SCHOOL NAME: Charles E. Bennett Elementary
School Based Leadership Team

Response to Instruction/Intervention (RtI)
Identify the school-based RtI Leadership Team.

Principal: Evelyn Chastain 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.
RtI Coach: Renee Taylor: 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.
Curriculum Coach Intervention Team Facilitator: Melanie McIver: Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. 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.
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.
ESE Teacher: Hope Friel, 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.
Grade Level Teachers: Brenda Dufford, Ann Miller, Maggie Rodgers, Heather Graves, Ellen Hume/Niorka Vidal, Pam Seech, Antoinette Ward
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.
Lisa Barbetti, 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.
Sue Monson, 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

Meetings will be held at a minimum of every other month. Meetings may be held as needed in addition to the pre-calendared meetings.
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?

Members of the School-based RtI Leadership Team will participate in other building level committee planning meetings in development of the SIP. Members of these teams will offer input as to potential barriers to reaching each goal and strategies that can help in attaining each goal. 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. Members will recommend Professional Development that may need to be presented to faculty and staff based on SIP, barriers, and goals.
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

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- 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.
  - TIER 1: Baseline, Mid-year, End-of-Year data
    - READING: K-6 will administer the Florida Assessment in Reading, STAR (1-6), FCAT (EOY, 3-6)
    - MATH: K-6 Performance Matters District Assessment, SuccessMaker (3-5), FCAT (EOY, 3-6)
    - SCIENCE: 3-5 Performance Matters District Assessment, FCAT (EOY, 5th)
    - WRITING: Clay Writes grades K-4
    - BEHAVIOR: Clay Bus (beginning of year); EOY, review of discipline referrals
  - TIER 2
    - Phonics Screeners
    - Diagnostic Assessment in Reading
    - FAIR Tool Kit
    - Phonics For Readers

- Describe the plan to train staff on RtI.

Faculty meetings held monthly will be used to disseminate information needed by all staff members. Tier 2 and PMP training will be provided for all teachers in small group by grade level during common planning or before school. RtI Coach and Intervention Team Facilitator will meet with small groups or individuals to meet the needs of the staff for better understanding of Response to Intervention processes and procedures. Team Leaders (SBLT) will assist each team with data collection, evaluation, and leading discussion for intervening for struggling students through the discussion of instructional strategies.

Literacy Leadership

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

Select 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. (K) Jennifer McCormick, (1) Jamie Thornbury, Brittany Hubbard, (2) Maggie Rodgers, Katherine Morrison, (3) Katie Garland, (5)Pam Seech, (4) Ellen Hume, (6) Amber Spivey

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, PLCs and Lesson Study. ESE Teacher: Tina Newman

Melanie McIver, Curriculum 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.

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

The LLT will meet monthly to present and discuss current teaching practices, review information about core and supplemental reading instruction, participates in student data collection and delivers instruction/intervention, and collaborates with other staff to implement K-12 Reading Plan.

The LLT will articulate coming changes due to Common Core and the implications for instruction across grade levels.

The LLT will look at the Universal Screeners for each grade level in the area of reading to analyze the effectiveness of Core materials for instruction.

The LLT will look at the FCAT and FAIR results to analyze school areas of need.

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

Major initiatives this year will include the school's plan to begin implementation of Common Core 2-6 and fully implement in K – 1. Teachers will specifically look at the target initiatives of the District and School. These include: writing in response to text across the subject areas, grading student responses using a rubric, analyzing text for complexity and identifying implications for instruction at all grade levels.

2012-2013 School Improvement Plan

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.

Four area preschools have students who transition into Charles E. Bennett Elementary plus an in-house VPK/PreK 4 program. We invite the students to visit the school during the spring of the school year for a kindergarten tour. During the spring-summer kindergarten registration process, an enrollment packet is distributed which includes alphabet cards, number cards, color cards, scissors, and crayons. These "getting ready" activities give parents information on activities they can do throughout the summer to support a strong entry into kindergarten. Administration and teacher leaders have dialog with the Head Start directors in articulation meetings held in the fall and again in spring. In October, CEB hosts a Jumpstart Read for the Record event taking tips for early reading success into the preschools. In August, a four-day kindergarten camp is held to ease with the transition to school for both students and parents who are invited to attend on the final day.

Grades 6-12 Only

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

Sixth grade students who score at Level 1 on FCAT Reading will be assigned an intensive reading course. Students who score at Level 2 are placed in an intensive reading course or a content area reading intervention course with a teacher (Antoinette Ward) who holds a Reading Endorsement or is enrolled in (Lisa Lowery) CAR-PD (Content Area Reading Professional Development). These courses include whole group instruction, small group differentiated instruction, independent reading practice, infusion of reading and language arts benchmarks, and a focus on complex literary and informational texts.
Sixth grade teachers participate in reading professional development to master skills in close reading passages, informational text structure, and other high yield teaching strategies such as higher order questioning skills embedded throughout content area instruction.

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** = **S**pecific **M**easurable **A**ttainable **R**ealistic **T**imely					
Goal 1: Student Performance Content Area: <mark>Reading</mark> **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, CEB students will increase the percentage of students scoring at or above proficient on FCAT 2.0 to 65%, a 5% increase from the previous year.					
Strategies, Indicators and Progress Measures					

Strategy 1: Develop 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
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	50%	56.25%	62.50%	68.75%	75%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
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 57% **(43%)** 4th 55% **(45%)** 5th 62% **(38%)** 6th 56% **(44%)** Overall 60% **(40%)**	3rd 62.375% **(37.625%)** 4th 60.625% **(39.375%)** 5th 66.75% **(33.25%)** 6th 61.5% **(38.5%)**	3rd 67.75% **(32.25%)** 4th 66.25% **(33.75%)** 5th 71.5% **(28.5%)** 6th 67% **(33%)**	3rd 73.125% **(26.875%)** 4th 71.875% **(28.125%)** 5th 76.25% **(23.25%)** 6th 72.5% **(27.5%)**	3rd 78.5% **(21.5%)** 4th 77.5% **(22.5%)** 5th 81% **(19%)** 6th 78% **(22%)** Overall 80% **(20%)**

IMPLEMENTATION DETAILS

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

1.1 Increase student engagement through the use of push-in teachers to decrease group sizes and differentiate instruction: Heterogeneous grouping in reading classes. Push in teachers will be utilized to meet individualized needs.	Classroom walk-throughs, schedules, Co-teaching (documented in lesson plan), lesson plans	Classroom teachers/ Administration	On-going	Materials available through Core curriculum, Professional library, FCRR Principal, Curriculum Coach and learning communities	Differentiating instruction strategies (Kagan Cooperative Learning Structures) Learning Community: *The Daily Five* by Gail Boushey District-Wide Pre-Planning Common Core Training	4013 1630 0000 0000

1.2 Teachers utilize enhanced classroom technology						
Task 1: Teachers will receive training (if needed) on using the MOBI/projector in their classroom	Sign-in sheets, feedback, team minutes of collaborative sharing	Principal	On- going	Appropriate functioning technology in all classrooms	Learning Community of teachers sharing strategies	
Task 2: To reinforce a skill and provide for an interactive visual, teachers will use Enhanced Classroom Software to create lessons	Observation	Principal	On-going	Enhanced classroom software	Possible demonstrations for teachers needing assistance	
Task 3: Teachers will use the Student Response System, CPS, during class to motivate, increase engagement, and receive immediate feedback to guide instruction.	Grade book, lesson plan, observation	3rd – 6th Teachers, grade level chairs and principal	Pre-planning, August – June	Common planning time schedule to share instructional strategies	Company representative will provide training; Peer observations; Learning Community to generate instructional strategy samples and review practices	*1182/1183*
Task 4: *Teachers to observe in other classrooms to gain knowledge of specific lessons to aid in reading in all areas.*	Observation form (data binder); schedule of observations Administration/ Teacher feedback Student work samples.	Teachers, grade level chairs and principal	August - June		Beginning Teacher Support	

1.3 Use differentiated instruction in small group to target students for higher order thinking skills and increased ability in problem solving skills.	FCAT Weekly tests, Performance Matters, observations, walk-throughs Classroom Teachers	Administration, Curriculum Coach, Classroom teachers	August-June	LC book: *Make Just One Change in Teaching: Teach Students to Ask Their Own Questions*: Common Core Question Stems Trainer: Curriculum Coach and District Curriculum Specialist	District-Wide Pre-Planning Common Core Training, Learning Community for *Make Just One Change in Teaching: Teach Students to Ask Their Own Questions; Exemplary Classroom Questioning* by Pagliaro	*0000* *4013*
1.4 Select teachers (grades 3-5) will implement new strategies for differentiated instruction in the area of phonics to increase students' phonics skills and use of word attack strategies	Weekly Phonics and vocabulary assessments and FAIR Lesson Plans	*3-5 teachers and curriculum coach*	*2012-2013 school year*	*Technology, Curriculum Coach*	District-Wide Pre-Planning Common Core Training; Word Journeys	
1.5 School-wide Accelerated Reader Program **Task 1**: *Incentive program* **Task 2**: *Wild About Wednesday Drop Every Thing and Read*	AR average correct and points calculated AR reports	Administrators, Curriculum Coach, Classroom teacher	*Sept-May*	Technology: Classroom computers to allow students opportunity to test; staff created announcements to motivate students to read. Trainer: Curriculum Coach	AR training periodically to align school goals and strategies for use, Beginning Teacher Support Team	*1183/1182* *0000* *1182/1183*

1.6 iii Reading Groups in the inclusive setting and in the Title 1 push-in etting who may need intensive instruction. Use technology to monitor students on-going progress	FAIR Assessment Data (K-6), Weekly FCAT and Treasures Assessments, Running Records, Accelerated Reader and limited SuccessMaker	Curriculum Coach, Teacher, and Administration	August - June	Direct instruction materials and training for teachers new to implementation; Data system to monitor students	Differentiated instruction strategies, explicit instruction, District-Wide Pre-Planning Common Core Training	

2012-2013 School Improvement Plan

School District of Clay County

Smart Goals **Smart** = **S**pecific **M**easurable **A**ttainable **R**ealistic **T**imely					
Goal 1: Student Performance Content Area: <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 2: By 2013, 67% of students (with emphasis on *LQ)* will achieve proficiency (FCAT level 3 or higher) in **MATH** as compared to last year's FCAT data.					
Strategies, Indicators and Progress Measures					
I. **Strategy 2:** Develop 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 develop 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.	50%	56.25%	62.50%	68.75%	75%
	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 67% **(33%)** 4th 67% **(33%)** 5th 60% **(40%)** 6th 54% **(46%)** Overall 64% **(36%)**	3rd 71.125% **(28.875%)** 4th 71.125% **(28.875%)** 5th 75% **(35%)** 6th 59.75% **(40.25%)**	3rd 75.25% **(24.75%)** 4th 75.25% **(24.75%)** 5th 80% **(30%)** 6th 65.5% **(34.5%)**	3rd 79.375% **(20.625%)** 4th 79.375% **(20.625%)** 5th 85% **(25%)** 6th 71.25% **(28.75%)**	3rd 83.5% **(16.5%)** 4th 83.5% **(16.5%)** 5th 90% **(20%)** 6th 77% **(23%)** Overall 82% **(18%)**

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
2.1Following a deep analysis of student data, identify the trends within the data. *Task1:* *Math Leadership Team will revisit the curriculum map in order to better accommodate the areas (standards) of greatest concern, in order to place the greatest amount of time on the lowest performing standards.*	*Revised curriculum maps, notes from meetings*	*Vertical Team Facilitators, Vertical Team Members, Curriculum Coach*	*August 2012-2013*	*Curriculum Maps, 2012 FCAT data*	*RtI Training*	

2.2Teachers will model concepts using manipulatives. *Task 1:* *Vertical teams will plan a lesson with the integration of manipulatives to inform each teacher of their level of knowledge and understanding of the use of when and how to use manipulatives during mathematics lessons.* *Task 2: Teachers will plan to integrate the use of manipulatives to scaffold the transition from concrete to abstract thinking in mathematics.*	*Lesson plan evaluations, team data meeting agendas, Data Chat agenda, classroom walk-through*	*Principal, AP, Curriculum Coach, Teachers*	*August 2012-June 2013*	*Manipulatives, textbooks, Teaching student centered mathematics grades 5-8, 3-5*	District-Wide Pre-Planning Common Core Training	

2.3 Teachers will utilize enhanced classroom technology. ***Task 1***: *Teachers will plan to integrate the use of the Classroom Performance System (CPS) to provide immediate feedback to use during team (data) meetings, data chats, and professional development sessions.*	*Lesson plan evaluations, data meeting agenda, Data Chat agenda, classroom walk-through*	*Grade level chairs, Principal, AP, Teachers, Technology Coach, Curriculum Coach*	*August 2012-June 2013*	*CPS, MobiView, software, projector, computer Scott LeDuc, Tech Coach, Tech Proficient Teachers*	*CPS Training, job embedded support from Technology Coach & teachers with tech proficiency, data analysis support from Curriculum Coach*	*4013* *0000* *1183*

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 students in grade 4 earning 4.0 or above on Writing FCAT will improve at least 12% over the previous year.					
Strategies, Indicators and Progress Measures					
I. **Strategy 3:** Develop 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 the teachers will develop 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.	50%	56.25%	62.50%	68.75%	75%

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 **7%** **(93%)**	4th 18.625% **(81.375%)**	4th 30.25 % **(69.75%)**	4th 41.875% **(51.825%)**	4th 53.5% **(46.5%)**

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
3.1 ***Teachers demonstrate knowledge of research-based best practices of writing across the content areas.*** *Task 1: Provide job-embedded professional development and support to ALL staff on how to implement the use of writing across the content areas by holding data meetings and data chats.*	Agendas Sign-Ins	Teachers, curriculum specialists, principal	In-service	Paper, ink, journals, substitutes, professional development days, demonstrations, technology	Six Writing Traits +1, District-Wide Pre-Planning Common Core Training	0000 4013

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, develop and extended the current writing pacing guide to ensure alignment to the Common Core.*	Observation forms, Administration, Demonstrations from teachers, lesson plans	Administration, Teachers, Title I Curriculum Coaches, CEB Curriculum Coach	2012 – 2013 School Year	Substitutes, Paper, Ink, Student Data	Six Writing Traits +1, District-Wide Pre-Planning Common Core Training	
3.3 ***Students are organized into groups to practice skill, strategy or process.*** ***Task 1:*** *Provide systemic and systematic interventions for students failing or at-risk of academic failure.* ***Focus****: Writing tutoring after school for students scoring below level.* ***Focus****: Volunteers assisting students with writing.* ***Focus****: Using Caught Ya! for proper grammar reinforcement.*	Documentation of Data meetings and Data Chats	Classroom teachers, Principal, Curriculum Specialists	October 2012 – March 2013		Six Writing Traits +1	*0000* *4013* *1113*

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 4: By 2013, 58% of students will achieve proficiency (FCAT level 3 or higher) in **SCIENCE** as compared to last year's FCAT data.					
Strategies, Indicators and Progress Measures					
I. **Strategy 4:** Develop 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 the teachers will develop 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.	50%	56.25%	62.50%	68.75%	75%

	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 Science scores until we reduce the % of students who are non-proficient by at least 50% by 2016.	5th 53% **(47%)**	5th 58.875% **(41.125%)**	5th 64.75% **(35.25%)**	5th 70.625% **(29.375%)**	5th 76.5% **(23.5%)**

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 ask students to explain their thinking to determine their misconceptions.*** ***Task 1:*** *Utilize formative assessment probe in science lesson plans as they correspond to the standards taught by grade level.*	*Lesson plans, grade level meeting minutes, Science Leadership Team meetings minutes*	*Teachers, curriculum coach, administration*	*2012-2013 School Year*	*Page Keeley books, supplies & paper, Dr. Chew Training*	District-Wide Pre-Planning Common Core Training, Title I Science Inquiry Workshop & Follow-up	*1183* *4013*

4.2 **Teachers will engage students in activities that inspire scientific inquiry and reinforce a solid conceptual understanding of science.** *Task 1:* Incorporate inquiry project based learning in daily instruction by students participating in the Science Expo (science fair) and providing multiple blocks of time during the week for students to work on projects.	*Lesson plans, grade level meeting minutes, Science Leadership Team minutes, Participation numbers in the science expo & fair*	*Teachers, curriculum coach, administrators, Science Leadership Team members, Science Fair coordinator*	*August 2012 – February 2013*	*Science Fair manual, computer lab access, various science materials, science fair project boards; AIMS*	District-Wide Pre-Planning Common Core Training, Title I Science Inquiry Workshop, School Science Fair Director Training	

4.3 **STEM/Technology Resource teacher and Title 1 Reading Resource Teacher will support the classroom teacher with a focus on the STEM initiative.**						
Task 1: *Students will participate in inquiry based activities where they can apply science, technology, engineering, and mathematics in contexts that make real world connections between school, community, and eventually work.*	*Lesson plans*	*STEM/ Technology Resource teacher, Title 1 Reading Resource Teacher, administration, curriculum coach*	*2012 – 2013 school year*	*Brain Pop, NXT Lego Robots, Snap Circuits, various materials for projects, computer, projector*	*CSI Training APPLE Facilitator*	
Task 2: *Develop a double block resource schedule with media and technology where concepts will be introduced in one class and the other will provide an opportunity for student application.*	*Lesson plans*	*STEM/ Technology Resource teacher, administration, curriculum coach, Media Specialist*	*2012 – 2013 school year*	*Brain Pop, NXT Lego Robot/ Legos, Snap Circuits, various materials for projects, computer, projector*		
Task3: *Robotics Club & Science Camps, Brain Pop, NXT Lego Robots, Snap Circuits, various materials for projects, computer, projector*						*4013 0000*

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, **Parental Involvement** will improve by 5% over the previous year based on improved Reading FCAT data.					
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 to increase positive feedback from annual climate survey: The school/staff does a good job of communicating with parents/families.	80% (13% deficit)	88% (11.3%)	90% (9.75%)	92% (8.125%)	94% (6.5%)
	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 reaching at least 50% improvement in attendance at all events, which will also positively impact academic achievement in all tested grades and content area by 2016.	3rd 57% (43%) 4th 55% (45%) 5th 62% (38%) 6th 56% (44%)	3rd 62.375% (37.625%) 4th 60.625% (39.375) 5th 66.75% (33.25%) 6th 61.5% (38.5%)	3rd 67.75% (32.25%) 4th 66.25% (33.75%) 5th 71.5% (28.5%) 6th 67% (33%)	3rd 73.125% (26.875%) 4th 71.875% (28.125%) 5th 76.25% (23.25%) 6th 72.5% (27.5%)	3rd78.5% (21.5%) 4th 77.5% (22.5%) 5th 81% (19%) 6th 78% (22%)

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 Communication formats will be varied and published *Task 1: Staff will create a yearly calendar of events to add to the monthly newsletter informing parents of upcoming events along with automated phone reminders.*	*Newsletters, Improvements in Parent Involvement*	*Principal, Teachers*	*August – June*	*Paper, Copies Technology: digital calendar Edulink Phone System*	*Annual Family Involvement Training*	*4013 0000*
Task 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 through a drawing for those families in attendance	*Meeting notice, sign in sheets, feedback forms*	*Principal, Teachers*	*August – June*	*Door Prizes*		*4013 Title I Parent Involvement funds*
Task 3: Weekly communication between school and home through Wednesday Take Home Folder with school-wide adherence to Wednesday and all paper to be disseminated on this day.	*Annual Survey, Feedback forms*	*Principal, Teachers*	*August – June*	*Folder for each student in school*		*4013*
Task 4: Parents, business partners, and community representatives will receive newsletters and calendars regarding school activities and student achievement.	*Newsletters, Improvements in Parent Involvement*	*Principal, Teachers*	*August - June*	*Paper, Copies Technology: digital calendar*		*0000*

5.2 Conference Communication: varied times/ dates *Task 1: Conference Nights from 3 - 7 p.m. held to accommodate parents' schedules so they have an opportunity to meet with their child's teacher.* *Task 2: Conference requests sent home by teacher to schedule conferences with three attempts each year, phone conferences as needed. Title I Compact reviewed at conferences.*	*Sign-in Sheets, Conference Requests, Conference forms, Compacts*	*Administration and teachers*	*August – June*	*Compacts, Conference Forms*	*Family Involvement Annual Training, ESOL training*	*4013*

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:** School Climate / Discipline					
Goal 6: By 2013, Charles E. Bennett Elementary school will improve school climate by decreasing the number of referrals written for violation of school rules by 20%, with an overall reduction of the number of total discipline referrals by 10%.					
Strategies, Indicators and Progress Measures					
I. **Strategy 6:** Creates a safe, organized, flexible, inclusive, collaborative, student-centered learning environment that maintains an atmosphere of respect for all areas of diversity.					

2012-2013 School Improvement Plan

*Progress measures are for the purpose of reaching your 3-5 year school improvement goals AND AMO's.	Progress Measure August 2012	Progress Measure August 2013	Progress Measure August 2014	Progress Measure August 2015	Progress Measure August 2016
II. Adult Implementation Indicator (s) : "CAUSE DATA" 100% of school wide staff will implement use of PRIDE referrals, school wide attention signal, grade level behavior plans, and use of PRIDE Pal mentoring program.	142 Pride Referrals Written Increase PRIDE referrals by 10%	156	172	189	208
	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" Students will consistently decrease the number of overall discipline occurrences by 10%	Number of occurrences school-wide **558** **(208 Violation of School Rules)**	Reduce by 10% **502**	Reduce by 10% **451**	Reduce by 10% **407**	Reduce by 10% **366**

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

6.1 Faculty and staff will collaborate to incorporate a uniform system for positive behavior recognition during the 2012-2013 school year	Monitoring of discipline data, walkthroughs	Principal, AP, teachers	2012-2013 school year	PRIDE referral forms	Faculty training	0000 1183
6.2 Collaborate with school bus drivers to increase positive bus riding behaviors	Monitoring of school bus referrals	Principal, AP, bus drivers	2012-2013 school year	PRIDE referral forms	Bus Driver training	0000
6.3 Each grade level will implement a grade level behavior plan to enforce positive behaviors and establish consequences where appropriate.	Monitoring of discipline data, walkthroughs	Principal, AP, teachers, SBLT	2012-2013 school year	PRIDE referral forms	Faculty training	0000

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		**CEB uses 4013 funds to pay for a Curriculum Coach (1 instructional allocation)**
	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		**This information is included in the section above (funded by 0000,4013)** **(3 LCs based on books)** **(2 data chats)** **(1 science follow-up for 5th)**
	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.			CEB has no planned external consultants or workshops
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.			None planned at this time
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:** ___/___/____