



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Pine View School

1 PYTHON PATH

Osprey, FL 34229

941-486-2001

www.sarasotacountyschools.net/pineview

School Demographics

School Type
Combination School

Title I
No

Free and Reduced Lunch Rate
11%

Alternative/ESE Center
No

Charter School
No

Minority Rate
26%

School Grades History

2013-14
A

2012-13
A

2011-12
A

2010-11
A

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

Pine View School

Principal

Dr. Stephen Covert

School Advisory Council chair

Jenny Reyka, Carly Grimes

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

Name	Title
Jennifer Freeman	Assistant Principal
Jennifer Nzeza	Assistant Principal
Sue Fair	Assistant Principal
Lisa Wheatley	Assistant Principal

District-Level Information

District

Sarasota

Superintendent

Mrs. Lori White

Date of school board approval of SIP

11/19/2013

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

Dr. Stephen Covert, Principal
 Jennifer Nzeza, Assistant Principal
 Sue Fair, Assistant Principal
 Lori Moyer, Secretary

Involvement of the SAC in the development of the SIP

Describe the involvement of the SAC in the development of this SIP. Include information detailing how the SAC was actively involved in the evaluation of school performance data and preparation of the school's improvement plan and annual budget.

Activities of the SAC for the upcoming school year

Review the SIP and submit comments for revisions
 Review of the SIP throughout the school year

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

School Improvement Funds are projected to be used for the following purposes:

1. Compensate teacher leaders for time planning/creating, facilitating, or presenting Professional Development activities. Examples include: Common Core, Literacy Team, or Differentiated Instruction Team planning days; building/developing/presenting Literacy Team Modules online or "snack and strats"; building/developing/presenting Differentiated Instruction Team "make and takes"; and Common Core Committee building/developing/presenting Professional Day Disciplinary Literacy professional development.
2. Purchase professional resources related to/needed in creating professional development activities listed above; book studies, etc.

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

5

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Dr. Stephen Covert

Principal

Years as Administrator: 18

Years at Current School: 1

Credentials

Doctor of Philosophy (Ph.D.), Education, 2007, from Virginia Commonwealth University. Master of Education (M.Ed.), Administration and Supervision, from Virginia commonwealth University. Bachelor of Arts (B.A.), Spanish Language and Literature, and Geography, from The University of Mary Washington.

Performance Record

Sue Fair

Asst Principal

Years as Administrator: 6

Years at Current School: 2

Credentials

BS in Special Education, MA Educational Leadership, Certification in SLD and Behavior Disorders (Special Education), ESOL, and Administration

Performance Record

Jennifer Nzeza		
Asst Principal	Years as Administrator: 2	Years at Current School: 3
Credentials	BA in Secondary Social Science Education, MA in Curriculum and Instruction, and Ed.S in Educational Leadership Certified in English 5-9, Social Studies 5-9, National Board Certification, Gifted Endorsed	
Performance Record		

Jennifer Freeman		
Asst Principal	Years as Administrator: 3	Years at Current School: 4
Credentials	BA History and Secondary Social Science Education MA Educational Leadership Certification in Social Studies grades 6-12, Administration, Exceptional Student Education, and Gifted Endorsed	
Performance Record		

Lisa Wheatley		
Asst Principal	Years as Administrator: 3	Years at Current School: 2
Credentials	BS in Elementary Education MA in Educational Leadership Certified in Elementary Education, Reading Endorsement	
Performance Record		

Instructional Coaches

of instructional coaches

receiving effective rating or higher

Instructional Coach Information:

Part-time / District-based	Years as Coach:	Years at Current School:
Areas	[none selected]	
Credentials		
Performance Record		

Classroom Teachers

of classroom teachers

133

receiving effective rating or higher

0%

Highly Qualified Teachers

0%

certified in-field

, 0%

ESOL endorsed

39, 29%

reading endorsed

5, 4%

with advanced degrees

115, 86%

National Board Certified

11, 8%

first-year teachers

10, 8%

with 1-5 years of experience

26, 20%

with 6-14 years of experience

46, 35%

with 15 or more years of experience

61, 46%

Education Paraprofessionals

of paraprofessionals

2

Highly Qualified

, 0%

Other Instructional Personnel

of instructional personnel not captured in the sections above

receiving effective rating or higher

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

- SCIP (Sarasota County Induction Program) Mentors for beginning teachers - SCIP mentors and lead mentor
- Develop leadership capacity through instructional coaching and professional development - Principal and Assistant Principals
- Provide professional development opportunities - Literacy Team, Differentiated Instruction Team, and Common Core Committee

- Revamp focus of Professional Learning Communities - Department Chairs, Team Leaders, and Classroom Teachers
- Hire highly-qualified teachers - Principal and Assistant Principals

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

Pine View will use SCIP (Sarasota County Induction Program) Mentors for beginning teachers. These mentors meet with their "mentee" to review Sarasota County requirements related to first and second year teaching. Topics covered include:

- Lesson Planning
- Open House
- Classroom Management
- PRIDE Rubric and all Domains
- Professional Development
- Creating a culture for Learning
- Special populations
- Collaboration
- Culture

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

Pine View administrators and the MTSS Team will assist teachers in the MTSS process. Assistant Principals and Guidance Counselors will facilitate discussion of students of concern, beginning interventions, and monitoring intervention fidelity. Our Differentiated Instruction team will continue to model methods for increasing differentiation in the classroom this school year. Differentiating instruction is an essential component of MTSS three-tiered model of interventions.

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

The MTSS Leadership Team meets to formally collaborate as a School-Wide Support Team either once per week (elementary) or twice monthly (middle/high). Guidance counselors set the agenda for SWST meetings. Summative and formative data are examined to identify school, class, or individual student needs relative to attendance, behavior, and/or academics. Discussions also focus on the implementation of interventions and progress monitoring. If necessary, students of concern are brought up to Children At Risk in Education (CARE). The MTSS Leadership Team provides pertinent data related to attendance, behavior, and academics. Team Members include:

- Grade 2-5 - Lisa Wheatley, Elementary Assistant Principal; Mary Cantillo, Elementary School Counselor
- Grade 6/7 - Sue Fair, Assistant Principal; Kate McManus, School Counselor
- Grade 8/9 - Jennifer Nzeza, Assistant Principal; Lynn Halcomb, School Counselor
- Grade 10-12 - Jennifer Freeman, Assistant Principal; TBA, School Counselor
- All Grades - Tim Gissal, School Psychologist; Diane Andrew, Occupational Therapist; Barbara Semel Parkhurst, Speech-Language Clinician; Linda Lyons, ESE Liason; Valerie Barker, ESE Liason

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

- Discussions once per week during Administrative Staff meeting (AD Staff)
- Regular attendance at MTSS
- Regular meetings with grade-level Guidance Counselors

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

The school uses a variety of reports produced by the district Office of Research, Assessment, and Evaluation (RAE) on the academic achievement of students, including disaggregated AYP subgroup data by reading, math, science, and writing. Additional sources include at each tier include FOCUS, classroom, benchmark and End of Course assessment data provided by the district.

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

Guidance Counselors attend grade-level professional learning communities to answer questions relating to MTSS. Assistant Principals assist teachers in PLCs.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Extended Day for All Students

Minutes added to school year:

Due to the nature of the school - a district-wide choice school for gifted students - an extended day is not supported at our school. Pine View teachers provide assistance to students during the school day where needed and also offer over 100 after-school Club choices, which provide enrichment for interested students.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Teachers maintain records of students needing assistance during the school day.

Who is responsible for monitoring implementation of this strategy?

Classroom teachers.

Literacy Leadership Team (LLT)

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

Name	Title
Jennifer Nzeza	Assistant Principal
Brigid Shannon	Teacher - English HS
Lori Moyer	Teacher and TOSA
Tara Spielman	Teacher Math MS
Stacey Chaillou	Teacher Science MS
Kristin Snowdon	Teacher ESE MS/HS
Lyna Ruiz	Teacher Technology HS
Denise Fugere	Teacher Elementary
Debbie Delaney	Teacher Elementary
Jack Francis	Teacher Social Studies MS
Kristin Guay	Teacher English MS
Chris Mink	Teacher Music MS/HS
Jo Davidsmeyer	Teacher Technology ELM
Claudia Marcello	Teacher World Language MS

How the school-based LLT functions

The Literacy Leadership Team identifies and promotes teaching strategies that strengthen literacy across all subject areas. Members model and disseminate content-relevant strategies during faculty meetings, professional learning communities and team or department meetings. In addition, the LLT supports Pine View's Common Core Curriculum initiative. Team meetings are held once a month.

Major initiatives of the LLT

1. Continue to support the Common Core Curriculum and Differentiated Instruction initiatives.
2. Continue to create, and generate more participation in, a series of professional development segments online through Angel Learn/Blackboard.
3. Host two "Snack and Strat" professional learning activities during the school day.
4. Present interdisciplinary literacy strategies at faculty meetings.
5. Continue to build capacity of teachers in the use of teaching strategies that strengthen literacy, Common Core, and differentiation.
6. Host a book study using "Pathways to the Common Core."

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Teachers at Pine View will work in Collaborative Planning Teams to design standards-based lesson plans and monitor student progress in reading. They will use technology tools to engage students in rigorous, relevant, and aligned curriculum activities in reading. Pine View's Common Core Committee will expose teachers to the Common Core State Standards, assist them in "unpacking" them, and model strategies for aiding students in accessing, processing, and communicating the information they read. The Common Core Committee will present information on "Disciplinary Literacy" during Department Meetings. The Literacy Team will provide teachers with strategies for developing strategic reading skills. Teachers will complete individual professional development as designated in their Individual Professional Development Plans.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

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

Pine View offers an Externship class which allows students to partner with a professional mentor in a field of interest. Students and mentors organize a schedule which ensures maximum exposure to real-world application of work in the field. Elementary school students go to Biztown and participate in Career Day every year. Pine View also brings in outside speakers sponsored through the Pine View Foundation on College and Career Readiness and character education topics to build an awareness for community. We have a yearly school-wide service learning project specialized by grade level: Pennies for Playgrounds and the Sandy Playground Project.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Grade-level Guidance Counselors organize:

- Small group sessions for career planning in grades 8-9;
- Small group sessions which combine academic and career planning in grade 10;
- Individual sessions with grades 11-12

Strategies for improving student readiness for the public postsecondary level

Pine View offers a Science, Technology, Engineering, and Mathematics Club and added a Microsoft Career Academy course for Career and Technical Education.

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	99%	99%	Yes	99%
American Indian				
Asian	99%	99%	Yes	99%
Black/African American	100%	100%	Yes	100%
Hispanic	100%	100%	Yes	100%
White	99%	99%	Yes	99%
English language learners		99%		
Students with disabilities	100%	99%	Yes	100%
Economically disadvantaged	99%	99%	Yes	99%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	151	9%	9%
Students scoring at or above Achievement Level 4	155	90%	90%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	999	81%	83%
Students in lowest 25% making learning gains (FCAT 2.0)	349	81%	85%

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)		<i>[data excluded for privacy reasons]</i>	79%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)		<i>[data excluded for privacy reasons]</i>	65%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)		<i>[data excluded for privacy reasons]</i>	63%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	100	100%	100%

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	638	93%	93%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

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	100%	100%	Yes	100%
American Indian				
Asian	100%	99%	Yes	100%
Black/African American	100%	100%	Yes	100%
Hispanic	100%	99%	Yes	100%
White	100%	100%	Yes	100%
English language learners				
Students with disabilities	100%		Yes	100%
Economically disadvantaged	100%	100%	Yes	100%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	107	8%	8%
Students scoring at or above Achievement Level 4	116	91%	91%

High School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	100%	100%	Yes	100%
American Indian				
Asian	100%	100%	Yes	100%
Black/African American	100%	100%	Yes	100%
Hispanic	100%	100%	Yes	100%
White	100%	100%	Yes	100%
English language learners				
Students with disabilities	100%	0%	No	100%
Economically disadvantaged	100%	100%	Yes	100%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	999	90%	92%
Students in lowest 25% making learning gains (EOC)	286	90%	92%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			100%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	11	4%	4%
Students scoring at or above Achievement Level 4	251	96%	96%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		3%
Students scoring at or above Achievement Level 4	196	97%	97%

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	<i>[data excluded for privacy reasons]</i>		3%
Students scoring at or above Achievement Level 4	166	97%	97%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Middle School Science**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	59	22%	20%
Students scoring at or above Achievement Level 4	207	76%	78%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	18	9%	9%
Students scoring at or above Achievement Level 4	191	91%	91%

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)	10		15
Participation in STEM-related experiences provided for students	300	14%	18%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	604	94%	96%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		100%	100%
Students taking one or more advanced placement exams for STEM-related courses	407	63%	67%
CTE-STEM program concentrators			
Students taking CTE-STEM industry certification exams			
Passing rate (%) for students who take CTE-STEM industry certification exams			

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	75	5%	10%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

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	27	4%	4%
Students retained, pursuant to s. 1008.25, F.S.	0	0%	0%
Students who are not proficient in reading by third grade	0	0%	0%
Students who receive two or more behavior referrals	10	1%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	51	6%	6%
Students who fail a mathematics course	0	0%	0%
Students who fail an English Language Arts course	0	0%	0%
Students who fail two or more courses in any subject	0	0%	0%
Students who receive two or more behavior referrals	21	2%	2%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	65	3%	2%
Students in ninth grade with one or more absences within the first 20 days	20	9%	9%
Students in ninth grade who fail two or more courses in any subject	0	0%	0%
Students with grade point average less than 2.0	1	0%	0%
Students who fail to progress on-time to tenth grade	0	0%	0%
Students who receive two or more behavior referrals	39	2%	1%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	4	0%	0%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	0	0%	0%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	159	99%	99%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	0	0%	0%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	174	99%	99%

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

Pine View's parental involvement targets include both classroom and school events. At the classroom level, parental involvement includes assistance such as "Sunshine Math" and "Picture Person." At the school level, parents attend orientation nights (Open House), participate in Pine View PRIDE, and various other school-wide events.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase the number of volunteer hours by 100 hours.	9999	100%	125%
Create a Saturday Workshop for spring 2014 for parents of gifted students addressing the social and emotional needs of gifted learners.	0	0%	100%

Goals Summary

- G1.** Create a Saturday Workshop for spring 2014 for parents of gifted students addressing the social and emotional needs of gifted learners.
- G2.** Create an Action Research team (of parents, students, faculty, staff, administration, and central support) to study creating the conditions for all students and faculty/staff to allow Pine View to attract, recruit, retain, and support diverse learning.
- G3.** Math: Maintain or demonstrate a two-percentage point increase in the percent proficient across Levels 3,4,5.
- G4.** Reading: Demonstrate a two-percentage point increase for students scoring at Levels 3, 4, or 5 where 90% or more students are currently demonstrating proficiency in reading.
- G5.** Writing: Maintain or demonstrate a two-percentage point increase in the percent proficient across Levels 3.5 or above. Any subgroup that is 90% or higher must maintain or demonstrate an increase in the percent proficient.
- G6.** Civics: When less than 80% of students score at Levels 3,4, or 5, demonstrate a two-percentage point increase in the percent proficient across levels.
- G7.** Science: Demonstrate a minimum four-percentage point increase for all student subgroups when less than 80% are currently demonstrating proficiency (across Levels 3,4,5).

Goals Detail

G1. Create a Saturday Workshop for spring 2014 for parents of gifted students addressing the social and emotional needs of gifted learners.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- 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, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Funding source to bring in guest keynote speaker
- Parents, faculty/staff, students, SENG

Targeted Barriers to Achieving the Goal

- Competing Saturday activities

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G2. Create an Action Research team (of parents, students, faculty, staff, administration, and central support) to study creating the conditions for all students and faculty/staff to allow Pine View to attract, recruit, retain, and support diverse learning.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- 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, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Data from district on demographic make-up of Pine View, and other schools at all levels for students, faculty, and staff.

Targeted Barriers to Achieving the Goal

- awareness
- faculty and parent interest

Plan to Monitor Progress Toward the Goal

Action Research Team (and administration) will plan to conduct informal student and parent focus groups to solicit feedback, as well as share the current literature regarding parent and student outreach with community.

Person or Persons Responsible

Action Research Team (and administration)

Target Dates or Schedule:

fall 2013 and spring 2014

Evidence of Completion:

agenda from planning meetings, and work product to include informal survey (anonymous) results and feedback for developing strategic long-range vision.

G3. Math: Maintain or demonstrate a two-percentage point increase in the percent proficient across Levels 3,4,5.

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, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC

Resources Available to Support the Goal

- Elementary - Success Maker morning club for math - daily
- Elementary, Middle, High - Differentiated Instruction Training with Jessica Hockett (Middle/High School) and Catherine Brighton (Elementary).
- Elementary - Small group assistance with volunteer weekly at 3rd grade

Targeted Barriers to Achieving the Goal

- Teachers continuing to align the curriculum map to Common Core State Standards and finding resources to meet the needs of the more rigorous standards.
- Varied levels of proficiency/use of Differentiated Instruction strategies in classrooms.
- Students not able to attend the Success Maker morning club.

Plan to Monitor Progress Toward the Goal

Data reports including district and teacher-created common assessments, chapter tests, running records, portfolios, FOCUS, FCAT Explorer, and/or EOC assessments; attendance in Morning club and small group sessions.

Person or Persons Responsible

Principal, Assistant Principals, Math teachers

Target Dates or Schedule:

Analyze data during collaborative planning, Professional Learning Communities (PLCs) or Team meetings; analyze attendance and math test scores at the 3rd grade level after small group sessions

Evidence of Completion:

Increased proficiency on state math assessments; Increased scores on chapter or teacher-made assessments

G4. Reading: Demonstrate a two-percentage point increase for students scoring at Levels 3, 4, or 5 where 90% or more students are currently demonstrating proficiency in reading.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

Resources Available to Support the Goal

- Literacy Team, Common Core Committee, and Differentiated Instruction Team materials: presentations on professional days, professional development modules online, Book Studies, "Snacks and Strats," and "Make and Takes." Each of these provide teaching and learning strategies to increase teacher effectiveness and target specific reading skills needed for content mastery. For example: accessing challenging texts across subject areas; active learning, accountable talk, academic vocabulary, 3Q3R, RAFT, Text-dependent and higher-order questioning, and more.
- Elementary - Reading Wonders and Success Maker morning club for individualizing instruction in reading at the elementary level.
- Differentiated Instruction Training with Jessica Hockett (Middle/High School) and Catherine Brighton (Elementary).

Targeted Barriers to Achieving the Goal

- Collection of and timely access to formative (benchmark) assessment data; Timely analysis of data; Ability to use the data to drive instruction.
- Attendance in professional development modules online, Book Studies, "Snacks and Strats," and "Make and Takes."
- Transfer of learning to classroom practice.
- Inability of some students to attend the morning club.

Plan to Monitor Progress Toward the Goal

Benchmark assessments, EOC and FCAT data, classroom formative and summative assessment data

Person or Persons Responsible

Principal, Assistant Principals, Counselors, Common Core, Literacy, and Differentiated Instruction Teams; classroom teachers

Target Dates or Schedule:

Throughout the year through: Monthly meetings, PLCs, Department meetings

Evidence of Completion:

Increased scores on formative and summative classroom assessments;

G5. Writing: Maintain or demonstrate a two-percentage point increase in the percent proficient across Levels 3.5 or above. Any subgroup that is 90% or higher must maintain or demonstrate an increase in the percent proficient.

Targets Supported

- Writing

Resources Available to Support the Goal

- District writing specialist, Patti Brustad,

Targeted Barriers to Achieving the Goal

- Implementation of best practices for teaching writing.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G6. Civics: When less than 80% of students score at Levels 3,4, or 5, demonstrate a two-percentage point increase in the percent proficient across levels.

Targets Supported

- Civics EOC

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- Receiving timely access to formative (benchmark) assessment given by the district; Timely analysis of data; Ability to use the data to drive instruction

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G7. Science: Demonstrate a minimum four-percentage point increase for all student subgroups when less than 80% are currently demonstrating proficiency (across Levels 3,4,5).

Targets Supported

- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- Varied use of Differentiated Instruction strategies in classrooms.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Create a Saturday Workshop for spring 2014 for parents of gifted students addressing the social and emotional needs of gifted learners.

G1.B1 Competing Saturday activities

G1.B1.S1 Planning team will meet in the fall and plan far enough ahead to get on everyone's calendar.

Action Step 1

Chair of initiative will place setting a spring date on the agendas early in the process

Person or Persons Responsible

Committee Chair

Target Dates or Schedule

November 2013

Evidence of Completion

Agenda and date on master calendar for Saturday Workshop at Pine View Spring 2014

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

Planning team (teachers and administration) will partner with district resources and outside consultants to plan Saturday workshop.

Person or Persons Responsible

Planing team (teachers and administration)

Target Dates or Schedule

fall 2013

Evidence of Completion

announcement of Saturday Workshop for parents of gifted students on meeting the social and emotional needs of students.

Plan to Monitor Effectiveness of G1.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2. Create an Action Research team (of parents, students, faculty, staff, administration, and central support) to study creating the conditions for all students and faculty/staff to allow Pine View to attract, recruit, retain, and support diverse learning.

G2.B1 awareness

G2.B1.S1 Through email solicitation, and in-person discussions, begin to solicit membership from faculty and staff for Action Research Team in fall 2013.

Action Step 1

Administration will coordinate solicitation of interested participants on Action Research team.

Person or Persons Responsible

Administration, faculty, students, parents, and staff.

Target Dates or Schedule

spring 2014

Evidence of Completion

copies of agendas, and strategic plan for creating an Action Research team (of parents, students, faculty, staff, administration, and central support) on creating the conditions for all students and faculty/staff to allow Pine View to attract, recruit, retain, and support a truly diverse learning environment.

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

Administration will coordinate activities of forming Action Research Team in fall 2013

Person or Persons Responsible

Administration

Target Dates or Schedule

fall 2013

Evidence of Completion

review of SIP, announcement of Action Research Team formation, and agenda from meetings.

Plan to Monitor Effectiveness of G2.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2.B2 faculty and parent interest

G2.B2.S1 Administration and Action Research Team will contact Office of Research and Evaluation, and Student Support Services to build picture of demographic data on identified gifted students, by grade level, by school throughout Sarasota County Schools.

Action Step 2

Action Research Team will contact Office of Research and Evaluation regarding data on identification of gifted students, by grade level, by school.

Person or Persons Responsible

Action Research Team

Target Dates or Schedule

spring 2014

Evidence of Completion

report to Action Research team of identified gifted students, by grade level and by school.

Action Step 2

A focus group of diverse Pine View students will be informally interviewed to discover reasons for choosing Pine View, if there were or are barriers to their attending Pine View, and if so, how have they overcome those barriers.

Person or Persons Responsible

Action Research Team

Target Dates or Schedule

spring 2014

Evidence of Completion

results from informal, anonymous focus group discussion

Plan to Monitor Fidelity of Implementation of G2.B2.S1

Action Research Team will review the current literature on gifted education and identification protocols, mentoring, early scholars programs, recruiting and retaining high quality staff and faculty, and supporting a diverse student body while at Pine View.

Person or Persons Responsible

sub-committee of Action Research Team

Target Dates or Schedule

spring 2014

Evidence of Completion

dissemination of relevant literature, strategic plan for creating the conditions for all students and faculty/staff to allow Pine View to attract, recruit, retain, and support a truly diverse learning environment due in spring 2014.

Plan to Monitor Effectiveness of G2.B2.S1

Action Research Team (and data sub-committee) will monitor and provide monthly updates to Action Research Team

Person or Persons Responsible

Action Research Team sub-committee

Target Dates or Schedule

fall 2013 and spring 2014

Evidence of Completion

report of data

G3. Math: Maintain or demonstrate a two-percentage point increase in the percent proficient across Levels 3,4,5.

G3.B1 Teachers continuing to align the curriculum map to Common Core State Standards and finding resources to meet the needs of the more rigorous standards.

G3.B1.S1 Strategic discussions during department meeting time, PLCs, or Team Meetings to discuss how to ensure alignment and sharing of strategies.

Action Step 1

Data discussions

Person or Persons Responsible

Team Leaders, Department Chairs, Administrative Personnel

Target Dates or Schedule

PLC time

Evidence of Completion

PLC agendas and minutes

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3.B2 Varied levels of proficiency/use of Differentiated Instruction strategies in classrooms.

G3.B2.S1 Use national trainers Jessica Hockett and Catherine Brighton to train Elementary and Middle/High teachers during a professional day.

Action Step 1

Differentiated Instruction Training - Whole School

Person or Persons Responsible

Jessica Hockett and Catherine Brighton; PV teachers

Target Dates or Schedule

January 21st

Evidence of Completion

Attendance and increased use of DI strategies in classes

Facilitator:

Jessica Hockett and Catherine Brighton

Participants:

PV teachers

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B2.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B2.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3.B3 Students not able to attend the Success Maker morning club.

G3.B3.S1 Students are offered to attend three times per week during their recess time.

Action Step 1

Success Maker for math

Person or Persons Responsible

David Delaney

Target Dates or Schedule

Three times per week during recess

Evidence of Completion

Attendance in the sessions and increased scores.

Plan to Monitor Fidelity of Implementation of G3.B3.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B3.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G4. Reading: Demonstrate a two-percentage point increase for students scoring at Levels 3, 4, or 5 where 90% or more students are currently demonstrating proficiency in reading.

G4.B1 Collection of and timely access to formative (benchmark) assessment data; Timely analysis of data; Ability to use the data to drive instruction.

G4.B1.S1 Meet in PLCs to discuss data when it arrives; share Success Maker data with teachers.

Action Step 1

Data analysis during PLCs; data analysis and tracking of Success Maker

Person or Persons Responsible

Grade level or department members; ESE Teacher

Target Dates or Schedule

During PLC time; daily

Evidence of Completion

Charts, graphs, lesson plan ideas, etc.; increased Lexile scores

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G4.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G4.B2 Attendance in professional development modules online, Book Studies, "Snacks and Strats," and "Make and Takes."

G4.B2.S1 "Advertise" the professional development modules and literacy strategies at Faculty Meetings; Hosting an "Open House" the day of the modules; Revamp the focus of Professional Learning Community, Team, and Department meetings to maintain more of an instructional focus by placing a member of these committees on each agenda.

Action Step 1

Attend monthly meetings to discuss ideas and create activities; implement at specific meetings (by grade level), and facilitate discussions.

Person or Persons Responsible

Literacy Team Members, Common Core Committee Members, Differentiated Instruction Team Members

Target Dates or Schedule

Faculty Meetings, PLCs, Department Meetings

Evidence of Completion

Increased enrollment in the Professional Development Modules on Blackboard; increased use of strategies in classrooms

Facilitator:

Literacy Team Module Facilitators

Participants:

Pine View teachers

Plan to Monitor Fidelity of Implementation of G4.B2.S1

Participation in professional development opportunities.

Person or Persons Responsible

PD facilitators, Principal, Assistant Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Increased attendance.

Plan to Monitor Effectiveness of G4.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G4.B4 Inability of some students to attend the morning club.

G4.B4.S1 Offer the same opportunity three times per week during recess time.

Action Step 1

Success Maker morning club.

Person or Persons Responsible

David Delaney

Target Dates or Schedule

Three times per week during recess.

Evidence of Completion

Attendance in sessions and increased Lexile scores.

Plan to Monitor Fidelity of Implementation of G4.B4.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G4.B4.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G5. Writing: Maintain or demonstrate a two-percentage point increase in the percent proficient across Levels 3.5 or above. Any subgroup that is 90% or higher must maintain or demonstrate an increase in the percent proficient.

G5.B1 Implementation of best practices for teaching writing.

G5.B1.S1 Utilize Collaborative Learning time to discuss the development of writing elements and analyze writing data; use mock FCAT Writing prompts 4 times per year at all levels

Action Step 1

Person or Persons Responsible

English Department Chair, classroom teachers, PLC and Team Leaders

Target Dates or Schedule

During PLC (collaborative planning time) or department meeting time

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G5.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G5.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G7.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G7.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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 provides support and funding for a separate gifted program at Pine View. We use our AP and Title II funding to support our overall school curriculum as well as professional learning opportunities for staff and faculty. PVA and PVF as well as district funds support technology initiatives and curriculum projects.

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.

G3. Math: Maintain or demonstrate a two-percentage point increase in the percent proficient across Levels 3,4,5.

G3.B2 Varied levels of proficiency/use of Differentiated Instruction strategies in classrooms.

G3.B2.S1 Use national trainers Jessica Hockett and Catherine Brighton to train Elementary and Middle/High teachers during a professional day.

PD Opportunity 1

Differentiated Instruction Training - Whole School

Facilitator

Jessica Hockett and Catherine Brighton

Participants

PV teachers

Target Dates or Schedule

January 21st

Evidence of Completion

Attendance and increased use of DI strategies in classes

G4. Reading: Demonstrate a two-percentage point increase for students scoring at Levels 3, 4, or 5 where 90% or more students are currently demonstrating proficiency in reading.

G4.B2 Attendance in professional development modules online, Book Studies, "Snacks and Strats," and "Make and Takes."

G4.B2.S1 "Advertise" the professional development modules and literacy strategies at Faculty Meetings; Hosting an "Open House" the day of the modules; Revamp the focus of Professional Learning Community, Team, and Department meetings to maintain more of an instructional focus by placing a member of these committees on each agenda.

PD Opportunity 1

Attend monthly meetings to discuss ideas and create activities; implement at specific meetings (by grade level), and facilitate discussions.

Facilitator

Literacy Team Module Facilitators

Participants

Pine View teachers

Target Dates or Schedule

Faculty Meetings, PLCs, Department Meetings

Evidence of Completion

Increased enrollment in the Professional Development Modules on Blackboard; increased use of strategies in classrooms

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G3.	Math: Maintain or demonstrate a two-percentage point increase in the percent proficient across Levels 3,4,5.	\$7,000
G4.	Reading: Demonstrate a two-percentage point increase for students scoring at Levels 3, 4, or 5 where 90% or more students are currently demonstrating proficiency in reading.	\$6,000
Total		\$13,000

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Professional Development	Total
Education Foundation Grant Monies	\$6,000	\$0	\$6,000
AP Funds	\$0	\$7,000	\$7,000
	\$0	\$0	\$0
Total	\$6,000	\$7,000	\$13,000

Budget Details

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

G1. Create a Saturday Workshop for spring 2014 for parents of gifted students addressing the social and emotional needs of gifted learners.

G1.B1 Competing Saturday activities

G1.B1.S1 Planning team will meet in the fall and plan far enough ahead to get on everyone's calendar.

Action Step 1

Chair of initiative will place setting a spring date on the agendas early in the process

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G3. Math: Maintain or demonstrate a two-percentage point increase in the percent proficient across Levels 3,4,5.

G3.B2 Varied levels of proficiency/use of Differentiated Instruction strategies in classrooms.

G3.B2.S1 Use national trainers Jessica Hockett and Catherine Brighton to train Elementary and Middle/High teachers during a professional day.

Action Step 1

Differentiated Instruction Training - Whole School

Resource Type

Professional Development

Resource

Funding Source

AP Funds

Amount Needed

\$7,000

G4. Reading: Demonstrate a two-percentage point increase for students scoring at Levels 3, 4, or 5 where 90% or more students are currently demonstrating proficiency in reading.

G4.B2 Attendance in professional development modules online, Book Studies, "Snacks and Strats," and "Make and Takes."

G4.B2.S1 "Advertise" the professional development modules and literacy strategies at Faculty Meetings; Hosting an "Open House" the day of the modules; Revamp the focus of Professional Learning Community, Team, and Department meetings to maintain more of an instructional focus by placing a member of these committees on each agenda.

Action Step 1

Attend monthly meetings to discuss ideas and create activities; implement at specific meetings (by grade level), and facilitate discussions.

Resource Type

Evidence-Based Program

Resource

Education Foundation Grant Monies - District curriculum and development staff

Funding Source

Education Foundation Grant Monies

Amount Needed

\$6,000