

2012-2013 School Improvement Plan

SCHOOL NAME: W.E. Cherry Elementary

School Based Leadership Team

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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.

Angela Whiddon, Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based leadership team is implementing RtI, conducts assessment training of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, conducts monthly motivational meetings to keep up the overall moral of the faculty, and communicates with parents regarding school-based RtI plans and activities.

Amy Vann, Assistant Principal: Ensures adherence to timelines and provides a supportive school environment that encourages collaboration.

General Education Team Leaders: Provides information about core instruction to RtI Leadership Team, has full knowledge of district and state wide benchmarks, Sunshine State Standards and FCAT Data Analysis, participates in student data collection to determine needed differentiated instruction, 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.

ESE Teachers: Provides information about core instruction to RtI Leadership Team, has full knowledge of district and state wide benchmarks, Sunshine State Standards and FCAT Data Analysis, participates in student data collection to determine needed differentiated instruction, 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, and integrates core instruction using the inclusion model within the regular education setting. In addition, to ensure differentiation in the regular education classroom, ESE teachers are knowledgeable of appropriate accommodations, goals, and objectives to meet individual needs of students.

Herta Hoffman, Stacie Lamoureux, Instructional Coaches (Reading, Math): 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 need 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; provides support for assessment and implementation monitoring, and provides materials appropriate for instruction.

Kristie Lee, Title 1 Coordinator: Works closely with administration and grade level teams to ensure data and support programs are appropriately being utilized to support the instruction of all students; monitors and schedules all iii groups, and oversees all parent involvement activities. Provides guidance on K-6 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.

Leslie Stubben, 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.

Julie Smithers, Technology Specialist: Develops and implements technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display; provides supplemental curriculum and extracurricular opportunities to enhance student learning and performance on standardized tests.

Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

Dawn Sullivan, Student Services Personnel: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

- 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/

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coordinate RtI efforts?

The WEC RtI 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 schools, our teachers, and in our students? The team meets bi-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, at moderate, 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. In addition, the team will oversee the development of professional learning communities focusing on data analysis to ensure differentiated instruction.

- 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 at W. E. Cherry Elementary School helps in the development and implementation of the school improvement plan by collaborating with the School Advisory Council (SAC) in analyzing needs assessments and developing goals, objectives, strategies, and professional development to best meet the individual needs of our students.

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: Progress Monitoring and Reporting Network (PMRN/FAIR), Florida Comprehensive Assessment Test (FCAT), SuccessMaker , DAR, DRA, FLKRS, Benchmark Tests, Clay Writes, Performance Matters

Progress Monitoring: PMRN/ FAIR, Curriculum Based Measurement (CBM), FCAT Simulation, Macmillan McGraw-Hill weekly assessments, SuccessMaker, Performance Matters

Midyear: Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment for Reading (DAR), Early Reading Diagnostic Assessment (ERDA), DEA Math, Benchmark Tests, Clay Writes, Performance Matters

End of year: FAIR, FCAT, SAT 10, Benchmark Tests, Clay Writes, Performance Matters

Frequency of Data Days: Grade level teams will meet bi-monthly to evaluate progress of students and guide instruction appropriately; the RtI Leadership Team will meet bi-monthly to review grade level data and decision making documentation.

- Describe the plan to train staff on RtI.

Professional development will be provided during teachers' common planning time 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. All school administrators and RTI team members participated in a four-day RTI Team Training in the Spring with a follow-up for all school administrators during the Summer Leadership Academy. Bi-monthly Curriculum Council Meetings will be conducted 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

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implementation concerns. The RtI team will also evaluate additional staff PD needs during the bi-monthly RtI Leadership Team meetings.

Literacy Leadership

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

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is 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.

K-6 Team Leads: (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.

ESE Team Lead: 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.

Instructional Coaches: Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; coordinates the administration of the FAIR, 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.

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.

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.

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.

Each kindergarten teacher is responsible for ensuring each child successfully transitions to our elementary school program. To provide a smooth transition to school, W.E. Cherry offers Pre-kindergarten education as well as staggered enrollment for kindergarten students. Orientation to school begins prior to the start of the school year. When registering their child, parents are given a copy of the grade level expectations and initial kindergarten readiness skill to work on at home. Parent and students have the opportunity to attend a kindergarten orientation the week before school begins. Children and their parents visit the classroom and meet the teacher. Additionally, an Open House is held within the first 30 days of school to further inform parents how to best help

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their child during the transitional period.

At the beginning of the school year, kindergarten teachers screen each child to determine the students' acquisition of specific skills and knowledge. Assessments include MacMillan Placement Test and a General Knowledge Assessment. On-going progress monitoring tools include the Florida Assessments for Instruction in Reading (FAIR) and a Math Diagnostic Test. Students with low reading readiness are given supplemental intensive reading instruction using SRA, Sing Spell, Vocabulary Labs, and/or other research based programs. The Florida Kindergarten Readiness Screener (FLKRS) is used during the first 30 days of school to determine school readiness and the child's ability to form meaningful relationships.

Programs currently in place to assist preschoolers with low readiness rates include Head Start and the State of Florida Voluntary Pre-kindergarten (VPK) and an ESE Pre-K program for students identified as developmentally delayed. All feeder preschools are invited to utilize the Parent Resource Room and materials provided by Title 1 funds.

School budgeted funds and district funding are dedicated to ensuring a pleasant and successful transition to our elementary program. The effectiveness of our preschool transition design is determined by data collected from the initial assessment and the FLKRS.

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

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- 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.

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<p style="text-align: center;">Smart Goals</p> <p style="text-align: center;">Smart = Specific Measurable</p> <p style="text-align: center;">Attainable Realistic Timely</p>					
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<p>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></p> <p>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></p>					
<p>Goal 1: By 2013, students in grades 3-6 will decrease the number of non-proficient readers on FCAT 2.0 by 10% at each grade level and subgroup currently not meeting proficiency targets. Grades 3-6 will also increase the percentage of students scoring at or above proficiency on FCAT 2.0, equal to or beyond the performance levels of the highest-performing districts.</p>					
<p>Strategies, Indicators and Progress Measures</p>					
<p>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.</p>					
<p>*Progress measures are for the purpose of reaching your 3-5 year school improvement goals AND AMO's.</p>	<p>Progress Measure August 2012</p>	<p>Progress Measure August 2013</p>	<p>Progress Measure August 2014</p>	<p>Progress Measure August 2015</p>	<p>Progress Measure August 2016</p>
<p>II. Adult Implementation Indicator (s): “CAUSE DATA”</p> <p>100% 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.</p>	<p>K – 6: 88% (3)</p>	<p>91%</p>	<p>94%</p>	<p>97%</p>	<p>100%</p>
	<p>FCAT/EOC August 2012</p>	<p>FCAT/EOC August 2013</p>	<p>FCAT/EOC August 2014</p>	<p>FCAT/EOC August 2015</p>	<p>FCAT/EOC August 2016</p>

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<p style="text-align: center;">III. STUDENT PERFORMANCE INDICATOR(S): "EFFECT DATA"</p> <p>Students will consistently increase their FCAT Reading scores until reaching 100% proficiency by 2016 while reducing the % of non-proficiency by at least 50% by 2016.</p>	<p>3rd 60% (40%) 4th 69% (31%) 5th 63% (37%) 6th 61% (39%)</p>	<p>3rd 70% (35%) 4th 76.75% (27.14%) 5th 72.25% (32.38%) 6th 70.75% (34.2%)</p>	<p>3rd 80% (30%) 4th 84.5% (23.26%) 5th 81.5% (27.75%) 6th 80.5% (29.3%)</p>	<p>3rd 90% (25%) 4th 92.25% (19.38%) 5th 90.75% (23.13%) 6th 90.25% (24.4%)</p>	<p>3rd 100% (20%) 4th 100% (15.5%) 5th 100% (18.5%) 6th 100% (19.5%)</p>
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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
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<p>1.1 Teachers utilize enhanced classroom technology</p> <p>Task 1: Teachers will receive training (if needed) using all components of the enhanced classroom.</p> <p>Task 2: During quarterly professional development, teachers will receive lesson ideas and/or templates to incorporate into their instruction that are correlated to their curriculum using the Easiteach.NG and PowerPoint programs.</p> <p>Task 3: Teachers will meet quarterly with the RtI coach, administration, guidance counselor, and Curriculum coaches to analyze school and county-wide data regarding RtI students and lower quartile students.</p>	<p><i>Sign-in sheets, feedback</i></p> <p><i>Meeting minutes, lesson plans, observations</i></p> <p><i>Meeting Minutes, data sheets, RtI Documentation records</i></p>	<p><i>Principal, Reading Coach, Technology Instructor</i></p> <p><i>Teachers, grade level chairs, Reading Coach, Administration</i></p> <p>RtI coach, Guidance Counselor, K – 6 Teachers, Administration, Curriculum Coaches</p>	<p><i>Ongoing</i></p> <p><i>Ongoing</i></p> <p>Quarterly</p>	<p><i>Appropriate functioning technology in all classrooms</i></p> <p><i>Common planning time</i></p> <p><i>Computer lab/ Easiteach NG/ PowerPoint, Enhanced Classroom/Herta Hoffman</i></p> <p>School wide and county wide data. Substitutes</p>	<p><i>IS Dept. or school-based technology teacher will provide needed training</i></p> <p>None</p> <p>School workshop</p>	<p><i>No funding needed</i></p> <p><i>None</i></p> <p>0100.6400.140.024 1</p>
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<p style="text-align: center;">Smart Goals</p> <p style="text-align: center;">Smart = Specific Measurable Attainable</p> <p style="text-align: center;">Realistic Timely</p>					
<p>Goal 1: Student Performance Content Area: <u>Reading</u></p> <p>Goal 2: Student Performance Content Area: <u>Math</u> Goal 3: Student Performance: Content Area: <u>Writing</u></p> <p>Goal 4: Student Performance Content Area: <u>Science</u></p> <p>Goal 5: <u>Parental Involvement</u> Goal 6: <u>Other: Ex. School Climate, Attendance, other measureable school-specific goal.</u></p>					
<p>Goal 2. By 2013, 70% of students in grades 4-6 will make in a gain on their FCAT 2.0 Math.</p>					
<p style="text-align: center;">Strategies, Indicators and Progress Measures</p>					
<p>I. Strategy 2: Implement the research-based strategy of modeling math concepts in order to increase the higher order thinking of students in math.</p>					
<p>*Progress measures are for the purpose of reaching your 3-5 year school improvement goals AND AMO's.</p>	<p style="text-align: center;">progress Measure August 2012</p>	<p style="text-align: center;">Progress Measure August 2013</p>	<p style="text-align: center;">Progress Measure August 2014</p>	<p style="text-align: center;">Progress Measure August 2015</p>	<p style="text-align: center;">Progress Measure August 2016</p>
<p>II. Adult Implementation Indicator (s):</p> <p style="text-align: center;">“CAUSE DATA”</p> <p>100% of teachers will implement the research-based strategy of modeling mathematical concepts in order to increase the higher order thinking of students in Math.</p>	<p>Grades 4–6: 88% (3)</p>	<p>91%</p>	<p>94%</p>	<p>97%</p>	<p>100%</p>
	<p style="text-align: center;">FCAT/EOC August 2012</p>	<p style="text-align: center;">FCAT/EOC August 2013</p>	<p style="text-align: center;">FCAT/EOC August 2014</p>	<p style="text-align: center;">FCAT/EOC August 2015</p>	<p style="text-align: center;">FCAT/EOC August 2016</p>

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<p>III. Student Performance Indicator (s): “EFFECT DATA”</p> <p>Students will consistently increase their FCAT Math scores until reaching 100% proficiency in all grade levels by 2016 while reducing the % of non-proficiency by at least 50% by 2016.</p>	<p>3rd 60% (40%) 4th 74% (26%) 5th 58% (42%) 6th 82% (18%)</p>	<p>3rd 70% (35%) 4th 80.5% (22.75%) 5th 68.5% (36.75%) 6th 86.5% (15.75%)</p>	<p>3rd 80% (30%) 4th 87% (19.5%) 5th 79% (31.5%) 6th 91% (13.5%)</p>	<p>3rd 90% (25%) 4th 93.5% (16.25%) 5th 89.5% (26.25%) 6th 95.5% (11.25%)</p>	<p>3rd 100% (20%) 4th 100% (13%) 5th 100% (21%) 6th 100% (9%)</p>
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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
<p>2.1 Teachers will utilize higher order questioning techniques</p> <p>Task 1: Teachers will develop math lessons that incorporate higher order questioning.</p>	<p><i>Lesson plans</i></p>	<p><i>Classroom teachers</i></p>	<p><i>Ongoing</i></p>	<p><i>None</i></p>	<p><i>None</i></p>	<p><i>None</i></p>

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<p>2.2 Teachers will model mathematical concepts using appropriate manipulatives and diagrams.</p> <p>Task 1: Teachers will develop math lessons that require students to model mathematical concepts.</p> <p>Task 2: Teachers will develop math lessons that require students to interpret and explain mathematical representations.</p> <p>Task 3: The math coach will meet monthly with math teachers to model and study best practices for math instruction.</p>	<p><i>Lesson plans</i></p> <p><i>Math Journals</i></p> <p><i>Lesson Plans</i></p>	<p><i>Classroom teachers</i></p> <p><i>Classroom teachers</i></p>	<p><i>Ongoing 3rd, 5th, 6th grade teachers meet monthly</i></p>	<p><i>“Differentiating Math Instruction: Strategies that Work”</i></p>	<p><i>PLC</i></p>	<p><i>Prior Purchase</i></p>
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<p>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></p> <p>Goal 4: Student Performance Content Area: <u>Science</u> Goal 5: <u>Parental Involvement</u></p> <p>Goal 6: <u>Other: Ex. School Climate, Attendance, other measureable school-specific goal.</u></p>					
<p>Goal 3: By 2013, 4th grade students will increase the number of students scoring a 4.0 or above on Writing FCAT by at least 5% over the previous year.</p>					
<p style="text-align: center;">Strategies, Indicators and Progress Measures</p>					
<p>I. Strategy 3: Implement the research-based strategy of integrating writing into the other disciplines during instruction.</p>					
<p>*Progress measures are for the purpose of reaching your 3-5 year school improvement goals and AMO's.</p>	<p style="text-align: center;">Progress Measure August 2012</p>	<p style="text-align: center;">Progress Measure August 2013</p>	<p style="text-align: center;">Progress Measure August 2014</p>	<p style="text-align: center;">Progress Measure August 2015</p>	<p style="text-align: center;">Progress Measure August 2016</p>
<p>II. Adult Implementation Indicator (s): “CAUSE DATA”</p> <p>100% of teachers will implement the research-based strategy of integrating writing into the other disciplines during instruction.</p>	<p style="text-align: center;">Grades K – 6 80% (5)</p>	<p style="text-align: center;">85%</p>	<p style="text-align: center;">90%</p>	<p style="text-align: center;">95%</p>	<p style="text-align: center;">100%</p>
	<p style="text-align: center;">FCAT/EOC August 2012</p>	<p style="text-align: center;">FCAT/EOC August 2013</p>	<p style="text-align: center;">FCAT/EOC August 2014</p>	<p style="text-align: center;">FCAT/EOC August 2015</p>	<p style="text-align: center;">FCAT/EOC August 2016</p>

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<p>III. Student Performance Indicator(S): “EFFECT DATA”</p> <p>All 4th grade students will consistently increase their FCAT Writing scores until reaching 100% proficiency by 2016 while reducing the % of non-proficiency by at least 50% by 2016.</p>	<p>4th 34% (66%)</p>	<p>4th 50.5% (57.75%)</p>	<p>4th 67% (49.5%)</p>	<p>4th 83.5% (42.25%)</p>	<p>4th 100% (33%)</p>
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Action Steps	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/ Funding Source
<p>3.1 Teachers will implement the 6 + 1 Traits writing curriculum into their daily schedule for a block of time.</p> <p>Task 1: Teachers will receive training on how to effectively use the 6+1 Traits writing curriculum.</p>	<p>Lesson Plans; Professional Development Follow Up Forms</p>	<p>Lisa Goodwin, Title I Coordinator;</p> <p>Amy Vann , Assistant Principal</p> <p>K – 6 Teachers</p>	<p><i>Ongoing</i></p>	<p>6+1 Trait Crates</p>	<p><i>N/A</i></p>	<p><i>Paid by District</i></p>
<p>3.2</p> <p>Teachers will incorporate writing into other core subject areas (reading, math, social studies, and science).</p> <p>Task 1: Students will use journals in other subject areas for them to prove their learning through writing and exemplars.</p>	<p>Lesson Plans, Student Math Journals</p>	<p>Lisa Goodwin, Title I Coordinator;</p> <p>Amy Vann, Assistant Principal</p> <p>K – 6 Teachers</p>	<p><i>ongoing</i></p>	<p><i>None</i></p>	<p>None</p>	<p><i>None</i></p>

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Smart Goals Smart = Specific Measurable Attainable Realistic Timely					
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, 5 th grade student’s academic performance in science will improve by 14% over last year’s results as measured by the FCAT Science.					
Strategies, Indicators and Progress Measures					
I. Strategy 4: Implement the research-based strategy of using hands-on materials and real world examples in order to ensure student understanding of concepts.					
*Progress measures are for the purpose of reaching your 3-5 year school improvement goals and AMO’s.	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 science teachers will implement the research based strategy of using hands-on materials and real world examples in order to ensure student understanding of concepts.	Grades K – 6: 52% (12)	64%	76%	88%	100%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016

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<p>III. Student Performance Indicator (s): “EFFECT DATA”</p> <p>All 5th grade students will consistently increase FCAT Science scores until reaching 100% proficiency by 2016 while reducing the % of non-proficiency by at least 50% by 2016.</p>	<p>5th 43% (57%)</p>	<p>5th 57.25% (49.88%)</p>	<p>5th 71.5%(42.75%)</p>	<p>5th 85.75%(35.6%)</p>	<p>5th 100% (28.5%)</p>
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Action Steps	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/ Funding Source
<p>4.1 Teachers utilize enhanced classroom technology</p> <p>Task 1: New teachers will receive training on using the enhanced classroom technology in the classroom</p> <p>Task 2: During common planning time, teachers will plan consistent quarterly lessons in science that provide real world applications to the curriculum</p>	<p><i>Feedback</i></p> <p><i>Lesson plans, observation, follow-up forms</i></p> <p><i>Lesson plans, observation</i></p>	<p><i>Technology Instructor</i></p> <p><i>Team Leader, K -6 Teachers</i></p>	<p><i>September 2012 – ongoing</i></p> <p><i>On-going</i></p>	<p><i>Technology in all classrooms,</i></p> <p><i>Common Planning time</i></p>	<p><i>None</i></p>	<p><i>None</i></p>
<p>4.2 Teachers engage students in activities that require comparison and/or clarification</p> <p>Task 1: Incorporate inquiry project based learning in daily instruction</p> <p>Task 2: Students participating in the Science Fair</p>	<p><i>Lesson plans</i></p>	<p><i>Teachers, Administration</i></p>	<p><i>Ongoing</i></p> <p><i>August 2012 - March 2013</i></p>	<p><i>Curriculum Map</i></p>	<p><i>None</i></p>	<p><i>None</i></p>

Smart Goals					
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2012-2013 School Improvement Plan

Smart = Specific Measurable Attainable Realistic Timely					
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 5: By 2013, Parent Involvement will improve by 5% over the previous year as measured by parent attendance at School/Family 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.					
*Progress measures are for the purpose of reaching your 3-5 year school improvement goals and AMO's.	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.	Grades K – 6: 56% (11)	67%	78%	89%	100%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016

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III. Student Performance Indicator (s): “EFFECT DATA” Grade levels will consistently increase parental involvement until reaching 100% family-school attendance while reducing the % of non-participating by at least 50% by 2016.	55% (45%)	66% (39.4%)	77% (33.8%)	88% (28.2%)	100% (22.5%)
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Implementation Details

Action Steps	Evidence/ Data Sources	Person(s) Responsible/ Group(s)	Implementatio n Timeline	Resources Needed: Material / Technolog y / Trainer	Relate d PD	Funding/Funding Source
5.1 Teachers utilize parent volunteers Task 1: Daily volunteers in the classroom to help teachers where needed. Task 2: Offer opportunities for parents to be involved outside of the classroom (take home activities for teachers)	<i>Volunteer sign-in sheet</i> <i>Volunteer log</i>	<i>L. Kazmierczak</i> <i>Classroom teachers/</i> <i>L. Kazmierczak</i>	<i>Ongoing</i> <i>Ongoing</i>	<i>None</i>	<i>None</i>	<i>None</i>

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5.2 Teacher/Parent Communication						
Task 1: Teachers will send home Tuesday folders weekly	<i>Tuesday Folders</i>	<i>Classroom Teachers</i>	<i>2012-2013 School Year</i>	<i>Tuesday Folders</i>	<i>None</i>	<i>Parent Involvement</i>
Task 2: Monthly newsletter informing parents of upcoming events	<i>Newsletters</i>	<i>R. Harp/Title I</i>		<i>Paper copies</i>		<i>0420.6150.0510.0241.4013</i>
Task 3: Students and teachers will utilize daily planners as a means of communication with parents	<i>Student Planners</i>	<i>Teachers Students</i>	<i>Ongoing</i>	<i>Student Planners</i>		

Smart Goals Smart = Specific Measurable Attainable Realistic Timely					
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:</u> <u>Ex. School Climate, Attendance, other measureable school-specific goal.</u>					
Goal 6: By 2013, W. E. Cherry Elementary school will improve school climate by decreasing discipline referrals by 10% as compared to last year's referral data.					
Strategies, Indicators and Progress Measures					

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<p>I. Strategy 6: Implement school-wide and classroom procedures that are clearly established and are understood by students.</p>					
<p>*Progress measures are for the purpose of reaching your 3-5 year school improvement goals AND AMO's.</p>	<p>Progress Measure August 2012</p>	<p>Progress Measure August 2013</p>	<p>Progress Measure August 2014</p>	<p>Progress Measure August 2015</p>	<p>Progress Measure August 2016</p>
<p>II. Adult Implementation Indicator (s) : “CAUSE DATA” 100% of teachers will implement WEC’s school-wide policies and procedures to ensure consistent expectations are met by every student.</p>	<p>Grades K – 6: 40% (15)</p>	<p>55%</p>	<p>70%</p>	<p>85%</p>	<p>100%</p>
	<p>Discipline Data August 2011-2012</p>	<p>Discipline Data August 2012-2013</p>	<p>Discipline Data August 2013-2014</p>	<p>Discipline Data August 2014-2015</p>	<p>Discipline Data August 2015-2016</p>
<p>III. Student Performance Indicator (s): “EFFECT DATA” Students will consistently decrease discipline occurrences until reaching 100% by 2016 while increasing the % of non-occurrences by at least 50% by 2016.</p>	<p>*% of non-occurrences by grade level K 98% (2%) 1st 97% (3%) 2nd 93% (7%) 3rd 85% (15%) 4th 92% (8%) 5th 84% (16%) 6th 86% (14%)</p>	<p>K- 98.5% (1.75%) 1st- 97.75% (2.625%) 2nd 94.75%(6.125%) 3rd 88.75%(13.125%) 4th 94% (7%) 5th 88% (14%) 6th 89.5% (12.25%)</p>	<p>K- 99% (1.50%) 1st 98.5% (2.25%) 2nd 96.5% (5.25%) 3rd 92.5%(11.25%) 4th 96% (6%) 5th 92% (12%) 6th 93% (10.5%)</p>	<p>K- 99.5% (1.25%) 1st 99.25% (1.875%) 2nd 98.25%(4.375%) 3rd 96.25%(9.375%) 4th 98% (5%) 5th 96% (10%) 6th 96.5% (8.75%)</p>	<p>K- 100% (1%) 1st- 100% (1.5%) 2nd- 100% (3.5%) 3rd- 100% (7.5%) 4th- 100% (4%) 5th- 100% (8%) 6th- 100% (7%)</p>

2012-2013 School Improvement Plan

Implementation Details

Action Steps	Evidence/ Data Sources	Person(s) Responsible/ Group(s)	Implementatio n Timeline	Resources Needed: Material / Technolog y / Trainer	Related PD	Funding/Funding Source
<p>6.1 Teachers will proactively address behaviors</p> <p>Task 1: Teachers will use school-wide discipline procedures and guidelines</p> <p>Task 2: Teachers will use effective classroom management strategies</p> <p>Task 3: The school will use quarterly behavior rewards and the weekly “Caught Being Good” Award for students demonstrating appropriate behavior and/or marked improvements in behavior.</p> <p>Task 4: Student will participate in Red Ribbon Week activities to develop a positive self image.</p>	<p><i>Monitoring of discipline data; Observations and Walkthroughs; Lesson Plans; Awards</i></p> <p>FOCUS (# of referrals)</p>	<p><i>Administration , Teachers</i></p> <p><i>Guidance</i></p>	<p><i>Ongoing</i></p> <p><i>Week of October 29th</i></p>	<p><i>Student Awards</i></p> <p><i>Red Ribbon incentives</i></p>	<p><i>N/A</i></p> <p><i>N/A</i></p>	<p><i>None</i></p> <p><i>School Improvement 0100.5100.0510.0241.1183</i></p>

Internal Checklist – Training Provided by School

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

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School-wide Training	Professional Development Details Goal the Activity is Supporting Reading			
	<ul style="list-style-type: none"> Action Step # 1.1 Name of Activity: Reading Strategies Dates of Activity: 9/12/12; Ongoing - Quarterly Name of Consultant or Facilitator (if applicable) Herta Hoffman Consultant Services Agreement (if applicable): N/A Materials: improving Comprehension with Think-Aloud Strategies by Jeffrey D. Wilhelm, PH.D.; Easiteach NG 			
	Budget Items Required			
	<ul style="list-style-type: none"> Action Step # 1.1 Name of Activity: Reading Strategies Funding Source:0420; 0100 Cost of Consultant: n/a Cost of Materials: \$382.81; \$361.59 Cost of Substitutes (if applicable): 7 substitutes x \$80 (net) x 4 = \$2240 			
Learning Community	Professional Development Details Goal the Activity is Supporting Writing			
(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 # 3.1 Name of Activity: Trait Crates Dates of Activity: 8/30; 9/26; 10/24; 12/5; 2/6; 3/6; 4/10; 5/15 Title of Book or Focus: 6+1 Traits of Writing 			
	Budget Items Required: n/a			
	<ul style="list-style-type: none"> Action Step #3.1 Cost of Book/Teacher Materials: n/a 			
Lesson Study/Action Research	Professional Development Details Goal the Activity is Supporting Math			
(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)	<ul style="list-style-type: none"> Action Step # 2.2 Name of Activity: Best Practices in Math Instruction Dates of Activity: monthly - TBA Teaching strategy or method to be researched: research based math instruction strategies 			
	Budget Items Required			

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	<ul style="list-style-type: none"> ● Action Step # 2.2 ● Cost of Teacher Materials (If applicable): \$438.15 			
Timelines				
Start Date: August 7, 2012				
End date: June 9, 2012				
Budget				
Local FTE (function 6400-no project)	\$438.15+361.59=799.74 (\$731.25 TBD for spending)			
Project - 4013	\$382.81			
Project - 1183	\$3,225.00			
Project -				
Total Internal PD Budget (no project & project funds)	\$799.74+\$382.81+\$3,225.00 = \$4407.55			

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)

****W.E. Cherry has no trainings that aren't provided by the school/district.****

Background			
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2012-2013 School Improvement Plan

Background:	Professional Development is an integral part of the School Improvement Plan. Teachers need proven, current instructional		
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2012-2013 School Improvement Plan

	strategies to improve the performance of the students assigned to them.		
Objectives			
	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.			**W.E. Cherry has no trainings that aren't provided by the school/district.**
Training Details - Consultants			
Please use the comments section to provide the information requested.	Yes	No	Comments

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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.			
Who will be trained?			
Date(s), Location			
Total Cost			
Complete budget line for expenses			
Name of facilitator/person responsible			
Timelines			
	Yes	No	Comments
Start Date August 2, 2012			
End Date September 21, 2012			
Budget			

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Local FTE (function 6400-no project)			\$
Project -			
Project -			
Project -			
Total External PD Budget (no project & project funds)			

Approvals: (Signature's required)

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

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

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

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