SCHOOL NAME: Plantation Oaks Elementary School
School Based Leadership Team

Response to Instruction/Intervention (RtI)

Identify the school-based RtI Leadership Team.

- Indicate who is on the team and their position. Also explain why they have been included on the team.

Lee Oliver: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Jessica Streaty, Amy Anken, Lori Comeau, Laura Dodson, Celeste Sciandra, Erin Uria, Amy Olsen: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3activities.

Lee Oliver, Kim Marks, Vickie Lurie, Priscilla Dobson:

Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches.

Identifies systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists 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 provides support for assessment and implementation monitoring.

Kimm Farwell: Facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans. Assists grade levels in the development of Professional Learning Communities and/or Lesson Study.

Jenny Gamble: Participates in collection, interpretation, and analysis of data; facilitates 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.

Jennifer Hall: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

Lisa Jacob and Jodi Nesi: 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 needs with respect to language skills

- Describe how the school-based RtI Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/ coordinate RtI efforts?

The team meets monthly in collaboration with the RTI team to engage in the following activities:

Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/ exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate professional development in the form of Professional Learning Communities and Lesson Study.

- Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

The RtI Leadership Team met with the School Advisory Council (SAC) and principal to help develop the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures. Additionally, the Team assisted the school's inservice coordinator in the writing of the professional development priorities to ensure that RTI training is provided to all instructional and support staff members throughout the year. Team members will assist the School Advisory Committee in the monitoring of the SIP and provide updates to the SAC on the implementation of RTI goals.

RtI Implementation

- Describe the data source(s) and the data management systems(s) used to summarize data at each tier for reading, mathematics, science writing, and behavior.

Baseline data: FAIR via Progress Monitoring and Reporting Network (PMRN), Assessment and Information Management System (DataStar), Florida Comprehensive Assessment Test (FCAT), Progress Monitoring, K-5 Successmaker. Compass Learning Assessments

Progress Monitoring: Progress Monitoring (K-6 Math, Reading): Florida Assessments for Instruction in Reading (FAIR), Running Records, Successmaker, Early Reading Diagnostic Assessment (ERDA), Diagnostic Reading Assessment, (DAR), Compass Learning, Class grades, Teacher judgment, Focus, and Quick Reads

End of year: FAIR, Progress Monitoring, FCAT, Successmaker

Frequency of Data Days: twice a month for data analysis

- Describe the plan to train staff on RtI.

Professional development will be provided and small sessions through professional learning communities which will occur throughout the year. A District Intervention Specialist will be assigned to cluster sites to provide training and support. Curriculum Council Meetings will be conducted as needed for school administrators where training will focus on topics such as: Data-based Decision-making, and Supporting and Evaluating Interventions. The School-based RTI Leadership Team will provide training throughout the year as determined by data collection and implementation concerns.

The RtI team will also evaluate additional staff PD needs during the weekly RtI Leadership Team meetings.

Literacy Leadership

- Identify the school-based Literacy Leadership Team (LLT).

Lee Oliver: Provides a common vision for the use of data-based decision-making, ensures that the school-based team follows the K-12 Reading Plan, ensures assessments are conducted as required, ensures implementation of reading intervention support and documentation, ensures adequate professional development to support effective reading implementation, and communicates with parents regarding reading plans and activities.

Jessica Streaty, Amy Anken, Lori Comeau, Laura Dodson, Celeste Sciandra, Erin Uria, Amy Olsen: Provides information about core and supplemental reading instruction, participates in student data collection, delivers instruction/intervention, and collaborates with other staff to implement K-12 Reading Plan.

Lee Oliver, Kim Marks, Vickie Lurie, Priscilla Dobson: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through activities such as co-teaching, PLC's and Lesson Study.

Kimm Farwell: Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists 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 provides support for assessment and implementation monitoring.

Jennifer Hall: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data collection from the PMRN and Progress Monitoring.

Lisa Jacob and Jodi Nesi: 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 needs with respect to language skills.

- Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

The team meets monthly in collaboration with the RTI team to engage in the following activities:

Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate professional development in the form of Professional Learning Communities and Lesson Study.

- What will be the major initiatives of the LLT this year?

The LLT will work to effectively integrate the RTI process to ensure that students most "at risk" in reading receive intensive and immediate intervention services. We will support

the implementation of the Common Core State Standards.

NCLB Public School Choice (If Applicable)

Notification of School in Need of Improvement (SINI) Status

Attach a copy of the Notification of SINI Status to Parents

Public School Choice with Transportation (CWT) Notification

Attach a copy of the CWT Notification to Parents

Supplemental Educational Services (SES) Notification

Attach a copy of the SES Notification to Parents

Elementary Schools Only: Pre-School Transition

- Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

Students that register early for kindergarten are scheduled for a kindergarten screening over the summer. The data collected from these screenings helps appropriately balance kindergarten classes.

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

- For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

High Schools Only Note: Required for High School – Sec. 1008.37(4), F.S., Sec. 1003.413(g)(j) F.S.

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

Additional information: Dropout Prevention

- Provide a plan to address the 15 Strategies below to support the improvement of the dropout rate at your school. These strategies, although appearing to be independent, frequently overlap and are synergistic. They can be implemented as stand-alone programs (i.e. mentoring or family involvement projects) or integrated into other components of your SIP (please reference the goal and page number on the form below where in the SIP the strategy is utilized, if planning to integrate within your plan)

2012 – 2013 School Improvement Plan

When schools develop an improvement plan that encompasses most or all of these strategies, positive outcomes will result.

4 Elements/15 Strategies:
The Basic Core Strategies
- Mentoring/Tutoring
- Service Learning
- Alternative Schooling
- After School Opportunities

Early Interventions
- Early Childhood Education
- Family Engagement
- Early Literacy Development

Making the Most of Instruction
- Professional Development
- Active Learning
- Educational Technology
- Individualized Instruction

Making the Most of the Wider Community
- Systemic Renewal
- School-Community Collaboration
- Career and Technical Education
- Safe Schools

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

School District of Clay County

Smart Goals **Smart** = **S**pecific **M**easurable **A**ttainable **R**ealistic **T**imely					

Goal 1: Student Performance Content Area: Reading_ **Goal 2:** Student Performance Content Area:_ Math_ **Goal 3:** Student Performance: Content Area: Writing **Goal 4**: Student Performance Content Area: Science **Goal 5**:_ Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal,					
Goal 1: By 2013, 73% of students in grades 3-5 will achieve proficiency (FCAT level 3 or above) in Reading.					
Strategies, Indicators and Progress Measures					
I. **Strategy 1**: Implement the research-based strategy of developing learning experiences utilizing a variety of instructional strategies and resources, including appropriate technology, that requires students to demonstrate a variety of relevant skills and competencies					
	FCAT/EOC August 2012 ***Perceptual Data**	**FCAT/EOC** August 2013	**FCAT/EOC** August 2014	**FCAT/EOC** August 2015	**FCAT/EOC** August 2016
II. **Adult Implementation Indicator (s):** 100% of teachers will implement the research-based strategy of developing learning experiences utilizing a variety of instructional strategies and resources, including appropriate technology, which requires students to demonstrate a variety of relevant skills and competencies.	Grades K-2 42 % Grades 3-5 50 %	Grades K-2 56 % Grades 3-5 63 %	Grades K-2 70 % Grades 3-5 75 %	Grades K-2 84 % Grades 3-5 87%	Grades K-2 100 % Grades 3-5 100 %
	FCAT/EOC August 2012	**FCAT/EOC** August 2013	**FCAT/EOC** August 2014	**FCAT/EOC** August 2015	**FCAT/EOC** August 2016

III. Students will consistently increase their FCAT Reading scores until we reduce the percent of students who are non-proficient by at least 50% by 2016.	3rd 70% **(30%)** 4th 71% **(29%)** 5th 67 % **(33%)**	3rd 73.75% **(26.25%)** 4th 74.625% **(25.375%)** 5th 71.125% **(28.875%)**	3rd 77.5% **(22.5%)** 4th 78.25% **(21.75%)** 5th 75.25% **(24.75%)**	3rd 81.25% **(18.75%)** 4th 81.875 % **(18.125)** 5th 79.375% **(20.625)**	3rd 85% **(15%)** 4th 85.5% **(14.5%)** 5th 83.5% **(16.5%)**

IMPLEMENTATION DETAILS

Action Steps	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material/ Technology/ Trainer	Related PD	Funding/Funding Source
1. Teachers will use anchor charts with fiction and non-fiction Task 1: Teachers will establish a common ritual of utilizing anchor charts in a pre-reading experience for students each time they begin a new story. This will allow teachers to introduce text complexity or reinforce reading skills so that students can better understand what they are reading.	Anchor charts, Lesson plans	Classroom teacher, principal	2012-2013 school year	Teacher Books "Smarter Charts" K-2: Optimizing an Instructional Staple to Create Independent Reading Classroom libraries/ magazines with informational text "Pathways to the Common Core"	Learning with Reading Common Core Reading Reading Lesson Study Group	*Professional Development Funds* 0100.6400.0590.0651.000 *SIP Funds* 0100.5100.0391.0651.1183 *Professional Development Funds* *Professional Development Funds* 0100.6400.0140.0651.000

7

2. Teachers will utilize FAIR data reports to record and monitor student progress Task 1. During common planning time, teachers will disaggregate data based on FAIR to determine areas of need within the grade level.	Meeting minutes, lesson plans, observation	Teachers, grade level chairs, principal	October 2012-May, 2013	Common planning time schedule Scholastic Systemic Sight Words	Systemic Sight Words	*N/A* *Professional Development Funds* 0100.6400.0590.0651.000

School District of Clay County

Smart Goals **Smart = Specific Measurable Attainable Realistic Timely**					
Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing **Goal 4:** Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal,					
Goal 2. By 2013, 80% of students will achieve proficiency (FCAT level 3 or above) in Math.					
Strategies, Indicators and Progress Measures					
I. **Strategy 2: Implement the research-based strategy of using higher level thinking techniques and manipulatives in order to increase the higher order thinking of students in Math.**					
	FCAT/EOC August 2012 ***Perceptual Data**	**FCAT/EOC** August 2013	**FCAT/EOC** August 2014	**FCAT/EOC** August 2015	**FCAT/EOC** August 2016

II. **Adult Implementation Indicator (s):** 100% of teachers will implement the research based strategy of using higher level questioning techniques (with an emphasis on lesson study and vertical collaboration), in order to increase the higher order thinking of students in Math.	Grades K-2 51% Grades 3-5 48%	Gr K-2 63% Gr 3-5 61 %	Gr K-2 75 % Gr3-5 73 %	GrK-2 87% Gr 3-5 86%	Grades K-2 100% Grades 3-5 100%
	FCAT/EOC August 2012	**FCAT/EOC** August 2013	**FCAT/EOC** August 2014	**FCAT/EOC** August 2015	**FCAT/EOC** August 2016
III. **Student Performance Indicator (s):** Students will consistently increase their FCAT Math scores until we reduce the percent of students who are non-proficient by at least 50% by 2016.	3rd 78% **(22%)** 4th 78% **(22%)** 5th 73 % **(27%)**	3rd 80.75% **(19.259%)** 4th 80.75% **(19.25%)** 5th 76.375% **(23.625%)**	3rd 83.5% **(16.5%)** 4th 83.5% **(16.5%)** 5th 79.75% **(20.25%)**	3rd 86.25% **(13.75%)** 4th 86.25 % **(13.75%)** 5th 83.125% **(16.875%)**	3rd 89% **(11%)** 4th 89% **(11%)** 5th 86.5% **(13.5%)**

Action Steps	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source

1. *Teachers will use higher-level thinking techniques with students during math instruction, class discussions, and think alouds.* Task 1: Teachers will participate in lesson study/learning community on higher-level thinking and questioning techniques during common planning time.	Sign in sheets, agendas, evaluation forms, and feedback from grade level team meetings	Classroom teachers, Grade level chair, Principal	2012-2013 School Year	Kagan Learning Structure Cards	Math lesson study group	*Professional Development Funds* 0100.6400.0590.0651.000
2. *Teachers will transition to Common Core State Standards* Task 1: Teachers will emphasize modeling and student thinking skills on K-5 Domains and Critical Areas.	Math Vertical team minutes	Classroom teachers, Vertical Team chair, Principal	2012-2013 School Year		TEACH Conference Bolles Physical Ed Conference Common Core Mathematics	*Professional Development Funds* 0100.6400.0330.0651.000 *Professional Development Funds* 0100.6400.0140.0651.000 0100.6400.0330.0651.000 N/A

School District of Clay County

Smart Goals **Smart** = **S**pecific **M**easurable **A**ttainable **R**ealistic **T**imely					
Goal 1: Student Performance Content Area: <u>Reading</u> **Goal 2:** Student Performance Content Area: <u>Math</u> **Goal 3:** Student Performance: Content Area: <u>Writing</u> **Goal 4**: Student Performance Content Area: <u>Science</u> **Goal 5**: <u>Parental Involvement</u> **Goal 6:** <u>Other: Ex. School Climate, Attendance, other measureable school-specific goal,</u>					
Goal 3: By 2013, 93% of students will achieve proficiency (FCAT level 3 or above) in Writing.					
Strategies, Indicators and Progress Measures					
I. **Strategy 3: Implement the research-based strategy of relating and integrating the subject matter with other disciplines during instruction.**					
	FCAT/EOC August 2012 ***Perceptual Data**	**FCAT/EOC** August 2013	**FCAT/EOC** August 2014	**FCAT/EOC** August 2015	**FCAT/EOC** August 2016
II. **Adult Implementation Indicator (s):** 100% of teachers will implement the research-based strategy of relating and integrating subject matter with other disciplines during instruction	**K-5 29%**	K-5 49%	K-5 69%	K-5 80%	K-5 100%
	FCAT/EOC August 2012	**FCAT/EOC** August 2013	**FCAT/EOC** August 2014	**FCAT/EOC** August 2015	**FCAT/EOC** August 2016

III. **Student Performance Indicator(S):** Students will consistently increase their FCAT Writing scores until we reduce the percent of students who are non-proficient by at least 50% by 2016.	4th 92 % **(8%)**	4th 93% **(7%)**	4th 94% **(6%)**	4th 95% **(5%)**	4th 96% **(4%)**

2012 – 2013 School Improvement Plan

Implementation Details

Action Steps	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/ Funding Source
3.1 Teachers will use graphic organizers Task 1: Teachers will establish the practice of using graphic organizers across the curriculum so that students may learn to plan by organizing their thoughts and providing focus to their writing.	Graphic organizers, Student responses, Meeting minutes	Grade level chair, principal	2012-20123 school year			
3.2 Teachers use the NGSSS and Common Core Standards to integrate writing across the curriculum. Task 1. Provide support opportunities for teachers to collaborate during common planning time and vertical team meetings to develop a writing guide to ensure alignment to the NGSSS.	Grade level and vertical team meeting minutes	Grade level chairs, committee chairs, principal	2012-2013 School year			

Smart Goals **Smart** = **S**pecific **M**easurable **A**ttainable **R**ealistic **T**imely					
Goal 1: Student Performance Content Area: <u>Reading</u> **Goal 2:** Student Performance Content Area: <u>Math</u> **Goal 3:** Student Performance: Content Area: <u>Writing</u> **Goal 4**: Student Performance Content Area: <u>Science</u> **Goal 5**: <u>Parental Involvement</u> **Goal 6:** <u>Other: Ex. School Climate, Attendance, other measureable school-specific goal,</u>					
Goal 4: By 2013, 55% of students will achieve proficiency (FCAT level 3 or above) in Science.					
Strategies, Indicators and Progress Measures					
I. **Strategy 4:** Implement the research-based strategy of designing and modifying instruction to deepen students' understanding of content area and advance student learning while addressing preconceptions and misconceptions.					
	FCAT/EOC August 2012 ***Perceptual Data**	**FCAT/EOC** August 2013	**FCAT/EOC** August 2014	**FCAT/EOC** August 2015	**FCAT/EOC** August 2016
II. **Adult Implementation Indicator (s):** 100% of teachers K-5 will implement the research-based strategy of designing and modifying instruction to deepen students' understanding of content area and advance student learning while addressing preconceptions and misconceptions.	Grades K-2 15 % Grades 3-5 40 %	Gr K-2 36 % Gr 3-5 55 %	Gr K-2 57 % Gr3-5 70 %	Gr K-2 78 % Gr 3-5 85 %	Grades K-2 100 % Grades 3-5 100 %
	FCAT/EOC August 2012	**FCAT/EOC** August 2013	**FCAT/EOC** August 2014	**FCAT/EOC** August 2015	**FCAT/EOC** August 2016

III. Student Performance Indicator (s):					
Students will consistently increase their FCAT Science scores until we reduce the percent of students who are non-proficient by at least 50% by 2016.	5th - 54% **(46%)**	5th- 59.75% **(40.25%)**	5th- 65.5% **(34.5%)**	5th- 71.25% **(28.75%)**	5th- 77% **(23%)**

Implementation Details

Action Steps	Evidence/Data Sources	Person(s) Responsible / Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
4.1 Teachers ask students to explain their thinking to determine misconceptions Task 1: Students in grades K-5 will utilize Science Notebooks to organize materials and develop a resource for inquiry projects.	Teacher observations, informal assessments, student notebooks	Classroom teachers, Principal	2012-2013 School Year	Kagan Think Trix Smart Cards	Learning with Science	_Professional Development Funds_ 0100.6400.0590.0651.0000
4.2 Teachers engage students in activities using complex text that require comparison and/or clarification Task 1: Incorporate inquiry based learning in daily instruction.	Lesson plans, Student notebooks	Classroom teachers, Principal	2012-2013 School Year	Kagan Think Trix Smart Cards		_Professional Development Funds_ 0100.6400.0590.0651.0000

Smart Goals					

Smart = **S**pecific **M**easurable **A**ttainable **R**ealistic **T**imely					
Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing **Goal 4**: Student Performance Content Area: Science **Goal 5**: Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal,					
Goal 5: By 2013, Parental Involvement will maintain 90% or higher as measured by attendance at school and after school events.					
Strategies, Indicators and Progress Measures					
I. **Strategy 5:** **Implement the research-based strategy of fostering two-way home/school communication with all stakeholders to support student learning.**					
	Baseline Measure August 2012 ***Perceptual data**	**Progress Measure** August 2013	**Progress Measure** August 2014	**Progress Measure** August 2015	**Progress Measure** August 20156
II. **Adult Implementation Indicator (s):** 100% of teachers will implement the research-based strategy of fostering two-way home/school communication with all stakeholders to support student learning.	K-5 69% **(31%)**	K-5 76.75% **(23.25%)**	K-5 84.5% **(15.5%)**	K-5 92.25% **(7.75%)**	K-5 100%
	Data from 2012	August 2013	August 2014	August 2015	August 2016

lll. Student Performance Indicator (s): Grade levels will consistently increase parental involvement until reaching 100% improvement in attendance at all events which will also positively impact academic achievement in all tested grades and content area by 2015.	K-5 97% **(3%)**	K-5 97.75% **(2.25%)**	K-5 98.5% **(1.5%)**	K-5 99.25% **(0.75%)**	100 %

2012 – 2013 School Improvement Plan

Implementation Details

Action Steps	Evidence/ Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
5.1 Teachers will foster two-way home/school communication *Task 1: Teachers will use planners and Tuesday folders to provide opportunities for parents and teachers to communicate.* *Task 2: Administration will create a yearly calendar of events to add to the monthly newsletter informing parents of upcoming events.*	Planners, Tuesday folders Newsletters	Principal, teachers Principal, teachers	2012-2013 school year Aug. 2012, ongoing	Tuesday folders		*School Improvement Funds* 0100.5100.0391.0651.1183
5.2 Teachers and administration will provide opportunities for parents to become involved *Task 1: Administration, Grade levels and/ or departments will organize events for parents and students.*	Sign-in sheets, attendance at events	Principal, teachers	2012-2013 school year			

Smart Goals **Smart** = **S**pecific **M**easurable **A**ttainable **R**ealistic **T**imely					
Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing **Goal 4**: Student Performance Content Area: Science **Goal 5**: Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal.					
Goal 6:					
Strategies, Indicators and Progress Measures					
I. **Strategy 6:**					
	Baseline Measure August 2011 *** Perceptual Data**	**Progress Measure** August 2012	**Progress Measure** August 2013	**Progress Measure** August 2014	**Progress Measure** August 2015
II. **Adult Implementation Indicator (s) :**					
	Discipline Data from 2010 – 2011	August 2012	August 2013	August 2014	August 2015
III. **Student Performance Indicator (s):**	***% of occurrences by grade level**				

Implementation Details

Action Steps	Evidence/ Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/ Funding Source
6.1						
6.2						
6.3						

Include only school-based funded activities / materials and exclude district funded activities / materials.		
Resources Needed: Material / Technology / Trainer: Total SIP available 4 $4,395.00		
Goal Area and Action Step Number		Des
	1.1	Classroom libraries/magazines with info text
	5.1	Tuesday Folders
Professional Development		
Goal Area and Action Step Number		Des
Conference / Workshop Seminar / Institute / Online PD		Mileage
Goal and Action Step #(s) 2.2; 3.2		Meals
Title: TEACH Conference		Room
Location: Jacksonville, FL- Hyatt		Registration 10 x $20.00 = $200
Dates: September 15		Substitute(s)
Sponsoring Educational Institution:		
WJXT		
Goal and Action Step #(s) 2.2; 3.2		Mileage
Title: Bolles Physical Education		Meals
Location: Jacksonville, FL		Room
Dates: October 29		Registration 1 x $100.00 = $100
Sponsoring Educational Institution:		Substitute(s) 1 x $100.00= $100
Bolles		
Professional Learning Community		Materials List and Cost: Teacher Books
Goal and Action Step #(s) 1.1		12 books "Smarter Charts K-2: Optimizing an
Navigator Plus Activity Title:		Instructional Staple to Create Indp Readers

Learning with Reading	
Goal and Action Step #(s) 2.1, 2.2	
Navigator Plus Activity Title:	
Common Core Mathematics	
Goal and Action Step #(s) 4.1,4.2	
Navigator Plus Activity Title:	Kagan Think Trix Smart Cards
Learning with Science	30 x $4= $120
Goal and Action Step #(s) 1.1	Pathways to the Common Core $344.07
Navigator Plus Activity Title:	
Common Core Reading/ELA/SS	
Lesson Study	Materials List and Cost:
Goal and Action Step #(s)	Kagan Learning Structures Cards
Navigator Plus Activity Title:	$30 x $4= $120
Math Lesson Study Group 2.1	Substitute(s) 6 x 100 = $600
Reading Lesson Study Group 1.1	
School Workshop/County Workshops	Materials List and Cost: Scholastic Systematic
Goal and Action Step #(s) 1.2	Sight Words 2 x 67.49 + shipping 13.50
Navigator Plus Activity Title:	Consultant Fee: in house
Systematic Sight Words	Substitutes:
	Stipends:
Other	
Goal Area and Action Step Number	Desc

P.D.Activity	Details	Y	N	Comments
IF IT IS A:				
School-wide Training	**Professional Development Details** **Goal the Activity is Supporting 1 (Reading)**			
	• Action Step # 1.2 • Name of Activity: Systemic Sight Words • Dates of Activity: TBD • Name of Consultant or Facilitator (if applicable) Anken • Consultant Services Agreement (if applicable) N/A • Materials: Scholastic Systemic Sight Words			
	Budget Items Required			
	• Action Step # 1.2 • Name of Activity: Systemic Sight Words • Funding Source: 0100.6400.0590.0651.0000 • Cost of Consultant N/A • Cost of Materials $148.48 (Sight Words) • Cost of Substitutes (if applicable) N/A			
Learning Community	**Professional Development Details** **Goal the Activity is Supporting 1 (Reading)**			
(collaborative teams that gathers research and studies new programs or topics and shares their findings-must use Learning Community form)	• Action Step # 1.1 • Name of Activity: Learning with Reading • Dates of Activity: October 2012-May 2013 • Title of Book or Focus: "Smarter Charts K-2: Optimizing an Instructional Staple to Create Independent Readers"			
	Budget Items Required • Action Step # 1.1 • Cost of Teacher Materials (If applicable): $225.00 • Funding source: 0100.6400.0590.0651.0000			
Learning Community	**Professional Development Details** **Goal the Activity is Supporting 1 (Reading)**			
(collaborative teams that gathers research and studies new programs or topics and shares their findings-must use Learning Community form)	• Action Step # 1.1 • Name of Activity: Common Core Reading/ELA/SS • Dates of Activity: August 2012-May 2013 • Title of Book or Focus: "Pathways to Common Core			

	Budget Items Required ● Action Step # 1.1 ● Cost of Teacher Materials (If applicable): $344.07 ● Funding source: 0100.6400.0590.0651.0000			
Learning Community	**Professional Development Details** **Goal the Activity is Supporting 2 (Math)**			
	● Action Step # 2.1, 2.2 ● Name of Activity: Math Focus (Common Core) ● Dates of Activity: August 2012-May 2013 ● Title of Book or Focus: Math			
	Budget Items Required ● Action Step # 2.1, 2.2 ● Cost of Teacher Materials (If applicable): No cost			
Learning Community	**Professional Development Details** **Goal the Activity is Supporting 4 (Science)**			
	● Action Step # 4.1, 4.2 ● Name of Activity: Learning with Science ● Dates of Activity: September 2012-May 2013 ● Title of Book or Focus: Kagan Think Trix Smart Cards			
	Budget Items Required ● Action Step # 4.1, 4.2 ● Cost of Teacher Materials (If applicable): $120.00 ● Funding source: 0100.6400.0590.0651.0000			
Lesson Study/Action Research	**Professional Development Details** **Goal the Activity is Supporting 1 (Reading)**			
(a teacher-driven and student-focused team who does research and development by carefully studying what actually goes on in the classroom. - must use Lesson Study form)	● Action Step # 1.1 ● Name of Activity: Reading Lesson Study Group ● Dates of Activity: TBD ● Teaching strategy or method to be researched: Reading Teacher Driven			
	Budget Items Required ● Action Step # 1.1 ● Cost of Teacher Materials (If applicable): Kagan Learning Structure Cards ($120.00), Substitutes ($600.00) ● Funding source: 0100.6400.0590.0651.0000; 0100.6400.0140.0651.0000			

Lesson Study/Action Research	Professional Development Details Goal the Activity is Supporting 2 (Math)		
	• Action Step # 2.1 • Name of Activity: Math Lesson Study Group • Dates of Activity: TBD • Teaching strategy or method to be researched: Math Teacher Driven		
	• **Budget Items Required**		
	• Action Step # 2.1 • Included in Action step 1.1		
Timelines			
Start Date: August 7, 2012			
End date: May, 2013			
Budget			
Local FTE (function 6400-no project) Project - Project - Project -	$ 1557.55		
Total Internal PD Budget (no project & project funds)	$1557.55		

Approvals: (Signature's required)

Principal: _____ **Date:** ___/___/____

SAC Chair: _____ **Date:** ___/___/____

Hilda Manning: _____ **Date:** ___/___/____

Shannah Kosek: _____ **Date:** ___/___/____

External Checklist
Training Not Provided by School/District
Plantation Oaks Elementary School

School Improvement Plan Supervisor: Shannah Kosek

Professional Development Assistant: Hilda Manning

Approval: ___ Yes ___ No (For office use only)

Background			

Background:	Professional Development is an integral part of the School Improvement Plan. Teachers need proven, cur		

	rent instructional strategies to improve the performance of the students assigned to them.		
Objectives			
	Yes	**No**	**Comments**

	Yes	No	Comments
How is the training aligned to a research-based strategy for the Goal? In the comments section, please provide Goal and source of research-based strategy.			Math 2.2, Writing 3.2 Common Core
Training Details - Consultants			
Please use the comments section to provide the information requested.	**Yes**	**No**	**Comments**
Consultant Name and Organization – Please provide the trainers name and the organization with which they are affiliated.			
Who will be trained?			
Date(s), Time(s), Location			
Total Cost			
Needs School Board approval			
Complete budget line for expenses			
Name of facilitator/person responsible			
Training Details – Conferences, Workshops, Seminars, Institutes, Online PD			
Please use the comments section to provide the information requested.	**Yes**	**No**	**Comments**
Name of educational organization providing the training.			WJXT TEACH Conference
Who will be trained?			10 Reading/Writing teachers
Date(s), Location			Sept. 15, 2012, Jacksonville, FL Hilton
Total Cost			$200.00
Complete budget line for expenses			0100.6400.0300.0651.0000
Name of facilitator/person responsible			Kim Marks, Assistant Principal

Name of educational organization providing the training.			Bolles Physical Education
Who will be trained?			Coach Kaufman
Date(s), Location			October 7, 2012, Jacksonville, FL Bolles School
Total Cost			$200.00
Complete budget line for expenses			0100.6400.0300.0651.0000 (reg) 0100.6400.0140.0651.0000 (sub)
Name of facilitator/person responsible			Kim Marks, Assistant Principal
Timelines			
	Yes	**No**	**Comments**
Start Date September 15, 2012			
End Date October 29, 2012			
Budget			
Local FTE (function 6400-no project)			$400.00
Project -			
Project -			
Project -			
Total External PD Budget (no project & project funds)			$400.00

Approvals: (Signature's required)

Principal: _____ **Date:** ___/___/____

SAC Chair: _____ **Date: ___/___/____**

Hilda Manning: _____ **Date: ___/___/____**

Shannah Kosek: _____ **Date: ___/___/____**