



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Ponte Vedra Palm Valley Rawlings Elementary
School

630 A1A N

Ponte Vedra Beach, FL 32082

904-547-8570

<http://www-pvmkr.stjohns.k12.fl.us/>

School Demographics

School Type Elementary School	Title I No	Free and Reduced Lunch Rate 11%
Alternative/ESE Center No	Charter School No	Minority Rate 16%

School Grades History

2013-14 A	2012-13 A	2011-12 A	2010-11 A
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Ponte Vedra Palm Valley Rawlings Elem School

Principal

Kathleen Furness

School Advisory Council chair

Ilinke Royse

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Ilinke Royse	Instructional Literacy Coach
Whitney Buell	Curriculum Resource Coordinator
Lisa Brubaker	Math Coach

District-Level Information

District

St. Johns

Superintendent

Dr. Joseph G Joyner

Date of school board approval of SIP

10/15/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The School Advisory Council is comprised of at least 51% of parents and a community partner. The remaining members are faculty and staff of our school. Membership matches the demographics of our school population. The officers include: Chair, Co-chair, Treasurer, and Secretary.

Involvement of the SAC in the development of the SIP

The School Improvement Plan is presented to the members of the School Advisory Council during the first meeting of the year. Members have the opportunity to provide input and assist with the development of the plan.

Activities of the SAC for the upcoming school year

Our School Advisory Council will approve our school funding which supports professional development. The Council will be involved with data analysis as we monitor the school improvement goals set for 2013-2014. As our school has been awarded an "A" in the state's rating system, the Council will approve the plan for the distribution of School Recognition Funds.

Projected use of school improvement funds, including the amount allocated to each project

We have been informed that there will be no funding allotted to the School Advisory Council for 2013-2014 school year.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Kathleen Furness

Principal

Years as Administrator: 21

Years at Current School: 15

Credentials

Bachelor's Degree Elementary Education
 Master's Degree Educational Leadership

Performance Record

Principal - PV/Rawlings Elementary 2012-2013, Grade A Meeting High Standards in Reading 89%, Meeting High Standards in Math 83%, Meeting High Standards in Writing (3.5 and above) 71%, Meeting High Standards in Science 92%.

Principal - PV/Rawlings Elementary 2011-2012, Grade A Meeting High Standards in Reading 86%, Meeting High Standards in Math 81%, Meeting High Standards in Writing (3.0 and above) 91%, Meeting High Standards in Science 81%, and AYP was met.

Principal - PV/Rawlings Elementary 2010-2011, Grade A Meeting High Standards in Reading 96%, Meeting High Standards in Math 93%, Meeting High Standards in Writing 91% (4.0 and above), Meeting High Standards in Science 87%, and AYP was met.

Principal - PV/Rawlings Elementary 2009-2010, Grade A Meeting High Standards in Reading 95%, meeting High Standards in Math 97%, Meeting High Standards in Writing 87% (4.0 and above), Meeting High Standards in Science 87%, and AYP was met.

Principal - PV/Rawlings Elementary 2008-2009, Grade A Meeting High Standards in Reading 96%, Meeting High Standards in Math 96%, Meeting High Standards in Writing 94% (3.5 and above), Meeting High Standards in Science 80%, and AYP was met.

Principal - PV/Rawlings 2007-2008, Grade A Meeting High Standards in Reading 95%, Meeting High Standards in Math 91%, Meeting High Standards in Writing 83% (3.5 and above), Meeting High Standards in Science 74%, and AYP was met.

Principal - PV/Rawlings Elementary 2006-2007, Grade A Meeting High Standards in Reading 96%, Meeting High Standards in Math 89%, Meeting High Standards in Writing 93% (3.5 and above), Meeting High Standards in Science 77%, and AYP was met.

Principal - PV/Rawlings Elementary 2005-2006, Grade A Meeting High Standards in Reading 93%, Meeting High Standards in Math 91%, Meeting High Standards in Writing 90%, (3.5 and above), and AYP was met.

Whitney Buell		
Asst Principal	Years as Administrator: 1	Years at Current School: 1
Credentials	Bachelor's Degree Psychology Bachelor's Degree Elementary Education Master's Degree Educational Leadership;	
Performance Record	Curriculum Resource Coordinator - Hartley Elementary 2012-2013, Grade A, Meeting High Standards in Reading 77%, Meeting High Standards in Math 77%, Meeting High Standards in Writing 76% (3.5 and above), Meeting High Standards in Science 77%.	
Rita Garlanger		
Asst Principal	Years as Administrator: 16	Years at Current School: 5
Credentials	Bachelor's Degree Elementary Education/Specific Learning Disabilities, Master's Degree Educational Leadership	
Performance Record	Assistant Principal/Curriculum Coordinator - PV/Rawlings Elementary 2012-2013, Grade A Meeting High Standards in Reading 89%, Meeting High Standards in Math 83%, Meeting High Standards in Writing 71% (3.5 and above), Meeting High Standards in Science 92%. Assistant Principal/Curriculum Coordinator - PV/Rawlings Elementary 2011-2012, Grade A Meeting High Standards in Reading 86%, Meeting High Standards in Math 81%, Meeting High Standards in Writing 91% (3.0 and above), Meeting High Standards in Science 81%, and AYP was met. Assistant Principal/Curriculum Coordinator - PV/Rawlings Elementary 2010-2011, Grade A Meeting High Standards in Reading 96%, Meeting High Standards in Math 93%, Meeting High Standards in Writing 91% (4.0 and above), Meeting High Standards in Science 81%, and AYP was met. Assistant Principal/Curriculum Coordinator - PV/Rawlings Elementary 2009-2010, Grade A Meeting High Standards in Reading 95%, Meeting High Standards in Math 97%, Meeting High Standards in Writing 87% (4.0 and above), Meeting High Standards in Science 87%, and AYP was met. Assistant Principal/Curriculum Coordinator - PV/Rawlings Elementary 2008-2009, Grade A Meeting High Standards in Reading 96%, Meeting High Standards in Math 96%, Meeting High Standards in Writing 94% (3.5 and above), Meeting High Standards in Science 80%, and AYP was met. Assistant Principal/Curriculum Coordinator - PV/Rawlings Elementary 2007-2008, Grade A Meeting High Standards in Reading 95%, Meeting High Standards in Math 91%, Meeting High Standards in Writing 83% (3.5 and above), Meeting High Standards in Science 74%, and AYP was met.	

Instructional Coaches

of instructional coaches

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Ilinke Royse

Full-time / School-based

Years as Coach: 2

Years at Current School: 5

Areas

Reading/Literacy, Data, RtI/MTSS

Credentials

Bachelor's Degree Communication/Elementary Education
 Reading Endorsement
 Gifted Endorsement
 ESOL Endorsement

Performance Record

Instructional Literacy Coach - PV/Rawlings Elementary 2012-2013, Grade A meeting High Standards in Reading 89%, Meeting High Standards in Math 83%, Meeting High Standards in Writing 71% (3.5 and above), Meeting High Standards in Science 92%.
 Instructional Literacy Coach - PV/Rawlings Elementary 2011-2012, Grade A meeting High Standards in Reading 86%, Meeting High Standards in Math 81%, Meeting High Standards in Writing 91% (3.0 and above), Meeting High Standards in Science 81%, and AYP was met.

Lisa Brubaker

Full-time / School-based

Years as Coach: 1

Years at Current School: 6

Areas

Mathematics, Data, RtI/MTSS

Credentials

Bachelor's Degree Elementary Education
 Master's Degree in Instructional Technology
 ESOL Endorsement
 Gifted Endorsement

Performance Record

Instructional Math Coach - PV/Rawlings Elementary 2012-2013, Grade A meeting High Standards in Reading 89%, Meeting High Standards in Math 83%, Meeting High Standards in Writing 71% (3.5 and above), Meeting High Standards in Science 92%.

Classroom Teachers

of classroom teachers

92

receiving effective rating or higher

92, 100%

Highly Qualified Teachers

85%

certified in-field

88, 96%

ESOL endorsed

63, 68%

reading endorsed

5, 5%

with advanced degrees

36, 39%

National Board Certified

4, 4%

first-year teachers

18, 20%

with 1-5 years of experience

14, 15%

with 6-14 years of experience

29, 32%

with 15 or more years of experience

31, 34%

Education Paraprofessionals

of paraprofessionals

4

Highly Qualified

4, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

2

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

1. Utilization of district PATS program; Kathleen Furness
2. Support teachers in accessing professional development opportunities to enhance their content expertise and pedagogical skills; Kathleen Furness
3. Create professional learning communities (PLC) to deepen content knowledge; Kathleen Furness
4. Reassign teachers to areas in which they are highly qualified; Kathleen Furness

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

All of the mentors are veteran teachers who are paired mentees with teachers new to the school. Each of them has been assigned an experienced mentor teacher on the same grade level. Mentors and mentees meet as needed to plan and discuss school based strategies and expectations. Both Ilinke Royse and Lisa Brubaker will serve as mentors and have attended the District's Mentor Training.

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

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The RtI/MTSS team meets twice weekly to monitor and review all RtI academic and behavior plans. The team meets with teachers to discuss individual students and create plans based on data. Team members are responsible for conducting Fidelity Checks and classroom observations on students who are on RtI plans. Resource allocation is designed to best support the success of all students, especially those who are receiving support through the RtI/MTSS process.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Principal, Assistant Principal, and Curriculum Resource Coordinator: Provide a common vision for the use of data-based decision-making, ensure that the school based-team is implementing RtI, provide continual guidance and support for the effective implementation of RtI. School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates the development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities. Instructional Literacy/Math Coaches for Core Curriculum: Develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Manage current RtI student data, fidelity checks, and key communicator of the RtI process between teachers, parents, and students. Guidance Counselor: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child services and community agencies to the schools and families to support the child's academic emotional, behavioral, and social success. The school counselors also work side by side with the Instructional Coach to assist with data collection, fidelity checks, and RtI conferences. Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening, measures; and helps identify systemic patterns of student need with respect to language skills. General Education Teachers: (Primary and Intermediate): Provides information about core instruction, participates in student collection, delivers Tier I instruction/

intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities. Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials, and collaborates with general education teachers through such activities as co-teaching. Provides guidance and support, bridge between Rtl and ESE process.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The leadership team participates in the Rtl/MTSS process throughout the school year. The team identifies funding to support resource allocation and/or personnel to provide interventions for students. There is ongoing data analysis and progress monitoring of our school improvement goals as described in the SIP. This information is communicated to the School Advisory Council. The leadership team participates in the district's fidelity checks throughout the school year.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Progress Monitoring: Florida Comprehensive Assessment Test 2.0 (FCAT), Florida Assessments for Instruction in Reading (FAIR) in Kindergarten, Discovery Education Assessment (reading and math) in grades K-5, and Discovery Education Assessment (reading, math, and science) in grades 4-5, Character Counts, Data probes focused on individual targeted areas.

Frequency of Data: Tier II: Every 2 weeks, Tier III: Weekly, Parent Conferences every 8 to 10 weeks.
FCAT – Once a year

FAIR – In Kindergarten at the beginning of the year

FAIR – As needed for progress monitoring for all grades

Discovery Education Assessment – Three times a year

District Formative Assessments - K-5 Quarterly

Character Counts – One student from each classroom, K-5 is recognized monthly for their outstanding character. One student per class is recognized weekly as the Student of the Week for their outstanding character in grades K-2.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Professional Development will be provided to the faculty on designated professional development days. These in-services will include, but are not limited to, the following:

- Literacy Routines/Framework
- Math Routines/Framework
- Behavior Framework
- Problem Solving /Response to Instruction and Intervention Tier 1, 2, and 3 (for academic and behavior plans)
- Progress Monitoring and Graphing

Plan to support understanding of MTSS

Professional development will be provided during the teachers' common planning time and on in-service days.

The Rtl team will also evaluate additional Professional development needs during the weekly Rtl Leadership Team meetings.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Kathleen Furness	Principal
Rita Garlanger	Assistant Principal
Whitney Buell	Curriculum Resource Coordinator
Marti Womack	School Psychologist
Ilinke Royse	Instructional Literacy Coach for Core Curriculum
Erica MacNaught	Guidance Counselor
Stacey O'Brien	Guidance Counselor
Libby Stout	Speech Language Pathologist
Lisa Brubaker	Instructional Math Coach for Core Curriculum

How the school-based LLT functions

The Instructional Literacy Coach and Instructional Math Coach will continue to meet with teachers in small groups or individually to implement best practices of literacy.

Major initiatives of the LLT

The LLT will analyze and maintain current best practice. Through on-going grade level and individual meetings, the LLT will continue to emphasize the Big Six in Reading.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

The Kindergarten teachers invite the directors of local child care providers in order to review expectations and share developmentally appropriate learning environments.

At the start of each year, Kindergarten students attend school using a staggered start system. This allows the teacher to assess readiness and acclimate students to the classroom environment.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	88%	89%	Yes	90%
American Indian		67%		
Asian	88%	93%	Yes	90%
Black/African American	76%	100%	Yes	78%
Hispanic	97%	81%	No	97%
White	88%	89%	Yes	89%
English language learners		0%		
Students with disabilities	63%	61%	No	66%
Economically disadvantaged	76%	73%	No	78%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	128	20%	22%
Students scoring at or above Achievement Level 4	435	69%	72%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		60%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		60%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	301	80%	83%
Students in lowest 25% making learning gains (FCAT 2.0)	39	90%	92%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		40%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		40%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		40%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	138	71%	76%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		100%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	83%	83%	Yes	85%
American Indian		67%		
Asian	88%	70%	No	90%
Black/African American	53%	89%	Yes	57%
Hispanic	83%	76%	No	85%
White	83%	84%	Yes	85%
English language learners		0%		
Students with disabilities	59%	35%	No	63%
Economically disadvantaged	67%	70%	Yes	70%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	160	25%	28%
Students scoring at or above Achievement Level 4	365	58%	61%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		80%
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	267	70%	75%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	30	60%	65%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	46	20%	23%
Students scoring at or above Achievement Level 4	167	72%	74%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	1		2
Participation in STEM-related experiences provided for students	230	18%	25%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	149	11%	8%
Students retained, pursuant to s. 1008.25, F.S.	8	1%	1%
Students who are not proficient in reading by third grade	30	14%	11%
Students who receive two or more behavior referrals	2	0%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	2	0%	0%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Our target is to maintain and/or increase parent participation in our school climate survey.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Teacher/Parent Conferences	1300	100%	100%
Open House	1235	95%	97%
Meet the Teacher	1274	98%	99%
PTO Events (Fun Fund Run/Spring Carnival/Scholastic Book Fair)	1300	100%	100%

Area 10: Additional Targets**Additional targets for the school**

This year a new Character Program has been implemented at our school. Each week staff members receive a Character Counts card. Throughout the week teachers will look for a student who is doing an exceptional/extraordinary act and give them a Character Counts card. Some of the ways in which students can earn cards are by doing random acts of kindness, making wise and responsible decisions, demonstrating leadership skills, helping someone in need, being a good role model, and making a positive difference at school. Each time a student earns a card, he or she will complete the front of the card, describing what he/she did to exhibit outstanding character. Students then turn their cards into the Character Counts boxes located in the front office of each building. Every Friday on the morning news three PV and three Rawlings cards will be drawn from the boxes. Those students' names will be read on the morning news and they will receive a Character Counts pencil. We want our students to be proud of their accomplishments! At the PV campus, cards will be displayed for everyone to see on the 6 Character Counts Pillars painted on the wall in the hallway directly outside the cafeteria. At the end of the month, cards will be returned to students with a special coupon attached. At the Rawlings campus, every student will receive a ring for his or her backpack. On this ring they will proudly display their Character Counts cards. Rawlings card earners will also receive a special coupon.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
50% of PVPV/Rawlings students will receive a Character Counts Card during the 2013-2014 school year.	600	50%	60%
100% of PVPV/Rawlings students will be informed of the Character Counts Pillars and examples of what characterizes each pillar.	1013	100%	100%

Goals Summary

- G1.** Design and evaluate a system whereby each student is well known by at least one adult advocate in the student's school who supports that student's educational experience.
- G2.** Students can support and defend answers to higher level mathematical problems through critical thinking, dialogue, and extended written responses using several different strategies.
- G3.** All teachers will implement high yield strategies aligned to State and Common Core Standards to differentiate instruction for all types of learners.

Goals Detail

G1. Design and evaluate a system whereby each student is well known by at least one adult advocate in the student's school who supports that student's educational experience.

Targets Supported

- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Staff members
- Knowledge and experience from the guidance counselors

Targeted Barriers to Achieving the Goal

- The immense student population, current 1306 enrollment

Plan to Monitor Progress Toward the Goal

Evaluation of the newly implemented student advocacy program

Person or Persons Responsible

The Administrative team, RtI team, Guidance Counselors, and Enrichment Club Facilitators

Target Dates or Schedule:

Ongoing throughout the year

Evidence of Completion:

Stronger relationships are formed between students and adults advocates

G2. Students can support and defend answers to higher level mathematical problems through critical thinking, dialogue, and extended written responses using several different strategies.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- Math "Investigation" from Pearson
- Number talks that teachers are trained on how to conduct with students

Targeted Barriers to Achieving the Goal

- Sufficient teacher knowledge of the Common Core based eight mathematical practices.

Plan to Monitor Progress Toward the Goal

Collection and monitoring of math data

Person or Persons Responsible

The Administrative team and the Math Coach

Target Dates or Schedule:

Ongoing throughout the school year

Evidence of Completion:

Report Cards, District Formative Assessments, Discovery Education Assessments, FCAT 2.0

G3. All teachers will implement high yield strategies aligned to State and Common Core Standards to differentiate instruction for all types of learners.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Social Studies
- Science
- Science - Elementary School
- STEM
- STEM - All Levels
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Professional development
- District Curriculum Maps
- District Formative Assessments
- Discovery Education Assessments

Targeted Barriers to Achieving the Goal

- Sufficient time to train teachers in how to implement high yield strategies effectively.

Plan to Monitor Progress Toward the Goal

Measuring students' engagement in new, deeper, more rigorous learning activities supporting the Common Core and documenting evidence.

Person or Persons Responsible

Administration and instructional staff

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Report Cards, District Formative Assessments, Discovery Education Assessments,

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Design and evaluate a system whereby each student is well known by at least one adult advocate in the student's school who supports that student's educational experience.

G1.B1 The immense student population, current 1306 enrollment

G1.B1.S1 After school enrichment opportunities for students

Action Step 1

The creation of a school Leadership Academy (Student Council, Readers are Leaders, Ambassadors) Art Club, Music Club, Girls on the Run, Video Team, Knitting Club

Person or Persons Responsible

Various staff members are facilitators of the enrichment clubs

Target Dates or Schedule

Established at the start of the school year; clubs meet throughout the academic year

Evidence of Completion

Student participation in the enrichment opportunities

Plan to Monitor Fidelity of Implementation of G1.B1.S1

Occasional participation in enrichment club meetings by the members of the Administrative team

Person or Persons Responsible

Administrative Team and Enrichment Club Faciliators

Target Dates or Schedule

Quarterly throughout the school year

Evidence of Completion

Ongoing participation of students in the enrichment opportunities

Plan to Monitor Effectiveness of G1.B1.S1

Unique goals set by student members of the various enrichment clubs

Person or Persons Responsible

Enrichment club facilitators

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Student participation and achievement of enrichment club goals

G1.B1.S2 Assigning mentoris to students through the Rtl process based on academic or behavior need.

Action Step 1

Implementing a student mentor program through MTSS/Rtl

Person or Persons Responsible

The Rtl team with Administrative support

Target Dates or Schedule

Weekly meetings

Evidence of Completion

Students in need of support would be assigned mentors through the program

Plan to Monitor Fidelity of Implementation of G1.B1.S2

Monitoring of mentoring activities as set in the student's Rtl plan

Person or Persons Responsible

The Rtl team, with administrative support

Target Dates or Schedule

As needed

Evidence of Completion

Feedback from the mentor and mentee

Plan to Monitor Effectiveness of G1.B1.S2

Reassessing the student's Rtl plan

Person or Persons Responsible

Rtl team, with administrative support

Target Dates or Schedule

As needed

Evidence of Completion

Students would be placed back on a Tier I plan

G1.B1.S3 Guidance counselors build relationships with students (lunch bunch, small group, guidance lessons)

Action Step 1

Implementation of various activities by the guidance counselors

Person or Persons Responsible

Guidance counselors

Target Dates or Schedule

Ongoing throughout the school year

Evidence of Completion

Student participation in these activities

Plan to Monitor Fidelity of Implementation of G1.B1.S3

Observations of the various activities implemented by the guidance counselors

Person or Persons Responsible

Administrative team and guidance counselors

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Lesson plans, evaluations (walk throughs/formals) and written feedback given to the guidance counselors based on Marzano's instructional framework and observation protocol/EEE evaluation system.

Plan to Monitor Effectiveness of G1.B1.S3

Feedback from students who participated in the various activities

Person or Persons Responsible

Administrative team, along with guidance counselors

Target Dates or Schedule

At the end of the school year

Evidence of Completion

Decrease in discipline referrals, increase in students' self esteem and confidence

G2. Students can support and defend answers to higher level mathematical problems through critical thinking, dialogue, and extended written responses using several different strategies.

G2.B1 Sufficient teacher knowledge of the Common Core based eight mathematical practices.

G2.B1.S1 PLCs focused on "Number Talks" and the Common Core based eight mathematical practices held during early release Wednesdays.

Action Step 1

Delivery of the instructional strategies to teacher during PLCs

Person or Persons Responsible

The Administrative team, Math Coach,

Target Dates or Schedule

Early release Wednesdays as scheduled in the PLC calendar

Evidence of Completion

"Number Talks" observed during evaluations (walk throughs/formals) and written feedback given to the Math coach based on Marzano's instructional framework and observation protocol/EEE evaluation system.

Facilitator:

Math Coach, Lisa Brubaker

Participants:

Math content teachers, ESE teachers

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Observations completed by the administrative team (walk-throughs/formals) and participation of teachers during the training, as well as teacher evaluations completed at the end of each training.

Person or Persons Responsible

The Administrative team and Math Coach

Target Dates or Schedule

Throughout the school year

Evidence of Completion

"Number Talks" observed during evaluations (walk throughs/formals) and written feedback given to coaches based on Marzano's instructional framework and observation protocol/EEE evaluation system

Plan to Monitor Effectiveness of G2.B1.S1

Data (FCAT 2.0/Discovery Education assessments)

Person or Persons Responsible

The Administrative team and Math Coach

Target Dates or Schedule

Ongoing throughout the year.

Evidence of Completion

Increased scores as a result of the implementation of "Number Talks" in classrooms.

G2.B1.S2 Teachers are given supplementary materials (Measuring Up) to better implement Common Core Math instruction in their classrooms.

Action Step 1

The purchase and distribution of supplementary materials (Measuring Up)

Person or Persons Responsible

Math content teachers

Target Dates or Schedule

Ongoing throughout the school year

Evidence of Completion

Discovery Education Assessments, FCAT 2.0 results, District Formative Assessments

Facilitator:

Lisa Brubaker, Math Coach

Participants:

Math content teachers, ESE teachers

Plan to Monitor Fidelity of Implementation of G2.B1.S2

Observations of the implementation of supplementary materials during evaluations (walk throughs/ formals) and written feedback given to the Math coach based on Marzano's instructional framework and observation protocol/EEE evaluation system.

Person or Persons Responsible

Administrative Team & Math Coah

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Discovery Education assessments, FCAT 2.0 results, District Formative Assessments

Plan to Monitor Effectiveness of G2.B1.S2

Collection and monitoring of math data

Person or Persons Responsible

The Administrative Team & Math Coach

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Discovery Education assessments, FCAT 2.0 results, District Formative Assessments

G3. All teachers will implement high yield strategies aligned to State and Common Core Standards to differentiate instruction for all types of learners.

G3.B1 Sufficient time to train teachers in how to implement high yield strategies effectively.

G3.B1.S1 Using scheduled early release Wednesdays/District in-service days/school-wide training days as professional development sessions.

Action Step 1

Development of the PLC calendar; Planning and presentation of the professional development sessions

Person or Persons Responsible

The Administrative Team; Math Coach; Literacy Coach

Target Dates or Schedule

Throughout the school year

Evidence of Completion

The completion of evaluation/exit tickets for teachers

Facilitator:

Participants:

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Professional development

Person or Persons Responsible

Administration Team

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Exit Tickets and evaluations completed by participants after each PLC.

Plan to Monitor Effectiveness of G3.B1.S1

Implementation of high yield strategies by teachers in the classroom

Person or Persons Responsible

The Administrative Team, Math Coach, Literacy Coach

Target Dates or Schedule

Ongoing throughout the school year

Evidence of Completion

Feedback given to teachers based on Marzano's instructional framework and observation protocol/EEE evaluation system.

G3.B1.S2 Utilizing the skills of the Math and Literacy coach to model high yield strategies in the classroom.

Action Step 1

The modeling of high yield strategies in classrooms K-5

Person or Persons Responsible

Math Coach & Literacy Coach

Target Dates or Schedule

Ongoing throughout the school year

Evidence of Completion

Written feedback given to coaches based on Marzano's instructional framework and observation protocol/EEE evaluation system

Plan to Monitor Fidelity of Implementation of G3.B1.S2

Monitoring the Math and Literacy coaching model

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Feedback given to coaches based on Marzano's instructional framework and observation protocol/EEE evaluation system

Plan to Monitor Effectiveness of G3.B1.S2

Implementation of high yield strategies in the classroom by trained teachers.

Person or Persons Responsible

The Administrative Team

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Feedback given to teachers based on Marzano's instructional framework and observation protocol/EEE evaluation system.

G3.B1.S3 Specific high yield strategies will be featured each month in the Literacy newsletter.

Action Step 1

Creating the monthly literacy newsletter

Person or Persons Responsible

Literacy Coach

Target Dates or Schedule

Monthly throughout the year

Evidence of Completion

Teachers will implement high yield strategies based on the information learned in the monthly literacy newsletter.

Plan to Monitor Fidelity of Implementation of G3.B1.S3

Distribution of monthly newsletter featuring high yield instructional strategies

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Monthly

Evidence of Completion

The monthly newsletter distribution

Plan to Monitor Effectiveness of G3.B1.S3

The implementation of high yield strategies based on knowledge found in the monthly newsletter.

Person or Persons Responsible

The Administrative Team

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Feedback given to teachers based on Marzano's instructional framework and observation protocol/ EEE evaluation system.

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

The district, through Title II funding, is initiating the implementation of the DBQ Project (Document Based Questioning). The Project promotes rigorous reading and writing instruction for all students, not just those in advanced classes. It supports the higher-level thinking skills emphasized by the Common Core State Standards.

The curriculum helps students learn analytical reading and writing strategies.

This fall, third through fifth grade teachers will be given explicit instruction as well as the resources they need in how to incorporate this valuable program in their classrooms. There will be a follow-up district wide in-service opportunity in February for teachers to give feedback and for district personnel will provide additional assistance.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G2. Students can support and defend answers to higher level mathematical problems through critical thinking, dialogue, and extended written responses using several different strategies.

G2.B1 Sufficient teacher knowledge of the Common Core based eight mathematical practices.

G2.B1.S1 PLCs focused on "Number Talks" and the Common Core based eight mathematical practices held during early release Wednesdays.

PD Opportunity 1

Delivery of the instructional strategies to teacher during PLCs

Facilitator

Math Coach, Lisa Brubaker

Participants

Math content teachers, ESE teachers

Target Dates or Schedule

Early release Wednesdays as scheduled in the PLC calendar

Evidence of Completion

"Number Talks" observed during evaluations (walk throughs/formals) and written feedback given to the Math coach based on Marzano's instructional framework and observation protocol/EEE evaluation system.

G2.B1.S2 Teachers are given supplementary materials (Measuring Up) to better implement Common Core Math instruction in their classrooms.

PD Opportunity 1

The purchase and distribution of supplementary materials (Measuring Up)

Facilitator

Lisa Brubaker, Math Coach

Participants

Math content teachers, ESE teachers

Target Dates or Schedule

Ongoing throughout the school year

Evidence of Completion

Discovery Education Assessments, FCAT 2.0 results, District Formative Assessments

G3. All teachers will implement high yield strategies aligned to State and Common Core Standards to differentiate instruction for all types of learners.

G3.B1 Sufficient time to train teachers in how to implement high yield strategies effectively.

G3.B1.S1 Using scheduled early release Wednesdays/District in-service days/school-wide training days as professional development sessions.

PD Opportunity 1

Development of the PLC calendar; Planning and presentation of the professional development sessions

Facilitator

Participants

Target Dates or Schedule

Throughout the school year

Evidence of Completion

The completion of evaluation/exit tickets for teachers

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G2.	Students can support and defend answers to higher level mathematical problems through critical thinking, dialogue, and extended written responses using several different strategies.	\$7,450
Total		\$7,450

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Total
Extended Day Funds	\$7,450	\$7,450
Total	\$7,450	\$7,450

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G2. Students can support and defend answers to higher level mathematical problems through critical thinking, dialogue, and extended written responses using several different strategies.

G2.B1 Sufficient teacher knowledge of the Common Core based eight mathematical practices.

G2.B1.S2 Teachers are given supplementary materials (Measuring Up) to better implement Common Core Math instruction in their classrooms.

Action Step 1

The purchase and distribution of supplementary materials (Measuring Up)

Resource Type

Evidence-Based Materials

Resource

Measuring Up Math workbooks aligned to Common Core and based on the eight mathematical practices

Funding Source

Extended Day Funds

Amount Needed

\$7,450