2012-2013 School Improvement Plan

SCHOOL NAME: J.L. Wilkinson 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.

Diana Rabidoux (Administrator) Facilitates and oversees the RtI process by communicating with all members, attending all meetings, directing the FBA and making critical decisions which affect the direction of the process.

Pauline Jackson (Psychologist) Participates in the collection, interpretation, and collection of data. Facilitates the development of and provides support for the intervention plan. Works as a liaison between the district office and the school.

Robin Rae (District Intervention Coach) Participates in the collection, interpretation, and collection of data. Facilitates the development of and provides support for the intervention plan. Works as a liaison between the district office and the school. Supports the implementation of the Tier I, Tier II, and Tier III interventions.

Diana Ambrose (Guidance Counselor) Provides behavioral suggestions and interventions. Works with the teachers to create behavioral plans and supports teachers throughout the RTI process.

Ryan Widdowson (Teacher/Media Specialist)/ Phyllis Steele (Curriculum Coach) Provides information about core instruction, interventions, and Tier 3 instruction. Helps identify effective Tier 2 and 3 instructions. Assists grade levels in the identifying materials and strategies that are effective for interventions.

- 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 RtI Leadership team is responsible for supporting the teacher in the process of problem solving for the individual students. It is the purpose of the team to help the teacher provide high quality instruction matched to the student needs, using learning rate over time of performance to make educational decisions to guide instruction.

It is the responsibility of the teacher to request an Intervention Team Request Form from the RtI facilitator, which begins the formal process. Baseline data is then gathered and interventions are developed. As a member of the RtI team, the guidance counselor will critique the paperwork, set up meetings, and will attend the meetings to ensure all requirements are met. In addition, she will monitor student performance and work closely with behavior plans and rewards. The goal of the team is to look for what will make the difference in the student's behavior and academic success, by responding to intervention.

- 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 functions of the RtI Leadership Team outlined in the SIP plan were developed and approved by the RtI Leadership Team. It is the responsibility of the team to implement the RtI process

RtI Implementation

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

Reading Universal Screen Data:

FAIR three times per year in grades K-6 and Performance Matters. Results are summarized on the PMRN and teachers meet with the administration for grade level data meetings to analyze the results. FCAT results for grades 3-6 are also analyzed.

Computer based instruction reports which include Waterford Reading and SuccessMaker

Reading Diagnostic Data:

FAIR results as needed when students are having difficulties, Macmillan reading series weekly FCAT assessment data results as needed when students in grades 1-6 are having difficulties, Macmillan six week unit benchmark assessments are used in Kindergarten as needed when students are having difficulties and Successmaker data for striving reading student.

Reading Monitoring Data:

FAIR results are summarized from the PMRN reports and teachers meet with the administration, for grade level data meetings to analyze the results.

Information concerning specific RtI students will be gathered from these meetings then shared with the RtI Team who continue to monitor the RtI process of those specific students.

Math Universal Screen Data:

Performance Matters three times per year in grades K-6,

FCAT annually in grades 3-6; results are analyzed

Math Diagnostic Data:

Performance Matters probes may be customized as needed for students in grades 1-6 when teachers have concerns regarding students who are having difficulties; results are summarized and maintained by the teacher.

Math progress Monitoring Data:

Results for the Performance Matt assessments are summarized and teachers meet with the administration, for grade level data meetings to analyze the results. Information concerning specific RtI students gathered from these meetings will be shared with the RtI Team who continue to monitor the RtI process of those specific students.

Results of the Performance Matters baseline, mid and ending year data will be compiled and results will be shared at the grade level data meetings. Information concerning specific RtI students gathered from these meetings will be shared with the RtI Team who will continue to monitor the RtI process of those specific students.

Common Assessments

Common assessments are given every three weeks in grades 3-6. These assessments cover Math, Reading and, in 5th grade, Science. Results are analyzed and used by the teacher to drive instruction.

Behavior Universal Screening Data:

discipline history (FOCUS)

Teacher anecdotal data

Behavior diagnostic Data:

Daily behavior charts, graphs, or tables maintained by the teacher

Behavior Progress Monitoring Data:

Behavior charts, graphs, or tables maintained by classroom teacher documenting the results of the implementation of individualized positive behavior interventions.

- Describe the plan to train staff on RtI.

WES staff has been trained by the RtI team in the RtI process. The RtI team will support teachers with the process throughout the year.

Literacy Leadership

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

Our school-based Literacy Leadership Team is comprised of our administration, Dr. Emily Weiskopf (Principal), Diana Rabidoux (Assistant Principal), Heather Teto (Assistant Principal). The LLT also includes team leaders from each grade level, Shirley Legette (Kindergarten), Wendy Kronforst (First Grade), Megan Ruoss (Second Grade), BJ Hostler (Third Grade), Kristin Miller (Fourth Grade), Karen Miller (Fifth Grade), Tracey Smith (Sixth Grade). Additional members include, Phyllis Steele (Curriculum Coach), Ryan Widdowson (Librarian), Connie Lee (Title One), Robin Bossinger (Gifted/Extended Studies), and Brian Massey (Title One/ Science lab/Advanced Math).

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

The LLT meets on a monthly basis to collaborate regularly, share effective practices, evaluate implementation, and make decisions about new practices and initiatives. Each grade level representative specifically shares successes and concerns regarding current reading topics. The team brainstorms ways to problem solve for concerns in order to more effectively implement our reading goals. Following the meeting grade chairs share meeting results with their teams.

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

The LLT will work to support the effectiveness of our reading goals by monitoring implementation of assessment and instruction across grade levels. The LLT will also oversee the implementation of our three SIP strategies and assist in transitioning the staff to Common Core Standards.

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.

Kindergarten teachers are responsible for ensuring that each child successfully transitions to our elementary school program. To provide a smooth transition, our school offers 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 grade level expectations and initial kindergarten readiness skills to work on at home. Parents and students have the opportunity to attend a kindergarten open house/orientation the week before school begins. Children and their parents visit the classroom and meet the teacher.

Within the first 30 days of school, kindergarten teachers screen each child to determine the student's acquisition of specific skills and knowledge. Assessments include the Early Childhood Observation System (ECHOS)/ The Florida Kindergarten Readiness Screener (FLKRS). Florida Assessment for Instruction in Reading (FAIR) is also given during the first 30 days of school as a screening and diagnostic tool for reading.

Grades 6-12 Only Sec. 1003.413(b) F.S.

- For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

High Schools Only Note: Required for High School – Sec. 1008.37(4), F.S., Sec. 1003.413(g)(j) F.S.

- How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

Additional information: Dropout Prevention

- Provide a plan to address the 15 Strategies below to support the improvement of the dropout rate at your school. These strategies, although appearing to be independent, frequently overlap and are synergistic. They can be implemented as stand-alone programs (i.e. mentoring or family involvement projects) or integrated into other components of your SIP (please reference the goal and page number on the form below where in the SIP the strategy is utilized, if planning to integrate within your plan) When schools develop an improvement plan that encompasses most or all of these strategies, positive outcomes will result.

4 Elements/15 Strategies:

The Basic Core Strategies

- Mentoring/Tutoring
- Service Learning
- Alternative Schooling

- After School Opportunities

Early Interventions

- Early Childhood Education
- Family Engagement
- Early Literacy Development

Making the Most of Instruction

- Professional Development
- Active Learning
- Educational Technology
- Individualized Instruction

Making the Most of the Wider Community

- Systemic Renewal
- School-Community Collaboration
- Career and Technical Education
- Safe Schools

Postsecondary Transition Note: **Required for High School** – Sec. 1008.37(4), F.S.

- Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report.

School District of Clay County

Smart Goals **Smart = Specific Measurable Attainable Realistic Timely**					
Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing **Goal 4**: Student Performance Content Area: Science **Goal 5**: Parental Involvement Goal **6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal.					

Goal 1: BY 2013, STUDENTS IN GRADES 3 – 6 WILL INCREASE THE PERCENTAGE OF STUDENTS SCORING AT OR ABOVE PROFICIENCY ON FCAT 2.0 BY 5.9%					
Strategies, Indicators and Progress Measures					
I. Strategy 1*:* Implement the research-based strategies of stating and tracking learning goals, modeling thinking, and providing feedback to students.					
***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 modeling thinking while reading fiction and non-fiction text.**	Grades K - 6 50%	Grades K – 6 62.5%	Grades K – 6 75%	Grades K – 6 87.5%	Grades K – 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 Reading Scores until we reduce the % of students who are non-proficient by at least 50% by 2016** **(Percent decrease of non-proficient students)**	3rd 53% (47%) 4th 62% (38%) 5th 56% (44%) 6th 52% (48%)	3rd 58.88% (41.1%) 4th 66.75% (33.25%) 5th 61.5 % (38.5%) 6th 58% (42%)	3rd 64.75 % (35.35%) 4th 71.5 % (28.5%) 5th 67 % (33%) 6th 64% (36%)	3rd 70.63 % (29.38%) 4th 76.25 % (23.75%) 5th 72.5 % (27.5%) 6th 70% (30%)	3rd 76.5 % (23.5%) 4th 81% (19%) 5th 78 % (22%) 6th 76% (24%)

IMPLEMENTATION DETAILS

Action Steps	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material/ Technology/ Trainer	Related PD	Funding/ Funding Source
1.1Teachers will participate in weekly professional development as well as implement strategies in Stating/ Tracking Learning Goals. Teachers will develop common three week checkpoints based on the curriculum map/common core standards. ***Each student in grades K-6 will keep a data folder as well as set goals and track progress on 3 week reading checkpoints. Each teacher will display class data on 3 week checkpoints as well as set goals to reach 80% proficiency. A schoolwide data wall will be displayed and updated every three weeks to show progress towards the goal of 80% proficiency.***	*Sign In Sheets*	*Principal*	*On-going throughout 2012-13 yr*	*Folders for data folders. FCAT 2.0 Testmaker Pro to develop checkpoints.*	*Common Assessment Writing*	*Title 1/General District Funds*

1. 2 ***1.1Teachers will participate in weekly professional development as well as implement strategies in Modeling Thinking. Teachers will receive training/ follow up coaching in the Comprehension Toolkit to help with modeling deeper thinking when reading text. The curriculum coach will work with chosen classrooms and coach teachers in the area of modeling deeper thinking to create model Toolkit Classrooms. Classroom walkthroughs will focus on teacher modeling.*** ***A new lesson plan format will be required that allows for teachers to plan for modeling their thinking.***	*Sign In Sheets/ Classroom Walkthroughs*	*Principal* *Curriculum Coach*	*Ongoing/ Trainer here once a quarter.*	*Comprehension Toolkit Trainer: Angela Schroden, Toolkits,*	*Stephanie Harvey January 8, 2013*	*Title One*

1. 3 ***1.1Teachers will participate in weekly professional development as well as implement strategies in Providing Feedback.*** ***Teachers will conference with students utilizing the four types of feedback on progress towards the goal of 80% proficiency.***	*Sign In Sheets/ Walkthroughs*	*Principal*	*Ongoing throughout year*	*Books on Feedback* *Videos on conferencing about academics*		*General/ Title One*

School District of Clay County

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Goal 2. BY 2013, THE NUMBER OF STUDENTS SCORING A LEVEL 3 OR ABOVE ON FCAT MATH WILL INCREASE BY AT LEAST 5.25% OVER THE PREVIOUS YEAR. .					
Strategies, Indicators and Progress Measures					
I. **Strategy 2:** Implement the research-based strategies of stating and tracking learning goals, modeling thinking, and providing feedback to students.					
***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 stating and tracking learning goals through 3-week checkpoint, common assessments.	Grades K – 2 Grades 3 – 6 50%	Grades K – 2 Grades 3 – 6 62.5%	Grades K – 2 Grades 3 – 6 75%	Grades K – 2 Grades 3 – 6 87.5%	Grades K – 2 Grades 3 – 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.** (Percent of non-proficient students)	3rd 58% (42%) 4th 68% ((32%) 5th 71% (29%) 6th 63% (37%)	3rd 63.25% (36.75%) 4th 72% (28%) 5th 74.63% (25.37%) 6th 67.37% (32.4%)	3rd 68.5% (31.5%) 4th 76% (24%) 5th 78.26% (21.74%) 6th 72.26% (27.8%)	3rd 73.75 % (26.25%) 4th 80% (20%) 5th 81.89 % (18.11%) 6th 76.89% (23.11%)	3rd 79 % (21%) 4th 84% (16%) 5th 85.52% (14.5%) 6th 81.52% (18.5%)

Implementation Details

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

2.1 Teachers will participate in weekly professional development as well as implement strategies in Stating/Tracking Learning Goals. Teachers will develop common three week checkpoints based on the curriculum map/common core standards. ***Each student in grades K-6 will keep a data folder as well as set goals and track progress on 3 week math checkpoints. Each teacher will display data on 3 week checkpoints as well as set goals to reach the 80% proficiency.*** ***A schoolwide data wall will be displayed and updated every 3 weeks to show progress towards the goal of 80% proficiency.***	*Sign in Sheets* *Classroom Walkthroughs* *Lesson Plans*	*Admin Team*	*Ongoing throughout the year*	*Videos on tracking and stating learning goals.*	.	

2.2 Teachers will participate in weekly professional development as well as implement strategies in Modeling Thinking. Teachers will receive training/ follow up coaching in Exemplars to help with modeling deeper thinking when problem solving. The Title One math teacher will work with chosen classrooms and coach teachers in the area of modeling deeper thinking and problem solving to create model Common Core Math Classrooms. Classroom walkthroughs will focus on teacher modeling during problem solving. A new lesson plan format will be required that allows for teachers to plan for modeling their thinking.	*Sign In Sheets/ Classroom Walkthroughs/ Lesson Plans*	*Admin Team*	*Ongoing throughout year.*	*Exemplars/ Title 1 Math Teacher/ common core math resources*	*Exemplars Training and followup*	

2.3Teachers will participate in weekly professional development as well as implement strategies in Providing Feedback. ***Teachers will conference with students utilizing the four types of feedback on progress towards the goal of 80% proficiency on 3 week common checkpoints as well as problem solving tasks***	*Sign In Sheets/ Classsroom Walkthroughs/ Lesson Plans*	*Admin Team*	*Ongoing throughout year*	*Books/Videos on conferencing*		

School District of Clay County

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Goal 3: BY 2013,ALL STUDENTS IN GRADE 4, INCLUDING STUDENTS WHO ARE ECONOMICALLY DISADVANTAGED AND ESE, WILL INCREASE THE PERCENTAGE OF STUDENTS SCORING A 4.0 OR MORE ON WRITING FCAT 2.0 BY AT LEAST 4.2% OVER THE PREVIOUS YEAR.					
Strategies, Indicators and Progress Measures					
I. Strategy 3: Implement the research-based strategies of stating and tracking learning goals, modeling thinking, providing feedback.					
***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 providing feedback to students through small groups or individual conferencing.**	GRADE 4 50%	Grade 4 62.5%	Grade 4 75%	Grade 4 87.5%	Grade 4 100%
	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"** **Wilkinson Elementary School will consistently increase their writing scores by reducing the percentage of 4th grade students scoring below the proficiency level.**	4th 67% (33%)	4th 71.125% (28.88%)	4th 75.25% (24.75%)	4th 79.38% (20.63%)	4th 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

3.1 Teachers will participate in weekly professional development as well as implement strategies in Stating/Tracking Learning Goals. ***Teachers will give a common writing prompt each week based on skills modeled that week.*** ***Each student in grades 4 will keep a data folder as well as set goals and track progress on weekly writing prompt.*** ***Each teacher will display class data on weekly writing prompt as well as set goals to reach 4.0 proficiency.*** ***A schoolwide data wall will be displayed and updated every three weeks to show progress towards the goal of 4.0 proficiency.***	*Sign In Sheets/ Classroom Walkthroughs/ Lesson Plans*	*Admin Team*	*Ongoing throughout year*		*District Writing Training*	*Title 1*

3.2 2Teachers will participate in weekly professional development as well as implement strategies in Modeling Thinking. Classroom walkthroughs will focus on teacher modeling of writing strategies. ***A new lesson plan format will be required that allows for teachers to plan for modeling their thinking during writing.*** ***Students will utilize writing handbook developed by teachers to leave evidence of deeper thinking during writing.***	*Sign In Sheets/ Classroom Walkthroughs/ Lesson Plans*	*Admin Team*	*Ongoing throughout year*	*Writing Handbooks*	*District Writing Training*	*Title 1*
3.3 ***Teachers will participate in weekly professional development as well as implement strategies in Providing Feedback.*** ***Teachers will conference with students utilizing the four types of feedback on progress towards the goal of 4.0 proficiency on weekly writing prompt as well as daily writing activities.***	*Sign in sheets/ Classroom Walkthroughs/ Lesson Plans*	*Admin Team*	*Ongoing throughout year*	*Books/ Videos on conferencing and giving effective feedback.*	*District Writing Training*	*Title 1*

School District of Clay County

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I. **Goal 4:** BY 2013, 5TH GRADE STUDENT' ACADEMIC PERFORMANCE, IN SCIENCE, WILL IMPROVE BY 7.2% OVER THE PREVIOUS YEAR'S RESULTS AS MEASURED BY FCAT SCIENCE					
Strategies, Indicators and Progress Measures					
II. Strategy 4: Implement the research-based strategies of stating and tracking learning goals, modeling thinking, providing feedback.					
***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
III. **Adult Implementation Indicator (s): "CAUSE DATA"** **100% of all fifth grade teachers will implement the research based strategy of modeling while reading and interacting with science concepts.**	5TH GRADE 50%	5th Grade 62.5%	5th Grade 75%	5th Grade 87.5%	5th Grade 100%

	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
IV. **Student Performance Indicator (s): "EFFECT DATA"** **Wilkinson Elementary school will consistently increase the number of fifth graders scoring at the proficient level on the FCAT by decreasing the number of non-proficient students.**	43% (57%)	50.13% (49.88%)	57.25% (42.75%)	64.38% (35.63%)	71.5% (28.5%)

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 will participate in weekly professional development as well as implement strategies in Stating/Tracking Learning Goals. ***Teachers in 5th grade will give a common 3 week checkpoint based on skills aligned to the FCAT 2.0 assessment.*** ***Each student in grade 5 will keep a data folder as well as set goals and track progress on 3 week common checkpoints. Each teacher will display class data on 3 week common checkpoints as well as set goals to reach 80% proficiency.*** ***A school wide data wall will be displayed and updated every three weeks to show progress towards the goal of 80% proficiency.***	*Sign In Sheets* *Classroom Walkthroughs* *Lesson Plans*	*Admin Team*	*Ongoing throughout year*	*Common Assessments/ FCAT 2.0 software*	*Common Assessment Writing*	*Title 1*

4.2 Teachers will participate in weekly professional development as well as implement strategies in Modeling Thinking. ***Classroom walkthroughs will focus on teacher modeling during science.*** ***A new lesson plan format will be required that allows for teachers to plan for modeling their thinking.***	*Sign in Sheets/ Classroom Walkthroughs/ Lesson plans*	*Admin Team*	*Ongoing throughout the year*	*Reading in the Content Areas resources*	*Toolkit Training with Angela Schroden on Reading and the Content Areas*	
4.3 ***Teachers will participate in weekly professional development as well as implement strategies in Providing Feedback.*** ***Teachers will conference with students utilizing the four types of feedback on progress towards the goal of 80% proficiency on 3 week common checkpoints.***	*Sign In Sheets/ Classroom Walkthroughs/lesson Plans*	*Admin Team*	*Ongoing throughout the year*	*Books/videos on effective feedback*		

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Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing **Goal 4**: Student Performance Content Area: Science **Goal 5**: Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal.					
Goal 5: By 2013, Parent Involvement will improve by 15% over the previous year as measured by attendance at After-school and community Events.					
Strategies, Indicators and Progress Measures					
I. Strategy 5: Implement the research-based strategy of fostering two-way home/school communication 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"** **All teachers will implement the research-based strategy of fostering two-way home/school communication to support student learning**	Grades K – 2 60% Grades 3 – 6 50%	Grades K – 2 70% Grades 3– 6 67.2%	Grades K – 2 80% Grades 3– 6 75%	Grades K – 2 90% Grades 3 – 6 87%	Grades K – 2 100% Grades 3 – 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"** **Student achievement will be positively impacted by in all content areas and tested grades by increasing parent involvement until reaching 100% of parents attending school events by 2016**	Grades K – 2 40% Grades 3 – 6 35%	Grades K – 2 55% Grades 3 – 6 51.25%	Grades K – 2 70% Grades 3 – 6 67.5%	Grades K – 2 85% Grades 3 – 6 83.75%	Grades K – 2 100% Grades 3 – 6 100%

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 ***Grade Levels will contribute to the monthly newsletter informing parents of upcoming school sponsored events.***	*Newsletters*	*Title One, Teachers*	*Summer 2012*	*Paper copies*		

5.2 ***Grade levels will divide up responsibilities for events to attract parents from various grade levels to attend the events. Door prizes will be awarded.***	*Minutes from meetings, Sign-in sheets*	*Title One, Teachers, Administration*		*Food for event, Door Prizes*		*School Budget*
5.3 ***Staff will plan Literacy week, Science Night, Data Night, and a Pre-K, K Fall festival to involve students, parents, and community members in improving student achievement.***	*Minutes from meetings, Sign-in Sheets*	*Title One, Teachers, Administration*		*Food for event, Copies, Door Prizes*		*School Budget*

Include only school-based funded activities/materials and exclude district funded activities /materials.

Resources Needed: Material / Technology / Trainer			
Goal Area and Action Step Number Reading: 1.1,1.2,1.3,1.4 Writing 1.1, 1.2,1.3,1.4	Description of Resources Comprehension Toolkit	Funding Source Complete Budget Strip 0420.6400.0510.0491.4013	Available Amount 1095.60
Goal Area and Action Step Number Reading 1.1, Math 1.1, Science 1.1	Writing Common Assessments	Budget Strip 0420.5100.0125.0491	 5,044.70
Subtotal:			
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) 1.1, 1.2, 1.3, 1.4 Title : Literacy/Comprehension Toolkit Training Location: WES Dates: July 30,31 Sept 5, 6, Jan 8 Sponsoring Educational Institution:	Mileage Meals Room Registration Substitute(s)	Budget Strip 0420.6400.0310.0491.4013	20,425.00
Professional Learning Community Goal and Action Step #(s) Navigator Plus Activity Title:	Materials List and Cost:	Budget Strip	
Lesson Study Goal and Action Step #(s) Navigator Plus Activity Title:	Materials List & Cost:	Budget Strip	
School Workshop Goal and Action Step #(s) Reading, Writing, Math, Science: 1.1-1.4, 2.1-2.4, 3.1-3.4, 4.1-4.4 Navigator Plus Activity Title: Wildcat University each Tuesday AM Goal and Action Step #(s) Reading, Writing, Math, Science: 1.1-1.4, 2.1-2.4, 3.1-3.4, 4.1-4.4 Navigator Plus Activity Title: PD 360 video clips Goal and Action Step #(s), Writing, Math,: 2.1-2.4, 3.1-3.4, Navigator Plus Activity Title: Exemplars Training	Materials List and Cost:0 Consultant Fee:0 Consultant Travel Expenses:0 Substitutes:0 Stipends:0 Materials List and Cost:0 Consultant Fee:0 Consultant Travel Expenses:0 Substitutes:0 Stipends:0 Materials List and Cost:0 Consultant Fee:0 Consultant Travel Expenses:0 Substitutes:0 Stipends:0	Budget Strip0 Budget Strip0 Budget Strip0	0.00 0.00 0.00
Subtotal:			
Other			
Goal Area and Action Step Number	Description of Resources	Budget Strip	Available Amount
Subtotal:			
Grand Total:			

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

(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 # • Name of Activity • Dates of Activity • Teaching strategy or method to be researched			
	Budget Items Required			
	• Action Step # • Cost of Teacher Materials (If applicable)			
Timelines				
Start Date: August 2, 2012				
End date: September 21, 2012				
Budget				
Local FTE (function 6400-no project) Project - Project - Project -	$			
Total Internal PD Budget (no project & project funds)				

Approvals: (Signature's required)

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

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

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 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.			
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			

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:** ___/___/____