SCHOOL NAME: Tynes Elementary School
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.

Laura Fogarty, Principal: 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.

Cindy Stewart, Meagan Satcher, Robin Wright, Jessica Vigue, Traci Tennant, Marion Paul, Bruce English, Michelle Cambron(ITF), General Education Teachers (Primary and Intermediate)**:** 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.

Christine Adams, Sabre Ziegler 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 as co-teaching.

Kellie Rodifer, RTI Coach: Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/ behavior assessment and intervention approaches.

Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Kellie Rodifer, District Intervention Specialist: 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.

Lanelle Jackson, School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Nick Roman, Courtney Roberts, Andrea Smallwood, Chris Hohman, Technology Specialist: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

Jennifer Stewart, 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

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

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

The Leadership Team will focus meeting around one question: How do we develop and maintain a problem-solving system to bring out the best in our schools, our teachers, and in our students? The team meets monthly to engage in the following activities:

Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/ exceeding 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 met with the School Advisory Council (SAC) and principal to help develop the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and

procedures. Additionally, the Team assisted the school's in-service coordinator in the writing of the professional development priorities to ensure that RtI training is provided to all instructional and support staff members throughout the year. Team members will assist the School Advisory Committee in the monitoring of the SIP and provide updates to the SAC on the implementation of 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: FAIR via Progress Monitoring and Reporting Network (PMRN), Assessment and Information Management System (DataStar), Florida Comprehensive Assessment Test (FCAT), Math Benchmark Tests (K-2), Discovery Education Assessment (3-6 Math): 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, DEA, Math Benchmark Test (K-2)

- 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. 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.

Literacy Leadership

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

Laura Fogarty, Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is the K-12 Reading Plan, ensures assessments are conducted as required, ensures implementation of reading intervention support and documentation, ensures adequate professional development to support effective reading implementation, and communicates with parents regarding reading plans and activities.

Cindy Stewart, Meagan Satcher, Robin Wright, Jessica Vigue, Traci Tennant, Marion Paul, Bruce English, Zabre Ziegler, Michelle Cambron, General Education Teachers (Primary and Intermediate)**:** Provides information about core and supplemental reading instruction, participates in student data collection, delivers instruction/ intervention, and collaborates with other staff to implement K-12 Reading Plan.

Christine Adams, Exceptional Student Education (ESE) Teachers: 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.

Kellie Rodifer, RtI Coach: Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; coordinates the administration of the FAIR, assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Kellie Rodifer, District Intervention Coach: Provides guidance on K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

Nick Roman, Courtney Roberts, Andrea Smallwood, Chris Hohman, Technology Specialist: Develops or broker technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data collection from the PMRN and other on-line assessments.

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

The team meets monthly in collaboration with the RtI team to engage in the following activities:
Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify professional development

and meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate professional development in the form of Professional Learning Communities and Lesson Study.

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

The LLT will work to effectively integrate the RtI process to ensure that students most "at risk" in reading receive intensive and immediate intervention services.
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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 Tynes 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 robust instructional/intervention programs. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. The Florida Kindergarten Reading Screener (FLKRS) will be given within the first 30 days of school. ECHOS will serve as a screener for social/emotional development and overall school readiness. The Florida Assessment in Reading (FAIR) will be administered one-on-one to all Kindergarten students to determine their initial success probability in reading.

Screening data will be collected and aggregated prior to September 28th, 2012. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instructions, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data. Social skills instruction will occur daily and will be reinforced throughout the day through the use of a common language, re-teaching, and positive reinforcement of pro-social behavior.

FAIR will be re-administered mid-year and at the end of the year in order to determine student learning gains in order to determine the need for changes to the instructional/ intervention programs.

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.

Professional Development will be a critical factor in ensuring that reading skills and strategies are infused across all departments. School administrators will visit classrooms regularly to evaluate the extent that reading instruction is being integrated. All departments will review data collected from FAIR and Compass Learning Assessments to determine reading strategies which are most in need of remediation. Teachers will be encouraged to receive the CAR-PD training.

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?

All students meet with the school guidance counselor twice annually to discuss performance and course options. Students will work with counselors to develop an individual education plan.

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>

Sunshine High School is reviewing its' course offerings to develop a more rigorous course directory in alignment with changing high school graduation and accountability requirements. Opportunities to participate in the Career and Technical Education programs are expanding across the district. We will also encourage students to take AP, IB, Fl Virtual classes or DE classes by encouraging more teacher discussion on these courses and having each student speak with a guidance counselor regarding their postsecondary plans. This will include sharing information and requirements to become eligible for Bright Futures. During common planning, teachers will review charts tracking graduation requirements and Bright Futures requirements and intervene as necessary. Course and credit recovery opportunities are available through the on-line Compass Learning which provides on-line instruction at school and/or at home.

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. School Climate, Attendance, other measureable school-specific goal,</u>					
Goal 1: By 2013, K-2 students will increase the percentage of students meeting proficiency in vocabulary by 5%. Students in grades 3-6 will decrease the number of students not meeting vocabulary proficiency on FCAT 2.0 by 10%.					
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
I**. 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 PK-3: 77% (23%) Grades 4-6: 46% (54%)	Grades PK-3: 82.75% (17.25%) Grades 4-6: 59.5% (40.5%)	Grades PK-3 : 88.5% (11.5%) Grades 4-6: 73% (27%)	Grades PK-3: 94.75% (5.75%) Grades 4-6: 86.5% (13.5%)	Grades PK-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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II.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 each year from 2011-2012)**	3rd 70% **(30%)** 4th 67% **(33%)** 5th 61% **(39%)** 6th 75% **(25%)**	3rd 73.75% (26.25%) 4th 71.13% (28.89%) 5th 65.88% (34.13%) 6th 78.13%% (21.88%)	3rd 77.5%(22.5%) 4th 72.26% (24.77%) 5th 70.76% (29.25%) 6th 81.25% (18.75%)	3rd 81.25%(18.75%) 4th 76.39% (20.64%) 5th 75.63% (24.38%) 6th 84.38% (15.63%)	3rd 85% (15%) 4th 80.52% (16.5%) 5th 80.51% (19.5%) 6th 87.5% (12.5%)

IMPLEMENTATION DETAILS

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

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1.1							
	Teachers will utilize the District Vocabulary Articulation Plan Task 1: Teacher will meet as teams to identify grade level specific key Common Core vocabulary terms for instruction through whole group and small group activities. Task 2: Teachers will use interactive focus walls, role play, graphic organizers, modeling, student brainstorming, and academic games for guided and independent practice and instruction.	Learning walks, lesson plans, meeting minutes and student achievement data.	Administration and classroom teachers	2012-2013 school year	District Vocabulary Articulation Plan, Graphic Organizers Academic Games, Grade Level Specific Vocabulary Lists and Guided Practice Materials.	Utilize PD 360 Videos on: closure, State Common Core Training and District Common Core Training	*District and State provided funding.*

1.2 *Teachers will build vocabulary using the complete six step process to teach vocabulary that includes teacher and student explanation, student graphic representation, review using comparison activities, discussion of vocabulary terms and use of games.* Task 1: Teachers will teach vocabulary that includes teacher and student explanation, student graphic representation, review using comparison activities, discussion of vocabulary terms and use of games. Task 2: To reinforce a skill and provide for an interactive visual, teachers will use enchanced equipment or computer games	Learning walks, lesson plans, meeting minutes and student achievement data.	Administration and classroom teachers	2012-2013 school year	Graphic Organizers Academic Games, Grade Level Specific Vocabulary Lists and Guided Practice Materials.	PLC's on Marzano's Six Step Process for teaching vocabulary	.	*No funding needed, school purchased books last year.*

as a center activity during skills block			2012-2013 school year	Passages with greater text complexity.		
1.3 *Teachers will build vocabulary by using passages with greater text complexity.* **Task 1: Teachers will be trained in the Common Core Standards to recognize passages with greater text complexity in order to build students' vocabulary.** **1.4 Teachers use the Common Common Core for content and Grade Level**	Lesson Plans, Walk-throughs, student achievement, student work samples.	Classroom teachers, administration			State and District Common Core Training/Common Core Standards	*District/State provided funding.*
Task 1: Provide and support opportunities for teachers to collaborate during common planning time to further revise, develop and lessons to ensure alignment to the Common Core	Grade level meeting minutes, Observation Form; Principals; Demo Classroom Teachers, revised Pacing Guides, lesson plans	Principals, Demo Classroom Teachers, Title I Curriculum Coaches	2012-2013 School year	Common Core Standards/notebooks.	State and District Common Core Training	*District/State provided funding.*

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 2. By 2013, the total number of students scoring below proficiency (70%) in their grade level's lowest sub-skill in mathematics will decrease by 10%					
Strategies, Indicators and Progress Measures					
I. **Strategy 2:** Selects, sequences and modifies engaging, relevant, standards-based content, and then designs and teachers lessons that are relevant to individuals 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 implement the research-based strategy of selecting, sequencing, and modifying engaging, relevant, standards-based content, and then will design and teach lessons that are relevant to individual students' learning needs.	Grades PK-3: 77% (23%) Grades 4-6: 80% (20%)	Grades PK-3: 82.75% (17.25%) Grades 4-6: 85% (15%)	Grades PK-3 : 88.5% (11.5%) Grades 4-6: 90% (10%)	Grades PK-3: 94.75% (5.75%) Grades 4-6: 95% (5%)	Grades PK-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.with a focus on data driven instruction. **(Percent decrease of non-proficient each year from 2011-2012)**	3rd 70% (30%) 4th 57% (43%) 5th 58% (42%) 6th 71% (29%)	3rd 73.75% (26.25%) 4th 62.38% (37.63%) 5th 73.75% (36.75z0 6th 74.63%(25.37%)	3rd 77.5% (22.5%) 4th 67.76% (32.25%) 5th 79% (31.5%) 6th 78.26%(21.745)	3rd 81.25% (18.75%) 4th 73.14% (26.88%) 5th 84.25% 26.25%) 6th 81.89%(18.11%)	3rd 85% (15%) 4th 78.52% (21.5%) 5th 89.5% (21%) 6th 85.5%(14.48%)

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 increase mastery of grade appropriate math facts.* **Task 1:** Each teacher will implement daily math facts drills utilizing math magician, TenMarks, StudyLadder and other tools designed for daily drills.	Walk-throughs, lesson plans, agendas, evaluation forms, and feedback from grade level team meetings	Classroom teachers	2012-2013 School year	Enhanced Equipment, math fact games	Examples of daily drill tools to share with staff at faculty meetings	*No funding needed, utilizing on-site resources.*

2.2. Grade Levels will identify and place students meeting above average standards in math in an enriched math classroom. **Task1:** Using current data, teachers will identify students meeting above average standards and p lace them into an advanced math class. **Task 2:** Teachers will present a challenging curriculum through differentiated instruction in order to maintain above average performance of their students, through the Lesson Study cycle during common planning time.	Lesson Plans, Class documentation, FCAT Math Scores, learning walks, student work samples and student performance Learning walks, lesson plans, data notebooks	Grade Level classroom teachers, administration Classroom teacher, Administration	2012-2013 School year 2012-2013 School year	Lesson Study Cycles, substitutes for Lesson Study development, common planning time Performance Matters Data, Data Notebooks	PLC/ Lesson Study PD on how to use Performance Matters data, PD on data notebook organization, PD360 video; examples of active use of data. Lesson Study PD.	*01005100.0140.0501.0000* *$600.00 to cover substitutes* *No funding needed.*
2.3. ***Teachers will identify learning needs of students through data driven instruction.*** **Task1:** Teachers will utilize classroom and Performance Matters Data to record and monitor student progress. **Task 2:** Teachers will maintain a data notebook. **Task 3:** Teachers will identify struggling students and will meet with small groups based on student's needs. Task 4: Students who continue to struggle with Tier 1	Performance Matters and classroom data, data notebooks, Tier 1 plans, Lesson Plans, Walk-throughs, evaluation, RTI Tier 2 plan.	Administration, RTI Coach, ITF, Classroom Teachers.	2012-2013 school year	Data. Data notebooks, RTI Coach, ITF, PMP STAR, RTI, STAR		*No funding needed.*

interventions will be placed on Progress Monitoring Plans and Tier 2 interventions. **2.4 Teachers use the Common Common Core for content and Grade Level** **Task 1:** Provide and support opportunities for teachers to collaborate during common planning time to further revise, develop and extended the current lessonsto ensure alignment to the Common Core	Observation Form; Principals; Demo Classroom Teachers, revised Pacing Guides, lesson plans	Principals, Classroom Teachers	2012-2013 school year	Common Core Standards/ Notebooks	State and District Level Common Core Training *District/State provided funding.*

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,					

	Progress Measure August 2012	Progress Measure August 2013	Progress Measure August 2014	Progress Measure August 2015	Progress Measure August 2016
Goal 3: Based on the September Baseline Writing Assessment the number of students in grades K-6 scoring below writing proficiency will decrease 10% by the end of the 2013 school year. In addition, 80% or more of the fourth grade students participating in the 2013 Florida Writes will maintain writing proficiency.					
Strategies, Indicators and Progress Measures					
I. **Strategy 3.1:** *Develops 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 the research based strategy of developing 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.	PreK-3: 70.8% (29.2%) Grades 4-6: 63% (37%)	PreK-3: 78.1% (21.9%) Grades 4-6: 72.25% (27.25%)	PreK-3: 85.4% (14.6%) Grades 4-6: 81.5% (18.5%)	PreK-3: 92.7% (7.3%) Grades 4-6: 90.75% (9.25%)	PreK-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 Writing scores until we reduce the % of students who are non-proficient by at least 50% by 2016. **Percent decrease of non-proficient each year from 2011-2012)**	4th 80% **(20%)**	4th 82.5%(17.5%)	4th 85% (15%)	4th 87.5% (12.5%)	4th 90% (10%)

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 implement the "6 plus1Writing Traits Curriculum"* **Task 1:** Provide Professional Development on how to implement the "6 plus 1 Writing Traits Curriculum" across Grade Levels. **Task 2:** Grade levels will meet to discuss student writing using rubrics in order to assess student progress. **Task 3:** Grade levels will implement the writing Traits curriculum as well as pre-writing graphic organizers, modeling editing techniques, proofreading strategies, and publication	Lesson Plans, Learning Walks, Student Work, Progress Monitoring Plans	Classroom teachers, Administration	2012-2013 School Year	6 plus 1Trait Crate materials, Professional books for each grade level	6 plus 1 Writing Traits workshop from curric ulum specialist-ongoing	*Materials already purchased. No funding needed.*
3.2 *Teachers use the Common Core for content and grade level* **Task 1:** Provide and support opportunities for teachers to collaborate during common planning time to further revise and develop lessons to ensure alignment to the Common Core .	Observation Form; Principals; Demo Classroom Teachers, revised Pacing Guides, lesson plans	Principals, Classroom Teachers	2012-2013 school year	Common Core Standard list, Data Notebooks		*No funding needed.*

Smart Goals **Smart = Specific Measurable Attainable Realistic Timely**					
Goal 1: Student Performance Content Area: <u>Reading</u> **Goal 2:** Student Performance Content Area: <u>Math</u> **Goal 3:** Student Performance: Content Area: <u>Writing</u> **Goal 4**: Student Performance Content Area: <u>Science</u> **Goal 5**: <u>Parental Involvement</u>　　**Goal 6:** <u>Other: Ex. School Climate, Attendance, other measureable school-specific goal.</u>					
Goal 4: By 2013, students' academic performance in **Science** will improve by 8% in 5th grade over last years' results as measured by the FCAT Science.					
Strategies, Indicators and Progress Measures					
I.　**Strategy 4: Plans and designs engaging, relevant, and challenging lessons to achieve student mastery based on State Adopted standards appropriate to the level of rigor.**					
*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 K – 12 will implement the research-based strategy of designing and modifying instruction (with a focus on STEM opportunities) to deepen students' understanding of content area and advance student learning while addressing preconceptions or misconceptions	Grades PreK-3: 71.2% (28.8%) Grades 4-6: 80% (20%)	Grades PreK-3: 78.4% (21.6%) Grades 4-6: 85% (15%)	Grades PreK-3: 85.6% (14.4%) Grades 4-6: 90% (10%)	Grades PreK-3: 92.8% (7.2%) Grades 4-6: 95% (5%)	Grades PreK-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 FCAT Science scores until we reduce the % of students who are non-proficient by at least 50% by 2016. **(Percent decrease of non-proficient each year from 2011-2012)**	5th 42% (58%)	5th 49.25%(50.75%)	5th 56.5%(43.5%)	5th 63.75% (36.25)	5th 71% (29%)

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 engage students in hands-on activities that require comparison and clarification.*** *Task 1:* Students will utilize Science Notebooks to organize materials and develop a resource for inquiry projects. *Task 2:* Students will participate in regular hands-on Science inquiry experiments where they will develop predictions, hypothesis, record evidence, and state end results.	Learning walks, Lesson plans, Science Notebooks	Classroom Teachers, Administration	2012-2013 School year	Science Notebooks, Science Curriculum, Science Experiment materials.		*No funding needed. Any additional science equipment/ resources are being provided through the DOD STEM grant.*

4.2						
Teachers will engage students in problem solving, experimental inquiry, and investigation techniques. **Task 1:** Using a district awarded grant monies (Department of Defense Education Authority), Tynes will continue the Science Robotics Club as an avenue of enrichment. **Task 2:** A Science Laboratory will be available for teachers to conduct more hands on experiments in Science **Task 3:** Teachers will utilize the Science Curriculum resources and technology. **Task 4:** Teachers will use higher-level thinking practices through think-alouds and ask specific questions that require students to infer. **Task 5:** Teachers will incorporate Reading Comprehension and Vocabulary strategies into Science instruction to increase comprehension of Science Concepts and understanding of Science Vocabulary.	Master Calendar, Grant documentation, Lab sign-up sheet, Lesson plans	Club facilitator, classroom teacher, Administration	2012-2013 school year	Various Robotics materials, Lab materials, NG Science curriculum resources	PD on lab safety/ rules	*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, Tynes Elementary will increase Parent-Faculty Association parent involvement by 50% and staff involvement by 75% through the re-establishment of the Tynes Parent-Faculty Association.					
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	Staff: 69% (31%)	Staff: 76.75% (23.25%)	Staff: 84.5% (15.5%)	Staff: 92.25% (7.75%)	Staff: 100% (0%)
	August 2012	August 2013	August 2014	August 2015	August 2016
III. **Student Performance Indicator (s):** "EFFECT DATA" Parents will consistently increase parental involvement until reaching 100% by 2016. **(Percent decrease of non-parental involvement each year from 2011-2012)**	Parents: 25% (75%) Faculty: 75% (25%)	Parents: 34.38% (65.62%) Faculty: 79.69% (20.31%)	Parents: 43.76% (56.24%) Faculty: 84.38% (15.62)	Parents: 53.14% (46.86) Faculty: 89.07% (10.93%)	Parents: 62.52% (37.5%) Faculty: 93.76% (6.25%)

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
5.1 ***Tynes will re-establish a Parent-Faculty Association*** **Task 1:** A volunteer meeting will be established for the purpose of discussing interest in a Parent-Faculty Association. **Task 2:** Volunteer parents and faculty members will be placed on a ballot for school-wide approval **Task 3:** Once officers/committee is voted upon and approved, the committee will set up meetings to determine course of action. **Task 4:** School-wide PFA Drive will take place **Task 5:** Tynes PFA will schedule events that promote parent/family involvement.	PFA membership documentation	Teachers, administrator, and parents	2012-2013 School year	Officers, schedule of meetings, agendas		*No funding needed.*

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. School Climate, Attendance, other measureable school-specific goal,</u>					
Goal 6: Beginning 2013, Tynes Elementary will improve **School Climate** by creating a school-wide discipline plan to promote safe and civil schools using the Foundations Project.					
Strategies, Indicators and Progress Measures					
I. **Strategy 6:** Implement the research-based Foundations Project building-wide to ensure consistent expectations are met by every student.					
*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 staff will participate in the creation of the Tynes School-Wide Discipline Plan using the Foundations Project to ensure consistent expectations are met by every student.	Grades Pre-K-2: 100% Grades 3-6: 100%	Grades Pre-K-2: 100% Grades 3-6: 100%	Grades Pre-K-2: 100% Grades 3-6: 100%	Grades Pre-K-2: 100% Grades 3-6: 100%	Grades Pre-K-2: 100% Grades 3-6: 100%
	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

lll. Student Performance Indicator (s): "EFFECT DATA"					
Students will consistently decrease discipline occurrences until reducing occurrences by 50% by 2016. **(Percent decrease of non-discipline occurrences 2011-2012)**	Pre-K: 3 (1.5) K: 57 (28.5) 1st: 19 (9.5) 2nd: 20 (10) 3rd: 35 (17.5) 4th: 31 (15.5) 5th: 44 (22) 6th: 58 (29)	Pre-K: 2.5 K: 49.87 (7.13) 1st: 16.62 (2.38) 2nd: 17.5 (2.5) 3rd: 30.62 (4.38) 4th: 27.11 (3.89) 5th: 38.5 (5.5) 6th: 50.75 (7.25)	Pre-K: 2 K: 42.74 (14.26) 1st: 14.24 (4.76) 2nd: 15 (5.76) 3rd: 26.24 (8.76) 4th: 23.22 (7.78) 5th: 33 (11) 6th: 43.5 (14.5)	Pre-K: 1.5 K: 35.61 (21.39) 1st: 11.86 (7.14) 2nd: 12.5 (7.5) 3rd: 21.86 (13.14) 4th: 19.33 (11.67) 5th: 27.5 (16.5) 6th: 36.25 (21.75)	Pre-K: 1.5 K: 28.5 (28.5) 1st: 9.5 (9.5) 2nd: 10 (10) 3rd: 17.5 (17.5) 4th: 15.5 (15.5) 5th: 22 (22) 6th: 29 (29)

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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
6.1Teachers will proactively participate in the creation of a school-wide discipline plan. **Task1:** Grade level representatives will attend The County Foundations Project Training in order to implement training for the remaining staff. **Task 2:** Staff will participate in Professional Development in order begin creation of the Tynes school-wide discipline plan.	Foundations Project Guidelines and training materials,	Administration, Grade level representatives participating in original training, Tynes Elementary Staff	2012-2013 school year	Training materials	Foundations Training PD	*Funding provided through the DOD partnership grant.*

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 _____3_____**			
	• Action Step #3.1 • Name of Activity: 6 Plus 1 Writing Traits • Dates of Activity: ongoing in grade levels • Name of Consultant or Facilitator (if applicable): school personnel and county curriculum specialists • Consultant Services Agreement (if applicable): n/a • Materials: Trait Crates and Teacher Manuals			
	Budget Items Required			
	• Action Step # 3.1 • Name of Activity: 6 Plus 1 Writing Traits • Funding Source: None for 2012-2013 school year • Cost of Consultant: n/a • Cost of Materials: n/a • Cost of Substitutes (if applicable): n/a			
Learning Community	**Professional Development Details** **Goal the Activity is Supporting _____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: PLC Vocabulary Study • Dates of Activity: ongoing throughout the year • Title of Book or Focus: Marzano's *Teaching Academic Vocabulary*			
	Budget Items Required			
	• Action Step # 1.2 • Cost of Book/Teacher Materials: Materials purchased last year; no current funding needed.			
Lesson Study/Action Research	**Professional Development Details** **Goal the Activity is Supporting _____2_____**			

(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 #2.2 • Name of Activity: Lesson Study (Math Cycles) • Dates of Activity: ongoing throughout the year • Teaching strategy or method to be researched: Best teaching practices for mathematics incorporating CCSS.			
	Budget Items Required			
	• Action Step # 2.2 • Cost of Teacher Materials (If applicable): No materials needed for this action step; only the cost to cover substitutes $600 approximately (0100.5100.0140.0501.0000)			
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)	$600.00			

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, cur		

	rent 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			

	Ye s	No	Comments
Timelines			
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:** ___/___/____