SCHOOL NAME: Swimming Pen Creek Elementary
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.

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

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

Jackie Welch, Guidance and Intervention Team Facilitator: Implements a data -driven comprehensive school counseling program designed to improve student achievement and behavior for all students, collaborates with administrators about RTI design and includes the identification of students who are at- risk for not meeting academic and behavioral expectations. Provides cognitive screenings for students making limited progress as requested by the Intervention Team.

Renee Taylor, Response to Intervention Coach: Works with and supports the classroom teacher by providing intervention strategies that are appropriate for teaching students from diverse backgrounds with different learning styles and special needs. Monitors the effectiveness of these strategies, makes presentations, and models intervention strategies for staff.

Sara Blickley, School Psychologist: Uses assessment and instructional support tools that foster academic competence and links assessment to intervention and realistic IEP goals.

Amy Bucci, Behavior Resource Teacher: Provides differentiated instruction in an inclusive environment. Accesses training and gains proficiency needed to assist general educators with interventions. Works collaboratively with families and teachers until effective interventions have been implemented and the student makes positive progress to his/her goals.

Holly Nover, Speech: Conducts relevant, comprehensive evaluations, identifies children with disabilities, and provides needed instruction

- 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 changing instruction for struggling students to help them improve academic skills and behaviors. This will call for early identification of learning and behavior needs, close collaboration among teachers, special education personnel, parents, and related service providers to ensure students make progress.
The School-based RtI Leadership Team will meet once a month 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 high risk for not meeting benchmarks. Based on the above information, the team will utilize collective resources to intervene early and provide appropriate interventions and supports to address learning and behavioral problems. The team will engage in new and expanded roles that incorporate prevention and identification of at risk students prior to special education referral. The team will also provide direct and indirect services to support struggling students, children with disabilities, school personnel, and families. More time will be spent on consultation, classroom- based intervention, and progress monitoring assessment.

- 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 assists with the analysis of school, classroom, and student level data in order to identify areas for school improvement. Additionally, the team assists with the evaluation of the student response to current interventions, curricula, and school systems by offering input as to potential barriers to reaching each goal and strategies that can help in attaining each goal. Members of the team will assist the School Advisory Committee in the monitoring of the SIP and provide updates to the SAC on the implementation of the RtI goals.

RtI Implementation

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

Baseline data: Progress Monitoring and Reporting Network (PMRN), Florida Assessments for Instruction in Reading (FAIR), Florida Comprehensive Assessment Test (FCAT), Phonics Screener from McMillan-McGraw Hill, STAR Reading and Math, Performance Matters, Clay Writes, Running Records

Progress Monitoring: FAIR, FCAT, STAR Reading and Math, Clay Writes, Performance Matters

End Of Year: Fair, FCAT, Clay Writes, STAR, Performance

- Describe the plan to train staff on RtI.

The Response to Intervention coach, Intervention Team Facilitator, and administration will meet with each grade level team to review Tier 1 and 2 requirements. The RtI coach will give examples of Tier 2 data. The RtI coach and ITF plan to continue to provide examples of appropriate data and interventions throughout the year. The team plans to address Tier 3 requirements more in depth as the year progresses. The School- based RtI Leadership team will provide training throughout the year as determined by data collection and implementation concerns. The RtI team will also evaluate additional staff professional development needs during the RtI monthly meetings.

Literacy Leadership

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

Tracy McLaughlin, Principal: Provides a common vision for the use of data-based decision-making, ensures assessments are conducted as required, ensures implementation of reading intervention support and documentation, and ensures adequate professional development to support effective reading implementation.

General Education Teachers (at least one representative from each grade level): Provides information about core and supplemental reading instruction, participates in student data collection, delivers instruction/intervention, and collaborates and engages in regular, ongoing literacy professional development.

Emotionally Handicapped Self-Contained Teachers: Provides differentiated instruction in an inclusive environment. Accesses training and gains proficiency needed to assist general educators with interventions. Works collaboratively with families and teachers until effective interventions have been implemented and the student makes positive progress to his/her goals.

Gail Ardis Exceptional Student Education (ESE) teacher: 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

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

The team meets once a month to engage in the following activities:

Review universal screening data, diagnostic data, and progress monitoring data. Based on the data, the team identifies the professional development activities needed to create effective learning environments. The team will review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks and those that are at moderate or high risk who are not meeting benchmarks. The LLT creates a capacity of reading knowledge within the school building and focuses on areas of literacy concern across the school. Agenda topics include the discussion of the team's goals and progress, as well as identification of new strategies and activities to implement. As additional needs and concerns arise, the LLT investigates the concerns, studies and develops a course of action, implements the action, analyzes its effectiveness, and reflects on the process. This is a continuous process throughout the entire school year.

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

The Literacy Leadership Team will work to effectively integrate the RtI process to ensure that students most "at risk" in reading receive intensive and immediate intervention services. Additionally, the LLT will research and discuss strategies that will fully engage average and higher level readers. Literacy Leadership Team members will also train teachers to provide enrichment to average and higher level readers. The team will also monitor and support the implementation of the Comprehensive Intervention Reading Programs and scientifically based reading instruction and strategies with fidelity

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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 Swimming Pen Creek Elementary School, all incoming Kindergarten students are assessed prior to or upon entering Kindergarten in order to ascertain individual and group needs and to assist in the development of rigorous instructional/intervention programs. These assessments will determine their knowledge of letters and sounds, numbers and counting, and other pre-academic skills. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/ Letter Knowledge, and Phonological Awareness/Processing. The Florida Assessment in Reading (FAIR) will be administered one-to-one to all Kindergarten students to determine their initial success probability in reading.

Screening data will be collected and aggregated prior to September 17, 2012. Teachers will use this data to create classrooms that are comprised of students with varying experiences and abilities. Core Kindergarten academic and behavioral instruction will include differentiated instruction according to student needs based on assessment. The teacher will provide students with ample practice opportunities, corrective feedback, and positive reinforcement. Teachers will scaffold instruction, provide guided and independent practice, model instruction and provide ample support.

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 <u>High School Feedback Report.</u>

School District of Clay County

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:** Other: Ex. School Climate, Attendance, other <u>measureable school-specific goal,</u>					

Goal 1: By 2013, non-proficient students (as measured by the Fall 2012 FAIR assessment for Kindergarten- 6th grade and the Spring FAIR test) at Swimming Pen Creek Elementary students will improve their reading skills by an increase in the difficulty of passage read. All Students in grades 3-6 will improve reading application skills by 1% as measured by an increase in the percentage of students scoring level 3 or above on the 2012-2013 FCAT reading assessment.					
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 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 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*	Grades K-3 62% Grades 4-6 55%	Grades K-3 75% Grades 4-6 70%	Grades K-3 87% Grades 4-6 85%	Grades K-3 100% Grades 4-6 100%	Grades K-3 100% Grades 4-6 100%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016

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2012-2013 School Improvement Plan

| 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. | 3rd   69% (31%)
4th   79% (21%)
5th   74% (26%)
6th   67% (33%) | 3rd 72.875% (27.125%)
4th 81.625% (18.375%)
5th 77.25% (22.75%)
6th 71.125% (28.875%) | 3rd 76.75% (23.25%)
4th 84.25% (15.75%)
5th 80.5 % (19.5%)
6th 75.25% (24.75%) | 3rd 80.625% (19.375%)
4th 86.875% (13.125%)
5th 83.7% (16.25%)
6th 79.375% (20.625%) | 3rd 84.5% (15.5%)
4th 89.5% (10.5%)
5th 87% (13%)
6th 83.5% (16.5%) |

IMPLEMENTATION DETAILS

Action Steps	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material/ Technology/ Trainer	Related PD	Funding/Funding Source
1. **Teachers will plan and design engaging, challenging and relevant lessons to achieve student mastery based on state-adopted standards appropriate to the level of rigor.** *Task 1: Teachers will incorporate reading strategies to include close reading of text.* *Task 2: Teachers will utilize a variety of high yield instruction strategies.* *Task 3: Teachers will utilize resources to increase the amount of informational text presented to students.*	*Lesson Plans Walk-thru Media/Tech Sources*	*Administration Media/ Technology Specialist*	*2012-2013 School Year*	*Informational Text, Titles TBD.*	*PLC on the common core standards Ongoing through the 2012-2013 school year.* *PLC on the use of instructional text from the media/technology specialist.*	No funding needed

2. ***Teachers will select sequence and modify engaging; relevant standards based content and then will design and teach lessons that are relevant to individual students learning needs.*** *Task 1: Teachers will engage students in learning through a climate of openness, inquiry and support to accommodate the differing needs and diversity of students.* *Task 2: Teachers will utilize prior knowledge to appropriately scaffold instruction to meet the needs of all students.* *Task 3: Teachers will organize students into fluid groups based on strengths and weakness identified through ongoing progress monitoring and benchmark assessment.*	*Lesson Plans Walk-Thru*	*Administration*	*2012-2013 School Year*	*"Common Core Lesson Book Grades K-5"*	*PLC on the common core standards Ongoing through the 2012-2013 school year*	*010051000510118 3* *$354.00*

3. ***Teachers will use vocabulary enrichment activities to expand critical grade level vocabulary and to improve reading comprehension.*** *Task 1: Teachers will provide guided reading to meet the varying instructional needs of all students in the class.* *Task 2: Teachers will provide students with meaningful connections to new words.* *Task 3: Teachers will use more complex and informational text as a read aloud text.* *Task 4: Teachers will teach affixes using the district vocabulary articulation plan.*	*Lesson Plans Walk-Thru Word Walls*	*Administration Literacy Leadership Team*	*2012-2013 School Year*	*"Wordly Wise" Consumable vocabulary workbooks, and various intervention materials*	*None*	No funding needed purchased prior year.

4. **Teachers will engage students in complex thinking both orally and in writing through effective modeling and questioning.** *Task 1: Teachers will use higher –level questions to guide students into critical thinking skills.* *Task 2: Teachers will use the 6 levels of Bloom's taxonomy question stems in their classroom.* *Task 3: Teachers will ask students to summarize and clarify meaning.* *Task 4: Teachers will meet with students to establish specific learning goals.*	*Lesson Plans* *Walk-thrus*	*Administration* *Literacy* *Leadership Team*	*2012-2013* *School Year*	*none*	*none*	No funding needed

School District of Clay County

Smart Goals **Smart** = **S**pecific **M**easurable **A**ttainable **R**ealistic **T**imely					
Goal 1: Student Performance Content Area: <u>Reading</u> **Goal 2**: Student Performance Content Area: <u>Math</u> **Goal 3**: Student Performance: Content Area: <u>Writing</u> **Goal 4**: Student Performance Content Area: <u>Science</u> **Goal 5**: <u>Parental Involvement</u> **Goal 6:** Other: Ex. <u>School Climate, Attendance, other measureable school-specific goal.</u>					
Goal 2. By 2013, 80% of students will achieve proficiency (FCAT level 3 or above) in Math and 60% of 3rd, 4th, 5th, and 6th graders will make learning gains compared to the previous year FCAT data.					
Strategies, Indicators and Progress Measures					
I. Strategy 2:					
*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 using higher order questioning techniques in order to increase the higher order thinking of students in Math.
	Grades 3 60% Grades 4-6 60%	Grades 3 75% Grades 4-6 75%	Grades 3 85% Grades 4-6 85%	Grades 3 100% Grades 4-6 100%	Grades 3 100% Grades 4-6 100%

	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"** *Students will consistently increase their FCAT Math scores until we reduce the % of students who are non-proficient by at least 50% by 2016.*	3rd 70% (30%) 4th 69% (31%) 5th 65% (35%) 6th 63% (37%)	3rd 73.75% (26.25%) 4th 72.875% (27.125%) 5th 69.375% (30.625%) 6th 67.675% (32.375%)	3rd 77.5% (22.5%) 4th 76.75% (23.25%) 5th 73.75% (26.25%) 6th 72.35% (27.7%)	3rd 81.25% (18.75%) 4th 80.625% (19.375%) 5th 78.125% (21.875%) 6th 77.025% (23.025%)	3rd 85% (15%) 4th 84.5% (15.5%) 5th 82.5% (17.5%) 6th 81.7% (18.5%)

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
2.1 Teachers will engage students in complex thinking both orally and in writing through effective modeling and questioning. *Task 1: Teachers will display the 6 levels of Bloom's Taxonomy question stems in their classroom.* *Task 2: During Common planning time teachers will generate higher order questions that correlate with relevant math concepts.*	*Student Work Samples* *Lesson Plans* *Grade level minutes*	*Administration* *Grade Level Representatives*	*2012-2013 School Year*	*none*	*Intel Math Training On-Going Aug.-May 2012.*	*County Funded*
2.2 Teachers will focus on incorporating the 8 CCSS for mathematical practice into all math instruction. *Task 1: Teachers will model the extended discussion process regularly.* *Task 2: Teachers will engage students in higher level thinking through modeling.*	*Lesson Plans* *Observations* *Walk-thru*	*Administration*	*2012-2013 School Year*	*Math Mysteries Kids Can't Resist Grades 4-8*	*none*	*0100510005201183* *$50.00*
2.3 Teachers will utilize peer conferencing strategies in order to allow students to explain	*Lesson Plans* *Observations* *Walk-thru*	*Administration*	*2012-2013 School Year*	*none*	*none*	No funding needed

2012-2013 School Improvement Plan

School District of Clay County

Smart Goals **Smart** = **S**pecific **M**easurable **A**ttainable **R**ealistic **T**imely					
Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing **Goal 4**: Student Performance Content Area: Science **Goal 5**: Parental Involvement **Goal 6**: Other: Ex. School Climate, Attendance, other measureable school-specific goal.					
Goal 3: By 2013, all 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.					
Strategies, Indicators and Progress Measures					
I. **Strategy 3:**					
***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 the writing process, relating and integrating the subject matter with other disciplines during instruction*	60%	75%	90%	100%	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"** 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 76% (24%)	4th 79% (21%)	4th 82% (18%)	4th 85% (15%)	4th 88% (12%)

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 demonstrate knowledge of research-based best practices of writing across the content areas. *Task 1:* Provide professional development and support on how to implement the use of writing across the content areas. *Task 2:* Provide professional development and support on how to grade writing based on the FCAT Writes Rubric. *Task 3*: Provide Grammar Articulation Plan	*Clay Writes assessments, student work samples, Sign-Ins*	*administration, Literacy Leadership Committee*	*2012-2013 School Year*	TBD	*Step-Up-To Writing PLC*	*No Funding needed*
3.2 Teachers will use standards and benchmarks for content and grade level *Task1:* Students will utilize organizational tools and strategies for the prewriting process (e.g., technology, outline, chart, web, story map graph). *Task 2:* Students will draft writing by organizing information into a logical sequence. *Task 3:* Students will revise their draft for clarity by using transitional words and variation in sentence structure. *Task 4:* Students will edit and correct their writing for standard language conventions. *Task 5:* Students will write a final product for the intended audience.	*Writing samples, lesson plans, graphic organizers*	*Teachers, Administration*	*2012-2013 School Year*	*TBD*	Step-Up-To Writing PLC	*No Funding needed*

School District of Clay County

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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 4: By 2013, Students' academic performance on Science will improve by 15% in 5th grade over last tears' results as measured by FACT Science.					
Strategies, Indicators and Progress Measures					
I. **Strategy 4:**					
*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.*	**40%**	50%	75%	100%	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" Students will consistently increase their FCAT Science scores until we reduce the % of students who are non-proficient by at least 50% by 2016	5th 62% (38%)	5th 66.75% (33.25%)	5th 71.5% (28.5%)	5th 76.25% (23.75%)	5th 80% (19%)

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 will conduct hands-on inquiry- based investigations throughout the school year in order for students to comprehend science concepts. **Task 1:** *To reinforce a skill and provide for an interactive visual, teachers will use labs and centered activities during skills block.*	*Observation, Science notebooks Student work samples*	*Science Teachers*	*2012-2013 School Year*	*Misconceptions In Science*	*PLC Misconceptions in Science Training Grades k-6 Sept. 2012.*	*PASS Grant*
4.2 Teachers will use spiral reviews in order to ensure mastery and retention of previously taught concepts. **Task 1:** *Teachers will ask explicit questions that require students to infer.* **Task 2**: *Students are asked to explain and defend their inferences.*	*Focus Walks, lesson plans*	*Science Teachers*	*2012-2013 School Year*	*none*	*none*	*No funding needed*

Smart Goals **Smart** = **S**pecific **M**easurable **A**ttainable **R**ealistic **T**imely					
Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing **Goal 4**: Student Performance Content Area: Science **Goal 5**: Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal,					
Goal 5: *By 2013, Swimming Pen Creek Elementary will increase the number of parents completing the parent survey by 10% In 2012, Swimming Pen Creek Elementary had 23 responses recorded 70% where parents agreed that they had opportunities to collaborate with school leadership and share the responsibility for ensuring student success by increasing the number of parents completing the survey, it will give a more accurate assessment of parental involvement.*					
Strategies, Indicators and Progress Measures					
I. **Strategy 5:**					
*****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 school support personnel will implement the research-based strategy of fostering two-way home/ school communication with all stakeholders to support student learning and completion of parent survey*	**70%**	80%	90%	100%	100%

2012-2013 School Improvement Plan

	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"** *Grade levels will consistently decrease the number of parents not completing parental surveys by50% by 2016 with this increasing parental involvement.*	10% (90%)	22.25% (78.75%)	33.5% (67.5%)	44.75% (56.25%)	56% (45%)

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:** *Teachers will send home hard copies of parent surveys in Tuesday folders.* **Task 2**: *Staff will create a yearly calendar of events to add to the monthly newsletter.* **Task 3:** *Staff will add an informative link on our school's web page for parent survey information*	*Newsletters, Improvements in Parent Involvement*	*Administration , Teachers*	*2012-2013 School Year*	*Sample Copies of Parent Surveys, Paper, Ink*		

5.2 Teachers will promote the completion of the surveys to parents. *Task 1: Teachers will incorporate the use of agendas as a means of daily parent-teacher communication.* *Task 2: Administration will use in-house incentives like competitions to motivate teachers to promote the surveys to parents.* *Task 3: Administration will allow parents access to the Media Center for parents to complete the survey online*	*Agendas, Teacher Data*	*Administration, Teachers*	*2012-2013 School Year*	*Agendas, Prizes, Access to Media Center*		*0100/5100/0520/ 1183* *$1,717.70*
5.3 Staff will promote a fundraiser opportunity to emphasize the completion of the survey which could be filled out at the event. *Task 1: Staff will hold a Spaghetti Dinner/ Meet and Greet which gives parents an opportunity to socialize with each other and talk to the teachers in an informal setting.*	*Teachers and Parent Surveys for the 2012-2013 school year*	*Administration, Teachers, Support Personnel*	*2012-2013 School Year*	*Copies, food, beverages, surveys*		

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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.					
Strategies, Indicators and Progress Measures					
I. **Strategy 6:**					

2012-2013 School Improvement Plan

*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"**					
	Discipline Data August 2011-2012	Discipline Data August 2012-2013	Discipline Data August 2013-2014	Discipline Data August 2014-2015	Discipline Data August 2015-2016
III. Student Performance Indicator (s): **"EFFECT DATA"**	***% of occurrences by grade level**				

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

Implementation Details

Internal Checklist – Training Provided by School

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

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		Y		
Learning Community	**Professional Development Details** **Goal the Activity is Supporting __1, 2_____**	Y		
(collaborative teams that gathers research and studies new programs or topics and shares their findings-must use Learning Community form)	• Action Step # 1.2,2.1 • Name of Activity: Common Core Training • Dates of Activity 10/22-1/30 • Title of Book or Focus Pathways to Common Core	Y		
	Budget Items Required	Y		**0100640005101183**
	• Action Step # 1.2, 2.1 • Cost of Book/Teacher Materials	Y		**$371.67**
Lesson Study/Action Research	**Professional Development Details** **Goal the Activity is Supporting ___3_____**	Y		
(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 # 3.1 • Name of Activity Language Arts/Writing • Dates of Activity 10/22-1/30 • Teaching strategy or method to be researched	Y		
	Budget Items Required	Y		
	• Action Step # 3.1 • Cost of Teacher Materials (If applicable)	Y		**TBD**
Timelines		Y		
Start Date: October 22, 2012		Y		
End date: January 30, 2013		Y		
		Y		
Budget		Y		

		Y		
Local FTE (function 6400-no project) Project Project - Project -	$371.67 (Pathways to Common Core PD)	Y		
Total Internal PD Budget (no project & project funds)		Y		**$371.67**

Approvals: (Signature's required)
Principal: __Tracy McLaughlin_____   Date: 10__/_3__/_12___
SAC Chair: __Trisha Stewart_____   Date: 10_/__3_/_12___
Hilda Manning: _____   Date: ___/___/____
Shannah Kosek: _____   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 to improve		

	the perf orm anc e of the stud ents assi gne d to the m.		
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.			
Training Details - Consultants			
Please use the comments section to provide the information requested.	**Yes**	**No**	**Comments**
Consultant Name and Organization – Please provide the trainers name and the organization with which they are affiliated.			
Who will be trained?			
Date(s), Time(s), Location			
Total Cost			
Needs School Board approval			
Complete budget line for expenses			
Name of facilitator/person responsible			
Training Details – Conferences, Workshops, Seminars, Institutes, Online PD			

2012-2013 School Improvement Plan

	Yes	No	Comments
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			No External Training
End Date September 21, 2012			
Budget			
Local FTE (function 6400-no project)			$0.00
Project -			
Project -			
Project -			
Total External PD Budget (no project & project funds)			0.00

Approvals: (Signature's required)

Principal: __Tracy McLaughlin_____ **Date:** _10__/_3__/12____

SAC Chair: __Trisha Stewart_____ **Date:** 10_/_3__/_12___

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

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