

SCHOOL NAME:

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.**

Colette Wyant, Principal: Ensures that the school-based team is implementing RtI. Plans for and implements meetings and intervention support and documentation. Provides data for team review.

Amy Rugen, Asst. Principal: Attends meetings to plan and provide needed Professional Development to enhance RtI. Assists with communication to parents regarding the development of implementation plans. Provides data for team review.

Tara Browning, ESE Teacher, Collaborates with general education teachers through co-teaching and student data collection for 3rd grade.

Inga Graham, ESE Teacher, Collaborates with general education teachers through co-teaching and student data collection grades 1-2.

Kim Lundy and Vava Barton, Intervention Facilitators: Facilitates data collection activities and analysis of data. Supports implementation of Tier 1, 2 and 3 intervention plans.

Kimm Farwell, District Intervention Coach: Provides professional development and technical assistance to teachers and the RtI team.

Jeanette Burley, General Education Teacher: Work closely with ESE teachers by providing information about core curriculum and participates in delivery of Tier 1 and 2 instruction/interventions.

Holly Stewart, General Education Teacher: Work closely with ESE teachers by providing information about core curriculum and participates in delivery of Tier 1 and 2 instruction/interventions.

Carol Sabo, General Education Teacher: Work closely with ESE teachers by providing information about core curriculum and participates in delivery of Tier 1 and 2 instruction/interventions.

Jenny Gamble, School Psychologist: Participates with interpretation of data and development of intervention plans. Provides support for intervention fidelity and documentation of interventions.

Chernell Gillam, General Education Teacher: Participates in student data collection and it's connection to the core and supplemental reading instruction. Works with other staff members to apply the district/school reading plan.

Mary Elrod, General Education Teacher: Participates in student data collection and it's connection to the core and supplemental reading instruction. Works with other staff members to apply the district/school reading plan.

- **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 on one major goal: How to implement and sustain a problem-solving procedure to ensure the best instructional strategies are used for our students and teachers.

The team meets bi-monthly to complete the following tasks: Discuss screening data and the direct connection for instruction. Review our progress monitoring procedures for both the classroom and grade level benchmarks. The team will discuss professional development and instructional needs. The team will work collaboratively to share best practices for student success.

- **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 SIP was developed with the input of SAC, RtI Leadership Team and the principal. The RtI team provided data relating to the Tier 1, 2 and 3 levels explaining how this information provides clear expectations for core academic instruction as well as social/emotional areas. The RtI team provided professional development needs to the in-service coordinator to ensure that the needed training will be in place all school year.

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 is gathered from the following sources: K-2nd grade FAIR through the Progress Monitoring and Reporting Network (PMRN), Performance Matters Reading grades 3-5, FCAT, Benchmark Tests for grades K-5 through Performance Matters Math and Science.

Data analysis will be monthly.

End of year: FAIR, FCAT, and Performance Matters.

- **Describe the plan to train staff on RtI.**

For the current school year, training with the RtI process will continue during teachers' planning time and when needed during faculty meetings. The RtI team will present to the instructional staff based on the data results as it relates to instructional needs.

Literacy Leadership

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

Colette Wyant, Principal: Ensures that the K-12 reading Plan is implemented and assessments are conducted as required. Provides and apply current data to make decisions regarding reading instruction. Meets with parents as needed to explain reading plans and goals.

Amy Rugen, Asst. Principal: Provides for professional development to enhance and support reading implementation. Meets with parents as needed to explain reading plans and goals.

Inga Graham, ESE Teachers: Collaborates with general education teachers to discuss specific student data and to combine core instructional activities with modified strategies. Assists with Tier 3 instruction.

Sue Richens, ESE: Collaborates with general education teachers to discuss specific student data and to combine core instructional activities with modified strategies. Assists with Tier 3 instruction.

Angie Polen: General Education Teacher: Participates in student data collection and its connection to the core and supplemental reading instruction. Works with other

staff members to apply the district/school reading plan.

Dawn Bryan, General Education Teacher: Participates in student data collection and its connection to the core and supplemental reading instruction. Works with other staff members to apply the district/school reading plan.

Krystal VanKampen, General Education Teacher: Participates in student data collection and its connection to the core and supplemental reading instruction. Works with other staff members to apply the district/school reading plan.

Amanda Heck, General Education Teacher: Participates in student data collection and its connection to the core and supplemental reading instruction. Works with other staff members to apply the district/school reading plan.

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

The team meets monthly with the RtI team to complete the following tasks:

Discuss screening data and the direct connection for instruction. Review our progress monitoring procedures for both the classroom and grade level benchmarks. The team will discuss professional development and instructional needs. The team will work collaboratively to share best practices for student success.

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

The Literacy Leadership Team will work to seamlessly integrate the RtI process so that at risk students in reading receive intervention strategies.

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.**

Oakleaf Village Elementary partners with The Goddard School (a local preschool) to assist the transition by hosting the preschool graduation and tour for the families of incoming kindergarteners. In addition, OVE participates in a staggered enrollment plan for entering Kindergarteners. This allows the Kindergarten teacher to spend one day with half of the class and a second day with the other half of the class. The entire class reports on the third day. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. The Florida Kindergarten Reading Screener (FLKRS) will be given within the first 30 days of schools. ECHOS serves as a screener for social/emotional development and overall school readiness. Kindergarten students are assessed utilizing both Florida Assessment in Reading (FAIR) and Performance Matters (PM) to determine their initial success probability in reading.

Upon collection of data, teachers will plan daily academic and social/emotional instruction for students based on their needs. Instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic skills identified by screening data. Social emotional skills instruction will be reinforced through the use of common language, re-teaching, and positive reinforcement of pro-social behavior.

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) 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
= **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
measurable
school-specific
goal.

Goal 1: By 2013, the number of students (*Emphasis on SWD, Economically Disadvantaged, and Black Students*) in grades 3-5 not meeting proficiency in reading on FCAT 2.0 will decrease by 12.5%. Students at each grade level.

**Strategies,
Indicators
and Progress
Measures**

**I. Strategy
1: Implement
research-based
instructional
strategies
and learning
experiences
that requires
students to
demonstrate
knowledge
proficiency as
indicated in the
NGSSS**

***Progress
measures are for
the purpose of
reaching your
3-5 year school
improvement
goals AND
AMO's.**

Progress Measure	Progress Measure	Progress Measure	Progress Measure	Progress Measure
August 2012	August 2013	August 2014	August 2015	August 2016

**II.
Adult
Implem
entation
Indicato
r (s):**

40% 50% 75% 90% 100
%

**“CA
USE
DATA
”**

100%
of
teachers
will
implem
ent
researc
h-
based
instructi
onal
strategi
es and
learning

experie
nces
that
require
students
to
demonst
rate
knowle
dge
proficie
ncy as
indicate
d in the
NGSSS

FCAT /EOC	FC AT/ EOC	FC AT/ EOC	FC AT/ EOC	FC AT/ EOC
August 2012	August 2013	August 2014	August 2015	August 2016

**III.
STUDENT
PERFORMANCE
INDICATORS:
“EFFECT
DATA”**

3 rd 74% (26%)	3 rd 77.2 5%	3 rd 80. 5%	3 rd 83.7 5%	3 rd 87% (13%)
4 th 73% (27%)	(22.75 %)	(19.5 %)	(16.25 %)	4 th 86.3
5 th 74% (26%)	4 th 76.3 75%	4 th 79. 7%	4 th 83.0 25%	5 th 87% (13.65 %)
	(23.62 5%)	(20.3 %)	(16.97 5%)	5 th 87% (13%)
	5 th 77.2 5%	5 th 80. 5%	5 th 83.7 5%	
	(22.75 %)	(19.5 %)	(16.25 %)	

Students will consistently increase their FCAT Reading scores until we reduce the % of students who are non-proficient by at least 50% by 2016.

IMPLEMENTATION DETAILS

Action Steps	Evi den ce/ Dat	Per son (s) Re	Imp lem enta tion	Reso urces Nee ded:	Rel ated PD	Fun ding/ Fun ding
-----------------	--------------------------	-------------------------	----------------------------	------------------------------	-------------------	-----------------------------

a	spo	Tim	Mate	Source
Sou	nsi	elin	rial/	
rce	ble/	e	Techn	
	Group		ology/	
	(Train	
	s)		er	

**T
e
a
c
h
e
r
s**

w

i	<i>Gr</i>	<i>Gr</i>	<i>20</i>	<i>Levele</i>	<i>Diffe</i>	<i>PD</i>
l	<i>oup</i>	<i>ade</i>	<i>12-</i>	<i>d</i>	<i>renti</i>	<i>budget</i>
l	<i>rota</i>	<i>lev</i>	<i>20</i>	<i>reader</i>	<i>ated</i>	
u	<i>sche</i>	<i>cha</i>	<i>13</i>	<i>s,</i>	<i>Inst</i>	
s	<i>dule,</i>	<i>irs,</i>	<i>ool</i>	<i>Stude</i>	<i>ruc</i>	
e	<i>les</i>	<i>adm</i>	<i>year</i>	<i>nt</i>	<i>tion</i>	
d	<i>son</i>	<i>inis</i>		<i>Data,</i>	<i>Trai</i>	
i	<i>pla</i>	<i>trat</i>		<i>PD</i>	<i>ning</i>	
f	<i>ns,</i>	<i>ion,</i>		<i>book</i>	<i>and</i>	
f	<i>Run</i>	<i>teac</i>		<i>(How</i>	<i>PL</i>	
e	<i>ning</i>	<i>hers</i>		<i>to</i>	<i>C,</i>	
r	<i>ords</i>			<i>Differ</i>	<i>Com</i>	
e	<i>, PM</i>			<i>entiat</i>	<i>mon</i>	
n	<i>data</i>			<i>e</i>	<i>Core</i>	<i>PD</i>
t	<i>.</i>			<i>Instru</i>	<i>Trai</i>	<i>budget</i>
i				<i>ction</i>	<i>ning,</i>	
a				<i>in the</i>		
t				<i>Mixed</i>		
e				<i>Ability</i>	<i>Adv</i>	
d					<i>anc</i>	
i				<i>Classr</i>	<i>Ed-</i>	
n				<i>oom</i>	<i>SA</i>	
s				<i>by</i>	<i>CS/</i>	
t				<i>Carol</i>	<i>CAS</i>	
r				<i>Ann</i>	<i>I</i>	
u				<i>Tomli</i>		
c				<i>nson,</i>	<i>Accr</i>	
t				<i>FDLR</i>	<i>edita</i>	
i				<i>S/</i>	<i>tion</i>	
o				<i>Crow</i>	<i>Tra</i>	
n				<i>n</i>	<i>ini</i>	
					<i>ng-</i>	
					<i>Adm</i>	

**T
a
s
k**

**I
:**

T
e
a
c
h
e
r
s

w
i
l
l

u
t
i
l
i
z
e

s
m
a
l
l

g
r
o
u
p
/
g
u

*inist
rator
trai
ning
for
data
colle
ction
tools*

i
d
e
d

i
n
s
t
r
u
c
t
i
o
n

t
o

t
a
r
g
e
t

s
p
e
c
i
f
i
c

n
e
e
d
s

o
f

i

n
d
i
v
i
d
u
a
l

s
t
u
d
e
n
t
s

b
y

f
o
r
m
i
n
g

f
l
e
x
i
b
l
e

g
r
o
u
p
s

b
a
s
e
d

o
n

s
t
u
d
e
n
t

d
a
t
a

a
n
d

o
b
s
e
r
v
a
t
i
o
n
s
.

T
e
a
c
h
e
r
s *Meeting*
w *minutes,*
i *grades,*
l *level* 20 *Common* *Language* *PD*
l *sonnel* 12- *Language* *budget*
pl *plans* 20 *Arts*
i *ns,* 13 *ning* *com*
mob *se* *admission* *school* *time,* *mit*
p *rvation,* *year* *Show* *tee*
l *ons,* *ion,* *What* *meet*
e *teaching,* *You* *ings*
m *teachers* *Know*
e *Black*
n *kline*
t *Masters (K-*
v *2)*
o
c
a
b *Reading*
u *ding*
l *Committee*
a
r
y
d *Dis*
e *trict*
v *approved*
e *rea*
l *Wo* *ding* *None*
o *rd* *grade*
p *wa* *program*
m *lls,* *level* *am* *Language*

e	<i>stud</i>	<i>el</i>	<i>20</i>	<i>uage</i>
n	<i>ent</i>	<i>cha</i>	<i>12-</i>	<i>Arts</i>
t	<i>note</i>	<i>irs,</i>	<i>20</i>	<i>com</i>
	<i>book</i>	<i>pri</i>	<i>13</i>	<i>mit</i>
	<i>s</i>	<i>nci</i>	<i>sch</i>	<i>tee</i>
T		<i>pal,</i>	<i>ool</i>	<i>meet</i>
a		<i>teac</i>	<i>year</i>	<i>ings</i>
s		<i>hers</i>		
k				

I

:

T

e

a

c

h

e

r

s

*Com
mon
Plan
ning,
Com
posi
tion
noteb
ooks*

w

i

l

l

u

s

e

c

o

m

m

o

n

p

l

a

n

n

i

n

g

t
o

p
l
a
n

l
e
s
s
o
n
s

i
n

r
e
a
d
i
n
g

t
h
a
t

i
n
t
e
g
r
a
t
e

t
h
e

u
s
e

o
f

e
n
r
i
c
h
e
d

v
o
c
a
b
u
l
a
r
y

v
i
a

c
o
m
m
o
n

l
a
n
g
u
a
g

e
s
c
h
o
o
l

w
i
d
e
.

***T
a
s
k***

2
:

T
e
a
c
h
e
r
s

w
i
l
l

i
m
p
l
e
m
e

n
t

t
h
e

u
s
e

o
f

i
n
t
e
r
a
c
t
i
v
e

w
o
r
d

w
a
l
l
s

a
n
d

s
t
u
d
e

n
t

n
o
t
e
b
o
o
k
s
.

1.3

Teachers will

implement

<i>Lesson plans,</i>	<i>Admission,</i>	<i>2013</i>	<i>Community</i>	<i>Language</i>	<i>PD budget</i>
<i>observed,</i>	<i>teachers,</i>	<i>school year</i>		<i>Arts committee</i>	

Task 1:
Teachers

will use
rubrics

to demonstrate	<i>Lesson Plans,</i>	<i>Admission,</i>	<i>2013</i>	<i>Community</i>	<i>Language</i>
and assess	<i>observed,</i>	<i>teachers,</i>	<i>school year</i>	<i>Arts committee</i>	<i>meetings</i>
academic expectations.	<i>student notes</i>	<i>books</i>			

Task 2:
Teacher
s

will
confere
nce

with
students

to
provide

personal
direct

instructi
on and

feedbac
k.

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, 78% of students grades 3-5 (*Emphasis on SWD, Economically Disadvantaged, and Black students*) will achieve proficiency (FCAT Level 3 or above) in Math and 87% of 4th and 5th grade students will make learning gains compared to the previous year FCAT data.

**Strategies,
Indicators and
Progress Measures**

**I. Strategy 2:
 Implement the research-based strategy of higher order questioning techniques as well as differentiated instruction to increase student knowledge proficiency as indicated in the NGSSS.**

*Progress measures are for the purpose of reaching your 3-5 year school improvement goals AND AMO's.	progr	Pr	Pr	Prog	Pr
	ress	ogr	ogr	ress	ogr
	Mea	ess	ess	Mea	ess
	sure	Mea	sure	sure	Mea
	Aug	Aug	Aug	Aug	Aug
	ust	ust	ust	ust	ust
	2012			2015	
		2013	2014		2016

**II. Adult
Implementation
Indicator
(s):**

45% 60% 80% 95% 100%

**“CAUSE
DATA”**

100% of teachers will implement the research-based strategy of higher order questioning techniques as well as differentiated instruction to increase student knowledge proficiency as indicated in the NGSSS.

FC AT/ EOC	FC AT/ EO C	FC AT/ EO C	FC AT/ EOC	FC AT/ EOC
Aug ust 2012	Aug ust 2013	Aug ust 2014	Aug ust 2015	Aug ust 2016

III. Student Performance Indicator (s):

“EFFECT DATA”

3 rd 75% (25%)	3 rd 78.1 25% (21.8 75%)	3 rd 81.2 5% (18.75 %)	3 rd 84.3 75% (15.62 5%)	3 rd 87.5% (12.5%)
4 th 72% (28%)	4 th 75. 5% (24.5 %)	4 th 79% (21%)	4 th 82.5% (17.5%)	4 th 86% (14%)
5 th 65% (35%)	5 th 69.3 75% (30.6 25%)	5 th 73.7 5% (26.25 %)	5 th 78.1 25% (21.87 5%)	5 th 82.5% (17.5%)

Students will consistently increase their FCAT Math scores until we reduce the % of students who are non-proficient by at least 50% by 2016.

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

T
e
a
c
h
e
r
s

w
i

l *Lesso Tea 20 District PLC, PD*
l *n che 12- adopte Com budg*
m *, plans rs, 201 d Math mon et*
o *obser Adm 3 text Core*
d *vatio inist Trai*
e *ns, rati Sch ning*
l *admi ool*
h *nistra year*
i *tive*
g *walk-*
h *throu*
e *ghs,*
r *meeti*
o *ng*
r *minut*
d *es,*
e *and*
r *Data*
e *Note*
r *books*

t
h
i
n
k
i
n
g

**t
h
r
o
u
g
h**

**T
h
i
n
k
-
A
l
o
u
d
s**

*T
a
s
k*

*I
:*

T
e
a
c
h
e
r
s

w
i

l
l

i
n
t
e
g
r
a
t
e

t
h
e

u
s
e

o
f

h
i
g
h
e
r

o
r
d
e
r

q
u
e
s
t
i
o
n
i

n
g

t
h
r
o
u
g
h

a

T
h
i
n
k

A
l
o
u
d

t
h
r
o
u
g
h

l
e
a
r
n
i
n
g

c
o
m
m

u
n
i
t
i
e
s
.

**T
e
a
c
h
e
r
s

w
i
l
l

u
t
i
l
i
z
e

p
e
e
r**

c	<i>Sign-</i>	<i>Tea</i>	<i>20</i>	<i>Math</i>	<i>PLC,</i>	<i>PD</i>
o	<i>in</i>	<i>che</i>	<i>12-</i>	<i>Miscon</i>	<i>Com</i>	<i>budget</i>
n	<i>she</i>	<i>rs,</i>	<i>201</i>	<i>ception</i>	<i>mon</i>	<i>et</i>
f	<i>ets,</i>	<i>Adm</i>	<i>3</i>	<i>s</i>	<i>Core</i>	
e	<i>stud</i>	<i>inist</i>			<i>Trai</i>	
r	<i>ent</i>	<i>rati</i>	<i>Sch</i>		<i>ning,</i>	
e	<i>work</i>	<i>on,</i>	<i>ool</i>		<i>Intel</i>	
n	<i>sam</i>		<i>year</i>		<i>Math</i>	
c	<i>ples,</i>				<i>Trai</i>	
i	<i>stud</i>				<i>ning</i>	
n	<i>ent</i>					
g	<i>noteb</i>					

ooks,
s *obser*
t *vatio*
r *ns*
a
t
e
g
i
e
s

i
n

o
r
d
e
r

a
l
l
o
w

s
t
u
d
e
n
t
s

t
o

e
x
p
l
a
i
n

,
s
u
m
m
a
r
i
z
e
,
o
r
c
l
a
r
i
f
y
t
h
e
i
r
t
h
i
n
k
i
n
g
r
e
g
a
r
d
i

**n
g
a
h
i
g
h
e
r
o
r
d
e
r
q
u
e
s
t
i
o
n**

***T
a
s
k***

I
:

**T
e
a
c**

h
e
r
s

w
i
l
l

d
e
v
i
s
e

a

s
c
h
o
o
l
-
w
i
d
e

p
r
o
c
e
s
s

o
f

s
t
r
a

t
e
g
i
e
s

f
o
r

s
t
u
d
e
n
t
s

t
o

u
s
e

w
i
t
h

t
h
e
i
r

p
e
e
r

p
a
r

t
n
e
r

i
n

o
r
d
e
r

t
o

i
n
s
u
r
e

f
l
u
i
d
i
t
y

a
n
d

c
o
m
f
o
r
t

o

f

t

h

e

p

e

e

r

c

o

n

f

e

r

e

n

c

i

n

g

p

r

o

c

e

s

s

.

2
.
3

**T
e
a
c
h
e
r
s**

**w
i
l
l
u
s
e
d
i
n
s
t
r
u
c
t
i
o
n
s**

*Les
son
pla
ns,
obse
rvati
ons,
small
group
up
rotation
schedule,
Data
Note
book

Tea
che
rs,
Adm
inist
rati
on

Sign
in
sheet*

*Tea
che
rs,
Adm
inist
rati
on,

Sch
ool
year

20
12-
201
3

20
12-
201
3

Sch
ool*

*PD
book
(How
to
Differ
entiate
Instru
ction
in the
Mixed
Ability
Classr
oom by
Carol
Ann
Tomli
nson),
FDLRS
/Crown

Com
mon
Planni
ng*

*Diffe
renti
ated
Inst
ruc
tion
Trai
ning
and
PLC,
Com
mon
Core
Trai
ning,

Adv
anc
Ed-
SA
CS/
CASI
Accr
edita
tion
Trai
ning-
Adm
inist
rator
trai
ning
for
data
colle
ction
tools*

*PD
budg
et

PD
budg
et

PD
budg
et

None*

i ets, year
o mee
n ting
minut
es

*Ma
th/
Scie
nce
Co
mm
ittee
Meet
ings*

**T
a
s
k**

**I
:**

T
e
a
c
h
e
r
s

w
i
l
l

u
t
i
l
i
z
e

s
m
a
l
l

g
r
o

u
p
/
g
u
i
d
e
d

i
n
s
t
r
u
c
t
i
o
n

t
o

t
a
r
g
e
t

s
p
e
c
i
f
i
c

n
e
e
d
s

o
f

i
n
d
i
v
i
d
u
a
l

s
t
u
d
e
n
t
s

b
y

f
o
r
m
i
n
g

f
l
e
x
i
b
l
e

g
r

o
u
p
s

b
a
s
e
d

o
n

s
t
u
d
e
n
t

d
a
t
a

a
n
d

o
b
s
e
r
v
a
t
i
o
n
s
.

*T
a
s
k*

*2
:*

*T
e
a
c
h
e
r
s*

*w
i
l
l*

*c
o
n
d
u
c
t*

*l
e
a
r
n
i
n
g*

*c
o
m
m
u*

n
i
t
i
e
s

o
n

d
i
f
f
e
r
e
n
t
i
a
t
e
d

i
n
s
t
r
u
c
t
i
o
n

d
u
r
i
n
g

c
o

m
m
o
n

p
l
a
n
n
i
n
g
.

**T
e
a
c
h
e
r
s**

w	<i>Mee</i>	<i>Tea</i>	<i>20</i>	<i>Buil</i>	<i>PLC,</i>	
i	<i>ting</i>	<i>che</i>	<i>12-</i>	<i>ding</i>	<i>Com</i>	
l	<i>min</i>	<i>rs,</i>	<i>201</i>	<i>Mathe</i>	<i>mon</i>	<i>PD</i>
l	<i>utes,</i>	<i>Adm</i>	<i>3</i>	<i>matical</i>	<i>Core</i>	<i>budg</i>
i	<i>les</i>	<i>inist</i>		<i>Compr</i>	<i>Trai</i>	<i>et</i>
i	<i>son</i>	<i>rati</i>	<i>Sch</i>	<i>ehensio</i>	<i>ning</i>	
m	<i>pla</i>	<i>on,</i>	<i>ool</i>	<i>n</i>		
p	<i>ns,</i>		<i>year</i>			
l	<i>obser</i>					
e	<i>vatio</i>					
m	<i>ns</i>					
e						
n						
t						
v						
o						
c						
a						
b						
u						<i>None</i>
l					<i>Ma</i>	
a		<i>Tea</i>		<i>Com</i>	<i>th/</i>	
r		<i>che</i>	<i>20</i>	<i>mon</i>	<i>Scie</i>	
y	<i>Word</i>	<i>rs,</i>	<i>12-</i>	<i>Plan</i>	<i>nce</i>	
w	<i>awa</i>	<i>Adm</i>	<i>201</i>	<i>ning,</i>	<i>Co</i>	
d	<i>lls,</i>	<i>inist</i>	<i>3</i>	<i>Comp</i>	<i>mm</i>	
e	<i>stud</i>	<i>rati</i>		<i>osition</i>	<i>ittee</i>	
v	<i>ent</i>	<i>on</i>	<i>Sch</i>	<i>notebo</i>	<i>Meet</i>	
e	<i>noteb</i>		<i>ool</i>	<i>oks</i>	<i>ings</i>	

l o o k s y e a r
o
p
m
e
n
t

*T
a
s
k*

*l
:*

T
e
a
c
h
e
r
s

w
i
l
l

u
s
e

c
o
m
m
o
n

p
l

a
n
n
i
n
g

t
o

p
l
a
n

l
e
s
s
o
n
s

i
n

m
a
t
h

t
h
a
t

i
n
t
e
g
r
a
t
e

t
h
e

u
s
e

o
f

e
n
r
i
c
h
e
d

v
o
c
a
b
u
l
a
r
y

v
i
a

c
o
m
m
o
n

l
a
n
g

u
a
g
e

s
c
h
o
o
l

w
i
d
e
.

***T
a
s
k***

2
:

T
e
a
c
h
e
r
s

w
i
l
l

i
m
p

l
e
m
e
n
t

t
h
e

u
s
e

o
f

i
n
t
e
r
a
c
t
i
v
e

w
o
r
d

w
a
l
l
s

a
n
d

s

t
u
d
e
n
t

n
o
t
e
b
o
o
k
s
.

2.5

*Adminis-
tration,
teachers*

Teachers will

Lesson plans, observations,

implement

feedback.

*2012-2013
Common planning time
Math/Science
PD budget*

Task 1: Teachers

*Adminis-
tration,
teachers*

*school year
meetings*

will use rubrics

Lesson Plans, observations, student notebooks

to demonstrate

and assess

*2012-2013
Common Planning, Comparison notebook
Math/Science
meetings*

academic

expectations.

Task 2:
Teachers

will
conferen
ce

with
students

to
provide

personal
direct

instructi
on and

feedback

.

School District of Clay County

Smart Goals

Smart

= **Specific**

Meas

urable

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

measurable

school-specific

goal.

Goal 3: By 2013, grade 4 students not scoring a 4.0 or above on Writing FCAT will decrease by at least 12% compared to the 2011-2012 school year.

**Strategies,
Indicators
and Progress
Measures**

1. **Strategy 3:
Implementation
research-
based
resources
and
articulation
among
grade
levels
and
schools
within
the
district
.**

***Progress measures are for the purpose of reaching your 3-5 year school improvement goals and AMO's.**

Progress Measure	Progress Measure	Progress Measure	Progress Measure	Progress Measure
August	August	August	August	August
2012	2013	2014	2015	2016

**II. Adult
Implementation
Indicator (s):**

**“CA
USE
DATA
”**

100% of the writing teachers will implement research-based resources and articulation among grade levels and schools within the district.

40% 50% 75 95% 100%

%

FC AT/ EOC	FC AT/ EOC	FC AT/ EO C	FCAT/ EOC August 2015	FCAT /EOC August 2016
August 2012	August 2013	August 2014		

III. Student Performance Indicator(S):

	4 th	4 th	4 th	4 th	4 th
“EFF	48%	54.	61	67.5%	74%
ECT	(52%	5%	%	(32.5	(26%)
DATA)	(45.5	(39	%)	
”		%)	%)		

Students will consistently increase their FCAT Writing scores until we reduce the % of students who are non-proficient by at least 50% by 2016.

Implementation Details

Action Steps	Evidence/ Data Sources	Personnel (s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material/ Technology/ Trainer	Responsible Party	Funding/ Funding Source
--------------	------------------------------	--	----------------------------	---	----------------------	-------------------------------

Teachers will utilize common curriculum.

	<i>Sig</i>	<i>Adm</i>	<i>20</i>	<i>Just</i>	<i>L</i>
	<i>n in</i>	<i>inis</i>	<i>12-</i>	<i>Wr</i>	<i>a</i>
	<i>she</i>	<i>trat</i>	<i>20</i>	<i>ite:</i>	<i>n</i>
	<i>ets,</i>	<i>ion,</i>	<i>13</i>	<i>All</i>	<i>g</i>
Task 1:	<i>mee</i>	<i>tea</i>	<i>sch</i>	<i>Ye</i>	<i>u</i>
Teac	<i>ting</i>	<i>che</i>	<i>ool</i>	<i>ar</i>	<i>a</i>
hers	<i>mi</i>	<i>rs,</i>	<i>year</i>	<i>Lo</i>	<i>g</i>
will use	<i>nut</i>	<i>Gr</i>		<i>ng</i>	<i>e</i>
common	<i>es,</i>	<i>ade</i>		<i>(Na</i>	<i>A</i>
planning	<i>les</i>	<i>Le</i>		<i>rrat</i>	<i>r</i>
to	<i>son</i>	<i>vel</i>		<i>ive,</i>	<i>ts</i>
develop	<i>pla</i>	<i>Cha</i>		<i>Exp</i>	<i>c</i>
lessons	<i>ns,</i>	<i>irs</i>		<i>osit</i>	<i>o</i>
using				<i>ory,</i>	<i>m</i>
the	<i>Cl</i>			<i>Poe</i>	<i>m</i>
Kath	<i>y -</i>			<i>try)</i>	<i>it</i>
erine	<i>Wri</i>				<i>te</i>
Robi	<i>tes</i>				<i>e</i>
nson					<i>m</i>
writing					<i>e</i>
curric					<i>et</i>
ulum					<i>in</i>
in 3 rd					<i>g</i>
and 4 th					<i>s</i>
grades.					

Teachers will participate in articulation among grade levels and other schools within our district.

<i>Sig</i>	<i>Adm</i>	<i>20</i>	<i>Co</i>	<i>L</i>	<i>none</i>
<i>n in</i>	<i>inis</i>	<i>12-</i>	<i>mm</i>	<i>a</i>	
<i>she</i>	<i>trat</i>	<i>20</i>	<i>on</i>	<i>n</i>	
<i>ets,</i>	<i>ion,</i>	<i>13</i>	<i>Pla</i>	<i>g</i>	
<i>mee</i>	<i>tea</i>	<i>sch</i>	<i>nni</i>	<i>u</i>	
<i>ting</i>	<i>che</i>	<i>ool</i>	<i>ng</i>	<i>a</i>	
<i>mi</i>	<i>rs,</i>	<i>year</i>		<i>g</i>	
<i>nut</i>	<i>Gr</i>			<i>e</i>	
<i>es,</i>	<i>ade</i>			<i>A</i>	
<i>les</i>	<i>Le</i>			<i>r</i>	
<i>son</i>	<i>vel</i>			<i>ts</i>	
<i>pla</i>	<i>Cha</i>			<i>c</i>	
<i>ns</i>	<i>irs</i>			<i>o</i>	

Task 1:

Provide professional development and support to all writing teachers in implementing instruction of the Writing NGSSS.

m
m
it
te
e
m
e
et
in
g
s

Teachers will implement vocabulary development

	<i>Me</i>	<i>Adm</i>	<i>20</i>	<i>Co</i>	<i>L</i>	<i>None</i>
	<i>eti</i>	<i>inis</i>	<i>12-</i>	<i>mm</i>	<i>a</i>	
	<i>ng</i>	<i>trat</i>	<i>201</i>	<i>on</i>	<i>n</i>	
	<i>mi</i>	<i>ion,</i>	<i>3</i>	<i>Pla</i>	<i>g</i>	
	<i>nut</i>	<i>tea</i>		<i>nni</i>	<i>u</i>	
Task 1:	<i>es,</i>	<i>che</i>	<i>Sch</i>	<i>ng</i>	<i>a</i>	
Teac	<i>les</i>	<i>rs,</i>	<i>ool</i>		<i>g</i>	
hers	<i>son</i>	<i>Gr</i>	<i>year</i>		<i>e</i>	
will use	<i>pla</i>	<i>ade</i>			<i>A</i>	
common	<i>ns,</i>	<i>Le</i>			<i>r</i>	
planning	<i>da</i>	<i>vel</i>			<i>ts</i>	
to plan	<i>ta</i>	<i>Cha</i>			<i>c</i>	
lessons	<i>not</i>	<i>irs</i>			<i>o</i>	<i>None</i>
in	<i>ebo</i>				<i>m</i>	
writing	<i>oks</i>				<i>m</i>	
that	<i>and</i>			<i>Co</i>	<i>it</i>	
integrate	<i>obs</i>			<i>mp</i>	<i>te</i>	
the	<i>erv</i>		<i>20</i>	<i>osit</i>	<i>e</i>	
use of	<i>atio</i>		<i>12-</i>	<i>ion</i>	<i>m</i>	
enriched	<i>ns</i>		<i>201</i>	<i>note</i>	<i>e</i>	
vocabu		<i>Tea</i>	<i>3</i>	<i>boo</i>	<i>et</i>	
lary via		<i>che</i>		<i>ks</i>	<i>in</i>	
common		<i>rs,</i>	<i>Sch</i>		<i>g</i>	
languag	<i>Wo</i>	<i>Adm</i>	<i>ool</i>		<i>s</i>	
e school	<i>rd</i>	<i>inist</i>	<i>year</i>			
wide.	<i>wa</i>	<i>rati</i>				
	<i>lls,</i>	<i>on</i>				
	<i>stud</i>					
	<i>ent</i>					
	<i>not</i>				<i>L</i>	
	<i>ebo</i>				<i>a</i>	
	<i>oks,</i>				<i>n</i>	
Task 2:	<i>ad</i>				<i>g</i>	
Teache	<i>mi</i>				<i>u</i>	
rs will	<i>nist</i>				<i>a</i>	
implem	<i>rat</i>				<i>g</i>	
ent the	<i>ion</i>				<i>e</i>	
use of	<i>wa</i>				<i>A</i>	
interacti						

ve word
walls
and
student
notebo
ks.

lk-
thro
ugh

r
ts
c
o
m
m
it
te
e
m
e
et
in
g
s

3.4

Adm
inis
trat
ion,
teac
hers

Teachers will

Les
son
pla
ns,
obs
erv
atio
ns,

implement

feedback.

20 Co L

Task 1:

12- mm a

Teachers

20 on n

will use

13 pla g

rubrics

sch nni u

to

Adm ool ng a

demonstrate

inis year time g

and

trat e

assess

ion, A

academic

teac r

Les
son
Pla
ns,
obs
erv
atio
ns,

hers ts

expectations.

c

ns,

o

stud

m

ent

it

not

te

ebo

e

Task 2:

20 Co m

Teachers

12- mm e

will

20 on et

conference

13 Pla in

with

sch nni g

students

ool ng, s

to

year Co

provide

mp

osit

ion

note

boo

ks

L

a

n

personal
direct

instruction and

feedback.

*g
u
a
g
e
A
r
ts
c
o
m
m
it
te
e
m
e
et
in
g
s*

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

measurable

school-specific

goal.

Goal 4: By 2013, all students in grade 5 will decrease the number of students not meeting proficiency on Science FCAT by at least 12.5% compared to the 2011-2012 school year.

**Strategies,
Indicators
and Progress
Measures**

I. Strategy 4: Implement the research-based strategy of designing and modifying

instruction (with a focus on STEM opportunities) to deepen students' understanding of content area and advance student learning while addressing misconceptions.

***Progress measures are for the purpose of reaching your 3-5 year school improvement goals and AMO's.**

Progress Measure	Progress Measure	Progress Measure	Progress Measure	Progress Measure
August 2012	August 2013	August 2014	August 2015	August 2016

**II. Adult
Implementation
Indicator
(s):**

**“CAUSE
DATA”** 40% 50% 75% 95% 100%

100%
of the
science
teachers
will
implement
the
research-
based
strategy of
designing
and
modifying
instruction
(with a
focus on
STEM
opportu-
nities) to
deepen
students’
understa-
nding of
content
area and
advance
student
learning
while
addressing
misconcep-
tions.

FC AT/ EOC	FC AT/ EO C	FC AT/ EO C	FC AT/ EO C	FC AT/ EOC
August 2012	August 2013	August 2014	August 2015	August 2016
	201 3	201 4	201 5	

**III. Student
Performance
Indicator
(s):

“EFFEC
T DATA”**

5 th 59% (41%)	5 th 64.1 25% (25.87 5%)	5 th 79.2 5% (20.75 %)	5 th 84.3 75% (15.62 5%)	5 th 89.5% (10.5%)
------------------------------	---	---	---	-------------------------------------

Students will consistently increase their FCAT Science scores until we reduce the % of students who are non-proficient by at least 50% by 2016.

Implementation Details

Action Steps	Evidence/ Data	Person (s) Responsible/ Group (s)	Implementation Timeline	Resources Needed	Responsible Party	Funding/ Funding Source
--------------	-------------------	---	----------------------------	---------------------	----------------------	-------------------------------

Teachers engage students in activities that require

comparison and/or clarification

Student Teachers, 20-2013, minimum 2013 year

Task

1: All science teachers will incorporate inquiry based science lessons in daily instruction that incorporate the scientific process.

Projects, lessons, plans, observations, Science fair projects, minimum 2013 year

Task 2:
Teache

rs will
sche
dule
prelim
inary
judging
and
events
through
out the
year to
prepare
students
for the
final
event
(Scienc
e Fair).

Teachers ask students to explain their thinking to determine misconceptions

<i>Science notebooks</i>	<i>Teachers</i>	<i>20-20</i>	<i>Common</i>	<i>Science</i>	<i>None</i>
<i>Admission</i>	<i>Instruction</i>	<i>13-year</i>	<i>planning</i>	<i>Common</i>	

Task 1:
Students in grades 3-5 will utilize Science Notebooks to organize

materials and develop a resource for inquiry projects and vocabulary development

*itt
ee
M
e
et
in
g*

Teachers will implement vocabulary development

	<i>Mee</i>	<i>Ad</i>	<i>20</i>	<i>Re</i>	<i>P</i>
	<i>ting</i>	<i>min</i>	<i>12-</i>	<i>ad</i>	<i>L</i>
	<i>min</i>	<i>istr</i>	<i>201</i>	<i>ing</i>	<i>C</i>
	<i>utes,</i>	<i>ati</i>	<i>3</i>	<i>Str</i>	
	<i>les</i>	<i>on,</i>		<i>at</i>	
Task 1:	<i>son</i>	<i>tea</i>	<i>Sch</i>	<i>eg</i>	
Teachers will	<i>plans</i>	<i>che</i>	<i>ool</i>	<i>ies</i>	
use	<i>observe</i>	<i>rs,</i>	<i>year</i>	<i>for</i>	
common	<i>rvat</i>	<i>Gr</i>		<i>Sci</i>	
planning	<i>ions</i>	<i>ade</i>		<i>en</i>	
to	<i>and</i>	<i>Le</i>		<i>ce</i>	
plan	<i>walk-</i>	<i>vel</i>		<i>(re</i>	
lessons	<i>throu</i>	<i>Cha</i>		<i>ad</i>	<i>None</i>
in	<i>ghs.</i>	<i>irs</i>		<i>ing</i>	
science				<i>an</i>	<i>Sc</i>
that				<i>d</i>	<i>ie</i>
integrate			<i>20</i>	<i>wr</i>	<i>n</i>
the	<i>Word</i>	<i>Te</i>	<i>12-</i>	<i>iti</i>	<i>ce</i>
use of	<i>wa</i>	<i>ach</i>	<i>201</i>	<i>ng</i>	<i>C</i>
enriched	<i>lls,</i>	<i>ers,</i>	<i>3</i>	<i>)</i>	<i>o</i>
vocabulary	<i>stud</i>	<i>Ad</i>			<i>m</i>
via	<i>ent</i>	<i>min</i>	<i>Sch</i>		<i>m</i>
common	<i>noteb</i>	<i>istr</i>	<i>ool</i>	<i>Co</i>	<i>ee</i>
language	<i>ooks</i>	<i>atio</i>	<i>year</i>	<i>mp</i>	<i>M</i>
school		<i>n</i>		<i>os</i>	<i>e</i>
wide.				<i>iti</i>	<i>et</i>
				<i>on</i>	<i>in</i>
				<i>no</i>	<i>gs</i>
				<i>teb</i>	
				<i>oo</i>	
				<i>ks</i>	

Task 2:

Teachers will implement the use of interactive word walls and student notebooks

Diagnostic Science text

4.4

*Ad
min*

Teachers will

*Les
son
pla
ns,
obser
vatio
ns,*

*istr
ati
on,
teac
her
s*

implement

feedback.

Task 1:

Teachers

will use

rubrics

to

demonstrate

and

assess

academic

expectations.

Task 2:

Teachers

will

conference

with

students

to

provide

*20
12-
20
13
sch
ool
year*

*Ad
min
istr
ati
on,
teac
her
s*

*Co
m
m
on
pla
nn
ing
tim
e
itt
ee
m
e
et
in
gs*

*20
12-
20
13
sch
ool
year*

*ng,
Co
mp
os
iti
on
no
teb
oo*

*M
at
h/
Sc
ie
n
ce
co
m
m
itt
ee
m
e
et
in
gs
an
ni
Co
M
at
h/
Sc
ie
n
ce
co*

personal
direct

instruction and

feedback.

ks *m*
m
itt
ee
m
e
et
in
gs

Smart Goals

Smart
= **S**pecific
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
measurable school-
specific goal.

Goal 5: By
2013, Parental
Involvement will
improve by 12.5%
over the previous
year as measured
by attendance at in-
school and after-
school events.

**Strategies,
Indicators
and Progress
Measures**

1. **Strategy 5: Implement the research-based strategy of fostering two-way home/school communication with all stakeholders to support student learning.**

***Progress measures are for the purpose of reaching your 3-5 year school improvement goals and AMO's.**

Progress Measure	Progress Measure	Progress Measure	Progress Measure	Progress Measure
August 2012	August 2013	August 2014	August 2015	August 2016

**II. Adult
Implem
entation
Indicator
(s):**

“CAUSE DATA” 40% 60% 80% 100% 100%

100% of teachers will implement the research-based strategy of fostering two-way home/school communication with all stakeholders to support student learning.

	FC	FC	FC	FC	FC
	AT/	AT/	AT/	AT/	AT/
	EOC	EO	EO	EO	EOC
		C	C	C	
Augu	Aug	Aug	Aug	Augu	
st	ust	ust	ust	st	
2012	201	201	201	2016	
	3	4	5		

III. 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.

3 rd	3 rd	3 rd	3 rd	3 rd
74%	77.2	80.	83.7	87%
(26%)	5%	5%	5%	(13%)
	(22.7	(19.5	(16.2	
	5%)	%)	5%)	
4 th	4 th	4 th	4 th	4 th
73%	76.	79.	83.	86.35%
(27%)	375%	025%	025%	(13.65
	%)	%)	%)	
5 th	5 th	5 th	5 th	5 th
74%	77.2	80.	83.7	87%
(26%)	5%	5%	5%	(13%)
	(23.6	(20.3	(16.9	
	25%)	7%)	75%)	
	(22.7	5%	(16.2	
	5%)	(19.5	5%)	
	5%)	%)	5%)	

Implementation Details

Action Steps	Evidence/ Data	Personnel/ Sponsorship/ Groups)	Implementation Timeline	Resources	Responsible Parties	Funding/ Funding Source
---------------------	-----------------------	--	--------------------------------	------------------	----------------------------	--------------------------------

ec
hn
ol
og
y/
Tr
ai
ne
r

Teachers will foster two-way communication.

Task	<i>Student</i>	<i>Teacher</i>	<i>2012-2013 school year</i>	<i>Communication folders, Parent Portal and Parent Link to communicate with parents.</i>	<i>Technology (technology teacher)</i>
-------------	----------------	----------------	------------------------------	--	--

Task2:
Utilize and maintain class websites to share school improvement events.

Task 3:

Teachers will promote parental involvement in afterschool activities (FCAT parent night, Open House, Chorus and Drama, Science Night, Battle of the Books Competition, Math Field Day Competition, Spring Carnival, campus beautification,, and Volunteer Reception).

Smart Goals

Smart

= **S**pecific

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

measurable

school-specific

goal.

Goal 6:

**Strategies,
Indicators
and Progress
Measures**

1. Strategy 6:

***Progress measures are for the purpose of reaching your 3-5 year school improvement goals AND AMO's.**

Progress Measure	Progress Measure	Progress Measure	Progress Measure	Progress Measure
August 2012	August 2013	August 2014	August 2015	August 2016

II. Adult Implementation Indicator(s) :

“CAUSE DATA”

Discipline Data	Discipline Data	Discipline Data	Discipline Data	Discipline Data
August 2011-2012	August 2012-2013	August 2013-2014	August 2014-2015	August 2015-2016

III. Student	*%
Perfor	of
mance	occu
Indicator	rrenc
(s):	es by
	gra
“EFFEC	de
T DATA”	level

Implementation Details

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

6.1

6.2

6.3

Internal Checklist – Training Provided by School

P.D.Activity	Details	Y	N	Comments
IF IT IS A:				

School-wide Training	Professional Development Details			
	<p>Goal the Activity is Supporting <u>Reading (1) & Math (2)</u></p> <ul style="list-style-type: none"> ● Action Step # 1.1 & 2.3 ● Name of Activity: OVE 2012-13: Differentiated Instruction 1 – Beginning the Journey ● Dates of Activity – January 8, 2013 ● Name of Consultant or Facilitator (if applicable) – Susan Law, FDLRS/Crown ● Consultant Services Agreement (if applicable) n/a ● Materials – Professional Book provided by FDLRS/ Crown: <i>How to Differentiate Instruction in the Mixed Ability Classroom</i> by Carol Ann Tomlinson 			
	Budget Items Required			
	<ul style="list-style-type: none"> ● Action Step # 1.1 & 2.3 ● Name of Activity: OVE 2012-13: Differentiated Instruction 1 – Beginning the Journey ● Funding Source – n/a a ● Cost of Consultant – n/a ● Cost of Materials – n/a ● Cost of Substitutes (if applicable) – n/a 			
Learning Community	Professional Development Details Goal the Activity is Supporting <u>Reading (1)</u>			

(collaborative teams that gathers research and studies new programs or topics and shares their findings-must use Learning Community form)	<ul style="list-style-type: none"> ● Action Step # 1.1, 1.2 & 1.3 ● Name of Activity: OVE 2012-13: PLC Common Core Reading/LA Implementation ● Dates of Activity: 9/19/2012 – 5/31/2013 ● Title of Book or Focus: Books – <i>Comprehension from the Ground Up: Simplified, Sensible Instruction for the K-3 Reading Workshop</i> by Sharon Taberski and <i>Notice and Note: Strategies for Close Reading</i> by Kylene Beers & Robert Probst 			
	Budget Items Required			
	<ul style="list-style-type: none"> ● Action Step # 1.1, 1.2 & 1.3 ● Cost of Book/Teacher Materials: \$795.42 ● Funding Source - 0100.6400.0590.0621.0000 			
Learning Community	Professional Development Details			
(collaborative teams that gathers research and studies new programs or topics and shares their findings-must use Learning Community form)	<ul style="list-style-type: none"> ● Action Step # 2.1, 2.2, 2.3, 2.4 & 2.5 ● Name of Activity: OVE 2012-13: PLC Common Core Math/ Science Implementation ● Dates of Activity: 9/19/2012 – 5/31/2013 ● Title of Book or Focus: Books – <i>Teaching Number in the Classroom with 4-8 year olds</i> by Wright, et al. and <i>Developing Number Knowledge: Assessment, Teaching and Intervention with 7-11 year olds</i> by Wright, Collins, Taber 			
	Budget Items Required			
	<ul style="list-style-type: none"> ● Action Step # 2.1, 2.2, 2.3, 2.4 & 2.5 ● Cost of Book/Teacher Materials: \$1,077.22 ● Funding Source - 0100.6400.0590.0621.0000 			
Lesson Study/Action Research	Professional Development Details			
	Goal the Activity is Supporting _____			

<p>(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)</p>	<ul style="list-style-type: none"> ● Action Step # ● Name of Activity ● Dates of Activity ● Teaching strategy or method to be researched 			
	<p>Budget Items Required</p>			
	<ul style="list-style-type: none"> ● Action Step # ● Cost of Teacher Materials (If applicable) 			
<p>Timelines</p>				
<p>Start Date: August 7, 2012</p>				
<p>End date: June 6, 2013</p>				
<p>Budget</p>				
<p>Local FTE (function 6400-no project)</p> <p>Project -</p> <p>Project -</p> <p>Project -</p>	<p>\$2,076.55</p>			

Total Internal PD Budget (no project & project funds)	\$2,076.55			
--	------------	--	--	--

Approvals: (Signature's required)

Principal: _____
 SAC Chair: _____
 Hilda Manning: _____
 Shannah Kosek: _____

Date: ___/___/___
 Date: ___/___/___
 Date: ___/___/___
 Date: ___/___/___

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, current instructional strategies

	tegi es to imp rov e the per for ma nce of the stu den ts ass ign ed to the m.		
Objectives			
	Ye s	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.	<input type="checkbox"/>	<input type="checkbox"/>	No External Professional Development Planned
Training Details - Consultants			
Please use the comments section to provide the information requested.	Ye s	No	Comments
Consultant Name and Organization – Please provide the trainers name and the organization with which they are affiliated.	<input type="checkbox"/>	<input type="checkbox"/>	

Who will be trained?	<input type="checkbox"/>	<input type="checkbox"/>	
Date(s), Time(s), Location	<input type="checkbox"/>	<input type="checkbox"/>	
Total Cost	<input type="checkbox"/>	<input type="checkbox"/>	
Needs School Board approval	<input type="checkbox"/>	<input type="checkbox"/>	
Complete budget line for expenses	<input type="checkbox"/>	<input type="checkbox"/>	
Name of facilitator/person responsible	<input type="checkbox"/>	<input type="checkbox"/>	
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.	<input type="checkbox"/>	<input type="checkbox"/>	
Who will be trained?	<input type="checkbox"/>	<input type="checkbox"/>	
Date(s), Location	<input type="checkbox"/>	<input type="checkbox"/>	
Total Cost	<input type="checkbox"/>	<input type="checkbox"/>	
Complete budget line for expenses	<input type="checkbox"/>	<input type="checkbox"/>	
Name of facilitator/person responsible	<input type="checkbox"/>	<input type="checkbox"/>	
Timelines			
	Yes	No	Comments
Start Date	<input type="checkbox"/>	<input type="checkbox"/>	
August 2, 2012			
End Date	<input type="checkbox"/>	<input type="checkbox"/>	
September 21, 2012			
Budget			
Local FTE (function 6400-no project)	<input type="checkbox"/>	<input type="checkbox"/>	\$
Project -	<input type="checkbox"/>	<input type="checkbox"/>	
Project -	<input type="checkbox"/>	<input type="checkbox"/>	
Project -	<input type="checkbox"/>	<input type="checkbox"/>	
Total External PD Budget (no project & project funds)	<input type="checkbox"/>	<input type="checkbox"/>	

Approvals: (Signature's required)

Principal: _____ **Date:** __/__/__

SAC Chair: _____ **Date:** __/__/__

Hilda Manning: _____ **Date:** __/__/__

Shannah Kosek: _____ **Date:** __/__/__