FLORIDA DEPARTMENT OF EDUCATION

School Improvement Plan (SIP)
Form SIP-1

2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Perry Primary School	District Name: Taylor County School District
Principal: Pamela Padgett	Superintendent: Paul Dyal
SAC Chair:	Date of School Board Approval:

Student Achievement Data and Reference Materials:

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

Administrators

List your school's 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	Pamela T Padgett	MS-Education/ Administration (All Levels) Mentally Handicapped K-12, ESOL, Reading Endorsement	18	8 Assist. Principal 3 Principal	Perry Primary is the single feeder school to TCES. We are assigned our school grade based on Taylor County Elementary School. Our school grade was a D for the 2011-2012 school year. Overall less than 50% of students at PPS scored at/above 45%tile on SAT 10.
Assistant Principal	Angela Roberts	Educational Leadership, Varying Exceptionality	15	3	Third year as an Assist. Principal

		K-12			

Instructional Coaches

List your school's 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 ambitious but achievable annual measurable objective (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)
RtI/ MTSSS Specialist	Alise Thompson	Early Childhood Education (K), Elem. Ed (1-6),ESOL, Exceptional Student Ed (K-12)		2	RtI/ MTSSS Specialist
Reading Coach	Carol Hendry	Masters Degree, Reading Endorsement, Elem Ed 1-6	35	9	Reading Coach
Resource Teacher/ Dean	Anne Sesock	Educational Leadership, National Board Cert, Elem Ed 1-6, VE K-12	24	3	Resource Teacher/ Dean

Effective and Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
Assign a Peer Teacher to a first year teacher who does not hold a degree in Education.	Principal	On-going
Assign Mentor Teacher to all first or second year teachers or a teacher identified as in need.	Principal	on-going
Provide every new teacher to the school with one day of training with the reading coach.	Principal, Coach	On-going
Provide staff development in the needed area for all new teachers and/or identified teachers using available resources to include PD 360.	Principal, Assistant Principal, Coach	On-going
Assign pods with new teachers to the grade to meet as a team to plan together weekly the first 9 weeks and monthly	Principal	On-going

thereafter or more often if needed. (Turn in meetings and sign in sheets.)		

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Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).	Provide the strategies that are being implemented to support the staff in becoming highly effective
There are currently no Non-Highly Qualified Instructors at PPS	N/A

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	% of teachers with an Effective rating or higher	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers
44	13.5 (6)	20.5 (9)	39 (17)	27. (12)	9.5 (4)	100%	23 (10)	9.5%(4)	23.8%(10)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan 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

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Title 1 Mentor/Laura Gray	Melissa Carter (Grade 2)	SAT 10 scores in reading and math/classroom management (Mentor) First year teachers (Mentee)	The mentor and mentee are meeting weekly the first 9 weeks to discuss evidenced based instructional strategies for each subject. After the first 9 weeks they will meet once each month or more often as needed. Time is given for observation, feedback, coaching, and planning. (Title 1 Mentor form to be completed). (full year)
Title 1 Mentor/ Debi Sherrod	Amanda Heller (Grade 2)	SAT 10 scores in reading and math/classroom management (Mentor) First year teacher (Mentee)	Same as above (full year)
Title 1 Mentor/Jennifer Amman	Bryttany Martin (Grade K)	SAT 10 scores in reading and math/classroom management (Mentor) First year teacher (Mentee)	Same as above (full year)
Title 1 Mentor/ Melanie Morgan	Jessica Mathis (Grade K)	SAT 10/scores in reading and math/ classroom management (Mentor) Developing teacher (Mentee)	Same as above (first semester)
Title 1 Mentor/ Melanie Morgan	Karen Hendry (Grade K)	SAT 10 scores in reading and math/ classroom management (Mentor) Teacher in need of Improvement	Same as above (first semester)
Peer Teacher / Kay Cantrell	Brandi Webb (Grade 2)	Mentee does not have an education degree and therefore qualifies for a Peer Teacher.	Follow the district approved Peer Teacher Program Requirements

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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 Title 1 Part A funds are allocated to the Title 1 schools based on FTE. PPS receives Title 1 set-asides of 10% and 5% to provide staff development to all teachers in the areas of Non-AYP and to recruit and maintain highly qualified instructors. PPS also receives the 1% Parental Involvement portion to provide school wide activities, training, and information for students and parents. Teachers, Paraprofessionals and staff are also provided. Instructional materials and after school tutoring is provided to eligible students.
Title I, Part C- Migrant n/a
Title I, Part D n/a
Title II District level professional development is provided with these funds and is coordinated through the Direct of Instruction and Director of Personnel.
Title III n/a
Title X- Homeless The school is provided resources through our Special Services District Coordinator.
Supplemental Academic Instruction (SAI) These funds are allocated from the District level and pay for teacher salaries during the school year
Violence Prevention Programs Title IV funds assist with initiatives such as Character Education and Bullying Prevention.
Nutrition Programs Perry Primary participates in the Federal Free and Reduced lunch and breakfast program.
Housing Programs n/a

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Head Start
Perry Primary is the receiving school for children who participate in Head Start programs. The two schools meet to collaborate and coordinate the transition of these students.
Adult Education: n/a
Career and Technical Education: n/a
Job Training n/a
Other

Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI)
School-Based MTSS/RtI Team
Identify the school-based MTSS leadership team. Pam Padgett-Principal, Angie Roberts – A.P. Anne Sesock-Dean/Behavior Resource, Carol Hendry-Coach, Margie Addison-SPL, Alise Thompson- MTSS/ESE Spec., Jack Palaio- ESE/Tech, FSU Psychologist.
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 MTSSS/RtI Leadership team will focus meetings around using the problem solving approach to bring out the best in our school, teachers, and students. The team will meet a minimum of twice each month. The team will review student data and link it to instruction and intervention decisions; review progress monitoring data school wide, by grade level and by classroom to identify students who are meeting/exceeding expectations, at moderate risk, or at high risk for not meeting expectations. The team will identify professional development, resources, and ways to enhance Tier 1 instruction as needed. The team will concentrate and facilitate the process of building consensus and making decisions about implementation.
Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP?
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: FAIR (Florida Assessment in Reading), PMRN (Progress Monitoring and Reporting Network), Discovery Education Assessments for Reading and Math (Assessments and Information Management System). Universal Behavior Screener (Internalizing and Externalizing) Progress Monitoring: FAIR /PMRN, Discovery Education Assessments (Reading & Math), CBM (Curriculum Based Measurements) Midyear: FAIR & Discovery Education Assessment &CBM Measurements End of Year: FAIR, Discovery Education Assessments, CBM, SAT 10

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Describe the plan to train staff on MTSS.
The MTSSS/RtI team will complete the SAPSI survey. Teachers will complete the Belief survey. This data will be used to determine the type and level of professional development needed. The staff has completed Phase 2 Professional Development on RTI for Behavior, Administering the Universal Behavior Screener and Introduction to Classroom Management within the Framework of RtI.
Describe the plan to support MTSS.
Alise Thompson will work directly with teachers to assist them in understanding and targeting intervention areas for continued regular progress monitoring.   The Tech team members and Alise Thompson will assist teachers with graphing data through excel or within the AIMSWeb system.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). Pam Padgett- Principal, Carol Hendry – Coach, Penny Jadwin -2nd grade teacher, Tina Marshall – 2nd grade teacher, Debi Sherrod – 2nd grade teacher, Kay Cantrell -2nd grade teacher, Atesa Lundy – 1st grade teacher, Mindy Parker – 1st grade teacher, Melanie Morgan- kdg teacher, Stacey Rudd – kdg teacher, and Patsy Reams – kdg teacher.
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).
The School-Based Literacy Leadership Team will meet a minimum of once per month. The role of the team members will be to help make decisions regarding curriculum and instruction, assessments, grading, and other areas as deemed necessary. The team would be a voice for other teachers who are not on the team but have concerns. It is expected that each team member would adhere to professional conduct at all times and support school efforts and initiatives.
What will be the major initiatives of the LLT this year?
The major initiative is to look at school wide reading data for each grade to determine areas of concern and ways to increase the level of Tier 1 instruction to ensure the core is meeting the needs of 80% of our student population. The goal is to teacher the core with fidelity and to teacher concepts deeper. Less is more is the philosophy of the school. The targeted professional development will include unpacking the CCSS and providing text complexity and developing high level text dependent questions. Another area of focus will be to provide wide reading and text complexity through read aloud and science inquiry.

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.

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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.

The Director of Instruction office provides a meeting for preschool providers to keep abreast of the kindergarten readiness skills. The preschool providers are invited to all after school training sessions to ensure they are assisting in the readiness preparation of their students for Kindergarten. Entering kindergartners are given a CBM assessment in the area of letter recognition initial sounds, and number recognition in the Spring prior to entering kindergarten. Taylor County provides a Voluntary Pre-K Summer Program. Recommendations are made from our school if we find a child who does not have the readiness skills for kindergarten and have not attended a VPK Preschool

Grades 6-12 Only Sec. 1003.413 (2)(b) F.S

For schools with grades 6-12, how does the school ensure that every teacher contributes to the reading improvement of every student?

n/a

High Schools Only

Note: Required for High School-Sec. 1003.413(2)(g), (2)(j) F.S.

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

n/a

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

n/a

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report.

n/a

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.			1A.1	1A.1.	1A.1.	1A.1.	1A.1.
Reading Goal #1A: Increase by 3% the number of students scoring 85% or above on FAIR PRS (Probability of Reading Success)	2012 Current Level of Performance:* *59% of kdg students scored at/above 85% on FAIR PRS for AP3.* *40% of first graders scored at/above 85% on FAIR PRS for AP3.* *12.5% of second graders scored at/above 85% on FAIR PRS for AP3.*	2013 Expected Level of Performance:* *62% of kdg students will scored at/above 85% on FAIR PRS.* *43% of first grade students will score at/above 85% on FAIR PRS.* *15.5 % of second grade students will score at/above 85% on FAIR PRS.*	Lesson plans are weak and lack depth. Data driven instruction for flexible grouping in all classrooms in all grade level. Lack of "Thinking Questions" during whole and small group instruction.	Develop lesson plan template and present to faculty. Increase the level of student engagement to 65% by creating data driven small flxible groups using informal assessments. Develop and ask Higher Order questions.	Principal, A.P., Reading Coach, DA Reading Spec. Principal, AP, Reading Coach, DA Reading Spec. Principal, AP, Reading Coach	Sign in sheet and agenda for meeting. Common place for plans to be posted. Ongoing PD based on needs in Oct. and Nov. Professional Development with Kathy Oropollo.	Lesson plan tracking and feedback along with and classroom observations. Lesson plans, walk-through, coaching cycle, IPLP Lesson plans, walk-through, coaching cycle.
			Need for complex text	Implement the read aloud complex text in all classrooms.	Principal, A.P., Reading Coach, DA Reading Spec.	PD by DA Spec. and Reading Coach	Lesson plans and walk-through

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Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Reading Text Complexity	K-2	Kathy Oropallo	School wide	During school/throughout the year. In-service-early release days.	Classroom observation/coaching	Principal/Consultant
Unpacking CCSS	K-2	Reading Coach	School wide	During school/throughout the year. In-service-early release days.	Classroom observation/coaching	Principal/Coach
Inquiry Lessons and Text Based Essential Questions	K-2	K. Oropallo	School wide	During school/throughout the year. In-service-early release days.	Classroom observation/coaching	Principal/Consultant
Study Island	K-2	Consultant	School wide	August 15, 2012 -ongoing	Classroom and lab observations	Principal

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Reading Budget (Insert rows as needed)

Include only school funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Core materials	Imagine It!	SAI/District	0
Intensive Intervention	Reading Mastery Signature	Title 1	6348.00
			Subtotal:6348.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
Progress Monitoring	AIMSWeb	SIP Grant	0
Student Instructional Tech	Study Island	District	0
			Subtotal:0
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:6348.00

End of Reading Goals

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Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring proficient in listening/speaking.		1.1. N/A	1.1.	1.1.	1.1.	1.1.
CELLA Goal #1: *Enter narrative for the goal in this box.*	2012 Current Percent of Students Proficient in Listening/Speaking: *Enter numerical data for current level of performance in this box.*					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read grade-level text in English in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring proficient in reading.		2.1. N/A	2.1.	2.1.	2.1.	2.1.
CELLA Goal #2: *Enter narrative for the goal in this box.*	2012 Current Percent of Students Proficient in Reading: *Enter numerical data for current level of performance in this box.*					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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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. CELLA Goal #3: *Enter narrative for the goal in this box.*	2012 Current Percent of Students Proficient in Writing : *Enter numerical data for current level of performance in this box.*	2.1. N/A	2.1.	2.1.	2.1.	2.1.
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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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:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:0

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.	1.A1 Administer new Discovery Education Assessment aligned to the CCSS for math as baseline. Use of assessments to inform instruction What literacy looks like in math classes.	1A.1 Leadership team and teachers will analyze data to identify needs across grade level. District Director of Instruction will train principals on using assessments to inform instruction Provide training for teachers on what literacy looks like in math instruction	1.A 1 Principal Director of Instruction, School Principal, AP Principal, A.P., Reading Coach	1A 1. Review DEA results to determine classes of students who need more continuous progress monitoring Principal will train faculty in using DEA to inform instruction. Teachers will implement small group instruction based on data as evidenced through lesson plans. Monitor implementation of literacy strategies used in math classroom to increase students' use and understanding of content vocabulary.	1A 1. Drill down report by subjects. Agenda, sign in sheets Agenda, sign in sheets, teachers lesson plans to include literacy strategies for vocabulary instruction.
Mathematics Goal	2012 Current Level of Performance:*	2013 Expected Level of Performance:*			

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#1A: Increase by 3% the number of students scoring Level 3 and Level 4 on DEA Math on drill down report from AP 1 to AP3	*On DEA Math for kdg 48.8% were level 3 & 4 on AP1 and 36.7 onAP2 For first grade 41.0 were Level 3 & 4 on AP1 and 34.1 onAP2. For second grade 30.5 were Level 3 & 4 on AP1 and 32.6 on AP2.*	All grades will increase their DEA math score by 3% from AP 1 to AP3.					
		Lesson Plans are weak or lacking	Utilize a team of teachers, coach, and principal to create a common template	Principal	Lesson plans will be kept in a common place for access by administration on any given day	Lesson plan checks and classroom observation	
		Lack of student use of technology to enhance skill mastery.	.Following set up of Study Island, teachers will begin use with students in lab, classrooms, and as a home connection. Check with B&G Club to see if they have access to support Study Island during tutoring sessions.	Tech Team, Principal, Teachers	Student tracking system within Study Island and sign in sheets for training.	Student data reports within Study Island	

End of Elementary School Mathematics Goals

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Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Study Island Math Resources	K-2	Principal, Tech Team	All K-2 teachers	On-going through the school year	Class room observations	Principal

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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
Intensive Intervention	Florida Number Worlds	Title 1	1888.00
Numeracy Instruction	Numeracy Connection Tchr Manual	Title 1	45.00
			Subtotal:1933.00
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:1933.00

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 (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. Science Goal #1A: 80% of all teachers at PPS will be trained on implementing Science Inquiry in the classroom to increase student performance.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	1A.1. The barrier is PPS (K-2) and TCES (3-5) are housed in different buildings which means collaboration can be difficult across these grades. Did not utilize science inquiry within Imagine It! due to time constraints.	1A.1. Increase collaboration efforts between the K-2 and 3-5 school, teachers, and principals. Scheduled time for science to enable teachers to teach the core with fidelity.	1A.1. Direct of Instruction Office School Principals Principal Assist. Principal	1A.1. Increased student performance on FCAT science at TCES. Review instructional calendar and lesson plans to see if Imagine It has been imbedded in lessons.	1A1. FCAT Scores (3-5) Lesson Plans Meeting Agendas FCAT Scores (3-5)
			1A.2. Lesson plans weak or lacking	1A.2. Utilize the 5 E's template	1A.2. Principal and A.P.	1A.2. Teachers will turn in lesson plans 1 week prior to instruction	1A.2 Lesson plan checks and classroom observations
			1A.3. Teachers did not have or understand course descriptions and cognitive complexity benchmarks	1A.3. Provide teachers with professional development on using and accessing course descriptions	1A.3. Principal and A.P.	1A.3. Classroom walkthrough and lesson plans	1A.3. Lesson Plans
			1A.4 Science Journals	1A.4 Using Science Journals, students will make notes daily during instruction.	1A.4 Principal & A.P.	1A.4 Student notes and teacher feedback in journals	S1A.4 Student Journals
			1A.5 Lack of materials and supplies	1A.5 Inventory current science supplies and create wish list	1A.5 Principal & A.P.	1A.5 Increased rigorous labs in classrooms	1A.5 Per 9 weeks check of supplies

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End of Elementary and Middle School Science Goals

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity					
Please note that each Strategy does not require a professional development or PLC activity.					
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Science Inquiry	K-2	Dr. Szpyrka	All teachers K-2	On going 9/4-7/12 & 02/24-31/13	Classroom coaching and modeling	Principal

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
Core Instruction	AIMS	District	0
			Subtotal:0
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Inquiry Science	Outside Consultant Training	District	0
			Subtotal:0
Other			
Strategy	Description of Resources	Funding Source	Amount

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	Subtotal:
	Total:0

Writing Goals

* When using percentages, include the number of students the percentage represents (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. Writing Goal #1A: Grades K-2 will continue to monitor writing through Write Score and increase proficiency by 5% students scoring 4.0. This will help to increase the percentage of students scoring proficient on Florida Writes by 5% in grade 4.	2012 Current Level of Performance:* *89.9% of grade 1 and 93.5 % of grade 2 scored 3.0 on Write Score. 27.1 of grade 1 and 67.7 grade 2 scored 4.0 or higher.*	2013 Expected Level of Performance:* *PPS will increase the percentage of students scoring 4.0 or higher to 32% in grade 1 and 72% in grade 2 on Write Score.*	1A.1. PPS did not teach the blue band (writing, grammar, conventions, usage) in the core Imagine It!. This was an area school wide on Write Score that needed improvement.	1A.1. Teach the blue band with a focus on grammar and utilize writing journals across the other content areas.	1A.1 Principal	1A.1. Student writing portfolio entries and Write Score Progress Monitoring data.	1A.1. Increased Write Score proficiency rates.
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.

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Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity					
Please note that each Strategy does not require a professional development or PLC activity.					
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
How to use Write Score data for instruction	K-2	Math Grade Chairs, Principal	All 1st and 2nd grade teachers	On –going through out year	Discussion after pre-mid-post on data	Principal

Note: the header table above has 7 columns; the first (empty) table row block only shows 6 columns.

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
Progress Monitoring	Write Score	District	0
			Subtotal:0
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			

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Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:0

End of Writing Goals

Attendance Goal(s)

* When using percentages, include the number of students the percentage represents (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			Students are late to class and missing instruction due to tardies (late buses and car riders).	Meet with district transportation, review number of car riders who are tardy, consider a grab and go breakfast for tardy students. Tardy rewards celebration. Pull data for early sign outs.	Principal an AP	Take a look at all buses arriving after 7:45 and review policy for late car riders and implement a program to speed up breakfast. Look at adding rewards program for tardy students who get to school on time.	Log of meetings. Observation notes Rewards list Data presented to group leaders and parent leaders.
Attendance Goal #1: Increase school wide attendance percentage by 1% and decrease the number of students with 10 or more absences by 3%	2012 Current Attendance Rate:* *Kdg – 91% 1st grade -92% 2nd grade 94% Average daily attendance.*	2013 Expected Attendance Rate:* *Kdg- 92% 1st grade – 93% 2nd grade -94% Average daily attendance.*					
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	Enter numerical data for current number of absences in this box	*Enter numerical data for expected number of absences in this box.*					

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Attendance Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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

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			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:0

End of Attendance Goals

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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. Did not give a universal behavior screener.	1.1. Using a excel spreadsheet to collect data on internal and external behaviors.	1.1. A.P. , RtI Spec, Dean	1.1. Behavioral data team meetings to address concerns and review number of students with multiple referrals.	1.1. Suspension data
Suspension Goal #1: Decrease the number of suspensions both in school and out of school by 3%.	2012 Total Number of In –School Suspensions *65* 2012 Total Number of Students Suspended In-School	2013 Expected Number of In- School Suspensions *63* 2013 Expected Number of Students Suspended In -School	Every teacher must implement PBS (Positive Behavior Support program with fidelity. (Tier 1 Instruction).	Update and revise strategies within the PBS program.	Assistant Principal, Dean, and PBS Team	PBS Participation Data	Number of students attending PBS Pride Events for making good choices.
	2012 Total Number of Out-of-School Suspensions *75* 2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Out-of-School Suspensions *72* 2013 Expected Number of Students Suspended Out- of-School	Additional support needed for a small percentage of students who need mentoring and counseling.	Increase the mentoring/counseling program through Character Education Now! Utilize FSU Counselors to provide some small group and one on one mentoring/counseling.	Assistant Principal, Dean, RtI/MTSS Spec.	Referral Data and Universal Screener. Disagrigate discipline data by student by grade, by incident, and area.	Suspension data (in and out of school).
			Staff and teacher understanding of the importance of having a positive teacher-staff/student relationship. Everyone taking ownership of the children and not just because they are in a certain teacher's classroom.	Require all staff to use the Larry Bell 11-7-1 strategies.	Principal	Classroom walkthrough data	Teacher evaluation instrument

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

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

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	Total:0

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			1.1.	1.1.	1.1.	1.1.	1.1.
Parent Involvement Goal #1: Increase the awareness for teachers on the importance of effective parent/teacher conferences. Increase parent participation by 3%.	2012 Current Level of Parent Involvement:* *1st evening parent participation =104 attended. 2nd evening parent participation =47 attended K-2.*	2013 Expected Level of Parent Involvement:* *Increase parent participation at teacher conf by 3% at each event.*	Parent unable to attend meeting during the day. Need more positive parent/conference strategies for teachers.	Continue to offer flexible meeting times. Provide training for teachers utilizing FDLRS support. "Parent Friendly Conferences".	Principal/Parent Liaison, Teacher Principal	Number of parents attending the parent/conf nights. Climate Surveys Log times for parent conferences.	Title 1 Parent Conf forms Parent Survey Data, Observe Conferences.
	2012-8 school-wide activities = 1000 participants.		1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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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 (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Positive Parent/Teacher Conferences.	K-2	Beth Williams FDLRS	All teachers/school wide	10/9-11/2012	Observation of parent/teacher meetings & Climate Surveys	Principal

Parent Involvement Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
		Subtotal:	
Technology			
Strategy	Description of Resources	Funding Source	Amount
		Subtotal:	
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
		Subtotal:	
Other			
Strategy	Description of Resources	Funding Source	Amount

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Parent Communication	Student/Parent Handbook	Title 1 P.I. 1%	781.00
		Subtotal:	
		Total:781.00	

End of Parent Involvement Goal(s)

Additional Goal(s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal			1.1.	1.1.	1.1.	1.1.	1.1.
Additional Goal #1:	2012 Current Level :*	2013 Expected Level :*					
	N/a	*N/a*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Additional Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Progress Monitoring	DEA Progress Zone	Title 1 SIP Grant	5200.00
Teaching Resources	DEA Streaming	Title 1 SIP Grant	2570.00
			Subtotal:7770.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
New teacher training	Technology Team	SIP Grant	1500.00
			Subtotal:150.00
Other			
Strategy	Description of Resources	Funding Source	Amount
Computer Lab	Headphones	Title 1	203.00
			Subtotal:203.00
			Total:8123.00

End of Additional Goal(s)

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Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	
	Total:6348.00
CELLA Budget	
	Total:0
Mathematics Budget	
	Total:1933.00
Science Budget	
	Total:0
Writing Budget	
	Total:0
Civics Budget	
	Total:0
U.S. History Budget	
	Total:0
Attendance Budget	
	Total:0
Suspension Budget	
	Total:0
Dropout Prevention Budget	
	Total:0
Parent Involvement Budget	
	Total:781.00
STEM Budget	
	Total:0
CTE Budget	
	Total:0
Additional Goals	
	Total:8123.00
	Grand Total:17185.00

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Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance
Please choose the school's DA Status. (To activate the checkbox: 1. Double click the desired box; 2.When the menu pops up, select *Checked* under "Default value" header; 3. Select *OK,* this will place an "x" in the box.)

School Differentiated Accountability Status		
☐ Priority	☐ Focus	☐ Prevent

Are you reward school? ☐ Yes ☐ No
(A reward school is any school that has improved their letter grade from the previous year or any A graded school.)

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

School Advisory Council (SAC)

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

☐ Yes   ☐ No

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

Describe the activities of the SAC for the upcoming school year.
The School Advisory council will review student data and help make decisions of how to improve our curriculum, instruction, and student activities. This is done through active participation community members of the happenings at the school.   The committee will give input into ways to effectively utilize Title 1 P.I. funds and other Title 1 funds.

Describe the projected use of SAC funds.	Amount
	n/a