

# Master Inservice Plan Component Preparation Template

April - 2005

## COMPONENT BASICS

Component Title	Developing Quality School Improvement Plans
Component Number (Will Be Assigned by HRD staff)	7512003
Total Maximum Points	Up to 120 points
Point Value Activity Assessment	60
Point Value Follow-Up Processes	60
Contact Person (Position/Title)	Accountability Supervisor
Date of Component Addition	

### PART I - PLANNING

#### A. Primary Purpose of this Professional Development (Check only one.)

- Add-on Endorsement (A.)       Florida Educators Certificate Renewal (C.)       Professional Skill Building (E.)  
 Alternative Certification (B.)       Other Professional Certificate/License Renewal (D.)

#### B. Intended Participants (Check all that apply but at least one.)

- Instructional Staff       District Level Leaders  
 School-Based Leaders       District Level Professional/Technical Staff  
 School Level Support Staff       District Level Non-Instructional Staff  
 School Level Non-Instructional Personnel       Other... Specify below:  
 Parents and/or Community Members

#### C. Primary Related State Focus Area (Check only one.)

- Subject Content /Sunshine State Standards (1)       Classroom Management (5)  
 Instructional Methodology (2)       School Safety/Safe Learning Environment (6)  
 Technology (3)       Management/Leadership/Planning (7)  
 Assessment & Data Analysis (4)       General Support (8)

#### D. Related Subject Content Area (Check only one from one category only, in Part D as may be applicable. If you do, skip Parts E, F & G.)

##### Basic Programs

- Art (000)  
 Bilingual/ESOL (001)  
 Career Education, Unclassified (002)  
 Computer Science/Technology Education (003)  
 Foreign Language (004)  
 Health/Nutrition (005)  
 Humanities (006)  
 Integrated Curriculum (007)  
 Language Arts (008)  
 Mathematics (009)  
 Music (010)  
 Physical Education (011)  
 Pre-kindergarten (012)  
 Reading (013)  
 Safety/Drive Education (014)  
 Science (015)  
 Social Studies (016)  
 Writing (017)

##### OR - Exceptional Education Programs

- ESE Instructional Strategies (100)  
 ESE Classroom Management (101)  
 ESE Assessment (102)  
 ESE Procedural/Legal Requirements (103)  
 ESE Aides, Volunteers, Mentors (104)  
 ESE Curriculum (105)

##### OR - Vocational Education Programs

- Career- Agriscience/Natural Resources (200)  
 Career- Business Technology (201)  
 Career- Diversified Education (202)  
 Career- Family & Consumer Sciences (203)  
 Career- Health Science (204)  
 Career- Industrial Education (205)  
 Career- Marketing Education (206)  
 Career- Middle School Exploratory (207)  
 Career- Public Service Occupations (208)  
 Career- Technology Education (209)  
 Career- Instructional Support Services (210)  
 Career- Technical, Unclassified (211)

##### OR - Adult Edu. Prog.

- ABE (300)  
 Adult, Unclassified (301)  
 Adult ESOL (302)  
 Adult General ESE (303)  
 Citizenship (304)  
 Adult High School (305)  
 GED (306)  
 Vocational Prep (307)  
 Workplace Readiness (308)

#### E. Student and Instructional Support Processes as Appropriate (Check only one as may be applicable. If you do, skip Parts D, F & G.)

- Academic Intervention (400)
- Assessment/Student Appraisal (401)
- Attendance (402)
- Behavioral Interventions (Crisis, Abuse, Social Skills) (403)
- Classroom Management & Organizational Learning Environments (404)
- Dropout Retrieval (405)
- Human Relations/Communication Skills (406)
- Instructional Media Services (407)
- Instructional Strategies (408)
- Instructional Support Services, Unclassified (409)
- Laws, Rules, Policies, Procedures (410)
- Learning Styles, Student Differences (411)
- Multicultural Education (412)
- Parental Involvement, Parent Support (413)
- Physical and Mental Health Issues (414)
- Problem Solving Teams (415)
- Professional Standards & Ethics (416)
- Program Administration, Evaluation & Accountability (417)
- Scholarships, Financial Aid, Education Transitions (418)
- Section 504/Americans with Disabilities Act (419)
- Service Coordination, Collaboration, Integration (420)
- Student Motivation (421)
- Student Records (422)
- Supplemental Academic Instruction (423)
- Working with Volunteers, Aides and Mentors (424)

**F. General Support** as Appropriate (**Check only one** as may be applicable. If you do, skip Parts D, E, & G)

- Board of Education (500)
- Central Services- Planning, Program Evaluation, Continuous Improvement (501)
- District-level Management (502)
- Diversity/Ethics (503)
- Fiscal Services (504)
- Food Services (505)
- General Support Services, Unclassified (506)
- Leadership Skills, Communication, Critical Thinking (507)
- Management Information Services (508)
- Office/Clerical Services (509)
- Plant Operations and Maintenance (510)
- Safety/Security (511)
- School Improvement (512)
- School-level Management (513)
- Service on Advisory or Instructional Materials Councils (514)
- Transportation Services (515)

**G. Community Services** as Appropriate (**Check only one** as may be applicable. If you do, Skip Parts D, E & F.)

- Community Services, Unclassified (600)
- Lay Advisory Councils (601)
- Parent Education (602)

**H. Related Florida Educator Accomplished Practices IF Applicable (Check all that apply.)**

- Assessment
- Communication
- Continuous Improvement
- Critical Thinking
- Diversity
- Ethics
- Human Development & Learning
- Knowledge of Subject Matter
- Learning Environments
- Planning
- Role of the Teacher
- Technology

**I. Related Florida Goal 3 Standards IF Applicable (Check all that apply.)**

- Information Manager
- Effective Communicator
- Numeric Problem Solver
- Creative and Critical Thinker
- Ethical and Responsible Worker
- Resource Manager
- Systems Manager
- Cooperative Worker
- Effective Leader
- Culturally Sensitive Learner

**J. Related Florida Sunshine State Standard(s) (State as may be applicable.)**

**K. Related Polk County Comprehensive Core Curriculum Item(s) (State as may be applicable.)**

**L. Related Polk County School Board Strategic Plan Element(s) (Check all that apply but at least one.)**

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Family Involvement      | <input checked="" type="checkbox"/> Student Academic & Personal Goals    |
| <input checked="" type="checkbox"/> Learning Environments   | <input checked="" type="checkbox"/> Instruction & Curriculum For Success |
| <input checked="" type="checkbox"/> Effective Staff         | <input type="checkbox"/> Internal Culture of Articulation                |
| <input checked="" type="checkbox"/> Community Relationships | <input checked="" type="checkbox"/> Resource Acquisition & Allocation    |

**M. Related Effective Schools Correlate(s) (Check all that apply.)**

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Safe and Orderly Environment | <input checked="" type="checkbox"/> Opportunity to Learn                    |
| <input checked="" type="checkbox"/> High Expectations            | <input checked="" type="checkbox"/> Frequent Monitoring of Student Progress |
| <input checked="" type="checkbox"/> Instructional Leadership     | <input checked="" type="checkbox"/> Home and School Relations               |
| <input checked="" type="checkbox"/> Clear and Focused Mission    |   |

**N. Related Florida Leadership Standard(s) If Applicable (Check all that apply.)**

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Vision                                 | <input checked="" type="checkbox"/> Diversity                              |
| <input checked="" type="checkbox"/> Instructional Leadership               | <input checked="" type="checkbox"/> Technology                             |
| <input checked="" type="checkbox"/> Managing the Learning Environment      | <input checked="" type="checkbox"/> Learning Accountability and Assessment |
| <input checked="" type="checkbox"/> Community and Stakeholder Partnerships | <input checked="" type="checkbox"/> Human Resource Development             |
| <input checked="" type="checkbox"/> Decision Making Strategies             | <input checked="" type="checkbox"/> Ethical Leadership                     |

**O. Linkage to National Staff Development Council Standards: (Check all that apply but at least one.)**

**Context Standards**

- Learning Community Focus & Organization
- Leadership Participation and Support
- Adequate Resources (Time, Money, Staff)

**Content Standards**

- Equity Emphasis (Safe, Supportive, Expectant)
- Quality Teaching (Rigor, Relevance, Relationship)
- Parental Involvement Focused

**Process Standards**

- Data Driven Processes
- Evaluation Focused – (Achievement & Application)
- Research-Based Content
- Design – Aligned Goals, Strategies, Outcomes
- Adult Learning Theory & Change Theory Applied
- Collaboration Valued and Implemented

**P. Rationale for Component Inclusion in District MIP (Check all that apply but at least one.)**

- District Disaggregated Student Achievement Data by Content Area and Skills
- Other Data Provided by Principals/Teachers Related to Student Achievement
- IPGP Performance Gain Data Analysis
- School-wide Analysis of Student Achievement Data
- Other Student Performance Data Analysis

Specify:

- Faculty Level Performance Appraisal Data Analysis
- District Strategic Plan Initiative
- Personal Professional Growth Interests Indicated by Staff
- Grade Level, Team or Departmental "Alignment" Analysis
- Certification Needs
- State or Federal Mandated Professional Development/Training

**Q. General Goal/Purpose/Outcome**

To meet NCLB, District and State requirements by creating a School Improvement Plan while working collaboratively with community, district and school stakeholders in order to improve student achievement.

**R. Specific Objectives (Must have 1 Minimum and Up to 12 Maximum for Each Category)**

**Acquisition:**

Participants will demonstrate understanding of the NCLB requirements and share them with their community and school using all available resources.

Participants will understand the value of others' input and demonstrate this by including all stakeholders in the School Improvement Process.

**Application:**

Participants will be able to work collaboratively with community, district and school stakeholders to produce a School Improvement Plan.

Participants will use data to determine areas of need in their school and develop specific goals, objectives and strategies for those areas.

Participants will identify and explain their plans for any related training initiatives/interventions linked specifically to goals/objectives/strategies.

Participants will involve stakeholders and implement an action plan related to the goals, objectives and strategies.

Participants will collect, analyze and interpret data related to specific indicators of school effectiveness and use this data to enhance their School Improvement Plan.

**PART II - DELIVERY****A. Change Focus of this Professional Development (Check all that apply but at least one.)**

- Knowledge Acquisition/Application  
 Skill Acquisition/Application  
 Mental Model Impact

**B. Primary Inservice Delivery Method (Check only one.)**

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Study Group/Learning Community (D.)    | <input type="checkbox"/> Action Research (E.)            | <input type="checkbox"/> Independent Study (F.) |
| <input checked="" type="checkbox"/> District-wide Workshop (A.) | <input type="checkbox"/> Electronic Interactive (B.)     | <input type="checkbox"/> Other                  |
| <input type="checkbox"/> School-wide Workshop (AA.)             | <input type="checkbox"/> Electronic Non Interactive (C.) | Specify:  |

**C. Instructional Activities Applied (Check all that apply but at least one.)**

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Lecturette   | <input type="checkbox"/> Guided Practice                            |
| <input checked="" type="checkbox"/> Small Group Activities (Cooperative Learning)      | <input type="checkbox"/> Independent Practice                       |
| <input checked="" type="checkbox"/> Skill Practice With Feedback                       | <input checked="" type="checkbox"/> Embedded On-Going Coaching      |
| <input type="checkbox"/> Video/Audio Analysis  | <input type="checkbox"/> Journaling                                 |
| <input type="checkbox"/> Role Play/Simulation  | <input checked="" type="checkbox"/> Individual/Team Problem Solving |
| <input type="checkbox"/> Individual/Team Presentation                                  | <input type="checkbox"/> Inventory/Survey                           |
| <input checked="" type="checkbox"/> Other – Specify... <u>Workshops with Computers</u> |   |

**D. Participant Assessment Method(s) (Check all that apply but at least one.)**

- |  |  |
|--|--|
| <input type="checkbox"/> Objective Pre/Post Test or Narrative Test | <input checked="" type="checkbox"/> Product Development  |
| <input type="checkbox"/> Observation/Application                   | <input type="checkbox"/> Reflective Journal              |
| <input type="checkbox"/> Interview/Dialogue                        | <input type="checkbox"/> Questionnaire/Survey            |
| <input type="checkbox"/> Portfolio Development                     | <input type="checkbox"/> Project Completion/Presentation |
| <input type="checkbox"/> Other... Specify _____                    |  |

**Part III - FOLLOW-UP****A. Follow-up Method(s) (Check all that apply but at least one.)**

- Collaborative Planning** related to professional development (A.)
- Participant Product** related to professional development (B.) – (May include lesson plans, written reflection, audio/video tape, case study, samples of student work, etc.)
- Action Research** related to professional development (C.) - (Should include evidence of implementation)
- Structured Coaching/Mentoring** (D.) – (May include direct observation, conferencing, oral reflection and/or lesson demonstration)
- Study Group** participation (E.)
- Electronic Interactive** (F.)
- Electronic Non-Interactive** (G.)

**B. Position Title of Person(s) Responsible for Documentation of Follow-Up Processes** related to this Component **(Check only one.)**

- Facilitator of the Professional Development Activity
  - Senior Director or Director
  - School Principal
  - Assistant Principal
  - Other School-Based Support Staff (E.g., IST, Reading Coach, Content Resource Teacher, ESE Facilitator)
  - Other District Level Staff Member As Designated by the Component Writer
- Specify:

**Part IV - EVALUATION**

**A. Activity Evaluation Method (By Participants) (Check only one.)**

- HRD Professional Development Activities Evaluation Form (HRD Form 005)
- Facilitative Leadership Feedback Process (Pluses/Deltas)
- Facilitator Designed Feedback Gathering Instrument
- Program-based Feedback Gathering Instrument
- Other- Specify

**B. Recommended Methods for Evaluation of Impact of this Professional Growth Experience**

**(Check all that apply but at least one.)**

- District Developed/Standardized Student Test Results (A.)
- School Constructed Student Test Results (B.)
- Portfolios of Student Work (C.)
- Checklists of Student Performance (D.)
- Charts and Graphs of Student Progress (E.)
- Other Performance Assessment... (F.) Specify Peer Review Checklist
- Summaries of Observed Student Behavior
- Documented Transfer of Knowledge/Skill/Mental Model Into Participants' Job Role

**C. Position Title of Person(s) Responsible for Documentation of Evaluation Processes** related to this Component **(Check only one.)**

- Facilitator of the Professional Development Activity
  - Senior Director or Director
  - School Principal
  - Assistant Principal
  - Other School-Based Support Staff (E.g., IST, Reading Coach, Content Resource Teacher, ESE Facilitator)
  - Other District Level Staff Member As Designated by the Component Writer
- Specify: