SCHOOL NAME: Thunderbolt 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.

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

Select General Education Teachers –Susan Tebo and Darin Brown - Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

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

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

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

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

The Leadership Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our schools, our teachers, and in our students?
Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/ exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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

The RtI Leadership Team provides on going analysis of progress monitoring data. Areas of concern which reflect limited student progress are discussed with grade levels in

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which improvement is needed. Grade level representatives on academic area committees design a school wide action plan consisting of instructional strategies needed to support achievement of SIP goals. RtI Leadership Team members identify strategies for struggling students to be included in each Action Plan. RtI Leadership Team members will assist the School Advisory Committee in the monitoring of the SIP and provide updates to the SAC on the status of students receiving Tier 2 and Tier 3 interventions.

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

Baseline data: FAIR via Progress Monitoring and Reporting Network (PMRN), Assessment and Information Management System (DataStar), Florida Comprehensive Assessment Test (FCAT), Math Benchmark Tests (K-2), Performance Matters Benchmark Assessments, Successmaker. Compass Learning Assessments

Progress Monitoring: Math Benchmarks (K-2), Performance Matters Benchmark Assessments: Florida Assessments for Instruction in Reading (FAIR), Running Records, Successmaker, Early Reading Diagnostic Assessment (ERDA), Diagnostic Reading Assessment, (DAR), Compass Learning

End of year: FAIR, FCAT, Successmaker, Performance Matters Benchmark Assessments , Math Benchmark Test (K-2)

Frequency of Data Days: twice a month for data analysis

- 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 implementation concerns.

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

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

Principal: (Dee Dee Phillips) - 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.

Select General Education Teachers (K- Cathie Lesher, 1st - Denise Cihlar, , 2nd – Tracy Johnston, 3rd – Cathy Palmer, Maria Justus, 4th – Heidi Vidak, 5th - Patricia Rogers, 6th – Arlene Hernandez, Resource – Kathy Dryden): 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. Identifies appropriate reading and writing instructional strategies for classroom implementation to ensure attainment of SIP goals.

Exceptional Student Education (ESE) Teachers: (Cassie Hein, Sarah Brennan) 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. Identifies appropriate reading and writing instructional strategies for classroom implementation to ensure attainment of SIP goals.

- **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 progress monitoring data at grade levels, identify professional development and resources, problem solve, share effective practices, evaluate implementation. 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 disaggregate school wide assessment data 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 that each child successfully transitions to our elementary school program. To provide a smooth transition to school, our school offers two days of staggered enrollment for kindergarten students. Orientation to school begins prior to the start of school. When registering their child, parents are given a copy of the grade level expectations and initial kindergarten readiness skills to work on at home. Parents 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, a Parent Information Night is held within the first 30 days of school to further inform parents as to how to best help their child during the transition period.

At the beginning of school, kindergarten teachers screen each child to determine the students' acquisition of specific skills and knowledge. On-going progress monitoring tools include FAIR, Performance Matters Assessments, and skills checklists. Students with low reading readiness are given supplemental intensive reading instruction. 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 Prekindergarten Program (VPK) and an ESE Pre-K program for students identified as developmentally delayed.

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 assessments 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** - Provide a plan to address the 15 Strategies below to support the improvement of the dropout rate at your school. These strategies, although appearing to be independent, frequently overlap and are synergistic. They can be implemented as stand-alone programs (i.e. mentoring or family involvement projects) or integrated into other components of your					

SIP (please reference the goal and page number on the form below where in the SIP the strategy is utilized, if planning to integrate within your plan) When schools develop an improvement plan that encompasses most or all of these strategies, positive outcomes will result. **4 Elements/15 Strategies:** **The Basic Core Strategies** ■ Mentoring/Tutoring ■ Service Learning ■ Alternative Schooling ■ After School Opportunities **Early Interventions** ■ Early Childhood Education ■ Family Engagement ■ Early Literacy Development **Making the Most of Instruction** ■ Professional Development ■ Active Learning ■ Educational Technology ■ Individualized Instruction **Making the Most of the Wider Community** ■ Systemic Renewal ■ School-Community Collaboration ■ Career and Technical Education ■ Safe Schools					
Postsecondary Transition Note: **Required for High School** – Sec. 1008.37(4), F.S. ● Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report.					
Smart Goals **Smart** = **S**pecific **M**easurable **A**ttainable **R**ealistic **T**imely					

Goal 1: Student Performance Content Area: Reading_ Goal 2: Student Performance Content Area:_ Math_ Goal 3: Student Performance: Content Area: Writing Goal 4: Student Performance Content Area: Science Goal 5:_ Parental Involvement_ Goal 6: Other: Ex. School Climate, Attendance, other measureable school-specific goal.					
Goal 1: By 2013, K-2 students will increase the percentage of students meeting the FAIR end of year recommended Reading goals by 3 percent. Students in grades 3-6 (emphasis on SWD and Economically Disadvantaged) will decrease the number of non-proficient readers on FCAT 2.0 by 3 percent 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 proficient on FCAT 2.0 by 4 percent.					
Strategies, Indicators and Progress Measures					
I. Strategy 1: Implement learning experiences utilizing a variety of instructional strategies and resources, including appropriate technology, that require 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 learning experiences utilizing a variety of instructional strategies and resources, including appropriate technology, that require students to demonstrate a variety of relevant skills and competencies.	Grade K – 57% Grade 1 – 55% Grade 2 – 81% Grade 3 – 74% Grade 4 – 36% Grade 5 – 54% Grade 6 – 70%	Grade K – 68% Grade 1 – 66% Grade 2 – 86% Grade 3 – 80% Grade 4 – 52% Grade 5 – 65% Grade 6 – 78%	Grade K – 79% Grade 1 –77% Grade 2 –91% Grade 3 – 86% Grade 4 – 68% Grade 5 – 76% Grade 6 -86%	Grade K – 90% Grade 1 –88% Grade 2 –96% Grade 3 – 92% Grade 4 – 84% Grade 5 – 87% Grade 6 -94%	Grade K – 100% Grade 1 –100% Grade 2 –100% Grade 3 – 100% Grade 4 – 100% Grade 5 – 100% Grade 6 - 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" 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 77% (23%) 4th 81% (19%) 5th 72% (28%) 6th 78% (22%)	3rd 79.88% (20.12%) 4th 83.38% (16.62%) 5th 75.5% (24.5%) 6th 80.75% (19.25%)	3rd 82.76% (17.24%) 4th 85.76% (14.24%) 5th 79% (21%) 6th 83.5% (16.5%)	3rd 85.64% (14.36%) 4th 88.14% (11.86%) 5th 82.5% (17.5%) 6th 86.25% (13.75%)	3rd 88.52% (11.5%) 4th 90.52% (9.5%) 5th 86% (14%) 6th 89% (11%)

School District of Clay County

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. *Uses diagnostic student data from formative assessments to develop differentiated instruction.* *Task 1:* Teachers will establish small groups to support and strengthen skills in reading.	*Lesson plans, walkthroughs*	*K-6, ESE teachers*	*Aug. '12 - June '13*			

2. *Utilizes reflective strategies to summarize and clarify learning.* ***Task 1:*** *Teachers will use the strategies such as: retell, PQRA (Preview, Questions, Read, Answer), Draw and Tell, Summarizing, Response journals, turn and talk, to monitor and measure reading comprehension with emphasis on Non-fiction and more complex texts.*	*Lesson plans, walkthroughs*	*K-6, ESE teachers*	*Aug. '12 - June '13*	*The Common Core Lesson Plan Book K-5*	*PLC on The Common Core Lesson Plan Book K-5*	*20 books at $35.00 = $700.00 0100.6400.0590.0531.0000*
Task 2: *School wide reading emphasis on (Author's purpose, main idea, vocabulary, building background knowledge, character ed.) using "Book of the Month"*	*Lesson plans, walkthroughs*	*K-6, ESE teachers*	*Aug. '12 – June '13*	*Books of the Month (two new ones, reuse previous years as well)*		*Internal funds*

3. **Teachers and students will utilize classroom technology.** **Task 1:** *During common planning time, teachers will plan common quarterly lessons in reading that integrate the use of the enhanced technology during the Reading Block.*	*Meeting minutes, lesson plans*	*K-6, ESE teachers*	*Aug. '12 – June '13*	*Common planning time*	*Kindergarten PLC/Lesson Study on Common Core State Standards* *1st grade PLC/Lesson Study On Common Core State Standards*	*$800 substitutes for Lesson Study 0100.6400.0140.0531.0000* *$800 substitutes for Lesson Study 0100.6400.0140.0531.0000*
Task 2: *Students in grades 2-6 will learn Learn Keyboarding Skills on Type to Learn*	*Technology lesson plans*	*Technology teacher*	*Aug. '12 – June '13*	*Type to Learn Renewal*		
Task 3: *Teachers will receive training (if needed)* **on various technology topics**	*Sign in sheets, feedback*	*Technology teacher*	*Aug. '12 – May '13*	*Time in computer lab*	*School Based training on technology*	*School Improvement Funds $99.95 0100.5100.0510.0531.1183* *No cost*

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 (Emphasis on SWD, Economically Disadvantaged students) will achieve proficiency (FCAT Level 3 or above) in **Math**. The percent of ED and SWD students scoring at proficiency will increase by 2 percent.					
Strategies, Indicators and Progress Measures					
I. **Strategy 2: Designs and modifies instruction to deepen students' understanding of content area and advance student learning while addressing preconceptions or misconceptions.**					
*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"** Designs and modifies instruction to deepen students' understanding of content area and advance student learning while addressing preconceptions or misconceptions.	Grade K – 57% Grade 1 – 63% Grade 2 –81% Grade 3 – 67% Grade 4 – 55% Grade 5 – 44% Grade 6 -63%	K – 67.75% 1st – 72.25% 2nd –85.75% 3rd – 75.25% 4th – 66.25% 5th – 58% 6th -72.5%	K – 78.5% 1st – 81.5% 2nd –90.75% 3rd – 83.5% 4th – 77.5% 5th – 72% 6th -81.50%	K – 89.25% 1st – 90.75% 2nd –95.25% 3rd – 91.75% 4th – 88.75% 5th – 86% 6th - 90.75%	K – 100% 1st – 100% 2nd –100% 3rd – 100% 4th – 100% 5th – 100% 6th - 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 74% (26%) 4th 75% (25%) 5th 66% (34%) 6th 81% (19%)	3rd 77.25% (22.75%) 4th 78.12% (2.88%) 5th 70.25% (29.75%) 6th 83.38% (16.62%)	3rd 80.5% (19.5%) 4th 81.24% (18.76%) 5th 74.5% (25.5%) 6th 85.76% (14.24%)	3rd 83.75% (16.25%) 4th 84.36% (15.64%) 5th 78.75% (21.25%) 6th 88.14% (11.86%)	3rd 87% (13%) 4th 87.48% (12.5%) 5th 83% (17%) 6th 90.52% (9.5%)

2012-2013 School Improvement Plan

Implementation Details

Action Steps	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/ Funding Source
2.1 Teachers will utilize manipulatives and hands on investigations to deepen content knowledge within the big and supporting ideas. ***Task 1:*** *Teachers will integrate the use of manipulatives from the math series or online manipulatives in their instruction.*	*Lesson plans; walkthroughs; assessment data*	*K-6 & ESE Teachers*	*Aug'12 - June '13*	*Trainer: Math Committee*	*PLC on Math Common Core State Standards*	*No cost*
2.2 Teachers will use higher-order questioning techniques ***Task 1:*** *Teacher will model lessons using higher order questioning skills.*	*Lesson plans: walkthroughs*	*K-6 & ESE teachers*	*Aug.'12 – June '13*	*Trainer - Administration*	*School –wide Training on Higher Order Questioning*	*No cost*

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, the number of students in grade 4 (Emphasis on SWD) scoring a 4.0 or above on Writing FCAT will increase by 1 percent.					
Strategies, Indicators and Progress Measures					
I. **Strategy 3: Selects, sequences, and modifies engaging relevant, standards-based content, and then designs and teaches lessons that are relevant to individual students' learning needs.**					
*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 select, sequence, and modify engaging relevant, standards-based content, and then design and teach lessons that are relevant to individual students' learning needs.	K – 57% 1st –555 2nd –81% 3rd – 58% 4th – 68% 5th – 25% 6th -25%	K – 67.75% 1st – 66.95% 2nd – 85.75% 3rd – 68.5% 4th – 76% 5th – 43.75% 6th - 43.7%	K – 78.5% 1st – 77.5% 2nd –90.5% 3rd – 79% 4th – 84% 5th – 62.5% 6th - 62.5%	K – 89.25% 1st – 88.75% 2nd –95.25% 3rd – 89.5% 4th – 92% 5th – 81.25% 6th -81.25%	K – 100% 1st – 100% 2nd –100% 3rd – 100% 4th – 100% 5th – 100% 6th -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"** 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 – 88% (12%)	4th 89.5% (10.5%)	4th 91% (9%)	4th 92.5% (7.5%)	4th 94% (6%)

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
1. *Teachers will analyze their student's writing to develop explicit lessons.* *Task 1: Teacher models writing explicit lessons.*	*lesson plans*	*K-6 & ESE teachers*	*Aug. '12 - June '13*			
2. *Teachers will use data from formative assessments (Clay Writes) to develop student learning based on individual student needs.* *Task 1: Teacher meets with small groups of students based upon need.*	*Lesson plans*	*K-6 & ESE teachers*	*Aug. '12 - June '13*	*Clay Writes data*	*School-wide training on Feedback*	*No cost*
3.3 *Teachers will sequence lessons and concepts to ensure coherence and required prior knowledge* *Task 2: Third and Fourth grade teachers will have grade level writing planning meetings*	*Meeting minutes* *Writing Plan*	*K-6 & ESE teachers*	*Aug. '12 - June '13*	*Substitutes*		*School Improvement Funds for Substitutes $1250.00 0100.5100.0140.0531.1183*

Smart Goals **Smart** = **S**pecific **M**easurable **A**ttainable **R**ealistic **T**imely					
Goal 1: Student Performance Content Area: <u>Reading</u> **Goal 2:** Student Performance Content Area: <u>Math</u> **Goal 3:** Student Performance: Content Area: <u>Writing</u> **Goal 4**: Student Performance Content Area: <u>Science</u> **Goal 5**: <u>Parental Involvement</u> **Goal 6:** <u>Other: Ex.</u> <u>School Climate, Attendance, other measureable school- specific goal,</u>					
Goal 4: By 2013, students' academic performance in **Science** will improve by 3% in 5th grade over last years' results as measured by the FCAT Science.					
Strategies, Indicators and Progress Measures					
I. **Strategy 4: Implement the research based strategy of inquiry based instruction to deepen students' understanding of content areas and advance student learning of content area and advance student learning while addressing preconceptions or misconceptions.**					
*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 inquiry based instruction to deepen students' understanding of content areas and advance student learning of content area and advance student learning while addressing preconceptions or misconceptions.	K – 36% 1st – 48% 2nd –36% 3rd – 50% 4th – 37% 5th – 50% 6th -63%	K – 52% 1st – 61% 2nd –52% 3rd – 62.5% 4th – 52.75% 5th – 62.5% 6th -72.25%	K – 68% 1st – 74% 2nd –68% 3rd – 75% 4th – 68.5% 5th – 75% 6th -81.5%	K – 84% 1st – 87% 2nd –84% 3rd – 87.5% 4th – 84.25% 5th – 87.5% 6th -90.75%	K – 100% 1st – 100% 2nd –100% 3rd – 100% 4th – 100% 5th – 100% 6th -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
lll. Student Performance Indicator (s): "EFFECT DATA" Students will consistently increase FCAT Science scores until we reduce the % of students who are non-proficient by at least 50% by 2016.	5th - 61% (39%)	5th – 65.88% (34.12%)	5th – 70.76% (29.24%)	5th – 75.64% (24.36%)	5th – 80.52% (19.5%)

Implementation Details

Action Steps	Evidence/Data Sources	Person(s) Responsible / Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/ Funding Source
4.1 Teachers ask students to explain their thinking **Task 1:** *Students in grades K-6 will utilize Science Notebooks to explain their thinking*	*Student's science notebooks; assessment data*	*K-6 & ESE teachers*	*Aug. '12 – Sep.13*			
4.2 Teachers engage students in activities that require comparison and/or classifying **Task 1:** *Students in grades K-6 will utilize their Science Notebooks to compare and classify information.*	*Student's science notebooks; assessment data*	*K-6 & ESE teachers*	*Aug. '12 – Sep.13*			

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 5: By 2013, **Parental Involvement** will improve by 5% over the previous year as measured by attendance at events which support academics.					
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.	K – 66% 1st – 70% 2nd –81% 3rd – 50% 4th – 57% 5th – 44% 6th - 50 %	K – 74.5% 1st – 77.5% 2nd –85.75% 3rd – 62.5% 4th – 67.75% 5th – 58% 6th -62.5%	K – 83% 1st – 85% 2nd –90.5% 3rd – 75% 4th – 78.5% 5th – 72% 6th -75%	K –91.5% 1st – 92.5% 2nd –95.25% 3rd – 89.5% 4th – 89.255% 5th – 86% 6th - 87.5%	K – 100% 1st – 100% 2nd –100% 3rd – 100% 4th – 100% 5th – 100% 6th -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" Grade levels will consistently increase parental involvement until they reduce the % of non-participating parents by at least 50% by 2016.	K 99% (1) 1 96% (4) 2. 100% (0) 3. 88% (12) 4. 93% (7) 5. 72% (28) 6. 89% (11) InD 83% (17)	K 99.13% (.87%) 1 96.5% (3.5%) 2 100% 3 89.5% (10.5%) 4 93.9% (6.1%) 5 75.5% (24.5%) 6 90.38% (9.62%) InD 85.13% (14.87%)	K 99.26% (.74%) 1 97% (3%) 2 100% 3 91% (9%) 4 94.8% (5.2%) 5 79% (21%) 6 92.76% (8.24%) InD 87.26% (12.74%)	K 99.39% (.61%) 1 97.5% (2.5%) 2 100% 3 92.5% (7.5%) 4 95.7% (4.3%) 5 82.5% (17.5%) 6 93.14% (6.86%) InD 89.39% (10.61%)	K 99.52% (.48%) 1 98% (2%) 2 100% 3 94% (6%) 4 96.6% (3.5%) 5 86% (14%) 6 94.52% (5.5%) InD 91.52% (8.5%)

Implementation Details

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2012-2013 School Improvement Plan

Action Steps	Evidence/ Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/ Funding Source
5.1 Teachers will foster two-way home/school communication						
Task 1: Parents and staff will participate in Parent Information Night and Open House	*Sign in sheets*	*Parents Staff*	*Aug. 16th, 2012 Aug. 27th , 2012 Aug. 28th, 2012 Jan. 24th, 2012 Jan. 28th, 2012*	*Paper*		
Task 2: Teachers will communicate information through weekly folders	*Signed folder*	*K-6, ESE Teachers*	*08/2011 – 06/ 2012*	*Folders*		*Internal funds*
Task 3: Teachers in grades 3-6 will utilize student planners	*Signed planners*	*3-6 teachers*	*08/2011 – 06/ 2012*	*Planners*		*Internal funds*

Smart Goals **Smart** = **S**pecific **M**easurable					

2012-2013 School Improvement Plan

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.</u> <u>School Climate, Attendance, other measureable school-specific goal,</u>					
Goal 6:					
Strategies, Indicators and Progress Measures					
I. **Strategy 6:**					
***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**				

Implementation Details

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

Resources Needed: Material / Technology /			

Trainer			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount
Goal 3 Action Step 3.3	Substitutes	0100.5100.0140.0531.1182	$1250.00
Goal 1 Action Step 1.3	Type to Learn Renewal	0100.5100.0510.0531.1183	$99.95
Subtotal: $1349.95			
Professional Development			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount
Conference/Workshop/Seminar/Institute/Online PD Goal and Action Step #(s) Title : Location: Dates: Sponsoring Educational Institution:	Mileage Meals Room Registration Substitute(s)	Budget Strip	
Professional Learning Community Goal and Action Step #(s) Goal 1 Action Step 1.2 Navigator Plus Activity Title: Common Core Lesson Plans	Materials List and Cost: The Common Core Lesson Book K-5 20 books at $35.00 each	0100.6400.0590.0531.0000	$700.00
Professional Learning Community Goal and Action Step #(s) Goal 1 Action Step 1.3 Navigator Plus Activity Title: TBE Kindergarten Common Core	Materials List and Cost: Common Core State Standards		$0
Professional Learning Community Goal and Action Step #(s) Goal 2 Action Step 2.1 Navigator Plus Activity Title: TBE Math Common Core	Materials List and Cost: Common Core State Standards		$0
Professional Learning Community Goal and Action Step #(s) Goal 1 Action Step 1.3 Navigator Plus Activity Title: TBE First Grade Common Core	Materials List and Cost: Common Core State Standards		$0
Lesson Study Goal and Action Step #(s) Goal 1 Action Step 1.3 Navigator Plus Activity Title: TBE Kindergarten Grade Common Core	Materials List & Cost: Common Core State Standards Substitutes	0100.6400.0140.0531.0000	$500.00

Lesson Study Goal and Action Step #(s) Goal 1 Action Step 1.3 Navigator Plus Activity Title: TBE First Grade Common Core	Materials List & Cost: Common Core State Standards Substitutes	0100.6400.0140.0531.0000	$500.00
School Workshop Goal and Action Step #(s)Goal 1 Action Step 1.3 Navigator Plus Activity Title: TBE Technology	Materials List and Cost: $0 Consultant Fee: $0 Consultant Travel Expenses: $0 Substitutes: $0 Stipends: $0		$0
School Workshop Goal and Action Step #(s) Goal 2 Action Step 2.2 Navigator Plus Activity Title: TBE School Wide-Training on Higher Order Thinking	Materials List and Cost: $0 Consultant Fee: $0 Consultant Travel Expenses: none Substitutes: none Stipends: none		$0
School Workshop Goal and Action Step #(s) Goal 3 Action Step 3.2 Navigator Plus Activity Title: TBE School Wide-Training on Feedback	Materials List and Cost: $0 Consultant Fee: $0 Consultant Travel Expenses: none Substitutes: none Stipends: none		$0
Subtotal:$1700.00			
Other			
Goal Area and Action Step Number	Description of Resources	Budget Strip	Available Amount
Subtotal: $3049.95			
Grand Total:$3049.95			

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 _____2_____**			
	• Action Step # *2.2* • Name of Activity *TBE School Wide Training on Higher Order Questioning* • Dates of Activity **Sept. '12 – May '12 (ongoing)** • Name of Consultant or Facilitator (if applicable) *Administration* • Consultant Services Agreement (if applicable) • Materials – *none needed at this time*			
	Budget Items Required - NA			
	• Action Step # • Name of Activity • Funding Source • Cost of Consultant • Cost of Materials Cost of Substitutes (if applicable)			
School-wide Training	**Professional Development Details** **Goal the Activity is Supporting _____3_____**			
	• Action Step # *3.2* • Name of Activity *TBE School Wide Training on Feedback* • Dates of Activity **Sept. '12 – May '12 (ongoing)** • Name of Consultant or Facilitator (if applicable) *Administration* • Consultant Services Agreement (if applicable) • Materials – *none needed at this time*			
	• **Budget Items Required - NA**			
	• Action Step # • Name of Activity • Funding Source • Cost of Consultant • Cost of Materials • Cost of Substitutes (if applicable			
School-wide Training	**Professional Development Details** **Goal the Activity is Supporting _____1_____**			

	• Action Step # *1.3* • Name of Activity **TBE Technology** • Dates of Activity **Sept. '12 - May '12** • Name of Consultant or Facilitator (if applicable) **Technology Coach** • Consultant Services Agreement (if applicable) • Materials: **none needed at this time**		
	Budget Items Required - NA		
	• Action Step # • Name of Activity • Funding Source • Cost of Consultant • Cost of Materials • Cost of Substitutes (if applicable)		
Learning Community	**Professional Development Details** **Goal the Activity is Supporting __1_____**		
(collaborative teams that gathers research and studies new programs or topics and shares their findings-must use Learning Community form)	• Action Step # *1.3* • Name of Activity **TBE Kindergarten Common Core** • Dates of Activity **TBD** • Title of Book or Focus **Common Core State Standards**		
	Budget Items Required		
	• Action Step # • Cost of Book/Teacher Materials		
Learning Community	**Professional Development Details** **Goal the Activity is Supporting __1_____**		
(collaborative teams that gathers research and studies new programs or topics and shares their findings-must use Learning Community form)	• Action Step # *1.3* • Name of Activity **TBE First Grade Common Core** • Dates of Activity **TBD** • Title of Book or Focus **Common Core State Standards**		
	• **Budget Items Required**		
	• Action Step # • Cost of Book/Teacher Materials		
Learning Community	**Professional Development Details** **Goal the Activity is Supporting __1_____**		

(collaborative teams that gathers research and studies new programs or topics and shares their findings-must use Learning Community form)	• Action Step # *1.2* • Name of Activity ***Common Core Lesson Plan K-5*** • Dates of Activity ***TBD*** • Title of Book or Focus ***Common Core Lesson Plan Book K-5***			
	• **Budget Items Required**			
	• Action Step # **1.2** • Cost of Book/Teacher Materials **$700.00**			
Learning Community	**Professional Development Details** Goal the Activity is Supporting ___2_____			
(collaborative teams that gathers research and studies new programs or topics and shares their findings-must use Learning Community form)	• Action Step # *2.1* • Name of Activity ***TBE Math Common Core*** • Dates of Activity ***TBD*** • Title of Book or Focus ***Common Core State Standards***			
	• **Budget Items Required**			
	• Action Step # • Cost of Book/Teacher Materials $0			
Lesson Study/Action Research	**Professional Development Details** Goal the Activity is Supporting ___1_____			
(a teacher-driven and student-focused team who does research and development by carefully studying what actually goes on in the classroom. -must use Lesson Study form)	• Action Step # *1.3* • Name of Activity ***TBE Kindergarten Lesson Study Common Core*** • Dates of Activity ***TBD*** • Teaching strategy or method to be researched ***Common Core State Standards***			
	• **Budget Items Required**			
	• Action Step # **1.3** • Cost of Teacher Materials (If applicable) $500.00 for substitutes			
Lesson Study/Action Research	**Professional Development Details** Goal the Activity is Supporting ___1_____			

(a teacher-driven and student-focused team who does research and development by carefully studying what actually goes on in the classroom. -must use Lesson Study form)	• Action Step # *1.3* • Name of Activity ***TBE First Grade Lesson Study Common Core*** • Dates of Activity **TBD** • Teaching strategy or method to be researched ***Common Core State Standards***		
	• **Budget Items Required -**		
	• Action Step # **1.3** • Cost of Teacher Materials (If applicable) $500 for substitutes		
## Timelines			
Start Date: August 2, 2012			
End date: September 21, 2012			
## Budget			
Local FTE (function 6400-no project) Project - Project - Project -	$1700.00		
Total Internal PD Budget (no project & project funds)	$1700.00		

Approvals: (Signature's required)

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

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

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

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

2012-2013 School Improvement Plan

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 performance of the students assigned to them.		
Objectives			
	Yes	**No**	**Comments**

	Yes	No	Comments
How is the training aligned to a research-based strategy for the Goal? In the comments section, please provide Goal and source of research-based strategy.			
Training Details - Consultants			
Please use the comments section to provide the information requested.	**Yes**	**No**	**Comments**
Consultant Name and Organization – Please provide the trainers name and the organization with which they are affiliated.			
Who will be trained?			
Date(s), Time(s), Location			
Total Cost			
Needs School Board approval			
Complete budget line for expenses			
Name of facilitator/person responsible			
Training Details – Conferences, Workshops, Seminars, Institutes, Online PD			
Please use the comments section to provide the information requested.	**Yes**	**No**	**Comments**
Name of educational organization providing the training.			
Who will be trained?			
Date(s), Location			
Total Cost			
Complete budget line for expenses			
Name of facilitator/person responsible			

	Yes	No	Comments
Timelines			
	Yes	No	Comments
Start Date August 2, 2012			
End Date September 21, 2012			
Budget			
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:** ___/___/____