| SCHOOL NAME: Shadowlawn 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.

Nancy Crowder (Principal) and Sharon Joca (Assistant Principal): 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.

Sexton, Bragg, Bretz, Anderson, Sullivan, Schmidt, Lee, Hillis, Adair (Select General Education Teachers: Primary and Intermediate and SAC Chair): 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 2/3 activities.

Patricia Wright (Exceptional Student Education (ESE) Teachers): Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Kim Wood (District Intervention Specialist): 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.

Cindy Gray (School Psychologist): 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.

Twila Houston (Technology Specialist): 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.

Patricia Wright (Intervention Team Facilitator): Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation.

- 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 Leadership Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our school, our teachers, and in our students?

The team meets monthly 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 the process of building consensus, increasing infrastructure, and making decisions about implementation.

- 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 team provides data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that need to be addressed; helps set clear expectations for instruction (Rigor, Relevance, Relationship); facilitates the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligns processes and procedures. At Tier 1, the team will ensure that student achievement is monitored to determine when standard classroom differential/intervention is needed. At Tier 2, the team will ensure that strategic intervention consists of targeted, supplemental, and evidence based instruction that is provided when diagnostic assessments indicate a need for additional intervention in small groups. At Tier 3, the team will ensure that intensive interventions are prescriptive, diagnostic, and evidence based. Team members will assist the School Advisory Committee in the monitoring of the SIP and provide updates to 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.

READING:

Three times per year- Florida Assessment in Reading (FAIR, K-6)
Once per year- Assessment and Information Management System (DataStar, 4-6), FCAT (3-6), Florida Kindergarten Readiness Screener (FKLRS, K)
As needed- Accelerated Reader (AR, K-6), Star Test (AR, 1-6), FCAT Diagnostic (3rd Grade), DAR, Probes from Performance Matters, Running Records (Fluency Checks)

MATH:

Three times per year- Performance Matters (K-6); Go Math (K-5)
Once per year- FCAT (3-6)
As needed- Probes from Performance Matters

SCIENCE:

Twice per year- Performance Matters (K-1); Three times per year (2-6)
Once per year- FCAT Science (Fifth Grade)

WRITING:

Three times per year- Clay Writes (K-6)
Once per year- FCAT Writes (Fourth Grade)
As needed- Classroom timed writing

Frequency of Data Days: The team will formally meet monthly to analyze/disaggregate data. The team will communicate on an ongoing basis and will schedule additional meetings as needed.

- Describe the plan to train staff on RtI.

Professional Development will be provided during teachers' common planning time. There will be 5 sessions held during the first quarter of the school year. Sessions will cover how to access data, document student progress and the RtI process. The RtI process will also be covered during data meetings with each grade level. The RtI team will also evaluate additional staff PD needs monthly during the regular RtI Leadership Team meetings.

Literacy Leadership

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

Nancy Crowder (Principal) and Sharon Joca (Assistant Principal): Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing 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.

Sexton, Bragg, Bretz, Anderson, Sullivan, Schmidt, Lee, Hillis, Adair (Select General Education Teachers and SAC Chair) (Primary and Intermediate): 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.

Patricia Wright (Exceptional Student Education (ESE) Teachers): Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities such as co-teaching, PLC's and Lesson Study.

Kim Wood (District Intervention Coach): Provides guidance on K-12 reading plan; 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.

Twila Houston (Technology Specialist): 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 other on-line assessments.

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

The team meets once a month 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.
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2012-2013 School Improvement Plan

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.

At Shadowlawn Elementary School, all incoming Kindergarten students are assessed upon entering Kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. Specifically, the Florida Kindergarten Readiness Screener (FLKRS) will be used to assess basic academic skill development and academic school readiness of incoming students; teacher-created assessments are all utilized to determine reading growth and placement. In addition, questionnaire(s) will be completed by the parent/guardian of all incoming Kindergarten students. Questionnaire results will provide valuable information regarding student development and need for instruction/intervention regarding pro-social behavior, self-regulation, self-concept, and self-efficacy. Screening data will be collected and aggregated prior to September 25th, 2012. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data. Social skills instruction will occur daily and will be reinforced throughout the day through the use of a common language, re-teaching, and positive reinforcement of pro-social behavior. Teacher-created and District Benchmark assessments will be administered throughout the year in order to determine student learning gains and determine the need for change(s) to the instructional/intervention programs implemented to meet individual student needs.

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.

Professional Development will be a critical factor in ensuring that reading skills and strategies are infused across all departments. School administrators will visit classrooms regularly to evaluate the extent that reading instruction is being integrated. All departments will review data collected from FAIR and Compass Learning Assessments to determine reading strategies which are most in need of remediation. Two 6th grade teachers will be trained in CAR-PD.

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) 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.

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, the number of proficient students on the FCAT 2.0 in grades 3-6 will increase from 67% to 70% with an emphasis on the lowest quartile as indicated by previous FCAT results.					
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.					
	Progress Measure August 2012	**Progress Measure** August 2013	**Progress Measure** August 2014	**Progress Measure** August 2015	**Progress Measure** August 2016
I. Adult Implementation Indicator(S): "CAUSE DATA" 80% of teachers will 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.	K-6 and ESE-60%	K-6 and ESE- 65%	K-6 and ESE- 70%	K-6 and ESE- 75%	K-6 and ESE- 80%

	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
II. STUDENT PERFORMANCE INDICATOR(S): "EFFECT DATA" Students will consistently increase their FCAT Reading scores until we reduce the % of students who are non-proficient by at least 50% by 2016.	3rd 59% **(41%)** 4th 68% **(32%)** 5th 66% **(34%)** 6th 73% **(27%)**	3rd 64.1% **(35.9%)** 4th 72% **(28%)** 5th 70.3% **(29.7%)** 6th 76.4% **(23.6%)**	3rd 69.2% **(30.8%)** 4th 76% **(24%)** 5th 74.6% **(25.4%)** 6th 79.8% **(20.2%)**	3rd 74.3% **(25.7%)** 4th 80% **(20%)** 5th 78.9% **(21.1%)** 6th 83.2% **(16.8%)**	3rd 79.5% **(20.5%)** 4th 84% **(16%)** 5th 83.2% **(16.8%)** 6th 86.5% **(13.5%)**

IMPLEMENTATION DETAILS

Action Steps	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material/ Technology/ Trainer	Related PD	Funding/Funding Source
1.1 Teachers utilize enhanced classroom technology **Task 1:** Teachers will create effective lessons that include the use of the technology available in the smart classrooms.	*Walkthroughs, lesson plans*	*Crowder and Joca*	*2012-2013 school year*	*Appropriate functioning technology in all classrooms*	*Training by technology specialist (Twila Houston) as needed*	*N/A*

1.2 Teachers can identify the learning needs of all students *Task 1: Teachers will use AR to assess student reading levels and areas of opportunity.*	*Soaring Falcons, STAR test reports, and AR report printouts per semester*	*All teachers*	*2012-2013 school year*	*Site license for AR and appropriate technology (i.e. computers)*	*Possible demonstrations for teachers needing assistance*	*AR- County Funds Start Test- Media Funds 0100.6200.0730.0631.0000*
Task 2: Teachers will use FAIR testing to assess student reading success and areas of opportunity.	*PMRN reports*	*All teachers*	*2012-2013 school year*	*FAIR access*	*Possible demonstrations for teachers needing assistance*	*N/A*
Task 3: Teachers will differentiate instruction and provide small group and individualized assistance as dictated by Performance Matters and classroom assessments.	*Lesson Plans, walkthroughs, PLC minutes, teachers using common planning, data meetings*	*Crowder and Joca*	*2012-2013 school year*	*Leveled readers, leveled classroom library*	*Professional Learning Community*	*N/A*
Task 4: Teachers will identify and monitor the progress of the lowest quartile and provide differentiated instruction as needed.	*Lesson Plans, walkthroughs, PLC minutes, teachers using common planning, data meetings*	*Crowder and Joca*	*2012-2013 school year*	*FAIR PMRN data reports and classroom assessment data*	*PD as needed for individuals and PD 360*	*N/A*

1.3 Teachers will increase nonfiction reading opportunities **Task 1:** *Teachers will use Time for Kids (TFK) or Weekly Reader (WR) to increase student exposure to nonfiction reading selections.*	*Lesson Plans*	*Teachers*	*2012-2013 school year*	*Time for Kids and Weekly Reader subscriptions*	*Team Collaboration, Possible PD as needed for individuals, PD 360*	*$1783.04 0100.5100.0510.0631.0000*
1.4 Teachers will model higher level thinking through think aloud **Task 1:** *Teachers will effectively model, through think aloud, reading comprehension strategies (How to think while reading)* *Activating Prior Knowledge/predicting Questioning Visualizing Drawing inferences Monitoring*	*Lesson Plans, walkthroughs, PLC minutes, teachers using common planning*	*Crowder and Joca*	*2012-2013 school year*	*N/A*	*Team collaboration, PD 360 videos, and lesson studies*	*N/A*

1.5 Teachers will integrate Common Core literacy standards into instruction						
Task 1: Teachers will implement the use of revised District curriculum maps and pacing guides.	*Lesson Plans, walkthroughs, teachers using common planning, vertical team meetings*	*Crowder and Joca*	*2012-2013 school year*	*N/A*	*Team collaboration, PD 360 videos*	*N/A*
Task 2: Teachers will continue the use of question stems that align with CCSS.	*Lesson Plans, walkthroughs, teachers using common planning, vertical team meetings*	*Crowder and Joca*	*2012-2013 school year*	*N/A*	*Team collaboration, PD 360 videos*	*N/A*

1.6 Teachers will embed writing across all core curriculum subjects using CCSS as a reference to develop integrated lessons						
Task 1: Teachers will model analysis of substantive texts.	*Classroom walkthroughs*	*Crowder and Joca*	*2012-2013 school year*	*N/A*	*Lesson studies led by District Curriculum Specialist*	*$1718.40 0100.6400.0590.0631.0000*
Task 2: Teachers will model citing text evidence (text complexity) to support analysis of the text and draw inferences.	*Classroom walkthroughs*	*Crowder and Joca*	*2012-2013 school year*	*N/A*	*Lesson studies led by District Curriculum Specialist*	
Task 3: Teachers will model citing specific textual evidence when responding in writing or speaking.	*Classroom walkthroughs*	*Crowder and Joca*	*2012-2013 school year*	*N/A*	*Lesson studies led by District Curriculum Specialist*	

School District of Clay County

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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, 58% of students in grades 3-6 will achieve proficiency on the Math FCAT 2.0 with an emphasis on the lowest quartile as indicated on previous FCAT data results.					
Strategies, Indicators and Progress Measures					
I. **Strategy 2:** Implement the research-based strategy of appropriately sequencing lesson and concepts to ensure coherence and required prior knowledge.					
	progress Measure August 2012	Progress Measure August 2013	Progress Measure August 2014	Progress Measure August 2015	Progress Measure August 2016

II. **Adult Implementation Indicator (s):** "CAUSE DATA" 75% of teachers will implement the research-based strategy of appropriately sequencing lesson and concepts to ensure coherence and required prior knowledge.	K-6 and ESE-55%	K-6 and ESE-60%	K-6 and ESE-65%	K-6 and ESE-70%	K-6 and ESE-75%
	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):** "EFFECT DATA" Students will consistently increase their FCAT 2.0 Math scores until we reduce the % of students who are non-proficient by at least 50% by 2016.	3rd 53% **(47%)** 4th 69% **(32%)** 5th 63% **(37%)** 6th 66% **(34%)**	3rd 58.9% **(41.1%)** 4th 73% **(27%)** 5th 67.6% **(32.4%)** 6th 70.3% **(29.7%)**	3rd 64.8% **(35.2%)** 4th 77% **(23%)** 5th 72.2% **(27.8%)** 6th 74.6% **(25.4%)**	3rd 70.7% **(29.3%)** 4th 81% **(19%)** 5th 76.8% **(23.2%)** 6th 78.9% **(21.1%)**	3rd 76.5% **(23.5%)** 4th 84% **(16%)** 5th 81.5% **(18.5%)** 6th 83% **(17%)**

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Implementation Details

Action Steps	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
2.1 Teachers will provide guided and independent practice **Task 1:** *Teachers will allow for small and whole group instruction while providing individualized practice for all students.*	*Lesson Plans, walkthroughs, PLC minutes, teachers using common planning, data meetings*	*Teachers and administrators*	*2012-2013 school year*	*Manipulatives*	*Possible PD as needed for individuals, PD 360*	*N/A*

2.2. Teachers will use strategies to review information (summarize, demonstrate, brief practice) **Task1:** *Teachers will use think aloud to model each step of the problem solving process.*	*Walkthroughs*	*Crowder and Joca*	*2012-2013 school year*	*N/A*	*Possible PD as needed for individuals, PD 360*	*N/A*
2.3 Teachers will meet with small groups of students based on need **Task 1:** *Teachers will establish small groups based on student needs as identified by Performance Matters and classroom assessments and observations.*	*Lesson Plans, walkthroughs, PLC minutes, teachers using common planning, data meetings*	*Crowder and Joca*	*2012-2013 school year*	*PM reports and classroom assessment data*	*Possible PD as needed for individuals and PD 360*	*N/A*
Task 2: *Teachers will identify the lowest quartile students, monitor progress, and differentiate instruction as needed.*	*Lesson Plans, walkthroughs, PLC minutes, teachers using common planning, data meetings*	*Crowder and Joca*	*2012-2013 school year*	*PM reports and classroom assessment data*	*Possible PD as needed for individuals, PD 360*	*N/A*

2.4 Teachers will integrate Common Core Math Standards into instruction **Task 1:** Teachers will focus on the Common Core 8 Standards for Mathematical Practice beginning with Practice 4: Model with Mathematics.	Lesson Plans, walkthroughs, PLC minutes, teachers using common planning, data meetings, vertical team meetings	Crowder and Joca	2012-2013 school year	N/A	Lesson Studies led by District Curriculum Specialist	$1718.40 0100.6400.0590.0631.0000
Task 2: Teachers will model applying mathematical solutions to real world situations. (Practice 4: Model with Mathematics)	Lesson Plans, walkthroughs, PLC minutes, teachers using common planning, data meetings, vertical team meetings	Crowder and Joca	2012-2013 school year	N/A	Lesson Studies led by District Curriculum Specialist	

School District of Clay County

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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 3: By 2013, 83% of fourth grade students will score a 3 or higher on the FCAT Writes as indicated on previous FCAT results.					
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					

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	Progress Measure August 2012	Progress Measure August 2013	Progress Measure August 2014	Progress Measure August 2015	Progress Measure August 2016
II. Adult Implementation Indicator (s): "CAUSE DATA" 90% of teachers will implement the research-based strategy of relating and integrating the subject matter with other disciplines during instruction	K-6 and ESE teachers- 80%	K-6 and ESE teachers- 83%	K-6 and ESE teachers- 85%	K-6 and ESE teachers- 88%	K-6 and ESE teachers- 90%
	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): "EFFECT DATA" Fourth grade students will consistently increase their FCAT Writing scores until we reduce the % of students who are non-proficient by at least 50% by 2016.	4th 81% **(19%)**	4th 83.4% **(16.6%)**	4th 85.8% **(14.2%)**	4th 88.2% **(11.8%)**	4th 90.5% **(9.5%)**

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 create lessons that make connections with other content areas and explain how the two might interrelate* ***Task 1:*** *Teachers will provide opportunities for students to express themselves through writing reflections, responses, and personal enjoyment across content areas.*	*Lesson plans, student writing samples*	*Teachers*	*2012-2013 school year*	*Composition books, writing journals*	*Possible PD as needed for individuals and PD 360*	*N/A*
2. ***Teacher is aware of student interest and makes connections between interest and class content*** ***Task 1:*** *Fourth grade students will have opportunities to write relating their personal experiences to specific prompts and share writing samples with students in grades K-3.*	*Lesson plans, student writing samples*	*Teachers*	*2012-2013 school year*	*N/A*	*Step Up to Writing at Schultz Center (4teachers), PD as needed for individuals, and PD 360*	*$439.60 0100.6400.0590.0631.0000*

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, 65% of all fifth grade students will score a level 3 or higher on the FCAT Science as indicated on previous FCAT results.					
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 or misconceptions.					
	Progress Measure August 2012	**Progress Measure** August 2013	**Progress Measure** August 2014	**Progress Measure** August 2015	**Progress Measure** August 2016
II. **Adult Implementation Indicator (s):** **"CAUSE DATA"** 80% of teachers 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 or misconceptions	K-6 and ESE teachers- 60%	K-6 and ESE teachers- 65%	K-6 and ESE teachers- 70%	K-6 and ESE teachers- 75%	K-6 and ESE teachers- 80%
	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): "EFFECT DATA" Fifth grade students will consistently increase FCAT Science scores until we reduce the % of students who are non-proficient by at least 50% by 2016.	5th 62% **(38%)**	5th 66.8% **(33.2%)**	5th 71.6% **(28.4%)**	5th 76.4% **(23.6%)**	5th 81.2% **(18.8%)**

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
4.1 *Teachers engage students in activities that require comparison and/or clarification*						
Task 1: Sixth grade science teacher will incorporate inquiry project based learning in daily instruction by students participating in the Science Fair activities.	*Lesson plans and student logs*	*LaRue*	*August 2012- January 2013*	*Computer Lab*	*Possible PD as needed for individuals and PD 360*	*N/A*
Task 2: Teacher guided inquiry within the classroom setting.	*Science journal and lesson plans*	*Teachers*	*2012-2013 school year*	*Composition notebooks*	*Possible PD as needed for individuals and PD 360*	*N/A*
4.2 *Teachers ask students to explain their thinking to determine misconceptions*						
Task 1: Students in grades K-6 will utilize Science Notebooks to organize materials and develop a resource for inquiry projects.	*Science journals*	*Teachers*	*2012-2013 school year*	*Journal supplies- vary by teacher*	*Possible PD as needed for individuals and PD 360*	*N/A*

Smart Goals $\mathbf{Smart} = \mathbf{S}$pecific $\mathbf{M}$easurable $\mathbf{A}$ttainable $\mathbf{R}$ealistic $\mathbf{T}$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.</u> <u>School Climate, Attendance, other measureable school-</u> <u>specific goal.</u>					
Goal 5: By 2013, **Parental Involvement** will increase by 3% as indicated by the previous year volunteer hours.					
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.					
	Progress Measure August 2012	**Progress Measure** August 2013	**Progress Measure** August 2014	**Progress Measure** August 2015	**Progress Measure** August 2016
II. Adult Implementation Indicator (s): **"CAUSE DATA"** 100 % of teachers will implement the research-based strategy of fostering two-way home/school communication with all stakeholders to support student learning	K-6 and ESE teachers- 85%	K-6 and ESE teachers- 88%	K-6 and ESE teachers- 91%	K-6 and ESE teachers- 94%	K-6 and ESE teachers- 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):** **"EFFECT DATA"** All grade levels will consistently increase parental involvement and volunteerism until reaching 100% participation, which will also positively impact academic achievement in all tested grades and content areas by 2016.	Pre K-6 grade and ESE- 72%	Pre K-6 grade and ESE- 79%	Pre K-6 grade and ESE- 86%	Pre K-6 grade and ESE- 93%	Pre K-6 grade and ESE- 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 volunteer resources and guidance as needed*						
Task 1: *SLE will maintain a yearly calendar of events and an electronic monthly newsletter informing parents of upcoming events.*	*Website*	*Houston and Youmans*	*2012-2013 school year*	*Computer-website*	*Possible PD as needed for individuals*	*N/A*
Task 2: *Teachers (K-6) will utilize Tuesday Folders to maintain and enhance two way communication.*	*Parent signature sheets*	*Teachers*	*2012-2013 school year*	*Tuesday Folders-school provided*	*Possible PD as needed for individuals*	*N/A*
Task 3: *Grades K-1 will utilize Falcon Folders to foster two way communications between home and school.*	*Parent signature sheets*	*Teachers*	*2012-2013 school year*	*Notebooks or folders-teacher provided*	*Possible PD as needed for individuals*	*N/A*
Task 4: *Grades 2-6 will utilize school planners to foster two way communications between home and school.*	*Planners*	*Teachers*	*2012-2013 school year*	*Planners-supplied by school*	*N/A*	*$3,580.00 0100.5100.0510.0631.1283*
Task 5: *SLE will hold events aimed to increase parent participation.* *Orientation/Open House Conference Night Bedtime Stories (K-4) Halloween Parade Fall Festival Monthly musical performances Christmas Around the World Boo Hoo Kindergarten Breakfast*	*Sign in sheets as appropriate*	*All faculty and staff*	*2012-2013 school year*	*Various supplies for each event*	*Possible PD as needed for individuals*	*Funded through PFA, school site funding, or grants*

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Resources Needed: Material / Technology / Trainer			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount
Reading Goal #1- Action Step 1.3	Time for Kids and Weekly Readers	0100.5100.0510.0631.0000	$1,783.04
Parental Involvement Goal #5-Action Step 5.1	Student Planners	0100.5100.0510.0631.1283	$3,580.00
Subtotal: $5,363.04			
Professional Development			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount Project 1283- $1,718.40
Conference/Workshop/Seminar/Institute/Online PD Goal and Action Step #(s) NA Title : NA Location: NA Dates: NA Sponsoring Educational Institution: NA	Mileage Meals Room NA Registration Substitute(s)	Budget Strip NA	NA
Professional Learning Community Goal and Action Step #(s) NA Navigator Plus Activity Title: NA	Materials List and Cost: NA	Budget Strip NA	NA
Lesson Study Goal and Action Step #(s) Reading 1.6; Math 2.4 Navigator Plus Activity Title: SLE Common Core Lesson Studies	Materials List and Cost: 0 Consultant Fee: 0 Consultant Travel Expenses: 0 Substitutes: 6 to rotate among classes Stipends: 0	Budget Strip 0100.6400.0590.0631.0000	$1,718.40
School Workshop Goal and Action Step #(s) NA Navigator Plus Activity Title: NA	Materials List and Cost: NA	Budget Strip NA	NA
Subtotal: $1,718.40			
Other			
Goal Area and Action Step Number	Description of Resources	Budget Strip	Available Amount
NA	NA	NA	NA
Subtotal:			
Grand Total: $7,081.44			

P.D.Activity	Details	Y	N	Comments
IF IT IS A:				
School-wide Training	**Professional Development Details** **Goal the Activity is Supporting** _____			
	● Action Step # - ● Name of Activity – ● Dates of Activity –　　　　　　　　　NA ● Name of Consultant or Facilitator – ● Consultant Services Agreement – ● Materials –			
	Budget Items Required			
	● Action Step # - ● Name of Activity – ● Funding Source – ● Cost of Consultant –　　　　　　　NA ● Cost of Materials – ● Cost of Substitutes –			
School-wide Training	**Professional Development Details** **Goal the Activity is Supporting** _____			
	● Action Step # - ● Name of Activity – ● Dates of Activity – ● Name of Consultant or Facilitator –　　NA ● Consultant Services Agreement – ● Materials –			
	Budget Items Required			
	● Action Step # - ● Name of Activity – ● Funding Source – ● Cost of Consultant –　　　　　　　NA ● Cost of Materials – ● Cost of Substitutes –			
School-wide Training	**Professional Development Details** **Goal the Activity is Supporting** _____			

	● Action Step # - ● Name of Activity – ● Dates of Activity – ● Name of Consultant or Facilitator -　　　NA ● Consultant Services Agreement - ● Materials –			
	Budget Items Required			
	● Action Step # - ● Name of Activity - ● Funding Source – ● Cost of Consultant –　　　NA ● Cost of Materials – ● Cost of Substitutes – ● Teacher Stipends -			
Learning Community	**Professional Development Details** **Goal the Activity is Supporting _____**			
(collaborative teams that gathers research and studies new programs or topics and shares their findings-must use Learning Community form)	● Action Step # - ● Name of Activity – ● Dates of Activity –　　　NA ● Title of Book or Focus –			
	Budget Items Required			
	● Action Step # - ● Cost of Book/Teacher Materials -　　　NA ● Funding Source –			
Learning Community	**Professional Development Details** **Goal the Activity is Supporting _____**			
(collaborative teams that gathers research and studies new programs or topics and shares their findings-must use Learning Community form)	● Action Step # - ● Name of Activity –　　　NA ● Dates of Activity – ● Title of Book or Focus –			
	Budget Items Required			

	● Action Step # - ● Cost of Book/Teacher Materials – NA			
Lesson Study/Action Research	**Professional Development Details** **Goal the Activity is Supporting Reading (1) & Math (2)**			
(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 # - 1.1.6 & 2.2.4 ● Name of Activity – 2012-13 SLE Common Core Lesson Studies ● Dates of Activity – October 2012-April 2013 ● Teaching strategy or method to be researched – Develop lessons using Common Core standards that are integrated into all core instruction.			
	Budget Items Required			
	● Action Step # - 1.1.6 & 2.2.4 ● Cost of Teacher Materials – NA ● Substitutes - $1,718.40 ● Funding Source – 0100.6400.0590.0631.0000			
Timelines				
Start Date: August 2, 2012				
End date: September 21, 2012				
Budget				

Project – 1283	$1,718.40			
Total Internal PD Budget (no project & project funds)	$1,718.40			

External Checklist
Training Not Provided by School/District

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.			NA
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.			NA
Who will be trained?			NA
Date(s), Time(s), Location			NA
Total Cost			NA
Needs School Board approval			NA
Complete budget line for expenses			NA
Name of facilitator/person responsible			NA
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.			NA
Who will be trained?			NA
Date(s), Location			NA
Total Cost			NA
Complete budget line for expenses			NA
Name of facilitator/person responsible			NA

	Ye s	No	Comments
Timelines			
	Ye s	**No**	**Comments**
Start Date August 2, 2012			NA
End Date September 21, 2012			NA
Budget			
Local FTE (function 6400-no project)			NA
Project -			NA
Project -			NA
Project -			NA
Total External PD Budget (no project & project funds)			NA

Approvals: (Signature's required)

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

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

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

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