5D.2. Bi-weekly Data team meeting, lesson plans, and classroom observations	5D.2. 2013 FCAT Results and Benchmark assessments
			5D.3. Need to schedule additional time	5D.3. Provide Math Resource Room time for those Students with disabilities requiring additional support.	5D.3. Administration and Instructional Staff	5D.3. Bi-weekly data team meetings, Classroom observations, and lesson plans	5D.3. 2013 FCAT Results and Benchmark assessments
			5D.4. Communicate High Expectations to all students	5D.4. Provide clear learning goals, track student progress, celebrate success, use clearly defined rubrics, display exemplary student work	5D.4. Instructional Staff	5D.4. Continuous Improvement Model, Classroom Pre/Post assessments, and Team Meetings	5D.4. 2013 FCAT Results and 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
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.			5E.1. Lack of parent participation due to poverty	5E.1. Provide math literacy workshops for parents to give strategies for the home.	5E.1. All Staff	5E.1. Sign-in sheets and Evaluation Forms	5E.1. 2013 FCAT Results and Evaluation forms
<u>Mathematics Goal #5E:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>60% of our SWD students did not make satisfactory progress in reading.</i>	40%	50%					

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		5E.2. Need to schedule training on matching skill deficiencies with remediation intervention resources.	5E.2 Provide additional support during the school day incorporating manipulatives and skill specific remediation.	5E.2. Administration and Instructional Staff	5E.2. Progress monitoring reports, Bi-weekly Data Team meetings, classroom observations, and lesson plans.	5E.2. 2013 FCAT Results and Benchmark assessments
		5E.3 Insufficient knowledge how to reach ED students	5E.3 Book Study on "A Framework for Understanding Poverty"	5E.3 Teacher Leaders	5E.3 Sign-in sheets and Evaluation Forms	5E.3 2013 FCAT Results and Evaluation forms

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 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
Number Talk PLC	All staff	Math Coach	School-wide	Monthly after school	Lesson plans/PLC log	Math Coach
CCSS	All staff	CCLT	School-wide	Monthly after school and during Early Release	Lesson plans, observations	CCLT and administration
Instructional Strategies	All staff	District Math Coordinator and PWE Math Coach	School-wide	Quarterly after school and during Early Release	Lesson plans, observations	Administration and Math Coach

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
Math materials for classrooms	Supplies for intervention teachers, kits for intervention and Math manipulatives.	Title 1 Budget	\$1,500.00
			Subtotal:\$1,500
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:

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Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Cognitive Complexity	Steve Layson and Grade Level Teams will review strategies on cognitive complexity	District funds	\$0
Training using data to select strategies, resources	District personnel will work with administration and/or teachers on strategies to match skill deficiencies with appropriate strategies and resources.	District funds	\$0
CCCS Training	Administration will provide teachers with the opportunity to review coverage of benchmarks at each grade level.	District funds	\$0
			Subtotal:\$0
Other			
Strategy	Description of Resources	Funding Source	Amount
Math Interventionist/Coach	Funding a Math Interventionist/Coach	Title 1 Budget	\$52,000
SES Facilitator	Liaison between parents and tutoring suppliers	Title 1 Budget	\$4,400.00
			Subtotal: \$4,400.00
			Total:\$57,900

End of Mathematics Goals

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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
1a. FCAT 2.0: Students scoring at Achievement Level 3 in science.			1a.1. Students' limited access to exploration and accessing scientific experiences in the real world due to poverty.	1a.1. Science fair workshops; staff PLC: <u>A Framework for Understanding Poverty</u> by Ruby Payne; Family Science night at the school site	1a.1. Science Lab teacher; Parent Involvement Committee; AP and Leadership team	1a.1. Sign-in forms; PLC meetings and discussions; grade level collaboration on ways to increase opportunity for students; evaluation forms	1a.1. 2013 FCAT results; Parent Feedback/Surveys
<u>Science Goal #1a:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of students achieving proficiency (Level 3) in Science will increase.	46% (60) of tested students achieved proficiency (Level 3)	50% (59) of tested students will achieve proficiency (Level 3)					
			1a.2. Need to stress student accountability and improve student accuracy of rating using self-monitoring scale.	1a.2. Marzano strategy training for staff	1a.2. Administration and Marzano team	1a.2. Classroom observations; Evaluation forms; rubrics	1a.2. 2013 FCAT results
			1a.3. Students lack reading and writing skills in the science content area.	1a.3. CCSS staff training; Increased use of Science journals in classrooms and in the lab; implementing CCSS to allow for cross content area learning; address cognitive complexity in questioning; Science related RtI intervention in vocabulary and fluency (specific grades)	1a.3. CCSS team; Science SIP committee; Instructional staff; Science Lab teacher	1a.3. Classroom observations; lesson plans; assessments; student journals	1a.3. 2013 FCAT results

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		1a.4. Need to improve student behavior, motivation and engagement.	1a.4. Continue implementing school-wide PBIS/MTSS; Increased use of hands-on exploration; Use of district provided experiments; Increased use of student self rating scales	1a.4. Science Lab teacher; District Science Coordinator; Science SIP committee; All instructional staff; PBIS/MTSS team	1a.4. Classroom observations; rubrics; Student feedback; Behavior tracking forms; PBIS data	1a.4. 2013 FCAT results
		1a.5. Lack of Science instructional time	1a.5. Grade levels to decide which benchmarks should be stressed in more depth in Science Lab; Create and follow instructional focus calendars in each grade level	1a.5. Classroom teachers; Science Lab teacher	1a.5. Classroom observations; lesson plans; instructional focus calendars	1a.5. 2013 FCAT results
1b. Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science.		1b.1.	1b.1.	1b.1.	1b.1.	1b.1.
Science Goal #1b: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>				
		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.			2a.1. Large discrepancies in student ability and interest levels within each classroom.	2a.1. Science Fair required for 5 th grade, encouraged in grades 3+; use of 5E lessons within the classroom; encourage self directed learning projects focused on different learning styles; provide students daily access to non-fiction science books	2a.1. Science Lab teacher; Classroom teachers; Science SIP committee	2a.1. Classroom observations; Lesson plans; display of projects in Library or common area of school	2a.1. 2013 FCAT results; Science Fair participation
Science Goal #2a: <i>The percentage of students scoring Level 4 or 5 in Science will increase.</i>	<u>2012 Current Level of Performance:*</u> 14% (18) of tested students achieved Levels 4 and 5 in Math	<u>2013 Expected Level of Performance:*</u> 16% (19) of tested students will achieve Levels 4 and 5 in Math	2a.2. Need to stress student accountability and improve student accuracy of rating using self-monitoring scale.	2a.2. Marzano strategy training for staff	2a.2. Administration and Marzano team; Classroom teacher	2a.2. Classroom observations, evaluation forms; rubrics	2a.2. 2013 FCAT results
			2a.3. Need for teachers to gain deeper understanding of teaching CCSS with increased rigor and addressing cognitive complexity in questioning.	2a.3. CCSS staff training; Cross grade level meetings; further training/guidance using Science journals; Use 5E lessons from AIMS and those provided by district	2a.3. CCSS team; Science SIP committee; Instructional staff	2a.3. Classroom observations, lesson plans, focus calendars, scope & sequence, assessments	2a.3. 2013 FCAT results
			2a.4. Need to improve student behavior, motivation and engagement.	2a.4. Continue implementing school-wide PBIS/MTSS; Increased use of hands-on exploration; Use of district provided experiments; Increased use of student self rating scales	2a.4. Science Lab teacher; District Science Coordinator; Science SIP committee; All instructional staff; PBIS/MTSS team	2a.4. Classroom observations; rubrics; Student feedback; Behavior tracking forms; PBIS data	2a.4. 2013 FCAT results

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			2a.5. Lack of Science instructional time	2a.5. Grade levels to decide which benchmarks should be stressed in more depth in Science Lab; Create and follow instructional focus calendars in each grade level	2a.5. Classroom teachers; Science Lab teacher	2a.5. Classroom observations; lesson plans; instructional focus calendars	2a.5. 2013 FCAT results
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2b.1.	2b.1.	2.1.	2b.1.	2b.1.
Science Goal #2b: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance: *	2013 Expected Level of Performance: *					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			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

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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
Data Team Meetings	K-5	Administration and Instructional Staff	Instructional and Support Staff	Bi-weekly	Use data to drive instruction and focus on areas in need of remediation	Administration and Instructional Staff
Training in the use of 5E Lessons, Science probes, and Science journals	K-5	Administration and Valerie Gaynor	Instructional and Support Staff	Quarterly	Classroom observations, modeled lessons, and debriefing	Administration and Valerie Gaynor

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
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Trainings in Cognitive Complexity, 5 E's, using formative assessments, effective use of science notebooks	Materials provided by district personnel and Science Leadership Team	District funds	\$0
			Subtotal:\$0
Other			
Strategy	Description of Resources	Funding Source	Amount
Family Science Night	Resources for parents	Title 1	\$1,000
			Subtotal:\$1,000
			Total:\$1,000

End of Science Goals

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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
1a. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.			1a.1. Limited instructional time	1a.1. School wide literacy blocks are 120 minutes and we will integrate writing into the reading and other content areas.	1a.1. Classroom teachers, Instructional Interventionists and Coaches	1a.1. Classroom walkthroughs, observations, lesson plans	1a.1. 2013 FCAT Writes
Writing Goal #1a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The percentage of students achieving proficiency (Level 3) in Writing will increase.	77% (84) of tested students achieved proficiency (Level 3)	84% (96) of tested students will achieve proficiency (Level 3)					
			1a.2. Limited time for conferencing	1a.2. Writing coach supporting classroom teachers with conferences, and PD on conferencing	1a.2. Classroom teachers and writing coach	1a.2. Classroom walkthroughs, lesson plans, observations	1a.2. 2013 FCAT Writes
			1a.3. Grammar and spelling deficiencies	1a.3. Words Their Way and embed grammar lessons into the writing workshop mini-lessons	1a.3. Classroom teachers and writing coach	1a.3. Lesson plans, observations, Monthly school-wide writing prompts for Progress Monitoring	1a.3. 2013 FCAT Writes
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.			1b.1.	1b.1.	1b.1.	1b.1.	1b.1.
Writing Goal #1b:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
100% of students will score Level 4 or above.	One (1) student scored Level 7 or above (100%).	100% of students will score Level 4 or above.					
			1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
			1b.3.	1b.3.	1b.3.	1b.3.	1b.3.

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Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Job embedded PD through classroom Modeled lessons	K-5 Writing	Writing Coach	Instructional Staff	On-going	Team Meetings, Debriefing sessions	Writing Coach and administration

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
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Teacher's College	Training for Writing Coach at Teacher's College	Title 1	\$1,250
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Writing Coach	Funding a Writing Coach	Title 1 Budget	\$50,000
Family Writing Night	Materials for Parent Workshop, books for students and parents	Title 1 Budget	\$1,000.00
			Subtotal:\$51,000
			Total:\$52,250

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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
1. Attendance			1.1.	1.1.	1.1.	1.1.	1.1.
Attendance Goal #1:	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>	Parents understand the importance of daily attendance	Send letter home on the first day explaining attendance policy and teachers call parents when there are excessive absences	Classroom Teachers	Ongoing monthly attendance data review meetings	Percentage of students in attendance
The school attendance will improve over last year’s attendance rate by two (2) percentage points to 96.5%.	94.5%	The school attendance will improve over last year’s attendance rate by two (2) percentage points to 96.5%.					
	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u>					
	247	Decrease by 10% (223)					
	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>					
	182	Decrease by 10% (164)					
			1.2.	1.2.	1.2.	1.2.	1.2.
			Parents understand the importance of daily attendance	Guidance Counselor & Parent Liaison call parents when child has 3+ consecutive absences and notify them of the need	Guidance Counselor and Parent Liaison	Ongoing monthly attendance data meetings to review excused & unexcused absences	Percentage of students in attendance

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			for a doctor's note			
		1.3. Students understand the importance of daily attendance	1.3. Students with 5+ absences receive attendance letter home	1.3. Guidance Counselor and Data Entry Clerk	1.3 Ongoing monthly attendance data review meetings	1.3. Percentage of students in attendance
		1.4. Parents understand the importance of daily attendance	1.4. Guidance Counselor monitors students with 10+ absences and 10+ tardies and schedules a parent conference	1.4. Guidance Counselor and Data Entry Clerk	1.4. Parent conference turnout rate	1.4. Percentage of students in attendance
		1.5. Parents understand the importance of daily attendance	1.5. Home visits conducted for students with ongoing truancy issues	1.5. Guidance Counselor and Parent Liaison	1.5. Ongoing monthly attendance data review meetings	1.5. Percentage of students in attendance
		1.6. Students understand the importance of daily attendance	1.6. Incentives for attendance increases through PBIS	1.6. Guidance Counselor, Assistant Principal, and PBIS Committee	1.6. Students earn celebration	1.6. Percentage of students in attendance
		1.7. Students understand the importance of daily attendance	1.7. Quarterly perfect attendance awards	1.7. Principal and Assistant Principal	1.7. Number of students receiving recognition at assembly	1.7. Percentage of students in attendance

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
Staff Training	All Staff	Teacher Leaders	School-wide	Pre-School Meetings	Training on building relationships with students and families	Teachers and Attendance reports

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Staff Training	All Staff	Guidance Counselor	School-wide	Pre-School Meetings	Mentoring Program targets low attendance	Mentors and Attendance reports
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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:

End of Attendance Go

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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
1. Suspension			1.1. School readiness: 25% of our students have never been in school before	1.1. Teachers will implement a reward system to reinforce positive behaviors and shape expected behaviors	1.1. Classroom teachers	1.1. RtI Database	1.1. RtI Database
Suspension Goal #1:	<u>2012 Total Number of In-School Suspensions</u>	<u>2013 Expected Number of In-School Suspensions</u>					
<i>Decrease number of Out of School Suspensions.</i>	<i>There were three (3) In-School Suspensions.</i>	<i>Decrease number of In-School Suspensions by 33% (2)</i>					
	<u>2012 Total Number of Students Suspended In-School</u>	<u>2013 Expected Number of Students Suspended In-School</u>					
	<i>There were three (3) students receiving In-School Suspension.</i>	<i>Decrease number of students receiving In-School Suspensions by 33% (2)</i>					
	<u>2012 Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	<i>There were seventeen (17) Out of School Suspensions.</i>	<i>Decrease number of Out of School Suspensions by 10% (15)</i>					

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	2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School					
	<i>There were ten (10) students receiving Out of School Suspensions.</i>	<i>Decrease number of students receiving Out of School Suspensions by 10% (9)</i>					
			1.2. Attendance: students arriving late/absent have difficult time transitioning back into school	1.2. PBIS will be used school-wide to motivate students to come to school on time and ready to learn. Students with Excessive tardies/absences will be identified and parents will be counseled to support attendance	1.2. Classroom teachers, Guidance Counselor, Assistant Principal	1.2. Attendance records	1.2. TERMS
			1.3. Parent Involvement	1.3. Parents will be informed of the school wide attendance policy through handbooks and reminded of the importance of attendance through: School Digest, PawPrints (school newsletter) and at the PBIS Family Night	1.3. Classroom teachers, Guidance Counselor, Assistant Principal	1.3. Attendance records	1.3. TERMS
			1.4. Students do not have intrinsic motivation to follow school rules	1.4. Each quarter students will be given opportunities to attend school-wide	1.4. PBIS Committee, Classroom Teachers	1.4. PBIS PawPrints	1.4. PBIS tracking system

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		and responsibility	"Quarterly Events" created by PBIS Committee			
		1.5. Students understanding the school-wide expectations	1.5. Puppet skits shown on PNN News	1.5. Guidance Counselor	1.5. Puppet shows based on character counts pillars and positive behavioral support core expectations	1.5. RtI Database
		1.6. Students lack social skills	1.6. Principal appearing on PNN News	1.6. Principal	1.6.. Social skills introduced on PNN News	1.6.. RtI Database

Suspension 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
PBIS Training	K-5	Guidance Counselor	School-wide	Ongoing	RtI Database reports	Administration
		Guidance Counselor and RtI Coach	School-wide	Ongoing	RTI Form #194	RtI Coach

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
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount

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

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: <i>100% of families will participate in a school related event.</i>			1.1. Need to include more parents in the collection and data analysis of parent surveys.	1.1 School computers will be available to parents to complete parent surveys. 1.1 Parents on the School Advisory Committee will participate in the development of the Parent Involvement Plan.	1.1. Principal and SAC	1.1. Number of parent surveys completed. SAC will review current year's activities to determine needed activities for the upcoming school year.	1.1. Parent Surveys
<i>100% of parents will participate in at least one event at Pinewood Elementary during the 2012-2013 school year.</i>	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*					
	<i>100% of families participated.</i>	<i>100% of families will participate.</i>					
			1.2. Title 1 Parent Surveys to guide development	1.2. SAC and Principal	1.2. SAC will review current year's	1.2. Sign-in sheets for participation in events	1.2. Sign-in sheets for participation in events

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		of the Parent Involvement Plan.		activities to determine activities for the upcoming school year.	planned for 2012-2013	planned for 2012-2013
		1.3. Events not planned according to the time most parents indicated they could attend.	1.3. Meet to review calendar for dates and times that would more effective for parents.	1.3. . Parent Involvement Committee	1.3. Sign-in Sheets for families at events.	1.3. Sign-in Sheets for families at events.
		1.4. No child care for parents while they attend school functions.	1.4. Provide child care for parents.	1.4. Parent Involvement Team and PTA.	1.4. Number of families attending and using child care.	1.4. Sign-in sheets for families at events and using child care.
		1.5. Low parent attendance at Parent-Teacher Conferences	1.5. Teachers could extend personal invitations via telephone. PBIS Paw Print will be given to each child whose parent attends conferences. Child care will be provided by PTA parents.	1.5. Teachers and Administration	1.5. Number of families attending Parent-Teacher Conferences and using child care.	1.5. Parent attendance at conferences based on sign-in sheets and child care sign-in sheets.

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
Professional Development	All	Guidance Counselor and Parent Liaison	School wide	August 2012	Use of Check and Connect Mentoring Program	Guidance Counselor
Book Study: " <u>A Framework for</u>	All	Administration and group	Instructional Staff	Monthly meetings beginning September 12,	School wide discussion of salient points March 6, 2013	Administration

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<u>Understanding Poverty</u> ” By Ruby Payne		facilitators		2012		
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Parent Involvement Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.

Evidence-based Program(s)/Materials(s)

Strategy	Description of Resources	Funding Source	Amount
Two Family Math/Science Nights	Hands-on manipulatives to be sent home	Title 1	\$750
Two Family Literacy Nights	Take home books	Title 1	\$750
Hispanic Cultural Night	Community Resources	Title 1	\$250

Subtotal:\$1,750

Technology

Strategy	Description of Resources	Funding Source	Amount

Subtotal:

Other

Strategy	Description of Resources	Funding Source	Amount
Parent Liaison	Hiring a Parent Liaison	Title 1	\$23,000.00

Subtotal:\$23,000

End of Parent Involvement Goal(s)

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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)).

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: <i>Enter narrative for the goal in this box.</i>	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

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

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

STEM 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:

End of STEM Goal(s)

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

Final Budget (Insert rows as needed)

Please provide the total budget from each section.

Reading Budget	Total: \$124,200
Mathematics Budget	Total: :\$57,900
Science Budget	Total:\$1,000
Writing Budget	Total:\$52,250
Attendance Budget	Total:\$0
Suspension Budget	Total:\$0
Dropout Prevention Budget	Total:\$0
Parent Involvement Budget	Total:\$24,750
Additional Goals	Total:\$0
	Grand Total:\$260,100

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

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

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

- Upload a copy of the Differentiated Accountability Checklist in the designated upload link on the "Upload" page

School Advisory Council (SAC)

SAC Membership Compliance

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

X 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.
Monthly meetings (one in the community)

Describe the projected use of SAC funds.	Amount
Supplemental materials for the instructional staff	\$6,000

DRAFT