

2012-2013 SCHOOL IMPROVEMENT PLAN

SCHOOL NAME: Argyle 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.

Principal, Theresa Roman: 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.

Intervention Team Facilitator: Karen Frazier, trains staff on RTI procedures, facilitates meetings with the Leadership Team, serves as the liaison between district leadership staff and the school, and ensures the fidelity of all interventions. Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students.

Karen Frazier: District Intervention Coach visits the school on a weekly basis. She guides teachers through the process of data collection for various assessments and using the data to determine instructional needs of the entire class, small groups and individual students.

General Education Teachers, Kindergarten Terry Runte; 1st Grade Vicki Kidwell; 2nd Grade Rena Smith; 3rd Grade Nancy Gresser; 4th Grade Jessica Hollis; 5th Grade: Kate Ray., ESE: Melissa Cordo-Shaw, Page Sohl, and Mandy Sad. The SBLT 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.

Jessi Pullen, assistant principal and Page Sohl: 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.

- 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?

Argyle's SBLT team meets weekly. Depending on the time of year and the focus of ideas for infrastructure for the group, the team discusses: needed and/or planned staff training, interpretation of data collected from teachers or assessments, methods for data collection, and district guidelines for implementation of the RTI process from Karen Frazier.

The team has the following roles: facilitator, note taker, time keeper, and resource manager.

- 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?

Each member of the team serves on a committee that is responsible for writing the school improvement goals for reading, writing, math, and science. Input is given to the assessments used to identify and monitor students.

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School Based Leadership Team

RtI Implementation

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

READING

•Universal screening data:

- *Florida Assessment for Instruction in Reading (FAIR) – three times per year in grades K-5; results are summarized on the state PMRN (Progress Monitoring & Reporting Network)
- * Florida Comprehensive Assessment Test- annually in grades 3-5-; results are summarized on Performance Matters on the district’s website
- *Performance Matters math and science K-5,
- *Computer based instruction reports which include: Waterford Reading (Gr. K-1), Orchard, Accelerated Reader

•Diagnostic Data

- *FAIR – as needed when students in grades K-2 are having difficulties; results are maintained by the teacher
- *Rigby Running Record Reading Placement Assessments or DRA placement tests- administered beginning and end of the year (in the middle if needed) monitor reading level achievement
- * Treasures Benchmark Tests

•Progress Monitoring data:

- * FAIR – as needed when students in grades K-2 are having difficulties; results are summarized.
- *Progress Monitoring charts, tables, and/or graphs maintained by the teacher as a result of specific program/materials implementation.

MATH

•Universal screening data:

- * Performance Matters tests K-5
- *Florida Comprehensive Assessment Test- annually in grades 3-10, results are summarized on Dashboard on the district’s website

•Diagnostic Data

- *Performance Matters
- *FCAT released tests- administered to all students beginning of year and mid year, results are used for assisting struggling students and predicting success on FCAT tests.

•Progress Monitoring Data

- *Teacher created curriculum based measurements
- *Go Math chapter tests and assessments

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BEHAVIOR

• **Universal screening data:**

*Discipline history from TERMS

*Teacher anecdotal data

• **Diagnostic data:**

*Daily behavior charts, graphs, or tables maintained by classroom teacher

• **Progress Monitoring data:**

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

* Implementation of FOUNDATIONS

- Describe the plan to train staff on RtI.

The SBLT along with the Intervention Coach train staff on RTI initiatives and district policies and procedures for implementing Response to Intervention. Training takes place using two methods:

Members of the School Based Leadership Team are trained and are expected to train and pass information to their respective teams during team meetings.

Periodically, the Intervention Coach trains teachers during their 70 minute planning period. This occurs about every 6 weeks.

Literacy Leadership

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

The Reading Leadership Team consists of one member from each grade level and representatives from Exceptional Student Education and administration.

- Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).
The LLT meets at least monthly. The team makes recommendations to grade levels, subgroups, or grade groupings regarding materials, scheduling, resources available for remediation and monitoring the reading section of the SIP
- What will be the major initiatives of the LLT this year?

The LLT will use data from Performance Matters and FAIR to provide additional literacy support for Tier students. In addition, the LLT will help support the Project In-sync involving reading teachers in 4th and 5th grade. This project will help support Tier 2 and Tier 3 interventions and incorporate reading skills into other content areas.

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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.

Students that register early for kindergarten are scheduled for a kindergarten screening over the summer. The data collected from these screenings helps appropriately balance kindergarten classes. In addition, Argyle has a pre-kindergarten 3 year-old and 4 year-old class. These classes are made of 4 model students and the other students are exceptional student education (ESE) students. These pre-kindergarten classes help with the transition to kindergarten.

2012-2013 SCHOOL IMPROVEMENT PLAN

School District of Clay County

SMART GOALS

SMART = Specific Measurable Attainable Realistic Timely

Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal

GOAL 1: By the end of the 2012-2013 school year, students in primary grades K-2 will achieve proficiency on standardized tests and will increase their overall score by 10% on FAIR from the baseline to the end of year. Students in grades 3-5 will increase the percentage on FCAT at or above proficiency (69%) by 3% and overall reading gains (73%) by 3%.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

I. STRATEGY 1: Implement the research-based strategy: plans and designs engaging, challenging, and relevant 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
<p>II. ADULT IMPLEMENTATION INDICATOR (S): “CAUSE DATA” 100% of teachers in K-5 will implement the research-based strategy: plans and designs engaging, challenging, and relevant lessons to achieve student mastery based on state-adopted standards appropriate to the level of rigor</p>	PreK-2 60% 3-5 60%	PreK-2 70% 3-5 70%	PreK-2 80% 3-5 80%	PreK-2 90% 3-5 90%	PreK-2 100% 3-5 100%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
<p>III. STUDENT PERFORMANCE INDICATOR(S): “EFFECT DATA” Students will consistently increase FCAT reading scores until we reduce the % of student who are non-proficient by at least 50% proficiency by 2016.</p>	3 rd 68% (32%) 4 th 70% (30%) 5 th 65% (35%)	3 rd 72% (28%) 4 th 73.75% (26.25%) 5 th 69.375% (30.625%)	3 rd 76% (24%) 4 th 77.5% (22.50%) 5 th 76.75% (26.25%)	3 rd 80% (20%) 4 th 81.25% (18.75%) 5 th 78.125% (21.875%)	3 rd 84% (16%) 4 th 85% (15%) 5 th 82.5% (17.50%)

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
<p>1.1 Teachers organize students into leveled groups for lessons based on need and acquired data.</p> <p>TASK 1: Acquisition of a consistent diagnostic tool for K-5. Use of DRA will provide adequate information for leveling groups.</p> <p>TASK 2: Teachers will use differentiated instruction tailored to the leveled groups by means of level readers, technology, and reading series Approaching, On, and Beyond Level intervention guides.</p> <p>TASK 3: Teachers will differentiate presentation of materials to include a variety of individual learning modalities.</p>	<p>DRA</p> <p>CARS/STARS</p> <p>Waterford</p> <p>Printed Performance Matters tests</p>	<p>Teachers</p> <p>teachers</p>	<p>2012/2013 School year-ongoing</p> <p>2012/2013</p>	<p>DRA Kits for all classes across all grades</p> <p>CARS/STARS with ZOOM In and Phonics for Reading</p> <p>Reading A-Z for grades 1-3</p> <p>Starfall in tech lab for PK-K</p> <p>BrainPop grades 3-5 Brain Pop Jr PK-2 (</p> <p>Printed Performance Matters tests</p> <p>Book of the Quarter for each classroom</p>	<p>Training for giving assessment consistently school wide.</p> <p>Training available for technology resources.</p>	<p>0100.5100.0510.0591.1182</p> <p>0100.5100.0510.0591.1672 0100.5100.0510.0591.1582 . 0100.5100.0510.0591.1672</p> <p>0100.5100.0510.0591.1182</p> <p>0100.5100.0391.0591.1183 0100.5100.0391.0591.1181 0100.5100.0391.0591.1182</p>
<p>1.2 Teachers will teach higher order thinking</p>			<p>2012/2013</p>		<p>Use SIP Wednesday to</p>	

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ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material/ Technology/ Trainer	Related PD	Funding/Funding Source
<p>skills across a variety of texts by modeling think alouds, explicit questioning, and requiring students to explain and defend their answers.</p> <p>TASK 1: Teachers will produce anchor charts during lessons to model and reinforce thinking practices of good readers.</p> <p>TASK 2: Students will maintain meaningful reading response journals with answers to question stems such as, “what do you think...”, “explain how/why...”, “compare/contrast...”, “tell in your own words...”, etc.</p> <p>TASK 3: Teachers will incorporate fiction, non-fiction and informational text into everyday reading.</p>	<p>Post anchor charts in classroom</p> <p>Student response journals</p> <p>Admin walkthroughs/ Classroom libraries</p>	<p>Teachers</p>	<p>School year-ongoing</p>	<p>Continued use and updating leveled library</p>	<p>share ideas related to think alouds & questioning, anchor charts, reading journals & increasing non-fiction</p>	
<p>I.3 All stake holders will celebrate learning success through student recognition.</p> <p>TASK 1: AES will offer incentives for students</p>	<p>Reading Logs</p>	<p>Teachers</p>	<p>Summer 2013</p>	<p>Funding for ice</p>	<p><i>Teach Like a Champion (PLC/ Lesson Study)</i></p>	<p>0100.6400.0140.0591.0000</p> <p><i>internal</i></p>

2012-2013 SCHOOL IMPROVEMENT PLAN

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material/ Technology/ Trainer	Related PD	Funding/Funding Source
<p>who read and maintain a reading log throughout the summer</p> <p>TASK 2: BOB-Battle of the Books challenge for 4th grade students will be monitored per class percentage and encouraged via media center</p> <p>TASK 3: AES will offer a school wide reading program and incentive for all grades and levels.</p>	<p>School and district BOB competition</p> <p>Signs and charts showing progress towards goal</p>	<p>Teachers</p>	<p>September 2012-May 2013</p> <p>October-2013</p>	<p>cream party incentive</p> <p>incentives</p>		<p><i>0100.5100.0510.0591.1183</i></p>

2012-2013 SCHOOL IMPROVEMENT PLAN
School District of Clay County

SMART GOALS

SMART = Specific Measurable Attainable Realistic Timely

Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal.

GOAL 2. By the end of the 2012-2013 school year, the 3rd-5th grade students at or above proficiency(67%) will increase by 3% and the overall percentage of students making math gains (78%) will increase by 3%.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

I. STRATEGY 2: Implement the research-based strategy: plans and designs engaging, challenging, and relevant 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 in K-5 will implement the research-based strategy: plans and designs engaging, challenging, and relevant lessons to achieve student mastery based on state-adopted standards appropriate to the level of rigor	80%	85%	90%	95%	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 math scores until we reduce the % of students who are non-proficient by at least 50% by 2016.	3 rd 68% (32%) 4 th 65% (35%) 5 th 61% (39%)	3 rd 72% (28%) 4 th 69.375% (30.625%) 5 th 65.875% (34.125%)	3 rd 76% (24%) 4 th 76.75% (26.25%) 5 th 70.75% (29.25%)	3 rd 80% (20%) 4 th 78.125% (21.875%) 5 th 75.625% (24.375%)	3 rd 84% (16%) 4 th 82.5% (17.5%) 5 th 80.5% (19.5%)

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ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p>instruction and how to model for various learning styles through the use of professional literature</p> <p>Task 3: Establish math game library</p>	Walk-throughs	Math committee and math teachers	2012-2013	<p>Classroom Discussions K-6 by Suzanne Chapin PLC/ LESSON STUDY</p> <p>Increase math games</p>		<p>0100.5100.0510.0591.0000</p> <p>0100.5100.0520.0591.2013</p>
<p>2.3Teacher celebrates student successes</p> <p>Task 1: Grade levels will implement fact family fluency with incentives for student mastery.</p>	Incentives	Grade level teachers	2012-2013	Incentives	N/A	0100.5100.0510.0591.1183

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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 the end of the 2012-2013 year, 4th grade students scoring a satisfactory score or higher on the writing FCAT (81%) will increase by 3%.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

I. Strategy 3: Implement the research-based strategy: plans and designs engaging, challenging, and relevant 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
<p>II. ADULT IMPLEMENTATION INDICATOR(S): “CAUSE DATA”</p> <p>100% of teachers in K-5 will implement the research-based strategy: plans and designs engaging, challenging, and relevant lessons to achieve student mastery based on state-adopted standards appropriate to the level of rigor</p>	60%	70%	80%	90%	100%
<p>III. STUDENT PERFORMANCE INDICATOR(S): “EFFECT DATA”</p> <p>Students will consistently increase FCAT writing scores until we reduce the % of students who are non-proficient by at least 2016.</p>	<p>FCAT/EOC August 2012</p> <p>4th 81% (19%)</p>	<p>FCAT/EOC August 2013</p> <p>4th 83.375% (16.625%)</p>	<p>FCAT/EOC August 2014</p> <p>4th 85.75% (14.25%)</p>	<p>FCAT/EOC August 2015</p> <p>4th 88.125% (11.875%)</p>	<p>FCAT/EOC August 2016</p> <p>4th 90.5% (9.5%)</p>

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
<p>3.1 Demonstrate knowledge of research based practices of writing across content areas.</p> <p>TASK 1: Continue use of prompts for Clay Writes and Argyle Writes.</p> <p>TASK 2: develop and implement grade level rubrics to ensure consistency in expectation and scoring.</p> <p>TASK 4: Writing teachers will implement research based writing practices and strategies.</p>	<p>K-5 will complete 2 school wide writing assessments</p> <p>Rubrics</p> <p>observations</p>	<p>Writing teachers</p> <p>Writing teachers and writing committee</p> <p>Writing teachers</p>	<p>1st assessment- September 2012, 2nd assessment- January 2013</p> <p>September 2012</p> <p>2012-2013 School year/ ongoing</p>	<p>Resources (books) from Kathryn Robinson writing workshop</p>	<p>Kathryn Robinson writing workshop, grades 3-5</p>	<p>0100.6400.0310.0591.0000</p>

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GOAL 4: By the end of the year 2011-2012, students academic performance in science will improve by 8% in 5th grade over last year's FCAT results with 35% scoring satisfactory or higher.					
STRATEGIES, INDICATORS AND PROGRESS MEASURES					
I. Strategy 4: Implement the research-based strategy: plans and designs engaging, challenging, and relevant 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 in K-5 will implement the research-based strategy: plans and designs engaging, challenging, and relevant lessons to achieve student mastery based on state-adopted standards appropriate to the level of rigor	65%	75%	90%	95%	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% of all 5 th graders by 2016.	5 th 35% (65%)	5 th 43.125% (56.875%)	5 th 51.25% (48.75%)	5 th 59.375% (40.625%)	5 th 67.5% (32.5%)

2012-2013 SCHOOL IMPROVEMENT PLAN

IMPLEMENTATION DETAILS

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p>4.1 Integrate Reading Across the content areas</p> <p>TASK 1: PreK-2nd will utilize more books to expose students to non-fiction and information text via literacy centers and science centers</p> <p>TASK 2: 2nd-5th will utilize leveled science readers from National Geographic series during the reading block.</p>	<p><i>Lessons plans, walk throughs</i></p>	<p><i>teachers</i></p>	<p><i>2012-2013</i></p>	<p><i>Increase non-fiction books related to science strands</i></p>	<p><i>n/a</i></p>	<p><i>0100.5100.0520.0591.2013</i></p>
<p>4.2 Quality of Instruction: ask students to reflect on their understanding or what they are still confused about</p> <p>TASK 1: K-5th students will utilize science journals to summarize and clarify learning</p>	<p><i>Science journals</i></p>	<p><i>Administration</i></p>	<p><i>2012-2013</i></p>	<p><i>Paper copies of Performance Matters tests</i></p>	<p><i>n/a</i></p>	<p><i>0100.5100.0391.0591.1183</i></p>

2012-2013 SCHOOL IMPROVEMENT PLAN

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p>4.2 Engages students in problem solving, experimental inquiry, and/ or investigation tasks.</p> <p>Task 1: K-2nd grade teachers will coordinate five labs activities per year.</p> <p>Task 2: 3-5th grade teachers will coordinate at least four lab activities or demonstrations per grading period with demonstrates the scientific process.</p>	Lesson plans, attendance sheets for science lab	Teachers		Sustainable materials for the science lab	3-5 Teacher training on the new science text	0100.5100.0510.0591.1183
<p>4.3 Teachers will use enhanced classroom technology.</p> <p>Task 1: The teachers will utilize technology during their lessons such as internet resources, online textbook resources, and videos. 3-5th grade teachers will use Brain Pop as a science technology resource during their lessons.</p> <p>Task 2: During Technology class (resource class), 5th grade students will use websites to complete science lessons matching the curriculum being taught in their science classes.</p>	Lesson plans	Teachers 5 th grade teachers, Technology teacher	2011-2012 school year	Brain Pop Brain Pop Jr Science websites, online resources	Teacher technology training on Brain Pop if needed by team members	0100.5100.0510.0591.1182 0100.5100.0510.0591.1183 0100.5100.0510.0591.1181

2012-2013 SCHOOL IMPROVEMENT PLAN

SMART GOALS

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Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal.

GOAL 5: By the end of the 2012-2013 school year, parent involvement will be at 50% of the student population at before, during, and after school and community events.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

I. Strategy 5: Implement the research-based strategy of fostering two-way home/school communication with all stakeholders to support student learning and parent involvement.

*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
<p>II. ADULT IMPLEMENTATION INDICATOR (S): "CAUSE DATA"</p> <p>100% of teachers will implement the research-based strategy of fostering two-way home/school communication with all stakeholders to support student learning.</p>	60%	75%	90%	95%	100%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
<p>III. STUDENT PERFORMANCE INDICATOR (S): "EFFECT DATA"</p> <p>Grade levels will consistently increase parental involvement until reaching 100% improvement in attendance at all events, which will also positively impact academic achievement in all tested grades and content area by 2016.</p>	60%	75%	80%	90%	100%

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
<p>5.1 Teachers and staff volunteer resources and guidance as needed.</p> <p>Task1: Staff will create a yearly calendar of events to add to the monthly newsletter and website informing parents of upcoming events.</p> <p>Task 2: Grade levels will conduct parent nights to foster a connection between parents and the school (examples: 3-5th FCAT night, K-2nd Reading/ Math Night, Open House, Award Ceremonies, and 5th grade Promotion Ceremony)</p> <p>Task 3: Classroom teachers will maintain contact with parents (examples: newsletters, phone calls, planners, email distribution lists)</p>	<p>Newsletters, School Website, Volunteer sign in sheets, Meeting agenda</p>	<p>Administration, teachers, staff, Parents in Education Group (PIE)</p>	<p>2012-2013</p>	<p>Paper, donated door prizes,</p>		

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Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Safety & Discipline

GOAL 6: By the end of the 2012-2013 school year, there will be a reduction of discipline referrals due to a school-wide participation in Foundations.

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 and parent involvement.

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<p>II. ADULT IMPLEMENTATION INDICATOR (S): “CAUSE DATA”</p> <p>100% of teachers will implement the research-based strategy of fostering two-way home/school communication with all stakeholders to support student learning and behavior</p>	70%	75%	90%	95%	100%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
<p>III. STUDENT PERFORMANCE INDICATOR (S): “EFFECT DATA”</p> <p>Grade levels will consistently increase parental involvement in academics and behavioral goals.</p>	70%	75%	80%	90%	100%

2012-2013 SCHOOL IMPROVEMENT PLAN

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p>6.1 Teachers and staff volunteer resources and guidance as needed.</p> <p>Task1: Argyle will send a representative from each grade level to the county Foundations meeting. The team will come back to AES and disseminate information. The school will select targeted areas to improve behavior.</p>	<p>Faculty meetings, team meetings, rituals of school</p>	<p>Foundations team, faculty, and staff</p>	<p>2012-2013</p>	<p>walkies</p>		<p><i>0100.5100.0642.0591.1183</i></p>

2012-2013 SCHOOL IMPROVEMENT PLAN

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

Resources Needed: Material / Technology / Trainer			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount
			2010-2011 SIP budget 1181-639.43 2011-2012 SIP budget 1182-818.33 2012-2013 SIP budget 1183-2965.00
Reading 1.1.1	DRA Kits	0100.5100.0510.0591.1182	324.00
	Brain Pop/ Brain Pop Jr	0100.5100.0510.0591.1182 0100.5100.0510.0591.1181 0100.5100.0510.0591.1183	494.33 639.43 500.00
Reading 1.3.3 & Math 2.3.1	Paper to copy Performance Matters	0100.5100.0391.0591.1183	107.40
Science 4.2.1	Incentives	0100.5100.0510.0591.1183	300.00
	Science lab resources	0100.5100.0510.0591.1183	150.00
Subtotal: 2515.16			
Professional Development			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount
Conference/Workshop/Seminar/Institute/Online PD Goal and Action Step #(s) Title : Kathryn Robinson Writing Training Location: Lakeside Elementary Dates: August 10, 2012 Sponsoring Educational Institution: Lakeside Elementary	Mileage N/A Meals N/A Room N/A Registration N/A Substitute(s) N/A	Budget Strip 0100.6400.0310.0591.0000	138.00
Professional Learning Community Goal and Action Step #(s) Goal 1 Action Step 1.3 – Teach Like a Champion; Motivating Kids Who Don't Care Goal 2 Action Step 2.2- MathWork Stations; Classroom Discussion K-6	Materials List and Cost: Books, substitutes,	Budget Strip 0100.6400.0510.0591.0000 0100.5100.0510.0591.1183 0100.6400.0140.0591.0000	500.00 435.90 544.50

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Navigator Plus Activity Title: AES 12-13 PLC/ Lesson Study			
Lesson Study Goal and Action Step #(s) Goal 1 Action Step 1.3 – Teach Like a Champion Goal 2 Action Step 2.2- MathWork Stations; Classroom Discussion K-6 Navigator Plus Activity Title: AES 12-13 PLC/ Lesson Study	Materials List & Cost:	Budget Strip 0100.5100.0510.0591.1183 0100.6400.0140.0591.0000	(same as above) groups will meet as a PLC, but may continue further into a lesson study if they choose.
School Workshop Goal and Action Step #(s) 1.1.1 and 2.1.1 Navigator Plus Activity Title: AES 11/12 School Improvement/ Common Core	Materials List and Cost: Consultant Fee: Consultant Travel Expenses: Substitutes: Stipends:	Budget Strip 0100.5100.0510.0591.1183 0100.6400.0390.0591.0000	300.00 300.00
			Subtotal:2218.40
Other			
Goal Area and Action Step Number	Description of Resources	Budget Strip	Available Amount
Safety & Discipline 6.1.1	walkies	0100.5100.0642.0591.1183	1171.70
			Subtotal:
			Grand Total: 5905.26

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School-wide Training	Professional Development Details Goal the Activity is Supporting <u>Writing</u>			
	<ul style="list-style-type: none"> Action Step # 3.1.4 Name of Activity LES 2012-2013 Kathryn Robinson Best Practices in Writing Training Dates of Activity 8/10/12 Name of Consultant or Facilitator (if applicable) Kathryn Robinson Consultant Services Agreement (if applicable) handled by LSE Materials 			
	Budget Items Required			
	<ul style="list-style-type: none"> Action Step # 3.1.4 Name of Activity LES 2012-2013 Kathryn Robinson Best Practices in Writing Training Funding Source 0100.6400.0310.0591.0000 Cost of Consultant AES portion \$138 Cost of Materials Cost of Substitutes (if applicable) 			
Learning Community	Professional Development Details Goal the Activity is Supporting <u>Reading</u>			
(collaborative teams that gathers research and studies new programs or topics and shares their findings-must use Learning Community form)	<ul style="list-style-type: none"> Action Step # reading 1.2.3 Name of Activity AES 12-13 PLC/ Lesson Study Dates of Activity 2012-2013 Title of Book or Focus <i>Teach Like a Champion</i> and <i>Motivating Kids Who Don't Care</i> 			Our teachers will begin in various PLC's. If the PLC or a smaller number of teachers in the PLC desire to extend their PD into a lesson study, then they will be supported.
	Budget Items Required books, substitutes			
	<ul style="list-style-type: none"> Action Step # 1.2.3 Cost of Book/Teacher Materials 935.90 			
Learning Community	Professional Development Details Goal the Activity is Supporting <u>math</u>			
(collaborative teams that gathers research and studies new programs or topics and shares their findings-must use Learning Community form)	<ul style="list-style-type: none"> Action Step # reading 2.2.2 Name of Activity AES 12-13 PLC/ Lesson Study Dates of Activity 2012-2013 Title of Book or Focus <i>Math Work Stations</i> and <i>Classroom Discussions K-6Using Math Talk to Help Students Learn</i> 			Our teachers will begin in various PLC's. If the PLC or a smaller number of teachers in the PLC desire to extend their PD into a lesson study, then they will be supported.

2012-2013 SCHOOL IMPROVEMENT PLAN

	Budget Items Required books, substitutes			
	<ul style="list-style-type: none"> Action Step # 2.3.1 Cost of Book/Teacher Materials 544.50 			
Timelines				
Start Date: August 2, 2012	Ongoing during 2012-2013			
End date: September 21, 2012				
Budget				
Local FTE (function 6400-no project)	\$1482.50			
Project -				
Project -				
Project -				
Total Internal PD Budget (no project & project funds)				

Approvals

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.	<input type="checkbox"/>	<input type="checkbox"/>	Goal 3- Task 1-3 School-wide writing prompts aligned with Clay Writes, common rubrics by grade level teachers.

2012-2013 SCHOOL IMPROVEMENT PLAN

			Goal 2.2.2- Excel training related to monitoring student data.
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.	<input type="checkbox"/>	<input type="checkbox"/>	Kathryn A. Robinson WriteMath Enterprises Inc. Excel- consultant to be determined
Who will be trained?	<input type="checkbox"/>	<input type="checkbox"/>	Instructional (one- 2 nd , two- 3 rd , and three- 4 th , language arts teachers) Excel- all instructional
Date(s), Time(s), Location	<input type="checkbox"/>	<input type="checkbox"/>	August 10, 2012 Preplanning 8-3PM (Lakeside Elementary) Excel- 2013
Total Cost	<input type="checkbox"/>	<input type="checkbox"/>	138.00/ 300.00
Needs School Board approval	<input type="checkbox"/>	<input type="checkbox"/>	Handled by Lakeside
Complete budget line for expenses	<input type="checkbox"/>	<input type="checkbox"/>	0100.6400.0310.0591.0000
Name of facilitator/person responsible	<input type="checkbox"/>	<input type="checkbox"/>	Jeff Schriver Jessi Pullen
Training Details – Conferences, Workshops, Seminars, Institutes, Online PD			
Please use the comments section to provide the information requested.	Yes	No	Comments

2012-2013 SCHOOL IMPROVEMENT PLAN

Name of educational organization providing the training.	<input type="checkbox"/>	<input type="checkbox"/>	
Who will be trained?	<input type="checkbox"/>	<input type="checkbox"/>	
Date(s), Location	<input type="checkbox"/>	<input type="checkbox"/>	
Total Cost	<input type="checkbox"/>	<input type="checkbox"/>	
Complete budget line for expenses	<input type="checkbox"/>	<input type="checkbox"/>	
Name of facilitator/person responsible	<input type="checkbox"/>	<input type="checkbox"/>	
Timelines			
	Yes	No	Comments
Start Date August 2, 2012	<input type="checkbox"/>	<input type="checkbox"/>	
End Date September 21, 2012	<input type="checkbox"/>	<input type="checkbox"/>	
Budget			
Local FTE (function 6400-no project)	<input type="checkbox"/>	<input type="checkbox"/>	\$
Project -	<input type="checkbox"/>	<input type="checkbox"/>	
Project -	<input type="checkbox"/>	<input type="checkbox"/>	
Project -	<input type="checkbox"/>	<input type="checkbox"/>	
Total External PD Budget (no project & project funds)	<input type="checkbox"/>	<input type="checkbox"/>	

Approvals

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

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

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

2012-2013 SCHOOL IMPROVEMENT PLAN

Shannah Kosek: _____ Date: ___/___/___

2012-2013 SCHOOL IMPROVEMENT PLAN

SCHOOL NAME: Bannerman Learning Center

School Based Leadership Team

Response to Instruction/Intervention (RtI)

Identify the school-based RtI Leadership Team.

Mike Elia, Principal: Provides 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 and ensures adequate professional development to support RtI implementation.

Amanda George, Assistant Principal: Provides training and technical assistance to SBLTs to implement the PS/RtI Model as well as provide training, technical assistance and support for the collection and use of school-based data to develop and evaluate instruction and interventions in the academic and behavioral areas. Communicates with parents regarding school bases RtI plans and activities.

Amanda George and Nathan Mattox, Intervention Team Facilitators: Develop timeframes and schedule meetings based on the teacher and team input. ITFs also place students on the SST schedule if warranted.

Cynthia Gray, School Psychologist: The “lead” team member when behavior interventions are needed. Consults with SBLT in review of Tier 1 and Tier 2 data. Ms. Gray also conducts Tier 3 Problem-Solving Assessments as requested by the Intervention Team.

Leanne Adolf, Guidance Counselor: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, she continues to link child serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Basic Education Teachers: Provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities, and collaborate with each other through the learning community designed to investigate instructional strategies that are supportive within a diverse classroom setting.

Exceptional Student Education Teachers: Participate in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborate with each other through the learning community designed to investigate instructional strategies that are supportive within a diverse classroom setting.

Joan Kingston, School Social Worker: Provides interventions for attendance and issues that students may be in need of between parent, home, and school. Links 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 meets monthly to discuss the unique instructional needs of the students who are placed at BLC. Data is reviewed on each student as they enter and instructional needs are established; review of progress is on-going; students found to be unsuccessful either academically or behaviorally are reviewed and alternate plans are implemented. Bannerman's RtILT will implement RtI based referrals from other Clay County Schools. Bannerman Learning Center is a Tier 2 intervention for students already in the process of an RtI referral. Tier 3 interventions will be tracked by the student's teachers and the RTILT. Members of the RTILT will coordinate with staff during PLC, faculty, and individual meetings to ensure relevant information is being shared with the appropriate staff.

2012-2013 SCHOOL IMPROVEMENT PLAN

SCHOOL NAME: Bannerman Learning Center

School Based Leadership Team

- 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?

Group members reviewed data at the end of the year, reviewed the 2011-2012 plan, and made recommendations to enhance student education at BLC. The BLC T.I.E.R. program is an example of the type of program developed utilizing the RtI problem solving model. Student disrespect and noncompliance were areas of discipline identified as areas requiring attention. The T.I.E.R. program addresses those areas and allows the teacher to concentrate on instruction. Based on the T.I.E.R. program a student always knows the expectations and if they have achieved the necessary levels of behavior to be successful.

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: Performance Matters Reading, Math, and Science Benchmarks, Florida Comprehensive and Assessment Test (FCAT), COMPASS Learning (Algebra 1) Progress Monitoring: Performance Matters Reading, Math, and Science Benchmarks, Running Records, Clay Writes, Compass Learning (Algebra 1). End of Year: FCAT, Algebra and Geometry end of course exams, FCAT Writes, Biology end of course exam. Data analysis will be weekly and discussed in PLC's. Upon entrance of all BLC students, Performance Matters will be administered as a pre and posttest in the areas of Reading, Math, and Science. This will show individual student growth, teacher effectiveness, and areas of student weakness - so that they can be emphasized during their attendance at BLC.

- Describe the plan to train staff on RtI.

Professional development is provided during Faculty and PLC meetings. RtILT members share their knowledge with their co-workers and share ideas and strategies throughout the year. There will be an emphasis on Tier 2 and Tier 3 intervention implementation at Bannerman and faculty trainings will target this need.

Literacy Leadership

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

The Literacy Leadership Team (LLT) 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.

The team consists of Phylliss Moses (LEAD), Katy Wood (LEAD), David Rochester, Kim Marshall, Lloyd Thurman, Mary West, Marianna Bumbut, Jim Dunlap, Denise Smith, Susan Kapeghian, Kim Dubis, Robin Deel, Cathleen Church, Len Edgar, Annie Smith, Susan Horn, Felicia Johnson. Additionally, the team 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.

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

Monthly meetings are used for the team members to discuss BLC's issues related to literacy. The LLT uses current best practices to suggest literacy activities for all content areas and grades. At the monthly meetings, members identify areas of student improvement utilizing student data and state testing trends. Once specific areas are identified, the team designs sample lesson plans and activities to be disseminated to all faculty members. All activities are evaluated for effectiveness utilizing school based data and instructor input.

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

The focus of LLT will involve the analysis of the data and lesson planning according to the data. We will also target Tier Two strategies for our school as appropriate for our student population. In addition, improving the use of technology to engage our learners and allow teachers to access resources available in the classrooms.

2012-2013 SCHOOL IMPROVEMENT PLAN

SCHOOL NAME: Bannerman Learning Center

School Based Leadership Team

Professional Learning Communities are in place at BLC to ensure that cross curricular learning takes place. Content area teachers implement the reading strategies learned through professional development that has already occurred. Last year the faculty studied "Strategies That Work" - a manual that proposes reading strategies that are proven through research to be effective. This year our teachers have had a year to determine what works for them and what doesn't, and they will use those strategies in their classrooms to improve reading throughout the school. Students will participate in reading activities and lessons that are developed with a school-wide theme as the foundation throughout the entire year. The concept is designed to provide students across the school will similar experiences, so that discussion can be facilitated. Our reading coach is utilized to support teachers for each initiative.

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.

The LLT uses current best practices to suggest literacy activities for all content areas and grades. Professional Learning Communities are in place at BLC to ensure that cross curricular learning takes place. Content area teachers implement the reading strategies learned through professional development that is ongoing. Lead teachers are available to model appropriate reading strategies. Administrators and peer teachers monitor classroom activities using walkthroughs and observations. Faculty members are invited to share and discuss the effectiveness of activities.

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?

Bannerman Learning Center is proactive in making the correlation between education and a student's bright future. Due to the unique nature of our institution, students are in smaller classrooms with subject matter experts. These experts are well versed in demonstrating the need for lifelong learning and relevance of material. The Leadership Team at BLC is always looking for new opportunities to demonstrate how the business world functions. Numerous student groups are involved in business ventures to educate students on the relationship between education and profitable ventures.

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 - Due to the nature of the programs at BLC and the smaller class sizes, mentoring and remediation are a part of the T.I.E.R and Success Systems. The computer lab is also open and staffed for student use Monday - Thursday after school.
- Service Learning - The guidance department posts information about service opportunities.
- Alternative Schooling – CVA and Compass are available for initial credit and credit recovery.
- After School Opportunities – The computer lab is open and staffed for student use Monday – Thursday. Clay Virtual is available to all students in the county. CCSD also provides adult education courses at OPHS after school for credit recovery.

2012-2013 SCHOOL IMPROVEMENT PLAN

Early Interventions

- Early Childhood Education - Bannerman Learning Center has a child care program on site for teen parents. Faculty children can also enroll in this program if space permits.
- Family Engagement - Teen parents participate in Child Development courses. The school social worker assists teens in crisis and links them with services.
- Early Literacy Development – All Nursery rooms contain books and have appropriate literature introduced at the appropriate age.

Making the Most of Instruction

- Professional Development – All professional development conducted at BLC is vetted by two different committees prior to being approved by the Leadership team. All themes are rated based on best practices, relevance and effectiveness.
- Active Learning – BLC must engage all students in a relevant fashion to increase effectiveness of instruction. Teachers are highly encouraged to engage students in meaningful ways.
- Educational Technology – All BLC students are encouraged to enroll in CVA to increase technological awareness. All classrooms are enhanced to maximize student exposure to technological advancements.
- Individualized Instruction – Students participate in diagnostic testing after orientation. Diagnostic testing allows teachers to be able to determine the best possible classes for all students.

Making the Most of the Wider Community

- Systemic Renewal – AT BLC committees are always looking for ways to increase active learning in all areas. Due to BLC’s small campus and unique mission reform can happen quickly and effectively.
- School-Community Collaboration – BLC has reestablished SAC to increase collaboration between community, student and parent stakeholders.
- Career and Technical Education – BLC is always looking for new and exciting ways to prepare students for high skill, high wage careers. Currently students may learn skills in culinary, carpentry, and child care assistant.
- Safe Schools – BLC is a fundamentally safe school due to the high number of staff and faculty to student ratio. BLC has a required dress code and all students are greeted in the morning as well as the afternoon.

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](#).

Based on the 2010 High School Feedback Report, Bannerman Learning Center must enhance the college prep course selections available to students. This year Bannerman is blazing a path with the advent of Clay Virtual Academy in our schools. Students are encouraged to complete remedial courses and to strengthen their core skills by challenging themselves with college preparatory material. Course and credit recovery opportunities are available through CVA and Compass Learning which provides online instruction at school and/or at home. All students are encouraged to participate in the ACT/SAT/CPT testing and develop a post graduate plan. BLC continues to be an institution that inspires and allows students the opportunity to meet their full potential.

2012-2013 SCHOOL IMPROVEMENT PLAN

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:** Discipline

GOAL 1: By 2013, 30% of students (with an emphasis on LQ) will achieve proficiency (FCAT Level 3 or above) in Reading and 100% Level 1 students will make learning gains as compared to previous years FCAT data.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

I. STRATEGY 1: Implement the research-based strategy of using higher order questioning techniques in order to increase the higher order thinking of students in Reading.

*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
<p align="center">II. ADULT IMPLEMENTATION INDICATOR (S): "CAUSE DATA"</p> <p>100% of teachers will implement the research-based strategy of using higher order questioning techniques, in order to increase the higher order thinking of students in Reading.</p>	61%	75%	85%	95%	100%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
<p align="center">III. STUDENT PERFORMANCE INDICATOR(S): "EFFECT DATA"</p> <p>Bannerman Learning Center will consistently increase their FCAT 2.0 Reading Scores by reducing the % of non-proficient by at least 50% by 2016</p>	<p>FCAT L3 or greater- All grades 17.9% (10.26)</p> <p>7th - 16.7% (10.41) 8th - 8.3% (11.5) 9th - 33.3% (8.34) 10th - 20.0% (10.0) 11th - 17.3% (10.34) 12th - 0/2 - 0% (12.5)</p>	<p>All grades- 28.16%</p> <p>7th - 27.11% 8th - 19.8% 9th - 41.64% 10th - 30.0% 11th - 27.64% 12th - 12.5%</p>	<p>All grades - 38.42%</p> <p>7th - 37.52% 8th - 31.3% 9th - 49.98% 10th - 40.0% 11th - 37.98% 12th - 25.0%</p>	<p>All grades - 48.68%</p> <p>7th - 47.93% 8th - 42.8% 9th - 58.32% 10th - 50.0% 11th - 48.32% 12th - 37.5%</p>	<p>All grades - 58.94%</p> <p>7th - 58.34% 8th - 54.3% 9th - 66.7% 10th - 60.0% 11th - 58.66% 12th - 50.0%</p>

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
<p>1.1-</p> <p><i>Teacher asks explicit questions that require students to infer.</i></p> <p><i>Task 1: Teachers will model examples of higher order questioning through lessons and various other activities.</i></p>	<p><i>Walkthroughs, Instructional Performance Appraisal</i></p>	<p><i>Principal , Assistant Principal, Literacy Leadership Team</i></p>	<p><i>August- June</i></p>	<p><i>Bloom’s Taxonomy/ Professional Development provided by the Literacy Leadership Team</i></p>	<p><i>Possible examples of higher order questioning and classroom work samples as models to share with faculty.</i></p>	<p><i>No funding required.</i></p>
<p>1.2</p> <p><i>Students are asked to explain and defend their inferences.</i></p> <p><i>Task 1: Teachers will reinforce and encourage inference by giving meaningful and immediate feedback.</i></p>	<p><i>Walkthroughs, Instructional Performance Appraisal</i></p>	<p><i>Principal , Assistant Principal, Literacy Leadership Team</i></p>	<p><i>August- June</i></p>	<p><i>Professional Development provided by the Literacy Leadership Team</i></p>	<p><i>Provide resources for utilization and design of teacher made rubrics that address inference.</i></p>	<p><i>No funding required.</i></p>

2012-2013 SCHOOL IMPROVEMENT PLAN

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: Discipline,

GOAL 2. By 2013, 40% of students will achieve proficiency (FCAT Level 3 or above) in Math, 35% will achieve proficiency on the Algebra 1EOC, and 25% will achieve proficiency on the Geometry EOC.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

- I. STRATEGY 2: Uses diagnostic student data from formative assessments to develop differentiated instruction and strategies to monitor student learning based on individual student 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
<p>II. ADULT IMPLEMENTATION INDICATOR (S): “CAUSE DATA”</p> <p>100% of teachers will use diagnostic student data from formative assessments to develop differentiated instruction and strategies to monitor student learning based on individual student needs in the area of Math.</p>	50%	75%	100%	100%	100%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
<p>III. STUDENT PERFORMANCE INDICATOR (S): “EFFECT DATA”</p> <p>Bannerman Learning Center will consistently increase their FCAT 2.0 Math and EOC Math Scores by reducing the % of non-proficient by at least 50% by 2016.</p>	<p>FCAT- L3 or greater All grades 27%(9.13)</p> <p>7th- 16.7%(10.41) 8th- 25.0% (9.38) 9th- 33.3% (8.34) 10- 0 11- 0/3- 0% (12.5) 12- 100%</p> <p>Algebra1 EOC L3- All grades 23.8%(9.53) 10th - 30.8% (8.65) 11th - 16.7% (10.41)</p> <p>Geometry EOC L3 All grades -7.7% (11.54) 11th - 10% (11.25) 12- 0/3-0% (12.5)</p>	<p>All grades 36.13%</p> <p>7th - 27.11% 8th- 34.38% 9th- 41.46% 11th - 12.5%</p> <p>All grades -33.33%</p> <p>10th - 39.45% 11th - 27.11%</p> <p>All grades 19.24%</p> <p>11th - 21.25% 12th - 12.5%</p>	<p>All grades 45.26%</p> <p>7th - 37.52% 8th - 43.76% 9th - 49.98% 11th - 25.0%</p> <p>All grades - 42.86%</p> <p>10th - 48.1% 11th - 37.52%</p> <p>All grades 30.78%</p> <p>11th - 32.5% 12th - 25.0%</p>	<p>All grades 54.39%</p> <p>7th - 47.93% 8th - 53.14% 9th - 58.34% 11th - 37.5%</p> <p>All grades -52.69%</p> <p>10th - 56.75% 11th - 47.93%</p> <p>All grades 42.32%</p> <p>11th - 43.75% 12th - 37.5%</p>	<p>All grades 63.52%</p> <p>7th - 58.34% 8th - 65.52% 9th - 66.7% 11th - 50.0%</p> <p>All grades -62.52%</p> <p>10th - 65.4% 11th - 58.34%</p> <p>All grades 53.86%</p> <p>11th - 55.0% 12th - 50.0%</p>

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
<p>2.1 Teacher utilizes Performance Matters data reports to record and monitor student progress.</p> <p><i>Task 1: Teachers will access PM data to monitor student progress and determine the areas needed to concentrate instruction.</i></p>	<p><i>Data notebooks, lesson plans, formal and informal assessments</i></p>	<p><i>Teachers and administrators</i></p>	<p><i>August-June</i></p>	<p><i>Access to Performance Matters in all classrooms.</i></p>	<p><i>Performance Matters inservice update, Opportunity to review data with curriculum team.</i></p>	<p><i>No funding required.</i></p>
<p>2.2 Can identify the learning needs of all students.</p> <p><i>Task 1: Teachers will utilize the available learning information for all students to help assess the optimum learning environment for the assigned students.</i></p>	<p><i>Differentiated lesson plans, samples of student work</i></p>	<p><i>Teachers, Guidance Counselor, and administrators</i></p>	<p><i>August- June</i></p>	<p><i>Access to Performance Matters, IEP Star, and CPALMS</i></p>	<p><i>Provide information regarding various learning styles and teaching strategies</i></p>	<p><i>No funding required.</i></p>

2012-2013 SCHOOL IMPROVEMENT PLAN

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:** Discipline

GOAL 3: By 2013, the number of students in grades 8 and 10 scoring 4.0 or higher on FCAT writes will increase by 10%.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

I. **Strategy 3: Implement the research-based strategy of using higher order questioning techniques in order to increase the higher order thinking of students in Writing.**

*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 using higher order questioning techniques, in order to increase the higher order thinking of students in Writing.	61%	75%	85%	95%	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” Bannerman Learning Center will consistently increase their FCAT Writes Scores by reducing the % of non-proficient by at least 50% by 2016.	L3 or greater All grades- 48.6%(6.43) 7 th -0 8 th - 0/3-0% (12.5) 9 th - 45.5% (6.81) 10 - 0 11 th - 57%(5.38)	All grades - 55.03% 8 th - 12.5 % 9 th - 52.31% 11 th - 62.38%	All grades- 61.46% 8 th - 25.0% 9 th - 59.12% 11 th - 67.76%	All grades - 67.89% 8 th - 37.5% 9 th - 65.93% 11 th - 73.14%	All grades - 74.32% 8 th - 50.0% 9 th - 72.74% 11 th - 78.52%

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
<p>3.1</p> <p><i>Teacher asks explicit questions that require students to infer.</i></p> <p>Task 1: Teachers will model examples of higher order questioning through lessons and various other activities.</p>	<p>Walkthroughs, Instructional Performance Appraisal</p>	<p>Teachers and Administrators</p>	<p>August-June</p>	<p>Bloom's Taxonomy/ Professional Development provided by the Literacy Leadership Team</p>	<p>Possible examples of higher order questioning and classroom work samples as models to share with faculty.</p>	<p>No funding required.</p>
<p>3.2</p> <p><i>Students are asked to explain and defend their inferences.</i></p> <p>Task 1: Teachers will reinforce and encourage inference by giving meaningful and immediate feedback.</p>	<p>Walkthroughs, Instructional Performance Appraisal</p>	<p>Principal, Assistant Principal, Literacy Leadership Team</p>	<p>August- June</p>	<p>Professional Development provided by the Literacy Leadership Team</p>	<p>Provide resources for utilization and design of teacher made rubrics that address inference.</p>	<p>No funding required.</p>

2012-2013 SCHOOL IMPROVEMENT PLAN
School District of Clay County

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>Discipline</u>					
GOAL 4: By 2013, 35% of students will achieve proficiency (FCAT Level 3 or above) in Science, and 20% will achieve proficiency on the Biology EOC.					
STRATEGIES, INDICATORS AND PROGRESS MEASURES					
I. Strategy 4: Implement the research-based strategy of using higher order questioning techniques in order to increase the higher order thinking of students in Science.					
*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 using higher order questioning techniques, in order to increase the higher order thinking of students in Science.	50%	75%	100%	100%	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" Bannerman Learning Center will consistently increase their Biology EOC Scores by reducing the % of non-proficient by at least 50% by 2016	FCAT Science-L3 or greater All grades- 21.4% (9.83) 8 th - 0/2 – 0% (12.5) 9 th – 27.3% (9.09) Biology EOC- L3 (12.05) All grades - 3.6% 10 th – 8.3% (11.47) 11 th - 0/14-0% (12.5)	All grades - 31.23% 8 th – 12.5% 9 th - 36.39%	All grades -41.06% 8 th – 25.0% 9 th - 45.48%	All grades – 50.89% 8 th – 37.5% 9 th - 54.57%	All grades – 60.72% 8 th – 50.0% 9 th - 63.66%
	All grades – 15.65% 10 th – 19.77% 11 th - 12.5%	All grades – 27.7% 10 th - 31.17% 11 th - 25.0%	All grades- 39.75% 10 th - 42.64% 11 th - 37.5%	All grades – 51.8% 10 th - 54.11% 11 th - 50.0%	

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
<p>4.1-</p> <p><i>Teacher asks explicit questions that require students to infer.</i></p> <p><i>Task 1: Teachers will model examples of higher order questioning through lessons and various other activities.</i></p>	<p><i>Walkthroughs, Instructional Performance Appraisal</i></p>	<p><i>Principal , Assistant Principal, Literacy Leadership Team</i></p>	<p><i>August- June</i></p>	<p><i>Bloom’s Taxonomy/ Professional Development provided by the Literacy Leadership Team</i></p>	<p><i>Possible examples of higher order questioning and classroom work samples as models to share with faculty.</i></p>	<p><i>No funding required.</i></p>
<p>4.2</p> <p><i>Students are asked to explain and defend their inferences.</i></p> <p><i>Task 1: Teachers will reinforce and encourage inference by giving meaningful and immediate feedback.</i></p>	<p><i>Walkthroughs, Instructional Performance Appraisal</i></p>	<p><i>Principal , Assistant Principal, Literacy Leadership Team</i></p>	<p><i>August- June</i></p>	<p><i>Professional Development provided by the Literacy Leadership Team</i></p>	<p><i>Provide resources for utilization and design of teacher made rubrics that address inference.</i></p>	<p><i>No funding required.</i></p>

2012-2013 SCHOOL IMPROVEMENT PLAN

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:** Discipline.

GOAL 5: By 2013, parent involvement at BLC will improve by 25% over the previous year as measured by the return of Success Sheets, WSRs and attendance at conferences and hearings.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

I. Strategy 5: Fosters two-way home/school communication with all stake holders 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 the teachers will implement the T.I.E.R Behavior Plan or The Success System to foster two-way communication and promote academic and behavioral achievement.	45%	100%	100%	100%	100%
	Parent Involvement August 2012	Parent Involvement August 2013	Parent Involvement August 2014	Parent Involvement August 2015	Parent Involvement August 2016
III. STUDENT PERFORMANCE INDICATOR (S): "EFFECT DATA" Grade levels will consistently increase parental involvement until reaching 80% as evidenced by returning the signed Success Sheet or Weekly Summary Report and by parental involvement and attendance at hearings and parent conferences.	25%	50%	80%	90%	100%

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
<p>5.1 <i>All teachers will participate in the T.I.E.R Plan or the Success System to ensure a relay of information regarding student performance.</i></p> <p><i>Task 1: Teachers will be trained on the behavioral program at BLC.</i></p> <p><i>Task 2: Teachers will maintain a phone log to document all phone communication with parents.</i></p>	<p><i>Parent Attendance at conferences and hearings</i></p> <p><i>Return of Success Sheets and Weekly Summary Reports</i></p>	<p><i>Teachers, Parents Administrators</i></p>	<p><i>August - June</i></p>	<p><i>Weekly Summary Report and Success Sheets</i></p>	<p><i>Following initial training, continuous reinforcement and monitoring of the implementation of the behavioral plans</i></p>	<p><i>No funding required.</i></p>

2012-2013 SCHOOL IMPROVEMENT PLAN

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>Discipline</u> ,					
GOAL 6: By 2013, BLC will improve school climate by decreasing Level II, Level III and Level IV discipline occurrences by					
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.					
*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 create a safe, organized, flexible, inclusive, collaborative, student-centered learning environment that maintains an atmosphere of respect for all areas of diversity by implementing the T.I.E.R. Plan or the Success System.	45%	100%	100%	100%	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
III. STUDENT PERFORMANCE INDICATOR (S): "EFFECT DATA" Bannerman Learning Center will consistently increase student achievement by decreasing the percentage of discipline occurrences.	(need grade specific discipline data) 451 total DR	225 total DR	115 total DR	75 total DR	50 total DR

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
<p>6.1 Teacher recognizes potential disruptions and acts accordingly</p> <p><i>Task 1: Teachers will utilize the T.I.E.R. program to minimize disruptions and maintain classroom integrity.</i></p>	<p><i>Behavior Incident Reports, Discipline Referrals</i></p>	<p><i>Teacher, Administrators, Assistants</i></p>	<p><i>August-June</i></p>	<p><i>T.I.E.R Program, Behavior Incident Reports</i></p> <p><i>Success System</i></p>	<p><i>Initiate T.I.E.R Program</i></p> <p><i>Utilize Success System</i></p> <p><i>Behavior Modification: What It Is and How To Do It in PLCs</i></p>	<p><i>Books provided by private donation. No additional funding required.</i></p>
<p>6.2 Teacher proactively addresses misbehavior</p> <p><i>Task 1: Teachers will document behavioral incidents to determine the most appropriate method of behavior modification.</i></p>	<p><i>Behavior Incident Reports, Discipline Referrals</i></p>	<p><i>Teacher, Administrators, Assistants</i></p>	<p><i>August-June</i></p>	<p><i>T.I.E.R Program, Behavior Incident Reports</i></p> <p><i>Success System</i></p>	<p><i>Initiate T.I.E.R Program</i></p> <p><i>Utilize Success System</i></p> <p><i>Behavior Modification: What It Is and How To Do It in PLCs</i></p>	<p><i>No additional funding required.</i></p>

2012-2013 SCHOOL IMPROVEMENT PLAN

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.

2012-2013 SCHOOL IMPROVEMENT PLAN

SCHOOL NAME: Charles E. Bennett Elementary

School Based Leadership Team

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.
 - 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.

2012-2013 SCHOOL IMPROVEMENT PLAN

SCHOOL NAME: Charles E. Bennett Elementary

School Based Leadership Team

- 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.

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

2012-2013 SCHOOL IMPROVEMENT PLAN

- 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](#).

2012-2013 SCHOOL IMPROVEMENT PLAN

School District of Clay County

SMART GOALS

SMART = Specific Measurable Attainable Realistic Timely

Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal.

GOAL 1: By 2013, 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. (Percent of non-proficient students)	3 rd 57% (43%) 4 th 55% (45%) 5 th 62% (38%) 6 th 56% (44%) Overall 60% (40%)	3 rd 62.375% (37.625%) 4 th 60.625% (39.375) 5 th 66.75% (33.25%) 6 th 61.5% (38.5%)	3 rd 67.75% (32.25%) 4 th 66.25% (33.75%) 5 th 71.5% (28.5%) 6 th 67% (33%)	3 rd 73.125% (26.875%) 4 th 71.875% (28.125%) 5 th 76.25% (23.25%) 6 th 72.5% (27.5%)	3 rd 78.5% (21.5%) 4 th 77.5% (22.5%) 5 th 81% (19%) 6 th 78% (22%) Overall 80% (20%)

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
<p>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.</p>	<p>Classroom walk-throughs, schedules, Co-teaching (documented in lesson plan), lesson plans</p>	<p>Classroom teachers/Administration</p>	<p>On-going</p>	<p>Materials available through Core curriculum, Professional library, FCRR Principal, Curriculum Coach and learning communities</p>	<p>Differentiating instruction strategies (Kagan Cooperative Learning Structures) Learning Community: <i>The Daily Five</i> by Gail Boushey District-Wide Pre-Planning Common Core Training</p>	<p>4013 1630 0000 0000</p>
<p>1.2 Teachers utilize enhanced classroom technology</p> <p>Task 1: Teachers will receive training (if needed) on using the MOBI/projector in their classroom</p> <p>Task 2: To reinforce a skill and provide for an interactive visual, teachers will use Enhanced Classroom</p>	<p>Sign-in sheets, feedback, team minutes of collaborative sharing</p> <p>Observation</p>	<p>Principal</p> <p>Principal</p>	<p>On- going</p> <p>On-going</p>	<p>Appropriate functioning technology in all classrooms</p> <p>Enhanced classroom software</p>	<p>Learning Community of teachers sharing strategies</p> <p>Possible demonstrations for teachers needing assistance</p>	

2012-2013 SCHOOL IMPROVEMENT PLAN

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material/ Technology/ Trainer	Related PD	Funding/Funding Source
<p><i>Software to create lessons</i></p> <p>Task 3: Teachers will use the Student Response System, CPS, during class to motivate, increase engagement, and receive immediate feedback to guide instruction.</p> <p>Task 4: Teachers to observe in other classrooms to gain knowledge of specific lessons to aid in reading in all areas.</p>	<p>Grade book, lesson plan, observation</p> <p>Observation form (data binder); schedule of observations Administration/Teacher feedback Student work samples.</p>	<p>3rd – 6th Teachers, grade level chairs and principal</p> <p>Teachers, grade level chairs and principal</p>	<p>Pre-planning, August – June</p> <p>August - June</p>	<p>Common planning time schedule to share instructional strategies</p>	<p>Company representative will provide training; Peer observations; Learning Community to generate instructional strategy samples and review practices</p> <p>Beginning Teacher Support</p>	<p>1182/1183</p>
<p>1.3 Use differentiated instruction in small group to target students for higher order thinking skills and increased ability in problem solving skills.</p>	<p>FCAT Weekly tests, Performance Matters, observations, walk-throughs Classroom Teachers</p>	<p>Administration, Curriculum Coach, Classroom teachers</p>	<p>August-June</p>	<p>LC book: <i>Make Just One Change in Teaching: Teach Students to Ask Their Own Questions:</i> Common Core Question Stems Trainer: Curriculum Coach and District Curriculum Specialist</p>	<p>District-Wide Pre-Planning Common Core Training, Learning Community for <i>Make Just One Change in Teaching: Teach Students to Ask Their Own Questions;</i> Exemplary Classroom Questioning by Pagliaro</p>	<p>0000 4013</p>

2012-2013 SCHOOL IMPROVEMENT PLAN

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material/ Technology/ Trainer	Related PD	Funding/Funding Source
<p>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</p>	<p>Weekly Phonics and vocabulary assessments and FAIR Lesson Plans</p>	<p>3-5 teachers and curriculum coach</p>	<p>2012-2013 school year</p>	<p>Technology, Curriculum Coach</p>	<p>District-Wide Pre-Planning Common Core Training; Word Journeys</p>	
<p>1.5 School-wide Accelerated Reader Program</p> <p><i>Task 1: Incentive program</i> <i>Task 2: Wild About Wednesday Drop Every Thing and Read</i></p>	<p>AR average correct and points calculated AR reports</p>	<p>Administrators, Curriculum Coach, Classroom teacher</p>	<p>Sept-May</p>	<p>Technology: Classroom computers to allow students opportunity to test; staff created announcements to motivate students to read.</p> <p>Trainer: Curriculum Coach</p>	<p>AR training periodically to align school goals and strategies for use, Beginning Teacher Support Team</p>	<p>1183/1182 0000</p> <p>1182/1183</p>
<p>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</p>	<p>FAIR Assessment Data (K-6), Weekly FCAT and Treasures Assessments, Running Records, Accelerated Reader and limited SuccessMaker</p>	<p>Curriculum Coach, Teacher, and Administration</p>	<p>August - June</p>	<p>Direct instruction materials and training for teachers new to implementation; Data system to monitor students</p>	<p>Differentiated instruction strategies, explicit instruction, District-Wide Pre-Planning Common Core Training</p>	

2012-2013 SCHOOL IMPROVEMENT PLAN

School District of Clay County

SMART GOALS

SMART = Specific Measurable Attainable Realistic Timely

Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal,

GOAL 2: By 2013, 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
<p>II. ADULT IMPLEMENTATION INDICATOR (S): “CAUSE DATA”</p> <p>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.</p>	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
<p>III. STUDENT PERFORMANCE INDICATOR (S): “EFFECT DATA”</p> <p>Students will consistently increase their FCAT Math scores until we reduce the % of students who are non-proficient by at least 50% by 2016.</p> <p>(Percent of non-proficient students)</p>	<p>3rd 67% (33%) 4th 67% (33%) 5th 60% (40%) 6th 54% (46%)</p> <p>Overall 64% (36%)</p>	<p>3rd 71.125% (28.875%) 4th 71.125% (28.875%) 5th 75% (35%) 6th 59.75% (40.25%)</p>	<p>3rd 75.25% (24.75%) 4th 75.25% (24.75%) 5th 80% (30%) 6th 65.5% (34.5%)</p>	<p>3rd 79.375% (20.625%) 4th 79.375% (20.625%) 5th 85% (25%) 6th 71.25% (28.75%)</p>	<p>3rd 83.5% (16.5%) 4th 83.5% (16.5%) 5th 90% (20%) 6th 77% (23%) Overall 82% (18%)</p>

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
<p>2.1 Following a deep analysis of student data, identify the trends within the data.</p> <p>Task 1: 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.</p>	<p>Revised curriculum maps, notes from meetings</p>	<p>Vertical Team Facilitators, Vertical Team Members, Curriculum Coach</p>	<p>August 2012-2013</p>	<p>Curriculum Maps, 2012 FCAT data</p>	<p>RtI Training</p>	
<p>2.2 Teachers will model concepts using manipulatives.</p> <p>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.</p> <p>Task 2: Teachers will plan to integrate the use of manipulatives to scaffold</p>	<p>Lesson plan evaluations, team data meeting agendas, Data Chat agenda, classroom walk-through</p>	<p>Principal, AP, Curriculum Coach, Teachers</p>	<p>August 2012-June 2013</p>	<p>Manipulatives, textbooks, Teaching student centered mathematics grades 5-8, 3-5</p>	<p>District-Wide Pre-Planning Common Core Training</p>	

2012-2013 SCHOOL IMPROVEMENT PLAN

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<i>the transition from concrete to abstract thinking in mathematics.</i>						
<p>2.3 Teachers will utilize enhanced classroom technology.</p> <p>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.</p>	<p><i>Lesson plan evaluations, data meeting agenda, Data Chat agenda, classroom walk-through</i></p>	<p><i>Grade level chairs, Principal, AP, Teachers, Technology Coach, Curriculum Coach</i></p>	<p><i>August 2012-June 2013</i></p>	<p><i>CPS, MobiView, software, projector, computer Scott LeDuc, Tech Coach, Tech Proficient Teachers</i></p>	<p><i>CPS Training, job embedded support from Technology Coach & teachers with tech proficiency, data analysis support from Curriculum Coach</i></p>	<p><i>4013 0000 1183</i></p>

2012-2013 SCHOOL IMPROVEMENT PLAN

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 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%
	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 of non-proficient students)	4 th 7% (93%)	4 th 18.625% (81.375%)	4 th 30.25 % (69.75%)	4 th 41.875% (51.825%)	4 th 53.5% (46.5%)

2012-2013 SCHOOL IMPROVEMENT PLAN

IMPLEMENTATION DETAILS

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p>3.1</p> <p><i>Teachers demonstrate knowledge of research-based best practices of writing across the content areas.</i></p> <p><i>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.</i></p>	<p>Agendas Sign-Ins</p>	<p>Teachers, curriculum specialists, principal</p>	<p>In-service</p>	<p>Paper, ink, journals, substitutes, professional development days, demonstrations, technology</p>	<p>Six Writing Traits +1, District-Wide Pre-Planning Common Core Training</p>	<p>0000 4013</p>
<p>3.2</p> <p><i>Teachers use the Common Core for content and grade level.</i></p> <p><i>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.</i></p>	<p>Observation forms, Administration, Demonstrations from teachers, lesson plans</p>	<p>Administration, Teachers, Title I Curriculum Coaches, CEB Curriculum Coach</p>	<p>2012 – 2013 School Year</p>	<p>Substitutes, Paper, Ink, Student Data</p>	<p>Six Writing Traits +1, District-Wide Pre-Planning Common Core Training</p>	

2012-2013 SCHOOL IMPROVEMENT PLAN

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p>3.3 <i>Students are organized into groups to practice skill, strategy or process.</i></p> <p>Task 1: <i>Provide systemic and systematic interventions for students failing or at-risk of academic failure.</i></p> <p>Focus: <i>Writing tutoring after school for students scoring below level.</i></p> <p>Focus: <i>Volunteers assisting students with writing.</i></p> <p>Focus: <i>Using Caught Ya! for proper grammar reinforcement.</i></p>	<p>Documentation of Data meetings and Data Chats</p>	<p>Classroom teachers, Principal, Curriculum Specialists</p>	<p>October 2012 – March 2013</p>		<p>Six Writing Traits +1</p>	<p>0000 4013 1113</p>

2012-2013 SCHOOL IMPROVEMENT PLAN

School District of Clay County

SMART GOALS					
SMART = Specific Measurable Attainable Realistic Timely					
<p>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: Parental Involvement Goal 6: Other: Ex. School Climate, Attendance, other measureable school-specific goal,</p>					
<p>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.</p>					
STRATEGIES, INDICATORS AND PROGRESS MEASURES					
<p>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.</p>					
<p>*PROGRESS MEASURES ARE FOR THE PURPOSE OF REACHING YOUR 3-5 YEAR SCHOOL IMPROVEMENT GOALS AND AMO'S.</p>	<p>PROGRESS MEASURE August 2012</p>	<p>PROGRESS MEASURE August 2013</p>	<p>PROGRESS MEASURE August 2014</p>	<p>PROGRESS MEASURE August 2015</p>	<p>PROGRESS MEASURE August 2016</p>
<p>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.</p>	50%	56.25%	62.50%	68.75%	75%
	<p>FCAT/EOC August 2012</p>	<p>FCAT/EOC August 2013</p>	<p>FCAT/EOC August 2014</p>	<p>FCAT/EOC August 2015</p>	<p>FCAT/EOC August 2016</p>
<p>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. (Percent of non-proficient students)</p>	<p>5th 53% (47%)</p>	<p>5th 58.875% (41.125%)</p>	<p>5th 64.75% (35.25%)</p>	<p>5th 70.625% (29.375%)</p>	<p>5th 76.5% (23.5%)</p>

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
<p>4.1 <i>Teachers will ask students to explain their thinking to determine their misconceptions.</i></p> <p><i>Task 1: Utilize formative assessment probe in science lesson plans as they correspond to the standards taught by grade level.</i></p>	<p><i>Lesson plans, grade level meeting minutes, Science Leadership Team meetings minutes</i></p>	<p><i>Teachers, curriculum coach, administration</i></p>	<p><i>2012-2013 School Year</i></p>	<p><i>Page Keeley books, supplies & paper, Dr. Chew Training</i></p>	<p>District-Wide Pre-Planning Common Core Training, Title I Science Inquiry Workshop & Follow-up</p>	<p><i>1183 4013</i></p>

2012-2013 SCHOOL IMPROVEMENT PLAN

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p>4.2 <i>Teachers will engage students in activities that inspire scientific inquiry and reinforce a solid conceptual understanding of science.</i></p> <p><i>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.</i></p>	<p><i>Lesson plans, grade level meeting minutes, Science Leadership Team minutes, Participation numbers in the science expo & fair</i></p>	<p><i>Teachers, curriculum coach, administrators, Science Leadership Team members, Science Fair coordinator</i></p>	<p><i>August 2012 – February 2013</i></p>	<p><i>Science Fair manual, computer lab access, various science materials, science fair project boards; AIMS</i></p>	<p><i>District-Wide Pre-Planning Common Core Training, Title I Science Inquiry Workshop, School Science Fair Director Training</i></p>	

2012-2013 SCHOOL IMPROVEMENT PLAN

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p>4.3 STEM/Technology Resource teacher and Title 1 Reading Resource Teacher will support the classroom teacher with a focus on the STEM initiative.</p> <p>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.</p> <p>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.</p> <p>Task3: Robotics Club & Science Camps, Brain Pop, NXT Lego Robots, Snap Circuits, various materials for projects, computer, projector</p>	<p>Lesson plans</p> <p>Lesson plans</p>	<p>STEM/Technology Resource teacher, Title 1 Reading Resource Teacher, administration, curriculum coach</p> <p>STEM/Technology Resource teacher, administration, curriculum coach, Media Specialist</p>	<p>2012 – 2013 school year</p> <p>2012 – 2013 school year</p>	<p>Brain Pop, NXT Lego Robots, Snap Circuits, various materials for projects, computer, projector</p> <p>Brain Pop, NXT Lego Robot/Legos, Snap Circuits, various materials for projects, computer, projector</p>	<p>CSI Training APPLE Facilitator</p>	<p>4013 0000</p>

2012-2013 SCHOOL IMPROVEMENT PLAN

SMART GOALS					
SMART = Specific Measurable Attainable Realistic Timely					
<p>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></p>					
<p>GOAL 5: By 2013, Parental Involvement will improve by 5% over the previous year based on improved Reading FCAT data.</p>					
STRATEGIES, INDICATORS AND PROGRESS MEASURES					
<p>I. Strategy 5: Implement the research-based strategy of fostering two-way home/school communication with all stakeholders to support student learning</p>					
*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
<p>II. ADULT IMPLEMENTATION INDICATOR (S): “CAUSE DATA”</p> <p>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.</p>	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
<p>III. STUDENT PERFORMANCE INDICATOR (S): “EFFECT DATA”</p> <p>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.</p>	3 rd 57% (43%) 4 th 55% (45%) 5 th 62% (38%) 6 th 56% (44%)	3 rd 62.375% (37.625%) 4 th 60.625% (39.375) 5 th 66.75% (33.25%) 6 th 61.5% (38.5%)	3 rd 67.75% (32.25%) 4 th 66.25% (33.75%) 5 th 71.5% (28.5%) 6 th 67% (33%)	3 rd 73.125% (26.875%) 4 th 71.875% (28.125%) 5 th 76.25% (23.25%) 6 th 72.5% (27.5%)	3 rd 78.5% (21.5%) 4 th 77.5% (22.5%) 5 th 81% (19%) 6 th 78% (22%)

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
<p>5.1 Communication formats will be varied and published</p> <p>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.</p>	Newsletters, Improvements in Parent Involvement	Principal, Teachers	August – June	Paper, Copies Technology: digital calendar Edulink Phone System	Annual Family Involvement Training	4013 0000
<p>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</p>	Meeting notice, sign in sheets, feedback forms	Principal, Teachers	August – June	Door Prizes		4013 Title I Parent Involvement funds
<p>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.</p>	Annual Survey, Feedback forms	Principal, Teachers	August – June	Folder for each student in school		4013
<p>Task 4: Parents, business partners, and community representatives will receive newsletters and calendars regarding school activities and student achievement.</p>	Newsletters, Improvements in Parent Involvement	Principal, Teachers	August - June	Paper, Copies Technology: digital calendar		0000

2012-2013 SCHOOL IMPROVEMENT PLAN

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p>5.2 Conference Communication: varied times/dates</p> <p>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.</p> <p>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.</p>	<p>Sign-in Sheets, Conference Requests, Conference forms, Compacts</p>	<p>Administration and teachers</p>	<p>August – June</p>	<p>Compacts, Conference Forms</p>	<p>Family Involvement Annual Training, ESOL training</p>	<p>4013</p>

2012-2013 SCHOOL IMPROVEMENT PLAN

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:** 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.

*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	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

2012-2013 SCHOOL IMPROVEMENT PLAN

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p>6.1 <i>Faculty and staff will collaborate to incorporate a uniform system for positive behavior recognition during the 2012-2013 school year</i></p>	<p><i>Monitoring of discipline data, walkthroughs</i></p>	<p><i>Principal, AP, teachers</i></p>	<p><i>2012-2013 school year</i></p>	<p><i>PRIDE referral forms</i></p>	<p><i>Faculty training</i></p>	<p><i>0000 1183</i></p>
<p>6.2 <i>Collaborate with school bus drivers to increase positive bus riding behaviors</i></p>	<p><i>Monitoring of school bus referrals</i></p>	<p><i>Principal, AP, bus drivers</i></p>	<p><i>2012-2013 school year</i></p>	<p><i>PRIDE referral forms</i></p>	<p><i>Bus Driver training</i></p>	<p><i>0000</i></p>
<p>6.3 <i>Each grade level will implement a grade level behavior plan to enforce positive behaviors and establish consequences where appropriate.</i></p>	<p><i>Monitoring of discipline data, walkthroughs</i></p>	<p><i>Principal, AP, teachers, SBLT</i></p>	<p><i>2012-2013 school year</i></p>	<p><i>PRIDE referral forms</i></p>	<p><i>Faculty training</i></p>	<p><i>0000</i></p>

2012-2013 SCHOOL IMPROVEMENT PLAN

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

Resources Needed: Material / Technology / Trainer			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount
			2011-12 SIP 1182 - \$2787.89 2012-13 SIP Proj 1183 -\$3850.00 TOTAL Available: \$6637.89
Goal – Reading – Action Step 1.2.3 (Technology)	Technology	0100.5100.644.0071.1183	\$500.00
Goal – Reading – Action Step 1.5.1 (AR)	Reading Awards	0100.5100.510.0071.1182	\$1289.75
Goal – Math – Action Step 2.3.1 (Technology)	Technology	0100.5100.644.0071.1183	\$500.00
Goal – Science – Action Step 4.2.1 (Inquiry)	Science Fair materials	0100.5100.510.0071.1182	\$300.00
Goal – Discipline – Action Step 6.1.1 (PRIDE)	PRIDE Incentives	0100.5100.510.0071.1182	\$350.00
			Subtotal: \$2939.75
Professional Development			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount
			FTE – 0000 \$1,848.00 Title 1 Project 4013 \$67,665.24 TOTAL Available: \$69,513.24
Conference/Workshop/Seminar/Institute/Online PD Goal and Action Step #(s) Title : N/A Location: Dates: Sponsoring Educational Institution:	Mileage Meals Room Registration Substitute(s)	Budget Strip	
Professional Learning Community Goal and Action Step #(s) Reading, 1.1 Navigator Plus Activity Title: Learning Community of <i>The Daily Five</i> by Gail Boushey	Materials List and Cost: Books for each participant \$20 x 15 = \$300 Other supplies \$250	Budget Strip 0100.6400.590.0071.0000 0100.6400.510.0071.0000	\$300.00 \$250.00
Professional Learning Community Goal and Action Step #(s) Reading 1.3, Math , Writing, Science Navigator Plus Activity Title: Learning Community of <i>Make Just One Change in Teaching: Teach Students to Ask Their Own Questions</i>	Books for each participant \$27 x 15 = \$405 Other materials \$253	0100.6400.590.0071.0000 0420.6400.510.0071.4013	\$405 \$253
Professional Learning Community Goal and Action Step #(s) Reading, Math, Science			

2012-2013 SCHOOL IMPROVEMENT PLAN

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 _____			
	<ul style="list-style-type: none"> • 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			
	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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			
	<ul style="list-style-type: none"> • 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. -	<ul style="list-style-type: none"> • Action Step # • Name of Activity • Dates of Activity • Teaching strategy or method to be researched 			

2012-2013 SCHOOL IMPROVEMENT PLAN

must use Lesson Study form)				
	Budget Items Required			
	<ul style="list-style-type: none"> • 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: _____
 SAC Chair: _____
 Hilda Manning: _____
 Shannah Kosek: _____

Date: ___/___/___
 Date: ___/___/___
 Date: ___/___/___
 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.	<input type="checkbox"/>	<input type="checkbox"/>	CEB has no planned external consultants or workshops

2012-2013 SCHOOL IMPROVEMENT PLAN

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.	<input type="checkbox"/>	<input type="checkbox"/>	
Who will be trained?	<input type="checkbox"/>	<input type="checkbox"/>	
Date(s), Time(s), Location	<input type="checkbox"/>	<input type="checkbox"/>	
Total Cost	<input type="checkbox"/>	<input type="checkbox"/>	
Needs School Board approval	<input type="checkbox"/>	<input type="checkbox"/>	
Complete budget line for expenses	<input type="checkbox"/>	<input type="checkbox"/>	
Name of facilitator/person responsible	<input type="checkbox"/>	<input type="checkbox"/>	
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.	<input type="checkbox"/>	<input type="checkbox"/>	None planned at this time
Who will be trained?	<input type="checkbox"/>	<input type="checkbox"/>	
Date(s), Location	<input type="checkbox"/>	<input type="checkbox"/>	
Total Cost	<input type="checkbox"/>	<input type="checkbox"/>	
Complete budget line for expenses	<input type="checkbox"/>	<input type="checkbox"/>	
Name of facilitator/person responsible	<input type="checkbox"/>	<input type="checkbox"/>	

2012-2013 SCHOOL IMPROVEMENT PLAN

Timelines			
	Yes	No	Comments
Start Date August 2, 2012	<input type="checkbox"/>	<input type="checkbox"/>	
End Date September 21, 2012	<input type="checkbox"/>	<input type="checkbox"/>	
Budget			
Local FTE (function 6400-no project)	<input type="checkbox"/>	<input type="checkbox"/>	\$
Project -	<input type="checkbox"/>	<input type="checkbox"/>	
Project -	<input type="checkbox"/>	<input type="checkbox"/>	
Project -	<input type="checkbox"/>	<input type="checkbox"/>	
Total External PD Budget (no project & project funds)	<input type="checkbox"/>	<input type="checkbox"/>	

Approvals: (Signature's required)

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

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

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

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

2012-2013 SCHOOL IMPROVEMENT PLAN

SCHOOL NAME: Coppergate 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.

David Nix, Principal; Debra Gaynes, Assistant Principal; Pam Kennett, VE and ITF; Christy Gemmill, RtI Coach; Liz Crane, K & SAC Co-Chair; Laurie Taylor and Linda White, 1st Grade; Tracy Burris, 2nd Grade; Denise Carmichael, 3rd Grade; June Hildebrandt, 4th Grade; Teresa Roe, 5th Grade; Jennifer Moore, 6th Grade & SAC Co-Chair; Jim Hughes, Technology Instructor; Lisa Barbetti, School Psychologist; Jennifer Zimmerman, Staffing Specialist; Donna Halcomb, Guidance Counselor.

Mr. Nix, 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.

Mrs. Gaynes, Assistant Principal, meets with the grade levels during the school year and summer to discuss student progress toward academic goals and other issues which arise with our students. She also oversees the assessment schedules, the implementation of curriculum, as well as ensuring implementation and documentation for interventions occurs. She also plans and develops professional development appropriate for the needs of the staff of CGE. Mrs. Gaynes knows the students and their families and is able to guide the teachers and staff as to the appropriate services for the children.

Ms. Crane, Mrs. Taylor, Mrs. White, Mr. Burris, Mrs. Carmichael, Mrs. Hildebrandt, Ms. Roe, and Mrs. Moore represent the primary and intermediate teachers providing information about core instruction, participating in student data collection, delivering Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrating Tier 1 materials/instruction with Tier 2/3 activities.

Ms. Kennett, represents the Exceptional Student Education (ESE) teachers and serves as the Intervention Team Facilitator (ITF), 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. Also representing ESE is our staffing specialist with a myriad of behavior experience with students is Mrs. Zimmerman. She brings a wealth of behavior strategies and interventions into the process.

Ms. 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.

Jim Hughes, the 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.

Speech Language Pathologist, Mr. Godwin, 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.

2012-2013 SCHOOL IMPROVEMENT PLAN

SCHOOL NAME: Coppergate Elementary School

School Based Leadership Team

Student Services Personnel, Mrs. Suzanne Church and Mrs. Halcomb, 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.

Also, on staff, two days per week, is the RtI Coach, Ms. Gemmill. Her role encompasses many of the roles listed above in assisting with data, interventions, etc.

- 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 Team meets every 1st Tuesday of the month at 7:40 am in the RtI room 111. We discuss pertinent data of students who are in the RtI process or entering the RtI process for academic areas of reading and math as well as for behavior. The determination is made during the monthly meetings with the Assistant Principal and grade level teams. The teams meet with the Assistant Principal on the first Tuesday of the month during the team's resource time. During those discussions, data is presented to determine what students are in academic or behavior danger of not meeting academic and behavior standards of CGE as well as the state/nation. During these meeting students are identified and strategies are implemented either in Tier 1 or Tier 2 depending upon the process timeline established. These students are then brought before the SBLT for discussion by grade level representatives. Also, attendance data and discipline data are also discussed in relation to these students. Strategies are developed and implemented by the classroom teacher. As school-wide concerns are brought before the SBLT, the team assigns the problem-solving to the appropriate committee depending upon the area of concern. For instance our school has academic core teams that meet regularly as well as attendance teams that meet to brainstorm strategies and solutions to the problem area, 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 decision, 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 SBLT has been involved in reviewing the work of the Core Teams in developing the SIP for their academic areas as well as participating in the development of the Reading portion of the SIP. The SBLT will have a working knowledge of all areas of the SIP from development to conclusion of the plan at the end of the year.

2012-2013 SCHOOL IMPROVEMENT PLAN

SCHOOL NAME: Coppergate Elementary School

School Based Leadership Team

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.

The data sources utilized are and were FCAT Reading, Math, Writing, Science and Clay BUS data for the past year(s) as well as FAIR data for this school year and past performance of students on FAIR; Performance Matters data for math (K-6), Go Math (K-5), and Science (K-6) and Clay Writes data for grade 4. The data management systems utilized is FOCUS, PMP Star, RtI Star, FCAT Star, ESE Star, and Performance Matters.

- Describe the plan to train staff on RtI.

Training for the staff of CGE will occur during team meeting with the Assistant Principal. Also training will occur with the RtI Coach assigned to CGE during team meetings at the request of the teams as well as during faculty meetings and via e-mail information.

Literacy Leadership

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

David Nix, Principal; Debra Gaynes, Assistant Principal; Lisa Allen, K, Liz Crane, K & SAC Co-SAC; Linda White, 1st Grade; Kelly Phillips, 2nd Grade; Sherry Tracz, 3rd Grade; Ilah Breen, 4th Grade; Kristi Stracner, 5th Grade; Joann Dentel and Sandy Groves, 6th; Jennifer Moore, 6th Grade & SAC Co-Chair; Kim Miskowski, Media Specialist.

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

The LLT meets on the second Friday of each month at 7:40 am in Room 111, the RtI room. The function of the team is to troubleshoot areas of concerns in reading and all aspects of literacy. Areas are identified via collective data and recommendations are made from this committee.

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

One of the major functions of the group is to ensure books are placed in the hands and homes of students and families without books in their homes. We have been collecting books for all ages that will be given to students and families at our Fall Festival and other times throughout the year. Also, other major initiatives are to increase the number of words read by each student and the grade levels, as well as increase the traffic in the media center through check-outs not only of students but also of parents and grandparents. The most major initiative is to increase the number of students **READING** for

2012-2013 SCHOOL IMPROVEMENT PLAN

SCHOOL NAME: Coppergate Elementary School

School Based Leadership Team

information as well as pleasure.

STEM Leadership

- Identify the school-based STEM Leadership Team (SLT).

David Nix, Principal; Debra Gaynes, Assistant Principal; Kelli Warren, K, Laurie Taylor, 1st Grade; Sarah Hanson, 2nd Grade; Denise Carmichael, 3rd Grade; June Hildebrandt, 4th Grade; Teresa Roe, 5th Grade; Kim Bowie and Heather Turner, 6th.

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

The SLT meets on the second Friday of each month at 7:40 am in Room 111, the RtI room. The function of the team is to troubleshoot areas of concerns in reading and all aspects of literacy. Areas are identified via collective data and recommendations are made from this committee.

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

The STEM Leadership Team combines the areas of math, science and technology to communicate initiatives of CGE among the grade levels. One of our initiatives again this year is to have a school-wide science fair in conjunction with our Writing Night. This year we will have our night in May culminating with the Science/Writing Celebration. This year holds many adventures for science education at CGE. Another initiative of the STEM Team is to increase the desire to excel in mathematics as much as students desire to excel in reading. Several mathematic competitions within grade levels and individual goals for mathematics are beginning with fourth grade and expanding into other grade levels.

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.

Most of our kindergarten students have been in preschool. In order to assist these students in the transition from preschool to an elementary school setting, during registration, tours of the school are conducted upon request. The first two days of kindergarten are staggered enrollment with the first day for students whose birthday occurs before February 1st of the current school year and day two for the remainder of the students. During their staggered enrollment days, the students are oriented to the school, introduced to the staff, the cafeteria procedures, drop-off and pick-up procedures. Students also have sentence strip hats with their name and student number to help all of the staff identify them. These are worn all year during lunch to assist with identifying students who are purchasing lunch. Before school opens, orientation is conducted for the parents and students to meet the teacher, see the classroom and the entire school, and meet most of the remainder of the staff. We also conduct a parent only night for parents of kindergarteners. During the parent night, the parents meet the teacher who explains the rituals and routines. The teachers also introduce the Common Core Standards the students will be learning throughout the year to the parents.

2012-2013 SCHOOL IMPROVEMENT PLAN

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

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

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

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

Additional information: Dropout Prevention

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

4 Elements/15 Strategies:

The Basic Core Strategies

- Mentoring/Tutoring
- Service Learning
- Alternative Schooling
- After School Opportunities

Early Interventions

- Early Childhood Education
- Family Engagement
- Early Literacy Development

Making the Most of Instruction

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

Making the Most of the Wider Community

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

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

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

2012-2013 SCHOOL IMPROVEMENT PLAN

School District of Clay County

SMART GOALS

SMART = Specific Measurable Attainable Realistic Timely

Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal.

GOAL 1: : Based on the data from SY 2011, by the end of SY 2012, CGE students in grades 3-6 will improve in the area of reading by 15% over last year's results as measured by FCAT 2.0 Reading with an emphasis on SWD and LSE.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

I. I. STRATEGY 1: To implement the scientifically research-based strategies 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.

*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
<p>II. ADULT IMPLEMENTATION INDICATOR (S): “CAUSE DATA” 100% of teachers will implement the scientifically research-based strategies 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.</p>	Grades PK-3 84% Grades 4-6 84%	Grades PK-3 88% Grades 4-6 88%	Grades PK-3 92% Grades 4-6 92%	Grades PK-3 96% Grades 4-6 96%	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
<p>III. STUDENT PERFORMANCE INDICATOR(S): “EFFECT DATA” Students will consistently increase their FCAT Reading scores until reaching 100% proficiency in all grade levels by 2015.</p>	3 rd 71% (29) 4 th 67% (33) 5 th 54% (46) 6 th 74% (26)	3 rd 74.63% (25.35) 4 th 71.13% (28.87) 5 th 59.75% (40.25) 6 th 77.25% (22.75)	3 rd 78.26% (21.75) 4 th 75.26% (24.74) 5 th 65.5% (34.5) 6 th 80.5% (19.5)	3 rd 81.89% (18.12) 4 th 79.39% (28.75) 5 th 71.25% (28.75) 6 th 83.75% (16.25)	3 rd 85.52% (14.5) 4 th 83.52% (16.5) 5 th 77% (23) 6 th 87% (13)

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
<p><i>1.1 Provide for independent practice</i></p> <p><i>Task 1</i> Word Campaign for all students K-6. All K-2 students will achieve a goal of reading 500,000 words throughout the school year and students in grades 3-6 will achieve a goal of reading a minimum of 1 million words each. The goal is for reading in all academic areas.</p> <p><i>Task 2</i> Accelerated Reader Implementation K – 6 for Independent Reading.</p>	<p><i>Accelerated Reader (AR)Assessments/AR Home Connect; Word Count Thermometers outside cafeteria; Lesson Plans</i></p> <p><i>AR Assessments</i></p>	<p><i>Miskowski/K-6 Teachers; LLT</i></p> <p><i>Moore/Miskowski; LLT</i></p>	<p><i>Aug 2012 – June 2013</i></p> <p><i>Aug 2012 – June 2013</i></p>	<p><i>Accelerated Reader/AR Home Connect</i></p> <p><i>Accelerated Reader (AR)/AR Home Connect</i></p>	<p><i>Training for teachers on best practice of AR data. Parent training on use of AR Home Connect Common Core Training Gr. 3-6 Countdown to Common Core Conference</i></p> <p><i>Utilization of AR and data provided from AR</i></p>	<p><i>N/A</i></p> <p><i>N/A</i></p>
<p><i>1.2 Teacher models expectations</i></p> <p><i>Task 1</i></p>						

2012-2013 SCHOOL IMPROVEMENT PLAN

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material/ Technology/ Trainer	Related PD	Funding/Funding Source
<p>Book Giveaways for students/parents/families without books available for reading at home.</p> <p>Task 2 Books donated and given to students/parents at Fall Festival and other events for parents/students of CGE</p>	<p><i>Handouts</i></p> <p><i>Handouts, Book List</i></p>	<p><i>Miskowski</i></p> <p><i>Miskowski</i></p>	<p><i>Aug 2012 – June 2013</i></p> <p><i>Aug 2012-June 2013</i></p>	<p><i>Donated books from faculty, staff, PFA, book stores, literacy coalition, public and private libraries, and retired teachers/administrators</i></p> <p><i>Donated books from faculty, staff, PFA, book stores, literacy coalition, public and private libraries, and retired teachers/administrators</i></p>	<p><i>None</i></p> <p><i>None</i></p>	<p><i>N/A</i></p> <p><i>N/A</i></p>
<p>1.3 Introduces or reinforces concepts with an activity</p> <p>Task 1 Implementation of Reading “Bingo” genre card during time in class and outside of class</p> <p>Task 2 Implementation of Passport to Reading</p>	<p><i>Homework, reading logs, actual “bingo” cards produced and completed by students in grades 3-6.</i></p> <p><i>Reading log completed by students in grades K-2, bulletin board</i></p>	<p><i>Moore/Miskowski</i></p> <p><i>K-2 Teachers; LLT</i></p>	<p><i>Aug 2012 – June 2013</i></p> <p><i>October 2012- June 2013</i></p>	<p><i>“Bingo” Card format</i></p> <p><i>Reading log/composition book, maps, certificates</i></p>	<p><i>Pathways to Common Core by Lucy Calkins, PLC gr. 3-6</i></p> <p><i>Training for teachers implementing Passport to Reading</i></p>	<p><i>0100.6400.0510 0601.0000</i></p> <p><i>PFA</i></p>

2012-2013 SCHOOL IMPROVEMENT PLAN

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material/ Technology/ Trainer	Related PD	Funding/Funding Source
<p>program during class and outside of class</p> <p>Task 3 Fluency Bee</p> <p>Task 4 Battle of the Books competition for grades 4 and 5.</p> <p>Task 5 Sunshine State Young Readers Recognition Program</p> <p>Task 6 School-wide Millionaire Readers Club</p> <p>Task 7 Jaguar Reading Challenge</p>	<p><i>display</i></p> <p><i>Actual Bee conducted and winner announced for Grade 3</i></p> <p><i>Class competitions; School competition</i></p> <p><i>Accelerated Reader, bulletin board, trophies</i></p> <p><i>Accelerated Reader, bulletin board, trophies</i></p> <p><i>Accelerated Reader</i></p>	<p></p> <p><i>Miskowski/Hurley</i></p> <p><i>Miskowski/Grade 4-5 Teachers</i></p> <p><i>Miskowski/Grade 3-6 Teachers</i></p> <p><i>Miskowski, K-6 Teachers, LLT</i></p> <p><i>Miskowski, K-6 Teachers, LLT</i></p>	<p></p> <p><i>Aug 2012-June 2013</i></p> <p><i>August 2012-June 2013</i></p> <p><i>August 2012-June 2013</i></p> <p><i>August 2012-June 2013</i></p> <p><i>August 2012-June 2013</i></p>	<p></p> <p><i>Reading passages, judges, certificates</i></p> <p><i>Sunshine State Young Reader books, judges, certificates</i></p> <p><i>Sunshine State Young Reader books, trophies</i></p> <p><i>Accelerated Reader, trophies</i></p> <p><i>Donated items</i></p>	<p><i>program in grades K – 2.</i></p> <p><i>None</i></p> <p><i>None</i></p> <p><i>None</i></p> <p><i>None</i></p> <p><i>None</i></p>	<p></p> <p><i>Library budget</i></p> <p><i>Library budget</i></p> <p><i>Library budget</i></p> <p><i>Library budget</i></p> <p><i>None</i></p>

**2012-2013 SCHOOL IMPROVEMENT PLAN
School District of Clay County**

SMART GOALS

SMART = Specific Measurable Attainable Realistic Timely

Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal.

GOAL 2. By the close of School Year (SY) 2013, 78% of students (with an emphasis on LQ) will achieve proficiency (FCAT Level 3 or above) in MATH and 75% of 4th and 5th grade students will make learning gains compared to the previous year FCAT data.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

I. STRATEGY 2: To implement the scientifically research-based strategies of planning and designing engaging, challenging and relevant 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 will implement the scientifically research-based strategies of planning and designing engaging, challenging and relevant lessons and using higher order questioning techniques (with an emphasis on Lesson Study Cycle), in order to increase the higher order thinking of students in Mathematics.	Grades PK-3 80% Grades 4-6 86%	Grades PK-3 85% Grades 4-6 85%	Grades PK-3 90% Grades 4-6 90%	Grades PK-3 95% Grades 4-6 95%	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.	3 rd 75% (25) 4 th 47% (53) 5 th 51% (49) 6 th 73% (27)	3 rd 78.13% (21.87) 4 th 53.63% (46.37) 5 th 57.13% (52.87) 6 th 76.38% (23.62)	3 rd 81.26% (18.74) 4 th 60.26% (39.74) 5 th 63.26% (46.74) 6 th 79.76% (20.24)	3 rd 84.39% (15.61) 4 th 66.89% (33.11) 5 th 69.39% (40.61) 6 th 83.14% (16.86)	3 rd 87.52% (12.5) 4 th 73.52% (26.5) 5 th 75.52% (24.5) 6 th 86.52% (13.5)

2012-2013 SCHOOL IMPROVEMENT PLAN

IMPLEMENTATION DETAILS

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p>2.1 Engages students in problem solving, experimental inquiry, and/or investigative tasks</p>					<p><i>Countdown to Common Core Conference</i></p>	<p>0100.5100.0390. 0601.1183</p>
<p>Task 1 Implement CUBES for real world problems: C – Circle numbers; U – Underline important information; B – Bracket the question; E – Eliminate extra information; S – Solve</p>	<p><i>Poster and student use on all work shown</i></p>	<p>SLT</p>	<p>Aug 2012 – June 2013</p>	<p><i>CUBES poster</i></p>	<p><i>Math Work Stations PLC/Lesson Study K – 2 Common Core Training gr. 3-6</i></p>	<p>0100.5100.0510. 0601.1183</p>
<p>Task 2 Weekly Challenge Problem</p>						
<p>Task 3 Sunshine Math</p>	<p><i>Journal/Lesson Plans</i></p>	<p>SLT</p>	<p>Aug 2012-Jun 2013</p>	<p><i>CPalms iCPalms K – 3 FCAT Focus gr. 4-6</i></p>	<p>N/A</p>	<p>N/A</p>
<p>Task 4 Muggins Math</p>	<p><i>Sunshine math booklets completed</i></p>	<p>SLT</p>	<p>Oct 2012- June 2013</p>	<p><i>Sunshine Math materials</i></p>	<p><i>Training for parents in Sunshine Math</i></p>	<p>N/A</p>
<p>Task 5 Math Superstars</p>	<p><i>Muggins Competition</i></p>	<p>SLT/Grades 5-6</p>	<p>Oct 2012-June 2013</p>	<p><i>Muggins Materials</i></p>	<p><i>Training for teachers 5-6</i></p>	<p>N/A</p>
	<p><i>Superstar Competition</i></p>	<p>SLT/Grade 4</p>	<p>Oct 2012-June 2013</p>	<p><i>Superstar Materials</i></p>	<p><i>Training for 4th grade teachers</i></p>	<p>N/A</p>

2012-2013 SCHOOL IMPROVEMENT PLAN

School District of Clay County

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 measurable school-specific goal.</u>					
GOAL 3: By the close of SY 2013, all students in grade 4 will increase the number of students scoring a 4.0 to 6.0 on the FCAT Writing 2.0 by at least 5% over the 2012 FCAT Writing 2.0.					
STRATEGIES, INDICATORS AND PROGRESS MEASURES					
I. Strategy 3: Implement scientifically research-based strategy of relating and integrating the subject matter with other disciplines during instruction.					
*PROGRESS MEASURES ARE FOR THE PURPOSE OF REACHING YOUR 3-5 YEAR SCHOOL IMPROVEMENT GOALS AND AMO'S.	PROGRESS MEASURE	PROGRESS MEASURE	PROGRESS MEASURE	PROGRESS MEASURE	PROGRESS MEASURE
	August 2012	August 2013	August 2014	August 2015	August 2016
II. ADULT IMPLEMENTATION INDICATOR(S): “CAUSE DATA” 100% of teachers will implement scientifically research-based strategy of relating and integrating the subject matter with other disciplines during instruction.	Grades PK-3 84% Grades 4-6 90%	GRADES PK-3 88% GRADES 4-6 92.5%	GRADES PK-3 92% GRADES 4-6 95%	GRADES PK-3 96% GRADES 4-6 97.5%	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 Writing scores until we reduce the % of students who are non-proficient by at least 50% by 2016.	4 th 73%(27)	4 th 76.38%(23.62)	4 th 79.76%(20.24)	4 th 83.14%(16.86)	4 th 86.52%(13.5)

2012-2013 SCHOOL IMPROVEMENT PLAN

IMPLEMENTATION DETAILS

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p>3.1 Uses strategies to review information</p> <p>Task 1 Teachers will design a writing checklist appropriate for each grade level</p> <p>Task 2 Students will use writing checklist to score writing with a focus on conventions, spelling, sentence structure, mechanics, usage, punctuation, and varied sentence structure.</p>	<p><i>Checklist produced and in use by all students and teachers</i></p> <p><i>Clay Writes and other writing scoring utilizing FCAT Writing Scoring Style</i></p>	<p><i>LLT</i></p> <p><i>LLT</i></p>	<p><i>Sept 2012 – June 2013</i></p> <p><i>Aug 2012 – June 2013</i></p>	<p><i>Common Core Standards for K – 5 plus the appendices; p. 18 – 21 and 2-30 of Common Core Standards for all teachers</i></p> <p><i>Copies of rubrics for scoring FCAT Writing</i></p>	<p><i>Countdown to Common Core Conference</i></p> <p><i>Pathways to Common Core by Lucy Calkins</i></p> <p><i>Focus on Writing Scoring (FCAT style)</i></p>	<p><i>0100.5100.0390.0601.1183</i></p> <p><i>0100.6400.0510.0601.0000</i></p> <p><i>N/A</i></p>
<p>3.2 Uses peer conferencing strategies</p> <p>Task 1 Reading/Writing Buddies – grades K-6 paired with primary grade students to assist with reading and writing</p>	<p><i>Student schedules of classroom visits and work with the students</i></p>	<p><i>LLT/Joann Dentel</i></p>	<p><i>Oct 2012 – June 2013</i></p>	<p><i>Schedules for writing times</i></p>	<p><i>None</i></p>	<p><i>N/A</i></p>

2012-2013 SCHOOL IMPROVEMENT PLAN

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p>Task 2 Reading/Writing Buddies – grades 4 and 6 paired with each other to assist with reading and writing</p>	<p><i>Student schedules of classroom visits and work with the students</i></p>	<p><i>Moore</i></p>	<p><i>Oct 2012- March 2013</i></p>	<p><i>Schedules for writing times</i></p>	<p><i>None</i></p>	<p><i>N/A</i></p>
<p>3.3Teacher maintains data folder</p> <p>Task 1 Celebration Folder: Students will choose one piece of writing to save each year. The teacher collects in a writing folder and passes on to the next school year's teacher: student's favorite piece, polished or unpolished. COPPERGATE CELEBRATES WRITING!!!</p>	<p><i>Student's actual folder with selected writing(s)/Open House display of writings during Spring Science Fair</i></p>	<p><i>LLT</i></p>	<p><i>Sept 2012 – May 2013 during Science Fair Open House</i></p>	<p><i>Yellow folder for every student with a label of student's name</i></p>	<p><i>None</i></p>	<p><i>N/A</i></p>

2012-2013 SCHOOL IMPROVEMENT PLAN

School District of Clay County

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 THE END OF SY 2013, STUDENTS' ACADEMIC PERFORMANCE IN SCIENCE WILL IMPROVE BY 15% OVER LAST YEARS' RESULTS AS MEASURED BY THE FCAT SCIENCE ASSESSMENT.					
STRATEGIES, INDICATORS AND PROGRESS MEASURES					
I. Strategy 4: Implement scientifically research-based strategy to design and modify instruction to deepen students' understanding of content area and advance student learning while addressing preconceptions or misconceptions.					
*PROGRESS MEASURES ARE FOR THE PURPOSE OF REACHING YOUR 3-5 YEAR SCHOOL IMPROVEMENT GOALS AND AMO'S.	PROGRESS MEASURE August 2012	PROGRESS MEASURE August 2013	PROGRESS MEASURE August 2014	PROGRESS MEASURE August 2015	PROGRESS MEASURE August 2016
II. ADULT IMPLEMENTATION INDICATOR (S): "CAUSE DATA" 100% of teachers K – 6 will implement scientifically research-based strategy to design and modify instruction (with a focus on STEM) to deepen students' understanding of content area and advance student learning while addressing preconceptions or misconceptions.	Grades PK-3 28% Grades 4-6 100%	PK-3 46% Grades 4-6 100%	GRADES PK-3 64% Grades 4-6 100%	PK-3 72% Grades 4-6 100%	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 FCAT Science scores until we reduce the % of students who are non-proficient by 50% by 2016	5 th 41%(59)	5 th 48.38%(51.62)	5 th 55.76%(44.24)	5 th 63.14%(36.86)	5 th 70.52%(29.5)

2012-2013 SCHOOL IMPROVEMENT PLAN

IMPLEMENTATION DETAILS

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p>4.1 Ask students to explain their thinking to determine misconceptions</p> <p>Task 1 JOURNALS for students/teachers grade K- 6.</p> <p>Task 2 Misconception Mondays filmed prior to Monday by the 6th grade students and the news crew.</p> <p>Task 3 Science Word of the Day</p>	<p><i>Journal entries</i></p> <p><i>Science journal entries</i></p> <p><i>Science journal entries of vocabulary and word of the week</i></p>	<p><i>Administration</i></p> <p><i>Bowie, Roe, Miskowski</i></p> <p><i>Bowie, Roe, Miskowski</i></p>	<p><i>Aug 2012 – June 2013</i></p> <p><i>January 2012- June 2013</i></p> <p><i>Sept 2012-June 2013</i></p>	<p><i>Composition Books</i></p> <p><i>Video tapes, students, lessons to tape, information to be provided to all teachers</i></p> <p><i>Science vocabulary for all grade levels</i></p>	<p><i>Journaling in Science through National Geographic/Pearson</i></p> <p><i>K-6 new science standards training; science journal training</i></p> <p><i>None</i></p>	<p><i>A Money from Administration budget</i></p> <p><i>Library budget</i></p> <p><i>N/A</i></p>

2012-2013 SCHOOL IMPROVEMENT PLAN

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p>4.2 Engages students in problem solving , experimental inquiry, and/or investigation tasks</p> <p>Task 2 Science Fair Projects – School-wide: Individual/Group Projects for grade 6 (Aug – Nov 2012); Individual/Group for grade 5 and class projects for K – 6 (April – May) with school-wide science fair exhibit in November for grade 6 and in May for grades K – 5.</p>	<p><i>Entries in county science fair in January; School-wide science fair in and May; Sign in sheets</i></p>	<p>SST</p>	<p>Aug 2012 – June 2013</p>	<p>Science kit supplies</p>	<p>Primary grade training for class projects</p>	<p>N/A</p>
<p>4.3 Uses peer conferencing strategies</p> <p>Task 1 Science Buddies: grade 6 advanced science students are paired with a first grade class to go in and teach a lesson during science time.</p>	<p><i>Student schedules for classroom lessons</i></p>	<p>Bowie/SST</p>	<p>Sept 2012 – June 2013</p>	<p>Varies per lesson</p>	<p>none</p>	<p>N/A</p>

2012-2013 SCHOOL IMPROVEMENT PLAN

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 5: BY THE END OF SY 2013, PARENTAL INVOLVEMENT WILL IMPROVE BY 20% OVER THE PREVIOUS YEAR AS MEASURED BY DOCUMENTED ATTENDANCE AT EVENTS BEFORE-, DURING-, AFTER-SCHOOL AND COMMUNITY EVENTS.					
STRATEGIES, INDICATORS AND PROGRESS MEASURES					
I. Strategy 5: Implement the research-based strategy of fostering two-way home/school communication 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	PROGRESS MEASURE	PROGRESS MEASURE	PROGRESS MEASURE	PROGRESS MEASURE
	August 2012	August 2013	August 2014	August 2015	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.	Grades PK-3 100% Grades 4-6 100%	Grades PK-3 100% Grades 4-6 100%	Grades PK-3 100% Grades 4-6 100%	Grades PK-3 100% Grades 4-6 100%	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” Grade levels will consistently increase parental involvement until reaching at least 50% improvement in attendance at all events which will positively impact student academic achievement in all tested grades and content by 2016.	Grades PK-6: 60%(40)	Grades PK-6: 65%(35)	Grades PK-6: 70%(30)	Grades PK-6: 75%(25)	Grades PK-6: 80%(20)

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
<p>5.1 School engages in formal and informal communication with families</p> <p>Task 1 Implement calling system, EduLink.</p> <p>Task 2 Updated web-based calendar with all events listed in a timely fashion</p> <p>Task 3 Information will be sent home with students in their Tuesday Folders as well as signs posted, marquee will be kept up-to-date regarding upcoming events</p>	<p><i>Number of calls to all parents regarding events</i></p> <p><i>Calendar of events monthly</i></p> <p><i>Samples of information sent home</i></p>	<p><i>Mr. Nix</i></p> <p><i>Mrs. Gaynes</i></p> <p><i>Administration, teachers, PFA</i></p>	<p><i>Aug 2012 – June 2013</i></p> <p><i>Aug 2012-June 2013</i></p> <p><i>Aug 2012-June 2013</i></p>	<p><i>Phone system; student database system up-to-date</i></p> <p><i>None</i></p> <p><i>None</i></p>	<p><i>None</i></p> <p><i>None</i></p> <p><i>None</i></p>	<p><i>District</i></p> <p><i>N/A</i></p> <p><i>N/A</i></p>

2012-2013 SCHOOL IMPROVEMENT PLAN

SMART GOALS

SMART = Specific Measurable Attainable Realistic Timely

Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal.

GOAL 6: BASED ON THE 2012 SY DATA, STUDENTS WITH 10 OR MORE ABSENCES/TARDIES WILL PARTICIPATE IN A SCHOOL-WIDE ATTENDANCE INCENTATIVE PROGRAM TO REDUCE THE NUMBER OF ABSENCES/TARDIES BY 2%.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

I. **STRATEGY 6:** Implement research-based strategy to model and promote the importance of learning and academic achievement to all students

*PROGRESS MEASURES ARE FOR THE PURPOSE OF REACHING YOUR 3-5 YEAR SCHOOL IMPROVEMENT GOALS AND AMO'S.	PROGRESS MEASURE August 2012	PROGRESS MEASURE August 2013	PROGRESS MEASURE August 2014	PROGRESS MEASURE August 2015	PROGRESS MEASURE August 2016
<p>II. ADULT IMPLEMENTATION INDICATOR (S): “CAUSE DATA” 100% of teachers will implement research-based strategy to model and promote the importance of learning and academic achievement to all students.</p>	<p>Grades PK-3 100% Grades 4-6 100%</p>	<p>Grades PK-3 100% Grades 4-6 100%</p>	<p>Grades PK-3 100% Grades 4-6 100%</p>	<p>Grades PK-3 100% Grades 4-6 100%</p>	<p>Grades PK-3 100% Grades 4-6 100%</p>
	<p>Attendance Data August 2011-2012</p>	<p>Attendance Data August 2012-2013</p>	<p>Attendance Data August 2013-2014</p>	<p>Attendance Data August 2014-2015</p>	<p>Attendance Data August 2015-2016</p>
<p>III. STUDENT PERFORMANCE INDICATOR (S): “EFFECT DATA” Students will consistently decrease tardies, absences, and early dismissal occurrences until reaching 100% attendance by 2016.</p>					

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
<p>6.1 Teacher celebrates attendance success</p> <p>Task 1 Attendance/Tardy incentive program in which students will be rewarded for perfect attendance for short periods of time during the 9-week grade period.</p> <p>Task 2 Nine week Attendance Incentive Program</p> <p>Task 3 Year-long incentive program</p>	<p># tardies, absences, and early dismissals from FOCUS</p> <p>FOCUS attendance data</p> <p>FOCUS attendance data</p>	<p>Levo, Burney</p> <p>Levo, Burney</p> <p>Levo, Burney</p>	<p>Oct 2012 – June 2013</p> <p>Oct 2012-June 2013</p> <p>Oct 2012-June 2013</p>	<p>Rewards such as ice cream, popsicles, pop corn, sodas, other donated prizes to award</p> <p>Assemblies, DJ, Refreshments</p> <p>Limo ride to lunch with Principal at a local restaurant</p>	<p>None</p> <p>None</p> <p>None</p>	<p>Internal Account</p> <p>Internal Account</p> <p>Internal Account</p>

2012-2013 SCHOOL IMPROVEMENT PLAN

2012/2013 School Improvement Plan/Professional Development Plan Budget
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 <u>Reading/Writing/Math</u>	X		
CGE 12/13 Common Core ELA grades 3 – 6 CGE 12/13 Common Core Kindergarten CGE 12/13 Common Core 1 st Grade CGE 12/13 Common Core 2 nd Grade CGE 12/13 Passport to Reading Program grades K - 2	<ul style="list-style-type: none"> Action Step # 1.2, 1.3, 3.1, 3.2, 2.1 Name of Activity CGE 12/13 Common Core State Standards Dates of Activity every ½ day Name of Consultant or Facilitator (if applicable) Teachers on staff Consultant Services Agreement (if applicable) N/A Materials given at the train the trainer sessions 			
	Budget Items Required			
	<ul style="list-style-type: none"> 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 <u>Reading/Writing</u>			
K-6 teachers and administrators will participate in the PLC <u>Pathways to the Common Core</u> by Lucy Calkins. The PLC will begin upon receipt of the book.	<ul style="list-style-type: none"> Action Step # 1.3, 1.3, 3.1, 3.2 Name of Activity CGE 12/13 PLC Pathways to the Common Core grades K - 6 Dates of Activity 2nd Tuesday of every month Title of Book or Focus Pathways to the Common core 			
	Budget Items Required			
	<ul style="list-style-type: none"> Action Step # 1.2, 1.3, 3.1, 3.2 			

2012-2013 SCHOOL IMPROVEMENT PLAN

	<ul style="list-style-type: none"> • Cost of Book/Teacher Materials 30.00/ea 			
Lesson Study/Action Research	Professional Development Details Goal the Activity is Supporting Math			
K-2 teachers and administrators will participate in a PLC/Lesson Study based on the Debbie Diller book, <u>Math Work Stations Independent Learning You Can Count On</u> . Implementation of math work stations within each of the classrooms will result in the Lesson Study and the effectiveness of the work stations on student learning.	<ul style="list-style-type: none"> • Action Step # 2.1 • Name of Activity CGE 12/13 Math PLC/Lesson Study Math Work Stations K - 2 • Dates of Activity 3rd Tuesday of the month • Teaching strategy or method to be researched Math Work Stations 			
	Budget Items Required			
	<ul style="list-style-type: none"> • Action Step # 2.1 • Cost of Teacher Materials (If applicable) 34.00 ea. 			
Timelines				
Start Date: August 2, 2012	October, 2012			
End date: September 21, 2012	May 2013			
Budget				
Local FTE (function 6400-no project) Project - 0000 Project – 1183 SIP Project -	\$1410.00 <u>Pathways to the Common Core</u> by Lucy Calkins(47 books) \$ 714.00 <u>Math Work Stations Independent Learning You Can Count On</u> by Debbie Diller (22 books)			
Total Internal PD Budget (no				

2012-2013 SCHOOL IMPROVEMENT PLAN

project & project funds)			
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Approvals: (Signature's required)

Principal: _____

Date: ___/___/___

SAC Chair: _____

Date: ___/___/___

Hilda Manning: _____

Date: ___/___/___

Shannah Kosek: _____

Date: ___/___/___

2012-2013 SCHOOL IMPROVEMENT PLAN



External Checklist

Training Not Provided by School/District

School Improvement Plan Supervisor: Shannah Kosek

Professional Development Assistant: Hilda Manning

Approval: ___ Yes ___ No (For office use only)

Background			
Background:	Professional Development is an integral part of the School Improvement Plan. Teachers need proven, current instructional strategies to improve the performance of the students assigned to them.		
Objectives			
	Yes	No	Comments
How is the training aligned to a research-based strategy for the Goal? In the comments section, please provide Goal and source of research-	<input type="checkbox"/>	<input type="checkbox"/>	

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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.	<input type="checkbox"/>	<input type="checkbox"/>	
Who will be trained?	<input type="checkbox"/>	<input type="checkbox"/>	
Date(s), Time(s), Location	<input type="checkbox"/>	<input type="checkbox"/>	
Total Cost	<input type="checkbox"/>	<input type="checkbox"/>	
Needs School Board approval	<input type="checkbox"/>	<input type="checkbox"/>	
Complete budget line for expenses	<input type="checkbox"/>	<input type="checkbox"/>	
Name of facilitator/person responsible	<input type="checkbox"/>	<input type="checkbox"/>	
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.	<input type="checkbox"/>	<input type="checkbox"/>	
Who will be trained?	<input type="checkbox"/>	<input type="checkbox"/>	
Date(s), Location	<input type="checkbox"/>	<input type="checkbox"/>	
Total Cost	<input type="checkbox"/>	<input type="checkbox"/>	
Complete budget line for expenses	<input type="checkbox"/>	<input type="checkbox"/>	
Name of facilitator/person responsible	<input type="checkbox"/>	<input type="checkbox"/>	

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Timelines			
	Yes	No	Comments
Start Date August 2, 2012	<input type="checkbox"/>	<input type="checkbox"/>	
End Date September 21, 2012	<input type="checkbox"/>	<input type="checkbox"/>	
Budget			
Local FTE (function 6400-no project)	<input type="checkbox"/>	<input type="checkbox"/>	\$
Project -	<input type="checkbox"/>	<input type="checkbox"/>	
Project -	<input type="checkbox"/>	<input type="checkbox"/>	
Project -	<input type="checkbox"/>	<input type="checkbox"/>	
Total External PD Budget (no project & project funds)	<input type="checkbox"/>	<input type="checkbox"/>	

Approvals: (Signature's required)

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

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

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

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

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

Resources Needed: Material / Technology / Trainer			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount
Reading1.2, 1.3 Math 2.1	Tutoring grades 3 – 6	0100.5100.0390.0601.1183	1302.00
Subtotal: \$1302.00			
Professional Development			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount
Conference/Workshop/Seminar/Institute/Online PD Goal and Action Step #(s)Reading/Writing/Math 1.2, 1.3, 3.1, 3.2, 2.1 Title : Countdown to Common Core State Conference Location:TBD Dates:TBD Sponsoring Educational Institution:FLDOE	Mileage 2 x 350=700x0.50= \$350 Meals 37x4x3=444 Room 4x119.00 = 476 Registration 100.00 Substitute(s) Total: 1370.00 If this conference does not occur, SIP \$ will be spent on tutoring for reading and math grades 3 – 6.	Budget Strip 0100.5100.0390.0601.1183	1370.00
Professional Learning Community Goal and Action Step #(s) Reading/Writing 1.2, 1.3, 3.1, 3.2 Navigator Plus Activity Title:CGE 12/13 Pathways to the Common Core PLC grades K - 6	Materials List & Cost: Pathways to the Common Core 30.00 ea.(47 copies)	Budget Strip 0100.6400.0510.0601.0000	1410.00
Lesson Study Goal and Action Step #(s) Math 2.1 Navigator Plus Activity Title: CGE 12/13 PLC/Lesson Study Math Work Stations grades K - 2	Materials List & Cost: Math work Stations Independent Learning You Can Count On 34.00 ea.(22 copies) Substitutes: \$231.60	Budget Strip 0100.5100.0510.0601.1183 0100.6400.0510.0601.0000	748.00 231.60
School Workshop Goal and Action Step #(s)Reading Navigator Plus Activity Title: CGE 12/13 Common Core ELA grades 3 – 6 CGE 12/13 Common Core Kindergarten CGE 12/13 Common Core 1 st Grade CGE 12/13 Common Core 2 nd Grade	Materials List and Cost: \$0 Consultant Fee: \$0 Consultant Travel Expenses: \$0 Substitutes: \$0 Stipends:\$0	Budget Strip	

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CGE 12/13 Passport to Reading Program gr. K - 2			
			Subtotal: \$3759.06
Other			
Goal Area and Action Step Number	Description of Resources	Budget Strip	Available Amount
			Subtotal: \$1302.00
			Grand Total: \$5061.60

2012-2013 SCHOOL IMPROVEMENT PLAN

SCHOOL NAME: Clay Hill Elementary

School Based Leadership Team

Response to Instruction/Intervention (RtI)

Identify the school-based RtI Leadership Team.

- Indicate who is on the team and their position. Also explain why they have been included on the team.

Tracey Kendrick-Provides a common vision and goal for steady use of data-based decision-making and discussion/ implementation of data based interventions; ensures RtI is being implemented school-wide; conducts assessment of RtI skills of CHE staff; ensures interventions are implemented and documented; establishes professional development to support RtI implementation and communicates with parents and staff with regard to RtI plans, meetings and activities.

Bonnie Barker- Assists in providing common vision and goal for steady use of data-based decision-making and discussion/ implementation of data based interventions; ensures RtI is being implemented school-wide; conducts assessment of RtI skills of CHE staff; ensures interventions are implemented and documented; establishes professional development to support RtI implementation and communicates with parents and staff with regard to RtI plans, meetings and activities.

Robin Rae, RtI Coach-Assist classroom teachers with the infusing of the RtI process into everyday classroom rituals and routines that will support Tier 1, 2, and 3 students, evaluate data, provide professional development, support teachers in monitoring and evaluating intervention plans and procedures, develop and evaluate instruction and intervention in academic and behavioral areas, and model effective intervention strategies for use by classroom teachers.

General Education Teachers-Provide information about core instruction and curriculum, participates in student data collection and disaggregation, deliver Tier 1 instruction/ intervention, collaborate with other staff to implement Tier 2 interventions and ensure integration of Tier 1 materials/ instruction with Tier 2/3 activities including but not limited to intensive reading and math classes.

Abbie Andrews, Exceptional Student Education (ESE) Teachers-Involved in student data collection and analysis, integration of core instructional activities/ materials into Tier 3 instruction and collaborates with regular education teachers through inclusion model in all content areas.

Cyndi Fitcher, Title 1 Curriculum Coach-Evaluates and provides information on reading content standards/ programs including core materials, intensive materials and materials being used in CAR-PD settings. Analyzes, identifies and provides suggestions on research-based curriculum with relation to implementation of interventions and classroom instruction approach. Works with District personnel on identifying systematic patterns of student need and implementation by teachers of research-based intervention strategies utilizing research-based and district approved materials. Assists with whole school screening and assessment using the FAIR and Performance Matters assessments; assists in the implementation for progress monitoring, data collection and data analysis; assists in indentifying at-risk students and implementation of research-based strategies to improve reading skills; participation in professional development through design and delivery of professional leaning communities; assists teachers with identification of reading strategies and supplemental materials for student at all reading levels.

Lynelle Jackson, School Psychologist- Participates in collection; interpretation and analysis of data; participates in each RtI meeting; provides support for development and implementation of interventions; ensures fidelity of intervention implementation and data collection; assists with professional development with relation to data collection and problem-solving and critical thinking activities; facilitates data-based decision making activities; assists with school-based decision making with regard to data instruments and interpretation.

Kathy Schmidt, Speech Language Pathologist- Provides information to the RtI team on the role language plays in curriculum, assessment and instruction; screens students and provides results of screening instruments; assists in identifying student needs with regard to language skills.

Shelley Bell, Guidance Counselor- Provides services, guidelines and expertise on program design, RtI process, assessments and interventions with individual students as well as background information from cum records, antidotal records, past parent conferences and assessments.

Jean Pease, Social Worker- Serves as link between student, student's family and community agencies; evaluates attendance information; serves as a link between family and school to promote academic, social and behavioral success.

2012-2013 SCHOOL IMPROVEMENT PLAN

SCHOOL NAME: Clay Hill Elementary

School Based Leadership Team

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

The RtI Leadership Team's goal will be to develop procedures for school-wide identification of individual student's academic and behavior needs while implementation processes and guidelines which positively impact the success of the school as a whole. These procedures and guidelines will center on data and research-based decision making.

The team will meet monthly to review data and progress monitoring results as well as classroom level records in order to identify students who appear to be at-risk in meeting benchmarks as well as discussion regarding students who are exceeding expectations. After analysis of data, observations and discussion, decisions will be made with regard to interventions and next steps necessary to facilitate student success. The team will also serve as a source of problem-solving, sharing effective practices and disseminating these practices to staff, evaluating implementation of interventions, discussing research-based best instructional practices and facilitation school-based decision making on future implementations of interventions.

- 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 the principal to help develop the SIP. The team provided general information on RtI including the definition and state wide emphasis of the process. Tier 1, 2, and 3 was explained along with examples of interventions and the tier relationships to expect student achievement based on content area benchmarks. Professional Development was discussed and the team explained that CHE staff will be trained on the RtI process and frequent feedback session will be held. SAC members were provided information by the RtI team on steps in place to ensure best instructional practices including the following: district maps, rigorous presentation of content, modeling of appropriate social interactions for students; collaboration among staff and teacher use of research-based strategies.

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), Performance Matters (Math, Science)

Progress Monitoring: Florida Assessment for Instruction in Reading (FAIR), Performance Matters (Math, Science)

End of Year: FAIR, FCAT, PM

Frequency of Data Days: Monthly department data meetings with principal and assistant principal.

- Describe the plan to train staff on RtI.

Professional development will be provided during common planning time. Professional Learning Communities will be held as well as small sessions centered on respective content areas. District Curriculum Specialists are assigned to school cluster sites and District Leadership Teams will visit schools. School administrators will be available to discuss success and challenges with RtI implementation. Monthly school curriculum council meeting will be held and included in these meetings will be discussions regarding implementation of the RtI process, analysis of data and supporting classroom interventions. The school based RtI team will provide training and updates throughout the year. The RtI team will also evaluate and provide information on staff PD needs as the school year progresses.

2012-2013 SCHOOL IMPROVEMENT PLAN

SCHOOL NAME: **Clay Hill Elementary**

School Based Leadership Team

Literacy Leadership

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

Administrators (Tracey Kendrick, Principal & Bonnie Barker, Assistant Principal): Provides a common vision for the use of data-based decision-making, ensures that the school based team follows 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.

Team Leaders (K-Susan Adler, 1-Salli Wallace, 2-Victoria Carroll, 3- Ivy Gernhard, 4-Meredith Pittman, 5-Allyson Zangrilli, 6-Besty Ellis): 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.

Curriculum Coach (Cyndi Fitcher): 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, assist 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.

RtI Coach (Robin Rae): 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.

- 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 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.

- 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 supporting literacy in Math and Science.

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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.

Each kindergarten teacher is responsible for ensuring that each child successfully transitions to our elementary school program. To provide a smooth transition to school, our school offers staggered enrollment for kindergarten students. Parents and students have an opportunity to attend an orientation prior to the start of school where they visit the classroom and meet the teacher. Early in the school year, parents are given a parent guide, What Every Kindergarten Child Should Know and the Florida Sunshine State Standards. Additionally, an Open House is held within the first 30 days of school to further inform parents how to best help their child during the transition period.

At the beginning of school, kindergarten teachers screen each child to determine the students' acquisition of specific skills and knowledge. Assessments include district-made skills tests and FLKRS. On-going progress monitoring tools include the FAIR and county-wide benchmark tests. Students with low reading readiness are given supplemental intensive reading instruction. The Florida Kindergarten Readiness Screener (FLKRS) is used during the first 30 days of school to determine school readiness and the child's ability to form meaningful relationships.

Programs currently in place to assist preschoolers with low readiness rates include Head Start and the State of Florida Voluntary Prekindergarten Program (VPK) and an ESE Pre-K program for students identified as developmentally delayed. CHE will maintain a Mom and Me program to provide opportunities for pre-schoolers and their parents to participate in quarterly learning opportunities provided by local area early childhood experts.

School budgeted funds and district funding are dedicated to ensuring a pleasant and successful transition to our elementary program. The effectiveness of our preschool transition design is determined by data collected from the initial assessments and the FLKRS.

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

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

2012-2013 SCHOOL IMPROVEMENT PLAN

School District of Clay County

SMART GOALS

SMART = Specific Measurable Attainable Realistic Timely

Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal.

GOAL 1: By 2013, Students in grades 3-6 will decrease the number of non-proficient readers in the area of vocabulary on district and state-wide assessments (FCAT 2.0) by 10 percent at each grade level and subgroup currently not meeting proficiency targets. Grades 3-6 will also increase the percentage of students scoring at or above proficient on district and state-wide assessments, equal to or beyond the performance levels of the highest-performing districts.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

I. STRATEGY 1: Implement research-based strategy of using diagnostic student data from formative assessments to develop differentiated instruction and strategies to monitor student learning based on individual student 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 research-based strategy of using diagnostic student data from formative assessments to develop differentiated instruction and strategies to monitor student learning based on individual student needs.	65.5% (19)	74.13%	82.76%	91.39%	100% (29)
	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 reading scores until we reduce the % of students who are non-proficient by at least 50% by 2016.	3 rd 62.0% (9.5) (26) 4 th 81% (4.75) (10) 5 th 55% (11.25) (32) 6 th 67% (8.25) (21)	3 rd 71.5% (22.75) 4 th 85.75% (8.75) 5 th 66.25% (28) 6 th 75.25% (18.4)	3 rd 81.0% (19.5) 4 th 90.5% (7.5) 5 th 77.50% (24) 6 th 83.5% (15.74)	3 rd 90.5% (16.25) 4 th 95.25% (6.25) 5 th 88.75% (20) 6 th 91.75% (13.11)	3 rd 100% (13) 4 th 100% (5) 5 th 100% (16) 6 th 100% (10.5)

2012-2013 SCHOOL IMPROVEMENT PLAN

IMPLEMENTATION DETAILS

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material/ Technology/ Trainer	Related PD	Funding/Funding Source
<p>1.1</p> <p>Teachers will maintain data notebooks</p>	<p><i>Data notebook binders</i></p>	<p><i>Tracey Kendrick, Bonnie Barker, Cyndi Fitcher</i></p>	<p>2012-2013</p>	<p><i>Data binder</i></p>	<p>monthly data meetings</p>	<p>117.54 0420 5100 0510 0411 4012</p>
<p>1.2</p> <p>Teachers will create student interactive notebooks and perform student conferences</p>	<p><i>Spiral notebooks/binders</i></p>	<p><i>Bonnie Barker</i></p>	<p>2012-2013</p>	<p><i>Spiral notebooks/binders</i></p>	<p><i>The Book Whisperer by Donalyn Miller; Literacy Work Stations, Making Centers Work, Practice with Purpose by Debbie Diller; What Great Teachers Do Differently by Todd Whitaker</i></p>	<p>1459.30 0100 5100 0520 0411 2013</p>

2012-2013 SCHOOL IMPROVEMENT PLAN

School District of Clay County

SMART GOALS

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Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal,

GOAL 2. By 2013, Students in grades 3-6 will increase the percentage of students scoring at or above proficient on district and state-wide assessments, equal to or beyond the performance levels of the highest-performing districts.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

I. **STRATEGY 2:** Implement research-based strategy of using diagnostic student data from formative assessments to develop differentiated instruction and strategies to monitor student learning based on individual student 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 research-based strategy of using diagnostic student data from formative assessments to develop differentiated instruction and strategies to monitor student learning based on individual student needs.	37.9% (11)	53.4%	68.9%	84.4%	100% (29)
	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 math scores until we reduce the % of students who are non-proficient by at least 50% by 2016.	3 rd 73.0% (6.75) (18) 4 th 77.0% (5.75) (12) 5 th 61.0% (9.75) (28) 6 th 63% (9.25) (24)	3 rd 79.75% (15.75) 4 th 82.75% (10.5) 5 th 70.75% (24.5) 6 th 72.25% (21)	3 rd 86.5% (13.5) 4 th 88.5% (9) 5 th 77.5% (21) 6 th 81.5% (18)	3 rd 93.25% (11.25) 4 th 94.25% (7.5) 5 th 87.25% (17.5) 6 th 90.75% (15)	3 rd 100% (9) 4 th 100% (6) 5 th 100% (14) 6 th 100% (12)

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
<p>2.1</p> <p>Teachers will maintain data notebooks</p>	<p><i>Data notebook binders</i></p>	<p><i>Tracey Kendrick, Bonnie Barker, Cyndi Fitcher</i></p>	<p>2012-2013</p>	<p><i>Data binder</i></p>	<p>monthly data meetings</p>	<p><i>117.54 0420 5100 0510 0411 4012</i></p>
<p>2.2</p> <p>Teachers will create student interactive notebooks and perform student conferences</p>	<p><i>Spiral notebooks/binders</i></p>	<p><i>Bonnie Barker</i></p>	<p>2012-2013</p>	<p><i>Spiral notebooks/binders</i></p>	<p><i>Classroom Discussions: Using math talk to help students learn gr. 1-6 by Chapin, O'Connor, and Anderson; Teach Like a Champion by Dough Lemov; Activities to Undo Math Misconceptions by Bamberger and Oberdorf; Mathematical Comprehension by Laney Sammons, Guided Math by Laney Sammons; Teaching Student-Centered Mathematics by Van de Walle and Lovin</i></p>	

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School District of Clay County

SMART GOALS

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Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal.

GOAL 3: By 2013, Students in grade 4 increase the percentage of students scoring at or above proficient on district and state-wide assessments, equal to or beyond the performance levels of the highest-performing districts.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

I. **Strategy 3:** Implement research-based strategy of using diagnostic student data from formative assessments to develop differentiated instruction and strategies to monitor student learning based on individual student 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
<p>II. ADULT IMPLEMENTATION INDICATOR(S): “CAUSE DATA”</p> <p>100% of teachers will implement research-based strategy of using diagnostic student data from formative assessments to develop differentiated instruction and strategies to monitor student learning based on individual student needs.</p>	62.1% (18)	71.6%	81.1%	90.6%	100% (29)
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
<p>III. STUDENT PERFORMANCE INDICATOR(S): “EFFECT DATA”</p> <p>Students will consistently increase their writing scores until we reduce the % of students who are non-proficient by at least 50% by 2016.</p>	4 th 82.0% (4.5) (9)	4 th 86.5% (7.87)	4 th 92.0% (6.74)	4 th 96.5% (5.61)	4 th 100% (4.5)

2012-2013 SCHOOL IMPROVEMENT PLAN

IMPLEMENTATION DETAILS

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/ Funding Source
<p>3.1 Teachers will maintain data notebooks</p>	<p><i>Data notebook binders</i></p>	<p><i>Tracey Kendrick Bonnie Barker Cyndi Fitcher</i></p>	<p>2012-2013</p>	<p><i>binder</i></p>	<p>monthly data meetings</p>	<p><i>117.54 0420 5100 0510 0411 4012</i></p>
<p>3.2 Teachers will create student interactive notebooks and perform student conferences</p>	<p><i>Spiral notebooks/binders</i></p>	<p><i>Tracey Kendrick Bonnie Barker Cyndi Fitcher</i></p>	<p>2012-2013</p>	<p><i>Spiral notebooks/binders</i></p>	<p><i>Teach Like a Champion</i> by Doug Lemov, Katherine Robinson Writing; <i>Grammar That Works</i> by James Halverson</p>	<p><i>No Cost</i></p>

2012-2013 SCHOOL IMPROVEMENT PLAN

School District of Clay County

SMART GOALS

SMART = Specific Measurable Attainable Realistic Timely

Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal.

GOAL 4: By 2013, Students in grades K-6 will increase the percentage of students scoring at or above proficient on district and state-wide assessments, equal to or beyond the performance levels of the highest-performing districts.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

I. **Strategy 4:** Implement research-based strategy of using diagnostic student data from formative assessments to develop differentiated instruction and strategies to monitor student learning based on individual student 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
<p>II. ADULT IMPLEMENTATION INDICATOR(S): “CAUSE DATA”</p> <p>100% of teachers will implement research-based strategy of using diagnostic student data from formative assessments to develop differentiated instruction and strategies to monitor student learning based on individual student needs.</p>	51.7% (15)	63.8%	75.9%	88.0%	100% (29)
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
<p>III. STUDENT PERFORMANCE INDICATOR(S): “EFFECT DATA”</p> <p>Students will consistently increase their writing scores until we reduce the % of students who are non-proficient by at least 50% by 2016.</p>	5 th 57.0% (10.75) (31)	5 th 67.75% (27.12)	5 th 78.5% (23.24)	5 th 89.25% (19.36)	5 th 100% (15.5)

2012-2013 SCHOOL IMPROVEMENT PLAN

IMPLEMENTATION DETAILS

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p>4.1 Teachers will maintain data notebooks</p>	<p><i>Data notebook binders</i></p>	<p><i>Tracey Kendrick Bonnie Barker Cyndi Fitcher</i></p>	<p>2012-2013</p>	<p><i>binder</i></p>	<p>monthly data meetings</p>	<p>117.54 0420 5100 0510 0411 4012</p>
<p>4.2 Teachers will create student interactive notebooks and perform student conferences</p>	<p><i>Spiral notebooks/binders</i></p>	<p><i>Tracey Kendrick Bonnie Barker Cyndi Fitcher</i></p>	<p>2012-2013</p>	<p><i>Spiral notebooks/binders</i></p>	<p><i>Uncovering Science Student Ideas in Life Science by Page Keeley; Uncovering Student Ideas in Science by Keeley, Eberle, and Farrin; Misconceptions in Science</i></p>	<p><i>No Cost</i></p>

2012-2013 SCHOOL IMPROVEMENT PLAN

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 5: By 2013, CHE Parent Involvement will improve by 15% over previous years as measured by attendance at parent involvement activities.					
STRATEGIES, INDICATORS AND PROGRESS MEASURES					
I. Strategy 5: Implement research-based strategies of fostering two-way 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.	82.7% (24)	87.0%	91.35%	95.7%	100% (29)
	Family Involvement August 2012	Family Involvement August 2013	Family Involvement August 2014	Family Involvement August 2015	Family Involvement August 2016
III. STUDENT PERFORMANCE INDICATOR (S): "EFFECT DATA"	K- 73% (49) 1 st - 80% (40) 2 nd -75% (52) 3 rd -67% (45) 4 th - 85% (56) 5 th - 74% (74) 6 th - 48% (31)	K- 79.75% 1 st - 85% 2 nd - 81.25% 3 rd -75.25% 4 th - 88.75% 5 th - 80.5% 6 th - 61%	K- 86.5% 1 st - 90% 2 nd -87.5% 3 rd - 83.5% 4 th - 92.5% 5 th - 87% 6 th - 74%	K- 93.25% 1 st - 95% 2 nd - 93.75% 3 rd - 91.75% 4 th - 96.25% 5 th - 93.5% 6 th - 87%	K- 100% 1 st - 100% 2 nd - 100% 3 rd - 100% 4 th - 100% 5 th - 100% 6 th - 100%

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
<p><i>5.1</i></p> <p>Students will maintain a student agenda</p>	<p><i>Agendas</i></p>	<p><i>Teacher</i></p>	<p><i>2012-2013</i></p>	<p><i>Binders/Student Agendas</i></p>	<p><i>Monthly faculty meetings</i></p>	<p><i>1564.72 0420 5100 0510 0411 4012</i></p>
<p><i>5.2</i></p>						

2012-2013 SCHOOL IMPROVEMENT PLAN

SMART GOALS					
SMART = Specific Measurable Attainable Realistic Timely					
<p>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></p> <p>Goal 4: Student Performance Content Area: <u>Science</u> Goal 5: Parental Involvement Goal 6: Other: Ex. School Climate, Attendance, other measureable school-specific goal.</p>					
<p>GOAL 6: By 2013, Clay Hill Elementary will improve School Climate through the use of various physical, structural equipment.</p>					
STRATEGIES, INDICATORS AND PROGRESS MEASURES					
<p>I. STRATEGY 6: 100% of teachers will implement a plan to utilize the equipment.</p>					
*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
<p>II. ADULT IMPLEMENTATION INDICATOR (S): “CAUSE DATA” 100% of teachers will implement a plan to utilize the equipment.</p>	K-6 51.7% (15)	K-6 63.08%	K-6 75.16%	K-6 87.24%	K-6- 100% (29)
	Discipline Data August 2012-2013	Discipline Data August 2012-2013	Discipline Data August 2012-2013	Discipline Data August 2012-2013	Discipline Data August 2012-201
<p>III. STUDENT PERFORMANCE INDICATOR (S): “EFFECT DATA” Students will consistently decrease discipline occurrences that result in discipline referrals during teacher P.E. time will decrease by 50% by 2016. (Percent increase needed per year)</p>	K- 12 1 st - 9 2 nd - 15 3 rd - 12 4 th - 8 5 th - 27 6 th - 31	K- 10.5 1 st - 7.88 2 nd – 13.1 3 rd – 10.5 4 th - 7 5 th - 23.6 6 th - 27.1	K- 9 1 st - 6.76 2 nd – 11.2 3 rd - 9 4 th - 6 5 th - 20.2 6 th - 23.2	K- 7 1 st - 5.64 2 nd – 9.3 3 rd – 7.5 4 th - 5 5 th - 16.8 6 th - 19.3	K- 6 1 st - 4.5 2 nd – 7.5 3 rd - 6 4 th - 4 5 th - 13.5 6 th - 15.5

2012-2013 SCHOOL IMPROVEMENT PLAN

IMPLEMENTATION DETAILS

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<i>6.1 Teachers will create organized physical activities utilizing available equipment.</i>	<i>Lesson Plans</i>	<i>Teacher</i>	<i>2012-2013 school year</i>	<i>PE outdoor equipment</i>	<i>Training on the use of the equipment</i>	<i>0100 5100 0510 0411 1183</i>
6.2						
6.3						

2012-2013 SCHOOL IMPROVEMENT PLAN

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

Resources Needed: Material / Technology / Trainer			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount
			2011-2012 SIP 5100 – 923.93 2012-213 SIP 5100 – 2290.00 Total SIP: 3213.93
Reading - 1.1 Math - 2.1 Writing - 3.1 Science - 4.1 Reading - 1.2 5.1 Parent Involvement	Data Binders – 117.54 Student Agendas – 1565.12	0420 5100 0510 0411 4012	117.54 1565.12
Subtotal: 1682.66			
Professional Development			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount
Conference/Workshop/Seminar/Institute/Online PD Goal and Action Step #(s) Title : Location: Dates: Sponsoring Educational Institution:	Mileage Meals Room Registration Substitute(s)	Budget Strip	
Professional Learning Community Goal and Action Step #(s) Reading 1.2 Navigator Plus Activity Title: The Book Whisperer Goal and Action Step #(s) Reading 1.2 Navigator Plus Activity Title: What Great Teachers Do Differently	Materials List and Cost: The Book Whisperer - 141.50 What Great Teachers Do Differently What Great Principals Do Differently 1317.80	Budget Strip 0100 5100 0520 0411 2013	141.50 1317.80
Lesson Study Goal and Action Step #(s) Navigator Plus Activity Title:	Materials List & Cost:	Budget Strip	
School Workshop Goal and Action Step #(s) Navigator Plus Activity Title:	Materials List and Cost: Consultant Fee: Consultant Travel Expenses: Substitutes: Stipends:	Budget Strip	
Subtotal: 1459.30			

2012-2013 SCHOOL IMPROVEMENT PLAN

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

Resources Needed: Material / Technology / Trainer			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount
Reading - 1.2	Interactive Notebooks	0100 5100 0520 0411 2013	1317.80
Subtotal:			
Professional Development			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount
Conference/Workshop/Seminar/Institute/Online PD Goal and Action Step #(s) Title : Location: Dates: Sponsoring Educational Institution:	Mileage Meals Room Registration Substitute(s)	Budget Strip	
Professional Learning Community Goal and Action Step #(s) Navigator Plus Activity Title:	Materials List and Cost:	Budget Strip	
Lesson Study Goal and Action Step #(s) Navigator Plus Activity Title:	Materials List & Cost:	Budget Strip	
School Workshop Goal and Action Step #(s) Navigator Plus Activity Title:	Materials List and Cost: Consultant Fee: Consultant Travel Expenses: Substitutes: Stipends:	Budget Strip	
Subtotal:			
Other			
Goal Area and Action Step Number	Description of Resources	Budget Strip	Available Amount
Subtotal:			
Grand Total:			

2012-2013 SCHOOL IMPROVEMENT PLAN

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

Resources Needed: Material / Technology / Trainer			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount
Reading - 1.1 Math - 2.1 Writing - 3.1 Science - 4.1	Data Binders	0420 5100 0510 0411 4012	117.54
			Subtotal:
Professional Development			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount
Conference/Workshop/Seminar/Institute/Online PD Goal and Action Step #(s) Title : Location: Dates: Sponsoring Educational Institution:	Mileage Meals Room Registration Substitute(s)	Budget Strip	
Professional Learning Community Goal and Action Step #(s) Navigator Plus Activity Title:	Materials List and Cost:	Budget Strip	
Lesson Study Goal and Action Step #(s) Navigator Plus Activity Title:	Materials List & Cost:	Budget Strip	
School Workshop Goal and Action Step #(s) Navigator Plus Activity Title:	Materials List and Cost: Consultant Fee: Consultant Travel Expenses: Substitutes: Stipends:	Budget Strip	
			Subtotal:
Other			
Goal Area and Action Step Number	Description of Resources	Budget Strip	Available Amount
			Subtotal:
			Grand Total:

2012-2013 SCHOOL IMPROVEMENT PLAN

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 _____			
Data Driven Instruction	<ul style="list-style-type: none"> • Action Step # • Name of Activity • Dates of Activity • Name of Consultant or Facilitator (if applicable) • Consultant Services Agreement (if applicable) • Materials 			
	Budget Items Required			
	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • Action Step # • Name of Activity • Dates of Activity • Title of Book or Focus 			
	Budget Items Required			

2012-2013 SCHOOL IMPROVEMENT PLAN

	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> Action Step # Name of Activity Dates of Activity Teaching strategy or method to be researched 			
	Budget Items Required			
	<ul style="list-style-type: none"> 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)				

2012-2013 SCHOOL IMPROVEMENT PLAN

Approvals: (Signature's required)

Principal: _____
SAC Chair: _____
Hilda Manning: _____
Shannah Kosek: _____

Date: ____/____/____
Date: ____/____/____
Date: ____/____/____
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.	<input type="checkbox"/>	<input type="checkbox"/>	

2012-2013 SCHOOL IMPROVEMENT PLAN

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.	<input type="checkbox"/>	<input type="checkbox"/>	
Who will be trained?	<input type="checkbox"/>	<input type="checkbox"/>	
Date(s), Time(s), Location	<input type="checkbox"/>	<input type="checkbox"/>	
Total Cost	<input type="checkbox"/>	<input type="checkbox"/>	
Needs School Board approval	<input type="checkbox"/>	<input type="checkbox"/>	
Complete budget line for expenses	<input type="checkbox"/>	<input type="checkbox"/>	
Name of facilitator/person responsible	<input type="checkbox"/>	<input type="checkbox"/>	
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.	<input type="checkbox"/>	<input type="checkbox"/>	
Who will be trained?	<input type="checkbox"/>	<input type="checkbox"/>	
Date(s), Location	<input type="checkbox"/>	<input type="checkbox"/>	
Total Cost	<input type="checkbox"/>	<input type="checkbox"/>	
Complete budget line for expenses	<input type="checkbox"/>	<input type="checkbox"/>	
Name of facilitator/person responsible	<input type="checkbox"/>	<input type="checkbox"/>	
Timelines			

2012-2013 SCHOOL IMPROVEMENT PLAN

	Yes	No	Comments
Start Date August 2, 2012	<input type="checkbox"/>	<input type="checkbox"/>	
End Date September 21, 2012	<input type="checkbox"/>	<input type="checkbox"/>	
Budget			
Local FTE (function 6400-no project)	<input type="checkbox"/>	<input type="checkbox"/>	\$
Project -	<input type="checkbox"/>	<input type="checkbox"/>	
Project -	<input type="checkbox"/>	<input type="checkbox"/>	
Project -	<input type="checkbox"/>	<input type="checkbox"/>	
Total External PD Budget (no project & project funds)	<input type="checkbox"/>	<input type="checkbox"/>	

Approvals: (Signature's required)

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

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

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

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

2012-2013 SCHOOL IMPROVEMENT PLAN

SCHOOL NAME: Clay High 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.

Peter McCabe, Principal. Mr. McCabe provides a common vision for the use of data-based decision making, ensures 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.

Linda Garcia and Michele Wilkes are ESE teachers/Support Facilitators. They participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers through such activities as co-teaching.

Tonya Srader and Jaime Harkins are Academic Coaches. They develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically-based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children considered to be “at risk;” assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

Tonya Srader is also our Reading Intervention Coach. She assists teachers and school based leadership teams in using data to identify reading and other academic/behavioral deficits of students; develop appropriate interventions designed to meet the needs of these students and monitor the implementation of intervention plans.

Deborah Segreto, Vice Principal. Mrs. Segreto provides guidance on the 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.

Mike Francisco, Technical Support and Tim Champagne, Business Department Chair. They develop or broker technology necessary to manage and display data; provide professional development and technical support to teachers and staff regarding data management and display.

2012-2013 SCHOOL IMPROVEMENT PLAN

SCHOOL NAME: Clay High School

School Based Leadership Team

Cindy Kelly, Speech/Language Clinician. Ms. Kelly educates the team on 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.

Cheryl Nix, Guidance Counselor and Rebecca Hancock, CHS School Social Worker. They provide 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 team meets once a month 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 for not meeting benchmarks.

Based on the above information, the team will identify professional development and resources, 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, School Based Leadership Team, the School Advisory Council (SAC), the Vice Principal and Principal collaborated to develop the SIP. The team provided disaggregated data on Tier 1, 2, and 3 targets; helped identify academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of Instructional Focus Calendars and essential questions based on disaggregated student achievement data.

2012-2013 SCHOOL IMPROVEMENT PLAN

SCHOOL NAME: Clay High School

School Based Leadership Team

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.

Performance Matters Diagnostic (Baseline) and Assessments for Reading, Algebra, Geometry, and Biology; FAIR testing for Reading along with

Sample FCAT Reading passages, Florida Comprehensive Assessment Test (FCAT) End of Course Exams Biology, Geometry and Algebra 1

Progress Monitoring: Compass, Performance Matters, Clay Writes, FCAT Simulation

Midyear: Performance Matters

End of year: EOC's, FCAT

Frequency of Data Days: twice a month for data analysis

- Describe the plan to train staff on RtI.

Professional development will be provided once a month with whole group instruction with all faculty and small group instruction in departments

throughout the year. The RtI Team will also evaluate additional staff PD needs during the monthly RtI Leadership Team meetings.

Literacy Leadership

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

Peter McCabe, Principal; Debbie Segreto, Vice Principal; Cary Dicks, Assistant Principal, Matt Lewis, Assistant Principal; Jaime Harkins,

Science Coach; Tonya Srader, Reading/Intervention Coach; Mark McKinney, Janet Buchanan, Lucy Conrad, Tiffany Craig, Donna Deis,

Le Neta Hill, Gary Hlebinsky, Vicki Miller, Claire McCool, Sherman O'Brien, Harold Rutledge, Robert Thompson, Karen Olley and Frank

Wickes are Department Chairs or lead teachers.

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

The LLT will meet once a month on Mondays to review data provided by the SBRTI Team to determine faculty training needs on delivery

of Tier 1 interventions, implementation, if needed, of Tier 2 intervention, and integrating all three tiers in a class period. Our focus this

year is improving the learning gains of our lower 25% population in Math and Reading.

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

- We will focus on students who have not passed the Florida Comprehensive Assessment test (FCAT) in Reading; Reading and Math

FCAT retakers and EOC Algebra 1 retakers. We will also look at behavior, attendance and grades of these same students who are

being monitored through our mentoring program.

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.

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.
On a bi-weekly basis, the Reading Coach will review an activity from the STRATEGIES THAT WORK book to build the knowledge base of all teachers.
Instructional Focus Calendars will also be used in core curriculum that will be aligned with the reading instructional focus. The school will participate in a 20-minute reading block where everyone reads. Teachers are encouraged to become CAR-PD certified.
All teachers incorporate the reading standards through what we call "essential skills." All teachers must complete two essential skill-based lessons per week. The purpose of the lessons is for teachers to use their content while teaching the skills that are embedded in the reading standards. This is monitored by the administration through the use of classroom walkthroughs and lesson plan checks.

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?
Clay High School offers students elective courses in art, business, technology, and career study. Many of these courses focus on job skills and offer students internships. A daily focus of the school is for students to ask, "Why are we learning this?" and for teachers to ask, "Why are we teaching this?" to ensure that instruction is always relevant. All students meet with their Guidance Counselor 3 times a year to complete/review their individual ePEP 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 offered Monday-Thursday by teachers. Honor program students offer tutoring after school Monday through Thursday. Teachers at CHS offer mentoring for students in the lower 25% once a week on Friday's during the school day.

2012-2013 SCHOOL IMPROVEMENT PLAN

- Service Learning – CHS offers students the opportunity to participate in service learning through clubs, classes, and career technical programs.
- Alternative Schooling - Night School, Florida Youth Challenge, Clay Virtual Academy and Florida Virtual School are some examples of alternate education opportunities available for students.
- After School Opportunities – 7th period classes offered for credit recovery and grade remediation daily.

Making the Most of Instruction

- Professional Development - All teachers participate/use Response to Intervention (RtI) in classrooms.
- Active Learning – Compass credit recovery program offered during school, all teachers promote active learning in classes.
- Educational Technology - Enhanced Classrooms and computer labs available.
- Individualized Instruction - Teachers incorporate small group learning with RtI.

Making the Most of the Wider Community

- Systemic Renewal - School Advisory Council
- School-Community Collaboration – School Advisory Council
- Career and Technical Education – Academies. Career/technical programs are part of curriculum.

Safe Schools – promoted by CHS

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.

Clay High School's percentage of graduates completing a college prep curriculum, enrolled in Algebra I course before 9th grade, completed at least one level 3 high school science course, students who took the ACT, and graduates enrolled in independent colleges and universities in Florida are at District average or greater. 98% of our 10th graders took the PLAN test in Fall of 2011. We will encourage students to take AP, DE, or College Preparatory 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.

2012-2013 SCHOOL IMPROVEMENT PLAN

School District of Clay County

SMART GOALS

SMART = Specific Measurable Attainable Realistic Timely

Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal.

GOAL 1: By 2013, 9-12th grade students will increase the percentage of students scoring at or above proficient on the FCAT 2.0 READING test equal to or beyond the performance levels of the highest performing districts

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 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
<p>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.</p>	Grades 9-12 50%	Grades 9-12 62.5%	Grades 9-12 75%	Grades 9-12 87.5%	Grades 9-12 100%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
<p>III. STUDENT PERFORMANCE INDICATOR(S): “EFFECT DATA” BOLD indicates growth needed</p>	60% (10)	70%	80%	90%	100%

2012-2013 SCHOOL IMPROVEMENT PLAN

IMPLEMENTATION DETAILS

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
1.1 Faculty will attend district grade level CCSS training meetings during Pre-Planning.	Sign in sheets from trainings	Principal, Vice Principal	Pre-Planning 2012-13 School Year	None	District sponsored PD	No funding Required
Task 1 Incorporate the rubrics that are tied to the CCSS on student response papers.	English Common Planning Meetings Minutes	Department Chair Principal, Vice Principal	2012-2013 School Year	None	Department Trainings on Tuesday's	No funding Required
Task 2 Incorporate Higher Order Question Stems throughout Core Curriculum.	English, Math, Science, Social Studies Common Planning Meetings Minutes	Department Chair Principal, Vice Principal	2012-2013 School Year	Copies of the Question Stems each teacher received during Pre-Planning.	Department Trainings on Tuesday's	No funding Required
Task 3 Use Classroom Walk-Through and Observation Tools to provide feedback to teachers on their teaching strategies and the incorporation of CCSS into their lessons.	PD 360 videos	Administrators	2012-2013 School Year	None	Review of PD 360 videos during weekly Administrative meetings	No funding Required

2012-2013 SCHOOL IMPROVEMENT PLAN

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
Task 4 PLC book studies for all teachers: NAVIGATING IMPLEMENTATION OF THE COMMON CORE STATE STANDARDS: GETTING READY FOR THE COMMON CORE HANDBOOK SERIES	PLC minutes from each Department Chair and sign in sheet	Principal, Vice Principal	2012-2013 School Year	Books for each teacher	PLC	SIP Budget
1.2 The school will implement Performance Matters and FAIR Reading Assessments to monitor student progress.	Review PM/FAIR data reports to ensure teachers are assessing students according to the created schedule	Principal, Vice Principal and the Reading Coach	2012-2013 School Year	Computer labs	CHS 2012-2013 Pre-Planning Performance Matters Training Friday, 8-10-12	No funding required
1.3 Rtl strategies will be incorporated in all classrooms along with the use of enhanced technology where available.	Lesson Plan Documentation	Administration	2012-2013 School Year	Teacher needed materials to enhance instruction/ IS department continued installation of enhanced classrooms.	2012-2013 Faculty Trainings on Instructional Strategies	SI/PD Budget

2012-2013 SCHOOL IMPROVEMENT PLAN

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
1.4 Administrators will meet with All Teachers mid-year to review student data (Performance Matters, FAIR Testing, Compass Learning test results, grades, student attendance) and teacher data (parent contact logs) and teacher Individual Professional Development Plans (IPDP).	Documentation of meetings	Administrators	2012-2013 School Year	Intervention Teacher Training faculty on Researched based Rtl strategies	CHS 2012-13 Faculty Trainings on Instructional Strategies	No funding required
1.5 FCTE conference attended by English teachers in Orlando review of new writing test.	Documentation of attendance	Principal, Vice Principal	October 4-6, 2012	Conference registration, and Travel expenses (hotel, food, mileage)	CHS 2012-13 Faculty Trainings on Instructional Strategies	PD Budget
1.6 FAME conference for Media Specialists in Orlando.	Documentation of attendance	Principal, Vice Principal	October 5-7 2012	Conference registration and Travel expenses (hotel, food, mileage)	Strategies aligned with CCSS	PD Budget
1.7 Music Educators Conference with student in Tampa.	Documentation of attendance	Principal, Vice Principal	January 16-18 2013	Conference registration and Travel expenses (hotel, food, mileage)	Music Department Meetings/Trainings	PD Budget
1.8 Mayco Product Discovery—Glazing Techniques for ART	Documentation of attendance	Principal, Vice Principal	Sept. 22-23 2012-2013	No cost	Art Department Meeting/Trainings	None Required

2012-2013 SCHOOL IMPROVEMENT PLAN

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
in Jacksonville.						

School District of Clay County

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 2. By 2013, 78% of students (with an emphasis on LQ) will achieve proficiency (EOC Level 3 or above) in Math					
STRATEGIES, INDICATORS AND PROGRESS MEASURES					
I. STRATEGY 2: Implement the research based strategy of plans and designs engaging, challenging, and relevant lessons to achieve student mastery based on state-adopted standards appropriate to the level of rigor. Implement the research-based strategy of using higher order questioning techniques in order to increase the higher order thinking of students in Math					
*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

2012-2013 SCHOOL IMPROVEMENT PLAN

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
2.1 Teachers will post daily agenda, lesson focus higher order question, Benchmark, and homework daily.	Items Posted on board daily	Teacher and administrator	2012-2013 School Year	Intervention Teacher Training faculty on Researched based Rtl strategies	CHS 2012-13 Faculty Trainings on Instructional Strategies	No funding required
2.2 Administrators will meet with Math teachers mid-year to review student data (Performance Matters, Compass Learning test results, grades, student attendance) and teacher data (parent contact logs) and teacher Individual Professional Development Plans (IPDP).	Documentation of meetings	Principal, Vice Principal	2012-2013 School Year	Intervention Teacher Training faculty on Researched based Rtl strategies	CHS 2012-13 Faculty Trainings on Instructional Strategies	No funding required
<p>3.3 Math teachers will attend district grade level CCSS training meetings during Pre-Planning.</p> <p>Task 1 Incorporate the rubrics that are tied to the CCSS on student response papers.</p> <p>Task 2 Incorporate Higher Order Question Stems throughout Core Curriculum.</p>	<p>Sign in sheets from trainings</p> <p>Math Common Planning Meetings Minutes</p> <p>Math Common Planning Meetings Minutes</p>	<p>Principal, Vice Principal</p> <p>Department Chair Principal, Vice Principal</p> <p>Department Chair Principal, Vice Principal</p>	<p>Pre-Planning 2012-13 School Year</p> <p>2012-2013 School Year</p> <p>2012-2013 School Year</p>	<p>None</p> <p>None</p> <p>Copies of the Question Stems each teacher received during Pre-Planning</p>	<p>District sponsored PD</p> <p>Department Trainings on Tuesday's</p> <p>Department Trainings on Tuesday's</p>	<p>No funding Required</p> <p>No funding Required</p> <p>No funding Required</p>

2012-2013 SCHOOL IMPROVEMENT PLAN

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p>Task 3 Use Classroom Walk-Through and Observation Tools to provide feedback to teachers on their teaching strategies and the incorporation of CCSS into their lessons.</p>	<p>PD 360 Videos</p>	<p>Administrators</p>	<p>2012-2013 School Year</p>	<p>None</p>	<p>Review of PD 360 Videos during weekly Administrative meetings</p>	<p>No funding Required</p>
<p>Task 4 PLC book studies for all teachers: NAVIGATING IMPLEMENTATION OF THE COMMON CORE STATE STANDARDS: GETTING READY FOR THE COMMON CORE HANDBOOK SERIES.</p>	<p>PLC Minutes from each Department Chair and sign in sheet</p>	<p>Principal, Vice Principal</p>	<p>2012-2013 School Year</p>	<p>Books for each teacher</p>	<p>PLC</p>	<p>SIP Budget</p>
<p>Task 5 Implement Common Core Practice 4 Model with Mathematics for the 2012-2013 school year.</p>	<p>Math Common Planning Meetings Minutes</p>	<p>Principal, Vice Principal</p>	<p>2012-2013 School Year</p>	<p>Common Core Practice 4</p>	<p>Department Meeting Minutes</p>	<p>No Funding Required</p>

2012-2013 SCHOOL IMPROVEMENT PLAN

School District of Clay County

SMART GOALS

SMART = Specific Measurable Attainable Realistic Timely

Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal,

GOAL 3: By 2013, all students in grade 10 will increase the number of students scoring a 4.0 or above on **Writing** FCAT by at least 5% over the previous year

STRATEGIES, INDICATORS AND PROGRESS MEASURES

I. **Strategy 3:** Implement the research- based strategy of relating and integrating the subject matter with other disciplines during instruction

*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 relating and integrating the subject matter with other disciplines during instruction.	45%	60%	75%	90%	100%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016

2012-2013 SCHOOL IMPROVEMENT PLAN

SMART GOALS

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Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measurable school-specific goal.

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STRATEGIES, INDICATORS AND PROGRESS MEASURES

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*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 relating and integrating the subject matter with other disciplines during instruction.	45%	60%	75%	90%	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”	90%	94%	96%	98%	100%

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
<p>3.1</p> <p>Faculty Training to include training on incorporating researched based strategies implementing essay writing into individual curriculum.</p>	<p>Sign in sheets from training</p>	<p>Principal, Vice Principal</p>	<p>August 2012-ongoing</p>	<p>Intervention Teacher training faculty on research-based Rtl Strategies</p>	<p>CHS 2012-2013 Faculty Trainings on Instructional Strategies</p>	<p>No funding required</p>
<p>3.2</p> <p>9th and 10th grade English teachers will attend training on scoring CLAY writes Pre- and Post-test using the NEW FCAT WRITES 2.0 Essay rubric.</p>	<p>Sign in sheets from training</p>	<p>Principal, Vice Principal</p>	<p>September 2012</p>	<p>Writing Lead Teacher conducts training teachers on using research based strategies for Essay Writing</p>	<p>CHS 2012-2013 FCAT WRITES Training</p>	<p>No funding required</p>
<p>3.3</p> <p>Writing teachers will hold writing camp 1 week prior to the FCAT WRITES test for lower 25% students and honor students (students are separated with strategies aimed at each level).</p>	<p>Sign in sheets from students</p>	<p>Principal, Vice Principal 10th grade level leader</p>	<p>February, 2013</p>		<p>CHS 2012-2013 FCAT WRITES Training</p>	<p>No funding required</p>

2012-2013 SCHOOL IMPROVEMENT PLAN
School District of Clay County

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, 50% OF BIOLOGY STUDENTS WILL INCREASE THEIR BASELINE PERFORMANCE MATTERS SCORES IN SCIENCE BY 1% ACCORDING TO THE ASSESSMENT 3 RESULTS.					
STRATEGIES, INDICATORS AND PROGRESS MEASURES					
I. Strategy 4: 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					
*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 Science teachers 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.	25%	40%	50%	75%	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"	61.8%	73.35%	80.09%	90.45%	100%

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
<p>4.1</p> <p>Teacher engages students in problem solving, experimental inquiry, and /or investigation tasks incorporating project based learning throughout the science curriculum.</p> <p>Tasks: Use Science Interactive Notebooks Science Fair peer review process</p>	<p>Lesson Plans, Classroom data</p>	<p>Principal, Vice Principal, Science Coach and Teachers</p>	<p>2012-2013 School Year</p>	<p>None</p>	<p>CHS 2012-2013 PLC Science Department incorporating project based learning throughout the science curriculum.</p>	<p>No funding required</p>
<p>4.2</p> <p>Based on disaggregated data from Performance Matters Baseline Science test, the Science Department will develop an Instructional Focus Calendar for Science classes utilizing district curriculum maps/pacing guides as provided.</p>	<p>Administration will be aware of the IFCs upcoming focus and monitor implementation through classroom walk-throughs.</p>	<p>Principal, Vice Principal</p>	<p>2012-2013 School Year</p>	<p>None</p>	<p>CHS 2012-2013 Faculty Trainings on Instructional Strategies</p>	<p>No funding required</p>
<p>4.3</p> <p>Science teachers will extend Science beyond the classroom using North Fork Ranch as an Outdoor Educational Experience for 9-12 grade students.</p>	<p>Lesson Plan Checks and feedback from North Fork Ranch</p>	<p><i>Principal, Vice Principal</i></p>	<p>2012-2013 School Year</p>	<p>Busses</p>	<p>PD through North Fork Ranch participants prior to visits</p>	<p>PD Budget</p>

2012-2013 SCHOOL IMPROVEMENT PLAN

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GOAL 5: PARENTAL INVOLVEMENT will improve by 10% over the previous year as measured by attendance at after- school and community events					
STRATEGIES, INDICATORS AND PROGRESS MEASURES					
I. Strategy 5: Implement the research-based strategy of fostering two-way home/school communication with all stakeholders to support student learning II.					
*PROGRESS MEASURES ARE FOR THE PURPOSE OF REACHING YOUR 3-5 YEAR SCHOOL IMPROVEMENT GOALS AND AMO'S.	PROGRESS MEASURE August 2012	PROGRESS MEASURE August 2013	PROGRESS MEASURE August 2014	PROGRESS MEASURE August 2015	PROGRESS MEASURE August 2016
III. ADULT IMPLEMENTATION INDICATOR(S): "CAUSE DATA" 100% of teachers will implement the research-based strategy of fostering two-way home/school communication with all stakeholders to support student learning.	55%	65%	75%	90%	100%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016

2012-2013 SCHOOL IMPROVEMENT PLAN

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GOAL 5: PARENTAL INVOLVEMENT will improve by 10% over the previous year as measured by attendance at after- school and community events

STRATEGIES, INDICATORS AND PROGRESS MEASURES

<p>I. Strategy 5: Implement the research-based strategy of fostering two-way home/school communication with all stakeholders to support student learning</p> <p>II.</p>					
<p>*PROGRESS MEASURES ARE FOR THE PURPOSE OF REACHING YOUR 3-5 YEAR SCHOOL IMPROVEMENT GOALS AND AMO'S.</p>	<p>PROGRESS MEASURE August 2012</p>	<p>PROGRESS MEASURE August 2013</p>	<p>PROGRESS MEASURE August 2014</p>	<p>PROGRESS MEASURE August 2015</p>	<p>PROGRESS MEASURE August 2016</p>
<p>III. ADULT IMPLEMENTATION INDICATOR (S): “CAUSE DATA”</p> <p>100% of teachers will implement the research-based strategy of fostering two-way home/school communication with all stakeholders to support student learning.</p>	<p>55%</p>	<p>65%</p>	<p>75%</p>	<p>90%</p>	<p>100%</p>
<p>IV. STUDENT PERFORMANCE INDICATOR (S): “EFFECT DATA”</p>	<p>9th 75%</p> <p>10th 70%</p> <p>11th 60%</p> <p>12th 75%</p>	<p>9th 81%</p> <p>10th 77%</p> <p>11th 70%</p> <p>12th 81%</p>	<p>9th 87%</p> <p>10th 85%</p> <p>11th 80%</p> <p>12th 87%</p>	<p>9th 93%</p> <p>10th 93%</p> <p>11th 90%</p> <p>12th 93%</p>	<p>9th 100%</p> <p>10th 100%</p> <p>11th 100%</p> <p>12th 100%</p>

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 Incorporate use of automatic phone system (EDULINK), Parent Portal and CHS website to call all parents about upcoming events.	Teacher's Phone Log, EDULINK page and website	Administrators and Web Master	2012-2013 School Year	Computer	IS training on use of system	No funding required
5.2 Open House night advertised on sign, website, in newspapers, flyer home with students and phone call made.	Attendance at Open House	Administrators	2012-2013 School Year	Paper, Computer	None	No funding required
5.3 Teachers call parents when students are absent, grades fall below "C". Teachers mail home Positive Notes to parents.	Student and parent response	Teachers	2012-2013 School Year	Postage notes	None	No funding required

2012-2013 SCHOOL IMPROVEMENT PLAN

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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: BY 2013, DROP OUT RATE WILL DECREASE BY 1% FROM 2012					
STRATEGIES, INDICATORS AND PROGRESS MEASURES					
I. STRATEGY 6: Examines and uses a variety of data, with a focus on Drop Out Prevention to improve instruction and student achievement in order to reduce dropout rate by 1%					
*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 examine and use a variety of data, with a focus on Drop-Out Prevention to improve instruction and student achievement in order to reduce drop -out rate by 1%.	75%	85%	90%	95%	100%
	Drop Out Data August 2011-2012	Drop Out Data August 2012-2013	Drop out Data August 2013-2014	Drop out Data August 2014-2015	Drop out Data August 2015-2016
III. STUDENT PERFORMANCE INDICATOR (S): "EFFECT DATA" Administrators and teachers will examine and use a variety of data, with a focus on Drop-Out Prevention to improve instruction and student achievement in order to eliminate the drop-out rate by 2015.	9%	7%	5%	3%	0%

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
<p>6.1 Continue to monitor students' progress and place qualified students in Drop Out Prevention Program.</p> <p>Compass Lab program available during school and after school for students needing credit recovery</p>	<p>Teacher Grades, Guidance Counselor recommendation</p> <p>Vice Principal Guidance Counselor recommendations</p>	<p>Guidance Counselors, Vice Principal</p> <p>Guidance Counselors, Vice Principal</p>	<p>2012-2013 School Year</p> <p>2012-2013 School Year</p>	<p>None</p> <p>None</p>	<p>None</p> <p>None</p>	<p>No funding required</p> <p>No funding required</p>
<p>6.2 Continue to incorporate COMPASS remediation availability to all students through courses</p> <p>Teachers continue to contact parents on any student's grades below C.</p>	<p>Teacher grades</p> <p>Teacher Phone logs</p>	<p>Teachers, Administrators</p> <p>Teachers administrators</p>	<p>2012-2013 School Year</p> <p>2012-2013 School Year</p>	<p>None</p> <p>None</p>	<p>None</p> <p>None</p>	<p>No funding required</p> <p>No funding required</p>
<p>6.3 Mid-year meetings with teachers to review grades of students in classes.</p>	<p>Documentation of meetings</p>	<p>Principal, Vice Principal</p>	<p>2012-2013 School Year</p>	<p>None</p>	<p>None</p>	<p>No funding required</p>

2012-2013 SCHOOL IMPROVEMENT PLAN/PROFESSIONAL DEVELOPMENT PLAN BUDGET

SCHOOL NAME: CLAY VIRTUAL 7006 DISTRICT VIRTUAL COUSE OFFERINGS

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.

Team consists of Principal, District Learning Specialist, Guidance Counselor, Teachers, and the Support Facilitator/RtI Coordinator. The principal is the head of the team and members were chosen for their ability to provide sage advice as proven ability to plan, execute strategy, and attain goals.

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?

Principal will meet a minimum of once a month to provide a common mission and vision for Curriculum Coordinators, Reading and ESE Coaches in use of data-based decision-making to ensure that school team is implementing RtI, conducting assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures optimal professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

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?

Issues requiring additional staff training are incorporated into Professional Training. The RtI Leadership Team members meet with the School Advisory Council (SAC) chair and principal to help develop the SIP. The team will provide 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); facilitate 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 will assist 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 Compass Benchmark, Compass Science Benchmark Assessments. Clay Writes will be used throughout the school-year.

Progress Monitoring: Math Benchmarks, Florida Assessments for Instruction in Reading (FAIR), Running Records, Accelerated Reader, STAR testing, Compass Learning, Clay Writes. End of year: FAIR, FCAT, Math End of Course Assessment Test

2012-2013 SCHOOL IMPROVEMENT PLAN/PROFESSIONAL DEVELOPMENT PLAN BUDGET

SCHOOL NAME: CLAY VIRTUAL 7006 DISTRICT VIRTUAL COUSE OFFERINGS

School Based Leadership Team

Literacy Leadership

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

Principal: Dr. Saryn Hatcher, Tonya Boswell (Support Facilitator), Lana Racine (Guidance Counselor) Jennifer Green (Language Arts Teacher), Heather Sieger (Compass Recovery Teacher), Ruth Payne (Distance Learning Specialist)

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

LLT will review disaggregated data in order to implement professional development that will lead to the benefit of all stakeholders. Previous data should reflect gains made in the past to improve future gains.

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

To improve students reading comprehension and instill reading as an enjoyable venue that can enable students to excel in school, life, and future employment.

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.

Administration will develop web strategies connected to Florida's Transition Project; <http://www.floridatransitionproject.ucf.edu/>. The program will include video instruction for parents to prepare students for public school success as well as downloadable resources to include a transition guidebook for parents. Transition pamphlet will be available at community events for CVA.

2012-2013 SCHOOL IMPROVEMENT PLAN/PROFESSIONAL DEVELOPMENT PLAN BUDGET

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. A 25 minute period of time is recommended for individual or group reading for all Virtual Academy students. Each teacher is responsible for monitoring the reading level of their students, insuring students are reading at their AR Level, and taking AR reading tests. District Media Department, and District Reading Coach will provide professional development as needed to create reward programs to encourage reading as a daily lifestyle.

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?

The majority of students are advised to take Introduction to Information Technology as an applied course relevant to success in the 21st century. Course content in the core subjects includes applied practice project-based learning from SAS Curriculum Pathways to help students understand the relevance in real life.

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

Students at risk of dropout or academic intervention are offered regular monitoring and tutoring opportunities. Administration will monitor academic intervention of all students, progress letters will go out to all parents notifying them of skill deficits. Progress monitoring plans will be established for each at risk student. Each teacher will have after-hours sessions available online for students.

- Career and Technical Education
- Safe Schools
- Service Learning

Students will be informed of service learning opportunities at brick and mortar high schools and will be allowed to participate in these activities with the principals' approval.

- Alternative Schooling

Some at risk students are advised about other virtual instructional programs where they might meet with more success.

- After School Opportunities Use of organized sports and clubs to

Students will be informed of sports and club opportunities at brick and mortar high schools and will be allowed to participate in these activities with the principals' approval.

2012-2013 SCHOOL IMPROVEMENT PLAN/PROFESSIONAL DEVELOPMENT PLAN BUDGET

Early Interventions

- Early Childhood Education

As a K-12 school, at risk students are identified as early as third grade and interventions will be prescribed as needed.

- Family Engagement

Constant communication via Facebook and Twitter, monthly phone calls by teachers, and family/community events are used to maintain the connection between family and school. A business partner hosted our Orientation Day for students and parents, and school-wide activities are planned throughout the year.

- Early Literacy Development

In addition to adherence to the District's Reading Plan, Clay Virtual Academy incorporates online programs that motivate and engage students. All students are required to read 25 minutes per day and keep a reading log for the teacher to check on a monthly basis.

Making the Most of Instruction

- Professional Development

Teachers use student data to target their needs for professional development, and complete an IPDP. Virtual online professional development is provided to all instructors whether established or new teachers.

- Active Learning

Current research best practices for online instruction will be provided and utilized by all teachers.

- Educational Technology

Clay Virtual Academy incorporates all forms of educational technology to engage students in the learning process.

- Individualized Instruction

Virtual instruction is such that each student receives individual instruction on a daily basis.

Making the Most of the Wider Community

- Systemic Renewal

Continued professional development will take place with all teachers using current research practices. An analysis of student, teacher, parent and community feedback will identify improvements which may need to be made.

- School-Community Collaboration

The School Advisory Council will meet with administration on various needs of the school. SAC will advise the principal on various needs of the instructional program. In addition, they will meet to discuss the school improvement plan and academic resources to enhance school success.

- Career and Technical Education

Clay Virtual Academy has partnered with the SDCC Department of Career & Technical Education and the Clay County Chamber of Commerce.

- Safe Schools

- We have a partnership with the Florida State Attorney's office to provide training for students in the area of cyber safety.

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.

College and Career Night will be held. The school will monitor the High School Feedback Report when received from DOE.

2012-2013 SCHOOL IMPROVEMENT PLAN/PROFESSIONAL DEVELOPMENT PLAN BUDGET

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School District of Clay County

SMART GOALS

SMART = Specific Measurable Attainable Realistic Timely

Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal.

GOAL 1: By 2013, K-12 Virtual Academy will decrease the number of non-proficient readers on FCAT 2.0 by 10 percent at each grade level and subgroup currently not meeting proficiency targets (SWD, ED). K-12 Virtual Academy will also increase the percentage of students scoring at or above proficient FCAT 2.0, beyond their performance levels of 2010-11.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

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
<p>II. ADULT IMPLEMENTATION INDICATOR (S): “CAUSE DATA”</p> <p>100% of teachers will (strategy restated here) 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.</p>		605	75%	85%	100%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
<p>III. STUDENT PERFORMANCE INDICATOR(S): “EFFECT DATA”</p> <p>Students will consistently increase their FCAT Reading levels scores until we reduce the % of students who are non-proficient by at least 50% by 2016.</p>	50%	54%	59%	63%	68%

2012-2013 SCHOOL IMPROVEMENT PLAN/PROFESSIONAL DEVELOPMENT PLAN BUDGET

IMPLEMENTATION DETAILS

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material/ Technology/ Trainer	Related PD	Funding/Funding Source
<p>1.1 Teachers will use higher-level questions to guide students into critical thinking skills. Task 1: Teachers will use Bloom's Taxonomy question stems Task 2: Teachers will ask students to clarify and summarize meaning Task 3: Teachers will conference with students to establish specific learning goals</p>	<p>Lesson Plans, Student work samples</p>	<p>Admin, Literacy Leadership Team, Teachers</p>	<p>2012-2013 school year</p>	<p>Critical Thinking Question Stem cards</p>		
<p>1.2 Teachers will use vocabulary enrichment activities to expand critical grade level vocabulary and improve reading comprehension Task 1: Teachers will provide students with meaningful connections to new words and materials to make learning relevant</p>	<p>Lesson Plans, Vocabulary Resources, Curriculum presentation</p>	<p>Admin, Literacy Leadership Team</p>	<p>2012-2013 school year</p>	<p>Vocabulary Articulation Plan</p>	<p>Blackboard courses on vocabulary articulation, lesson study</p>	

2012-2013 SCHOOL IMPROVEMENT PLAN/PROFESSIONAL DEVELOPMENT PLAN BUDGET

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material/ Technology/ Trainer	Related PD	Funding/Funding Source
<p>1.3 Teachers will scaffold instruction Task 1: Teachers will incorporate graphic organizers to offer a visual framework for assimilating new information</p> <p>Task 2: Teachers will break a complex task into easier, more “doable” steps to facilitate student achievement and vice versa to encourage higher order thinking</p> <p>Task 3: Teachers will encourage the use of Accelerated Reader program to improve comprehension.</p> <p>Task 4: K-6 ELA Teachers will introduce the Pizza Hut Book it Program as a supplemental resource to enhance reading motivation.</p>	<p>Graphic Organizers, Student work samples, Curriculum presentation</p> <p>AR-Test Results</p> <p>Diagnostic Data</p>	<p>ELA Teachers</p> <p>ELA Teachers</p> <p>ELA Teachers</p> <p>ELA Teachers</p>	<p>2012-2013 school year</p> <p>2012-2013 school year</p> <p>2012-2013 school year</p> <p>2012-2013 school year</p>	<p>Book studies with all staff on specific strategies that support improvement in reading at all levels</p> <p>AR-Professional Development</p> <p>Staff Training by: Carol Cochuyt</p>		

2012-2013 SCHOOL IMPROVEMENT PLAN/PROFESSIONAL DEVELOPMENT PLAN BUDGET

School District of Clay County

SMART GOALS

SMART = Specific Measurable Attainable Realistic Timely

Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal,

GOAL 2. By 2013, K-12 Virtual Academy will decrease the number of non-proficient math students on FCAT 2.0 by 10 percent at each grade level and subgroup currently not meeting proficiency targets (SWD, ED). K-12 Virtual Academy will also increase the percentage of students scoring at or above proficient FCAT 2.0, beyond their performance levels of 2010-11.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

I. **STRATEGY 2:** *Implement the scientifically base researched strategy of using higher order questioning techniques in order to increase the higher order thinking of students in Mathematics (including higher level math courses).*

*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): 100% of teachers will implement the scientifically base researched strategy of using higher order questioning techniques in order to increase the higher order thinking of students in Mathematics (including higher level math courses).	<i>NO CONSISTENT DATA SOURCE FOR ALL STUDENTS Baseline Year</i>	50%	54.%	59.%	63%
	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"					

2012-2013 SCHOOL IMPROVEMENT PLAN/PROFESSIONAL DEVELOPMENT PLAN BUDGET

IMPLEMENTATION DETAILS

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
2.1 Teachers will utilize higher order questioning techniques	Lesson plans, student work samples, Curriculum presentation	CVA teachers	September 2012- Ongoing	Common Planning Schedule	Blackboard Course	N/A
2.2 Teachers will utilize a thread for students to discuss and use peer conferencing strategies in order to allow students to explain, summarize or clarify their thinking to higher-order questions Task 1: Teachers will devise a process of strategies for students to use with their peer partners	Team meeting minutes, lesson plans, student responses	CVA Teachers	September 2012- Ongoing	Demonstration and modeling for teachers needing assistance on strategies, copies	Blackboard Course	N/A
2.3 Teachers will differentiate instruction based on student needs Task 1: Students will be leveled within the system to allow for differentiation of instruction Task 2: Extension activities will be planned for higher performing students in order to develop deeper understanding of learned concepts.	Lesson plans, student work samples, Curriculum presentation	CVA Teachers	September 2012- Ongoing			

2012-2013 SCHOOL IMPROVEMENT PLAN/PROFESSIONAL DEVELOPMENT PLAN BUDGET

School District of Clay County

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 3: By 2013, K-12 Virtual Academy will increase the number of proficient writers on FCAT Writes by 10 percent at each grade level from their last assessment.					
STRATEGIES, INDICATORS AND PROGRESS MEASURES					
I. Strategy 3:					
*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): <i>100% of teachers will implement the scientifically base researched strategy of the five stages of the writing process, relating and integrating the subject matter with other disciplines during instruction</i>	NO CONSISTENT DATA SOURCE FOR ALL STUDENTS Baseline Year	50%	54.%	59.%	63%
	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"					

2012-2013 SCHOOL IMPROVEMENT PLAN/PROFESSIONAL DEVELOPMENT PLAN BUDGET

IMPLEMENTATION DETAILS

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p>3.1 Teachers demonstrate knowledge of research based best practices of writing across content areas</p> <p>Task 1: Provide PD and support on how to implement the use of writing across the content areas</p> <p>Task 2: Provide PD and support on how to assess writing based on FCAT Writing rubrics</p> <p>Task 3: Provide grammar articulation plan</p>	<p>Clay Writes Assessments, student work samples, sign-in sheets</p>	<p>Literacy Leadership Team, Admin</p>	<p>September 2012-Ongoing</p>	<p>Writing Rubric, student data, technology, Grammar Articulation Guide</p>	<p>Blackboard course on Writing</p>	
<p>3.2 Teachers use the NGSSS for content and grade level</p> <p>Task 1: Students will utilize organizational tools and strategies for the pre-writing process- (technology, outline, chart, webs, story map graphs)</p> <p>Task 2: Students will draft writing by organizing information into logical sequence</p> <p>Task 3: Students will revise their draft for clarity by using transitional words and variations of sentence structure</p> <p>Task 4: Students will edit and correct their writing for standard language conventions</p> <p>Task 5: Students will write a final product for the intended audience</p>	<p>Writing samples, lesson plans, graphic organizers, student writing samples, Curriculum presentation</p>	<p>CVA Teachers</p>	<p>September 2016-Ongoing</p>	<p>NA</p>	<p>NA</p>	

2012-2013 SCHOOL IMPROVEMENT PLAN/PROFESSIONAL DEVELOPMENT PLAN BUDGET

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p>3.1 Teachers demonstrate knowledge of research based best practices of writing across content areas</p> <p>Task 1: Provide PD and support on how to implement the use of writing across the content areas</p> <p>Task 2: Provide PD and support on how to assess writing based on FCAT Writing rubrics</p> <p>Task 3: Provide grammar articulation plan</p>	<p>Clay Writes Assessments, student work samples, sign-in sheets</p>	<p>Literacy Leadership Team, Admin</p>	<p>September 2012-Ongoing</p>	<p>Writing Rubric, student data, technology, Grammar Articulation Guide</p>	<p>Blackboard course on Writing</p>	

2012-2013 SCHOOL IMPROVEMENT PLAN/PROFESSIONAL DEVELOPMENT PLAN BUDGET

School District of Clay County

SMART GOALS					
SMART = Specific Measurable Attainable Realistic Timely					
<p>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></p>					
<p>GOAL 4: By 2013, 50% K-12 Virtual Academy students will attain an FCAT (Level III or above) score; an increase of 10% as measured by last year's district average results on the Science FCAT.</p>					
STRATEGIES, INDICATORS AND PROGRESS MEASURES					
<p>I. Strategy 4: By 2013, 50% K-12 Virtual Academy students will attain an FCAT (Level III or above) score; an increase of 10% as measured by last year's district average results on the Science FCAT.</p>					
*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
<p>I. ADULT IMPLEMENTATION INDICATOR (S): 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.</p>	<p>No consistent data source for all students Baseline Year</p>	50%	54.4%	59.4%	63%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016

2012-2013 SCHOOL IMPROVEMENT PLAN/PROFESSIONAL DEVELOPMENT PLAN BUDGET

SMART GOALS					
SMART = Specific Measurable Attainable Realistic Timely					
<p align="center">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></p>					
GOAL 4: By 2013, 50% K-12 Virtual Academy students will attain an FCAT (Level III or above) score; an increase of 10% as measured by last year's district average results on the Science FCAT.					
STRATEGIES, INDICATORS AND PROGRESS MEASURES					
I. Strategy 4: By 2013, 50% K-12 Virtual Academy students will attain an FCAT (Level III or above) score; an increase of 10% as measured by last year's district average results on the Science FCAT.					
*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): 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.	No consistent data source for all students Baseline Year	50%	54.%	59.%	63%
II. STUDENT PERFORMANCE INDICATOR (S): "EFFECT DATA"	II. STUDENT PERFORMANCE INDICATOR (S): Students will consistently increase their FCAT Reading scores until reaching 100% proficiency in all grade levels by 2015.	50%	54.%	59.%	63%

2012-2013 SCHOOL IMPROVEMENT PLAN/PROFESSIONAL DEVELOPMENT PLAN BUDGET

IMPLEMENTATION DETAILS

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p>4.1 Teachers will conduct hands-on inquiry based opportunities for students throughout the school year in order for students to comprehend science concepts</p> <p>Task 1: To reinforce a skill and provide for an interactive visual, teachers will use “hands-on” or lab centered activities when possible</p>	<p>Observation, science notebooks, student work samples</p>	<p>CVA Teachers</p>	<p>2012-2013 school year</p>			<p>N/A</p>
<p>4.2 Teachers will use spiral reviews in order to ensure mastery and retention of previously taught concepts</p> <p>Task 1: Teachers will use explicit questions that require students to infer</p> <p>Task 2: Students will be asked to explain and defend their inferences</p>	<p>Lesson plans, student work samples, Curriculum presentation</p>	<p>CVA Teachers</p>	<p>2012-2013 school year</p>		<p>Science Technology Publisher Training</p>	<p>County funded</p>
<p>4.1 Teachers will conduct hands-on inquiry based opportunities for students throughout the school year in order for students to comprehend science concepts</p> <p>Task 1: To reinforce a skill and provide for an interactive visual, teachers will use “hands-on” or lab centered activities when possible</p>	<p>Observation, science notebooks, student work samples</p>	<p>CVA Teachers</p>	<p>2012-2013 school year</p>			<p>N/A</p>

2012-2013 SCHOOL IMPROVEMENT PLAN/PROFESSIONAL DEVELOPMENT PLAN BUDGET

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 5: By 2013, 60% of targeted CVA parents will participate in the end of the year survey.					
STRATEGIES, INDICATORS AND PROGRESS MEASURES					
I. Strategy 5: Strategy 5: IMPLEMENT THE SCIENTIFICALLY BASE RESEARCHED STRATEGY OF FOSTERING TWO-WAY HOME/SCHOOL COMMUNICATION WITH ALL STAKEHOLDERS TO SUPPORT STUDENT LEARNING AND COMPLETION OF PARENT SURVEY					
*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"	No consistent data source for all students Baseline Year	50%	54.%	59.%	63%
	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"	No consistent data source for all students Baseline Year	50%	54.%	59.%	63%

2012-2013 SCHOOL IMPROVEMENT PLAN/PROFESSIONAL DEVELOPMENT PLAN BUDGET

IMPLEMENTATION DETAILS

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p>5.1 <i>SBLT will engage parents in activities relating to the use of technology and School Improvement.</i></p> <p>Task 1: Principal will post school improvement efforts through electronic campaign as well as voice mail directly to parents.</p> <p>Task 2: Principal will provide information relating to the Hatcher Report (monthly diagnostic snapshot or dash board of all school functions) to parents through electronic newsletters including Facebook and Twitter.</p> <p>Task 3: Staff will promote a fundraiser opportunity to emphasize the completion of surveys and school/community pride; surveys could be completed at the event</p>	<p>CVA Twitter/Facebook</p> <p>Analytics</p> <p>New School Website with visitor tracking counters</p> <p>Analytics software data documentation</p>	<p>Dr. Hatcher Ms. Schriver</p> <p>Dr. Hatcher Ms. Schriver</p> <p>Dr. Hatcher Ms. Schriver</p>	<p>September 2012- June 2013</p> <p>August 2012 – October 2012</p> <p>September 2012- June 2012</p> <p>October 2012- Ongoing</p>	<p>District approval</p> <p>District approval</p> <p>Access to Inspiration Software</p> <p>Survey Monkey Account</p>	<p>Web Design</p>	<p>N/A</p> <p>NA</p> <p>NA</p>
<p>5.2</p> <p>Task 1: Principal will implement use of Social Media for information purposes giving parents more information about school events.</p> <p>Task 2: Principal/Support Facilitator will push school-based data through Social Media and district e-mail directly to all parents who are registered to receive e-alerts.</p>	<p><i>CVA Website Twitter/Facebook</i></p> <p><i>CVA Website Twitter/Facebook</i></p>	<p><i>Dr. Hatcher</i></p> <p><i>Dr. Hatcher Ms. Boswell</i></p>	<p><i>September 2012- June 2012</i></p> <p><i>September 2012- June 2013</i></p>	<p><i>District approval</i></p> <p><i>District approval</i></p>		<p>NA</p>
<p>5.1 <i>SBLT will engage parents in activities relating to the use of technology and School Improvement.</i></p> <p>Task 1: Principal will post school improvement</p>	<p>CVA</p>		<p>September</p>	<p>District</p>		<p>N/A</p>

2012-2013 SCHOOL IMPROVEMENT PLAN/PROFESSIONAL DEVELOPMENT PLAN BUDGET

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p>efforts through electronic campaign as well as voice mail directly to parents.</p> <p>Task 2: Principal will provide information relating to the Hatcher Report (monthly diagnostic snapshot or dash board of all school functions) to parents through electronic newsletters including Facebook and Twitter.</p> <p>Task 3: Staff will promote a fundraiser opportunity to emphasize the completion of surveys and school/community pride; surveys could be completed at the event</p>	<p>Twitter/Facebook</p> <p>Analytics</p> <p>New School Website with visitor tracking counters</p> <p>Analytics software data documentation</p>	<p>Dr. Hatcher Ms. Schriver</p> <p>Dr. Hatcher Ms. Schriver</p> <p>Dr. Hatcher Ms. Schriver</p>	<p>2012-June 2013</p> <p>August 2012 – October 2012</p> <p>September 2012-June 2013</p> <p>October 2012-Ongoing</p>	<p>approval</p> <p>District approval</p> <p>Access to Inspiration Software</p> <p>Survey Monkey Account</p>	<p>Web Design</p>	<p>NA</p> <p>NA</p>

2012-2013 SCHOOL IMPROVEMENT PLAN/PROFESSIONAL DEVELOPMENT PLAN BUDGET

SMART GOALS					
SMART = Specific Measurable Attainable Realistic Timely					
<p align="center">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></p>					
GOAL 6:					
STRATEGIES, INDICATORS AND PROGRESS MEASURES					
I. STRATEGY 6:					
*PROGRESS MEASURES ARE FOR THE PURPOSE OF REACHING YOUR 3-5 YEAR SCHOOL IMPROVEMENT GOALS AND AMO'S.	PROGRESS MEASURE August 2012	PROGRESS MEASURE August 2013	PROGRESS MEASURE August 2014	PROGRESS MEASURE August 2015	PROGRESS MEASURE August 2016
II. ADULT IMPLEMENTATION INDICATOR (S): "CAUSE DATA"					
	Discipline Data August 2011-2012	Discipline Data August 2012-2013	Discipline Data August 2013-2014	Discipline Data August 2014-2015	Discipline Data August 2015-2016
III. STUDENT PERFORMANCE INDICATOR (S): "EFFECT DATA"	*% of occurrences by grade level				

2012-2013 SCHOOL IMPROVEMENT PLAN/PROFESSIONAL DEVELOPMENT PLAN BUDGET

IMPLEMENTATION DETAILS

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

2012-2013 SCHOOL IMPROVEMENT PLAN/PROFESSIONAL DEVELOPMENT PLAN BUDGET

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

Resources Needed: Material / Technology / Trainer			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount 2011-12 SIP Proj 1182 -\$0 2012-13 SIP Proj 1183 - \$0 Total SIP Available: \$0,000.00
Goal – Reading – Action Step 1.1.1 Goal – Math – Action Step 2.2.4 Goal – Writing – Action Step 3.1.3 Goal – Science – Action Step 4.3.1 Goal – Parent Involvement – Action Step 5.2.1	Online parent guides for assisting their child in Reading skills - \$0 Materials for school science fair - \$100.00	6400 0000 4023	\$100.00
			Subtotal: \$000.00
Professional Development			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount FTE – No Proj 0000 - \$,0 Total PD Available: \$11,000.00
Professional Learning Community Goal and Action Step #(s) – Reading /Action Step 1.1.2 Navigator Plus Activity Title: School 0001 2012-13 – PLC—Integrating Reading and Social Studies in Grades K-8 Goal and Action Step #(s) – Math & Science Action Step 2.1.2 & 4.1.1 Navigator Plus Activity Title: School 0001 2012-13 – PLC—Common Core Math/Science Implementation	Materials List and Cost: Common Core Manual for Department Heads (No Cost) No Cost	Budget Strip	\$0
Lesson Study Goal and Action Step #(s) – Science/Action Step 4.2.3 Navigator Plus Activity Title: School 0001 2012-13 – Lesson Study – 5 th Grade Science	No Cost	Budget Strip	\$0
School Workshop Goal and Action Step #(s) – Writing/Action Step	Materials List and Cost: Katherine Robinson Training Manual	Budget Strip	

2012-2013 SCHOOL IMPROVEMENT PLAN/PROFESSIONAL DEVELOPMENT PLAN BUDGET

<p>3.1.1 Navigator Plus Activity Title: School 0001 2012-13 – Writing with Katherine Robinson</p> <p>Goal and Action Step #(s) – Math/Action Step 2.2.1 Navigator Plus Activity Title: School 0001 2012-13 – Teaching 3rd Grade Mathematics Using Every Day Materials Taught by Kimberly Verrilli, District Curriculum Specialist</p>	<p>Consultant Fee: NA Consultant Travel Expenses: NA Substitutes: NA Stipends: NA</p> <p>Materials List and Cost: NA Math training materials - NA Consultant Fee: NA Consultant Travel Expenses: NA Substitutes: NA Stipends: NA</p>	<p>Budget Strip</p>	<p>\$0</p> <p>\$0</p>
<p>Virtual School Symposium Goal #2 /Action Step # (s) Action: 2.1, 2.2, 2.3 Location: Orlando, FL Dates: November 29 – December 1, 2012 Sponsoring Educational Institution: Florida Instruction Network</p>	<p>Mileage: \$900.00 Meals: \$360.00 Room: \$1,000.00 Registration: N/A Substitutes: N/A Stipends: N/A</p>	<p>6400 0420 0000</p>	<p>\$2,500.00</p>
<p>Conference: Florida Education Technology Conference (FETC) Goal and Action Step #(s) Goal 1: Strategy 1, 1.2 Increase technology delivery to assist reading response of K-12 students Location: Orlando, FL Dates: January 28-31 Sponsoring Educational Institution:1105 Media</p>	<p>Mileage: \$900.00 Meals: \$360.00 Room: \$1,000.00 Registration: \$1,075.00 Substitutes: N/A Stipends: N/A</p>	<p>6400 0420 0000</p>	<p>\$3,500.00</p>
<p>Conference: School Leadership Development Goal and Action Step # (s) Goal 1.1. Title North Folk Leadership Location: North Folk Girls Scout Camp Date: September 25th Sponsoring Educational Institution: CVA</p>	<p>Mileage: \$200.00 Meals: \$200.00 Room: N/A Registration: \$950.00 Substitutes: N/A Stipends: N/A</p>	<p>6400 0390 0000</p>	<p>\$1,000.00</p>
			<p>Subtotal: \$6,560.00</p>
			<p>Grand Total: \$6,560.00</p>

2012-2013 SCHOOL IMPROVEMENT PLAN/PROFESSIONAL DEVELOPMENT PLAN BUDGET

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 1, 2, 3, 4, 5	X		
Common Core Training	<ul style="list-style-type: none"> Action Step # 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1,4.2, 5.1, 5.2 Name of Activity: Common Core Workshop Model Dates of Activity: Sept. 2012 Name of Consultant or Facilitator (if applicable): Jennifer Green- CVA Consultant Services Agreement (if applicable) Materials: Common Core Books from District 			Created a Common Core Liaison: Jennifer Green who will help facilitate the Common Core training for CVA teachers
	Budget Items Required			
	N/A			
Learning Community	Professional Development Details Goal the Activity is Supporting #1	X		
Elements of Quality Online Education	<ul style="list-style-type: none"> Action Step # 2.2. Online community communication Name of Activity: Review Publication on Online Learning by Sloan Institute Dates of Activity: November 2012 Title of Book or Focus: Elements of Quality of Online Education: Practice and Direction (2002) 			Principal will attend online workshops in Elements of Quality of Online Education to provide leadership in virtual environment.
	Budget Items Required			
	<ul style="list-style-type: none"> Action Step # 1.3 Scaffold Instruction in online environment Cost of Book/Teacher Materials:: \$15 			
Lesson Study/Action Research	Professional Development Details Goal the Activity is Supporting # 2	X		
How to Improve High Quality Online Instruction?	<ul style="list-style-type: none"> Action Step # 2.1 Use graphic organizers. 2.2 Break complex task into easier more doable steps in online module. Name of Activity: Plus Delta Activity using graphic organizer model (Facilitated by: Principal of CVA) Dates of Activity: January 2012 			

2012-2013 SCHOOL IMPROVEMENT PLAN/PROFESSIONAL DEVELOPMENT PLAN BUDGET

	<ul style="list-style-type: none"> Longitudinal Success Measures for Online Learning 			
	Budget Items Required			
	<ul style="list-style-type: none"> Action Step # 2.1, 2.2 Cost of Teacher Materials (If applicable): \$75 			Purchase online publication for each department head (Total: 7)
Timelines				
Start Date: August 2, 2012				
End date: June 3, 2013				
Budget				
Local FTE Function 6400 Project – 0510 Project - 4023 Function: 9500 Project - 0000	6400 0510 4023 9500			
Total Internal PD Budget (no project & project funds)	\$90.00			

Approvals: (Signature's required)

Principal: _____
 SAC Chair: _____
 Hilda Manning: _____
 Shannah Kosek: _____

Date: ___/___/___
 Date: ___/___/___
 Date: ___/___/___
 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.	<input type="checkbox"/>	<input type="checkbox"/>	Writing, Action Step 3.1.1 Source - Johns Hopkins University, School of Education – Evidence-based Practices for Teaching Writing

2012-2013 SCHOOL IMPROVEMENT PLAN/PROFESSIONAL DEVELOPMENT PLAN BUDGET

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.	<input type="checkbox"/>	<input type="checkbox"/>	Virtual School Symposium Sponsored by: Florida Virtual School
Who will be trained?	<input type="checkbox"/>	<input type="checkbox"/>	Instructional and Administrative Staff
Date(s), Time(s), Location	<input type="checkbox"/>	<input type="checkbox"/>	November 29, 2012 8:30 AM – 3:30 PM West Palm Beach, FL
Total Cost	<input type="checkbox"/>	<input type="checkbox"/>	\$2,500.00
Needs School Board approval	<input type="checkbox"/>	<input type="checkbox"/>	No
Complete budget line for expenses	<input type="checkbox"/>	<input type="checkbox"/>	6400 0510 4023 9500
Name of facilitator/person responsible	<input type="checkbox"/>	<input type="checkbox"/>	VSS Instructor
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.	<input type="checkbox"/>	<input type="checkbox"/>	Florida Education Technology Conference (FETC) 1105 Education Media
Who will be trained?	<input type="checkbox"/>	<input type="checkbox"/>	Principal, Distance Learning Specialist and 3 Dept. Heads
Date(s), Location	<input type="checkbox"/>	<input type="checkbox"/>	January 28, 2012 Orlando, FL
Total Cost	<input type="checkbox"/>	<input type="checkbox"/>	\$2,360.00
Complete budget line for expenses	<input type="checkbox"/>	<input type="checkbox"/>	6400 0510 4023 9500
Name of facilitator/person responsible	<input type="checkbox"/>	<input type="checkbox"/>	FDLRS
Training Details – Conferences, Workshops, Seminars, Institutes, Online PD			

2012-2013 SCHOOL IMPROVEMENT PLAN/PROFESSIONAL DEVELOPMENT PLAN BUDGET

Please use the comments section to provide the information requested.	Yes	No	Comments
Name of educational organization providing the training.	<input type="checkbox"/>	<input type="checkbox"/>	North Fork Leadership Training
Who will be trained?	<input type="checkbox"/>	<input type="checkbox"/>	All CVA teachers & staff
Date(s), Location	<input type="checkbox"/>	<input type="checkbox"/>	September 19 th , 2012
Total Cost	<input type="checkbox"/>	<input type="checkbox"/>	\$1,600.00
Complete budget line for expenses	<input type="checkbox"/>	<input type="checkbox"/>	6400 0510 4023 9500
Name of facilitator/person responsible	<input type="checkbox"/>	<input type="checkbox"/>	Jordan-North Fork Special Activities Director
Timelines			
	Yes	No	Comments
Start Date August 2, 2012	<input type="checkbox"/>	<input type="checkbox"/>	
End Date June 3, 2013	<input type="checkbox"/>	<input type="checkbox"/>	
Budget			
Local FTE (function 6400-no project)	<input type="checkbox"/>	<input type="checkbox"/>	\$6,460.00
Project - 0510	<input type="checkbox"/>	<input type="checkbox"/>	
Project - 4023	<input type="checkbox"/>	<input type="checkbox"/>	
Project - 9500	<input type="checkbox"/>	<input type="checkbox"/>	
Total External PD Budget (no project & project funds)	<input type="checkbox"/>	<input type="checkbox"/>	\$6,460.00

Approvals: (Signature's required)

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

2012-2013 SCHOOL IMPROVEMENT PLAN/PROFESSIONAL DEVELOPMENT PLAN BUDGET

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

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

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

2012-2013 SCHOOL IMPROVEMENT PLAN/PROFESSIONAL DEVELOPMENT PLAN BUDGET

SCHOOL NAME: CLAY VIRTUAL ACADEMY - 7023 VIP OPERATED BY DISTRICT

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.

Team consists of Principal, District Learning Specialist, Guidance Counselor, Teachers, and the Support Facilitator/RtI Coordinator. The principal is the head of the team and members were chosen for their ability to provide sage advice as proven ability to plan, execute strategy, and attain goals.

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?

Principal will meet a minimum of once a month to provide a common mission and vision for Curriculum Coordinators, Reading and ESE Coaches in use of data-based decision-making to ensure that school team is implementing RtI, conducting assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures optimal professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

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?

Issues requiring additional staff training are incorporated into Professional Training. The RtI Leadership Team members meet with the School Advisory Council (SAC) chair and principal to help develop the SIP. The team will provide 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); facilitate 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 will assist 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 Compass Benchmark, Compass Science Benchmark Assessments. Clay Writes will be used throughout the school-year.

Progress Monitoring: Math Benchmarks, Florida Assessments for Instruction in Reading (FAIR), Running Records, Accelerated Reader, STAR testing, Compass Learning, Clay Writes. End of year: FAIR, FCAT, Math End of Course Assessment Test

2012-2013 SCHOOL IMPROVEMENT PLAN/PROFESSIONAL DEVELOPMENT PLAN BUDGET

SCHOOL NAME: CLAY VIRTUAL ACADEMY - 7023 VIP OPERATED BY DISTRICT

School Based Leadership Team

Literacy Leadership

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

Principal: Dr. Saryn Hatcher, Tonya Boswell (Support Facilitator), Lana Racine (Guidance Counselor) Jennifer Green (Language Arts Teacher), Heather Sieger (Compass Recovery Teacher), Ruth Payne (Distance Learning Specialist)

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

LLT will review disaggregated data in order to implement professional development that will lead to the benefit of all stakeholders. Previous data should reflect gains made in the past to improve future gains.

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

To improve students reading comprehension and instill reading as an enjoyable venue that can enable students to excel in school, life, and future employment.

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.

Administration will develop web strategies connected to Florida's Transition Project; <http://www.floridatransitionproject.ucf.edu/>. The program will include video instruction for parents to prepare students for public school success as well as downloadable resources to include a transition guidebook for parents. Transition pamphlet will be available at community events for CVA.

2012-2013 SCHOOL IMPROVEMENT PLAN/PROFESSIONAL DEVELOPMENT PLAN BUDGET

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. A 25 minute period of time is recommended for individual or group reading for all Virtual Academy students. Each teacher is responsible for monitoring the reading level of their students, insuring students are reading at their AR Level, and taking AR reading tests. District Media Department, and District Reading Coach will provide professional development as needed to create reward programs to encourage reading as a daily lifestyle.

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?

The majority of students are advised to take Introduction to Information Technology as an applied course relevant to success in the 21st century. Course content in the core subjects includes applied practice project-based learning from SAS Curriculum Pathways to help students understand the relevance in real life.

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

Students at risk of dropout or academic intervention are offered regular monitoring and tutoring opportunities. Administration will monitor academic intervention of all students, progress letters will go out to all parents notifying them of skill deficits. Progress monitoring plans will be established for each at risk student. Each teacher will have after-hours sessions available online for students.

▪ Career and Technical Education

▪ Safe Schools

▪ Service Learning

Students will be informed of service learning opportunities at brick and mortar high schools and will be allowed to participate in these activities with the principals' approval.

▪ Alternative Schooling

Some at risk students are advised about other virtual instructional programs where they might meet with more success.

▪ After School Opportunities Use of organized sports and clubs to

Students will be informed of sports and club opportunities at brick and mortar high schools and will be allowed to participate in these activities with the principals' approval.

2012-2013 SCHOOL IMPROVEMENT PLAN/PROFESSIONAL DEVELOPMENT PLAN BUDGET

Early Interventions

- Early Childhood Education

As a K-12 school, at risk students are identified as early as third grade and interventions will be prescribed as needed.

- Family Engagement

Constant communication via Facebook and Twitter, monthly phone calls by teachers, and family/community events are used to maintain the connection between family and school. A business partner hosted our Orientation Day for students and parents, and school-wide activities are planned throughout the year.

- Early Literacy Development

In addition to adherence to the District's Reading Plan, Clay Virtual Academy incorporates online programs that motivate and engage students. All students are required to read 25 minutes per day and keep a reading log for the teacher to check on a monthly basis.

Making the Most of Instruction

- Professional Development

Teachers use student data to target their needs for professional development, and complete an IPDP. Virtual online professional development is provided to all instructors whether established or new teachers.

- Active Learning

Current research best practices for online instruction will be provided and utilized by all teachers.

- Educational Technology

Clay Virtual Academy incorporates all forms of educational technology to engage students in the learning process.

- Individualized Instruction

Virtual instruction is such that each student receives individual instruction on a daily basis.

Making the Most of the Wider Community

- Systemic Renewal

Continued professional development will take place with all teachers using current research practices. An analysis of student, teacher, parent and community feedback will identify improvements which may need to be made.

- School-Community Collaboration

The School Advisory Council will meet with administration on various needs of the school. SAC will advise the principal on various needs of the instructional program. In addition, they will meet to discuss the school improvement plan and academic resources to enhance school success.

- Career and Technical Education

Clay Virtual Academy has partnered with the SDCC Department of Career & Technical Education and the Clay County Chamber of Commerce.

- Safe Schools

- We have a partnership with the Florida State Attorney's office to provide training for students in the area of cyber safety.

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.

College and Career Night will be held. The school will monitor the High School Feedback Report when received from DOE.

2012-2013 SCHOOL IMPROVEMENT PLAN/PROFESSIONAL DEVELOPMENT PLAN BUDGET

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School District of Clay County

SMART GOALS

SMART = Specific Measurable Attainable Realistic Timely

Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal,

GOAL 1: By 2013, K-12 Virtual Academy will decrease the number of non-proficient readers on FCAT 2.0 by 10 percent at each grade level and subgroup currently not meeting proficiency targets (SWD, ED). K-12 Virtual Academy will also increase the percentage of students scoring at or above proficient FCAT 2.0, beyond their performance levels of 2010-11.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

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
<p>ADULT IMPLEMENTATION INDICATOR (S): “CAUSE DATA”</p> <p>100% of teachers will (strategy restated here) 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.</p>		605	75%	85%	100%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016

2012-2013 SCHOOL IMPROVEMENT PLAN/PROFESSIONAL DEVELOPMENT PLAN BUDGET

<p align="center">III. STUDENT PERFORMANCE INDICATOR(S): “EFFECT DATA”</p> <p>Students will consistently increase their FCAT Reading levels scores until we reduce the % of students who are non-proficient by at least 50% by 2016.</p>	50%	54.%	59.%	63%	68%
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IMPLEMENTATION DETAILS

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material/ Technology/ Trainer	Related PD	Funding/Funding Source
<p>1.1 Teachers will use higher-level questions to guide students into critical thinking skills. Task 1: Teachers will use Bloom’s Taxonomy question stems Task 2: Teachers will ask students to clarify and summarize meaning Task 3: Teachers will conference with students to establish specific learning goals</p>	Lesson Plans, Student work samples	Admin, Literacy Leadership Team, Teachers	2012-2013 school year	Critical Thinking Question Stem cards		
<p>1.2 Teachers will use vocabulary enrichment activities to expand critical grade level vocabulary and improve reading comprehension</p>	Lesson Plans, Vocabulary Resources, Curriculum presentation	Admin, Literacy Leadership Team	2012-2013 school		Blackboard courses	

2012-2013 SCHOOL IMPROVEMENT PLAN/PROFESSIONAL DEVELOPMENT PLAN BUDGET

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material/ Technology/ Trainer	Related PD	Funding/Funding Source
Task 1: Teachers will provide students with meaningful connections to new words and materials to make learning relevant			year	Vocabulary Articulation Plan	on vocabulary articulation, lesson study	
<p>1.3 Teachers will scaffold instruction</p> <p>Task 1: Teachers will incorporate graphic organizers to offer a visual framework for assimilating new information</p> <p>Task 2: Teachers will break a complex task into easier, more “doable” steps to facilitate student achievement and vice versa to encourage higher order thinking</p> <p>Task 3: Teachers will encourage the use of Accelerated Reader program to improve comprehension.</p> <p>Task 4: K-6 ELA Teachers will introduce the Pizza Hut Book it Program as a supplemental resource to enhance reading motivation.</p>	<p>Graphic Organizers, Student work samples, Curriculum presentation</p> <p>AR-Test Results</p> <p>Diagnostic Data</p>	<p>ELA Teachers</p> <p>ELA Teachers</p> <p>ELA Teachers</p> <p>ELA Teachers</p>	<p>2012-2013 school year</p> <p>2012-2013 school year</p> <p>2012-2013 school year</p> <p>2012-2013 school year</p>	<p>Book studies with all staff on specific strategies that support improvement in reading at all levels</p> <p>AR-Professional Development</p> <p>Staff Training by: Carol Cochuyt</p>		

2012-2013 SCHOOL IMPROVEMENT PLAN/PROFESSIONAL DEVELOPMENT PLAN BUDGET

School District of Clay County

SMART GOALS

SMART = Specific Measurable Attainable Realistic Timely

Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal,

GOAL 2. By 2013, K-12 Virtual Academy will decrease the number of non-proficient math students on FCAT 2.0 by 10 percent at each grade level and subgroup currently not meeting proficiency targets (SWD, ED). K-12 Virtual Academy will also increase the percentage of students scoring at or above proficient FCAT 2.0, beyond their performance levels of 2010-11.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

I. **STRATEGY 2:** *Implement the scientifically base researched strategy of using higher order questioning techniques in order to increase the higher order thinking of students in Mathematics (including higher level math courses).*

*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): 100% of teachers will implement the scientifically base researched strategy of using higher order questioning techniques in order to increase the higher order thinking of students in Mathematics (including higher level math courses).	<i>NO CONSISTENT DATA SOURCE FOR ALL STUDENTS</i> <i>Baseline Year</i>	50%	54.%	59.%	63%
	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"					

2012-2013 SCHOOL IMPROVEMENT PLAN/PROFESSIONAL DEVELOPMENT PLAN BUDGET

IMPLEMENTATION DETAILS

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
2.1 Teachers will utilize higher order questioning techniques	Lesson plans, student work samples, Curriculum presentation	CVA teachers	September 2012- Ongoing	Common Planning Schedule	Blackboard Course	N/A
2.2 Teachers will utilize a thread for students to discuss and use peer conferencing strategies in order to allow students to explain, summarize or clarify their thinking to higher-order questions Task 1: Teachers will devise a process of strategies for students to use with their peer partners	Team meeting minutes, lesson plans, student responses	CVA Teachers	September 2012- Ongoing	Demonstration and modeling for teachers needing assistance on strategies, copies	Blackboard Course	N/A
2.3 Teachers will differentiate instruction based on student needs Task 1: Students will be leveled within the system to allow for differentiation of instruction Task 2: Extension activities will be planned for higher performing students in order to develop deeper understanding of learned concepts.	Lesson plans, student work samples, Curriculum presentation	CVA Teachers	September 2012- Ongoing			

2012-2013 SCHOOL IMPROVEMENT PLAN/PROFESSIONAL DEVELOPMENT PLAN BUDGET

School District of Clay County

SMART GOALS					
SMART = Specific Measurable Attainable Realistic Timely					
<p align="center">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></p> <p align="center">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></p>					
GOAL 3: By 2013, K-12 Virtual Academy will increase the number of proficient writers on FCAT Writes by 10 percent at each grade level from their last assessment.					
STRATEGIES, INDICATORS AND PROGRESS MEASURES					
I. Strategy 3:					
*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
<p>II. ADULT IMPLEMENTATION INDICATOR(S): <i>100% of teachers will implement the scientifically base researched strategy of the five stages of the writing process, relating and integrating the subject matter with other disciplines during instruction</i></p>	NO CONSISTENT DATA SOURCE FOR ALL STUDENTS Baseline Year	50%	54%	59%	63%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
<p>III. STUDENT PERFORMANCE INDICATOR(S): "EFFECT DATA"</p>					

2012-2013 SCHOOL IMPROVEMENT PLAN/PROFESSIONAL DEVELOPMENT PLAN BUDGET

IMPLEMENTATION DETAILS

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p>3.1 Teachers demonstrate knowledge of research based best practices of writing across content areas</p> <p>Task 1: Provide PD and support on how to implement the use of writing across the content areas</p> <p>Task 2: Provide PD and support on how to assess writing based on FCAT Writing rubrics</p> <p>Task 3: Provide grammar articulation plan</p>	<p>Clay Writes Assessments, student work samples, sign-in sheets</p>	<p>Literacy Leadership Team, Admin</p>	<p>September 2012-Ongoing</p>	<p>Writing Rubric, student data, technology, Grammar Articulation Guide</p>	<p>Blackboard course on Writing</p>	
<p>3.2 Teachers use the NGSSS for content and grade level</p> <p>Task 1: Students will utilize organizational tools and strategies for the pre-writing process- (technology, outline, chart, webs, story map graphs)</p> <p>Task 2: Students will draft writing by organizing information into logical sequence</p> <p>Task 3: Students will revise their draft for clarity by using transitional words and variations of sentence structure</p> <p>Task 4: Students will edit and correct their writing for standard language conventions</p> <p>Task 5: Students will write a final product for the intended audience</p>	<p>Writing samples, lesson plans, graphic organizers, student writing samples, Curriculum presentation</p>	<p>CVA Teachers</p>	<p>September 2016-Ongoing</p>	<p>NA</p>	<p>NA</p>	

2012-2013 SCHOOL IMPROVEMENT PLAN/PROFESSIONAL DEVELOPMENT PLAN BUDGET

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p>3.1 Teachers demonstrate knowledge of research based best practices of writing across content areas</p> <p>Task 1: Provide PD and support on how to implement the use of writing across the content areas</p> <p>Task 2: Provide PD and support on how to assess writing based on FCAT Writing rubrics</p> <p>Task 3: Provide grammar articulation plan</p>	<p>Clay Writes Assessments, student work samples, sign-in sheets</p>	<p>Literacy Leadership Team, Admin</p>	<p>September 2012-Ongoing</p>	<p>Writing Rubric, student data, technology, Grammar Articulation Guide</p>	<p>Blackboard course on Writing</p>	

2012-2013 SCHOOL IMPROVEMENT PLAN/PROFESSIONAL DEVELOPMENT PLAN BUDGET

School District of Clay County

SMART GOALS					
SMART = Specific Measurable Attainable Realistic Timely					
<p>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></p> <p>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></p>					
<p>GOAL 4: By 2013, 50% K-12 Virtual Academy students will attain an FCAT (Level III or above) score; an increase of 10% as measured by last year's district average results on the Science FCAT.</p>					
STRATEGIES, INDICATORS AND PROGRESS MEASURES					
<p>I. Strategy 4: By 2013, 50% K-12 Virtual Academy students will attain an FCAT (Level III or above) score; an increase of 10% as measured by last year's district average results on the Science FCAT.</p>					
*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
<p>I. ADULT IMPLEMENTATION INDICATOR (S): 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.</p>	<p>No consistent data source for all students</p> <p>Baseline Year</p>	50%	54.9%	59.9%	63%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016

2012-2013 SCHOOL IMPROVEMENT PLAN/PROFESSIONAL DEVELOPMENT PLAN BUDGET

SMART GOALS					
SMART = Specific Measurable Attainable Realistic Timely					
<p align="center">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></p>					
GOAL 4: By 2013, 50% K-12 Virtual Academy students will attain an FCAT (Level III or above) score; an increase of 10% as measured by last year's district average results on the Science FCAT.					
STRATEGIES, INDICATORS AND PROGRESS MEASURES					
I. Strategy 4: By 2013, 50% K-12 Virtual Academy students will attain an FCAT (Level III or above) score; an increase of 10% as measured by last year's district average results on the Science FCAT.					
*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): 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.	No consistent data source for all students Baseline Year	50%	54.4%	59.4%	63%
II. STUDENT PERFORMANCE INDICATOR(S): "EFFECT DATA"	II. STUDENT PERFORMANCE INDICATOR (S): Students will consistently increase their FCAT Reading scores until reaching 100% proficiency in all grade levels by 2015.	50%	54.4%	59.4%	63%

2012-2013 SCHOOL IMPROVEMENT PLAN/PROFESSIONAL DEVELOPMENT PLAN BUDGET

IMPLEMENTATION DETAILS

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p>4.1 Teachers will conduct hands-on inquiry based opportunities for students throughout the school year in order for students to comprehend science concepts</p> <p>Task 1: To reinforce a skill and provide for an interactive visual, teachers will use “hands-on” or lab centered activities when possible</p>	<p>Observation, science notebooks, student work samples</p>	<p>CVA Teachers</p>	<p>2012-2013 school year</p>			<p>N/A</p>
<p>4.2 Teachers will use spiral reviews in order to ensure mastery and retention of previously taught concepts</p> <p>Task 1: Teachers will use explicit questions that require students to infer</p> <p>Task 2: Students will be asked to explain and defend their inferences</p>	<p>Lesson plans, student work samples, Curriculum presentation</p>	<p>CVA Teachers</p>	<p>2012-2013 school year</p>		<p>Science Technology Publisher Training</p>	<p>County funded</p>

2012-2013 SCHOOL IMPROVEMENT PLAN/PROFESSIONAL DEVELOPMENT PLAN BUDGET

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p>4.1 Teachers will conduct hands-on inquiry based opportunities for students throughout the school year in order for students to comprehend science concepts</p> <p>Task 1: To reinforce a skill and provide for an interactive visual, teachers will use “hands-on” or lab centered activities when possible</p>	<p>Observation, science notebooks, student work samples</p>	<p>CVA Teachers</p>	<p>2012-2013 school year</p>			<p>N/A</p>

2012-2013 SCHOOL IMPROVEMENT PLAN/PROFESSIONAL DEVELOPMENT PLAN BUDGET

SMART GOALS					
SMART = Specific Measurable Attainable Realistic Timely					
<p align="center">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></p>					
<p align="center">GOAL 5: By 2013, 60% of targeted CVA parents will participate in the end of the year survey.</p>					
STRATEGIES, INDICATORS AND PROGRESS MEASURES					
<p>I. Strategy 5: Strategy 5: IMPLEMENT THE SCIENTIFICALLY BASE RESEARCHED STRATEGY OF FOSTERING TWO-WAY HOME/SCHOOL COMMUNICATION WITH ALL STAKEHOLDERS TO SUPPORT STUDENT LEARNING AND COMPLETION OF PARENT SURVEY</p> <p>II.</p>					
*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
<p>III. ADULT IMPLEMENTATION INDICATOR (S): "CAUSE DATA"</p>	<p>No consistent data source for all students</p> <p>Baseline Year</p>	50%	54.%	59.%	63%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
<p>IV. STUDENT PERFORMANCE INDICATOR (S): "EFFECT DATA"</p>	<p>No consistent data source for all students</p> <p>Baseline Year</p>	50%	54.%	59.%	63%

2012-2013 SCHOOL IMPROVEMENT PLAN/PROFESSIONAL DEVELOPMENT PLAN BUDGET

IMPLEMENTATION DETAILS

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p>5.1 <i>SBLT will engage parents in activities relating to the use of technology and School Improvement.</i></p> <p>Task 1: Principal will post school improvement efforts through electronic campaign as well as voice mail directly to parents.</p> <p>Task 2: Principal will provide information relating to the Hatcher Report (monthly diagnostic snapshot or dash board of all school functions) to parents through electronic newsletters including Facebook and Twitter.</p> <p>Task 3: Staff will promote a fundraiser opportunity to emphasize the completion of surveys and school/community pride; surveys could be completed at the event</p>	<p>CVA Twitter/Facebook</p> <p>Analytics</p> <p>New School Website with visitor tracking counters</p> <p>Analytics software data documentation</p>	<p>Dr. Hatcher Ms. Schriver</p> <p>Dr. Hatcher Ms. Schriver</p> <p>Dr. Hatcher Ms. Schriver</p>	<p>September 2012-June 2013</p> <p>August 2012 – October 2012</p> <p>September 2012-June 2012</p> <p>October 2012-Ongoing</p>	<p>District approval</p> <p>District approval</p> <p>Access to Inspiration Software</p> <p>Survey Monkey Account</p>	<p>Web Design</p>	<p>N/A</p> <p>NA</p> <p>NA</p>
<p>5.2</p> <p>Task 1: Principal will implement use of Social Media for information purposes giving parents more information about school events.</p> <p>Task 2: Principal/Support Facilitator will push school-based data through Social Media and district e-mail directly to all parents who are registered to receive e-alerts.</p>	<p><i>CVA Website Twitter/Facebook</i></p> <p><i>CVA Website Twitter/Facebook</i></p>	<p><i>Dr. Hatcher</i></p> <p><i>Dr. Hatcher Ms. Boswell</i></p>	<p><i>September 2012-June 2012</i></p> <p><i>September 2012-June 2013</i></p>	<p><i>District approval</i></p> <p><i>District approval</i></p>		<p><i>NA</i></p>

2012-2013 SCHOOL IMPROVEMENT PLAN/PROFESSIONAL DEVELOPMENT PLAN BUDGET

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p>5.1 <i>SBLT will engage parents in activities relating to the use of technology and School Improvement.</i></p> <p>Task 1: Principal will post school improvement efforts through electronic campaign as well as voice mail directly to parents.</p> <p>Task 2: Principal will provide information relating to the Hatcher Report (monthly diagnostic snapshot or dash board of all school functions) to parents through electronic newsletters including Facebook and Twitter.</p> <p>Task 3: Staff will promote a fundraiser opportunity to emphasize the completion of surveys and school/community pride; surveys could be completed at the event</p>	<p>CVA Twitter/Facebook</p> <p>Analytics</p> <p>New School Website with visitor tracking counters</p> <p>Analytics software data documentation</p>	<p>Dr. Hatcher Ms. Schriver</p> <p>Dr. Hatcher Ms. Schriver</p> <p>Dr. Hatcher Ms. Schriver</p>	<p>September 2012-June 2013</p> <p>August 2012 – October 2012</p> <p>September 2012-June 2013</p> <p>October 2012-Ongoing</p>	<p>District approval</p> <p>District approval</p> <p>Access to Inspiration Software</p> <p>Survey Monkey Account</p>	<p>Web Design</p>	<p>N/A</p> <p>NA</p> <p>NA</p>

2012-2013 SCHOOL IMPROVEMENT PLAN/PROFESSIONAL DEVELOPMENT PLAN BUDGET

SMART GOALS					
SMART = Specific Measurable Attainable Realistic Timely					
<p align="center">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></p>					
GOAL 6:					
STRATEGIES, INDICATORS AND PROGRESS MEASURES					
I. STRATEGY 6:					
*PROGRESS MEASURES ARE FOR THE PURPOSE OF REACHING YOUR 3-5 YEAR SCHOOL IMPROVEMENT GOALS AND AMO'S.	PROGRESS MEASURE August 2012	PROGRESS MEASURE August 2013	PROGRESS MEASURE August 2014	PROGRESS MEASURE August 2015	PROGRESS MEASURE August 2016
II. ADULT IMPLEMENTATION INDICATOR (S): "CAUSE DATA"					
	Discipline Data August 2011-2012	Discipline Data August 2012-2013	Discipline Data August 2013-2014	Discipline Data August 2014-2015	Discipline Data August 2015-2016
III. STUDENT PERFORMANCE INDICATOR (S): "EFFECT DATA"	*% of occurrences by grade level				

2012-2013 SCHOOL IMPROVEMENT PLAN/PROFESSIONAL DEVELOPMENT PLAN BUDGET

IMPLEMENTATION DETAILS

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

2012-2013 SCHOOL IMPROVEMENT PLAN/PROFESSIONAL DEVELOPMENT PLAN BUDGET

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

Resources Needed: Material / Technology / Trainer			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount 2011-12 SIP Proj 1182 -\$0 2012-13 SIP Proj 1183 - \$0 Total SIP Available: \$0,000.00
Goal – Reading – Action Step 1.1.1 Goal – Math – Action Step 2.2.4 Goal – Writing – Action Step 3.1.3 Goal – Science – Action Step 4.3.1 Goal – Parent Involvement – Action Step 5.2.1	Online parent guides for assisting their child in Reading skills - \$0 Materials for school science fair - \$100.00	6400 0000 4023	\$100.00
			Subtotal: \$000.00
Professional Development			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount FTE – No Proj 0000 - \$,0 Total PD Available: \$11,000.00
Professional Learning Community Goal and Action Step #(s) – Reading /Action Step 1.1.2 Navigator Plus Activity Title: School 0001 2012-13 – PLC—Integrating Reading and Social Studies in Grades K-8 Goal and Action Step #(s) – Math & Science Action Step 2.1.2 & 4.1.1 Navigator Plus Activity Title: School 0001 2012-13 – PLC—Common Core Math/Science Implementation	Materials List and Cost: Common Core Manual for Department Heads (No Cost) No Cost	Budget Strip	\$0
Lesson Study Goal and Action Step #(s) – Science/Action Step 4.2.3 Navigator Plus Activity Title: School 0001 2012-13 – Lesson Study – 5 th Grade Science	No Cost	Budget Strip	\$0
School Workshop Goal and Action Step #(s) – Writing/Action Step	Materials List and Cost: Katherine Robinson Training Manual	Budget Strip	

2012-2013 SCHOOL IMPROVEMENT PLAN/PROFESSIONAL DEVELOPMENT PLAN BUDGET

<p>3.1.1 Navigator Plus Activity Title: School 0001 2012-13 – Writing with Katherine Robinson</p> <p>Goal and Action Step #(s) – Math/Action Step 2.2.1 Navigator Plus Activity Title: School 0001 2012-13 – Teaching 3rd Grade Mathematics Using Every Day Materials Taught by Kimberly Verrilli, District Curriculum Specialist</p>	<p>Consultant Fee: NA Consultant Travel Expenses: NA Substitutes: NA Stipends: NA</p> <p>Materials List and Cost: NA Math training materials - NA Consultant Fee: NA Consultant Travel Expenses: NA Substitutes: NA Stipends: NA</p>	<p align="center">Budget Strip</p>	<p align="center">\$0</p> <p align="center">\$0</p>
<p>Virtual School Symposium Goal #2 /Action Step # (s) Action: 2.1, 2.2, 2.3 Location: Orlando, FL Dates: November 29 – December 1, 2012 Sponsoring Educational Institution: Florida Instruction Network</p>	<p>Mileage: \$900.00 Meals: \$360.00 Room: \$1,000.00 Registration: N/A Substitutes: N/A Stipends: N/A</p>	<p align="center">6400 0420 0000</p>	<p align="center">\$2,500.00</p>
<p>Conference: Florida Education Technology Conference (FETC) Goal and Action Step #(s) Goal 1: Strategy 1, 1.2 Increase technology delivery to assist reading response of K-12 students Location: Orlando, FL Dates: January 28-31 Sponsoring Educational Institution:1105 Media</p>	<p>Mileage: \$900.00 Meals: \$360.00 Room: \$1,000.00 Registration: \$1,075.00 Substitutes: N/A Stipends: N/A</p>	<p align="center">6400 0420 0000</p>	<p align="center">\$3,500.00</p>
<p>Conference: School Leadership Development Goal and Action Step # (s) Goal 1.1. Title North Folk Leadership Location: North Folk Girls Scout Camp Date: September 25th Sponsoring Educational Institution: CVA</p>	<p>Mileage: \$200.00 Meals: \$200.00 Room: N/A Registration: \$950.00 Substitutes: N/A Stipends: N/A</p>	<p align="center">6400 0390 0000</p>	<p align="center">\$1,000.00</p>
			<p align="right">Subtotal: \$6,560.00</p>
			<p align="right">Grand Total: \$6,560.00</p>

2012-2013 SCHOOL IMPROVEMENT PLAN/PROFESSIONAL DEVELOPMENT PLAN BUDGET

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 1, 2, 3, 4, 5	X		
Common Core Training	<ul style="list-style-type: none"> Action Step # 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1,4.2, 5.1, 5.2 Name of Activity: Common Core Workshop Model Dates of Activity: Sept. 2012 Name of Consultant or Facilitator (if applicable): Jennifer Green- CVA Consultant Services Agreement (if applicable) Materials: Common Core Books from District 			Created a Common Core Liaison: Jennifer Green who will help facilitate the Common Core training for CVA teachers
	Budget Items Required			
	N/A			
Learning Community	Professional Development Details Goal the Activity is Supporting #1	X		
Elements of Quality Online Education	<ul style="list-style-type: none"> Action Step # 2.2. Online community communication Name of Activity: Review Publication on Online Learning by Sloan Institute Dates of Activity: November 2012 Title of Book or Focus: Elements of Quality of Online Education: Practice and Direction (2002) 			Principal will attend online workshops in Elements of Quality of Online Education to provide leadership in virtual environment.
	Budget Items Required			
	<ul style="list-style-type: none"> Action Step # 1.3 Scaffold Instruction in online environment Cost of Book/Teacher Materials:: \$15 			
Lesson Study/Action Research	Professional Development Details Goal the Activity is Supporting # 2	X		
How to Improve High Quality Online Instruction?	<ul style="list-style-type: none"> Action Step # 2.1 Use graphic organizers. 2.2 Break complex task into easier more doable steps in online module. Name of Activity: Plus Delta Activity using graphic organizer model (Facilitated by: Principal of CVA) Dates of Activity: January 2012 			

2012-2013 SCHOOL IMPROVEMENT PLAN/PROFESSIONAL DEVELOPMENT PLAN BUDGET

	<ul style="list-style-type: none"> • Longitudinal Success Measures for Online Learning 			
	Budget Items Required			
	<ul style="list-style-type: none"> • Action Step # 2.1, 2.2 • Cost of Teacher Materials (If applicable): \$75 			Purchase online publication for each department head (Total: 7)
Timelines				
Start Date: August 2, 2012				
End date: June 3, 2013				
Budget				
Local FTE Function 6400 Project – 0510 Project - 4023 Function: 9500 Project - 0000	6400 0510 4023 9500			
Total Internal PD Budget (no project & project funds)	\$90.00			

Approvals: (Signature's required)

Principal: _____
 SAC Chair: _____
 Hilda Manning: _____
 Shannah Kosek: _____

Date: ___/___/___
 Date: ___/___/___
 Date: ___/___/___
 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.	<input type="checkbox"/>	<input type="checkbox"/>	Writing, Action Step 3.1.1 Source - Johns Hopkins University, School of Education – Evidence-based Practices for Teaching Writing

2012-2013 SCHOOL IMPROVEMENT PLAN/PROFESSIONAL DEVELOPMENT PLAN BUDGET

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.	<input type="checkbox"/>	<input type="checkbox"/>	Virtual School Symposium Sponsored by: Florida Virtual School
Who will be trained?	<input type="checkbox"/>	<input type="checkbox"/>	Instructional and Administrative Staff
Date(s), Time(s), Location	<input type="checkbox"/>	<input type="checkbox"/>	November 29, 2012 8:30 AM – 3:30 PM West Palm Beach, FL
Total Cost	<input type="checkbox"/>	<input type="checkbox"/>	\$2,500.00
Needs School Board approval	<input type="checkbox"/>	<input type="checkbox"/>	No
Complete budget line for expenses	<input type="checkbox"/>	<input type="checkbox"/>	6400 0510 4023 9500
Name of facilitator/person responsible	<input type="checkbox"/>	<input type="checkbox"/>	VSS Instructor
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.	<input type="checkbox"/>	<input type="checkbox"/>	Florida Education Technology Conference (FETC) 1105 Education Media
Who will be trained?	<input type="checkbox"/>	<input type="checkbox"/>	Principal, Distance Learning Specialist and 3 Dept. Heads
Date(s), Location	<input type="checkbox"/>	<input type="checkbox"/>	January 28, 2012 Orlando, FL
Total Cost	<input type="checkbox"/>	<input type="checkbox"/>	\$2,360.00
Complete budget line for expenses	<input type="checkbox"/>	<input type="checkbox"/>	6400 0510 4023 9500
Name of facilitator/person responsible	<input type="checkbox"/>	<input type="checkbox"/>	FDLRS
Training Details – Conferences, Workshops, Seminars, Institutes, Online PD			

2012-2013 SCHOOL IMPROVEMENT PLAN/PROFESSIONAL DEVELOPMENT PLAN BUDGET

Please use the comments section to provide the information requested.	Yes	No	Comments
Name of educational organization providing the training.	<input type="checkbox"/>	<input type="checkbox"/>	North Fork Leadership Training
Who will be trained?	<input type="checkbox"/>	<input type="checkbox"/>	All CVA teachers & staff
Date(s), Location	<input type="checkbox"/>	<input type="checkbox"/>	September 19 th , 2012
Total Cost	<input type="checkbox"/>	<input type="checkbox"/>	\$1,600.00
Complete budget line for expenses	<input type="checkbox"/>	<input type="checkbox"/>	6400 0510 4023 9500
Name of facilitator/person responsible	<input type="checkbox"/>	<input type="checkbox"/>	Jordan-North Fork Special Activities Director
Timelines			
	Yes	No	Comments
Start Date August 2, 2012	<input type="checkbox"/>	<input type="checkbox"/>	
End Date June 3, 2013	<input type="checkbox"/>	<input type="checkbox"/>	
Budget			
Local FTE (function 6400-no project)	<input type="checkbox"/>	<input type="checkbox"/>	\$6,460.00
Project - 0510	<input type="checkbox"/>	<input type="checkbox"/>	
Project - 4023	<input type="checkbox"/>	<input type="checkbox"/>	
Project - 9500	<input type="checkbox"/>	<input type="checkbox"/>	
Total External PD Budget (no project & project funds)	<input type="checkbox"/>	<input type="checkbox"/>	\$6,460.00

Approvals: (Signature's required)

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

2012-2013 SCHOOL IMPROVEMENT PLAN/PROFESSIONAL DEVELOPMENT PLAN BUDGET

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

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

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

2012-2013 SCHOOL IMPROVEMENT PLAN/PROFESSIONAL DEVELOPMENT PLAN BUDGET

SCHOOL NAME: CLAY VIRTUAL 7001 SCHOOL DISTRICT VIRTUAL INSTRUCTION

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.

Team consists of Principal, District Learning Specialist, Guidance Counselor, Teachers, and the Support Facilitator/RtI Coordinator. The principal is the head of the team and members were chosen for their ability to provide sage advice as proven ability to plan, execute strategy, and attain goals.

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?

Principal will meet a minimum of once a month to provide a common mission and vision for Curriculum Coordinators, Reading and ESE Coaches in use of data-based decision-making to ensure that school team is implementing RtI, conducting assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures optimal professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

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?

Issues requiring additional staff training are incorporated into Professional Training. The RtI Leadership Team members meet with the School Advisory Council (SAC) chair and principal to help develop the SIP. The team will provide 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); facilitate 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 will assist 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 Compass Benchmark, Compass Science Benchmark Assessments. Clay Writes will be used throughout the school-year.

Progress Monitoring: Math Benchmarks, Florida Assessments for Instruction in Reading (FAIR), Running Records, Accelerated Reader, STAR testing, Compass Learning, Clay Writes. End of year: FAIR, FCAT, Math End of Course Assessment Test

2012-2013 SCHOOL IMPROVEMENT PLAN/PROFESSIONAL DEVELOPMENT PLAN BUDGET

SCHOOL NAME: CLAY VIRTUAL 7001 SCHOOL DISTRICT VIRTUAL INSTRUCTION

School Based Leadership Team

Literacy Leadership

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

Principal: Dr. Saryn Hatcher, Tonya Boswell (Support Facilitator), Lana Racine (Guidance Counselor) Jennifer Green (Language Arts Teacher), Heather Sieger (Compass Recovery Teacher), Ruth Payne (Distance Learning Specialist)

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

LLT will review disaggregated data in order to implement professional development that will lead to the benefit of all stakeholders. Previous data should reflect gains made in the past to improve future gains.

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

To improve students reading comprehension and instill reading as an enjoyable venue that can enable students to excel in school, life, and future employment.

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.

Administration will develop web strategies connected to Florida's Transition Project; <http://www.floridatransitionproject.ucf.edu/>. The program will include video instruction for parents to prepare students for public school success as well as downloadable resources to include a transition guidebook for parents. Transition pamphlet will be available at community events for CVA.

2012-2013 SCHOOL IMPROVEMENT PLAN/PROFESSIONAL DEVELOPMENT PLAN BUDGET

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. A 25 minute period of time is recommended for individual or group reading for all Virtual Academy students. Each teacher is responsible for monitoring the reading level of their students, insuring students are reading at their AR Level, and taking AR reading tests. District Media Department, and District Reading Coach will provide professional development as needed to create reward programs to encourage reading as a daily lifestyle.

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?

The majority of students are advised to take Introduction to Information Technology as an applied course relevant to success in the 21st century. Course content in the core subjects includes applied practice project-based learning from SAS Curriculum Pathways to help students understand the relevance in real life.

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

Students at risk of dropout or academic intervention are offered regular monitoring and tutoring opportunities. Administration will monitor academic intervention of all students, progress letters will go out to all parents notifying them of skill deficits. Progress monitoring plans will be established for each at risk student. Each teacher will have after-hours sessions available online for students.

- Career and Technical Education
- Safe Schools
- Service Learning

Students will be informed of service learning opportunities at brick and mortar high schools and will be allowed to participate in these activities with the principals' approval.

- Alternative Schooling

Some at risk students are advised about other virtual instructional programs where they might meet with more success.

- After School Opportunities Use of organized sports and clubs to

Students will be informed of sports and club opportunities at brick and mortar high schools and will be allowed to participate in these activities with the principals' approval.

2012-2013 SCHOOL IMPROVEMENT PLAN/PROFESSIONAL DEVELOPMENT PLAN BUDGET

Early Interventions

- Early Childhood Education

As a K-12 school, at risk students are identified as early as third grade and interventions will be prescribed as needed.

- Family Engagement

Constant communication via Facebook and Twitter, monthly phone calls by teachers, and family/community events are used to maintain the connection between family and school. A business partner hosted our Orientation Day for students and parents, and school-wide activities are planned throughout the year.

- Early Literacy Development

In addition to adherence to the District's Reading Plan, Clay Virtual Academy incorporates online programs that motivate and engage students. All students are required to read 25 minutes per day and keep a reading log for the teacher to check on a monthly basis.

Making the Most of Instruction

- Professional Development

Teachers use student data to target their needs for professional development, and complete an IPDP. Virtual online professional development is provided to all instructors whether established or new teachers.

- Active Learning

Current research best practices for online instruction will be provided and utilized by all teachers.

- Educational Technology

Clay Virtual Academy incorporates all forms of educational technology to engage students in the learning process.

- Individualized Instruction

Virtual instruction is such that each student receives individual instruction on a daily basis.

Making the Most of the Wider Community

- Systemic Renewal

Continued professional development will take place with all teachers using current research practices. An analysis of student, teacher, parent and community feedback will identify improvements which may need to be made.

- School-Community Collaboration

The School Advisory Council will meet with administration on various needs of the school. SAC will advise the principal on various needs of the instructional program. In addition, they will meet to discuss the school improvement plan and academic resources to enhance school success.

- Career and Technical Education

Clay Virtual Academy has partnered with the SDCC Department of Career & Technical Education and the Clay County Chamber of Commerce.

- Safe Schools

- We have a partnership with the Florida State Attorney's office to provide training for students in the area of cyber safety.

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.

College and Career Night will be held. The school will monitor the High School Feedback Report when received from DOE.

2012-2013 SCHOOL IMPROVEMENT PLAN/PROFESSIONAL DEVELOPMENT PLAN BUDGET

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School District of Clay County

SMART GOALS

SMART = Specific Measurable Attainable Realistic Timely

Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal.

GOAL 1: By 2013, K-12 Virtual Academy will decrease the number of non-proficient readers on FCAT 2.0 by 10 percent at each grade level and subgroup currently not meeting proficiency targets (SWD, ED). K-12 Virtual Academy will also increase the percentage of students scoring at or above proficient FCAT 2.0, beyond their performance levels of 2010-11.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

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
<p style="text-align: center;">II. ADULT IMPLEMENTATION INDICATOR (S): "CAUSE DATA"</p> <p>100% of teachers will (strategy restated here) 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.</p>		605	75%	85%	100%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
<p style="text-align: center;">III. STUDENT PERFORMANCE INDICATOR(S): "EFFECT DATA"</p> <p>Students will consistently increase their FCAT Reading levels scores until we reduce the % of students who are non-proficient by at least 50% by 2016.</p>	50%	54.%	59.%	63%	68%

2012-2013 SCHOOL IMPROVEMENT PLAN/PROFESSIONAL DEVELOPMENT PLAN BUDGET

IMPLEMENTATION DETAILS

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material/ Technology/ Trainer	Related PD	Funding/Funding Source
<p>1.1 Teachers will use higher-level questions to guide students into critical thinking skills. Task 1: Teachers will use Bloom's Taxonomy question stems Task 2: Teachers will ask students to clarify and summarize meaning Task 3: Teachers will conference with students to establish specific learning goals</p>	<p>Lesson Plans, Student work samples</p>	<p>Admin, Literacy Leadership Team, Teachers</p>	<p>2012-2013 school year</p>	<p>Critical Thinking Question Stem cards</p>		
<p>1.2 Teachers will use vocabulary enrichment activities to expand critical grade level vocabulary and improve reading comprehension Task 1: Teachers will provide students with meaningful connections to new words and materials to make</p>	<p>Lesson Plans, Vocabulary Resources, Curriculum presentation</p>	<p>Admin, Literacy Leadership Team</p>	<p>2012-2013 school year</p>	<p>Vocabulary Articulation Plan</p>	<p>Blackboard courses on vocabulary articulation, lesson study</p>	

2012-2013 SCHOOL IMPROVEMENT PLAN/PROFESSIONAL DEVELOPMENT PLAN BUDGET

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material/ Technology/ Trainer	Related PD	Funding/Funding Source
learning relevant						
<p>1.3 Teachers will scaffold instruction</p> <p>Task 1: Teachers will incorporate graphic organizers to offer a visual framework for assimilating new information</p> <p>Task 2: Teachers will break a complex task into easier, more “doable” steps to facilitate student achievement and vice versa to encourage higher order thinking</p> <p>Task 3: Teachers will encourage the use of Accelerated Reader program to improve comprehension.</p> <p>Task 4: K-6 ELA Teachers will introduce the Pizza Hut Book it Program as a supplemental resource to enhance reading motivation.</p>	<p>Graphic Organizers, Student work samples, Curriculum presentation</p> <p>AR-Test Results</p> <p>Diagnostic Data</p>	<p>ELA Teachers</p> <p>ELA Teachers</p> <p>ELA Teachers</p> <p>ELA Teachers</p>	<p>2012-2013 school year</p> <p>2012-2013 school year</p> <p>2012-2013 school year</p> <p>2012-2013 school year</p>	<p>Book studies with all staff on specific strategies that support improvement in reading at all levels</p> <p>AR-Professional Development</p> <p>Staff Training by: Carol Cochuyt</p>		

2012-2013 SCHOOL IMPROVEMENT PLAN/PROFESSIONAL DEVELOPMENT PLAN BUDGET

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

2012-2013 SCHOOL IMPROVEMENT PLAN/PROFESSIONAL DEVELOPMENT PLAN BUDGET

School District of Clay County

SMART GOALS

SMART = Specific Measurable Attainable Realistic Timely

Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal,

GOAL 2. By 2013, K-12 Virtual Academy will decrease the number of non-proficient math students on FCAT 2.0 by 10 percent at each grade level and subgroup currently not meeting proficiency targets (SWD, ED). K-12 Virtual Academy will also increase the percentage of students scoring at or above proficient FCAT 2.0, beyond their performance levels of 2010-11.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

I. **STRATEGY 2: *Implement the scientifically base researched strategy of using higher order questioning techniques in order to increase the higher order thinking of students in Mathematics (including higher level math courses).***

*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
<p>II. ADULT IMPLEMENTATION INDICATOR (S): 100% of teachers will implement the scientifically base researched strategy of using higher order questioning techniques in order to increase the higher order thinking of students in Mathematics (including higher level math courses).</p>	<p><i>NO CONSISTENT DATA SOURCE FOR ALL STUDENTS Baseline Year</i></p>	50%	54. %	59. %	63%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
<p>III. STUDENT PERFORMANCE INDICATOR (S): “EFFECT DATA”</p>					

2012-2013 SCHOOL IMPROVEMENT PLAN/PROFESSIONAL DEVELOPMENT PLAN BUDGET

IMPLEMENTATION DETAILS

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
2.1 Teachers will utilize higher order questioning techniques	Lesson plans, student work samples, Curriculum presentation	CVA teachers	September 2012-Ongoing	Common Planning Schedule	Blackboard Course	N/A
2.2 Teachers will utilize a thread for students to discuss and use peer conferencing strategies in order to allow students to explain, summarize or clarify their thinking to higher-order questions Task 1: Teachers will devise a process of strategies for students to use with their peer partners	Team meeting minutes, lesson plans, student responses	CVA Teachers	September 2012-Ongoing	Demonstration and modeling for teachers needing assistance on strategies, copies	Blackboard Course	N/A
2.3 Teachers will differentiate instruction based on student needs Task 1: Students will be leveled within the system to allow for differentiation of instruction Task 2: Extension activities will be planned for higher performing students in order to develop deeper understanding of learned concepts.	Lesson plans, student work samples, Curriculum presentation	CVA Teachers	September 2012-Ongoing			

2012-2013 SCHOOL IMPROVEMENT PLAN/PROFESSIONAL DEVELOPMENT PLAN BUDGET

School District of Clay County

SMART GOALS					
SMART = Specific Measurable Attainable Realistic Timely					
<p align="center">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></p>					
GOAL 3: By 2013, K-12 Virtual Academy will increase the number of proficient writers on FCAT Writes by 10 percent at each grade level from their last assessment.					
STRATEGIES, INDICATORS AND PROGRESS MEASURES					
I. Strategy 3:					
*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): <i>100% of teachers will implement the scientifically base researched strategy of the five stages of the writing process, relating and integrating the subject matter with other disciplines during instruction</i>	NO CONSISTENT DATA SOURCE FOR ALL STUDENTS Baseline Year	50%	54.4%	59.4%	63%
	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"					

2012-2013 SCHOOL IMPROVEMENT PLAN/PROFESSIONAL DEVELOPMENT PLAN BUDGET

IMPLEMENTATION DETAILS

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p>3.1 Teachers demonstrate knowledge of research based best practices of writing across content areas</p> <p>Task 1: Provide PD and support on how to implement the use of writing across the content areas</p> <p>Task 2: Provide PD and support on how to assess writing based on FCAT Writing rubrics</p> <p>Task 3: Provide grammar articulation plan</p>	<p>Clay Writes Assessments, student work samples, sign-in sheets</p>	<p>Literacy Leadership Team, Admin</p>	<p>September 2012-Ongoing</p>	<p>Writing Rubric, student data, technology, Grammar Articulation Guide</p>	<p>Blackboard course on Writing</p>	
<p>3.2 Teachers use the NGSSS for content and grade level</p> <p>Task 1: Students will utilize organizational tools and strategies for the pre-writing process- (technology, outline, chart, webs, story map graphs)</p> <p>Task 2: Students will draft writing by organizing information into logical sequence</p> <p>Task 3: Students will revise their draft for clarity by using transitional words and variations of sentence structure</p> <p>Task 4: Students will edit and correct their writing for standard language conventions</p> <p>Task 5: Students will write a final product for the intended audience</p>	<p>Writing samples, lesson plans, graphic organizers, student writing samples, Curriculum presentation</p>	<p>CVA Teachers</p>	<p>September 2016-Ongoing</p>	<p>NA</p>	<p>NA</p>	

2012-2013 SCHOOL IMPROVEMENT PLAN/PROFESSIONAL DEVELOPMENT PLAN BUDGET

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p>3.1 Teachers demonstrate knowledge of research based best practices of writing across content areas</p> <p>Task 1: Provide PD and support on how to implement the use of writing across the content areas</p> <p>Task 2: Provide PD and support on how to assess writing based on FCAT Writing rubrics</p> <p>Task 3: Provide grammar articulation plan</p>	<p>Clay Writes Assessments, student work samples, sign-in sheets</p>	<p>Literacy Leadership Team, Admin</p>	<p>September 2012-Ongoing</p>	<p>Writing Rubric, student data, technology, Grammar Articulation Guide</p>	<p>Blackboard course on Writing</p>	

2012-2013 SCHOOL IMPROVEMENT PLAN/PROFESSIONAL DEVELOPMENT PLAN BUDGET

School District of Clay County

SMART GOALS					
SMART = Specific Measurable Attainable Realistic Timely					
<p>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></p> <p>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></p>					
<p>GOAL 4: By 2013, 50% K-12 Virtual Academy students will attain an FCAT (Level III or above) score; an increase of 10% as measured by last year's district average results on the Science FCAT.</p>					
STRATEGIES, INDICATORS AND PROGRESS MEASURES					
<p>I. Strategy 4: By 2013, 50% K-12 Virtual Academy students will attain an FCAT (Level III or above) score; an increase of 10% as measured by last year's district average results on the Science FCAT.</p>					
*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
<p>I. ADULT IMPLEMENTATION INDICATOR (S): 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.</p>	<p>No consistent data source for all students</p> <p>Baseline Year</p>	50%	54%	59%	63%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016

2012-2013 SCHOOL IMPROVEMENT PLAN/PROFESSIONAL DEVELOPMENT PLAN BUDGET

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, 50% K-12 Virtual Academy students will attain an FCAT (Level III or above) score; an increase of 10% as measured by last year's district average results on the Science FCAT.					
STRATEGIES, INDICATORS AND PROGRESS MEASURES					
I. Strategy 4: By 2013, 50% K-12 Virtual Academy students will attain an FCAT (Level III or above) score; an increase of 10% as measured by last year's district average results on the Science FCAT.					
*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): 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.	No consistent data source for all students Baseline Year	50%	54.%	59.%	63%
II. STUDENT PERFORMANCE INDICATOR (S): "EFFECT DATA"	II. STUDENT PERFORMANCE INDICATOR (S): Students will consistently increase their FCAT Reading scores until reaching 100% proficiency in all grade levels by 2015.	50%	54.%	59.%	63%

2012-2013 SCHOOL IMPROVEMENT PLAN/PROFESSIONAL DEVELOPMENT PLAN BUDGET

IMPLEMENTATION DETAILS

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p>4.1 Teachers will conduct hands-on inquiry based opportunities for students throughout the school year in order for students to comprehend science concepts</p> <p>Task 1: To reinforce a skill and provide for an interactive visual, teachers will use “hands-on” or lab centered activities when possible</p>	<p>Observation, science notebooks, student work samples</p>	<p>CVA Teachers</p>	<p>2012-2013 school year</p>			<p>N/A</p>
<p>4.2 Teachers will use spiral reviews in order to ensure mastery and retention of previously taught concepts</p> <p>Task 1: Teachers will use explicit questions that require students to infer</p> <p>Task 2: Students will be asked to explain and defend their inferences</p>	<p>Lesson plans, student work samples, Curriculum presentation</p>	<p>CVA Teachers</p>	<p>2012-2013 school year</p>		<p>Science Technology Publisher Training</p>	<p>County funded</p>
<p>4.1 Teachers will conduct hands-on inquiry based opportunities for students throughout the school year in order for students to comprehend science concepts</p> <p>Task 1: To reinforce a skill and provide for an interactive visual, teachers will use “hands-on” or lab centered activities when possible</p>	<p>Observation, science notebooks, student work samples</p>	<p>CVA Teachers</p>	<p>2012-2013 school year</p>			<p>N/A</p>

2012-2013 SCHOOL IMPROVEMENT PLAN/PROFESSIONAL DEVELOPMENT PLAN BUDGET

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 5: By 2013, 60% of targeted CVA parents will participate in the end of the year survey.					
STRATEGIES, INDICATORS AND PROGRESS MEASURES					
I. Strategy 5: Strategy 5: IMPLEMENT THE SCIENTIFICALLY BASE RESEARCHED STRATEGY OF FOSTERING TWO-WAY HOME/SCHOOL COMMUNICATION WITH ALL STAKEHOLDERS TO SUPPORT STUDENT LEARNING AND COMPLETION OF PARENT SURVEY					
*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"	No consistent data source for all students Baseline Year	50%	54.%	59.%	63%
	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"	No consistent data source for all students Baseline Year	50%	54.%	59.%	63%

2012-2013 SCHOOL IMPROVEMENT PLAN/PROFESSIONAL DEVELOPMENT PLAN BUDGET

IMPLEMENTATION DETAILS

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p>5.1 <i>SBLT will engage parents in activities relating to the use of technology and School Improvement.</i></p> <p>Task 1: Principal will post school improvement efforts through electronic campaign as well as voice mail directly to parents.</p> <p>Task 2: Principal will provide information relating to the Hatcher Report (monthly diagnostic snapshot or dash board of all school functions) to parents through electronic newsletters including Facebook and Twitter.</p> <p>Task 3: Staff will promote a fundraiser opportunity to emphasize the completion of surveys and school/community pride; surveys could be completed at the event</p>	<p>CVA Twitter/Facebook</p> <p>Analytics</p> <p>New School Website with visitor tracking counters</p> <p>Analytics software data documentation</p>	<p>Dr. Hatcher Ms. Schriver</p> <p>Dr. Hatcher Ms. Schriver</p> <p>Dr. Hatcher Ms. Schriver</p>	<p>September 2012-June 2013</p> <p>August 2012 – October 2012</p> <p>September 2012-June 2012</p> <p>October 2012-Ongoing</p>	<p>District approval</p> <p>District approval</p> <p>Access to Inspiration Software</p> <p>Survey Monkey Account</p>	<p>Web Design</p>	<p>N/A</p> <p>NA</p> <p>NA</p>
<p>5.2</p> <p>Task 1: Principal will implement use of Social Media for information purposes giving parents more information about school events.</p> <p>Task 2: Principal/Support Facilitator will push school-based data through Social Media and district e-mail directly to all parents who are registered to receive e-alerts.</p>	<p><i>CVA Website Twitter/Facebook</i></p> <p><i>CVA Website Twitter/Facebook</i></p>	<p><i>Dr. Hatcher</i></p> <p><i>Dr. Hatcher Ms. Boswell</i></p>	<p><i>September 2012-June 2012</i></p> <p><i>September 2012-June 2013</i></p>	<p><i>District approval</i></p> <p><i>District approval</i></p>		<p><i>NA</i></p>

2012-2013 SCHOOL IMPROVEMENT PLAN/PROFESSIONAL DEVELOPMENT PLAN BUDGET

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p>5.1 <i>SBLT will engage parents in activities relating to the use of technology and School Improvement.</i></p> <p>Task 1: Principal will post school improvement efforts through electronic campaign as well as voice mail directly to parents.</p> <p>Task 2: Principal will provide information relating to the Hatcher Report (monthly diagnostic snapshot or dash board of all school functions) to parents through electronic newsletters including Facebook and Twitter.</p> <p>Task 3: Staff will promote a fundraiser opportunity to emphasize the completion of surveys and school/community pride; surveys could be completed at the event</p>	<p>CVA Twitter/Facebook</p> <p>Analytics</p> <p>New School Website with visitor tracking counters</p> <p>Analytics software data documentation</p>	<p>Dr. Hatcher Ms. Schriver</p> <p>Dr. Hatcher Ms. Schriver</p> <p>Dr. Hatcher Ms. Schriver</p>	<p>September 2012-June 2013</p> <p>August 2012 – October 2012</p> <p>September 2012-June 2013</p> <p>October 2012-Ongoing</p>	<p>District approval</p> <p>District approval</p> <p>Access to Inspiration Software</p> <p>Survey Monkey Account</p>	<p>Web Design</p>	<p>N/A</p> <p>NA</p> <p>NA</p>

2012-2013 SCHOOL IMPROVEMENT PLAN/PROFESSIONAL DEVELOPMENT PLAN BUDGET

SMART GOALS					
SMART = Specific Measurable Attainable Realistic Timely					
<p align="center">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></p>					
GOAL 6:					
STRATEGIES, INDICATORS AND PROGRESS MEASURES					
I. STRATEGY 6:					
*PROGRESS MEASURES ARE FOR THE PURPOSE OF REACHING YOUR 3-5 YEAR SCHOOL IMPROVEMENT GOALS AND AMO'S.	PROGRESS MEASURE August 2012	PROGRESS MEASURE August 2013	PROGRESS MEASURE August 2014	PROGRESS MEASURE August 2015	PROGRESS MEASURE August 2016
II. ADULT IMPLEMENTATION INDICATOR (S): "CAUSE DATA"					
	Discipline Data August 2011-2012	Discipline Data August 2012-2013	Discipline Data August 2013-2014	Discipline Data August 2014-2015	Discipline Data August 2015-2016
III. STUDENT PERFORMANCE INDICATOR (S): "EFFECT DATA"	*% of occurrences by grade level				

2012-2013 SCHOOL IMPROVEMENT PLAN/PROFESSIONAL DEVELOPMENT PLAN BUDGET

IMPLEMENTATION DETAILS

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

2012-2013 SCHOOL IMPROVEMENT PLAN/PROFESSIONAL DEVELOPMENT PLAN BUDGET

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

Resources Needed: Material / Technology / Trainer			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount 2011-12 SIP Proj 1182 -\$0 2012-13 SIP Proj 1183 - \$0 Total SIP Available: \$0,000.00
Goal – Reading – Action Step 1.1.1 Goal – Math – Action Step 2.2.4 Goal – Writing – Action Step 3.1.3 Goal – Science – Action Step 4.3.1 Goal – Parent Involvement – Action Step 5.2.1	Online parent guides for assisting their child in Reading skills - \$0 Materials for school science fair - \$100.00	6400 0000 4023	\$100.00
			Subtotal: \$000.00
Professional Development			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount FTE – No Proj 0000 - \$,0 Total PD Available: \$11,000.00
Professional Learning Community Goal and Action Step #(s) – Reading /Action Step 1.1.2 Navigator Plus Activity Title: School 0001 2012-13 – PLC—Integrating Reading and Social Studies in Grades K-8 Goal and Action Step #(s) – Math & Science Action Step 2.1.2 & 4.1.1 Navigator Plus Activity Title: School 0001 2012-13 – PLC—Common Core Math/Science Implementation	Materials List and Cost: Common Core Manual for Department Heads (No Cost) No Cost	Budget Strip	\$0
Lesson Study Goal and Action Step #(s) – Science/Action Step 4.2.3 Navigator Plus Activity Title: School 0001 2012-13 – Lesson Study – 5 th Grade Science	No Cost	Budget Strip	\$0
School Workshop Goal and Action Step #(s) – Writing/Action Step	Materials List and Cost: Katherine Robinson Training Manual	Budget Strip	

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<p>3.1.1 Navigator Plus Activity Title: School 0001 2012-13 – Writing with Katherine Robinson</p> <p>Goal and Action Step #(s) – Math/Action Step 2.2.1 Navigator Plus Activity Title: School 0001 2012-13 – Teaching 3rd Grade Mathematics Using Every Day Materials Taught by Kimberly Verrilli, District Curriculum Specialist</p>	<p>Consultant Fee: NA Consultant Travel Expenses: NA Substitutes: NA Stipends: NA</p> <p>Materials List and Cost: NA Math training materials - NA Consultant Fee: NA Consultant Travel Expenses: NA Substitutes: NA Stipends: NA</p>	<p>Budget Strip</p>	<p>\$0</p> <p>\$0</p>
<p>Virtual School Symposium Goal #2 /Action Step # (s) Action: 2.1, 2.2, 2.3 Location: Orlando, FL Dates: November 29 – December 1, 2012 Sponsoring Educational Institution: Florida Instruction Network</p>	<p>Mileage: \$900.00 Meals: \$360.00 Room: \$1,000.00 Registration: N/A Substitutes: N/A Stipends: N/A</p>	<p>6400 0420 0000</p>	<p>\$2,500.00</p>
<p>Conference: Florida Education Technology Conference (FETC) Goal and Action Step #(s) Goal 1: Strategy 1, 1.2 Increase technology delivery to assist reading response of K-12 students Location: Orlando, FL Dates: January 28-31 Sponsoring Educational Institution:1105 Media</p>	<p>Mileage: \$900.00 Meals: \$360.00 Room: \$1,000.00 Registration: \$1,075.00 Substitutes: N/A Stipends: N/A</p>	<p>6400 0420 0000</p>	<p>\$3,500.00</p>
<p>Conference: School Leadership Development Goal and Action Step # (s) Goal 1.1. Title North Folk Leadership Location: North Folk Girls Scout Camp Date: September 25th Sponsoring Educational Institution: CVA</p>	<p>Mileage: \$200.00 Meals: \$200.00 Room: N/A Registration: \$950.00 Substitutes: N/A Stipends: N/A</p>	<p>6400 0390 0000</p>	<p>\$1,000.00</p>
			<p>Subtotal: \$6,560.00</p>
			<p>Grand Total: \$6,560.00</p>

2012-2013 SCHOOL IMPROVEMENT PLAN/PROFESSIONAL DEVELOPMENT PLAN BUDGET

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 1, 2, 3, 4, 5	X		
Common Core Training	<ul style="list-style-type: none"> Action Step # 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1,4.2, 5.1, 5.2 Name of Activity: Common Core Workshop Model Dates of Activity: Sept. 2012 Name of Consultant or Facilitator (if applicable): Jennifer Green- CVA Consultant Services Agreement (if applicable) Materials: Common Core Books from District 			Created a Common Core Liaison: Jennifer Green who will help facilitate the Common Core training for CVA teachers
	Budget Items Required			
	N/A			
Learning Community	Professional Development Details Goal the Activity is Supporting #1	X		
Elements of Quality Online Education	<ul style="list-style-type: none"> Action Step # 2.2. Online community communication Name of Activity: Review Publication on Online Learning by Sloan Institute Dates of Activity: November 2012 Title of Book or Focus: Elements of Quality of Online Education: Practice and Direction (2002) 			Principal will attend online workshops in Elements of Quality of Online Education to provide leadership in virtual environment.
	Budget Items Required			
	<ul style="list-style-type: none"> Action Step # 1.3 Scaffold Instruction in online environment Cost of Book/Teacher Materials:: \$15 			
Lesson Study/Action Research	Professional Development Details Goal the Activity is Supporting # 2	X		
How to Improve High Quality Online Instruction?	<ul style="list-style-type: none"> Action Step # 2.1 Use graphic organizers. 2.2 Break complex task into easier more doable steps in online module. Name of Activity: Plus Delta Activity using graphic organizer model (Facilitated by: Principal of CVA) Dates of Activity: January 2012 			

2012-2013 SCHOOL IMPROVEMENT PLAN/PROFESSIONAL DEVELOPMENT PLAN BUDGET

	<ul style="list-style-type: none"> Longitudinal Success Measures for Online Learning 			
	Budget Items Required			
	<ul style="list-style-type: none"> Action Step # 2.1, 2.2 Cost of Teacher Materials (If applicable): \$75 			Purchase online publication for each department head (Total: 7)
Timelines				
Start Date: August 2, 2012				
End date: June 3, 2013				
Budget				
Local FTE Function 6400 Project – 0510 Project - 4023 Function: 9500 Project - 0000	6400 0510 4023 9500			
Total Internal PD Budget (no project & project funds)	\$90.00			

Approvals: (Signature's required)

Principal: _____
 SAC Chair: _____
 Hilda Manning: _____
 Shannah Kosek: _____

Date: ___/___/___
 Date: ___/___/___
 Date: ___/___/___
 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.	<input type="checkbox"/>	<input type="checkbox"/>	Writing, Action Step 3.1.1 Source - Johns Hopkins University, School of Education – Evidence-based Practices for Teaching Writing

2012-2013 SCHOOL IMPROVEMENT PLAN/PROFESSIONAL DEVELOPMENT PLAN BUDGET

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.	<input type="checkbox"/>	<input type="checkbox"/>	Virtual School Symposium Sponsored by: Florida Virtual School
Who will be trained?	<input type="checkbox"/>	<input type="checkbox"/>	Instructional and Administrative Staff
Date(s), Time(s), Location	<input type="checkbox"/>	<input type="checkbox"/>	November 29, 2012 8:30 AM – 3:30 PM West Palm Beach, FL
Total Cost	<input type="checkbox"/>	<input type="checkbox"/>	\$2,500.00
Needs School Board approval	<input type="checkbox"/>	<input type="checkbox"/>	No
Complete budget line for expenses	<input type="checkbox"/>	<input type="checkbox"/>	6400 0510 4023 9500
Name of facilitator/person responsible	<input type="checkbox"/>	<input type="checkbox"/>	VSS Instructor
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.	<input type="checkbox"/>	<input type="checkbox"/>	Florida Education Technology Conference (FETC) 1105 Education Media
Who will be trained?	<input type="checkbox"/>	<input type="checkbox"/>	Principal, Distance Learning Specialist and 3 Dept. Heads
Date(s), Location	<input type="checkbox"/>	<input type="checkbox"/>	January 28, 2012 Orlando, FL
Total Cost	<input type="checkbox"/>	<input type="checkbox"/>	\$2,360.00
Complete budget line for expenses	<input type="checkbox"/>	<input type="checkbox"/>	6400 0510 4023 9500
Name of facilitator/person responsible	<input type="checkbox"/>	<input type="checkbox"/>	FDLRS
Training Details – Conferences, Workshops, Seminars, Institutes, Online PD			

2012-2013 SCHOOL IMPROVEMENT PLAN/PROFESSIONAL DEVELOPMENT PLAN BUDGET

Please use the comments section to provide the information requested.	Yes	No	Comments
Name of educational organization providing the training.	<input type="checkbox"/>	<input type="checkbox"/>	North Fork Leadership Training
Who will be trained?	<input type="checkbox"/>	<input type="checkbox"/>	All CVA teachers & staff
Date(s), Location	<input type="checkbox"/>	<input type="checkbox"/>	September 19 th , 2012
Total Cost	<input type="checkbox"/>	<input type="checkbox"/>	\$1,600.00
Complete budget line for expenses	<input type="checkbox"/>	<input type="checkbox"/>	6400 0510 4023 9500
Name of facilitator/person responsible	<input type="checkbox"/>	<input type="checkbox"/>	Jordan-North Fork Special Activities Director
Timelines			
	Yes	No	Comments
Start Date August 2, 2012	<input type="checkbox"/>	<input type="checkbox"/>	
End Date June 3, 2013	<input type="checkbox"/>	<input type="checkbox"/>	
Budget			
Local FTE (function 6400-no project)	<input type="checkbox"/>	<input type="checkbox"/>	\$6,460.00
Project - 0510	<input type="checkbox"/>	<input type="checkbox"/>	
Project - 4023	<input type="checkbox"/>	<input type="checkbox"/>	
Project - 9500	<input type="checkbox"/>	<input type="checkbox"/>	
Total External PD Budget (no project & project funds)	<input type="checkbox"/>	<input type="checkbox"/>	\$6,460.00

Approvals: (Signature's required)

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

2012-2013 SCHOOL IMPROVEMENT PLAN/PROFESSIONAL DEVELOPMENT PLAN BUDGET

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

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

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

2012-2013 SCHOOL IMPROVEMENT PLAN

SCHOOL NAME: Doctors Inlet Elementary

School Based Leadership Team

Response to Instruction/Intervention (RtI)

Identify the school-based RtI Leadership Team.

- Indicate who is on the team and their position. Also explain why they have been included on the team.
Principal: 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.
General Education Teachers - Primary- Julia Hughes, Sue Jones, Debbie Johnson, Kimberly Petersen and Intermediate-Techla Wellons, Reece Ingold, Diana Burns.
Mary Jane Brown: Provides information about core instruction, participation in school data collection, delivers Tier I instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier I materials instruction with Tier 2/3 activities.
Exceptional Student Education (ESE) Teacher, Janice Bomberger: 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 and inclusion.
District Intervention Specialist, Terri Gooding: 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 I, Tier 2, and Tier 3 intervention plans. Assists grade levels in the development of Professional Learning Communities and/or Lesson Study.
School Psychologist, Sara Blickly: Participates in school data 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.
Technology Specialist, Nancy Koester: 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.
Speech Language Pathologist, Michelle Gilkey: 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.
Student Services Personnel: April Senters. 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 RtI Leadership Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our school, our teachers, and in our students? The RtI Leadership Team will meet weekly 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. The team will identify professional development and resources based on this information. 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 the principal to help develop the SIP. The team provided data on Tier 1, 2, and 3 targets: academic and social/emotional areas that need 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 Council in the monitoring of the SIP and provide updates to the SAC on the implementation of the RtI goals.

2012-2013 SCHOOL IMPROVEMENT PLAN

SCHOOL NAME: Doctors Inlet Elementary

School Based Leadership Team

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 Systems (Performance Matters), Florida Comprehensive Assessment Test (FCAT), Performance Matters Math Benchmark Tests (K-6); Florida Assessments for Instruction in Reading (FAIR Gr. K-2), Performance Matters Reading Benchmark Tests (Gr. 3-6), Running Records, Early Reading Diagnostic Assessment (ERDA), Diagnostic Reading Assessment (DAR), Compass Learning. End of the Year: FAIR, Performance Matters Benchmark Tests. Frequency of Data Days: twice a month for data analysis.
- Describe the plan to train staff on RtI. Professional Development will be provided during teachers' common planning time and small sessions through professional learning communities and lesson studies 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 and with a follow-up for all school administrators during the Summer Leadership Academy. Bi-monthly Curriculum Council meetings will be conducted for school administrators where training will focus on topics such as: Data-Based Decision Making, and Supporting and Evaluation Interventions. The School-based RtI Leadership Team will provide training throughout the year as determined by data collection and implementation concerns. The RtI Leadership Team will also evaluate addition staff professional development needs during the weekly RtI Leadership Team meetings.

Literacy Leadership

- Identify the school-based Literacy Leadership Team (LLT).
Anne Miller, Principal: Provides a common vision for the use of data-based decision making; ensures that the school-based team is implementing the K-12 reading Plan; ensures assessments are conducted as required; ensures implementation of the reading intervention support and documentation; ensures adequate professional development to support effective reading implementation; and communicates with parents regarding reading plans and activities.
Kim Petersen (Primary) and Diana Burns (Intermediate) Select General Education Teachers: 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.
Janice Bomberger, 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, inclusion, PLCs and Lesson Study.
Terri Gooding, 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. Nancy Koester, Technology Specialist: Develops or brokers 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 online assessments.
- Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).
The team meets bi-monthly in collaboration with the RtI Leadership 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 effectively to integrate the RtI process to ensure at students most "at risk" in reading receive intensive and immediate intervention services.

2012-2013 SCHOOL IMPROVEMENT PLAN

NCLB Public School Choice (If Applicable)

Notification of School in Need of Improvement (SINI) Status

Attach a copy of the Notification of SINI Status to Parents

Public School Choice with Transportation (CWT) Notification

Attach a copy of the CWT Notification to Parents

Supplemental Educational Services (SES) Notification

Attach a copy of the SES Notification to Parents

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 Doctors Inlet 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 also 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 10th, 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 proactive 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, reteaching, 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.

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)

2012-2013 SCHOOL IMPROVEMENT 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.

2012-2013 SCHOOL IMPROVEMENT PLAN

School District of Clay County

SMART GOALS

SMART = Specific Measurable Attainable Realistic Timely

Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal.

GOAL 1: By 2013, non-proficient students (as measured by the Fall 2012 FAIR Assessment for Kindergarten-6th Grade and the Spring FAIR Assessment) at Doctors Inlet will improve their reading skills by an increase in the difficulty of the passage read. All students in Grades 3-6 will improve reading application skills as measured by an increase in the percentage of students scoring a Level 3 or above on the 2012-2013 FCAT Reading Assessment.

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
<p>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 requires students to demonstrate a variety of relevant skills and competencies.</p>	* Gr. PK-3 65% * Gr. 4-6 55%	* Gr. PK-3 70% * Gr. 4-6 65%	* Gr. PK-3 80% * Gr. 4-6 80%	* Gr. PK-3 90% * Gr. 4-6 90%	*Gr. PK-3 100% *Gr. 4-6 100%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
<p>III. STUDENT PERFORMANCE INDICATOR(S): “EFFECT DATA” Students will consistently increase their FCAT Reading scores until we reduce the percentage of students who are non-proficient by at least 50% by 2016.</p>	3rd Gr. 75% (25%) 4th Gr. 79% (21%) 5th Gr. 64% (36%) 6th Gr. 62% (38%)	3rd Gr. 78.125% (21.875%) 4th Gr. 81.625% (18.375%) 5th Gr. 68.5% (31.5%) 6th Gr. 66.75% (33.25%)	3rd Gr. 81.25% (18.75%) 4th Gr. 84.25% (15.75%) 5th Gr. 73% (27%) 6th Gr. 71.5% (28.5%)	3rd Gr. 84.375% (15.625%) 4th Gr. 86.875% (13.125%) 5th Gr. 77.5% (22.5%) 6th Gr. 76.25% (23.75%)	3rd Gr. 87.5% (12.5%) 4th Gr. 89.5% (10.5%) 5th Gr. 82% (18%) 6th Gr. 81% (19%)

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
<p>1.1 Teachers will make connections using charts and graphic organizers Task 1: Teachers will establish making text-to-self, text-to-text, and text-to world connections during small group/independent reading instruction. This will enable students to use prior and background knowledge to improve reading comprehension.</p>	<p>Graphic organizers, reading logs, charts</p>	<p>Administrators, Grade Chairs</p>	<p>2012-2013 school year</p>	<p>Graphic organizers, sticky notes, leveled books PD 360 Video Clips</p>	<p>Professional Learning Communities using “Pathways to the Common Core” and “Café-Daily 5 Alive” DVD and Books Professional Development using PD360 Video Clips</p>	<p>1.1 School Budget Funding. 0100.6400.0590.0261.000 and 0100.06400.0641.0261.0000 and Internal Account 5100</p>
<p>1.2 Teachers will model Reading strategies using Think Alouds Task 1: Teachers will model the Think Aloud process in at least one Reading class per week to improve higher-order questioning utilizing Bloom’s Taxonomy.</p>	<p>Observation, Lesson Plans</p>	<p>Administrators</p>	<p>2012-2013 school year</p>	<p>“Strategies That Work” book, charts, Bloom’s Taxonomy Questioning activities; PD 360 Video Clips</p>	<p>Professional Development using high yield reading strategies and PD360 Video Clips</p>	<p>1.2 No Cost</p>
<p>1.3 Teachers will use differentiated instruction based on student learning needs Task 1: Teachers will use data to design and meet with small groups of children based upon learning needs. Task 2: Teachers will</p>	<p>Observation, Lesson Plans Observation,</p>	<p>Teachers, Administrators Teachers,</p>	<p>2012-2013 school year</p>	<p>Data/Learning Assessments; PD360 Video Clips</p>	<p>Professional Development for using data and differentiating instruction for staff; PD360 Video Clips</p>	<p>1.3 No cost to school.</p>

2012-2013 SCHOOL IMPROVEMENT PLAN

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material/ Technology/ Trainer	Related PD	Funding/Funding Source
<i>meet collaboratively to develop rubrics and lessons to implement the Common Core standards.</i>	<i>Lesson Plans</i>	<i>Administrators</i>		<i>Common Core Materials from District Training Sessions; "Pathways to the Common Core" book</i>	<i>Professional Development provided by Lead Teachers.</i>	<i>1.3 Internal Account 5100</i>

**2012-2013 SCHOOL IMPROVEMENT PLAN
School District of Clay County**

<p align="center">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></p>					
<p>GOAL 2. By 2013, 65% of students (emphasis on Economically Disadvantaged and Minority students) will achieve proficiency (FCAT Level 3 or above) in Math and 67% of 4th, 5th, and 6th grade students will make learning gains compared to the previous year FCAT data.</p>					
<p align="center">STRATEGIES, INDICATORS AND PROGRESS MEASURES</p>					
<p>I. STRATEGY 2: Implement the research-based strategy of designing and modifying instruction to deepen students' understanding of Math and advance student learning while addressing preconceptions or misconceptions.</p>					
<p>*PROGRESS MEASURES ARE FOR THE PURPOSE OF REACHING YOUR 3-5 YEAR SCHOOL IMPROVEMENT GOALS AND AMO'S.</p>	<p align="center">PROGRESS MEASURE August 2012</p>	<p align="center">PROGRESS MEASURE August 2013</p>	<p align="center">PROGRESS MEASURE August 2014</p>	<p align="center">PROGRESS MEASURE August 2015</p>	<p align="center">PROGRESS MEASURE August 2016</p>
<p>II. ADULT IMPLEMENTATION INDICATOR (S): “CAUSE DATA” 100% of teachers will implement the research-based strategy of designing and modifying instruction to deepen students' understanding of Math and advance student learning while addressing preconceptions and misconceptions.</p>	<p>* Gr. PK-3 75% * Gr. 4-6 65%</p>	<p>*Gr. PK-3 80% *Gr. 4-6 75%</p>	<p>*Gr. PK-3 87% *Gr. 4-6 85%</p>	<p>*Gr. PK-3 93% *Gr. 4-6 93%</p>	<p>*Gr. PK-3 100% *Gr. 4-6 100%</p>
	<p align="center">FCAT/EOC August 2012</p>	<p align="center">FCAT/EOC August 2013</p>	<p align="center">FCAT/EOC August 2014</p>	<p align="center">FCAT/EOC August 2015</p>	<p align="center">FCAT/EOC August 2016</p>
<p>III. STUDENT PERFORMANCE INDICATOR (S): “EFFECT DATA” Students will consistently increase their FCAT Math scores until we reduce the percentage of students who are non-proficient by at least 50% by 2016.</p>	<p>3rd Gr. 68% (32%) 4th Gr. 64% (36%) 5th Gr. 49% (51%) 6th Gr. 64% (36%)</p>	<p>3rd. Gr. 72 % (28%) 4th Gr. 68.5% (31.5%) 5th Gr. 55.375% (44.625%) 6th Gr. 68.5% (31.5%)</p>	<p>3rd Gr.76% (24%) 4th Gr.73% (27%) 5th Gr. 61.75% (38.25%) 6th Gr. 73% (27%)</p>	<p>3rd Gr. 80% (20%) 4th Gr. 77.5 % (22.5%) 5th Gr. 68.125% (31.875%) 6th Gr. 77.5% (22.5%)</p>	<p>3rd Gr. 84% (16%) 4th Gr. 82% (18%) 5th Gr. 74.5% (25.5%) 6th Gr. 82% (18%)</p>

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
<p>2.1 Teachers will use K-W-L Charts Task 1: Teachers will establish a common ritual of utilizing K-W-L Charts during the introduction of a Math concept to assess student preconceptions and misconceptions.</p>	<p>K-W-L Charts, Grade Level Meeting Minutes</p>	<p>Administration, Grade Level Chairs</p>	<p>2012-2013 school year</p>	<p>K-W-L Charts, copies; "Step by Step Model Drawing" Book and Poster; PD360 Video Clips</p>	<p>Professional Learning Community using "Step by Step Model"; PD360 Video Clips</p>	<p>2.1 School Budget Funding Supplies from 0100.6400.0590.0261.000</p>
<p>2.2 Teachers utilize enhanced classroom technology Task 1: Teachers will receive training (if needed) on using the enhanced classroom projector, pen pad and document camera in their classroom.</p>	<p>Sign-in sheets, feedback</p>	<p>Administration, Technology Teacher, Media Specialist</p>	<p>2012-2013 school year</p>	<p>Enhanced classroom technology</p>	<p>Technology Teacher, Media Specialist</p>	<p>2.2 No Cost to School District Title II-A funds for equipment.</p>
<p>2.3 Teachers will use a variety of instructional strategies and resources Task 1: Teachers will use manipulatives to require students to demonstrate a variety of skills and competencies. Teachers will learn how to use Intel Math strategies and STEM strategies from grant training.</p>	<p>Observation, Lesson Plans</p>	<p>Administration</p>	<p>2012-2013 school year</p>	<p>Math manipulatives for the Math Series and Lego manipulative; Intel Math materials; Common Core training materials</p>	<p>Math Workshop: Intel Math; Lesson Study using Intel Math/Common Core standards</p>	<p>2.3 District Grant Funds</p>
<p>2.4 Teachers will use differentiated instruction based on student learning</p>	<p>Observation, Lesson Plans</p>	<p>Administration</p>	<p>2012-2013 school year</p>	<p>Performance Matters and Textbook Assessments; PD360</p>	<p>Professional Development DIS 2012-2013</p>	<p>2.4 No Cost</p>

2012-2013 SCHOOL IMPROVEMENT PLAN

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p><i>needs</i> Task 1: Teachers will use data to design and meet with small groups of children based upon learning needs.</p>				<p><i>Video Clips</i></p>	<p><i>Data Assessment; PD360 Video Clips</i></p>	

2012-2013 SCHOOL IMPROVEMENT PLAN

School District of Clay County

SMART GOALS

SMART = Specific Measurable Attainable Realistic Timely

Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal.

GOAL 3: By 2013, all students in Grade 4 will increase the number of students scoring a 4.0 on the Writing FCAT by at least 3% over the previous year.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

I. **Strategy 3: Implements the research-based strategy of relating and integrating the subject matter with other disciplines during instruction.**

*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 relating and integrating the subject matter with other disciplines during instruction.	*Gr. PK-6 55%	*Gr. PK-6 65%	*Gr. PK-6 80%	*Gr. PK-6 90%	*Gr. PK-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 percentage of students who are non-proficient by at least 50% in Grade 4 by 2016.	Gr. 4 89% (11%)	Gr. 4 90.375% (9.625%)	Gr. 4 91.75% (8.25%)	Gr. 4 93.125% (6.875%)	Gr. 4 94.5% (5.5%)

2012-2013 SCHOOL IMPROVEMENT PLAN

IMPLEMENTATION DETAILS

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p>3.1 Teachers demonstrate knowledge of research-based best practices of writing across the content areas Task 1: Teachers will model specific elements of writing through authentic literature across the content areas and will utilize nonfiction texts for common discussion. Task 2: Teachers will provide guided practice through the use of sticky notes and display student's understanding on anchor charts and in writing journals.</p>	<p>Observation, Lesson Plans</p>	<p>Administrators</p>	<p>2012-2013 school year</p>	<p>Literature and Non-fiction Texts</p>	<p>Workshop: "Katherine Robinson Workshop for Writing"</p>	<p>3.1 School Budget Funding 0100.6400.0310.0261.0000</p>
<p>3.2 Teachers use the Common Core Standards for content and grade level expectations Task 1: Provide and support opportunities for teachers to collaborate during common planning time to further revise, develop and extend the current Writing Pacing Guide to ensure alignment of the Common Core Standards.</p>	<p>Observation, Lesson Plans; Demonstration Classroom Teachers; revised Pacing Guides</p>	<p>Administrators, Demonstration Classroom Teachers</p>	<p>2012-2013 school year</p>	<p>Writing Supplies; Student Data; Substitutes; "Writers Workshop for the Common Core" books and "Pathways to the Common Core" books</p>	<p>Professional Learning Community using "Writers Workshop for the Common Core" and "Pathways to the Common Core" books</p>	<p>3.2 School Budget Funding 0100.6400.0590.0261.0000</p>

2012-2013 SCHOOL IMPROVEMENT PLAN

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p>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.</p>	<p><i>SAC Documentation; Faculty Meeting Documentation; Intervention Documentation</i></p>	<p><i>Classroom Teachers; ESE Teachers; Administration; Counselors; School Psychologists</i></p>	<p><i>October 2012-March 2013</i></p>	<p><i>Forms provided by RtI Coach</i></p>	<p><i>Performance Matters and FAIR Data; Training as needed for interventions and RtI</i></p>	<p><i>No funding needed.</i></p>

2012-2013 SCHOOL IMPROVEMENT PLAN
School District of Clay County

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Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal

GOAL 4: By 2013, students' academic performance in Science will improve by 15% in the 5th grade over last years' results as measured by the FCAT Science.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

I. Strategy 4: Implement the research-based strategy of using designing and modifying instruction (with a focus on STEM opportunities and Lesson Study) to deepen students' understanding of content area and student learning while addressing preconceptions and misconceptions.

*PROGRESS MEASURES ARE FOR THE PURPOSE OF REACHING YOUR 3-5 YEAR SCHOOL IMPROVEMENT GOALS AND AMO'S.	PROGRESS MEASURE August 2012	PROGRESS MEASURE August 2013	PROGRESS MEASURE August 2014	PROGRESS MEASURE August 2015	PROGRESS MEASURE August 2016
<p>II. ADULT IMPLEMENTATION INDICATOR(S): “CAUSE DATA”</p> <p>100% of teachers, PK-6, 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.</p>	<p>* PK-Gr.4 30% * Gr. 5-6 40%</p>	<p>*PK- GR. 4 45% *GR. 5-6 55%</p>	<p>*PK-GR. 4 60% *GR. 5-6 70%</p>	<p>*PK-GR.4 85% *GR. 5-6 85%</p>	<p>*PK-GR. 4 100% *GR. 5-6 100%</p>
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
<p>III. STUDENT PERFORMANCE INDICATOR(S): “EFFECT DATA”</p> <p>Students will consistently increase FCAT Science scores until w.</p>	<p>Gr.5 46% (54%)</p>	<p>Gr. 5 52.75% (47.25%)</p>	<p>Gr. 5 59.5% (40.5%)</p>	<p>Gr. 5 66.25% (33.75%)</p>	<p>Gr. 5 73% (27%)</p>

2012-2013 SCHOOL IMPROVEMENT PLAN

SMART GOALS

SMART = Specific Measurable Attainable Realistic Timely

Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal.

GOAL 4: By 2013, students' academic performance in Science will improve by 15% in the 5th grade over last years' results as measured by the FCAT Science.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

I. **Strategy 4: Implement the research-based strategy of using designing and modifying instruction (with a focus on STEM opportunities and Lesson Study) to deepen students' understanding of content area and student learning while addressing preconceptions and misconceptions.**

*PROGRESS MEASURES ARE FOR THE PURPOSE OF REACHING YOUR 3-5 YEAR SCHOOL IMPROVEMENT GOALS AND AMO'S.	PROGRESS MEASURE August 2012	PROGRESS MEASURE August 2013	PROGRESS MEASURE August 2014	PROGRESS MEASURE August 2015	PROGRESS MEASURE August 2016
<p>II. ADULT IMPLEMENTATION INDICATOR (S): “CAUSE DATA”</p> <p>100% of teachers, PK-6, 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.</p>	<p>* PK-Gr.4 30% * Gr. 5-6 40%</p>	<p>*PK- GR. 4 45% *GR. 5-6 55%</p>	<p>*PK-GR. 4 60% *GR. 5-6 70%</p>	<p>*PK-GR.4 85% *GR. 5-6 85%</p>	<p>*PK-GR. 4 100% *GR. 5-6 100%</p>
<p>IV. STUDENT PERFORMANCE INDICATOR (S): “EFFECT DATA”</p> <p>Students will consistently increase FCAT Science scores until we reduce the percentage of students who are non-proficient by at least 50% by 2016.</p>	<p>Gr.5 46% (54%)</p>	<p>Gr. 5 52.75% (47.25%)</p>	<p>Gr. 5 59.5% (40.5%)</p>	<p>Gr. 5 66.25% (33.75%)</p>	<p>Gr. 5 73% (27%)</p>

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
<p>4.1 Teachers will model higher-level questioning and thinking through Think-Alouds</p> <p>Task 1: Teachers will conduct a book study on higher level thinking and questioning techniques and STEM opportunities through common planning time.</p> <p>Task 2: Teachers will plan to integrate the use of higher order questioning and STEM opportunities through a Think Aloud through the Lesson Study cycle in grade level classrooms.</p>	<p>Sign-in, Agendas, Evaluation Forms, Observation</p>	<p>Administration, Grade Level Chair Person</p>	<p>2012-2013</p>	<p>Copies of the book for the Book Study Lesson Study cycles, common planning time, release time to observe</p>	<p>Lesson Study and professional development using examples of higher order questioning, classroom work samples to share with staff.</p>	<p>4.1 District Training utilizing Military Families Grant</p>
<p>4.2 Teachers engage students in activities that require comparison and/or clarification</p> <p>Task 1: Incorporate inquiry project based learning in daily instruction by students participating in the Science Fair activities and allotting one 30 minute block per week for students to work on projects.</p> <p>Task 2: Schedule preliminary judging and events throughout the year to prepare students for the school-wide Science Fair.</p>	<p>Lesson Plans, observations, Science Fair projects, School-wide Science Fair</p>	<p>Administration, Science Committee</p>	<p>2012-2013 school year</p>	<p>Science Fair project boards</p>	<p>District training for the School Science Fair Coordinator</p>	<p>4.2 Awards and Science Fair materials purchased through school budget 0100.5100.0510.0261.1183</p>

2012-2013 SCHOOL IMPROVEMENT PLAN

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p>4.3 Teachers will ask students to explain their thinking to determine misconceptions Task 1: Students in grades 2-6 will utilize Science Inquiry Notebooks to work in cooperative groups and write observations and explanations.</p>	<p><i>Lesson Plans, observations, Science Inquiring Notebooks</i></p>	<p><i>Administration, Teachers</i></p>	<p><i>2012-2013 school year</i></p>	<p><i>Science Inquiry Notebooks</i></p>	<p><i>STEM training from Grant</i></p>	<p><i>4.3 District Training</i></p>

2012-2013 SCHOOL IMPROVEMENT PLAN

SMART GOALS

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Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal.

GOAL 5: By 2013, Parental Involvement at Doctors Inlet will improve by 10% over the previous year as measured by attendance at after-school and community events.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

I. **Strategy 5: Implement the research-based strategy of fostering two-way home/school communication 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.	*80%	85%	90%	95%	100%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
III. STUDENT PERFORMANCE INDICATOR (S): "EFFECT DATA" Grade levels will consistently increase parental involvement by improvement in attendance at all events, which will also positively impact academic achievement in all tested grades by 50% by 2016.	*PK-Gr. 6 60% (40%)	PK- Gr. 6 65% (35%)	PK-Gr. 6 70% (30%)	PK-Gr. 6 75% (25%)	PK- Gr. 6 80% (20%)

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
<p>5.1 Teachers volunteer resources and guidance as needed Task 1: Staff will plan and implement a Reading Festival in October to encourage parental involvement in literacy activities. Task 2: Grade levels will add events monthly to the weekly newsletter to inform parents of upcoming events and will communicate daily through the student planners. Task 3: Grade levels will organize a School-wide Science Fair and Family Fun Night in April. Classes with the highest parent involvement will receive a pizza party.</p>	<p>Reading Festival Committee Minutes, Attendance Sheets, Grade Level Meeting Minutes, Newsletters</p>	<p>Administration, Faculty and Staff</p>	<p>2012-2013</p>	<p>Reading Festival materials, food, prizes, paper, copier, Student Planners, Copies of “The Toughest Cowboy” for teachers for the Reading Festival</p>	<p>None required</p>	<p>5.1 School Budget 0100.5100.0510.0261.1183</p>

2012-2013 SCHOOL IMPROVEMENT PLAN

SMART GOALS

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Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal.

GOAL 6: By the end of the 2013 school year, Doctors Inlet students will decrease discipline referral occurrences by 30% by participating in a school-wide discipline program using research-based strategies and positive incentives.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

STRATEGY 6: Implement the research-based FOUNDATIONS program school-wide to ensure consistent discipline 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
I. ADULT IMPLEMENTATION INDICATOR (S): “CAUSE DATA” 100% of teachers will implement the research-based FOUNDATIONS program, school-wide to ensure consistent discipline expectations are met by every student.	*60%	70%	80%	90%	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
II. STUDENT PERFORMANCE INDICATOR (S): “EFFECT DATA” Students will consistently decrease discipline occurrences by 50% by 2016.	163 occurrences	152.8125 occurrences	142.675 occurrences	132.4375 occurrences	122.25 occurrences

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
<p>6.1 Teachers will proactively address behaviors Task 1: Teachers will be using the Foundations School-wide Discipline procedures and Guidelines for Success using classroom lessons developed by the Foundations Team. Task 2: Teachers will use the Round Up procedures for tiered interventions before completing a behavior referral. Task 3: The school will use quarterly behavior rewards and the monthly Student of the Month Award for students demonstrating appropriate behavior and/or marked improvements in behavior. Task 4: Students will use the SNAP Box to reduce bullying behaviors.</p>	<p>Monitoring of discipline data; Observations and Walkthroughs; Lesson Plans; Awards</p>	<p>Administration, Teachers, Staff</p>	<p>Task 1: August, 2012 Task 2 and 3: 2012-2013 school year</p>	<p>Foundation Materials, Student Awards</p>	<p>Professional Development on school level from Foundations Team</p>	<p>6.1 School Budget 0100.5100.0510.0261.1183 Internal Account- General and PFA funds</p>

2012-2013 SCHOOL IMPROVEMENT PLAN

DIS 2012/2013 School Improvement Plan/Professional Development Plan Budget

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

Resources Needed: Material / Technology / Trainer			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount
5.1 Parent Involvement-Reading Festival	50 copies of "The Toughest Cowboy" book	0100.5100.0590.0261.1183	\$179.50
			Subtotal: \$179.50
Professional Development			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount
Conference/Workshop/Seminar/Institute/Online PD 1. Goal and Action Step #(s) 3.1 Title : <i>Katherine Robinson Workshop for Writing</i> Location: <i>Lakeside Elementary School</i> Dates: <i>August 10, 2012</i> Sponsoring Educational Institution:	Mileage 0 Meals 0 Room 0 Registration \$23.00 per person (C. Clark, G. Drago) Substitute(s) n/a	Budget Strip 0100.6400.0330.0261.0000	\$46.00
Conference/Workshop/Seminar/Institute/Online PD Goal and Action Step #(s) 1.1, 1.2, 1.3, 2.1 Title : <i>DIS 12-13 PD 360 Video Clips</i> Location: <i>Doctors Inlet Elementary School</i> Dates: <i>August 7,2012 – April 1, 2013</i> Sponsoring Educational Institution :NAESP	Mileage 0 Meals 0 Room 0 Registration 0 Substitute(s) n/a	Budget Strip-No Cost to school	N/A
Professional Learning Community Goal and Action Step #(s) 2.4 Navigator Plus Activity Title: <i>DIS 12-13 Step by Step Model Drawing</i>	Materials List and Cost: <i>6 Books Step by Step Model Drawing</i> <i>1 Draw Poster</i>	Budget Strip 0100.6400.0590.0261.0000	\$188.82
Professional Learning Community Goal and Action Step #(s) 3.2 Navigator Plus Activity Title: <i>DIS 12-13 Writers Workshop for the Common Core</i>	Materials List and Cost: <i>2 Books for Facilitators</i>	Budget Strip 0100.6400.0590.0261.0000	\$82.56
Professional Learning Community Goal and Action Step#(s) 1.2 Navigator Plus Activity Title: <i>DIS 12-13 CAFÉ – Daily 5</i>	Materials List and Cost: <i>DVD The Daily Five Alive</i> <i>5 Books Café</i>	Budget Strip 0100.06400.0590.0261.0000 0100.06400.0641.0261.0000	\$130.00 \$275.00
Professional Learning Community	Materials List and Cost:	Budget Strip	

2012-2013 SCHOOL IMPROVEMENT PLAN

Goal and Action Step #(s) 1.3, 3.2 Navigator Plus Activity Title: <i>DIS 12-13 Pathways to the Common Core</i>	<i>Books</i>	<i>Internal Account</i> <i>5100</i>	\$54.00
Lesson Study Goal and Action Step #(s)1.3 Navigator Plus Activity Title: <i>DIS 12-13 K Lesson Study</i>	Materials List & Cost: "Leading Lesson Study" Book- No cost purchased in 2011-2012	Budget Strip: N/A	0
Lesson Study Goal and Action Step #(s) 2.3 Navigator Plus Activity Title: <i>DIS 12-13 Gr. 2 Lesson Study</i>	Materials List & Cost: : "Leading Lesson Study" Book- No cost purchased in 2011-2012	Budget Strip: N/A	0
Lesson Study Goal and Action Step #(s) 3.2 Navigator Plus Activity Title: <i>DIS 12-13 Gr. 3 Lesson Study</i>	Materials List & Cost: : "Leading Lesson Study" Book- No cost purchased in 2011-2012	Budget Strip: N/A	0
Lesson Study Goal and Action Step #(s) 3.1, 3.2 Navigator Plus Activity Title: <i>DIS 12-13 Gr. 4 Lesson Study</i>	Materials List & Cost: : "Leading Lesson Study" Book- No cost purchased in 2011-2012	Budget Strip: N/A	0
Lesson Study Goal and Action Step #(s) 2.3, 4.1 Navigator Plus Activity Title: <i>DIS 12-13 Gr. 5 Lesson Study</i>	Materials List & Cost: : "Leading Lesson Study" Book- No cost purchased in 2011-2012	Budget Strip: N/A	0
Lesson Study Goal and Action Step #(s) 2.3 Navigator Plus Activity Title: <i>DIS 12-13 Gr. 1 Lesson Study</i>	Materials List & Cost: : "Leading Lesson Study" Book- No cost purchased in 2011-2012	Budget Strip: N/A	0
Lesson Study Goal and Action Step #(s) 2.3, 4.1 Navigator Plus Activity Title: <i>DIS 12-13 Gr. 6 Lesson Study</i>	Materials List & Cost: : "Leading Lesson Study" Book- No cost purchased in 2011-2012	Budget Strip: N/A	0
School Workshop Goal and Action Step #(s) 2.2 Navigator Plus Activity Title: <i>DIS 12-13 Technology</i>	Materials List and Cost: 0 Consultant Fee:0 Consultant Travel Expenses: 0 Substitutes: 0 Stipends: 0	Budget Strip: N/A	0
School Workshop Goal and Action Step #(s) 6.1 Navigator Plus Activity Title:	Materials List and Cost: 0 Consultant Fee:0 Consultant Travel Expenses:0	Budget Strip: N/A	0

2012-2013 SCHOOL IMPROVEMENT PLAN

<i>DIS 12-13 Foundations</i>	Substitutes: 0 Stipends:		
School Workshop Goal and Action Step #(s) 6.1 Navigator Plus Activity Title: <i>DIS 12-13 Treatment and Care of the Diabetic Child</i>	Materials List and Cost: 0	Budget Strip: N/A	0
			Subtotal: \$776.38
Other			
Goal Area and Action Step Number	Description of Resources	Budget Strip	Available Amount
			Subtotal: 0
			Grand Total: \$955.88

2012-2013 SCHOOL IMPROVEMENT PLAN

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 <u>Discipline</u>			
Foundations Team Training after County Workshops	<ul style="list-style-type: none"> • Action Step #6.1 • Name of Activity: Foundations Training • Dates of Activity: September, 2012-May, 2013 • Name of Consultant or Facilitator (if applicable)-N/A • Consultant Services Agreement (if applicable)-N/A • Materials: N/A 			
	Budget Items Required			
	<ul style="list-style-type: none"> • Action Step # 6.1 • Name of Activity: Foundations Training • Funding Source- 0100.0261.5100.0510 • Cost of Consultant –N/A • Cost of Materials-N/A • Cost of Substitutes (if applicable)-N/A 			
School-wide Training	Professional Development Details Goal the Activity is Supporting <u>Technology, Reading , Math, Writing</u>			
	Budget Items Required			
	<ul style="list-style-type: none"> • Action Step # 6.1 • Name of Activity: Technology Training • Funding Source- N/A • Cost of Consultant –N/A • Cost of Materials-N/A • Cost of Substitutes (if applicable)-N/A 			
School-wide Training	Professional Development Details Goal the Activity is Supporting <u>Discipline</u>			
	Budget Items Required			
	<ul style="list-style-type: none"> • Action Step # 6.1 • Name of Activity: Treatment and Care of the Diabetic Child • Funding Source- N/A • Cost of Consultant –N/A • Cost of Materials-N/A 			

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	<ul style="list-style-type: none"> • Cost of Substitutes (if applicable)-N/A 			
Learning Community	Professional Development Details Goal the Activity is Supporting <u>Math</u>			
(collaborative teams that gathers research and studies new programs or topics and shares their findings-must use Learning Community form)	<ul style="list-style-type: none"> • Action Step # 2.4 • Name of Activity: DIS12-13 Step by Step Model Drawing • Dates of Activity: October, 2012- May, 2013 • Title of Book or Focus: "Step by Step Model Drawing" 			
	Budget Items Required			
	<ul style="list-style-type: none"> • Action Step # 2.4 • Cost of Book/Teacher Materials: \$188.82 0100.6400.0590.0261.0000 			
Learning Community	Professional Development Details Goal the Activity is Supporting <u>Writing</u>			
(collaborative teams that gathers research and studies new programs or topics and shares their findings-must use Learning Community form)	<ul style="list-style-type: none"> • Action Step # 3.2 • Name of Activity: DIS12-13 Writers Workshop for the Common Core • Dates of Activity: October, 2012- May, 2013 • Title of Book or Focus: "Writers Workshop for the Common Core" 			
	Budget Items Required			
	<ul style="list-style-type: none"> • Action Step # 3.2 • Cost of Book/Teacher Materials: \$82.56 0100.6400.0590.0261.0000 			
Learning Community	Professional Development Details Goal the Activity is Supporting <u>Reading</u>			
(collaborative teams that gathers research and studies new programs or topics and shares their findings-must use Learning Community form)	<ul style="list-style-type: none"> • Action Step # 1.2 • Name of Activity: DIS12-13 CAFÉ` - Daily 5 • Dates of Activity: October, 2012- May, 2013 • Title of Book or Focus: "The Daily Five Alive" DVD 			
	Budget Items Required			
	<ul style="list-style-type: none"> • Action Step # 3.2 • Cost of Book/Teacher Materials: \$405.00 • 0100.6400.0590.0261.0000 • 0100.6400.0641.0261.0000 			
Learning Community	Professional Development Details Goal the Activity is Supporting <u>Writing, Reading</u>			
(collaborative teams that gathers research and studies new programs or	<ul style="list-style-type: none"> • Action Step # 1.3, 3.2 • Name of Activity: DIS12-13 Pathways to the Common Core 			

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topics and shares their findings-must use Learning Community form)	<ul style="list-style-type: none"> Dates of Activity: October, 2012- May, 2013 Title of Book or Focus: "Pathways to the Common Core" 			
	Budget Items Required			
	<ul style="list-style-type: none"> Action Step # 3.2 Cost of Book/Teacher Materials: \$54.00 Internal Accounts 5100 			
Lesson Study/Action Research	Professional Development Details Goal the Activity is Supporting <u>Reading</u>			
(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)	<ul style="list-style-type: none"> Action Step # 1.3 Name of Activity: DIS 12-13 K Lesson Study Dates of Activity: October, 2012-May, 2013 Teaching strategy or method to be researched: Reading Strategies, Questioning, Feedback 			
	Budget Items Required			
	<ul style="list-style-type: none"> Action Step # 1.3 Cost of Teacher Materials (If applicable) N/A 			
Lesson Study/Action Research	Professional Development Details Goal the Activity is Supporting <u>Math</u>			
(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)	<ul style="list-style-type: none"> Action Step # 2.3 Name of Activity: DIS 12-13 1 Lesson Study Dates of Activity: October, 2012-May, 2013 Teaching strategy or method to be researched: Math Strategies, Questioning, Feedback 			
	Budget Items Required			
	<ul style="list-style-type: none"> Action Step # 2.3 Cost of Teacher Materials (If applicable) N/A 			
Lesson Study/Action Research	Professional Development Details Goal the Activity is Supporting <u>Math</u>			
(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)	<ul style="list-style-type: none"> Action Step # 2.3 Name of Activity: DIS 12-13 2 Lesson Study Dates of Activity: October, 2012-May, 2013 Teaching strategy or method to be researched: Math Strategies, Questioning, Feedback 			

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	Budget Items Required		
	<ul style="list-style-type: none"> Action Step # 2.3 Cost of Teacher Materials (If applicable) N/A 		
Lesson Study/Action Research	Professional Development Details Goal the Activity is Supporting <u>Writing</u>		
(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)	<ul style="list-style-type: none"> Action Step # 3.2 Name of Activity: DIS 12-13 3 Lesson Study Dates of Activity: October, 2012-May, 2013 Teaching strategy or method to be researched: Writing Strategies, Questioning, Feedback 		
	Budget Items Required		
	<ul style="list-style-type: none"> Action Step # 3.2 Cost of Teacher Materials (If applicable) N/A 		
Lesson Study/Action Research	Professional Development Details Goal the Activity is Supporting <u>Writing</u>		
(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)	<ul style="list-style-type: none"> Action Step # 3.1, 3.2 Name of Activity: DIS 12-13 4 Lesson Study Dates of Activity: October, 2012-May, 2013 Teaching strategy or method to be researched: Writing Strategies, Questioning, Feedback 		
	Budget Items Required		
	<ul style="list-style-type: none"> Action Step # 3.1, 3.2 Cost of Teacher Materials (If applicable) N/A 		
Lesson Study/Action Research	Professional Development Details Goal the Activity is Supporting <u>Math, Science</u>		
(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)	<ul style="list-style-type: none"> Action Step # 2.3, 4.1 Name of Activity: DIS 12-13 5 Lesson Study Dates of Activity: October, 2012-May, 2013 Teaching strategy or method to be researched: Math and Science (STEM) Strategies, Questioning, Feedback 		
	Budget Items Required		
	<ul style="list-style-type: none"> Action Step # 2.3, 4.1 Cost of Teacher Materials (If applicable) N/A 		

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Lesson Study/Action Research	Professional Development Details			
	<p>Goal the Activity is Supporting <u>Math, Science</u></p> <ul style="list-style-type: none"> Action Step # 2.3, 4.1 Name of Activity: DIS 12-13 6 Lesson Study Dates of Activity: October, 2012-May, 2013 Teaching strategy or method to be researched: Math and Science (STEM) Strategies, Questioning, Feedback 			
	<p>Budget Items Required</p>			
	<ul style="list-style-type: none"> Action Step # 2.3, 4.1 Cost of Teacher Materials (If applicable) N/A 			
<p>Timelines</p>				
<p>Start Date: August 2, 2012</p>				
<p>End date: September 21, 2012</p>				
<p>Budget</p>				
<p>Local FTE (function 6400-no project)</p> <p>Project - 1183</p> <p>Project -</p> <p>Project -</p>	<p>\$776.38</p> <p>\$179.50</p>			
<p>Total Internal PD Budget (no project & project funds)</p>	<p>\$955.88</p>			

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SCHOOL NAME: Fleming Island 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.

Administrator(Jackie Cory, Principal, and/or Assistant Principal , Laurie Burke): Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Select General Education Teachers (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.

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 as co-teaching.

School Psychologist(Faye Nussbaum): 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.

Technology Coach/Specialist (Mimi Harris): 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.

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.

RtI Coach (Lacey Wordsdell): Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation.

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

The Leadership Team will focus meetings around one question: “How do we develop and maintain a problem-solving system to bring out the best in our school, our teachers, and in our students?”

The team will meet 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 needed 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 SBLT provides data on Tier 1, 2, and 3 targets and academic and social/emotional areas that need to be addressed; helps set clear expectations for instruction (Rigor, Relevance, Relationship); facilitates the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligns RtI processes and procedures. This data is used to develop School Improvement Plan goals. The teaching strategies developed and stressed in the RtI model are incorporated as Action Steps in the School Improvement Plan

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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: Florida Assessments for Instruction in Reading (FAIR), Florida Comprehensive Assessment Test (FCAT), District Benchmark Test(s) from Performance Matters, Clay Writes

Midyear data: Florida Assessments for Instruction in Reading (FAIR), District Benchmark Test(s) from Performance Matters, Clay Writes

End-of-year data: Florida Assessments for Instruction in Reading (FAIR), Florida Comprehensive Assessment Test (FCAT), District Benchmark Test(s) from Performance Matters, Clay Writes

Frequency of Data Days: The SBLT team will formally meet monthly to analyze/disaggregate data. The team will communicate on an ongoing basis and will schedule additional meetings as needed. Grade level teams will have weekly meetings to review student data from grade level assessments and to plan for instructional strategies based upon the student data.

- Describe the plan to train staff on RtI.

Professional development will occur throughout the year. The RtI Coach will meet with grade levels and individual teachers to collaborate on effective teaching interventions, progress monitoring tools, and learning activities and strategies based upon data. Other members of the RtI Leadership Team will participate in these collaborative activities on an as needed basis. Members of the RtI Leadership Team each have a copy of the books, RTI in the Classroom: Guidelines and Recipes for Success and The RTI Daily Planning Book K-6. The RtI Coach will also share with the RtI Leadership Team information gained from the district level RtI Coaches meetings.

Literacy Leadership

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

Administrators (Jackie Cory/Principal & Laurie Burke/Assistant Principal): Provide a common vision for the use of data-based decision making, ensure that the district K-12 Reading Plan and the reading goals in the School Improvement Plan are being implemented, ensure that assessments are conducted as required, ensure implementation of reading intervention support and documentation and reading enrichment, and ensure adequate professional development (PLCs) to support effective reading implementation, communicate with parents regarding reading plans and activities.

General Education Teachers(Patty Toole, Kim Harrell, Janis Ramirez, Stacey Johnson, Ginger Leinecker, Kari Hooks, Joan Brackin, Alice Coats, Trisha Breast) : Provide information about core and supplemental reading instruction, participate in student data collection, deliver instruction/intervention/enrichment, and collaborate with other staff to implement the District K-12 Reading Plan and the reading goals in the School Improvement Plan, and participate in PLCs.

Exceptional Student Education (ESE) Teachers(Rose Ann Cataldi, Barbara DeLong, Kris Karkkainen) : Provide information about reading instruction, participate in student data collection, deliver instruction/intervention, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers through activities such as co-teaching to implement the District K-12 Reading Plan and the reading goals in the School Improvement Plan, and participate in PLCs.

Reading Resource Teacher(Anne Carmichael) : Provide information about supplemental reading instruction, deliver instruction/enrichment, and collaborate with other staff to implement the District K-12 Reading Plan and the reading goals in the School Improvement Plan, and participate in PLCs.

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

The LLT will meet at least quarterly to: review student progress monitoring data in order to identify instructional strategies, professional development, and resource needs to fully implement the Reading goals of the School Improvement Plan and the District K-12 Reading Plan. The LLT will collaborate, problem solve, share effective practices, evaluate implementation, and make instructional decisions.

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

The LLT will work to effectively implement the RtI process to ensure that students most “at risk” in reading receive appropriate intensive and immediate intervention services and will plan and provide enrichment activities for students, including a school-wide “Get Caught Reading Day.” The LLT will also discuss methods to manage differentiated reading instruction, including small groups and literacy centers.

NCLB Public School Choice (If Applicable)

Notification of School in Need of Improvement (SINI) Status

- Attach a copy of the Notification of SINI Status to Parents*

Public School Choice with Transportation (CWT) Notification

- Attach a copy of the CWT Notification to Parents*

Supplemental Educational Services (SES) Notification

- Attach a copy of the SES Notification to Parents*

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.

Fleming Island Elementary has 5 Pre-K classes. Students are eligible to enter at the age of 3. Classes include students with ESE special needs, regular education role model students and VPK students. There is articulation between the Pre-K teachers and the Kindergarten teachers for those students who will attend Kindergarten either at Fleming Island Elementary or back at their home schools elsewhere in the District. Fleming Island Elementary Pre-K teachers have also been in meetings with other Pre-K teachers in the district to share ideas to strengthen the Pre-K program.

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.

Fleming Island Elementary is a K-6 elementary school (with Pre-K ESE classes). The entire 6th grade team of teachers, both regular education and ESE, meet to discuss progress of students and to make instructional decisions based upon data. Reading strategies are embedded into Math, Science and Social Studies instruction. The resource teachers (media specialist, reading resource, and technology teacher) are working with the Science teachers to help students to use appropriate research and writing skills to prepare a science project.

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

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

Additional information: Dropout Prevention

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

4 Elements/15 Strategies:

The Basic Core Strategies

- Mentoring/Tutoring
- Service Learning
- Alternative Schooling
- After School Opportunities

Early Interventions

- Early Childhood Education
- Family Engagement
- Early Literacy Development

Making the Most of Instruction

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

Making the Most of the Wider Community

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

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

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

Smart Goals

School District of Clay County
2012-2013 SCHOOL IMPROVEMENT PLAN

Smart = Specific Measurable Attainable Realistic Timely

Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal.

Goal 1: By 2013, the percent of students in grades K-2 meeting the Just Read Florida end-of-year recommended READING goals will increase by 10 percent. The number of non-proficient readers scoring Level 1 or 2 on Reading FCAT 2.0 in grades 3-6 will decrease by 10%. The percent of students in grades 3-6 scoring at or above proficient on Reading FCAT 2.0 (Level 3) will increase by at least 1%.

Strategies, Indicators and Progress Measures

I. Strategy 1.1: Implement and develop the use of higher order questioning techniques by utilizing a variety of instructional strategies and resources, including appropriate technology, which requires students to demonstrate a variety of relevant skills and competencies.

	Baseline Measure	Progress Measure	Progress Measure	Progress Measure	Progress Measure
	August 2012 *Perceptual Data	August 2013	August 2014	August 2015	August 2016
II. Adult Implementation					
Indicator (s): 100% of teachers will implement and develop the use of higher order questioning techniques by utilizing a variety of instructional strategies and resources, including appropriate technology, which requires students to demonstrate a variety of relevant skills and competencies.	Grades PK - 3 80%	Grades PK - 3 85%	Grades PK - 3 90%	Grades PK - 3 95%	Grades PK - 3 100%
	Grades 4 - 6 85%	Grades 4 - 6 89%	Grades 4 - 6 93%	Grades 4 - 6 97%	Grades 4 - 6 100%
	New FCAT Data from 2011-2012	August 2013	August 2014	August 2015	August 2016
III. Student Performance					
Indicator (s): Students will consistently increase FCAT Reading scores so there is a reduction in % of students who are non-proficient by at least 50% by 2016	3-78% (22%) 4-76%(24%) 5-87%(13%) 6-92%(8%)	3-80.75% (19.3%) 4-79% (21%) 5-88.6% (11.4%) 6-93%(7.0%)	3-83.5%(16.6%) 4-82%(18.0%) 5-90%(9.8%) 6-94%(6.0%)	3-86.25%(13.7%) 4-85% (15.0%) 5-91.6%(8.2%) 6-95%(5.0%)	3-89% (11%) 4-88%(12%) 5-93.5% (6.5%) 6-96%(4%)

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IMPLEMENTATION DETAILS

Action Steps	Evidence/Data	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material/ Technology/ Trainer	Related PD	Funding/ Funding Source
	Sources					
<p>1.1 Teachers will utilize enhanced classroom technology. Task 1: Teachers will receive training (as needed) on using the components of the enhanced classroom. Task 2: Teachers will incorporate the use of the enhanced classroom technology into their classroom instruction.</p>	<p><i>Sign in sheets</i></p> <p><i>feedback</i></p> <p><i>lesson plans</i></p>	<p><i>Principal and Assistant Principal</i></p>	<p><i>2012-2013 School year</i></p>	<p><i>Appropriate functioning technology; Training on the use of the enhanced classroom technology components</i></p>	<p><i>IS Dept. or school-based technology teacher will provide needed training.</i></p>	<p><i>No funding needed.</i></p>
<p>1.2 Teachers will use data to make instructional decisions. Task 1: Teachers will collect data from student assessments, will discuss/analyze this data in weekly grade level data meetings, and will collaborate to develop appropriate instructional strategies to address</p>	<p><i>Grade level meeting minutes</i></p> <p><i>Lesson plans</i></p>	<p><i>Classroom teachers, Assistant Principal, Principal</i></p>	<p><i>2012-2013 School year</i></p>	<p><i>PMRN Performance Matters RtI Coach</i></p>	<p><i>Training, as needed, from the RtI Coach, per the CCSS Implementation Plan.</i></p>	<p><i>No funding needed.</i></p>
<p>1.3 Students are organized into groups to practice</p>		<p><i>Classroom</i></p>	<p><i>Beginning with</i></p>	<p><i>PMP Training &</i></p>	<p><i>Training on the use of</i></p>	<p><i>No</i></p>

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<p><i>skills, strategies or processes.</i> Task 1: Teachers will provide systematic interventions for students at risk of academic failure.</p>	<p><i>PMPs, RtI documentation, Lesson plans</i></p>	<p><i>teachers, RtI Coach, Assistant Principal, Principal</i></p>	<p><i>the interims of the 1st grading period and throughout the 2012-13 school year</i></p>	<p><i>access to the on-line forms, training on RtI procedures, data on lower 25% students from Performance Matters and 2012 FCAT</i></p>	<p><i>PMPs. Training on progress monitoring procedures. Differentiated Instruction, Small group instruction</i></p>	<p><i>fundin g needed .</i></p>
<p>1.4 Students will use a variety of materials to substantiate thoughts, based on information from the text. Task 1: Daily journal writing; incorporating Step Up to Writing techniques.</p>	<p><i>Grade level meeting minutes Lesson plans data</i></p>	<p><i>Classroom teachers, RtI Coach, Assistant Principal, Principal</i></p>	<p><i>Beginning with the interims of the 1st grading period and throughout the 2012-13 school year</i></p>	<p><i>PMP Training & access to the on-line forms, training on RtI procedures, data on lower 25% students from Performance Matters and 2012 FCAT</i></p>	<p><i>Further training in Step-Up-to-Writing and CCSS.</i></p>	<p><i>PD/ Text books/ ES E</i></p>
<p>1.5 Students will be given opportunities to collaborate in an effort to navigate through complex text. Task 1: Create new assessments with higher order questions.</p>	<p><i>Grade level meeting minutes Lesson plans data</i></p>	<p><i>Classroom teachers, RtI Coach, Assistant Principal, Principal</i></p>	<p><i>Beginning with the interims of the 1st grading period and throughout the 2012-13 school year</i></p>	<p><i>CCSS Training</i></p>	<p><i>CCSD Training</i></p>	<p><i>No fundin g needed .</i></p>



School District of Clay County
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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 measurable school-specific goal.

Goal 2: By 2013, 90% of students will achieve proficiency (Level 3 or higher) on FCAT 2.0 MATH and 80% of students will make learning gains compared to 2012 FCAT 2.0 data.

Strategies, Indicators and Progress Measures

I. **Strategy 2.1: Implement the research-based strategy of using higher order questioning techniques in order to increase the higher order thinking of students to problem solve in Math.**

	Baseline Measure	Progress Measure	Progress Measure	Progress Measure	Progress Measure
	August 2012 *Perceptual Data	August 2013	August 2014	August 2015	August 2016
II. Adult Implementation Indicator (s): 100% of teachers will implement the research-based strategy of using higher order questioning techniques in order to increase higher order thinking of students in Math.	Grades PK- 3 75% Grade 4 - 6 80%	Grades PK - 3 80% Grades 4-6 85%	Grades PK - 3 85% Grades 4-6 90%	Grades PK - 3 90% Grades 4-6 95%	Grades PK - 3 100% Grades 4-6 100%
	New FCAT Data from 2011-2012	August 2013	August 2014	August 2015	August 2016
III. Students will consistently increase their FCAT Math scores until we reduce the % of students who are non-proficient by at least 50% by 2016	3-75% (25%) 4-71% (29%) 5-83% (17%) 6-91% (9%)	3-78.13% (21.88%) 4-74.63% (25.4%) 5-85.13% (14.87%) 6-92.13% (6.74%)	3-81.26% (18.75%) 4-78.26% (21.8%) 5-87.26% (12.74%) 6-93.26% (6.74%)	3-84.4% (15.63%) 4-81.89% (13.2%) 5-89.39% (5.61%) 6-94.39% (10.61%)	3-87.53% (12.5%) 4-85.52% (14.5%) 5-91.52% (8.5%) 6-95.52% (4.5%)

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IMPLEMENTATION DETAILS

Action Steps	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material/ Technology/ Trainer	Related PD	Funding/ Funding Source
<p>2.1 : Teachers will integrate the use of higher order questioning into their math instruction and students will demonstrate modeling of concepts. Task 1: Teachers will utilize professional sources (<u>Teaching Student Centered Mathematics</u> and <u>Classroom Discussions: Using Math Talk to Help Students Learn</u> and PD360) to develop math lessons that incorporate higher order questioning.</p>	<p>Lesson plans; Professional Learning Community forms.</p>	<p>Assistant Principal, Principal</p>	<p>2012-13 school year</p>	<p>Teaching Student Centered Mathematics and Classroom Discussions books; training in the use of PD360 and computer access to PD360.</p>	<p>Classroom Discussions: <u>Using Math Talk to Help Students Learn</u> Step-Up-to-Writing</p>	<p>PD/ Textbooks/ ES E</p>
<p>2.2 Teachers will implement learning experiences utilizing a variety of instructional strategies and resources, including appropriate technology. Task 1: Teachers will incorporate hands-on strategies and the use of appropriate technology in their instruction and student practice activities in their math classes.</p>	<p>Lesson plans</p>	<p>Assistant Principal, Principal</p>	<p>2012-13 school year</p>	<p>Access to on-line resources for the adopted math curriculum; training in the use of the on-line resources; training in the use of Understanding Math and other available math resources.</p>	<p>Learning Community for K-1 teachers—Math Work Stations</p>	<p>No funding needed.</p>
<p>2.3: Teachers will focus on incorporating the 8 standards for Mathematical practice into all areas of math instruction. Task 1: Teachers will use manipulatives to foster the hands-on approach to learning in geometry and algebra.</p>	<p>Lesson plans</p>	<p>Assistant Principal, Principal</p>	<p>2012-2013 School year</p>	<p>Access to on-line resources for the adopted math curriculum; training in the use of manipulatives, and training in the use of Understanding Math and other available math resources.</p>	<p>PD 360, and www.achievethecore.org</p>	<p>No funding needed.</p>

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Smart Goals

Smart = Specific Measurable Attainable Realistic Timely

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

Goal 3: By 2013, the percentage of students in Grade 4 who achieve proficiency (score 3.0 or above) on FCAT Writing will increase by 2%.

Strategies, Indicators and Progress Measures

I. **Strategy 3.1: Implement the research-based strategy of relating and integrating the subject matter (WRITING) with other disciplines during instruction.**

	Baseline Measure	Progress Measure	Progress Measure	Progress Measure	Progress Measure
	August 2012	August 2013	August 2014	August 2015	August 2016
	*Perceptual Data				
II. Adult Implementation Indicator (s): 100% of teachers will implement the research-based strategy of relating and integrating the subject matter (Writing) with other disciplines during instruction.	Grades PK - 3 80% Grades 4-6 85%	Grades PK - 3 85% Grades 4-6 89%	Grades PK - 3 90% Grades 4-6 93%	Grades PK - 3 95% Grades 4-6 97%	Grades PK - 3 100% Grades 4-6 100%
	New FCAT Data from 2011 - 2012	August 2013	August 2014	August 2015	August 2016
III. Student Performance Indicator (s): 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 grade 84%(16%)	4th grade 86%(14%)	4th grade 88%(12%)	4th grade 90%(10%)	4th grade 92%(8%)

School District of Clay County
2012-2013 SCHOOL IMPROVEMENT PLAN

IMPLEMENTATION DETAILS

	Evidence/Data		Implementation Timeline	Resources Needed: Material/ Technology/ Trainer	Related PD	Funding/ Funding Source
Action Steps	Sources	Person(s) Responsible/ Group(s)				
<p>3.1 Teachers will demonstrate the research-based practice of incorporating writing across content areas. Task 1: The Science Vertical Team will be trained in the use of journals by students in grade K-6 science classes and then will train the teachers on their grade levels. Task 2: Teachers will incorporate the use of writing into reading instruction as a way to increase the comprehension and vocabulary skills of their students.</p>	<p><i>Vertical team and grade level team meeting minutes Sign in sheets Lesson plans</i></p>	<p><i>District Science Curriculum Specialist Assistant Principal Principal</i></p>	<p><i>Beginning in September throughout the 2012-13 School year.</i></p>	<p><i>Adopted curriculum materials, including on-line resources</i></p>	<p><i>Training in integrating writing into other curriculum areas, such as the use of journals in science. District Science Curriculum Specialist will provide training in the use of Science journals. Training at the K-3 level in ways to develop writing skills in primary students. Step up to Writing training.</i></p>	<p><i>PD/ Textbooks/ ESSE</i></p>

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Smart Goals

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

Goal 4: By 2013, 91% of 5th grade students will achieve proficiency (Level 3 or higher) on FCAT 2.0 Science.

Strategies, Indicators and Progress Measures

I. **Strategy 4.1: *Implement the research-based strategy of designing and modifying instruction to deepen students' understanding of content area (Science) and to advance student learning while addressing while addressing preconceptions or misconceptions.***

	Baseline Measure	Progress Measure	Progress Measure	Progress Measure	Progress Measure
	August 2012 *Perceptual Data	August 2013	August 2014	August 2015	August 2016
II. Adult Implementation Indicator (s):Adult Implementation Indicator (s): 100% of teachers will implement the research-based strategy of designing and modifying instruction to deepen students' understanding of content area and to advance student learning while addressing preconceptions or misconceptions.	Grades PK - 3 80% Grades 4-6 80%	Grades PK - 3 85% Grades 4-6 85%	Grades PK - 3 90% Grades 4-6 90%	Grades PK - 3 95% Grades 4-6 95%	-15.75%
	New FCAT Data from 2011-2012	August 2013	August 2014	August 2015	August 2016
III. Student Performance Indicator (s): 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 grade 82%(18%)	5th grade 84.25%(15.75%)	5th grade 86.5%(13.5%)	5th grade 88.75%(11.25%)	5th grade 91%(9.25%)

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IMPLEMENTATION DETAILS

Action Steps	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material/ Technology/ Trainer	Related PD	Funding/ Funding Source
<p><i>4.1 Teachers will ask students to explain their thinking to determine misconceptions.</i> Task 1: Students in Grades K-6 will utilize journals in science/math to organize information and to develop a resource for inquiry activities.</p>	<p><i>Review of student science/math journals</i></p>	<p><i>Science/Math teachers Assistant Principal Principal</i></p>	<p><i>September and on-going</i></p>	<p><i>Journals for students, Resources for teachers to refer to for appropriately addressing misconceptions.</i></p>	<p><i>Training in the use of journals in science classes; Training in how to address misconceptions. Step-Up-to-Writing</i></p>	<p><i>PD/ Textbooks/ ESE</i></p>

School District of Clay County
2012-2013 SCHOOL IMPROVEMENT PLAN

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Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal.

Goal 5: By 2013, communication to inform parents/guardians of school procedures and events will show improvement as measured by the SAC Climate Surveys.

Strategies, Indicators and Progress Measures

I. **Strategy 5.1: Implement the research-based strategy of fostering two-way home/school communication with all stakeholders to support student learning.**

	Baseline Measure	Progress Measure	Progress Measure	Progress Measure	Progress Measure
	August 2012 *Perceptual Data	August 2013	August 2014	August 2015	August 2016
II. Adult Implementation Indicator (s):100% of teachers will implement the research based strategy of fostering two-way home/school communication with all stakeholders to support student learning.	Grades PK - 3 80% Grades 4-6 85%	Grades PK - 3 85% Grades 4-6 88%	Grades PK - 3 90% Grades 4-6 90%	Grades PK - 3 95% Grades 4-6 95%	Grades PK - 3 100% Grades 4-6 100%
	New FCAT Data from 2011-2012	August 2013	August 2014	August 2015	August 2016
III. Student Performance Indicator (s):The percent of parents who feel that home/school communication is satisfactory will continue to increase until 100% or parents completing the SAC Climate Survey in 2015 express satisfaction with communication.	81% of responding parents	85% of responding parents	89% of responding parents	95% of responding parents	100% of responding parents

School District of Clay County
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
<p>5.1 Teachers will solicit and consider parental input and use it to support student learning. Task 1: Teachers will conference once per semester or as needed with parents/guardians of all students in their classes.</p>	<p><i>Conference forms, Phone logs</i></p>	<p><i>Classroom teachers</i></p>	<p><i>2012-13 school year</i></p>	<p><i>None</i></p>	<p><i>None</i></p>	<p><i>No funding needed</i></p>
<p>5.2 Teachers will send informational materials home on a timely basis. Task 1: Teachers will identify a volunteer contact person (homeroom parent) who will be responsible for communicating with parents/guardians of students in the class information about school/class events. Task 2: School folders will go home each Tuesday with information and/or student graded work for parents to review.</p>	<p><i>PFA list of homeroom parents</i></p>	<p><i>Classroom teachers</i></p>	<p><i>2012-13 school year</i></p>	<p><i>Contact information of classroom parents,</i></p>	<p><i>None</i></p>	<p><i>No funding needed</i></p>

School District of Clay County
2012-2013 SCHOOL IMPROVEMENT PLAN

Smart = Specific Measurable Attainable Realistic Timely

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

Goal 6:

Strategies, Indicators and Progress Measures

I. **Strategy 6.1:**

	Baseline Measure	Progress Measure	Progress Measure	Progress Measure	Progress Measure
	August 2011 *Perceptual Data	August 2012	August 2013	August 2014	August 2015
II. Adult Implementation					
Indicator (s):					
	New FCAT Data from 2010-2011	August 2012	August 2013	August 2014	August 2015
III. Student Performance					
Indicator (s):					

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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

School District of Clay County
2012-2013 SCHOOL IMPROVEMENT PLAN

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 (1) Reading (6) Other			
Technology	<ul style="list-style-type: none"> • Action Step # 1, 1.1,5 • Name of Activity: Technology Training • Dates of Activity: 2012-12 School year • Name of Consultant or Facilitator (if applicable) • Consultant Services Agreement (if applicable) • Materials: None 			We will be using a variety of trainings in technology to improve teacher usage to communicate with parents, instructional activities, and use of technology for teaching instruments.
	Budget Items Required			
	<ul style="list-style-type: none"> • Action Step # • Name of Activity • Funding Source • Cost of Consultant • Cost of Materials • Cost of Substitutes (if applicable) 			
Learning Community	Professional Development Details Goal the Activity is Supporting (1)Reading&(3) Writing			
Common Core/Best Practices/Step Up to Writing	<ul style="list-style-type: none"> • Action Step # 1,1.4,3, 3.1 • Name of Activity: FIE 2012-13 Common Core/Best Practices/Step Up to Writing • Dates of Activity: Monthly 2012-13 School year • Title of Book or Focus: Common Core/Best Practices/Step Up to Writing 			We will meet once a month using researched ideas to support/improve classroom instruction across all content areas.
	Budget Items Required			
	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • Action Step # • Name of Activity • Dates of Activity • Teaching strategy or method to be researched 			

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	Budget Items Required		
	<ul style="list-style-type: none"> • Action Step # • Cost of Teacher Materials (If applicable) 		
Timelines			
Start Date: August 1, 2012	August 1 & 2 nd – Step Up to Writing at FIE by Susan Law FDLRS/Crown September 19 th – Step Up to Writing in Math at FIE Henry FDLRS/Crown		Strategies from Step Up to Writing & Step Up to Writing in Math will be used school-wide to provide continuity across all grade levels and content areas to improve learning.
End date: May 31, 2013			
Budget			
Local FTE (function 6400-no project)	Training was at no cost		No funds were used for trainings as they were provided at no costs. However, materials were purchased for the teachers to be able to implement the program school-wide. The materials were used for both the trainings held here at FIE which were presented by FDLRS/Crown representatives.
Project - 0100.5100.0520.0521.2013	Materials Total Cost: \$5,732.04		
Project - 0100.6400.0590.0521.1182			
Project -			
Total Internal PD Budget (no project & project funds)			

Approvals: (Signature's required)

Principal: _____
 SAC Chair: _____
 Hilda Manning: _____
 Shannah Kosek: _____

Date: ___/___/___
 Date: ___/___/___
 Date: ___/___/___
 Date: ___/___/___

School District of Clay County
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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: Step Up to Writing is a proven school-wide strategy to aid in learning proper writing techniques and comprehension across all content areas.	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			
To incorporate a school-wide writing plan to be used across all content areas.	Yes	No	Comments
How is the training aligned to a research-based strategy for the Goal?	<input type="checkbox"/>	<input type="checkbox"/>	Step Up to Writing uses writing to show comprehension across

School District of Clay County
2012-2013 SCHOOL IMPROVEMENT PLAN

In the comments section, please provide Goal and source of research-based strategy.			all content areas and provides commonality in writing throughout all grade levels.
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.	<input type="checkbox"/>	<input type="checkbox"/>	Susan Law & Henry Schmitges/ FDLRS/Crown
Who will be trained?	<input type="checkbox"/>	<input type="checkbox"/>	Entire staff
Date(s), Time(s), Location	<input type="checkbox"/>	<input type="checkbox"/>	8/1 & 2/2012 & 9/19/2012
Total Cost: \$5732.04	<input type="checkbox"/>	<input type="checkbox"/>	Teacher materials
Needs School Board approval	<input type="checkbox"/>	<input type="checkbox"/>	
Complete budget line for expenses	<input type="checkbox"/>	<input type="checkbox"/>	0100.6400.0590.0521.1182 0100.5100.0520.0521.2013 0100.5200.0510.0521.1630
Name of facilitator/person responsible	<input type="checkbox"/>	<input type="checkbox"/>	Laurie Burke
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.	<input type="checkbox"/>	<input type="checkbox"/>	FDLRS/Crown
Who will be trained?	<input type="checkbox"/>	<input type="checkbox"/>	FIE Staff
Date(s), Location	<input type="checkbox"/>	<input type="checkbox"/>	Schultz Center & FIE (Math)
Total Cost	<input type="checkbox"/>	<input type="checkbox"/>	(Teacher materials)
Complete budget line for expenses	<input type="checkbox"/>	<input type="checkbox"/>	\$5,732.04

School District of Clay County
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	<input type="checkbox"/>	<input type="checkbox"/>	
Name of facilitator/person responsible	<input type="checkbox"/>	<input type="checkbox"/>	Jeanee Jones/Laurie Burke
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
Timelines			
	Yes	No	Comments
Start Date August 1, 2012	<input type="checkbox"/>	<input type="checkbox"/>	Step Up to Writing & Step Up to Writing in Math
End Date September 19, 2012	<input type="checkbox"/>	<input type="checkbox"/>	
Budget			
Local FTE (function 6400-no project)	<input type="checkbox"/>	<input type="checkbox"/>	\$1547.53
Project - 0100.5200.0510.0521.1630	<input type="checkbox"/>	<input type="checkbox"/>	\$1698.22
Project – 0100.5100.0520.0521.2013	<input type="checkbox"/>	<input type="checkbox"/>	\$2486.29
Project -	<input type="checkbox"/>	<input type="checkbox"/>	
Total External PD Budget (no project & project funds)	<input type="checkbox"/>	<input type="checkbox"/>	\$5732.04

Approvals: (Signature's required)

Principal: _____ Date: ___/___/___

SAC Chair: _____ Date: ___/___/___

Hilda Manning: _____ Date: ___/___/___

Shannah Kosek: _____ Date: ___/___/___

2012/2013 School Improvement Plan Professional Development and School Improvement Budget

School District of Clay County
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Resources Needed: Material / Technology / Trainer			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount
			Subtotal:
Professional Development			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount
Conference/Workshop/Seminar/Institute/Online PD Goal and Action Step #(s) 3,3.1,4,4.1 Title : Step Up to Writing Location: FIE Dates: 8/1/2012 & 8/2/2012 Sponsoring Educational Institution: FDLRS/Crown	Mileage Meals Room Registration Substitute(s) Teacher Materials: Step Up to Writing Primary & Intermediate Notebook & Tools	Budget Strip 0100.6400.0590.0521.1182 0100.5100.0520.0521.2013 0100.5200.0510.0521.1630	\$5,732.04
Professional Learning Community Goal and Action Step #(s) Navigator Plus Activity Title:	Materials List and Cost:	Budget Strip	
Lesson Study Goal and Action Step #(s) Navigator Plus Activity Title:	Materials List & Cost:	Budget Strip	
School Workshop Step Up to Writing in Math Goal and Action Step #(s) 2,2.1 Navigator Plus Activity Title: FIE 2012-13 Step Up to Writing	Materials List and Cost: Consultant Fee: Consultant Travel Expenses: \$0.00 Substitutes: Stipends:	Budget Strip	\$0.00
			Subtotal:
Other			
Goal Area and Action Step Number	Description of Resources	Budget Strip	Available Amount
			Subtotal:
			Grand Total: \$5,732.04

2012-2013 SCHOOL IMPROVEMENT PLAN

SCHOOL NAME: Fleming Island High 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.

Vice Principal: (Teresa Hankel) Appoints Intervention Team Facilitator, establishes meeting days and times, ensures support for successful intervention fidelity, works to build consensus and consistency of implementation at the school level, designs RtI Leadership Team schedule, creates staff development opportunities to support the implementation of RtI, allocates school resources needed to implement RtI, and informs all administration of current RtI updates and progression.

General Education Teachers: The committee consists of teachers from each content area: English (Judy Denio), Math (Kimberli Repper), Science (Marsha Otti), and Social Studies (Calvin Malone and Jacqueline Jenkins-CAR PD certified). Members contribute information about Next Generation Sunshine State Standards, Common Core Standards, and curriculum, analyze screening data to determine whether students are meeting benchmarks, identify students by Tiers to determine focus for team members regarding intervention, implement Tier I interventions and Progress Monitoring, help develop “common assessments” among course/subjects within the grade level or subject area, and share and implement interventions with the students.

Exceptional Student Education (ESE) Teachers: The committee also consists of two teachers who are dually certified in ESE and regular education subject areas Language Arts (Judy Denio) and Science (Marsha Otti). They participate in co-teaching and small group instruction. They share intervention ideas and strategies with regular education teachers to help Tier 2/3 students reach mastery benchmark assessments, collect data for Tiers, and incorporate specific strategies they have been trained in such as Strategic Instruction Model (SIM) to help facilitate Tier 3 data collection.

Reading/Intervention Coach: (Joann Henning) Assists in gathering data for SBLT meetings, recommend interventions for Tier I and Tier 2, provides professional development on RtI and interventions to RtI members and faculty, assists with RtI paperwork, serves as a liaison between RtI and district office, provides support in monitoring intervention plans, and screens Progress Monitoring Plans to ensure they coincide with RtI.

Intervention Teacher Facilitator: (Jennifer Blackwood) Uses information gained at RtI meetings to work with and to support teachers on intervention teams for Tier 3 data, coordinates activities, consults with teachers and Intervention Team members, maintains all record keeping to ensure that all collected data are available, facilitates team problem-solving process by assisting in the development, monitoring, data collection, and evaluation of Intervention Plans and activities, keeps and up-to-date electronic log of Intervention Team activities that is sent to the Director of Student Services, and ensures all paperwork is completed when submitting an ESE referral if necessary.

School Psychologist: Consults on cases involving students when requested by school personnel, conducts classroom observations, completes psycho-educational assessments/evaluations, provides recommendations based on evaluations, provides interagency collaboration, and serves as an expert on assessment and diagnostic criteria for ESE categories and Section 504 categories.

- **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 global purpose of the RtI team is to modify instructional environments to support student progress, make recommendations that have been determined to provide a high probability of success given the problem identified, collect relevant data and monitor student progress frequently to assess the response to the implementation recommended. To reach this goal the team will meet once a month to ensure the fidelity of implementation occurs at school, oversee the implementation of universal screening/progress monitoring, identify students who need interventions, analyze and interpret the data collected, identify potential reasons for non-responsiveness to interventions, recommend interventions and to ensure they are being implemented consistently and accurately, and to monitor intervention effectiveness and student progress. The following dates have been scheduled for these meetings to take place: September 25th, October 11th, November 13th, December 12th, January 15th, February 5th, April 9th, and May 21st.

2012-2013 SCHOOL IMPROVEMENT PLAN

SCHOOL NAME: Fleming Island High School

School Based Leadership Team

We will work with the county and other schools by having all reading/intervention coaches and the intervention team facilitators meeting quarterly with the district to discuss the RtI progression throughout the year at schools. We will share intervention ideas, programs that are available through the county and how to obtain access. The entire district will use the same universal screener.

- **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 school improvement plan addresses improving the scores of the lowest 25% of the student population. When the universal screener is given and the data is gathered the team will be able to identify Tier 2 and Tier 3 students. Once the tiers have been determined the RtI team will use the Problem Solving Process to identify and prioritize concerns, develop hypothesis on why these problems are occurring, develop interventions, and then monitor the interventions for a success rate. The students in Tier 2 will receive small group instruction with seven or fewer students, supplemental programs and/or instructional practices specifically identified and used for the individual student needs, and their progress will be monitored over a minimum four week period. If the interventions are working, the student's data points will increase showing improvements/mastery of the benchmark. If the student continues to struggle, he or she will be moved to Tier 3. In Tier 3, the RtI team, the Instructional Team Facilitator and the teacher will work together to specifically identify area(s) of concern. The team will create a specific, measureable long and short term goal. The teacher will implement interventions for a specific duration (days), length of time (minutes), and in a group of no more than three students. The progress will be documented at least bi-weekly for a minimum of 16 weeks with progress monitoring checks every four weeks. The goal is to provide the student with the most intense instruction possible to improve their scores to the benchmark standards.

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.**

The school improvement plan addresses improving the scores of the lowest 25% of the student population. When the universal screener is given and the data is gathered the team will be able to identify Tier 2 and Tier 3 students. Once the tiers have been determined the RtI team will use the Problem Solving Process to identify and prioritize concerns, develop hypothesis on why these problems are occurring, develop interventions, and then monitor the interventions for a success rate. The students in Tier 2 will receive small group instruction with seven or fewer students, supplemental programs and/or instructional practices specifically identified and used for the individual student needs, and their progress will be monitored over a minimum four week period. If the interventions are working, the student's data points will increase showing improvements/mastery of the benchmark. If the student continues to struggle, he or she will be moved to Tier 3. In Tier 3, the RtI team, the Instructional Team Facilitator and the teacher will work together to specifically identify area(s) of concern. The team will create a specific, measureable long and short term goal. The teacher will implement interventions for a specific duration (days), length of time (minutes), and in a group of no more than three students. The progress will be documented at least bi-weekly for a minimum of 16 weeks with progress monitoring checks every four weeks. The goal is to provide the student with the most intense instruction possible to improve their scores to the benchmark standards.

- **Describe the plan to train staff on RtI.**

The RtI committee received two full days of instruction during the 2010-2011 school year. Since that time, the ITF and reading coach have continued receiving quarterly professional development by the district. After their training, the ITF and reading coach have shared professional development with the RtI committee. In addition, the team has educated and will continue to educate the faculty at monthly faculty meetings. A majority of the faculty completed a voluntary five hour online training course defining and describing RtI provided by the Department of Education.

2012-2013 SCHOOL IMPROVEMENT PLAN

SCHOOL NAME: Fleming Island High School

School Based Leadership Team

Literacy Leadership

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

Vice Principal: (Teresa Hankel) highly qualified reading endorsed, provides the vision for the use of data-based decision-making, verifies that the school based team is following the K-12 Reading Plan, confirms reading intervention support and documentation is taking place, verifies that all testing is conducted as required, ensures professional development is adequate for teachers to implement reading strategies, communicates with all stakeholders including parents regarding strategies and plans.

Select General Education Teachers:

Math: (Cherelle Lapinski) highly qualified, works with lower 25% in math, serves as LLT secretary, delivers interventions to the math team to implement the K-12 Reading Plan

Science: (Marsha Otti) highly qualified, serves on the critical thinking committee, teaches Biology Honors, delivers interventions to peer teachers in her department

Social Studies: (Jacqueline Jenkins and Michelle Flynn) highly qualified, teaches AICE and AP course, delivers interventions to peer teachers to implement K-12 Reading Plan

Reading Department:

(Jan Clifton) highly qualified, ESE endorsed, ESOL endorsed, media specialist certified, Read 180 teacher, works with the lower 25% of students for 9th and 10th grade reading, participates in lesson study, co-teaches for a portion of her schedule. (Jordan Bright) – ESE endorsed, Reading Endorsed, ESOL endorsed, works with the lower 25% of juniors and seniors for reading, participates in lesson study

Media Specialist:

(Carol Papuga): highly qualified, Reading Endorsed, implements reading strategies with students during media center presentations and orientations, facilitates the student/parent/faculty book club monthly. (Janet Hallstrom): Media Specialist, technology support – Highly Qualified, implements reading strategies when presenting to students in the library for specific lessons and orientations.

Career and Tech Ed. (CTE):

(Teresa Cornett) highly qualified, Child Daycare Facility coordinator on site, Child Care Certification, Interior Design, Fashion Design, collaborates with peers to implement the K-12 Reading Plan.

Exceptional Student Education (ESE) Teachers:

(MaryBeth Ferguson) highly Qualified – SIMS Learning strategy teacher, participates in student data collection, facilitates lesson study, integrates core standards into instructional activities collaborates with other faculty members to ensure the K-12 Reading plan is implemented. (Jennifer Blackwood) ESE Support Facilitator, Intervention Team Facilitator of RTI, co-teach with Science and Math teachers to provide support for the lower 25% of students.

Instructional Coach Reading:

(JoAnn Henning) Highly qualified, NG-CAR-PD facilitator, RTI coach, Intervention Coach, Reading Endorsed, Masters in Curriculum and Instruction, develops, leads and analyzes current literature and develops strategies for implementing reading strategies across content areas, Collaborates with faculty to ensure K-12 Reading plan is implemented, assists with student data collection, coordinates administration of Performance Matters, data analysis, identifies systematic patterns in student need while working to identify and implement appropriate researched-based strategies, participates in designing and delivering professional development, provides support and models lessons that incorporate reading strategies specific to student needs.

2012-2013 SCHOOL IMPROVEMENT PLAN

SCHOOL NAME: Fleming Island High School

School Based Leadership Team

Technology Specialist:

(Janet Hallstrom) highly qualified, media specialist, technology support, develops and/or recommends technology necessary to display data, provides professional development on using technology in the classroom to support reading strategies targeted for all learners, Discovery Education contact for implementing videos into classrooms, teaches orientation classes to incoming freshman on how to use the resources available in the media center, troubleshoots and repairs enhanced classrooms.

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

The school-based literacy leadership team (LLT) meets the first Wednesday of each month from 2:00-3:00 P.M. Cherelle Lapinski is the secretary. Teresa Hankel is the data coordinator. JoAnn Henning is the meeting coordinator. Michelle Flynn is the public relations with staff coordinators. Team members will consult with each other to create training sessions to be presented at the monthly faculty meetings. After each presentation, we will reflect and prepare for the next training session.

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

The major initiatives for SY 2012-2013 LLT include targeting the lowest 25% of students. While increasing learning gains for the lowest 25% from 53% to 57% during the last school year, our white and economically disadvantaged subgroups did not meet the 79% benchmark. We will continue to target these two subgroups as well as continue to support all learners at our school. We will attempt to increase the percentage of students making learning gains from 57% to 67.5% during SY 2012-2013. Our first strategy to support the lowest 25% as well as our entire student body, is the addition of NG-CAR-PD professional development for our content area teachers. This training program will take place throughout the entire school year and includes a practicum for integrating reading and comprehension strategies across content areas. Our reading coach will facilitate, model and support these teachers as they progress through the program. Our second focus is to support our entire staff by providing ongoing training regarding reading strategies for our entire faculty during our monthly meetings which will focus on Reference and Research skills. These continuing sessions presented by members of the LLT will discuss, and model strategies to be implemented across all content area classrooms.

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.**

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 Performance Matters and Compass Learning Assessments to determine reading strategies which are most in need of remediation. Teachers will be encouraged to participation in the NGCAR-PD.

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 counselors twice annually to discuss performance and course options. Using ePEP, students work with counselors to develop an individual education plan.

2012-2013 SCHOOL IMPROVEMENT 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-National Honor Society and Spanish Honor Society students provide tutoring to level 1 and 2 students after school in the media center
- Service Learning-Students are presented community service opportunities via daily news and guidance bulletin board announcements
- Alternative Schooling-Students with multiple level 3 and 4 student code of conduct violations are recommended to the alternative school Bannerman Learning Center
- After School Opportunities- A seventh period Compass Day is offered for grade recovery

Early Interventions

- Early Childhood Education-N/A
- Family Engagement –N/A
- Early Literacy Development-N/A

Making the Most of Instruction

- Professional Development –Teachers are provided professional development with reading and math students not meeting high school graduation assessment criteria
- Active Learning- Students struggling with emotional and/or behavioral concerns are referred to the community based SAP counselor
- Educational Technology- Students are given career technology opportunities to participate in digital design and web design courses
- Individualized Instruction-Reading 1.2.3 (page 9)

Making the Most of the Wider Community

- Systemic Renewal –Critical thinking activities are engaged with real life problem solving skills (i.e. reading a lease, buying a car, purchasing insurance)
- School-Community Collaboration-Outside speakers and business partners are brought into the school to speak with Government/Economic students about decision making and career choices
- Career and Technical Education-Students have the option of two academy opportunities: 1)Business and Finance 2)TV and Photo Journalism
- Safe Schools-Students have the option of talking with the school resource officer for problem resolution. Video cameras are also in place to secure safety and monitored by teachers.

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.**

FHS is reviewing its course offerings to develop a more rigorous course directory in alignment with changing high school graduation requirements and accountability. The school provides opportunities to participate in Career and Technical Education programs, AP, AICE, Dual Enrollment, and honors-level courses. Teachers are encouraged to discuss these courses, and each student speaks with a guidance counselor to discuss their post-secondary plans. This includes sharing information and requirements to become eligible for Bright Futures. During common planning, teachers will review charts tracking graduation requirements and Bright Future requirements and intervene as necessary. Course and credit recovery opportunities are available through the on-line Compass Learning lab.

2012-2013 SCHOOL IMPROVEMENT PLAN

School District of Clay County

SMART GOALS

SMART = Specific Measurable Attainable Realistic Timely

Goal 1: Student Performance Content Area: Reading **Goal 2: Student Performance Content Area: Math** **Goal 3: Student Performance: Content Area: Writing**

Goal 4: Student Performance Content Area: Science **Goal 5: Parental Involvement** **Goal 6: Other: Ex. School Climate, Attendance, other measureable school-specific goal.**

GOAL 1: By 2013, 78.5% of students will score a level 3 or higher in reading while decreasing the number of non-proficient readers on FCAT 2.0 at each grade level and subgroup currently not meeting proficiency targets based on previous year's FCAT data.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

- I. **I. STRATEGY 1:** 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.

*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 requires students to demonstrate a variety of relevant skills and competencies.	75% (6)	81%	87%	93%	100%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
III. STUDENT PERFORMANCE INDICATOR(S): "EFFECT DATA" Students will consistently increase their FCAT Reading scores until reading 100% proficiency by 2016.	74% (26%)	80.5% (19.5%)	87% (13%)	93.5% (6.5%)	100%

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
<p>1.1 Teachers will use strategies such as: K-W-L, anticipation guides, advance organizers, and preview questions to provide students with an opportunity to activate/preview content prior to the presentation of the actual content in class.</p> <p>Task 1: Teachers will establish a common ritual of utilizing K-W-L charts, anticipation guides, advance organizers, and preview questions in a pre-reading experience before reading/learning new content. This will allow students to make predictions about the text.</p>	<p><i>K-W-L charts, advance organizers, anticipation guides, preview questions</i></p>	<p><i>Reading Coach, Department chairs, administration</i></p>	<p><i>2012-2013 school year</i></p>	<p><i>Copies, examples of advance organizers, anticipation guides, preview questions, K-W-L chart</i></p>	<p><i>Possible PD for using K-W-L charts, anticipation guides, advance organizers, and preview questions effectively</i></p>	<p><i>No cost</i></p>
<p>1.2 Teachers will hold data meetings following each</p>						

2012-2013 SCHOOL IMPROVEMENT PLAN

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material/ Technology/ Trainer	Related PD	Funding/Funding Source
<p>benchmark and progress monitoring assessment to evaluate student progress and plan for instruction.</p> <p><i>Task 1: Teachers will utilize Performance Matters to gather data on students</i></p> <p><i>Task 2: Teachers will create a Data Notebook to track and monitor student progress.</i></p> <p><i>Task 3: Teachers will meet during common planning time to discuss student's strengths and weaknesses and use the data to drive instruction.</i></p>	<p><i>Sign-in sheet, data notebooks</i></p> <p><i>Data notebooks</i></p> <p><i>Meeting notes, lesson plans</i></p>	<p><i>Administration</i></p> <p><i>Administration</i></p> <p><i>Department chairs, administration</i></p>	<p><i>2012-2013 school year</i></p> <p><i>2012-2013 school year</i></p> <p><i>2012-2013 school year</i></p>	<p><i>Computers, Performance Matters, paper</i></p> <p><i>Notebooks, copies, paper</i></p> <p><i>Data Notebooks</i></p>	<p><i>Administration will provide PD on Performance Matters to new teachers through our New Teacher Orientation and will provide assistance to teachers as needed.</i></p> <p><i>Possible PD on utilizing data notebooks</i></p> <p><i>Support Facilitators Kimberly Hockersmith and Jennifer Blackwood to provide support for differentiated instruction</i></p>	<p><i>No cost</i></p> <p><i>No cost</i></p> <p><i>No cost</i></p>
<p>1.3 Teachers will infuse Reading NGSSS into all core content areas as well as look ahead to integrating</p>						

2012-2013 SCHOOL IMPROVEMENT PLAN

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material/ Technology/ Trainer	Related PD	Funding/Funding Source
Common Core						
Task 1: Administration will provide professional development to facilitate an effective research-based lesson study for content area teachers.	Sign-in sheets, follow-up forms	Administration	2012-2013 school year	copies, possible books on content-area reading, substitutes	PD on various lesson study groups facilitated by content area teachers	0100.6400.0391.0551.0000 \$672.00
Task 2: Teachers will be given the opportunity to participate in a lesson study in terms of reading across the content areas.	Sign-in sheet, agendas, follow-up forms	Teachers involved in the various lesson study groups, administration	2012-2013 school year	Substitutes	Lesson study groups will complete PD on reading in their content areas.	No Cost
Task 3: English teachers will participate in a PLC on transitioning to the Common Core.	Sign-in sheet, agendas, follow-up forms, student samples of work	English teachers, administration	2012-2013 school year	Copies, Book - transitioning to the Common Core	PLC on English and the Common Core	0100.6400.0391.0551.0000 \$800.00
Task 4: Administrators will assist teachers in understanding the transition to the Common Core.	Sign-in sheets, follow-up forms	Administration	2012-2013 school year	Book:	PLC using the book	0100.6400.0391.0551.0000 \$80.00
1.4 Teachers will provide direct and explicit						

2012-2013 SCHOOL IMPROVEMENT PLAN

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material/ Technology/ Trainer	Related PD	Funding/Funding Source
<p>comprehension strategy instruction.</p> <p>Task 1: Teachers (completing the NGCAR-PD) will be provided ongoing professional development.</p> <p>Task 2: Reading Coach will support all teachers in using direct and explicit comprehension strategy instruction.</p>	<p><i>lesson plans, sign-in sheets, observations</i></p> <p><i>lesson plans, reading coach documentation observations</i></p>	<p><i>Reading coach, participating teachers, administration</i></p> <p><i>Reading coach, all teachers, administration</i></p>	<p><i>2012-13 school year</i></p> <p><i>2012-13 school year</i></p>	<p><i>Copies</i></p> <p><i>Copies</i></p>	<p><i>NGCAR-PD</i></p> <p><i>PD by the reading coach on direct and explicit comprehension strategy instruction</i></p>	<p><i>No Cost</i></p> <p><i>No cost</i></p>
<p>1.5 Teachers will ask higher-order explicit questions that require elaborate inferences that go beyond what is explicitly taught.</p> <p>Task 1: Teachers will participate in bi-monthly Critical Thinking Time with students in all grade levels to promote the use of higher-order questions as well as infuse higher-order questioning in their classrooms</p>	<p><i>Critical Thinking lesson plans; student work; observation</i></p>	<p><i>Critical Thinking Committee, all teachers, administration</i></p>	<p><i>2012-2013 school year</i></p>	<p><i>copies, paper weekly time for school-wide Critical Thinking</i></p>	<p><i>PD on higher-order questioning techniques; Reading Coach</i></p>	<p><i>No cost</i></p>

2012-2013 SCHOOL IMPROVEMENT PLAN

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material/ Technology/ Trainer	Related PD	Funding/Funding Source
<p>Task 2: Teachers will be provided the opportunity to participate in a lesson study specific to their content area in regards to asking higher-order explicit questions.</p>	<p>Sign-in sheet, agendas, follow-up forms, lesson plans</p>	<p>Administration</p>	<p>2012-2013 school year</p>	<p>copies, possible books on higher-order questioning</p>	<p>PD in content area in regards to using higher-order explicit questioning in the classroom.</p>	<p>No cost</p>
<p>Task 3: Teachers will use effective feedback strategies with students.</p>	<p>Sign-in sheets; follow-up forms</p>	<p>Administration; teachers</p>	<p>October 2012; on-going</p>	<p>Book: <u>Influences on Student Learning</u> by John Hattie</p>	<p>PD on using feedback effectively</p>	<p>0100.6400.0391.0551.0000 \$38.95</p>
<p>Task 4: Elective Teachers will utilize reading strategies across the content areas to assist students in passing state assessments</p>	<p>Hard to Measure Assessment Project</p>	<p>Kim Pereira</p>	<p>September 13th and 14th, 2012 Orlando, FL</p>	<p>Substitute</p>	<p>Follow Up Forms: SCH 1-2178 and SCH-1-2150</p>	<p>0100.6400.0391.0551.0000 \$240.00</p>
<p>Task 5: New teachers to AICE will use strategies to develop critical thinking skills within their class syllabus</p>	<p>Follow-up form; syllabus</p>	<p>Jason Poole</p>	<p>October 28th – 30th, 2012, Rockledge High School, FL</p>	<p>Substitute, registration, hotel, mileage, food</p>	<p>Cambridge & Cambridge International AS and A Level Professional Development</p>	<p>Registration/Hotel: 100.6400.0330.0551.1662 \$560.00 Remaining expenses: 0100.6400.0391.0551.0000 \$240.00</p>

2012-2013 SCHOOL IMPROVEMENT PLAN
School District of Clay County

SMART GOALS

SMART = Specific Measurable Attainable Realistic Timely

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

GOAL 2. By 2013, 75% of students will achieve a level 3 or above on the Algebra EOC while decreasing the number of non-proficient students at each sub-group currently not meeting proficiency targets based on previous year EOC data. By 2013, our mean student score for the Geometry EOC will increase to 58 from 56 with an emphasis on decreasing the number of non-proficient students across all sub-groups.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

I. **STRATEGY 2:** 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.

*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
<p>II. ADULT IMPLEMENTATION INDICATOR (S): “CAUSE DATA”</p> <p>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.</p>	85% (3.75)	88.75%	92.5%	96.25%	100%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
<p>III. STUDENT PERFORMANCE INDICATOR (S): “EFFECT DATA”</p> <p>Students will consistently increase their performance on the Algebra 1 EOC and the Geometry EOC until reaching 100% of students performing proficiently in 2016.</p>	56% (44%)	67% (33%)	78% (22%)	89% (11%)	100%

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
<p>2.1 Teachers will hold data meetings following each benchmark and progress monitoring assessment to evaluate student progress and plan for instruction.</p> <p>Task 1: Teachers will utilize Performance Matters to gather Data on students</p> <p>Task 2: Teachers will create a Data Notebook to track and monitor student progress.</p> <p>Task 3: Teachers will meet during common planning time to discuss student's strengths and weaknesses and use the data to drive instruction.</p>	<p>Sign-in sheet, data notebooks</p> <p>Data notebooks</p> <p>Meeting notes, lesson plans</p>	<p>Administration</p> <p>Administration</p> <p>Department chairs, administration</p>	<p>2012-13 school year</p> <p>2012-2013 school year</p> <p>2012-2013 school year</p>	<p>Computers, Performance Matters</p> <p>Notebooks, copies</p> <p>Data reports, copies, paper</p>	<p>Reading Coach will provide PD on Performance Matters to new teachers through our New Teacher Orientation and will provide assistance to teachers as needed.</p> <p>Possible PD on utilizing data notebooks</p> <p>Support Facilitators: Kimberly Hockersmith And Jennifer Blackwood to provide support for differentiating instruction</p>	<p>No Cost</p> <p>No Cost</p> <p>No Cost</p>

2012-2013 SCHOOL IMPROVEMENT PLAN

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p>2.2 Teachers will ask higher-order explicit questions that require elaborate inferences that go beyond what is explicitly taught.</p> <p>Task 1: Teachers will participate in weekly Critical Thinking Time with students in all grade levels to promote the use of higher-order questions as well as infuse higher-order questioning in their classrooms</p> <p>Task 2: Teachers will be provided the opportunity to participate in a PLC specific to the content area of math that they instruct in regards to asking higher-order explicit questions.</p>	<p>Critical Thinking lesson plans; student work; observation</p> <p>Sign-in sheet, agendas, follow-up forms, lesson plans</p>	<p>Critical Thinking Committee, all teachers, administration</p> <p>Administration; teachers involved in lesson study groups</p>	<p>2012-2013 school year</p> <p>2012-2013 school year</p>	<p>copies, paper weekly time for school-wide Critical Thinking</p> <p>possible books on higher-order questioning</p>	<p>PLC in their content area in math in regards to using higher-order explicit questioning in the classroom.</p>	<p>No Cost</p> <p>No cost</p>

2012-2013 SCHOOL IMPROVEMENT PLAN

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p>Task 3: Teachers will use effective feedback strategies with students.</p>	<p>Sign-in sheets; follow-up forms; walk-throughs/observations</p>	<p>Administration; teachers</p>	<p>October 2012; on-going</p>	<p>Book: <u>Influences on Student Learning</u> by John Hattie</p>	<p>PD on using feedback effectively</p>	<p>0100.6400.0391.0551.0000 \$38.95</p>

2012-2013 SCHOOL IMPROVEMENT PLAN

School District of Clay County

SMART GOALS

SMART = Specific Measurable Attainable Realistic Timely

Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3: Student Performance: Content Area: Writing**

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal.

GOAL 3: By 2013, 60% of students in tenth grade (emphasis on high performing students) will score a 4.0 or above on the Writing portion of the FCAT.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

I. Strategy 3: Implement research-based writing strategies into curriculum across the content areas.

*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 research-based writing strategies in their disciplines during instruction	84% (4)	88%	92%	96%	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 reaching 100% proficiency by 2016.	47% (53%)	60.25% (39.75%)	73.5% (26.5%)	86.75% (13.25)	100%

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
<p>3.1 9th and 10th grade English teachers will hold Data meetings following each benchmark and progress monitoring assessment to evaluate student progress and plan for instruction.</p> <p>Task 1: Teachers will meet during common planning time to discuss student's strengths and weaknesses and use that to create a writing plan for the 9th and 10th grade English classes.</p>	<p>Meeting minutes, writing plan, lesson plans, observations</p>	<p>Administration & 9th and 10th grade English teachers</p>	<p>Pre-planning; on-going 2012-13 school year</p>	<p>Copies, Student assessments</p>	<p>Possible PD on writing strategies</p>	<p>No Cost</p>
<p>3.2 Teachers will demonstrate knowledge of research-based practices of writing across the content areas.</p> <p>Task 1: Provide job-embedded professional development and support to all teachers on how to implement text-based writing across the content areas</p> <p>Task 2: Provide professional development and support to all teachers on how to use effective feedback with students in regards to their writing.</p>	<p>Sign-in sheet, department minutes</p> <p>Sign-in sheets; follow-up forms</p>	<p>Administration/ Roger Dailey</p> <p>Administrations</p>	<p>On-going monthly department meetings</p> <p>2012-2013</p>	<p>Copies</p> <p>copies, Book: <u>Influences on Student Learning</u> by John Hattie</p>	<p>PD on Document-Based Questioning</p> <p>PD on using feedback effectively</p>	<p>No Cost</p> <p>0100.6400.0391.0551.0000 \$38.95</p>

2012-2013 SCHOOL IMPROVEMENT PLAN
School District of Clay County

SMART GOALS					
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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: Science Goal 5: <u>Parental Involvement</u> Goal 6: <u>Other: Ex. School Climate, Attendance, other measureable school-specific goal.</u>					
GOAL 4: By 2013, we will increase our Mean Scale Score on the Biology EOC from 54 to 58.					
STRATEGIES, INDICATORS AND PROGRESS MEASURES					
I. Strategy 4: 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.					
*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 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.	70% (7.5)	77.5%	85%	92.5%	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 performance on the Biology EOC until reaching 100% of students performing in the high range by 2016.	53% (47%)	64.75% (35.25%)	76.5% (23.5%)	88.25% (11.75%)	100%

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
<p>4.1 Teachers will hold data meetings following each benchmark and progress monitoring assessment to evaluate student progress and plan for instruction.</p> <p><i>Task 1: Teachers will create a Data Notebook to track and monitor student progress.</i></p> <p><i>Task 2: Teachers will meet during common planning time to discuss student's strengths and weaknesses and use the data to drive instruction.</i></p>	<p><i>Sign-in sheet, data notebooks</i></p> <p><i>Meeting minutes, writing plan, lesson plans, observations</i></p>	<p><i>Administration</i></p> <p><i>Administration science teachers</i></p>	<p><i>2012-13 school year</i></p> <p><i>2012-13 school year</i></p>	<p><i>Notebooks, copies</i></p> <p><i>Copies, Student assessment data</i></p>	<p><i>Possible PD on using data notebooks</i></p>	<p><i>No Cost</i></p> <p><i>No Cost</i></p>
<p>4.2 Teachers ask students to explain their thinking to determine misconceptions.</p> <p><i>Task 1: Teachers will break lessons into chunks for student or group discussion regarding the content being taught.</i></p> <p><i>Task 2: Provide professional development and support to all teachers on how to use effective feedback with students.</i></p>	<p><i>Lesson plans, observations</i></p> <p><i>Sign-in sheets; follow-up forms</i></p>	<p><i>Science teachers, administration</i></p> <p><i>administration</i></p>	<p><i>2012-13 school year</i></p> <p><i>2012-2013 school year</i></p>	<p><i>Copies</i></p> <p><i>Book: <u>Influences on Student Learning</u> by John Hatti</i></p>	<p><i>Possible PD on the strategy of chunking</i></p> <p><i>PD on using feedback effectively</i></p>	<p><i>No Cost</i></p> <p><i>0100.6400.0391.0551.0000 \$38.95</i></p>

2012-2013 SCHOOL IMPROVEMENT PLAN

SMART GOALS					
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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: Parental Involvement Goal 6: <u>Other: Ex. School Climate, Attendance, other measureable school-specific goal.</u>					
GOAL 5: By 2013, Parent Involvement will increase by 10% as measured by attendance at after-school and community events as compared to previous year's 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.	85% (3.75)	88.75%	92.5%	96.25%	100%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
III. STUDENT PERFORMANCE INDICATOR (S): "EFFECT DATA" Grade levels will consistently increase parental involvement until reaching 100% improvement in attendance at all events, which will also positively impact academic achievement in all grades and content areas by 2016.	65% (35%)	73.75% (26.25%)	82.5% (17.5%)	91.25% (8.75%)	100%

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
<p>5.1 Teachers volunteer resources and guidance as needed</p> <p><i>Task 1: Staff will create a yearly calendar of events to add to the monthly newsletter informing parents of upcoming events.</i></p> <p><i>Task 2: Guidance will provide parents with up-to-date information on requirements for Florida Universities as well as Financial AID requirements and guidelines.</i></p>	<p><i>Newsletter, website, improvement in parent involvement</i></p> <p><i>Guidance newsletters, parent survey, parent/student conference notes</i></p>	<p><i>Administration teachers</i></p> <p><i>Guidance, teachers, administration</i></p>	<p><i>Summer 2012; on-going monthly</i></p> <p><i>2012-2013 school year</i></p>	<p><i>Copies,</i></p> <p><i>Copies</i></p>		<p><i>No Cost</i></p> <p><i>No Cost</i></p>
<p>5.2 Teachers will utilize batch e-mails to update parents on upcoming class projects/events.</p> <p><i>Task 1: Train teachers (if needed) on the use of batch e-mails.</i></p>	<p><i>Parent Survey, sample batch e-mails</i></p>	<p><i>teachers, administration</i></p>	<p><i>2012-13 school year</i></p>	<p><i>Technology</i></p>	<p><i>Possible PD on creating batch e-mails</i></p>	<p><i>No Cost</i></p>

2012-2013 SCHOOL IMPROVEMENT PLAN

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 6: By 2013, FIHS will improve School Climate by decreasing the number of discipline occurrences by 25% and providing a safe and secure learning environment 100% of the time.					
STRATEGIES, INDICATORS AND PROGRESS MEASURES					
I. STRATEGY 6: Implement the research-based strategies for effective classroom management and provide a safe and secure learning environment.					
*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 research-based strategies for effective classroom management and safe and secure learning environment in order to improve the overall climate of the school.	90% (2.5)	92.5%	95%	97.5%	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
III. STUDENT PERFORMANCE INDICATOR (S): “EFFECT DATA” 100% of teachers will implement research-based strategies for effective classroom management and safe and secure learning environment in order to improve the overall climate of the school.	9 th Grade=188(47) 10 th Grade=150(38) 11 th Grade=136(34) 12 th Grade=243(61)	9 th Grade=141(47) 10 th Grade=112(38) 11 th Grade=102(34) 12 th Grade=182(61)	9 th Grade=94(47) 10 th Grade=74(38) 11 th Grade=68(34) 12 th Grade=121(61)	9 th Grade=47(47) 10 th Grade=36(36) 11 th Grade=34(34) 12 th Grade=61(60)	9 th Grade= 0 10 th Grade=0 11 th Grade=0 12 th Grade=0

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
<p>6.1 Teachers will proactively address behavior.</p> <p><i>Task 1: Teachers will receive professional development on research-based practices for effective teaching.</i></p>	<p>#of referrals; teacher observations</p>	<p>Administration</p>	<p>Pre-planning</p>	<p>Copies</p>	<p>PD on effective classroom strategies</p>	<p>No Cost</p>
<p>6.2 All faculty and staff will provide a safe and secure learning environment 100% of the time.</p> <p><i>Task 1: Teachers and staff will be provided with the opportunity to take CPR, First Aid, and AED training.</i></p> <p><i>Task 2: Teachers and staff will receive training on pro-active behaviors to minimize misbehaviors while on quarterly duty.</i></p>	<p>Sign-in sheets, follow-ups</p> <p>Sign-in sheets, follow-up</p>	<p>All teachers and staff, administration</p> <p>All teachers and staff, administration</p>	<p>2012-13 school year</p> <p>Pre-planning 2012</p>	<p>Trainers: Teresa Cornett Toni Padgett, copies</p> <p>Becky Murphy, copies</p>	<p>PD on CPR, First Aid, and AED training</p> <p>PD on effective pro-active behavior to reduce misbehavior</p>	<p>No Cost</p> <p>No Cost</p>

2012-2013 SCHOOL IMPROVEMENT PLAN

<p>Navigator Plus Activity Title: School 0551 2012-13 – Common Core Professional Development English I, I Honors, II, II Honors, III, III Honors PLC— Common Core English Implementation</p> <p>Goal and Action Step#(s) – Reading / Action Step 1.3.4</p> <p>Navigator Plus Activity Title: School 0551 2012-13 – Common Core Administration PLC-- Common Core Administrator Implementation</p>	<p>participant - \$38.95 x 20 = \$779.00 Substitutes: NA</p> <p>Materials List & Cost: Professional Book: <u>Making the Common Core Standards Work</u> for each participant - \$38.95 x 2 = \$77.90 Substitutes: NA</p>	<p>Budget Strip <i>0100.6400.0391.0551.0000</i></p>	<p>\$77.90</p>
<p>Lesson Study Goal and Action Step #(s) 1.3.1 Navigator Plus Activity Title: FIH-12/13 Lesson Study Biology</p>	<p>Materials List & Cost: NA Substitutes: 102.62 a day for 6 teachers x 2 days = \$1231.44</p>	<p>Budget Strip <i>0100.6400.0391.0551.0000</i></p>	<p>\$1231.44</p>
<p>School Workshop Goal and Action Step #(s)1.5.3; 2.2.3; 3.2.2; 4.2.2 Navigator Plus Activity Title: FIH-12/13 Effective Feedback Strategies in the Classroom</p>	<p>Materials List and Cost: Professional Book for presenters: <u>Influences on Student Learning</u> (38.95) Consultant Fee: NA Consultant Travel Expenses: NA Substitutes: NA Stipends: NA</p>	<p>Budget Strip <i>0100.6400.0391.0551.0000</i></p>	<p>\$38.95</p>
Subtotal: \$3401.16			
Other			
Goal Area and Action Step Number	Description of Resources	Budget Strip	Available Amount
Subtotal: \$			
Grand Total: \$3401.16			

2012-2013 SCHOOL IMPROVEMENT PLAN

P.D.Activity	Details	Y	N	Comments
IF IT IS A:				
School-wide Training	Professional Development Details Goal the Activity is Supporting <u>Reading (1)</u>			
	<ul style="list-style-type: none"> • Action Step # - 1.5.3; 2.2.3; 3.2.2; 4.2.2 • Name of Activity – Effective Feedback Strategies in the Classroom • Dates of Activity – November 2012 • Name of Consultant or Facilitator – Teresa Hankel/Becky Murphy • Consultant Services Agreement - NA • Materials: - Book: <u>Influence on Student Learning</u> by John Hatti (1 book) 			
	Budget Items Required			
	<ul style="list-style-type: none"> • Action Step # - 1.5.3; 2.2.3; 3.2.2; 4.2.2 • Name of Activity - Effective Feedback Strategies in the Classroom • Funding Source – 0100.6400.0391.0551.0000 • Cost of Consultant – NA • Cost of Materials – \$38.95 • Cost of Substitutes – NA • Teacher Stipends - NA 			
Learning Community	Professional Development Details Goal the Activity is Supporting <u>Reading (1)</u>			
(collaborative teams that gathers research and studies new programs or topics and shares their findings-must use Learning Community form)	<ul style="list-style-type: none"> • Action Step # - 1.3.3 • Name of Activity – School 0551 2012-13 – PLC- Common Core Professional Development English I, English I Honors, English II, English II Honors, English III • Dates of Activity -- 2012-2013 school year • Title of Book or Focus – Book: <u>Common Core for the English Classroom</u> (38.95 x20) 			
	Budget Items Required			

2012-2013 SCHOOL IMPROVEMENT PLAN

	<ul style="list-style-type: none"> Action Step # - 1.3.3 Cost of Book/Teacher Materials - \$779.00 Funding Source – 0100.6400.0391.0551.0000 			
Learning Community	Professional Development Details			
	Goal the Activity is Supporting <u>Reading (1)</u>			
(collaborative teams that gathers research and studies new programs or topics and shares their findings-must use Learning Community form)	<ul style="list-style-type: none"> Action Step # - 1.3.4 Name of Activity – School 0001 2012-13 – PLC— Common Core Administrators Dates of Activity – 2012-13 school year Title of Book or Focus – <u>Making the Common Core Standards Work</u> (38.95 x 2) 			
	Budget Items Required			
	<ul style="list-style-type: none"> Action Step # - 1.3.4 Cost of Book/Teacher Materials - \$77.90 Funding Source – 0100.6400.0391.0551.0000 			
Lesson Study/Action Research	Professional Development Details			
	Goal the Activity is Supporting <u>Reading (1)</u>			
(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)	<ul style="list-style-type: none"> Action Step # - 1.3.1 Name of Activity – School 05511 2012-13 – Lesson Study- Biology Dates of Activity – 2012-2013 school year Teaching strategy or method to be researched – reading strategies used by NGCARP teachers will be used to assist with student understanding of biology passages both in textbook and on the EOC. 			
	Budget Items Required			
	<ul style="list-style-type: none"> Action Step # - 1.3.1 Cost of Teacher Materials – NA Substitutes - \$1231.44 (102.62 a day for 6 teachersx 6days) Funding Source – 0100.6400.039.0551.0000 			
Timelines				
Start Date: August 2, 2012				

2012-2013 SCHOOL IMPROVEMENT PLAN

End date: June 6, 2013				
Budget				
Local FTE (function 6400-no project)	\$3500.00			
Project – 4013 (Title I) Project - Project -				
Total Internal PD Budget (no project & project funds)	\$3500.00			

Approvals: (Signature's required)

Principal: _____
SAC Chair: _____
Hilda Manning: _____
Shannah Kosek: _____

Date: ___/___/___
Date: ___/___/___
Date: ___/___/___
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.	<input type="checkbox"/>	<input type="checkbox"/>	Reading, Action Step 1.5.5 Source – Cambridge International/AICE Best Practices
Training Details - Consultants			

2012-2013 SCHOOL IMPROVEMENT PLAN

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.	<input type="checkbox"/>	<input type="checkbox"/>	
Who will be trained?	<input type="checkbox"/>	<input type="checkbox"/>	
Date(s), Time(s), Location	<input type="checkbox"/>	<input type="checkbox"/>	
Total Cost	<input type="checkbox"/>	<input type="checkbox"/>	
Needs School Board approval	<input type="checkbox"/>	<input type="checkbox"/>	
Complete budget line for expenses	<input type="checkbox"/>	<input type="checkbox"/>	
Name of facilitator/person responsible	<input type="checkbox"/>	<input type="checkbox"/>	
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.	<input type="checkbox"/>	<input type="checkbox"/>	Cambridge International
Who will be trained?	<input type="checkbox"/>	<input type="checkbox"/>	One Social Studies Teacher – Brian Gartner
Date(s), Location	<input type="checkbox"/>	<input type="checkbox"/>	October 28-30, 2012, Rockledge High School, FL
Total Cost	<input type="checkbox"/>	<input type="checkbox"/>	\$1068.63
Complete budget line for expenses	<input type="checkbox"/>	<input type="checkbox"/>	0100.6400.0391.0551.0000 for substitutes (205.24) 0100.6400.0330.0551.1662 for registration, hotel, mileage, and food (863.39)
Name of facilitator/person responsible	<input type="checkbox"/>	<input type="checkbox"/>	Assistant Principal
Timelines			
	Yes	No	Comments

2012-2013 SCHOOL IMPROVEMENT PLAN

Start Date October 28, 2012	<input type="checkbox"/>	<input type="checkbox"/>	
End Date October 30, 2012	<input type="checkbox"/>	<input type="checkbox"/>	
Budget			
Local FTE (function 6400-no project)	<input type="checkbox"/>	<input type="checkbox"/>	\$240.00
Project - 1662	<input type="checkbox"/>	<input type="checkbox"/>	\$560.00
Project -	<input type="checkbox"/>	<input type="checkbox"/>	NA
Project -	<input type="checkbox"/>	<input type="checkbox"/>	NA
Total External PD Budget (no project & project funds)	<input type="checkbox"/>	<input type="checkbox"/>	\$800.00

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, 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.	<input type="checkbox"/>	<input type="checkbox"/>	Reading, Action Step 1.5.3 Source – FL Dept. of Education – Hard to Measure Assessment Project
Training Details - Consultants			

2012-2013 SCHOOL IMPROVEMENT PLAN

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.	<input type="checkbox"/>	<input type="checkbox"/>	
Who will be trained?	<input type="checkbox"/>	<input type="checkbox"/>	
Date(s), Time(s), Location	<input type="checkbox"/>	<input type="checkbox"/>	
Total Cost	<input type="checkbox"/>	<input type="checkbox"/>	
Needs School Board approval	<input type="checkbox"/>	<input type="checkbox"/>	
Complete budget line for expenses	<input type="checkbox"/>	<input type="checkbox"/>	
Name of facilitator/person responsible	<input type="checkbox"/>	<input type="checkbox"/>	
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.	<input type="checkbox"/>	<input type="checkbox"/>	Florida Department of Education
Who will be trained?	<input type="checkbox"/>	<input type="checkbox"/>	One PE Teacher – Kim Periera
Date(s), Location	<input type="checkbox"/>	<input type="checkbox"/>	September 13-14, 2012, Orlando, FL
Total Cost	<input type="checkbox"/>	<input type="checkbox"/>	\$205.24
Complete budget line for expenses	<input type="checkbox"/>	<input type="checkbox"/>	0100.6400.0391.0551.0000
Name of facilitator/person responsible	<input type="checkbox"/>	<input type="checkbox"/>	Assistant Principal
Timelines			
	Yes	No	Comments
Start Date	<input type="checkbox"/>	<input type="checkbox"/>	

2012-2013 SCHOOL IMPROVEMENT PLAN

September 13, 2012			
End Date September 14, 2012	<input type="checkbox"/>	<input type="checkbox"/>	
Budget			
Local FTE (function 6400-no project)	<input type="checkbox"/>	<input type="checkbox"/>	\$205.24
Project -	<input type="checkbox"/>	<input type="checkbox"/>	NA
Project -	<input type="checkbox"/>	<input type="checkbox"/>	NA
Project -	<input type="checkbox"/>	<input type="checkbox"/>	NA
Total External PD Budget (no project & project funds)	<input type="checkbox"/>	<input type="checkbox"/>	\$205.24

Approvals: (Signature's required)

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

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

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

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

2012-2013 SCHOOL IMPROVEMENT PLAN

SCHOOL NAME: **Green Cove Springs Junior High**

School Based Leadership Team

Response to Instruction/Intervention (RtI)

Identify the school-based RtI Leadership Team.

- Indicate who is on the team and their position. Also explain why they have been included on the team.

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

Select General Education Teachers; Fred Hulett (Social Studies Department Chair), Jennifer Lowery (Math Department Chair), Candace Montgomery (Language Arts Department Chair), Stephany Wilson (Science Department Chair): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers, Larianne Stutts (ESE Department Chair) 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.

RtI Instructional Coach/Teachers Reading/Math/Science: Leisa Jones (Reading Department Chair), Cindy Johnson (Reading Instruction Coach): Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches.

Guidance Office, Lisa Mason (8th Grade Guidance Counselor), Catherine Walker (7th Grade Guidance Counselor): 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.

Technology Specialist, Michelle Morgan (Fine Arts Department Chair): 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.

- 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 once weekly 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 to 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. The school’s School Advisory Committee (SAC) will review the SIP and will assist in the monitoring the implementation of the SIP. SAC will be provided updates from the RtI team on the implementation of RtI goals.

2012-2013 SCHOOL IMPROVEMENT PLAN

SCHOOL NAME: **Green Cove Springs Junior High**

School Based Leadership Team

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: Performance Matters (Math and Science) Testing, Florida Comprehensive Assessment Test (FCAT), Math Benchmark Tests (7 & 8), Science Benchmark Tests (7 & 8), Florida Assessments for Instruction in Reading (FAIR), End of Course (EOC) Testing (8th Grade Math & Science, 7th Grade Civics), Compass Learning End of Year: Performance Matters, FCAT, EOC

- 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 select member of the RtI Team will be assigned to coordinate training in a select cluster sites to provide training and support. All school administrators and RtI team members participated in a four-day RtI Team Training in the Spring with a follow-up for all school administrators during the Summer Leadership Academy. Bi-monthly Curriculum Council Meetings will be conducted for school administrators where training will focus on topics such as: Data-based Decision-making, and Supporting and Evaluating Interventions. The School-based RtI Leadership Team will provide training throughout the year as determined by data collection and implementation concerns

Literacy Leadership

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

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

Select General Education Teachers (General Education Teachers certified in Reading and CAR-PD): 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.

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.

Instructional Coach(es) Reading: 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; 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.

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.

Technology Specialist: Develops or brokers 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.

2012-2013 SCHOOL IMPROVEMENT PLAN

SCHOOL NAME: Green Cove Springs Junior High

School Based Leadership Team

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

The team meets once a month 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..

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.

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

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?

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

2012-2013 SCHOOL IMPROVEMENT PLAN

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.

2012-2013 SCHOOL IMPROVEMENT PLAN

School District of Clay County

SMART GOALS

SMART = Specific Measurable Attainable Realistic Timely

Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal.

GOAL 1: By 2013, Students in grades 7 & 8 will decrease the number of non-proficient readers on FCAT by 10% at each grade level and subgroup currently not meeting proficiency targets (SWD, ED). Grades 7 & 8 will also increase the percentage of students scoring at or above proficient FCAT 2.0, beyond the performance levels of 2011-12. Special emphasis and support will be provided to the 7 & 8 grade students scoring in the Lower Quartile range on FCAT 2.0.

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
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%	65%	80%	90%	100%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
II. STUDENT PERFORMANCE INDICATOR(S): "EFFECT DATA" Students will consistently increase their FCAT Reading scores until reaching 100% proficiency in both levels by 2016.	66% Level 3 and above 61% Learning Gains 51% Lower Quartile Learning Gains	87.25%	91.5%	95.75%	100%

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
<p>1.1 Teachers utilize enhanced classroom technology.</p> <p>Task 1: Reading teachers will use the enhanced classroom technology daily.</p>	<p>Lesson Plans Walk-through</p>	<p>Principal, Department Chairs, Teacher</p>	<p>2012-13 School Year</p>	<p>Appropriate technology in reading classrooms</p>	<p>PD as necessary</p>	<p>N/A</p>
<p>1.2 Chunk content with smaller portions tailored to needs.</p> <p>Task 1: Designated core teachers will be Reading Endorsed or NGCAR-PD</p> <p>Task 2: Students who received a 2 on the 2012 FCAT 2.0 Reading will be targeted for RtI in their core classroom.</p>	<p>Lesson Plans, Certification validation, NGCAR-PD sign-in sheets</p>	<p>Administration, Guidance, Reading Intervention Coach</p>	<p>2012-13 School Year</p>	<p>Reading Endorsement Classes, NGCAR-PD Workshop</p>	<p>County Reading/LA Department</p>	<p>N/A</p>

2012-2013 SCHOOL IMPROVEMENT PLAN

School District of Clay County

SMART GOALS

SMART = Specific Measurable Attainable Realistic Timely

Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal.

GOAL 2. By 2013, Students in grades 7 & 8 will decrease the number of non-proficient in math on FCAT by 10% at each grade level and subgroup currently not meeting proficiency targets (SWD, ED). Grades 7 & 8 will also increase the percentage of students scoring at or above proficient FCAT 2.0, beyond the performance levels of 2011-12. Special emphasis and support will be provided to the 7 & 8 grade students scoring in the Lower Quartile range on FCAT 2.0.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

STRATEGY 2: 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 research based strategy of using higher order questioning techniques in order to increase the higher order thinking of students in math.	50%	65%	80%	90%	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 reaching 100% proficiency level III or greater in grades 7 & 8 by 2016	66% Level 3 and above 66% Learning Gains 52% Lower Quartile Learning Gains	87.25%	91.5%	95.75%	100%

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
<p>2.1 Teachers will model higher order thinking through think-aloud.</p> <p>Task 1: Teachers will ask explicit questions that will require students to make inferences and show mastery of concepts.</p> <p>Task 2: Students will explain step by step and why each step is needed.</p>	<p>Walk through</p> <p>Report card and progress reports and local assessments</p>	<p>Administration</p> <p>Principal, Department Chair, Teachers</p>	<p>2012-13 School Year</p> <p>2012-13 School Year</p>	<p>Effective questioning, Department collaboration/Brainstorming</p> <p>Appropriate technology in reading classrooms</p>	<p>PD as necessary</p> <p>PD as necessary</p>	<p>N/A</p> <p>N/A</p>
<p>2.3 Teachers evaluate student learning gains by standardized testing.</p> <p>Task 1: Math will use Performance Matters assessments to gauge student progress</p>	<p>Lesson Plans, Walk-Through</p>	<p>Department Chair, Math Teachers, Administration</p>	<p>2012-13 School Year</p>	<p>Performance Matters training to evaluate students' data</p>	<p>Performance Matters</p>	<p>N/A</p>

2012-2013 SCHOOL IMPROVEMENT PLAN

School District of Clay County

SMART GOALS

SMART = Specific Measurable Attainable Realistic Timely

Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal.

GOAL 3: Students will demonstrate and increase in overall writing proficiency on FCAT 2.0.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

I. Strategy 3: 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
<p>II. ADULT IMPLEMENTATION INDICATOR(S): “CAUSE DATA”</p> <p>100% of all teachers will implement the scientifically-based research strategy 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.</p>	50%	65%	80%	90%	100%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
<p>III. STUDENT PERFORMANCE INDICATOR(S): “EFFECT DATA”</p> <p>Students will consistently increase their standardized writing test score until reaching 100% proficiency by 2016.</p>	80% Level 3 and above	87.25%	91.5%	95.75%	100%

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
<p>3.1 Use conference strategies (both peer to peer and teacher to student).</p> <p>Task 1: Provide professional development to teach the conference strategies embedded in writer's workshop to our staff.</p>	Conference logs	Department Heads, All Teachers, Principal	2012-13 School Year	Media Center, Presentation Technology	PD as necessary	N/A
<p>3.2 Design assessments require written evidence of higher level thinking.</p> <p>Task 1: Department will develop common assessments that require written evidence of higher level thinking skills.</p> <p>Task 2: Evaluate assessment and conference on answer definition as pertains to writing convention and support.</p>	Assessments, Student Progress	All subject area teachers	2012-13 School Year	Time, Space, NGSSS in all subject areas	PD as necessary	N/A
	Teacher conference logs, Lesson Plans reflecting peer and teacher/student conference, Course grades	All subject area teachers	2012-13 School Year	Time, Space, NGSSS in all subject areas	PD as necessary	N/A

2012-2013 SCHOOL IMPROVEMENT PLAN

School District of Clay County

SMART GOALS					
SMART = Specific Measurable Attainable Realistic Timely					
<p>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></p>					
<p>GOAL 4: . By 2013, Students in grade 8 will decrease the number of non-proficient on FCAT by 10% at each grade level and subgroup currently not meeting proficiency targets (SWD, ED). Grade 8 will also increase the percentage of students scoring at or above proficient FCAT 2.0, beyond the performance levels of 2011-12. Special emphasis and support will be provided to the grade 8 students scoring in the Lower Quartile range on FCAT 2.0.</p>					
STRATEGIES, INDICATORS AND PROGRESS MEASURES					
<p>I. Strategy 4: : 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.</p>					
<p>*PROGRESS MEASURES ARE FOR THE PURPOSE OF REACHING YOUR 3-5 YEAR SCHOOL IMPROVEMENT GOALS AND AMO'S.</p>	<p>PROGRESS MEASURE August 2012</p>	<p>PROGRESS MEASURE August 2013</p>	<p>PROGRESS MEASURE August 2014</p>	<p>PROGRESS MEASURE August 2015</p>	<p>PROGRESS MEASURE August 2016</p>
<p>II. ADULT IMPLEMENTATION INDICATOR (S): "CAUSE DATA" 100% of teachers will implement the research based strategy of designing and modifying instruction that includes STEM opportunities to strengthen student understanding of content areas.</p>	50%	65%	80%	90%	100%
	<p>FCAT/EOC August 2012</p>	<p>FCAT/EOC August 2013</p>	<p>FCAT/EOC August 2014</p>	<p>FCAT/EOC August 2015</p>	<p>FCAT/EOC August 2016</p>
<p>III. STUDENT PERFORMANCE INDICATOR (S): "EFFECT DATA" Students will consistently increase their FCAT Science scores until reaching 100% proficiency in all grade levels by 2016.</p>	56% Level 3 and above	73%	82%	91%	100%

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
<p>4.1 Teachers will engage students in activities that focus and reinforce comprehension of the Nature of Science</p>						
<p>Task 1: All students will design a Project Proposal to complete a project that consist of the following components:</p> <ol style="list-style-type: none"> a. Identify a problem and develop a hypothesis. b. Research the problem using multiple sources from various types of media. Write a paper appropriate for the grade level of the student. Record sources in an appropriately formatted bibliography. c. Develop an experimental design including detailed procedure, material list & equipment requirements. d. Carry out the experiment as an individual or a member of a team of up to three students. <p>Task 2: Schedule and allot one 50 minute block of time per week for students to work on projects. Time will include preliminary judging of project presentation to prepare students for Science Fair.</p>	<p>Progress checks, grade level meeting minutes, focus walks, participation in Science Fair</p>	<p>Principal, Science Department Chair, Science Fair Coordinator, Science teachers</p>	<p>January 2013</p>	<p>Science Fair Display Boards</p>	<p>PD as necessary</p>	<p>N/A</p>
	<p>Science Fair projects, lesson plans, feedback, focus, school-based Science Fair nights</p>	<p>Principal, Science Department Chair, Science teachers</p>	<p>September 2012-January 2013</p>	<p>FCAT Science vocabulary glossary, vocabulary pre/post testing</p>	<p>PD as necessary</p>	<p>N/A</p>

2012-2013 SCHOOL IMPROVEMENT PLAN

SMART GOALS

SMART = Specific Measurable Attainable Realistic Timely

Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal.

GOAL 5: BY 2013, 40% OF TARGETED GCJ PARENTS WILL PARTICIPATE IN THE END OF THE YEAR SURVEY. THIS WILL BE AN INCREASE OF 20% AS MEASURED BY 2011-12 RESULTS ON THE CCSD PARENT SURVEY.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

**I. Strategy 5:
Implements a social media plan utilizing a variety of electronic resources to provide parents multi-level access to school based data relating to varied levels of technology access.**

*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
<p>II. ADULT IMPLEMENTATION INDICATOR (S): "CAUSE DATA"</p> <p>The School-Based Leadership Team (SBLT) will implement the research-based strategy of a social media plan utilizing a variety of electronic resources to provide parents multi-level access to school-based data relating to varied levels of technology access.</p>	20%	40%	60%	80%	100%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
<p>III. STUDENT PERFORMANCE INDICATOR (S): "EFFECT DATA"</p> <p>Parents will consistently increase their survey participation until reaching maximum participation by 2016.</p>	20%	40%	60%	80%	100%

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
<p>5./SBLT will engage parents in activities relating to the use of technology and School Improvement.</p> <p>Task 1: Principal will post school improvement efforts through electronic campaign as well as voice mail directly to parents.</p> <p>Task 2: Principal will provide information relating to School Improvement to parents through electronic newsletters, GCJ website, Facebook and Twitter.</p> <p>Task 3: AP of Curriculum will redesign and/or update GCJ’s website to track number of parent ‘hits’ in accessing information about the school.</p>	<p>GCJ, Twitter, Facebook, Analytics</p> <p>School website’s visitor tracking counter</p> <p>Analytics Software data documentation</p>	<p>Principal</p> <p>Principal, Guidance</p> <p>Administrator</p>	<p>September 2012-June 2013</p> <p>September 2012-June 2013</p> <p>September 2012-June 2013</p>	<p>District approval</p> <p>District approval</p> <p>Access to Inspiration software</p>	<p>PD as necessary</p> <p>PD as necessary</p> <p>Web design</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>

2012-2013 SCHOOL IMPROVEMENT PLAN

SMART GOALS

SMART = Specific Measurable Attainable Realistic Timely

Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal.

GOAL 6: BY 2013, THE SCHOOL WILL IMPROVE CLIMATE AND INCREASE AWARENESS OF PERSONAL RESPONSIBILITY BY WORKING TO DECREASE THE NUMBER OF LEVEL 1 AND LEVEL 2 DISCIPLINE REFERRALS BY 3%.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

Strategy 6: Implements the Progressive Discipline Plan building wide to ensure consisten 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
<p>I. ADULT IMPLEMENTATION INDICATOR (S): “CAUSE DATA”</p> <p>100% of teachers will implement the Progress Discipline Plan building-wide to ensure consisten expectations are met by every student.</p>	75%	81.25%	87.50%	93.75%	100%
	Discipline Data August 2012	Discipline Data August 2013	Discipline Data August 2014	Discipline Data August 2015	Discipline Data August 2016
<p>II. STUDENT PERFORMANCE INDICATOR (S): “EFFECT DATA”</p> <p>Parents will consistently increase their survey participation until reaching maximum participation by 2016.</p>	1034- %occurrences by grade level 935- Level 1 & 2 referrals written (25%-7 th grade) (27%-8 th grade)	999-Level 1 & 2 referrals written (23%-7 th grade) (25-8 th grade)	969-Level 1 & 2 referrals written (21%-7 th grade) (23%-8 th grade)	863-Level 1 & 2 referrals written (19%-7 th grade) (21%-8 th grade)	833-Level 1 & 2 referrals written (17%-7 th grade) (19%-8 th grade)

IMPLEMENTATION DETAILS

2012-2013 SCHOOL IMPROVEMENT PLAN

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p>6.1 Teachers will proactively address behavior.</p> <p>Task 1: Hold separate (1 hour gender specific) seminars for student body to explain specific school rules and procedures and offer training on properly handling issues which plague many junior high students.</p> <p>Task 2: Build support enrichment programs with the focus on character building and good decision making skills.</p>	<p>Monitoring of discipline data, walk through</p> <p>Monitoring, discipline data, walk through FCA, PAL, Golden Cougar Mentoring meetings</p>	<p>G CJ Administration</p> <p>Paul Goodier (Golden Cougars) Karen Schrieber (FCA)</p>	<p>Within the first 2 weeks of school</p> <p>Weekly club meetings not to be scheduled on the same day of the week</p>	<p>TBD</p> <p>TBD</p>	<p>PD as necessary</p> <p>PD as necessary</p>	<p>N/A</p> <p>N/A</p>
<p>6.2 Common Core implementation and action</p> <p>Task 1: Ensure school-wide awareness of the CCSS</p> <p>Task 2: Focus professional development on key foundational instructional practices</p> <p>Task 3: Align current initiatives with CCSS</p> <p>Task 4: Provide access to resources and professional development</p>	<p>Walk-through, Observation tools</p> <p>Walk-through, Observation tools</p> <p>Walk-through, Observation tools</p> <p>Walk-through, Observation tools</p>	<p>Administration, Department Chairs, Faculty</p> <p>Administration, Department Chairs, Faculty</p> <p>Administration, Department Chairs, Faculty</p> <p>Administration, Department Chairs, Faculty</p>	<p>2012-13 Academic Year</p> <p>2012-13 Academic Year</p> <p>2012-13 Academic Year</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	<p>PD as necessary</p> <p>PD as necessary</p> <p>PD as necessary</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>

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
<p>6.1 Teachers will proactively address behavior.</p> <p>Task 1: Hold separate (1 hour gender specific) seminars for student body to explain specific school rules and procedures and offer training on properly handling issues which plague many junior high students.</p> <p>Task 2: Build support enrichment programs with the focus on character building and good decision making skills.</p>	<p>Monitoring of discipline data, walk through</p> <p>Monitoring, discipline data, walk through FCA, PAL, Golden Cougar Mentoring meetings</p>	<p>GCJ Administration</p> <p>Paul Goodier (Golden Cougars) Karen Schrieber (FCA)</p>	<p>Within the first 2 weeks of school</p> <p>Weekly club meetings not to be scheduled on the same day of the week</p>	<p>TBD</p> <p>TBD</p>	<p>PD as necessary</p> <p>PD as necessary</p>	<p>N/A</p> <p>N/A</p>

2012-2013 SCHOOL IMPROVEMENT PLAN

Include only school-based funded activities / materials and exclude district funded activities / materials.			
Resources Needed: Material / Technology / Trainer:			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount
			\$1,899.00
Professional Development			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount
Conference / Workshop Seminar / Institute / Online PD	Mileage	Budget Strip	
Goal and Action Step #(s) Math 2.1.2 Title: Step Up to Writing Math Location: PLCC Dates: 10/12 Sponsoring Educational Institution: FDLRS Crown Jacksonville	Meals NA Room Registration Substitute(s)	NA	
Professional Learning Community	Materials List and Cost:	Budget Strip	
Goal and Action Step #(s) Math 2.2.1/ S.S. Navigator Plus Activity Title: GCJ 12/13 Kagan Cooperative Learning	Professional Book (Kagan Cooperative Learning Teacher Kit) \$54 x 20 teachers = \$1080	0100/6400/0590/0021/2013 Professional Development	\$1,080.00
Professional Learning Community	Materials List and Cost:	Budget Strip	
Goal and Action Step #(s) Reading 1.3.2 Navigator Plus Activity Title: GCJ 12/13 Academic Conversations	Professional Book 5 x \$20.00 = \$100.00	0100/6400/0590/0021/2013	\$100.00
School Workshop	Materials List and Cost:	Budget Strip	
Goal -Writing/Action Step- 3.1.1. Navigator Plus Activity Title: GCJ 12/13	NA	NA	NA

2012-2013 SCHOOL IMPROVEMENT PLAN

Conference Strategies of Writers Workshop			
Other			
Goal Area and Action Step Number	Description of Resources	Funding Source	Available Amount
		Complete Budget Strip	
Goal and Action Step-Reading 1.1.3.	Certification in NCAR-PD/ Reading Coach	NA	NA
Goal and Action Step- Math 2.1.1	Bloom's and Beyond FDLRS	NA	NA
		Grand Total:	\$1,180.00

2012-2013 SCHOOL IMPROVEMENT PLAN

SCHOOL NAME: Keystone Heights 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.

Mary Mimbs, Principal; Angela Gentry, Assistant Principal; Jennifer Wilbur, RtI Coach; Kelly Miller, Guidance Counselor; Grade Level Representatives are Kelly Cunningham, Alison Shuford, Kristy Spradlin, Celena Julius, Carol Carson, Dee Strassberger, Elizabeth Knabb, Jeannie Dingman; ESE – Pam McLeod, Kim Mann, Holly Mallory, Leatha Davis

Members were selected based on their grade levels and positions.

- 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?

Monthly Meetings in conjunction with the School Based Leadership Team to review assessment data and advise on interventions.

- 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 reviewed last year's data to evaluate and plan this year's goals for the school improvement plan in reading, writing, math, and science.

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.

Each grade level has determined appropriate data sources from assessments utilized by all teachers at that grade level. Review of this data occurs bi-weekly at Team Meetings and is presented to the School Based Leadership Team for review of core instruction. Such data sources are FAIR, FCAT Weekly Assessments, PM Math and Science.

Describe the plan to train staff on RtI.

Jennifer Wilbur is assigned to KHES two days a week to inservice faculty and staff on intervention process and the process of recording data to assess the success of those interventions. These training occur at Faculty Meetings, School Based Leadership Team Meetings, and with individual teachers and grade levels as students are assigned to be processed through RtI.

2012-2013 SCHOOL IMPROVEMENT PLAN

SCHOOL NAME: **Keystone Heights Elementary School**

School Based Leadership Team

Literacy Leadership

- Identify the school-based Literacy Leadership Team (LLT).
Mary Mimbs, Principal; Angela Gentry, Assistant Principal; Jennifer Wilbur, RtI Coach; Kelly Miller, Guidance Counselor; Grade Level Representatives are Kelly Cunningham, Alison Shuford, Kristy Spradlin, Celena Julius, Carol Carson, Dee Strassberger, Elizabeth Knabb, Jeannie Dingman; ESE – Pam McLeod, Kim Mann, Holly Mallory, Leatha Davis

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

Monthly Meetings in conjunction with the School Based Leadership Team to review assessment data and advise on interventions.

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

Professional Development concentrating on effective techniques to use in the classroom.

NCLB Public School Choice (If Applicable)

Notification of School in Need of Improvement (SINI) Status

Attach a copy of the Notification of SINI Status to Parents

Public School Choice with Transportation (CWT) Notification

Attach a copy of the CWT Notification to Parents

Supplemental Educational Services (SES) Notification

Attach a copy of the SES Notification to Parents

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.

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 classes. 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 FAIR will be administered one-on-one to all Kindergarten students to determine their initial success probability in reading. PM math will also be administered to Kindergarten classes to gain baseline data in math proficiency.

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.

Teachers will incorporate reading comprehension thru their centers with ed helper worksheets (Science, Social Studies) and word problems with math.

Extend the usage of word walls to create linear use of vocabulary words in all subject areas.

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.

2012-2013 SCHOOL IMPROVEMENT PLAN

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.

2012-2013 SCHOOL IMPROVEMENT PLAN

School District of Clay County

SMART GOALS

SMART = Specific Measurable Attainable Realistic Timely

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

GOAL 1: the performance levels By 2013, K-2 students will increase the percentage of students meeting the JRF end-of-year recommended Reading goals by 5 percent. Students in grades 3-12 will decrease the number of non-proficient readers on FCAT 2.0 by 5 percent at each grade level and subgroup currently not meeting proficiency targets. Grades 3-12 will also increase the percentage of students scoring at or above proficient on FCAT 2.0, equal to or beyond of the highest-performing districts.

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.*

	BASELINE MEASURE August 2011 *Perceptual Data	PROGRESS MEASURE August 2012	PROGRESS MEASURE August 2013	PROGRESS MEASURE August 2014	PROGRESS MEASURE August 2015
<p>II. ADULT IMPLEMENTATION INDICATOR (s): “Cause Data”</p> <p>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.</p>	<p>Grades PK-3 50% Grades 4-6 50%</p>	<p>Grades PK-3 60% Grades 4-6 60%</p>	<p>Grades PK-3 75% Grades 4-6 75%</p>	<p>Grades PK-3 85% Grades 4-6 85%</p>	<p>Grades PK-3 100% Grades 4-6 100%</p>
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
<p>III STUDENT PERFORMANCE INDICATOR (S): “EFFECT DATA”</p> <p>STUDENTS WILL CONSISTENTLY INCREASE THEIR FCAT READING SCORES UNTIL WE REDUCE THE % OF STUDENTS WHO ARE NOT-PROFICIENT BY AT LEAST 50% BY 2016.</p>	<p>3rd 64% (34) 4th 70% (30) 5th 60% (40) 6th 71% (29)</p>	<p>3rd 68.5% (31.5) 4th 73.75% (26.25) 5th 65% (35) 6th 75% (25)</p>	<p>3rd 73% (27) 4th 77.5% (22.5) 5th 70% (30) 6th 78% (22)</p>	<p>3rd 77.5% (22.5) 4th 81.25% (18.75) 5th 75% (25) 6th 82% (18)</p>	<p>3rd 82% (18) 4th 85% (15) 5th 80% (20) 6th 86% (14)</p>

2012-2013 SCHOOL IMPROVEMENT PLAN

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material/ Technology/ Trainer	Related PD	Funding/Funding Source
<p>Task 1: Teachers will receive additional training if needed by coach of researched based strategies.</p> <p>Task 2: Teacher resource room for intervention material.</p> <p>Task 3: Second grade teachers will participate in reading lesson study.</p>	<p><i>SBLT meetings</i></p> <p><i>Setup of room</i></p> <p><i>Dates established and lesson study completed.</i></p>	<p><i>J. Wilbur</i></p> <p><i>J. Wilbur</i></p> <p><i>Administration/K. Seneca</i></p>	<p><i>Ongoing</i></p> <p><i>Ongoing</i></p> <p><i>September and March</i></p>	<p><i>Common planning time</i></p> <p><i>Materials deemed necessary to assist with interventions.</i></p> <p><i>Lesson study kits</i></p>	<p><i>Wilbur – small groups</i></p> <p><i>None</i></p> <p><i>None</i></p>	<p><i>Inservice funds</i></p> <p><i>Textbook/Instructional Funds</i></p> <p><i>Inservice Funds for subs.</i></p>
<p>1.3 Teachers will use motivational strategies to increase reading at home.</p> <p>Task 1: Teachers will implement AR in classrooms and reward those who meet their goals.</p> <p>Task 2: Book Bus ran by two employees will visit areas in Keystone to hand out free material once a month.</p> <p>Task 3: Parent to School Liason (K-3)</p>	<p><i>Charts with number of books read and teacher reports.</i></p> <p><i>Book bus schedule</i></p> <p><i>Scheduled home visits</i></p>	<p><i>Classroom teachers and media staff.</i></p> <p><i>Sapp and Morford</i></p> <p><i>T. Sapp</i></p>	<p><i>Ongoing</i></p> <p><i>Ongoing</i></p> <p><i>Ongoing</i></p>	<p><i>Accelerated Reading Program, Book-It Program. Book Summary in media.</i></p> <p><i>Donated books</i></p> <p><i>None</i></p>	<p><i>None</i></p> <p><i>None</i></p> <p><i>None</i></p>	<p><i>None</i></p> <p><i>None</i></p> <p><i>None</i></p>

2012-2013 SCHOOL IMPROVEMENT PLAN

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

2012-2013 SCHOOL IMPROVEMENT PLAN

School District of Clay County

SMART GOALS

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Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal.

GOAL 2. By 2013, 90 % of students (Emphasis on 4th and 5th grade students) will make learning gains as compared to the previous year FCAT data.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

I. **STRATEGY 2: Implement the research-based strategy of using higher order questioning techniques in order to increase the higher order thinking of students in math.**

	BASELINE MEASURE August 2011 *Perceptual Data	PROGRESS MEASURE August 2012	PROGRESS MEASURE August 2013	PROGRESS MEASURE August 2014	PROGRESS MEASURE August 2015
<p>II. ADULT IMPLEMENTATION INDICATOR (S): “CAUSE DATA”</p> <p>100% of teachers will implement the research-based strategy using higher order questioning techniques in order to increase the higher order thinking of students in Math.</p>	<p>Grades PK-3 50% Grades 4-6 50%</p>	<p>Grades PK-3 60% Grades 4-6 60%</p>	<p>Grades PK-3 75% Grades 4-6 75%</p>	<p>Grades PK-3 85% Grades 4-6 85%</p>	<p>Grades PK-3 100% Grades 4-6 100%</p>
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
<p>III. STUDENT PERFORMANCE INDICATOR (S): “EFFECT DATA”</p> <p>Students will consistently increase their FCAT Math scores until WE REDUCE THE % OF STUDENTS WHO ARE NOT-PROFICIENT BY AT LEAST 50% BY 2016.</p>	<p>3rd 63% (37) 4th 68% (32) 5th 51% (49) 6th 48% (52)</p>	<p>3rd 68% (32) 4th 72% (28) 5th 57% (43) 6th 55% (45)</p>	<p>3rd 72% (28) 4th 76% (24) 5th 63% (37) 6th 61% (39)</p>	<p>3rd 77% (23) 4th 80% (20) 5th 69% (31) 6th 68% (32)</p>	<p>3rd 82% (18) 4th 84% (16) 5th 76% (24) 6th 74% (26)</p>

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
<p>2.1</p> <p>Teachers utilize enhanced classroom technology</p> <p>Task 1: New teachers will receive training on using the smartboard/projector and other enhanced technology in their classroom.</p> <p>Task 2: During common planning time, teachers will plan consistent quarterly lessons in reading that integrate the use of the enhanced technology during Math.</p> <p>Task 3: Common Core integration team meetings with administration using “Teach Like a Champion” as resource.</p>	<p><i>Feedback</i></p> <p><i>Meeting minutes, lesson plans, observations.</i></p> <p><i>Meeting minutes</i></p>	<p><i>Administration</i></p> <p><i>Teachers, grade level chairs, and administration.</i></p> <p><i>Teachers and administration</i></p>	<p><i>September – ongoing</i></p> <p><i>On-going</i></p> <p><i>Every Monday throughout the 2012-2013 school year.</i></p>	<p><i>Technology in all classrooms.</i></p> <p><i>Common planning time</i></p> <p><i>Common planning time and purchase of book “Teach Like a Champion.”</i></p>	<p><i>Smartboards</i></p> <p><i>None</i></p> <p><i>Common Core- Teach Like a Champion (Navigator Plus)</i></p>	<p><i>None</i></p> <p><i>None</i></p> <p><i>Inservice Funds.</i></p>

2012-2013 SCHOOL IMPROVEMENT PLAN

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p>2.2</p> <p>Teacher’s utilizes appropriate intervention strategies in classroom.</p> <p>Task 1: Teachers will receive additional training if needed by coach of researched based strategies.</p> <p>Task 2: Teacher Resource Room</p> <p>Task 3: K, 2, and 4 teachers will participate in math lesson study.</p>	<p><i>SBLT meetings</i></p> <p><i>Setup of room</i></p> <p><i>Dates established and lesson study completed.</i></p>	<p><i>Administration J. Wilbur</i></p> <p><i>J. Wilbur</i></p> <p><i>Administration/K. Seneca</i></p>	<p><i>Ongoing</i></p> <p><i>Ongoing</i></p> <p><i>September and March</i></p>	<p><i>Common planning time</i></p> <p><i>Materials needed for interventions.</i></p> <p><i>Lesson Study kits</i></p>	<p><i>Wilbur – small groups</i></p> <p><i>None</i></p> <p><i>None</i></p>	<p><i>Inservice funds</i></p> <p><i>Textbook/Instructional Funds</i></p> <p><i>Inservice Funds for subs</i></p>
<p>2.3 Students in grades 4, 5, and 6 will be afforded the opportunity for enrichment activities after school.</p>						

2012-2013 SCHOOL IMPROVEMENT PLAN

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p>Task 1: One teacher per grade level volunteered to be the math club leader.</p> <p>2.4 Students in all grades will be afforded the opportunity for additional practice in math through various programs.</p> <p>Task 1: Teachers will have the opportunity to sign up their class to use the Math Facts program.</p> <p>2.5 Instructional variable to allow for on grade level math instruction following curriculum maps.</p> <p>Task 1: Create master schedule that allows instructional variable to exist.</p>	<p><i>Teacher assessment of math concepts practiced in math club.</i></p> <p><i>Classes registered</i></p> <p><i>IEP/Lesson Plans</i></p>	<p><i>Selected grade level teacher</i></p> <p><i>Administration/Teacher</i></p> <p><i>Administration/Teacher</i></p>	<p><i>Ongoing</i></p> <p><i>Ongoing</i></p> <p><i>Ongoing</i></p>	<p><i>None</i></p> <p><i>Math Facts program</i></p> <p><i>Interventions from resource room.</i></p>	<p><i>None</i></p> <p><i>None</i></p> <p><i>None</i></p>	<p><i>None</i></p> <p><i>Technology Money</i></p> <p><i>None</i></p>

2012-2013 SCHOOL IMPROVEMENT PLAN

School District of Clay County

SMART GOALS

SMART = Specific Measurable Attainable Realistic Timely

Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal.

GOAL 3: By 2013, all students in grade 4 will increase the number of students scoring a 4.0 or above on Writing FCAT by at least 7% over the previous year.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

I. Strategy 3: Implement the research based strategy of relating and integrating the subject matter with other disciplines during instruction.

	BASELINE MEASURE August 2011 <i>*Perceptual data</i>	PROGRESS MEASURE August 2012	PROGRESS MEASURE August 2013	PROGRESS MEASURE August 2014	PROGRESS MEASURE August 2015
II. ADULT IMPLEMENTATION INDICATOR(S): “CAUSE DATA” 100% of teachers will implement the research-based strategy of relating and integrating the subject matter with other disciplines during instructions.	45%	60%	75%	90%	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 NOT-PROFICIENT BY AT LEAST 50% BY 2016.	4 th 41% (59)	4 th 48% (52)	4 th 56% (44)	4 th 63% (37)	4 th 71% (29)

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
<p>3.1</p> <p>Teachers utilize enhanced classroom technology</p> <p>Task 1: New teachers will receive training on using the smartboard/projector and other enhanced technology in their classroom.</p> <p>Task 2: During common planning time, teachers will plan consistent quarterly lessons in reading that integrate the use of the enhanced technology during writing.</p> <p>Task 3: Common Core integration team meetings with administration using “Teach Like a Champion” as resource.</p>	<p><i>Feedback</i></p> <p><i>Meeting minutes, lesson plans, observation</i></p> <p><i>Meeting Minutes</i></p>	<p><i>Administration</i></p> <p><i>Teachers, grade level chairs, and administration.</i></p> <p><i>Teachers and administration</i></p>	<p><i>September – ongoing</i></p> <p><i>On-going</i></p> <p><i>Every Monday throughout the 2012-2013 school year.</i></p>	<p><i>Technology in all classrooms.</i></p> <p><i>Common planning time</i></p> <p><i>Common planning time and purchase of book “Teach Like a Champion”</i></p>	<p><i>Smartboards</i></p> <p><i>None</i></p> <p><i>Common Core – Teach Like a Champion (Navigator Plus)</i></p>	<p><i>None</i></p> <p><i>None</i></p> <p><i>Inservice Funds</i></p>
<p>3.2 Teachers will start as early as PRE-K modeling and teaching the writing process.</p> <p>Task 1: Pre-K through 3rd grade teachers will model the steps of the writing process in classroom with an emphasis on conventions.</p> <p>Task 2: Fourth grade teacher will focus on developing a vocabulary to enhance the fourth grade students’ writing.</p>	<p><i>Lesson Plans</i></p> <p><i>Lesson Plans</i></p>	<p><i>Administration/ Teachers</i></p> <p><i>Administration/ Teachers</i></p>	<p><i>Ongoing</i></p> <p><i>Ongoing</i></p>	<p><i>None</i></p> <p><i>None</i></p>	<p><i>None</i></p> <p><i>None</i></p>	<p><i>None</i></p> <p><i>None</i></p>

2012-2013 SCHOOL IMPROVEMENT PLAN

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
Task 3: 5 th and 6 th grade teachers will continue providing writing practice within their literacy curriculum.	<i>Lesson Plans</i>	<i>Administration/ Teachers</i>	<i>Ongoing</i>	<i>None</i>	<i>None</i>	<i>None</i>

2012-2013 SCHOOL IMPROVEMENT PLAN
School District of Clay County

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 6% IN 5TH GRADE OVER LAST YEARS' RESULTS AS MEASURED BY THE FCAT SCIENCE.					
STRATEGIES, INDICATORS AND PROGRESS MEASURES					
I. Strategy 4: Implement the research-based strategy of 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.					
	BASELINE MEASURE	PROGRESS MEASURE	PROGRESS MEASURE	PROGRESS MEASURE	PROGRESS MEASURE
	August 2011	August 2012	August 2013	August 2014	August 2015
	*Perceptual data				
II. ADULT IMPLEMENTATION INDICATOR (S): "CAUSE DATA: 100% of teachers K-6 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.	25%	40%	50%	75%	100%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016

2012-2013 SCHOOL IMPROVEMENT PLAN

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Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal.

GOAL 4: BY 2013, STUDENTS' ACADEMIC PERFORMANCE IN SCIENCE WILL IMPROVE BY 6% IN 5TH GRADE OVER LAST YEARS' RESULTS AS MEASURED BY THE FCAT SCIENCE.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

I. **Strategy 4: Implement the research-based strategy of 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.**

	BASELINE MEASURE August 2011 <i>*Perceptual data</i>	PROGRESS MEASURE August 2012	PROGRESS MEASURE August 2013	PROGRESS MEASURE August 2014	PROGRESS MEASURE August 2015
II. ADULT IMPLEMENTATION INDICATOR (S): "CAUSE DATA: 100% of teachers K-6 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.	25%	40%	50%	75%	100%
III. STUDENT PERFORMANCE INDICATOR (S): "EFFECT DATA" Students will consistently increase FCAT Science scores until WE REDUCE THE % OF STUDENTS WHO ARE NOT-PROFICIENT BY AT LEAST 50% BY 2016..	5 th 55% (45)	5 th 61% (39)	5 th 66% (34)	5 th 72% (28)	5 th 78% (22)

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
<p>4.1 Teachers utilize enhanced classroom technology</p> <p>Task 1: New teachers will receive training on using the smartboard/projector and other enhanced technology in their classroom.</p> <p>Task 2: During common planning time, teachers will plan consistent quarterly lessons in reading that integrate the use of the enhanced technology during Science.</p> <p>Task 3: Common Core integration team meetings with administration using “Teach Like a Champion” as resource.</p>	<p><i>Feedback</i></p> <p><i>Meeting minutes, lesson plans, observation</i></p> <p><i>Meeting Minutes</i></p>	<p><i>Administration</i></p> <p><i>Teachers, grade level chairs, and administration.</i></p> <p><i>Teachers and administration</i></p>	<p><i>September – ongoing</i></p> <p><i>On-going</i></p> <p><i>Every Monday throughout the 2012-2013 school year.</i></p>	<p><i>Technology in all classrooms.</i></p> <p><i>Common planning time</i></p> <p><i>Common planning time and purchase of book “Teach Like a Champion”</i></p>	<p><i>Smartboards</i></p> <p><i>None</i></p> <p><i>Common Core – Teach Like a Champion (Navigator Plus)</i></p>	<p><i>None</i></p> <p><i>None</i></p> <p><i>Inservice Funds</i></p>
<p>4.2 Students in grades 2-6 will be afforded the opportunity for enrichment activities after school.</p> <p>Task 1: Two teachers and parents along with Robotics team will meet one day a week for 6 weeks to implement the program.</p>	<p><i>Participation from students.</i></p>	<p><i>Robotics team.</i></p>	<p><i>October-May 2012-2013</i></p>	<p><i>None</i></p>	<p><i>None</i></p>	<p><i>School Improvement to pay for introductory fieldtrip.</i></p>

2012-2013 SCHOOL IMPROVEMENT PLAN

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

2012-2013 SCHOOL IMPROVEMENT PLAN

SMART GOALS

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Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal.

GOAL 5: BY 2013, PARENTAL INVOLVEMENT WILL IMPROVE BY 20% OVER THE PREVIOUS YEAR AS MEASURED BY ATTENDANCE AT AFTER-SCHOOL AND COMMUNITY EVENTS.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

I. **Strategy 5: Implement the research-based strategy of fostering two-way home/school communication with all stakeholders to support student learning.**

	BASELINE MEASURE August 2011 <i>*Perceptual data</i>	PROGRESS MEASURE August 2012	PROGRESS MEASURE August 2013	PROGRESS MEASURE August 2014	PROGRESS MEASURE August 2015
II. DULT 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.	55%	70%	80%	90%	100%
	August 2012	August 2013	August 2014	August 2015	August 2016
III. STUDENT PERFORMANCE INDICATOR (S): “EFFECT DATA” Grade levels will consistently increase parental involvement until reaching 100% improvement in attendance at all events, which will also positively impact academic achievement in all tested grades and content area by 2015.	PK-3 74% (26) 4-6 59% (41)	PK-3 77% (23) 4-6 64% (36)	PK-3 80% (20) 4-6 69% (31)	PK-3 84% (16) 4-6 74% (26)	PK-3 87% (13) 4-6 79% (21)

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
<p>5.1 Teachers will utilize available parents each week.</p> <p>Task 1: Daily volunteers in the classroom to help teachers where needed.</p> <p>Task 2: Offer opportunities for parents to be involved outside of the classroom (take home activities to prep for next week, evening events, etc.)</p> <p>Task 3: Provide two buses for transportation to encourage parents to come to open house.</p> <p>Task 4: Parent’s in Education meetings held at night to allow for more parents to participate.</p>	<p><i>Volunteer sign-in sheet.</i></p> <p><i>Volunteer log</i></p> <p><i>Number of parent participants.</i></p> <p><i>Monthly meeting logs.</i></p>	<p><i>P. Capos</i></p> <p><i>P. Capos</i></p> <p><i>Administration</i></p> <p><i>PIE President</i></p>	<p><i>Ongoing</i></p> <p><i>Ongoing</i></p> <p><i>August 13, 2012</i></p> <p><i>Once a month</i></p>	<p><i>None</i></p> <p><i>None</i></p> <p><i>Buses</i></p> <p><i>None</i></p>	<p><i>None</i></p> <p><i>None</i></p> <p><i>None</i></p> <p><i>None</i></p>	<p><i>None</i></p> <p><i>None</i></p> <p><i>SIP</i></p> <p><i>None</i></p>

2012-2013 SCHOOL IMPROVEMENT PLAN

Resources Needed: Material / Technology / Trainer			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount
			Subtotal:
Professional Development			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount
Conference/Workshop/Seminar/Institute/Online PD Goal and Action Step #(s) Title : Location: Dates: Sponsoring Educational Institution:	Mileage Meals Room Registration Substitute(s)	Budget Strip	
Professional Learning Community Goal and Action Step #(s) Reading and Math Action 1-4 Navigator Plus Activity Title: KHE 2012-13 Teach Like a Champion	Materials List and Cost: Teach Like A Champion Book	Budget Strip 0100/6400/0090/0301	1012.46
Lesson Study Goal and Action Step #(s) Reading and Math 1-3 Navigator Plus Activity Title: KHE 2012-13 Lesson Study	Materials List & Cost: Subs	Budget Strip 0100/6400/0140/0301	657.94
School Workshop Goal and Action Step #(s) Navigator Plus Activity Title:	Materials List and Cost: Consultant Fee: Consultant Travel Expenses: Substitutes: Stipends:	Budget Strip	
			Subtotal: 1670.40
Other			
Goal Area and Action Step Number	Description of Resources	Budget Strip	Available Amount
Goal 5, AS 1	Buses for open house Planners	0100/5100/1182/0301 0100/5100/1182/0301	98.00 2534.00
			Subtotal:2632.00
			Grand Total:4302.40

2012-2013 SCHOOL IMPROVEMENT PLAN

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 _____			
	<ul style="list-style-type: none"> • Action Step # • Name of Activity • Dates of Activity • Name of Consultant or Facilitator (if applicable) • Consultant Services Agreement (if applicable) • Materials 			
	Budget Items Required			
	<ul style="list-style-type: none"> • 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 Reading, Math, Writing, and Science			
(collaborative teams that gathers research and studies new programs or topics and shares their findings-must use Learning Community form)	<ul style="list-style-type: none"> • Action Step #1.1, 2.1, 3.1, 4.1 • Name of Activity KHE 2012-2013 "Teach Like A Champion" • Dates of Activity August 2012-May 2013 • Title of Book or Focus Teach Like A Champion 			
	Budget Items Required			
	<ul style="list-style-type: none"> • Action Step # 1.1, 2.1, 3.1, 4.1 • Cost of Book/Teacher Materials \$1012.46 			

2012-2013 SCHOOL IMPROVEMENT PLAN

Lesson Study/Action Research	Professional Development Details Goal the Activity is Supporting Reading and Math			
(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)	<ul style="list-style-type: none"> • Action Step # 1.2, 2.2, 3.2 • Name of Activity Lesson Study (K, 2, and 4) • Dates of Activity September 2012 and March 2013 • Teaching strategy or method to be researched – Questioning and Feedback 			
	Budget Items Required			
	<ul style="list-style-type: none"> • Action Step # 1.2, 2.2, 3.2 • Cost of Teacher Materials (If applicable) Cost of subs – estimate \$657.94 			
Timelines				
Start Date: August 2, 2012	September 2012			
End date: September 21, 2012	March 2013			
Budget				
Local FTE (function 6400-no project) Project - Project - Project -	\$657.94 0100/6400/0140/0301			
Total Internal PD Budget (no project & project funds)				

Approvals: (Signature's required)

Principal: _____
 SAC Chair: _____
 Hilda Manning: _____

Date: ___/___/___
 Date: ___/___/___
 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?	<input type="checkbox"/>	<input type="checkbox"/>	

2012-2013 SCHOOL IMPROVEMENT PLAN

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.	<input type="checkbox"/>	X	
Who will be trained?	<input type="checkbox"/>	X	
Date(s), Time(s), Location	<input type="checkbox"/>	X	
Total Cost	<input type="checkbox"/>	X	
Needs School Board approval	<input type="checkbox"/>	X	
Complete budget line for expenses	<input type="checkbox"/>	X	
Name of facilitator/person responsible	<input type="checkbox"/>	X	
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.	X		CARD Workshop
Who will be trained?	X		4 teachers
Date(s), Location	X		9/27/2012, Jacksonville
Total Cost	X		
Complete budget line for expenses		X	
Name of facilitator/person responsible		X	

2012-2013 SCHOOL IMPROVEMENT PLAN

Timelines			
	Yes	No	Comments
Start Date August 2, 2012		X	9/27/12
End Date September 21, 2012		X	9/27/12
Budget			
Local FTE (function 6400-no project)		<input type="checkbox"/>	\$
Project -	<input type="checkbox"/>	<input type="checkbox"/>	
Project -	<input type="checkbox"/>	<input type="checkbox"/>	
Project -	<input type="checkbox"/>	<input type="checkbox"/>	
Total External PD Budget (no project & project funds)	<input type="checkbox"/>	<input type="checkbox"/>	

Approvals: (Signature's required)

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

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

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

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

2012-2013 SCHOOL IMPROVEMENT PLAN

SCHOOL NAME: Keystone Heights Junior-Senior High 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 are:

The School Based Leadership Team (SBLT) consists of Dr. Susan Sailor, Principal, Donna Parrish, Intervention/Reading Coach, Samantha King, Intervention Team Facilitator, selected general education and ESE teachers, and other school personnel as needed.

Dr. Sailor, Principal, monitors student progress and campus goals, communicates RtI information coming from the District Office, procures identified professional development and other support needed to implement RTI, and monitors staff beliefs and buy-in.

Donna Parrish, Intervention/Reading Coach, assists in gathering data for SBLT meetings. She recommends interventions for Tier 1 and Tier 2. She assists with RtI paperwork and serves as a liaison between the SBLT and the district office. She provides support in monitoring intervention plans.

Samantha King, Intervention Team Facilitator, uses information gained in SBLT meetings to work with and support teachers for Tier 3 interventions.

Natacha McKinley, School Psychologist, consults on cases involving students when requested. She conducts classroom observations, completes psycho-educational assessments, and provides support to the ITF and Intervention Coach.

Erica Kicklighter, Speech & Language Therapist, provides input in the areas of speech and language.

The guidance counselors also participate in SBLT and help with intervention plans for individual students.

The focus of the SBLT is to provide the framework, guidance, and support needed for RtI to be meaningful and effective for the majority (80%+) of students. Our SBLT is continuing to build consensus, develop infrastructure, and continuing to implement the RtI process. The SBLT through the principal provides a common vision for the use of data-driven decision-making. The principal also ensures that the SBLT is implementing RtI and conducts assessments of the RtI skills of school staff. Through professional development, the principal will ensure that the faculty receives adequate training to implement RtI successfully.

The SBLT will focus around one question: “How do we develop and maintain a problem-solving system to bring out the best in our school, our teachers, and in our students?”

The team meets once monthly to engage in the following activities: review universal screening data and link to instructional decisions; review progress monitoring data at classroom and grade levels 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.

2012-2013 SCHOOL IMPROVEMENT PLAN

SCHOOL NAME: Keystone Heights Junior-Senior High School

School Based Leadership Team

- **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 SBLT works to implement a strategic plan by developing long and short term goals for building consensus, planning for implementation, and building infrastructures in the school. The SBLT will hold data meetings and share data analysis with the faculty. The SBLT will use data to evaluate the effectiveness of core academic and behavioral programs. They will identify needs and areas of focus for the entire student body based on academic and behavioral data. They will help locate academic and behavioral evidence based materials and resources to meet the needs at each intervention tier for all grades and subject areas. The SBLT will oversee the implementation of interventions and monitor for fidelity and success

- **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 Advisory Council (SAC) and members of the SBLT will continue to provide input for the development of the school improvement plan (SIP). Throughout the year the SBLT will provide updates to the SAC on the implementation of RtI goals and assist in monitoring the SIP.

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.**

Performance Matters (PM) results will be used to provide baseline and mid-year data for math and science. The FAIR assessment will provide baseline and mid-year data for reading. FCAT and end-of-course exams will be used to gain end of the year data.

FAIR and Performance Matters are the data management systems to be used by all teachers and administrators to summarize data.

- **Describe the plan to train staff on RtI.**

The administrators will meet with each teacher on campus at least once each quarter to discuss Tier 1 interventions and accommodations for students in their classes. The RtI/Reading Coach will meet with teachers individually and in small groups to discuss and implement Tier 2 interventions and assessments.

Literacy Leadership

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

Dr. Sailor provides direction for the use of data-drive decision making. She also ensures that our literacy plan is in compliance with the K-12 Reading Plan. She ensures that FAIR assessments are scheduled and completed throughout the school year. She sees that professional development is provided to the faculty to make certain that our reading instruction is effective.

2012-2013 SCHOOL IMPROVEMENT PLAN

SCHOOL NAME: Keystone Heights Junior-Senior High School

School Based Leadership Team

Other members of the team include teacher representatives from various content areas. Departments provide input on student data collection and all members collaborate to implement the K-12 Reading Plan.

The Intervention/Reading Coach supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

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

The Literacy Leadership Team will meet monthly. The team will review universal screening data and review FAIR results. They will assist in identifying professional development needs.

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

The major initiative of the team will be to ensure that all students, and especially the at-risk students, receive effective instruction to improve their reading comprehension skills.

The team will continue to foster a love of reading in our junior high students through the “Book Bash”. This is an evening of fun and games involving reading and literature sponsored by the Literacy Leadership Team and the Student Literacy Council. Students in all grades are eligible to earn rewards for reading books throughout the year and this program culminates with a end of the year party for the top readers.

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.

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.**

The data from FAIR and FCAT Reading will be reviewed and used to identify the needs of our students in the area of reading comprehension. All teachers review this data for the students that they teach. They incorporate into their lessons reading strategies to aid in the development of reading comprehension skills. A survey of reading strategies used in various classrooms by teachers has been conducted. Additionally, administrators look for evidence of reading strategies being implemented during walk-throughs and evaluations.

Currently, one teacher is reading certified, one administrator, the Intervention/Reading Coach, the ESE Support Facilitator, and six faculty members have the reading endorsement, one has the CAR-PD endorsement, and seven teachers have completed NGCAR-PD. There are currently 20 teachers enrolled in NGCAR-PD and one teacher is completing Competency 6 of the reading endorsement.

2012-2013 SCHOOL IMPROVEMENT PLAN

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?**

Applied and integrated courses include health occupations and medical skills, culinary arts, web design, digital design, agricultural science, carpentry, technology, and television production. The benchmarks for these courses include components of English, math, science, and social studies.

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**

Teachers are available after school for tutoring by appointment. The National Honor Society is beginning a tutoring and mentoring program. In addition to offering tutoring, “study buddy” groups will be created. These groups will prepare for various standardized tests throughout the year. NHS members will learn to help themselves while helping others.

- **Service Learning**

Students are provided with many opportunities to participate in service clubs and perform community service. Students participate in charity walks for various causes such as cancer and cystic fibrosis. Seventh grade students through their civics class will be actively involved in a community service project.

- **Alternative Schooling**

Students in serious violation of the Code of Student Conduct are placed at Bannerman Learning Center. This allows them to continue their education in a more restrictive environment and eventually return to Keystone Heights High School.

2012-2013 SCHOOL IMPROVEMENT PLAN

After School Opportunities

There are a variety of extracurricular activities available after school for all students in grades 7-12. These activities include sports, service clubs, and academic clubs.

Students have access to the Compass Learning Lab during TTR and after school on Wednesdays to work on credit recovery. From January to March special tutoring for FCAT math for students in grade 7 and 8 and reading is provided for all students in grades 7-10 and 11th/12th grade students who have not passed the FCAT.

Making the Most of Instruction

▪ **Professional Development**

Professional development activities are available monthly through professional learning communities, lesson studies, and NGCAR-PD. Teachers also participate in professional development offered through Clay County Schools and FDLRS.

▪ **Active Learning**

Students are engaged in active learning whenever possible. Many of the junior high teachers are using Kagan methods and work through cooperative groups. Teachers in science conduct weekly inquiry-based labs for students.

▪ **Educational Technology**

According to information provided by the county office, there are 388 desktops and 72 mobile computers available for student use. All of these computers are high speed wired.

There are 118 computers for teacher and administrator use.

There 510 desktops and 24 mobile computers that use Windows XP.

There is a mobile computer cart that can be used in any classroom; there is a mobile cart that is restricted for use by grade and class.

The school does not have thin-client computing or virtual machines.

There are 25 projection devices, 4 interactive white board, 2 digital cameras, 8 digital video cameras, 6 document cameras, 7 sound enhancement systems, and 8 wireless interactive slates/tablets.

It is estimated that 60% of our students have computers at home with internet access.

On-line software includes credit recovery integrated learning, online encyclopedia, and video streaming.

The money spent on technology is equally divided between technology hardware, software licenses, and supplies.

Internet safety is addressed through internet filtering/monitoring, training personnel about various topics, providing teachers and parents websites and other resources about internet safety, and distributing informational materials to parents/students on internet safety.

2012-2013 SCHOOL IMPROVEMENT PLAN

▪ **Individualized Instruction**

Intensive instruction is provided in reading for all level one students in grades 7-10. All juniors and seniors who have not passed the FCAT Reading are also placed in an intensive reading class. Junior high students who are level one for math are also in intensive math classes. Students who have not passed the Algebra I EOC or Geometry EOC are in intensive math classes.

Counseling is available on an individual/small group basis through Clay Behavioral Health.

Making the Most of the Wider Community

▪ **Systemic Renewal**

Junior high teachers are continuing their commitment to enhance the atmosphere for junior high students and focus on the needs of this population. Social activities have been planned for this group during lunch and other times during the school day. Special activities are held throughout the school year.

▪ **School-Community Collaboration**

KHHS is collaborating with the community in a variety of ways. Various sports teams have business/community sponsors for meals and other events. Several service clubs interact with their adult counterparts in the community. The culinary arts classes have a booth at the Farmer's Market on Saturdays.

▪ Members of the community are also brought into classrooms to share their experiences and expertise in various subject areas. Additionally, representatives from colleges and universities conduct informational meetings for students. Military recruiters also visit campus and meet with students.

▪ **Career and Technical Education**

Our career specialist is available on Mondays and Tuesdays. He maintains a career information resource center. He coordinates career shadowing for eligible juniors and coordinates follow-up counseling for the eighth grade careers interest inventory. He provides students, parents, and out-of-school youth and adults with materials concerning employment and educational opportunities.

▪ Seventh grade students are provided opportunities to explore the areas of agriculture, research and critical thinking, business keyboarding, and technology. They are enrolled in each class for nine weeks.

▪ Eighth grade students learn about career planning through their social studies class. They select classes from agriculture, technology, band, art, drama, keyboarding, or office aide. Eighth grades students may also elect to take a year long agriculture or information technology class for credit.

2012-2013 SCHOOL IMPROVEMENT PLAN

- High school students may choose from career/technical electives such as carpentry, culinary arts, computers, agriculture, and medical skills.
- **Safe Schools**

Teachers are at assigned duty stations before and after school and during class transition times. Administrators and teachers are present during all lunch periods to supervise students. There is also a Clay County Deputy Sheriff School Resource Officer on campus daily.

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.**

This information is based upon the High School Feedback Report 2010 Florida Public High School Graduates. In 2010, there were 168 students who received a high school diploma from Keystone Heights High School.

The percent of these graduates scoring at a Level 3 or better on the FCAT Math was 86.8%, while 60.4% scored a Level 3 or higher on FCAT reading. Both of these percentages were higher than the district and state averages. Students scoring below Level 3 in reading are enrolled in intensive reading classes if they are Level 1 and are with a NGCAR-PD certified teacher if they are Level 2. Junior high students scoring a Level 1 in math are in intensive math classes in addition to their regular math class. Students who have not passed the Algebra I or geometry end of course examinations are also in an intensive math class for assistance.

In math (77.6%), reading (90.8%), and writing ((78.9%), 68.4% of the 2010 graduates with a standard high school diploma who took the SAT, ACT, or CPT scored at or above college-level cut scores.

The overall percentage is above the state and district levels except for writing. In the Fall 2010 47.6% of our graduates had enrolled in postsecondary institutions in Florida. This percentage is above the district average, but below the state average.

KHHS continues to offer AP classes, honors classes, career and vocational classes, and dual enrollment to prepare students for postsecondary training

2012-2013 SCHOOL IMPROVEMENT PLAN

School District of Clay County

SMART GOALS

SMART = Specific Measurable Attainable Realistic Timely

Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal.

GOAL 1: By the end of the 2012-2013 school year the percentage of students in grades 7-10 (with emphasis on the lower 25%) scoring at or above proficiency will increase by 5% as compared to the 2011-2012 FCAT.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

I. STRATEGY 1: Implement the research-based strategy of using higher order questioning techniques in order to increase the higher order thinking of students in reading across the curriculum.

*PROGRESS MEASURES ARE FOR THE PURPOSE OF REACHING YOUR 3-5 YEAR SCHOOL IMPROVEMENT GOALS AND AMOS.	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” One hundred percent (100%) of teachers will use higher order questioning techniques in order to increase the higher order thinking of students when reading.	Grades 7-12 75%	Grades 7-12 81.25%	Grades 7-12 87.5%	Grades 7-12 93.75%	Grades 7-12 100%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
III. STUDENT PERFORMANCE INDICATOR(S): “EFFECT DATA” Students will consistently increase their FCAT Reading scores until there is at least a 50% increase in the number of proficient students by 2016.	7 th 58.10% (41.90%) 8 th 50.83% (48.17%) 9 th 53.73% (46.27%) 10 th 65.42% (33.58%)	7 th 64% (36.66%) 8 th 57% (42.15%) 9 th 60% (40.49%) 10 th 70% (29.38%)	7 th 69% (31.42%) 8 th 63% (36.13%) 9 th 65% (34.71%) 10 th 74% (25.18%)	7 th 74% (26,18%) 8 th 69% (30.11%) 9 th 71% (28.93%) 10 th 78% (20.98%)	7 th 79% (20.95%) 8 th 75% (24.09%) 9 th 77% (23.15%) 10 th 83% (16.78%)

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
<ul style="list-style-type: none"> Teachers will use Common Core research- based reading comprehension strategies. <p>Task 1: All teachers will teach students to read and comprehend complex text.</p> <p>Task 2: Teachers will use the close reading strategy to help students understand their purpose in reading and increase their comprehension</p>	<p>Examples of student writing that is based on evidence from text; use of rubrics to define expectations</p> <p>Lesson plans, student work samples</p>	<p>All teachers</p> <p>All teachers</p>	<p>Ongoing throughout the 2012- 2013 school year</p> <p>Ongoing throughout the 2012-2013 school year</p>	<p>Copies of <i>Academic Conversations</i> for PLCs; articles for students to read</p> <p>Articles for students to read; substitutes</p>	<p>Professional Learning Communities</p> <p>District-wide Common Core Training</p> <p>NGCAR-PD for English, science and social studies teachers.</p>	<p>\$1,798.92 0100/6400/0330/0311/0000</p> <p>District</p> <p>District Reading Department</p>
<p>1.2 Teachers will continue to foster an atmosphere that encourages students to read for pleasure.</p> <p>Task 1: Teachers will maintain a classroom library containing a minimum of 100 grade appropriate books.</p>	<p>Walk throughs by administrators</p>	<p>Teachers and administrators</p>	<p>On-going throughout the 2012-2013 school year</p>	<p>Books for classroom Libraries</p>	<p>None</p>	<p>\$2,000.00 0100/5100/0510/0311/1183</p>

2012-2013 SCHOOL IMPROVEMENT PLAN

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material/ Technology/ Trainer	Related PD	Funding/Funding Source
Task 2: The Literacy Leadership Team along with the Student Literacy Team the Reading Rewards and Book Bash programs.	Wednesday rewards to students and Book Bash; TTR folders and flyers	Literacy Leadership Team	Wednesdays throughout the school year; Book Bash/January, 2013	Books for rewards	None	\$1,620.42 0100/5100/0510/0311/1183
<i>1.3</i>						

2012-2013 SCHOOL IMPROVEMENT PLAN

School District of Clay County

SMART GOALS

SMART = Specific Measurable Attainable Realistic Timely

Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal.

GOAL 2. By 2013 55% of 7th grade students, 61% of 8th grade students, 67% of Algebra I and 42% of geometry students will achieve proficiency (FCAT Level 3+ or pass the end of course exams) as compared to the previous year FCAT data and end of course examination data.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

I. **STRATEGY 2:** Implement the research-based strategy of using higher order questioning techniques (with an emphasis in the Math Professional Learning Community) in order to increase the higher order thinking skills of students in math.

*PROGRESS MEASURES ARE FOR THE PURPOSE OF REACHING YOUR 3-5 YEAR SCHOOL IMPROVEMENT GOALS AND AMOS.	PROGRESS MEASURE August 2012	PROGRESS MEASURE August 2013	PROGRESS MEASURE August 2014	PROGRESS MEASURE August 2015	PROGRESS MEASURE August 2016
<p>II. ADULT IMPLEMENTATION INDICATOR (S): “CAUSE DATA”</p> <p>100% of teachers will implement the research-based strategy of using higher order questioning techniques (with an emphasis in the Math Professional Learning Community) in order to increase the higher order thinking skills of students in math.</p>	<p>Grades 7-12 85%</p>	<p>Grades 7-12 88.75%</p>	<p>Grades 7-12 92.5%</p>	<p>Grades 7-12 96.25%</p>	<p>Grades 7-12 100%</p>
	<p>FCAT/EOC August 2012</p>	<p>FCAT/EOC August 2013</p>	<p>FCAT/EOC August 2014</p>	<p>FCAT/EOC August 2015</p>	<p>FCAT/EOC August 2016</p>
<p>III. STUDENT PERFORMANCE INDICATOR (S): “EFFECT DATA”</p> <p>Students will consistently increase their FCAT Math or end of course examination scores by increasing the percent of proficient students by at least 50% by 2016.</p>	<p>7th 55% (45%) 8th 51% (49%) Alg. I 62% (38%) Geo 32% (68%)</p>	<p>7th 61% (39.2%) 8th 57% (43%) Alg. I 67% (33%) Geo 42% (59.5)</p>	<p>7th 67% (33.4%) 8th 64% (37%) Alg. I 72% (28) Geo 50% (51%)</p>	<p>7th 73% (27.6%) 8th 70% (31%) Alg. I 77% (23%) Geo 59% (42.5)</p>	<p>7th 79% (23%) 8th 76% (24%) Alg. I 82% (19%) Geo 67% (34%)</p>

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
<p>2.1 Teachers will continue to utilize peer conferencing strategies in order for students to explain, summarize, or clarify their thinking to higher-order questions.</p> <p>Task 1: Math teachers will model peer conferencing strategies for students to ensure fluidity and comfort of the peer conferencing process.</p>	Lesson plans, walk throughs and observations	Principal, Math Department Chairperson, math teachers	Prior to the end of the first semester of the current school year.	None	None needed	N/A
<p>2.2 Teachers will utilize “What Schools Need at a Glance” to identify student’s areas of weakness.</p> <p>Task 1: Teachers will design lessons to include highly effective instruction in the areas of need for each grade level.</p> <p>Task 2: Teachers will provide small group tutoring and Compass Learning opportunities to increase student’s knowledge base in the identified areas.</p>	Lesson plans Observations and walk throughs	Principal, Math Department Chairperson, math teachers Principal, Math Department Chairperson, math teachers	Ongoing throughout the 2012-2013 school year Ongoing throughout the 2012-2013 school year	Copies of “What Schools Need at a Glance”, textbooks, workbooks, Compass Learning program Copies of “What Schools Need at a Glance”, textbooks, workbooks, Compass Learning program	Lesson Study Substitutes None needed	CCSD N/A
<p>2.3</p>						

2012-2013 SCHOOL IMPROVEMENT PLAN

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

2012-2013 SCHOOL IMPROVEMENT PLAN

School District of Clay County

SMART GOALS

SMART = Specific Measurable Attainable Realistic Timely

Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal.

GOAL 3: 10th grade students. By 2013 the number of students in grades 8 and 10 scoring 4.0+ on the FCAT Writing Assessment will increase by at least five percent (5%) for 8th grade students and 2% for

STRATEGIES, INDICATORS AND PROGRESS MEASURES

I. **Strategy 3:** Implement the research-based strategy of relating and integrating the subject matter with other disciplines during instruction.

*PROGRESS MEASURES ARE FOR THE PURPOSE OF REACHING YOUR 3-5 YEAR SCHOOL IMPROVEMENT GOALS AND AMOS.	PROGRESS MEASURE August 2012	PROGRESS MEASURE August 2013	PROGRESS MEASURE August 2014	PROGRESS MEASURE August 2015	PROGRESS MEASURE August 2016
<p>II. ADULT IMPLEMENTATION INDICATOR(S): “CAUSE DATA”</p> <p>100% of teachers will implement the research-based strategy of relating and integrating the subject matter with other disciplines during instruction.</p>	<p>Grades 7-12</p> <p>80%</p>	<p>Grades 7-12</p> <p>85%</p>	<p>Grades 7-12</p> <p>90%</p>	<p>Grades 7-12</p> <p>95%</p>	<p>Grades 7-12</p> <p>100%</p>
	<p>FCAT/EOC August 2012</p>	<p>FCAT/EOC August 2013</p>	<p>FCAT/EOC August 2014</p>	<p>FCAT/EOC August 2015</p>	<p>FCAT/EOC August 2016</p>
<p>III. STUDENT PERFORMANCE INDICATOR(S): “EFFECT DATA”</p> <p>Students in 8th and 10th grade will consistently increase their FCAT Writing scores by increasing the number of proficient student by at least 50% by 2016.</p>	<p>8th 56% (44%) 10th 86% (14%)</p>	<p>8th 61% (38.5%) 10th 88% (12.25%)</p>	<p>8th 66% (33%) 10th 90% (10.5%)</p>	<p>8th 71% (27.5%) 10th 92% (8.75%)</p>	<p>8th 76% (22%) 10th 93% (7%)</p>

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
<p>3:1 Teachers demonstrate knowledge of research-based best practices of writing across the content areas.</p> <p>Task 1: Provide job-embedded professional development and support for all teachers to ensure implementation of writing across the curriculum through professional learning communities and inter-department meetings.</p> <p>Task 2: Teachers will provide weekly opportunities for students to write in all core classes and electives.</p>	<p>Sign-ins; agendas</p> <p>Lesson plans, walk-throughs, student work samples</p>	<p>Principal, teachers</p> <p>Principal, teachers</p>	<p>Monthly during department meetings and professional learning communities</p> <p>Ongoing throughout the 2012-2013 school year</p>	<p>Demonstrations, after-school meetings</p> <p>None</p>	<p>Job embedded</p> <p>None</p>	<p>N/A</p> <p>N/A</p>
<p>3.2</p>						
<p>3.3</p>						

2012-2013 SCHOOL IMPROVEMENT PLAN

School District of Clay County

SMART GOALS					
SMART = Specific Measurable Attainable Realistic Timely					
<p>Goal 1: Student Performance Content Area: <u>Reading</u> Goal 2: Student Performance Content Grades 7-12 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></p>					
<p>GOAL 4: By 2013 fifty-two percent (52%) of 8th grade students will achieve proficiency (FCAT Level 3+) in science and forty percent (40%) of biology students will be proficient on the end of course exam as compared to the previous year FCAT data and end of course exam data.</p>					
STRATEGIES, INDICATORS AND PROGRESS MEASURES					
<p>I. Strategy 4: Implement the research-based strategy of using higher order questioning techniques in order to increase the higher order thinking of students in science.</p>					
<p>*PROGRESS MEASURES ARE FOR THE PURPOSE OF REACHING YOUR 3-5 YEAR SCHOOL IMPROVEMENT GOALS AND AMOS.</p>	<p>PROGRESS MEASURE August 2012</p>	<p>PROGRESS MEASURE August 2013</p>	<p>PROGRESS MEASURE August 2014</p>	<p>PROGRESS MEASURE August 2015</p>	<p>PROGRESS MEASURE August 2016</p>
<p>II. ADULT IMPLEMENTATION INDICATOR (S): “CAUSE DATA” 100% of teachers will implement the research-based strategy of using higher order questioning techniques in order to increase the higher order thinking of students in science.</p>	<p>Grades 7-12 80%</p>	<p>Grades 7-12 85%</p>	<p>Grades 7-12 90%</p>	<p>Grades 7-12 95%</p>	<p>Grades 7-12 100%</p>
	<p>FCAT/EOC August 2012</p>	<p>FCAT/EOC August 2013</p>	<p>FCAT/EOC August 2014</p>	<p>FCAT/EOC August 2015</p>	<p>FCAT/EOC August 2016</p>
<p>III. STUDENT PERFORMANCE INDICATOR (S): “EFFECT DATA” Students in 8th and 10th grades will consistently increase their FCAT Science or end of course exam scores by increasing the number of proficient students by at least 50% by 2016</p>	<p>8th 45% (55%) Bio. 31.7% (68.3%)</p>	<p>8th 52% (48.12%) Bio 40% (59.76%)</p>	<p>8th 59% (41.24%) Bio 49% (51.22%)</p>	<p>8th 66% (34.36%) Bio 54% (42.68%)</p>	<p>8th 73% (27.5%) Bio 63% (34.25%)</p>

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
<p>4.1</p> <p>Teachers will promote the active involvement of students in the learning process, including opportunities for them to explore the application of higher-order thinking skills and investigate new approaches to apply what they are learning.</p> <p>Task 1: Teachers will integrate the use of high yield instructional strategies (Venn diagrams, KWLs, cause and effect links, and other graphic organizers) to increase students' higher-order thinking skills.</p> <p>Task 2: Teachers will model summarizing and note taking to assist students in refining these skills and enhance their writing skills.</p>	<p>Lesson plans, samples of student work</p> <p>Lessons plans, samples of student work</p>	<p>Principal, teachers</p> <p>Principal, teachers</p>	<p>Ongoing throughout the 2012-2013 school year</p> <p>Ongoing throughout the 2012-2013 school year</p>	<p>Textbooks, graphic organizers</p> <p>Textbooks, science articles</p>	<p>Professional Learning Community (PLC)</p> <p>NGCAR-PD PLC</p>	<p>CCSD</p> <p>CCSD</p>
<p>4.2</p>						
<p>4.3</p>						

2012-2013 SCHOOL IMPROVEMENT PLAN

SMART GOALS

SMART = Specific Measurable Attainable Realistic Timely

Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal.

GOAL 5: By 2012 KHHS Parental Involvement will improve by 10% over the previous year as measured by attendance at after-school and community events.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

I. **Strategy 5:** Implement the research-based strategy of fostering two-way home/school communication with all stakeholders to support student learning.

*PROGRESS MEASURES ARE FOR THE PURPOSE OF REACHING YOUR 3-5 YEAR SCHOOL IMPROVEMENT GOALS AND AMOS.	PROGRESS MEASURE August 2012	PROGRESS MEASURE August 2013	PROGRESS MEASURE August 2014	PROGRESS MEASURE August 2015	PROGRESS MEASURE August 2016
<p>II. ADULT IMPLEMENTATION INDICATOR (S): “CAUSE DATA”</p> <p>100% of teachers will implement the research-based strategy of fostering two-way home/school communication with all stakeholders to support student learning.</p>	<p>Grades 7-12</p> <p>90% (10%)</p>	<p>Grades 7-12</p> <p>92.5% (7.5%)</p>	<p>Grades 7-12</p> <p>95% (5%)</p>	<p>Grades 7-12</p> <p>97.5% (2.5%)</p>	<p>Grades 7-12</p> <p>100%</p>
	<p>FCAT/EOC August 2012</p>	<p>FCAT/EOC August 2013</p>	<p>FCAT/EOC August 2014</p>	<p>FCAT/EOC August 2015</p>	<p>FCAT/EOC August 2016</p>
<p>III. STUDENT PERFORMANCE INDICATOR (S): “EFFECT DATA”</p> <p>Grade levels will continue to 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 areas by 2016.</p>	<p>Grades 7-8</p> <p>90% (10%)</p> <p>Grades 9-12</p> <p>85% (15%)</p>	<p>Grades 7-8</p> <p>91.25% (8.75%)</p> <p>Grades 9-12</p> <p>86.88% (13.12%)</p>	<p>Grades 7-8</p> <p>92.5% (7.5%)</p> <p>Grades 9-12</p> <p>88.76% (11.24%)</p>	<p>Grades 7-8</p> <p>93.75% (6.25%)</p> <p>Grades 9-12</p> <p>86.88% (9.38%)</p>	<p>Grades 7-8</p> <p>95% (5%)</p> <p>Grades 9-12</p> <p>92.5% (7.5%)</p>

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
<p>5.1 Communication will be maintained with parents and the community through various media outlets.</p> <p>Task 1: The KHHS school website will be updated regularly to increase awareness of events and activities at KHHS.</p> <p>Task 2: The school calendar for academic and extra-curricular activities will be updated regularly.</p> <p>Task 3: School marquee will be updated weekly to list upcoming events.</p>	<p>Monthly review of school website</p> <p>Review of school calendar</p> <p>Check of marquee</p>	<p>Patricia Williams</p> <p>Kim Dykes</p> <p>Don Weaver</p>	<p>Ongoing throughout the 2012-2013 school year</p> <p>Ongoing throughout the 2012-2013 school year</p> <p>Ongoing throughout the 2012-2013 school year</p>	<p>Computer access</p> <p>Computer access</p> <p>None</p>	<p>None</p> <p>None</p> <p>None</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>
<p>5.2 Teachers will continue to increase and enhance communication with parents about classroom performance and behavior.</p> <p>Task 1: Junior high teachers will ensure that all students are completing planner entries in order to manage due dates for assignments and projects and to keep parents updated.</p> <p>Task 2: Teachers will communicate with parents through phone calls, e-mails, parent conferences, and/or classroom newsletters.</p>	<p>Planner checks/tests</p> <p>Phone logs, e-mails, copies of newsletters, conference notes</p>	<p>Junior high teachers and administrators</p> <p>All teachers and administrators</p>	<p>Ongoing throughout the 2012-2013 school year</p> <p>Ongoing throughout the 2012-2013 school year</p>	<p>Planners</p> <p>Computer and forms</p>	<p>None</p> <p>None</p>	<p>\$1800.00 0100/5100/0510/0311/1181 0100/5100/0510/0311/1182 0100/5100/0510/0311/1183</p> <p>N/A</p>
<p>5.3</p>						

2012-2013 SCHOOL IMPROVEMENT PLAN

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 measurable school-specific goal.</u>					
GOAL 6:					
STRATEGIES, INDICATORS AND PROGRESS MEASURES					
I. STRATEGY 6:					
*PROGRESS MEASURES ARE FOR THE PURPOSE OF REACHING YOUR 3-5 YEAR SCHOOL IMPROVEMENT GOALS AND AMOS.	PROGRESS MEASURE August 2012	PROGRESS MEASURE August 2013	PROGRESS MEASURE August 2014	PROGRESS MEASURE August 2015	PROGRESS MEASURE August 2016
II. ADULT IMPLEMENTATION INDICATOR (S): “CAUSE DATA”					
	Discipline Data August 2011-2012	Discipline Data August 2012-2013	Discipline Data August 2013-2014	Discipline Data August 2014-2015	Discipline Data August 2015-2016
III. STUDENT PERFORMANCE INDICATOR (S): “EFFECT DATA”	*% of occurrences by grade level				

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
6.1						
6.2						
6.3						

2012-2013 SCHOOL IMPROVEMENT PLAN

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

Resources Needed: Material / Technology / Trainer			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount
			10-11 SIP Project 1181 18.17 11-12 SIP Project 1182 232.25 12-13 SIP Project 1183 6,170.00 Total SIP Available 6,420.42
Goal- Parental Involvement Action Step 5.2	Planners for junior high students	0100/5100/0510/0311/1181 0100/5100/0510/0311/1182 0100/5100/0510/0311/1183	18.17 232.25 (Total 1,800.00) 1,549.58
Goal-Reading Action Step 1.2	Books for Reading Rewards and Book Bash	0100/5100/0510/0311/1183	1,620.42
Goal-Reading Action Step 1.2	Books for classroom libraries	0100/5100/0510/0311/1183	2,000.00
Subtotal:6,420.42			
Professional Development			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount
		0100/6400/0330/0311/0000	2776.50
Conference/Workshop/Seminar/Institute/Online PD Goal and Action Step #(s) Title : Location: Dates: Sponsoring Educational Institution:	Mileage Meals Room Registration Substitute(s)	Budget Strip	
Professional Learning Community Goal and Action Step #(s) Reading 1.1 Navigator Plus Activity Title:	Materials List and Cost: Copies of <i>Academic Conversations</i> (PLC) Substitutes (NGCCAR-PD)	Budget Strip 0100/6400/0330/0311/0000 0100/6400/0330/0311/0000	1,789.92 986.58
Lesson Stud Goal-	Materials List & Cost:	Budget Strip	
School Workshop Goal and Action Step #(s) Navigator Plus Activity Title:	Materials List and Cost: Consultant Fee: Consultant Travel Expenses: Substitutes: Stipends:	Budget Strip	
Subtotal: 2776.50			
Other			
Goal Area and Action Step Number	Description of Resources	Budget Strip	Available Amount

2012-2013 SCHOOL IMPROVEMENT PLAN

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: Reading (1)			
	<ul style="list-style-type: none"> • Action Step # 1.1 • Name of Activity NGCAR-PD • Dates of Activity August-December, 2012 • Name of Consultant or Facilitator (if applicable) • Consultant Services Agreement (if applicable) • Materials 			
	Budget Items Required			
	<ul style="list-style-type: none"> • Action Step # 1.1 • Name of Activity NGCAR-PD • Funding Source 01/6400/0330/0311/0000 • Cost of Materials • Cost of Substitutes \$986.58 			
Learning Community	Professional Development Details Goal the Activity is Supporting: Reading (1)			
(collaborative teams that gathers research and studies new programs or topics and shares their findings-must use Learning Community form)	<ul style="list-style-type: none"> • Action Step 1.1 • Name of Activity: PLC Book Study • Dates of Activity: January-May, 2013 • Title of Book <i>Academic Conversations</i> 			
	Budget Items Required Action Step 1.1 Name of Activity: PLC Book Study Cost of Book \$1,789.92 Funding Source: 0100/6400/0330/0311/0000			
Lesson Study/Action Research	Professional Development Details Goal the Activity is Supporting Goal 2 Math			

2012-2013 SCHOOL IMPROVEMENT PLAN

(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)	<ul style="list-style-type: none"> • Action Step # • Name of Activity • Dates of Activity • Teaching strategy or method to be researched 			
	Budget Items Required			
	<ul style="list-style-type: none"> • 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)	\$ 2,276.50			
Total Internal PD Budget (no project & project funds)	\$2,276.50			

Approvals: (Signature's required)

Principal: _____
 SAC Chair: _____
 Hilda Manning: _____
 Shannah Kosek: _____

Date: ___/___/___
 Date: ___/___/___
 Date: ___/___/___
 Date: ___/___/___

2012-2013 SCHOOL IMPROVEMENT PLAN



External Checklist

Training Not Provided by School/District

School Improvement Plan Supervisor: Shannah Kosek

Professional Development Assistant: Hilda Manning

Approval: N/A ___ 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.	<input type="checkbox"/>	<input type="checkbox"/>	

2012-2013 SCHOOL IMPROVEMENT PLAN

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.	<input type="checkbox"/>	<input type="checkbox"/>	
Who will be trained?	<input type="checkbox"/>	<input type="checkbox"/>	
Date(s), Time(s), Location	<input type="checkbox"/>	<input type="checkbox"/>	
Total Cost	<input type="checkbox"/>	<input type="checkbox"/>	
Needs School Board approval	<input type="checkbox"/>	<input type="checkbox"/>	
Complete budget line for expenses	<input type="checkbox"/>	<input type="checkbox"/>	
Name of facilitator/person responsible	<input type="checkbox"/>	<input type="checkbox"/>	
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.	<input type="checkbox"/>	<input type="checkbox"/>	
Who will be trained?	<input type="checkbox"/>	<input type="checkbox"/>	
Date(s), Location	<input type="checkbox"/>	<input type="checkbox"/>	
Total Cost	<input type="checkbox"/>	<input type="checkbox"/>	
Complete budget line for expenses	<input type="checkbox"/>	<input type="checkbox"/>	
Name of facilitator/person responsible	<input type="checkbox"/>	<input type="checkbox"/>	
Timelines			

2012-2013 SCHOOL IMPROVEMENT PLAN

	Yes	No	Comments
Start Date August 2, 2012	<input type="checkbox"/>	<input type="checkbox"/>	
End Date September 21, 2012	<input type="checkbox"/>	<input type="checkbox"/>	
Budget			
Local FTE (function 6400-no project)	<input type="checkbox"/>	<input type="checkbox"/>	\$
Project -	<input type="checkbox"/>	<input type="checkbox"/>	
Project -	<input type="checkbox"/>	<input type="checkbox"/>	
Project -	<input type="checkbox"/>	<input type="checkbox"/>	
Total External PD Budget (no project & project funds)	<input type="checkbox"/>	<input type="checkbox"/>	

Approvals: (Signature's required)

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

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

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

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

School District of Clay County
2012-2013 SCHOOL IMPROVEMENT PLAN

SCHOOL NAME: **Lake Asbury Elementary**

School Based Leadership Team

Response to Instruction/Intervention (RtI)

Identify the school-based RtI Leadership Team.

- Indicate who is on the team and their position. Also explain why they have been included on the team.

Principal (Jackie Cory) 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. **General Education Teachers (Bonnie Showman, Candy Wendorff, Amanda McKinney, Heather Butcher)** 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. **ESE Teacher –Brenda Worsham:** Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through activities such as co-teaching. **Drop- Out Prevention Teacher: (Kerri Looney)** Assists with screening programs that provide early intervening services for children to be considered "At risk" assists in the design and implementation of professional development; and provides support for assessment and implementation monitoring. 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. **School Psychologist: (Faye Nussbaum)** 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. **Intervention Team Facilitators: (Michelle Carella and Tracee Manson)** Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions the ITF in conjunction with school social workers continue to link child-serving and county agencies to the schools and families to support the child's academic progress.

- 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 school based Rti Leadership team is the coordinating body that identifies resources, collects and analyzes data, arranges professional development for the staff, and ensures implementation of the Problem Solving/ Response to Intervention model so that all student needs are identified and met. The Leadership Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our schools, our teachers, and in our students? The team meets at least once a month to engage in the following activities: review universal screening data and link to instructional decisions; review progress monitoring data at the grade 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.

School District of Clay County
2012-2013 SCHOOL IMPROVEMENT PLAN

SCHOOL NAME: Lake Asbury Elementary

School Based Leadership Team

- 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 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, and Relationship) ; facilitated the development of a systematic approach to teaching (Gradual release, Essential questions, Activating strategies, Teaching strategies, Extending, Refining, and Summarizing); and aligned process and procedures. Additionally the team assisted the schools 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.

Reading: Universal Screening data: FAIR - three times per year in grades K-6; Florida Comprehensive Assessment Test - annually in grades 3-6

Math: Performance Matters- three times per year in grade K-6; Florida Comprehensive Assessment Test - annually in grades 3-6

Science: Performance Matters- three times per year in grade K-6; Florida Comprehensive Assessment Test - annually in 5th Grade

Writing: Clay Writes; Florida Writes- annually in 4th Grade

Behavior: Clay Behavior Universal Screener- twice a year

- Describe the plan to train staff on RTI.

Professional development will be provided during teachers' common planning time and small sessions 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 Grade Level data meetings will be conducted for teachers 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.

School District of Clay County
2012-2013 SCHOOL IMPROVEMENT PLAN

SCHOOL NAME: Lake Asbury Elementary

School Based Leadership Team

Literacy Leadership

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

Principal (Jackie Cory) provides a common vision for the use of data-based decision making, ensures that the school-based team is aware of 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 plans and activities. **Grade Level Chairs (Janet Fox, Candy Wendorff, Nikki Lamm, Debbie Carberry, Melissa English, Karen Cobleigh, Karen McMillan, Terrie Anne Dicks,)** 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. **Exceptional Education Teacher (Karen Kelley):** Participates in student data collection, integrates core instructional activities/ materials into Tier 2 instruction, and collaborates with general education teachers such as co-teaching PLC, and lesson study. **Drop-Out Prevention Teacher (Kerri Looney)** Coordinates the administration of Performance Matters and 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. **District Intervention Coach (Terri Gooding):** 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 data collection activities; assists in data-analysis; supports the implementation of Tier 1, Tier 2 and Tier 3 intervention plans. **Technical Specialist (Nancy Snow):** Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data collection from Performance Matters.

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

The team will meet once a month and in collaboration with the RTI team will 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 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 will receive intensive and immediate intervention services. We will also focus on professional development that will aide in increasing writing across the curriculum.

School District of Clay County
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.

At Lake Asbury Elementary, all incoming Kindergarten students are assessed prior to or upon entering Kindergarten in order to determine individual and group needs and to assist in the development of rigorous instructional/ intervention programs. The Florida Kindergarten Readiness Screener (FLKRS) is given within the first 30 days of school. The Florida Assessment in Reading (FAIR) is administered one-on-one to all Kindergarten students to determine their initial success probability in reading.

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

- For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher. Professional development has been and will continue to be provided to implement school-wide reading and writing throughout all subject areas using Step Up to Writing strategies. Also, teachers will participate in Lesson Studies. Teachers will be providing a determined block of time in addition to required reading minutes to allow for daily student reading.

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
2012-2013 SCHOOL IMPROVEMENT PLAN

SMART GOALS

SMART = Specific Measurable Attainable Realistic Timely

Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal

GOAL 1: By the end of the 2012-2013 school year, K-2 students will increase the percentage of student meeting the green or “low risk” status on the FAIR by 10%. Students in grades 3-6 will increase the percentage of students scoring at or above proficiency on FCAT 2.0 Reading from 72% in 2011-2012 school year to 73% in the 2012-2013 school year.

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
<p>II. ADULT IMPLEMENTATION INDICATOR (s): “CAUSE DATA”</p> <p>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.</p>	Grades K-6 60%	Grades K-6 70%	Grades K-6 80%	Grades K-6 90%	Grades K-6 100%
	New FCAT Data from 2011-2012	FCAT/EOC August 2013	FCAT/EOC August 2014	PARCC August 2015	PARCC August 2016
<p>III. STUDENT PERFORMANCE INDICATOR(S): “EFFECT DATA”</p> <p>Students will consistently increase their FCAT Reading scores until we reduce the % of students who are non-proficient by at least 50% by 2016.</p>	<p>3rd – 67% (33%)</p> <p>4th – 79% (21%)</p> <p>5th – 65% (35%)</p> <p>6th – 76% (24%)</p>	<p>3rd – 71.125% (28.875%)</p> <p>4th – 81.625% (18.375%)</p> <p>5th – 69.375% (30.625%)</p> <p>6th – 79% (21%)</p>	<p>3rd – 75.25% (24.75%)</p> <p>4th – 84.25% (15.75%)</p> <p>5th – 73.75% (26.25%)</p> <p>6th – 82% (18%)</p>	<p>3rd – 79.375% (20.625%)</p> <p>4th – 86.875% (13.125%)</p> <p>5th – 78.125% (21.875%)</p> <p>6th – 85% (15%)</p>	<p>3rd – 83.5% (16.5%)</p> <p>4th – 89.5% (10.5%)</p> <p>5th – 82.5% (17.5%)</p> <p>6th – 88% (12%)</p>

School District of Clay County
2012-2013 SCHOOL IMPROVEMENT PLAN

IMPLEMENTATION DETAILS

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material/ Technology/ Trainer	Related PD	Funding/Funding Source
1.1 Teachers will implement the Step Up to Writing program. This will enable students to incorporate writing across the content areas in an effort to gain a deeper understanding of the content.	Lesson plans, classroom walk-throughs	All teachers	2012-2013 school year	In-School Trainer	Professional Learning Community based on High Yield Strategies, Step Up to Writing, and Lesson Studies	
1.2 Teachers will provide a daily 20 minute sustained reading time to allow extra independent and/or whole group reading practice.	Lesson plans, classroom walk-throughs	All teachers	2012-2013 school year	Classroom libraries	N/A	\$500.00 0100.5100.0510.0451.1183
1.3 Teachers will establish a common ritual of utilizing graphic organizers in Reading and Language Arts. This will enable students to activate prior background knowledge, compare and contrast types of text, and make personal connections to learning.	Graphic organizers, lesson plans, classroom walk-throughs	Grade Level Chairs, Administration	2012-2013 school year	enhanced classroom technologies, charts	Professional Learning Community based on High Yield Strategies, Step Up to Writing, and Lesson Studies	N/A
1.4 Teachers will utilize enhanced classroom technology.	lesson plans, classroom walk-throughs by administration, logs of teacher visits to other classroom during lesson studies	all teachers	2012-2013 school year	appropriate functioning technologies	Training as needed for new teachers	N/A

School District of Clay County
2012-2013 SCHOOL IMPROVEMENT PLAN

<p>1.5 Teachers will participate in a school-wide Accelerated Reader program with emphasis on individual goal setting and learn how to select appropriate books to promote comprehension and fluency.</p>	<p>AR tests (completed by students) AR contracts and goal sheets</p>	<p>all teachers</p>	<p>Pre-planning and ongoing</p>	<p>classroom libraries, appropriate functioning computer to enable testing</p>	<p>Pre-planning meeting to discuss program</p>	<p>N/A</p>
<p>1.4 Teachers will meet monthly as a grade level to discuss trends in data and plan for changes to be made in order to best meet the needs of the students. Teachers will also meet quarterly with administration to discuss benchmark and progress monitoring assessment and to evaluate student progress and plan for instruction. A common theme throughout all data meetings will be regarding how well we are implementing Common Core State Standards (in grades K/1) and how prepared we are to begin implementation (in all other grades.)</p>	<p>Team meeting minutes, data notebooks, evidence of differentiated instruction in lesson plans and classroom walk-throughs</p>	<p>Team leaders, administration</p>	<p>Monthly and ongoing</p>	<p>Common planning time for monthly meetings, substitutes for quarterly data meetings</p>	<p>Data notebooks</p>	<p>Substitutes for data meetings. 0100.5100.0451.0140</p>

School District of Clay County
2012-2013 SCHOOL IMPROVEMENT PLAN

SMART GOALS

SMART = Specific Measurable Attainable Realistic Timely

Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal.

GOAL 2. By 2012 – 2013, 100% of students will achieve proficiency (FCAT Level 3 or above) in Math, and will increase the percentage of students scoring 3 or above from 69% in 2011-2012 to 70% in 2012-2013.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

I. STRATEGY 2: Implement high-yield research-based strategies in order to increase higher order thinking skills of students in Math.

*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
<p>II. ADULT IMPLEMENTATION INDICATOR (S): “CAUSE DATA”</p> <p>100% of teachers will implement high-yield research-based strategies in order to increase the higher order thinking skills of students in Math.</p>	60%	70%	80%	90%	100%
	New FCAT Data from 2011-2012	FCAT/EOC August 2013	FCAT/EOC August 2014	PARCC August 2015	PARCC August 2016
<p>III. STUDENT PERFORMANCE INDICATOR(S): “EFFECT DATA”</p> <p>Students will consistently increase their FCAT Math scores until we reduce the % of students who are non-proficient by at least 50% by 2016.</p>	<p>3rd – 73% (27%)</p> <p>4th – 86% (14%)</p> <p>5th – 51% (49%)</p> <p>6th – 64% (37%)</p>	<p>3rd – 76.375% (23.625%)</p> <p>4th – 87.75 (12.25%)</p> <p>5th – 57.125% (42.875%)</p> <p>6th – 68.625% (32.375%)</p>	<p>3rd – 79.75% (20.25%)</p> <p>4th – 89.5% (10.5%)</p> <p>5th – 63.25% (36.75%)</p> <p>6th – 72.25% (27.75%)</p>	<p>3rd – 83.125% (16.875%)</p> <p>4th – 91.25% (8.75%)</p> <p>5th – 69.375% (30.625%)</p> <p>6th – 76.875% (23.125%)</p>	<p>3rd – 86.5% (13.5%)</p> <p>4th – 93% (7%)</p> <p>5th – 75.5% (24.5%)</p> <p>6th – 81.5% (18.5%)</p>

School District of Clay County
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
<p>2.1 Teachers will model higher-level thinking through Think-Alouds. Teachers will plan to integrate the use of high-yield research based strategies during common planning time.</p>	<p>Sign in agendas, SIP, feedback from grade level meetings</p>	<p>Grade Level Chairs, Administration</p>	<p>2012-2013 school year</p>	<p>Examples of high-yield research based strategies to share with faculty.</p>	<p>Sharing sessions at faculty and grade level meetings, Professional Learning Communities, Lesson Studies</p>	<p>N/A</p>
<p>2.2 Teachers will utilize small group instruction to allow students to explain, summarize, or clarify their thinking to higher order questions.</p>	<p>Use of appropriate modeling strategies in math classrooms.</p>	<p>Grade Level Chairs, Administration</p>	<p>2012-2013 school year</p>	<p>Enhanced classroom technology</p>		<p>N/A</p>
<p>2.3 Grade level departments will meet monthly to analyze student data and monitor progress. After benchmark and progress monitoring assessments, quarterly meetings with administration will be held to discuss data and trends involving learning deficiencies and learning gains. A common theme throughout all data meetings will be regarding how well we are implementing Common Core State Standards (in grades K/1) and how prepared we are to begin implementation (in all other grades.)</p>	<p>Grade level data notebooks, team meeting minutes</p>	<p>All teachers, Administration</p>	<p>Monthly and quarterly</p>	<p>Data notebooks, copies of assessments</p>		<p>N/A</p>
<p>2.4 Teachers will increase the use of manipulatives to provide for hands-on instruction that is engaging and provides for opportunities for students to explore new pathways of learning.</p>	<p>Grade reports, student data, lesson plans</p>	<p>All teachers, Administration</p>	<p>2012-2013 school year</p>	<p>Enhanced classroom technology</p>	<p>manipulatives</p>	<p>N/A</p>

School District of Clay County
2012-2013 SCHOOL IMPROVEMENT PLAN

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
2.5 Teachers will create teams of students to compete in the Math Field Day in the spring.	Team outcomes at Math Field Day	Math teachers	Spring 2013	Math Field Day entry fees		\$135 0100.5100.0331.0451.1183

School District of Clay County
2012-2013 SCHOOL IMPROVEMENT PLAN

School District of Clay County

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 3: By 2013, all students in grade 4, will increase the number of students scoring a 4.0 or above on Writing FCAT from 31% to 75%.					
STRATEGIES, INDICATORS AND PROGRESS MEASURES					
I. Strategy 3: Implement the research-based strategy of writing across the curriculum.					
*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): 100% of teachers will implement the research based strategy of writing across the curriculum.	60%	70%	80%	90%	100%
	New FCAT Data from 2011-2012	FCAT/EOC August 2013	FCAT/EOC August 2014	PARCC August 2015	PARCC August 2016
III. STUDENT PERFORMANCE INDICATOR(S): Students will consistently increase their FCAT Writing scores until we reduce the % of students who are non-proficient by at least 50% in 2016.	4 th -31% (69%)	4 th -39.625% (60.375%)	4 th - 48.25% (51.75%)	4 th - 56.875% (43.125%)	4 th - 65.5% (34.5%)

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IMPLEMENTATION DETAILS

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/ Funding Source
<p>3.1 Teachers will implement skills learned about writing across all content areas.</p>	Lesson plans, writing samples	All teachers	2012-2013 school year	Writing samples, Step Up to Writing Training, demonstrations	Step up to Writing	\$577.43 0100.6400.0310.0451.0000
<p>3.2 Teachers will use the NGSSS/CCSS for content and grade level writings. Provide professional development and support to all staff on how to implement the use of writing across all content areas.</p>	Agendas, sign-in sheets	All teachers	2012-2013 school year	Writing samples, Step Up to Writing Training, demonstrations	Step up to Writing	Same as above
<p>3.3 Teachers will create a writing club for students to practice writing skills, strategies, and processes. Morning club will provide challenging writing activities for higher level students. Afternoon club will challenge students with lower academic proficiency.</p>	Writing Samples	4 th Grade teachers	2012-2013 school year	Supplies	None	N/A
<p>3.4 Third and Fourth grade teachers will utilize strategies from Kathryn Robinson in order to improve student independent writing.</p>	Writing samples FCAT Writing Scores	3 rd and 4 th grade teachers	2012-2013 school year	Kathryn Robinson materials (already have)	Kathryn Robinson training during pre-planning	\$125.00 0100.6400.0310.0451.0000

School District of Clay County
2012-2013 SCHOOL IMPROVEMENT PLAN

School District of Clay County

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 2012-2013, students' academic performance in science will improve from 63% to 75%.					
STRATEGIES, INDICATORS AND PROGRESS MEASURES					
I. Strategy 4: Implement the high-yield research based strategies (with a focus on STEM) to deepen students' understanding of content area and advance student learning while addressing preconceptions or misconceptions about science.					
*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 in grades K-6 will implement high-yield research based strategies (with a focus on STEM opportunities) to deepen students' understanding of content area and to advance student learning while addressing preconceptions or misconceptions.	60%	70%	80%	90%	100%
	New FCAT Data from 2011-2012	FCAT/EOC August 2013	FCAT/EOC August 2014	PARCC August 2015	PARCC 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.	5 th -63% (37%)	5 th -67.625% (32.375%)	5 th -72.25% (27.75%)	5 th - 76.875% (23.125%)	5 th - 81.5% (18.5%)

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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
<p>4.1 Teachers will engage students in activities that require comparison and/or clarification. Incorporate inquiry based learning by students participating in projects that promote higher order thinking skills.</p>	Lesson plans, grade level minutes	All teachers	2012-2013 school year	Inquiry lessons and Discovery Education streaming videos		N/A
<p>4.2 Teachers will ask students to explain their thinking to determine misconceptions. Students will utilize Science notebooks to organize materials and develop a resource for inquiry projects.</p>	Science notebooks, classroom walk-throughs	All teachers	2012-2013 school year	Notebooks	Science focus training for 5 th grade teachers	N/A

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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 5: By the end of the 2012-2013 school year, school climate surveys will show that at least 75% of parents (compared to 68% at the end of the 2011-2012 school year) agree with the statement, “As a parent, I have been involved in school improvement efforts and understand the results of my school’s improvement efforts.”					
STRATEGIES, INDICATORS AND PROGRESS MEASURES					
I. Strategy 5: Parents and families of students will be involved in and informed of the progress of school improvement efforts throughout the 2012-2013 school year.					
	CLIMATE SURVEY DATA FROM 2011-2012	CLIMATE SURVEY DATA FROM 2012-2013	CLIMATE SURVEY DATA FROM 2013-2014	CLIMATE SURVEY DATA FROM 2014-2015	CLIMATE SURVEY DATA FROM 2015-2016
II. ADULT IMPLEMENTATION INDICATOR (S): “CAUSE DATA” Teachers will inform parents of student progress and school improvement efforts on a regular basis.	68%	75%	80%	85%	90%
	CLIMATE SURVEY DATA FROM 2011-2012	CLIMATE SURVEY DATA FROM 2012-2013	CLIMATE SURVEY DATA FROM 2013-2014	CLIMATE SURVEY DATA FROM 2014-2015	CLIMATE SURVEY DATA FROM 2015-2016
III. STUDENT PERFORMANCE INDICATOR (S): “EFFECT DATA” The school will participate in communication between parents and teachers by maintaining Tuesday Folders (all grades) and by utilizing planners (grades 3-6).	66%	75%	80%	85%	90%

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IMPLEMENTATION DETAILS

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p>5.1 Teachers of grades 3-6 will communicate with parents daily through the use of student planners. Teachers of grades K-6 will communicate through the use of Tuesday folders.</p>	Climate surveys	All teachers	2012-2013 school year	Planners, Tuesday folders		Planners-\$1865.00 0100.5100.0390.0451.1183 Newsletter-\$340.00 0100.5100.0510.0451.1183
<p>5.2 Planners and Tuesday folders will be utilized to communicate about special events scheduled at the school (Open House, FCAT Night, etc.)</p>	Climate surveys	All teachers	2012-2013 school year	Planners, Tuesday folders		Same as above
<p>5.3 Administrators will send home school improvement updates 3 times per year: at the completion of the School Improvement Plan, after mid-year benchmark assessments, and at the end of the year.</p>	Climate surveys	Administrators, Webmaster	3 times per year	Tuesday folders, school website		N/A
<p>5.4 Teachers will send out “positive postcards” at least twice per year for each student.</p>	Climate Survey Data	All teachers	Ongoing throughout the year	Postcards Stamps		Stamps-\$200.00 0100.5100.0371.0451.1183

School District of Clay County

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

Resources Needed: Material / Technology / Trainer

Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount

Professional Development

Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount
Conference/Workshop/Seminar/Institute/Online PD Goal and Action Step #(s) 1.1, 3.1, 3.2 Title : Step Up to Writing Location: FDLRS (Jacksonville) Dates: Summer 2012 Sponsoring Educational Institution: FDLRS	Mileage 0 Meals 0 Room 0 Registration 0 Substitute(s) 0	Budget Strip 0	0
Professional Learning Community Goal and Action Step #(s) 1.1, 3.1, 3.2 Navigator Plus Activity Title: LAE 12/13 Writing Across the Curriculum	Materials List and Cost: Step Up to Writing Materials	Budget Strip 0100.6400.0310.0451.0000	\$577.43
Lesson Study Goal and Action Step #(s) 1.1, 2.1 Navigator Plus Activity Title: LAE 12/13 Lesson Study Cycle 1/ 2	Materials List & Cost: Lesson Study Kits (already have)	Budget Strip	0
School Workshop Goal and Action Step #(s) 3.4 Navigator Plus Activity Title: LES 12/13: Kathryn Robinson	Materials List and Cost: 0 Consultant Fee: 125.00 (5 teachers) Consultant Travel Expenses: 0 Substitutes: 0 Stipends: 0	Budget Strip 0100.6400.0310.0451.0000	\$125.00

Subto

Other			
Goal Area and Action Step Number	Description of Resources	Budget Strip	Available Amount
5.1 and 5.2	Planners	0100.5100.0390.0451.1183	1865
5.1 and 5.2	Parents Make a Difference Newsletter	0100.5100.0510.0451.1183	340
5.1 and 5.2	Stamps	0100.5100.0371.0451.1183	200
2.5	Math Field Day	0100.5100.0331.0451.1183	135
1.2	Non-fiction Texts	0100.5100.0510.0451.1183	500

Subto

Grand Total

School District of Clay County
2012-2013 SCHOOL IMPROVEMENT PLAN
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____	X		
	<ul style="list-style-type: none"> • Action Step # • Name of Activity • Dates of Activity • Name of Consultant or Facilitator (if applicable) • Consultant Services Agreement (if applicable) • Materials 			3.4 LES 12/13: Kathryn Robinson 8/10/2012 Kathryn Robinson Agreement done by LES 0
	Budget Items Required			
	<ul style="list-style-type: none"> • Action Step # • Name of Activity • Funding Source • Cost of Consultant • Cost of Materials • Cost of Substitutes (if applicable) 			3.4 LES 12/13: Kathryn Robinson 0100.6400.0310.0451.0000 125.00 0 0 (during pre-planning)
Learning Community	Professional Development Details Goal the Activity is Supporting ____1&3____	X		
(collaborative teams that gathers research and studies new programs or topics and shares their findings-must use Learning Community form)	<ul style="list-style-type: none"> • Action Step # • Name of Activity • Dates of Activity • Title of Book or Focus 			3.1, 1.1 LAE 12/13: Writing Across the Curriculum Monthly
	Budget Items Required			
	<ul style="list-style-type: none"> • Action Step # • Cost of Book/Teacher Materials 			3.1, 1.1 Step Up to Writing Materials 0100.6400.0310.0451.0000
Lesson Study/Action Research	Professional Development Details Goal the Activity is Supporting ____1.1, 2.1____	X		
(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	<ul style="list-style-type: none"> • Action Step # • Name of Activity • Dates of Activity • Teaching strategy or method to be researched 			1.1, 2.1 LAE 12/13: Lesson Study Cycle 1 September and October 2012 Each lesson study team will choose a

School District of Clay County
2012-2013 SCHOOL IMPROVEMENT PLAN

form)				research topic relevant to their content area.
	Budget Items Required			None
	<ul style="list-style-type: none"> • Action Step # • Cost of Teacher Materials (If applicable) 			none
Timelines				
Start Date: August 2, 2012				
End date: September 21, 2012				
Budget				
Local FTE (function 6400-no project)	\$702.43 in 0100.6400.0310.0451.0000			
Project -				
Project -				
Project -				
Total Internal PD Budget (no project & project funds)	\$702.43			

Approvals: (Signature's required)

Principal: _____
 SAC Chair: _____
 Hilda Manning: _____
 Shannah Kosek: _____

Date: ___/___/___
 Date: ___/___/___
 Date: ___/___/___
 Date: ___/___/___

School District of Clay County
2012-2013 SCHOOL IMPROVEMENT PLAN



External Checklist

Training Not Provided by School/District

School Improvement Plan Supervisor: Shannah Kosek

Professional Development Assistant: Hilda Manning

Approval: ___ Yes ___ No (For office use only)

Background			
Background:	Professional Development is an integral part of the School Improvement Plan. Teachers need proven, current instructional strategies to improve the performance of the students assigned to them.		
Objectives			
	Yes	No	Comments
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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The Step-Up to Writing is a research based program addresses goal #3 specifically (writing across the curriculum) but also goal #'s 1, 2 and 4 since Step-Up to Writing connects reading and writing and can be used in any content

School District of Clay County
2012-2013 SCHOOL IMPROVEMENT PLAN

			area. Studies show that classes/ schools that use Step-Up to Writing have improved writing scores.
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.	<input type="checkbox"/>	<input type="checkbox"/>	N/A
Who will be trained?	<input type="checkbox"/>	<input type="checkbox"/>	
Date(s), Time(s), Location	<input type="checkbox"/>	<input type="checkbox"/>	
Total Cost	<input type="checkbox"/>	<input type="checkbox"/>	
Needs School Board approval	<input type="checkbox"/>	<input type="checkbox"/>	
Complete budget line for expenses	<input type="checkbox"/>	<input type="checkbox"/>	
Name of facilitator/person responsible	<input type="checkbox"/>	<input type="checkbox"/>	
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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	FDLRS Crown
Who will be trained?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Interested teachers (both regular and special education)
Date(s), Location	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Summer 2012 (various dates)
Total Cost	<input checked="" type="checkbox"/>	<input type="checkbox"/>	0 (free)
Complete budget line for expenses	<input checked="" type="checkbox"/>	<input type="checkbox"/>	NA
Name of facilitator/person responsible	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Susan Law, FDLRS

School District of Clay County
2012-2013 SCHOOL IMPROVEMENT PLAN

Timelines			
	Yes	No	Comments
Start Date August 2, 2012	<input type="checkbox"/>	<input type="checkbox"/>	
End Date September 21, 2012	<input type="checkbox"/>	<input type="checkbox"/>	
Budget			
Local FTE (function 6400-no project)	<input type="checkbox"/>	<input type="checkbox"/>	\$0
Project -	<input type="checkbox"/>	<input type="checkbox"/>	0
Project -	<input type="checkbox"/>	<input type="checkbox"/>	0
Project -	<input type="checkbox"/>	<input type="checkbox"/>	0
Total External PD Budget (no project & project funds)	<input type="checkbox"/>	<input type="checkbox"/>	0

Approvals: (Signature's required)

Principal: _____ Date: ___/___/___

SAC Chair: _____ Date: ___/___/___

Hilda Manning: _____ Date: ___/___/___

Shannah Kosek: _____ Date: ___/___/___

2012-2013 SCHOOL IMPROVEMENT PLAN

SCHOOL NAME: Lake Asbury Junior High

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.
- Catherine Richardson (Principal)
- Christina Cornwell (Vice Principal)
- David Burke (Assistant Principal)
- Bonnie King (ESE Support Facilitator)
- Jenie Shepard (Reading Coach)
- Ellen Suedkamp (Guidance)
- Dana Brock (Guidance)

Administration is included on this team because they are the instructional leaders of the school and are responsible for implementing school-wide initiatives and conducting Observations and Walkthroughs. Guidance is essential due to their close relationship with the students and teachers. They are among the first to identify a student concern and work directly with the team of teachers finding solutions. Our Support facilitator and Reading Coach are part of the Response to Instruction/Intervention team because they are essential to training staff through in-services and are a direct support system for our teachers.

- 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 school-based RtI Leadership Team meets weekly to discuss school-wide data, identify areas of strength and weakness, and devise a plan for addressing the weaknesses. When appropriate department members are included to collaborate with SBLT members.
- 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?
Four members of the SBLT collaborated with each department head in the writing of the SIP. The SBLT, in conjunction with the departments, analyzed student performance data from multiple sources, identifying weakness and created action steps to correct the deficit.

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.
Performance Matters, Universal Screeners, Common Assessments, FCAT, FOCUS and FAIR.
- Describe the plan to train staff on RtI.
Bonnie King (ITF) and Jenie Shepard (Intervention/Reading Coach) will provide continued staff-wide training on the RtI process, including the required paperwork. They, along with Administration, will meet monthly with each Team to review student data and monitor progress of students needing RtI intervention.

Literacy Leadership

- Identify the school-based Literacy Leadership Team (LLT).
Charles Maner, Greer Yacavone, Bonnie King, Gary Bonds, Jim Crosby, Helen Williams, Haley Scheuerman, Maria Behnken, Lisa Wehner, Debbie Baye, Cathy Richardson, Christina Cornwell, Jenie Shepard, Kelly Watt, Jason Lipsitz and David Burke.

2012-2013 SCHOOL IMPROVEMENT PLAN

SCHOOL NAME: Lake Asbury Junior High

School Based Leadership Team

- Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).
The school-based Literacy Leadership Team meets monthly.
- What will be the major initiatives of the LLT this year?
Promote the use of Complex Text and Literacy Strategies school-wide..

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.
Reading through the content area is heavily stressed and will be a focus of the weekly departmental PLCs. Teachers will also be highly encouraged to take and implement CAR-PD to understand research based strategies and techniques to use in textbook reading, outlining strategies, vocabulary instruction and the effective use of graphic organizers.

2012-2013 SCHOOL IMPROVEMENT PLAN

School District of Clay County

SMART GOALS

SMART = Specific Measurable Attainable Realistic Timely

Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal.

GOAL 1: By FCAT 2013, 72% of our students will score a Level 3 or above on the FCAT Reading. 72% of our Economically Disadvantaged students will score a Level 3 or above and 49% of our Students with Disabilities will score a Level 3 or above.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

I STRATEGY 1: Implement a research-based strategy that utilizes the routine use of content-area reading strategies, including the use of 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
<p>II. ADULT IMPLEMENTATION INDICATOR (s): “CAUSE DATA”</p> <p>100% of teachers will implement a research-based strategy that utilizes the routine use of content-area reading strategies, including the use of appropriate technology, that require students to demonstrate a variety of relevant skills and competencies.</p>	72%	79%	86%	93%	100%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
<p>III. STUDENT PERFORMANCE INDICATOR(S): “EFFECT DATA”</p>	68%(32%)	72% (28%)	76% (24%)	80% (20%)	84% (16%)

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
<p>1.1 Teachers will explicitly teach close reading strategies for complex texts.</p> <p>Task A: Students will cite specific textual evidence that support conclusions drawn from reading complex text.</p>	<p>Student work samples, lesson plans, walkthroughs</p>	<p>teacher</p>	<p>On-going</p>	<p>N/A</p>	<p>CAR-PD and PLCs</p>	<p>N/A</p>
<p>1.2 Teachers will appropriately utilize research-based vocabulary strategies to reinforce vocabulary development.</p> <p>Task A: Teachers will explicitly teach and routinely facilitate parallel vocabulary acquisition strategies.</p> <p>Task B: Teachers will provide explicit vocabulary instruction for pre-determine words prior to reading a complex text.</p>	<p>Student work samples, lesson plans and walkthrough.</p> <p>Student work samples, lesson plans and walkthroughs</p>	<p>Teacher</p> <p>Teacher</p>	<p>On-going</p> <p>On-going</p>	<p>N/A</p> <p>N/A</p>	<p>CAR-PD and PLCs</p> <p>CAR-PD and PLCs</p>	<p>N/A</p> <p>N/A</p>

2012-2013 SCHOOL IMPROVEMENT PLAN

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material/ Technology/ Trainer	Related PD	Funding/Funding Source
<p><i>1.3 Teachers will participate in departmental professional learning communities focused on pedagogy that supports the implementation of literacy standards</i></p> <p><i>Task A: All teachers will actively participate in collaborative lesson planning through weekly PLC meetings.</i></p> <p><i>Task B: All teachers will receive professional development on the research-based strategy of setting objectives and providing feedback.</i></p>	<p><i>PLC Agenda, walkthroughs, monitoring of lesson plans</i></p> <p><i>PLC Agenda, walkthroughs, monitoring of lesson plans</i></p>	<p><i>Teachers, Instructional Coaches</i></p> <p><i>Teachers, Instructional Coaches</i></p>	<p><i>On-going</i></p> <p><i>September 2012</i></p>	<p><i>N/A</i></p> <p><i>Classroom Instruction that Works by Marzano (2nd Ed.)</i></p>	<p><i>Lesson Study and PLCs</i></p> <p><i>PLCs</i></p>	<p><i>N/A</i></p> <p><i>\$631.05</i> <i>0100.6400.0590.0481.0000</i></p>

2012-2013 SCHOOL IMPROVEMENT PLAN
School District of Clay County

SMART GOALS

SMART = Specific Measurable Attainable Realistic Timely

Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal.

GOAL 2. By FCAT 2013, 69% of our students will score 3 or above on the Math FCAT. 67% of our Economically Disadvantaged will score a level 3 or above and 49% of our Students with Disabilities will score a level three or above.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

STRATEGY 2: 100% of teachers will consistently implement research-based strategies that demonstrate a deep and comprehensive knowledge of the subject taught.

*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
<p>I. ADULT IMPLEMENTATION INDICATOR (S): “CAUSE DATA”</p> <p>100% of teachers will consistently implement research-based strategies that demonstrate a deep and comprehensive knowledge of the subject taught.</p>	63%	72%	81%	90%	100%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
<p>III. STUDENT PERFORMANCE INDICATOR (S): “EFFECT DATA”</p> <p>Students will consistently increase FCAT Math scores until reaching 50% reduction in non-proficiency in all tested grade levels by 2016.</p>	65% (35%)	69% (31%)	74% (26%)	78% (22%)	83% (17%)

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
<p>2.1 Teachers will collaboratively develop and implement common assessments for each math level to ensure correlation with rigor and scope of the NGSSS.</p> <p>Task A: Teachers will develop common chapter, unit, and semester assessments and use the Universal Screener form as a discussion point for analyzing the results of these common assessments.</p>	<p><i>Common chapter/unit assessments for each math level</i></p>	<p><i>All Math teachers</i></p>	<p><i>August 2012 - June 2013</i></p>	<p><i>N/A</i></p>	<p><i>Weekly PLC Meetings</i></p>	<p><i>N/A</i></p>
<p>2.2 Teachers will participate in departmental professional learning communities focused on pedagogy that supports NGSSS while moving toward CCS, including real-world examples and small group instruction.</p> <p>Task A: All teachers will actively participate in collaborative lesson planning through weekly PLC meetings.</p>	<p><i>PLC Agenda, walkthroughs, monitoring of lesson plans</i></p>	<p><i>Teachers</i></p>	<p><i>On-going</i></p>	<p><i>N/A</i></p>	<p><i>PLCs, Lesson Study</i></p>	<p><i>N/A</i></p>

2012-2013 SCHOOL IMPROVEMENT PLAN

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p><i>Task B: All teachers will receive professional development on the research-based strategy of setting objectives and providing feedback.</i></p>	<p><i>Walkthroughs, In-service follow-up forms and Lesson Plans</i></p>	<p><i>ESE Support Facilitator</i></p>	<p><i>October 2012</i></p>	<p><i>Classroom Instruction that Works by Marzano (2nd Ed.)</i></p>	<p><i>PLCs</i></p>	<p><i>\$631.05 0100.6400.0590.0481.0000</i></p>

2012-2013 SCHOOL IMPROVEMENT PLAN

School District of Clay County

SMART GOALS

SMART = Specific Measurable Attainable Realistic Timely

Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal.

GOAL 3: By FCAT 2013, 84% of our students will be proficient on FCAT Writing.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

I. **Strategy 3: Implement a scientifically based research 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 related to writing.**

*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" Implement a scientifically based research 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 related to writing.	63%	72%	81%	90%	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 Writing scores until reaching 50% reduction in non-proficiency in all tested grade levels by 2016.	84% (16%)	86% (14%)	88% (12%)	90% (10%)	92% (8%)

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
<p>3.1 Teachers will implement Step-Up to Writing instruction.</p> <p>Task A: Teachers will routinely utilize the IVF (or alternate summary strategy) to synthesize and distill information.</p> <p>Task B: Teachers will routinely utilize the Step-Up to Writing program to teach and facilitate the Writing Process.</p>	<p>Student work samples, lesson plans and walkthroughs.</p> <p>Student work samples, lesson plans and walkthroughs.</p>	<p>Teacher/Crews</p> <p>Teacher/Crews</p>	<p><i>On-going</i></p> <p><i>On-going</i></p>	<p>N/A</p> <p>N/A</p>	<p><i>Training in Social Studies, Science, Electives and LA departments.</i></p> <p><i>New Teachers and Science department will be trained on Step-Up to writing process.</i></p>	<p><i>N/A</i></p> <p><i>N/A</i></p>
<p>3.2 All teachers will receive professional development on the research-based strategy of setting objectives and providing feedback.</p> <p>Task A: Teachers will create and employ writing rubrics effectively.</p> <p>Task B: Students will self and peer assess their writing through the effective use of rubrics.</p>	<p>Student work samples that correlate to rubric expectations.</p> <p>Lesson Plans and Walkthroughs</p>	<p>Teachers</p> <p>Teachers</p>	<p><i>On-going</i></p> <p><i>On-going</i></p>	<p>N/A</p> <p>N/A</p>	<p>PLCs</p> <p>PLCs</p>	<p><i>N/A</i></p> <p><i>N/A</i></p>

2012-2013 SCHOOL IMPROVEMENT PLAN

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p>3.3 <i>Students will be able to cite textual evidence when writing to support conclusions/central ideas.</i></p> <p>Task A: Teachers will provide learning opportunities for students to gather data from multiple sources in order to integrate the information into text-based responses.</p>	<p>Student work samples, lesson plans, walkthroughs</p>	<p>Teachers</p>	<p><i>On-going</i></p>	<p><i>DBQ and complex text from multiple sources.</i></p>	<p>PLCs</p>	<p><i>N/A</i></p>

2012-2013 SCHOOL IMPROVEMENT PLAN
School District of Clay County

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 FCAT 2013, 66% OF OUR STUDENTS WILL SCORE A LEVEL 3 OR ABOVE ON THE FCAT SCIENCE TEST AS COMPARED TO THE PREVIOUS YEAR'S RESULTS.					
STRATEGIES, INDICATORS AND PROGRESS MEASURES					
I. Strategy 4: Implement a scientifically based research strategy of designing and modifying instruction to deepen students understanding of content area and advance student learning while addressing preconceptions or misconceptions.					
*PROGRESS MEASURES ARE FOR THE PURPOSE OF REACHING YOUR 3-5 YEAR SCHOOL IMPROVEMENT GOALS AND AMO'S.	PROGRESS MEASURE August 2012	PROGRESS MEASURE August 2013	PROGRESS MEASURE August 2014	PROGRESS MEASURE August 2015	PROGRESS MEASURE August 2016
II. ADULT IMPLEMENTATION INDICATOR (S): “CAUSE DATA” 100% of teachers will implement a scientifically based research strategy of designing and modifying instruction to deepen students understanding of content area while addressing preconceptions or misconceptions.	58%	68%	78%	88%	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 reaching 81% proficiency in all tested grade levels by 2015.	61% (39%)	66% (34%)	71% (29%)	76% (24%)	81%(+19%)

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
<p>4.1 Students are organized into groups to practice a skill, strategy, or process in labs, and other activities.</p> <p>Task A: Incorporate inquiry based projects and lab experiments in weekly instruction which will include the use of the scientific method, data collection, graphing results, and analyzing data to draw inferences and make conclusions.</p>	<p><i>Lesson plans will demonstrate the grouping of students for the purpose of labs or activities.</i></p>	<p><i>Teachers and Students</i></p>	<p><i>August 2012 – June 2013</i></p>	<p><i>lab tables and lab equipment</i></p>	<p><i>PLCs</i></p>	<p><i>\$1000.00 0100.5100.0649.0481.0000</i></p>

2012-2013 SCHOOL IMPROVEMENT PLAN

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p>4.3</p> <p>All teachers will incorporate content-area reading and writing strategies into lesson design using complex texts.</p> <p>Task A: Student work will demonstrate the use of content-area reading and writing strategies a minimum of 2 times a week to show their understanding of science content for teacher review and remediation.</p> <p>Task B: Student written and oral responses must incorporate grade-level vocabulary to demonstrate understanding of the content.</p>	<p><i>Lesson Plans, student work samples, walkthroughs, sharing at PLCs CAR-PD/reading/vocabulary lesson</i></p> <p><i>Lesson Plans, student work samples, walkthroughs, sharing at PLCs CAR-PD/reading/vocabulary lesson</i></p>	<p><i>Teachers</i></p> <p><i>Teachers</i></p>	<p><i>On-going</i></p> <p><i>On-going</i></p>	<p><i>N/A</i></p> <p><i>N/A</i></p>	<p><i>PLCs</i></p> <p><i>PLCs</i></p>	<p><i>N/A</i></p> <p><i>N/A</i></p>

2012-2013 SCHOOL IMPROVEMENT PLAN

SMART GOALS

SMART = Specific Measurable Attainable Realistic Timely

Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal.

GOAL 5: BY SPRING 2013, 50% OF OUR PARENTS WILL ACTIVELY PARTICIPATED IN SCHOOL-RELATED ACTIVITIES.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

I. Strategy 5: Implement a scientifically based research strategy of fostering two-way home/school communication with all stake holders 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
<p>II. ADULT IMPLEMENTATION INDICATOR (S): “CAUSE DATA”</p> <p>100% of teachers and mentors will model and promote the importance of learning and academic achievement to all students.</p>	30%	47%	64%	81%	100%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
<p>III. STUDENT PERFORMANCE INDICATOR (S): “EFFECT DATA”</p> <p>We will reduce office referrals by at least 50% by 2016.</p>	20%	17%	15%	13%	10%

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
<p>5.1 <i>50% of our parents will utilize the FOCUS Parent Portal system.</i></p> <p><i>Task A: Parents will create a FOCUS Parent Portal account.</i></p>	<p><i>Accounts created in FOCUS</i></p>	<p><i>Teachers and Estevez</i></p>	<p><i>On-going</i></p>	<p><i>N/A</i></p>	<p><i>N/A</i></p>	<p><i>N/A</i></p>
<p>5.2 <i>5% of our parents will participate in a Data Night Informational meeting.</i></p> <p><i>Task A: Attend and participate in the Data Night provided by the school faculty.</i></p>	<p><i>Number of parents that attend the Data Night Informational meeting.</i></p>	<p><i>Richardson</i></p>	<p><i>October</i></p>	<p><i>List of resources and/or activities parents can use to help their student be successful in class.</i></p>	<p><i>N/A</i></p>	<p><i>N/A</i></p>
<p>5.3 <i>2% of our parents and faculty will participate in the Parent Volunteer Organization (PVO).</i></p> <p><i>Task A : Parents and faculty will attend monthly PVO meetings or respond to requests for volunteers.</i></p>	<p><i>PVO E-Newsletter</i></p>	<p><i>Cornwell</i></p>	<p><i>Monthly meetings</i></p>	<p><i>N/A</i></p>	<p><i>N/A</i></p>	<p><i>N/A</i></p>
<p>5.4 <i>We will contact 100% of our parents through various communication channels.</i></p>	<p><i>EDU-Link, Marquee, Focus Parent/Student Access, Planner</i></p>	<p><i>Administration, Teachers, Custodians, Parents</i></p>	<p><i>On-going</i></p>	<p><i>N/A</i></p>	<p><i>N/A</i></p>	<p><i>N/A</i></p>

2012-2013 SCHOOL IMPROVEMENT PLAN

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

Resources Needed: Material / Technology / Trainer			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount = 2,495.50
Science – 4.1 task A	Lab tables and lab equipment	0100.5100.0649.0481.0000	\$1,000.00 (not SIP funded)
Science – 4.2 task A	Clicker Response systems	Internal Account 3700	\$7,994.00 (not SIP funded)
			Subtotal: \$2,495.50 (SIP funds) \$11,489.50 (total funds)
Professional Development			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount
Professional Learning Community Goal and Action Step #(s) Reading – 1.3 task B Math – 2.2 task B Science- 4.2 task A - PD #2 and task B	Materials List and Cost: Book – <u>Classroom Instruction that Works Ed. 2</u> By Dean, Hubble, Pilter and Stone	0100.6400.0950.0481.0000	\$1,863.15 = <u>Classroom Instruction that Works Ed. 2</u>
Writing-3.1 tasks A and B Navigator Plus Activity Title: LAJ12-13 Professional Learning Community	Step up to Writing manual	N/A	N/A
Lesson Study Goal and Action Step #(s) Reading – 1.3 Task A Math – 2.2 Task A Navigator Plus Activity Title: LAJ12-13 Lesson Study	Materials List & Cost: Facilitator’s Kit Substitute Teachers	0100.6400.0950.0481.0000	\$632.35
School Workshop Goal and Action Step #(s) Navigator Plus Activity Title:	Materials List and Cost: Consultant Fee: Consultant Travel Expenses: Substitutes: Stipends:	Budget Strip	
			Subtotal:
Other			
Goal Area and Action Step Number	Description of Resources	Budget Strip	Available Amount

2012-2013 SCHOOL IMPROVEMENT PLAN

			Subtotal:
			Grand Total:

Resources Needed: Material / Technology / Trainer			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount
			Subtotal:
Professional Development			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount
Conference/Workshop/Seminar/Institute/Online PD Goal and Action Step #(s) Title : Location: Dates: Sponsoring Educational Institution:	Mileage Meals Room Registration Substitute(s)	Budget Strip N/A	
Conference/Workshop/Seminar/Institute/Online PD Goal and Action Step #(s) Title : Location: Dates: Sponsoring Educational Institution:	Mileage Meals Room Registration Substitute(s)	Budget Strip N/A	
Professional Learning Community Goal and Action Step #(s) Navigator Plus Activity Title:	Materials List and Cost:	Budget Strip	
Lesson Study Goal and Action Step #(s) Navigator Plus Activity Title:	Materials List & Cost:	Budget Strip	
School Workshop Goal and Action Step #(s) Navigator Plus Activity Title:	Materials List and Cost: Consultant Fee: Consultant Travel Expenses: Substitutes: Stipends:	Budget Strip	
			Subtotal:
Other			

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Goal Area and Action Step Number	Description of Resources	Budget Strip	Available Amount

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P.D.Activity	Details	Y	N	Comments
IF IT IS A:				
School-wide Training	Professional Development Details Goal the Activity is Supporting _____			
	Budget Items Required			
Learning Community	Professional Development Details Goal the Activity is Supporting Reading(1), Math(2) and Writing (3) and Science (4) _____			
(collaborative teams that gathers research and studies new programs or topics and shares their findings-must use Learning Community form)	<ul style="list-style-type: none"> Action Steps - #1.3.B, 2.2.B,4.2.A and B, 3.1.A and B Name of Activity- LAJ\12-13 Professional Learning Community Dates of Activity-weekly-August through May 2012/13 Title of Book or Focus - <u>Classroom Instruction that Works Ed. 2</u> By Dean, Hubble, Pilter and Stone and Step-Up to Writing 			
	Budget Items Required <ul style="list-style-type: none"> Book for each teacher - \$1,863.15 			
Lesson Study/Action Research	Professional Development Details Goal the Activity is Supporting -Reading(1) and Math (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)	<ul style="list-style-type: none"> Action Step # - 1.3.A and 2.2.A Name of Activity - LAJ\12-13 Lesson Study Dates of Activity – Oct. 3, 2012 – June 6,2013 Teaching strategy or method to be researched – High Yield Teaching Strategies and Effective Feedback and Goal Setting Materials – Lesson Study Kit 			
	Budget Items Required <ul style="list-style-type: none"> Substitute Teachers - \$632.35 			
Timelines				
Start Date:August 2, 2012				
End date:June 6, 2013				

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Budget				
Local FTE (function 6400-no project)	\$ 2,495.50			
Total Internal PD Budget (no project & project funds)	\$2, 495.50			

Approvals: (Signature's required)

Principal: _____
 SAC Chair: _____
 Hilda Manning: _____
 Shannah Kosek: _____

Date: ___/___/___
 Date: ___/___/___
 Date: ___/___/___
 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: None being offered at this time.	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.	<input type="checkbox"/>	<input type="checkbox"/>	
Training Details - Consultants			

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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.	<input type="checkbox"/>	<input type="checkbox"/>	
Who will be trained?	<input type="checkbox"/>	<input type="checkbox"/>	
Date(s), Time(s), Location	<input type="checkbox"/>	<input type="checkbox"/>	
Total Cost	<input type="checkbox"/>	<input type="checkbox"/>	
Needs School Board approval	<input type="checkbox"/>	<input type="checkbox"/>	
Complete budget line for expenses	<input type="checkbox"/>	<input type="checkbox"/>	
Name of facilitator/person responsible	<input type="checkbox"/>	<input type="checkbox"/>	
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.	<input type="checkbox"/>	<input type="checkbox"/>	
Who will be trained?	<input type="checkbox"/>	<input type="checkbox"/>	
Date(s), Location	<input type="checkbox"/>	<input type="checkbox"/>	
Total Cost	<input type="checkbox"/>	<input type="checkbox"/>	
Complete budget line for expenses	<input type="checkbox"/>	<input type="checkbox"/>	
Name of facilitator/person responsible	<input type="checkbox"/>	<input type="checkbox"/>	
Timelines			
	Yes	No	Comments
Start Date August 2, 2012	<input type="checkbox"/>	<input type="checkbox"/>	

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End Date September 21, 2012	<input type="checkbox"/>	<input type="checkbox"/>	
Budget			
Local FTE (function 6400-no project)	<input type="checkbox"/>	<input type="checkbox"/>	\$
Project -	<input type="checkbox"/>	<input type="checkbox"/>	
Project -	<input type="checkbox"/>	<input type="checkbox"/>	
Project -	<input type="checkbox"/>	<input type="checkbox"/>	
Total External PD Budget (no project & project funds)	<input type="checkbox"/>	<input type="checkbox"/>	

Approvals: (Signature's required)

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

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

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

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

2012-2013 SCHOOL IMPROVEMENT PLAN

SCHOOL NAME: Lakeside 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.

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

Select General Education Teachers (Primary and Intermediate): Lucille Halifko (K), Carol Sebesta (1st), Jane Weldon (2nd), Laura Askelson (3rd), Lara Libretto (4th), Meghan Grybb (5th), Scott Torrens (6th), Kim Tracanna-Breault (Resource) – These primary and intermediate teachers provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Priscilla Dupelle – Ms. Dupelle participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers.

District Intervention Specialist: Stephanie McRae – Ms. McRae comes to our school three times a week and 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, and assists grade levels in the development of Professional Learning Communities and/or Lesson Studies.

School Psychologist: Pauline Jackson – Ms. Jackson 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, and facilitates data-based decision making activities.

Technology Specialist: Tim Wells – Mr. Wells develops or brokers technology necessary to manage and display data and provides professional development and technical support to teachers and staff regarding data management and display.

Speech Language Pathologist: Tammy Avery – Ms. Avery educates the team in the role language plays in curriculum, assessment, and instruction as a basis for appropriate program design. She also assists in the selection of screening measures, and helps identify systemic patterns of student need with respect to language skills.

Student Services Personnel: Susan Mazzella (Guidance Counselor), Suzanne Hall (Social Worker), Kelly Jernigan (Intervention Team Facilitator (ITF)) – Ms. Mazzella, Ms. Hall, and Ms. Jernigan provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, our school social worker continues to link child-serving and community agencies to the school 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 RtI Leadership Team will meet nine times this year and will be the coordinating body that identifies resources, collects and analyzes data, arranges professional development for the staff, and ensures implementation of the Problem Solving/Response to Intervention model so that all student needs are identified and met. The school-based RtI Leadership Team works with grade level teams and subject area committees (which include SAC chairpersons) to discuss information about core instruction, review collected data, and discuss Tier 1, 2, and 3 instruction/interventions and activities/materials.

- 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 will work collaboratively with grade level and vertical subject area committee teams to share data and student needs in order to develop the School Improvement Plan, and will be a collaborative partner in its implementation. The key role of the RtI Leadership Team is to ensure that the percentage of students meeting proficiency in core instruction (Tier 1) is 75-80%, the percentage of students requiring supplemental intervention with strategic instruction (Tier 2) is 10-15%, and the percentage

2012-2013 SCHOOL IMPROVEMENT PLAN

SCHOOL NAME: Lakeside Elementary School

School Based Leadership Team

of students needing intensive intervention (Tier 3) is no more than 5%. Additionally, at Tier 1, the team will ensure that student achievement is monitored to determine when standard classroom differentiation/intervention is needed. At Tier 2, the team will ensure that strategic intervention consists of targeted, supplemental, and evidence-based instruction that is provided when data diagnostic assessments indicate a need for additional intervention in small groups. Tier 2 instruction will be progress monitored at least monthly. At Tier 3, the team will ensure that intensive intervention is prescriptive, diagnostic, and evidence-based. Instruction will be provided in very small groups and will be progress monitored at least three times per week. It is essential that this instructional time be in addition to the normally scheduled time for the content area.

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: Kindergarten Screening (data is maintained by homeroom teachers), FLKRS – Kindergarten (data is maintained by homeroom teachers and sent to the FLDOE), FAIR – K-6 (data is managed in the Progress Monitoring and Reporting Network, or PMRN), FCAT (data is managed in Dashboard, DataStar, Performance Matters, and FOCUS), Performance Matters (data for math and science tests are managed in Performance Matters), Clay Writes (data is managed by homeroom teachers)

End of Year: FAIR, FCAT, Florida Writes, Performance Matters

Frequency of Data Days: Monthly for data analysis

- Describe the plan to train staff on RtI.

Extensive professional development must take place to implement RtI. The ITF and School Psychologist will initially be responsible for professional development to ensure school-wide implementation of RtI. The training will start with large group instruction, followed by small group instruction (grade levels), and, as needed, one on one.

Literacy Leadership

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

Principal: Katina Allen – Ms. Allen provides a common vision for the use of data-based decision making, ensures that the school-based team is implementing Clay County's K-12 Reading Plan, ensures assessments are conducted as required, ensures implementation of reading intervention support and documentation as seen in teacher lesson plans, ensures adequate professional development to support effective reading implementation, and communicates with parents and the SAC committee regarding reading plans and activities.

Select General Education Teachers (Primary and Intermediate): Sheryl Wetherill (K), Carol Sebesta and Gale Winn (1st), Bryn Lane (2nd), Marcy Pellett (3rd), Lara Libretto and Pam Beery (4th), Amanda Davis and Meghan Grybb (5th), Alayne Bylock (6th) – These primary and intermediate teachers provide information about core and supplemental reading instruction, participate in student data collection, deliver instruction/intervention, and collaborate with other staff to implement Clay County's K-12 Reading Plan.

Exceptional Student Education (ESE) Teachers: Sandra Garrett and Deborah Nee – These teachers participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers through activities such as co-teaching, PLCs (Professional Learning Communities), and Lesson Studies.

District Intervention Specialist: Stephanie McRae – Ms. McRae provides guidance on the 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, and supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

Media Specialist: Kelly Jernigan – Ms. Jernigan promotes reading throughout the school using a variety of formats. She collaborates with parents, students, and teachers in establishing the media center as a place that fosters a community of learning, literacy, and inquiry that leads to high student achievement.

2012-2013 SCHOOL IMPROVEMENT PLAN

SCHOOL NAME: Lakeside Elementary School

School Based Leadership Team

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

The team meets once a month to review baseline data used to drive classroom instruction and reviews progress monitoring data at the grade level and classroom level. 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. In addition, the team will provide K-3 parents with strategies that will help their children with reading skills at an annual literacy night event.

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

The LLT will work to effectively integrate the RtI process to ensure that all students receive appropriate reading instruction and interventions.

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 Lakeside Elementary School, all incoming Kindergarten students are assessed prior to or upon entering Kindergarten in order to ascertain individual 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. 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 used to plan daily academic instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Core Kindergarten academic instruction will include daily explicit instruction, modeling, guided practice, and independent practice of all academic skills identified by screening data. FAIR will be re-administered mid-year and again at the end of the year in order to determine student learning gains and 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.

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)

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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.

2012-2013 SCHOOL IMPROVEMENT PLAN

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:** Technology **Goal 7:** Fitness

GOAL 1: By 2013, 80% of students (emphasis on students with disabilities, economically disadvantaged, minority, and the lowest 25%) will achieve proficiency (FCAT Level 3 or above) in **Reading**, which is a 4% increase over last year, and 75% of 4th, 5th, and 6th grade students will make learning gains compared to the previous year FCAT data, which is also a 4% increase.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

I. STRATEGY I: Implement the research-based strategy of using diagnostic student data from formative assessments to develop differentiated instruction and strategies to monitor student learning based on individual student needs in reading.

*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 reading teachers will implement the research-based strategy of using diagnostic student data from formative assessments to develop differentiated instruction and strategies to monitor student learning based on individual student needs in reading.	Grades PK-2 97% Grades 3-6 93.25%	Grades PK-2 97.75% Grades 3-6 94.94%	Grades PK-2 98.50% Grades 3-6 96.63%	Grades PK-2 99.25% Grades 3-6 98.31%	Grades PK-2 100% Grades 3-6 100%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
III. STUDENT PERFORMANCE INDICATOR(S): “EFFECT DATA” 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 73% (27%) 4th 73% (27%) 5th 68% (32%) 6th 84% (16%)	3rd 76.375% (23.625%) 4th 76.375% (23.625%) 5th 72% (28%) 6th 86% (14%)	3rd 79.75% (20.25%) 4th 79.75% (20.25%) 5th 76% (24%) 6th 88% (12%)	3rd (83.125%) (16.875%) 4th 83.125% (16.875%) 5th 80% (20%) 6th 90% (10%)	3rd 86.5% (13.5%) 4th 86.5% (13.5%) 5th 84% (16%) 6th 92% (8%)

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
<p>1.1 <i>Teachers will use FAIR data reports to record and monitor student progress.</i></p> <p>Task 1: <i>Reading committee members will analyze FAIR data by grade level and identify the range of student abilities.</i></p>	<p><i>Reading Committee Meeting Minutes, Grade Level Team Meeting Minutes</i></p>	<p><i>Administrators, Reading Committee</i></p>	<p><i>September 2012 – June 2013</i></p>	<p><i>Scheduled committee meeting time, scheduled common planning time with grade level</i></p>	<p><i>(1)Data Analysis meetings (weekly)</i></p> <p><i>(2)FAIR training</i></p>	<p><i>(1)N/A</i></p> <p><i>(2)N/A</i></p>
<p>1.2 <i>Teachers will meet with small groups of students based upon need.</i></p> <p>Task 1: <i>Teachers will use the identified range of student abilities to form small groups and differentiate instruction (especially for students with disabilities, economically disadvantaged, minority, and the lowest 25%).</i></p>	<p><i>Lesson Plans, Learning Walks/ Observations, Data Notebooks</i></p>	<p><i>Administrators, Reading Teachers</i></p>	<p><i>September 2012 – June 2013</i></p>	<p><i>FAIR reports, Macmillan Treasures Universal Screener, leveled readers, Florida Ready (grades 3-6), teacher-made FCAT 2.0 questions, FCAT Explorer (grades 3-6), Starfall (grades K-2), Accelerated Reader, FCRR center activities, literacy stations, TumbleBooks, TrueFlix</i></p>	<p><i>(1)Data Analysis meetings (weekly)</i></p> <p><i>(2)Classroom Instruction That Works (Marzano) PLC</i></p> <p><i>(3)Reading Workshop TBD</i></p> <p><i>(4)Reading Workshop TBD</i></p>	<p><i>(1)N/A</i></p> <p><i>(2)0100.6400.0590.0352.0000</i></p> <p><i>(3)0100.6400.0510.0352.0000</i></p> <p><i>(4)0100.5100.0510.0352.1183</i></p>

2012-2013 SCHOOL IMPROVEMENT PLAN

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material/ Technology/ Trainer	Related PD	Funding/Funding Source
<p>Task 2: Teachers will increase the use of complex text to engage students in higher level thinking to meet the CCSS.</p>	<p>Lesson Plans, Learning Walks/ Observations</p>	<p>Administrators, Teachers</p>	<p>September 2012 – June 2013</p>	<p>Teacher read-alouds, Complex Text Bank, Stephanie McRae, Media Center, classroom libraries</p>	<p>(1)LES English/ Language Arts Common Core PLC (2)High-Effect Instructional Strategies workshop</p>	<p>(1)N/A (2)0100.6400.0590.0352.0000</p>
<p>1.3 Teachers will identify lower quartile students and their specific needs.</p> <p>Task 1: Using multiple data sources (FAIR, Weekly Assessments, and teacher-made assessments) teachers will focus on the lowest 25% of students struggling in a particular reading area.</p>	<p>Lesson Plans, Learning Walks/ Observations, Data Notebooks</p>	<p>Administrators, Reading Teachers</p>	<p>2012-2013 School Year</p>	<p>Teacher data, scheduled time for small groups differentiated instruction, SRA's Language for Learning (grades PK-K), Teach Your Child to Read in 100 Easy Lessons (grade K), Early Interventions in Reading (grades 1-2), activity bus transportation and funds for after-school FCAT tutoring</p>	<p>(1)Data Analysis meetings (weekly)</p>	<p>(1)N/A Activity Bus - SIP funds 0100.5100.0510.0352.1182 and 0100.5100.0510.0352.1183 (used for academic tutoring)</p>

2012-2013 SCHOOL IMPROVEMENT PLAN

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material/ Technology/ Trainer	Related PD	Funding/Funding Source
<p>Task 2: Teachers will implement Tier 2 and/or Tier 3 interventions with the identified students.</p>	<p>Lesson Plans, Learning Walks/ Observations, Tier 2 and/or 3 data collection forms</p>	<p>Administrators, Reading Teachers, RtI Team</p>	<p>2012-2013 School Year</p>	<p>Various interventions, RtI Leadership Team</p>	<p>(1) Lesson Study (2) Data Analysis meetings (weekly)</p>	<p>(1,2) N/A</p>

2012-2013 SCHOOL IMPROVEMENT PLAN

School District of Clay County

SMART GOALS

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Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Technology **Goal 7:** Fitness

GOAL 2: By 2013, 80% of students (emphasis on students with disabilities, economically disadvantaged, minority, and the lowest 25%) will achieve proficiency (FCAT Level 3 or above) in **Math**, which is a 4% increase over last year, and 80% of 4th, 5th, and 6th grade students will make learning gains compared to the previous year FCAT data, which is a 2% increase.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

I. STRATEGY 1: Implement the research-based strategy of using higher-order questioning techniques in math.

*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 math teachers will implement the research-based strategy of using higher-order questioning techniques in math.	Grades PK-2 97% Grades 3-6 88.75%	Grades PK-2 97.75% Grades 3-6 91.56%	Grades PK-2 98.50% Grades 3-6 94.38%	Grades PK-2 99.25% Grades 3-6 97.19%	Grades PK-2 100% Grades 3-6 100%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
III. STUDENT PERFORMANCE INDICATOR (S): “EFFECT DATA” 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 71% (29%) 4th 71% (29%) 5th 70% (30%) 6th 92% (8%)	3rd 74.625% (25.375%) 4th 74.625% (25.375%) 5th 73.75% (26.25%) 6th 93% (7%)	3rd 78.25% (21.75%) 4th 74.625% (25.375%) 5th 77.5% (22.5%) 6th 94% (6%)	3rd 81.875% (18.125%) 4th 81.875% (18.125%) 5th 81.25% (18.75%) 6th 95% (5%)	3rd 85.5% (14.5%) 4th 85.5% (14.5%) 5th 85% (15%) 6th 96% (4%)

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
<p>2.1 <i>Teachers will ask explicit questions that require students to infer.</i></p> <p>Task 1: <i>Math committee members will share CCSS information and discuss questioning techniques that can be used to facilitate better understanding of math concepts in the classroom.</i></p> <p>Task 2: <i>Teachers will plan to integrate the use of questioning techniques that help students become better problem solvers (especially with students with disabilities, economically disadvantaged, minority, and the lowest 25%).</i></p>	<p><i>Math Committee Meeting Minutes, Grade Level Team Meeting Minutes</i></p> <p><i>Lesson Plans, Learning Walks/ Observations</i></p>	<p><i>Math Committee, Math Teachers</i></p> <p><i>Administrators, Math Teachers</i></p>	<p><i>September 2012 – June 2013</i></p> <p><i>2012-2013 School Year</i></p>	<p><i>CCSS Training and assistance from District Curriculum Specialist</i></p> <p><i>CCSS Training and assistance from District Curriculum Specialist</i></p>	<p><i>(1)LES Math Common Core PLC</i></p> <p><i>(2)Data Analysis meetings</i></p> <p><i>(3)Lesson Study</i></p> <p><i>(4)High-Effect Instructional Strategies workshop</i></p> <p><i>(1)LES Math Common Core PLC</i></p> <p><i>(2)TBD (book based math PLC)</i></p>	<p><i>(1-3)N/A</i></p> <p><i>(4) 0100.6400.0590.0352.0000</i></p> <p><i>(1)N/A</i></p> <p><i>(2) 0100.6400.0590.0352.0000</i></p>

2012-2013 SCHOOL IMPROVEMENT PLAN

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:** Technology **Goal 7:** Fitness

GOAL 3: By 2013, 80% of 4th grade students will achieve proficiency (FCAT Level 3.5 or above) in **Writing**, which is a 1% increase over last year.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

I. Strategy 3: Implement the research-based strategy of modeling and promoting the importance of learning and academic achievement to all students in writing.

*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 writing teachers will implement the research-based strategy of modeling and promoting the importance of learning and academic achievement to all students in writing.	73%	79.75%	86.5%	93.25%	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.	4th 79% (21%)	4th 81.625% (18.375%)	4th 84.25% (15.75%)	4th 86.875% (13.125%)	4th 89.5% (10.5%)

2012-2013 SCHOOL IMPROVEMENT PLAN

IMPLEMENTATION DETAILS

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p>3.1 <i>Teachers will meet with students to establish specific learning goals.</i></p> <p>Task 1: <i>Writing teachers will receive support on how to introduce specific learning goals in order to implement strategies that allow students to achieve mastery of the objectives stated in the Kathryn Robinson curriculum.</i></p>	<p>Writing Committee Meeting Minutes, Lesson Plans, Kathryn Robinson Curriculum</p>	<p>Administrators, Writing Committee, Writing Teachers</p>	<p>Present in August 2012, Implement September to March 1st, Assess from March to June 2013</p>	<p>Kathryn Robinson curriculum, scheduled time to meet with writing committee members during common planning time, Kathryn Robinson for professional development</p>	<p>(1) Kathryn Robinson Writing Workshop during preplanning</p>	<p>(1) a. Workshop 0100.6400.0310.0352.0000 b. classroom materials 0100.6400.0510.0352.0000</p>
<p>3.2 Students will explain the goal of the lesson and why it is important.</p> <p>Task 1: <i>All students school-wide will show progress towards achieving mastery of the Kathryn Robinson writing objectives by writing across the content areas.</i></p>	<p>Writing Committee Meeting Minutes, Lesson Plans, Kathryn Robinson curriculum, Clay Writes, Student Writing Samples</p>	<p>Administrators, Writing Committee Members, Teachers</p>	<p>2012-2013 School Year</p>	<p>Kathryn Robinson curriculum, scheduled time to meet with writing committee members during common planning time</p>	<p>N/A</p>	<p>N/A</p>

2012-2013 SCHOOL IMPROVEMENT PLAN

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p>3.3 <i>Teachers will meet with students regularly to discuss individual student progress.</i></p> <p><i>Task 1: Teachers will assess student writing samples to determine whether specific Kathryn Robinson learning goals are met and will hold one-to-one conferences with students to remediate weaknesses and implement necessary strategies for improvement.</i></p>	<p><i>Lesson Plans, Learning Walks/ Observations, Student Writing Samples</i></p>	<p><i>Administrators, Writing Teachers</i></p>	<p><i>2012-2013 School Year</i></p>	<p><i>Kathryn Robinson curriculum, scheduled time to conference with students, scoring rubrics</i></p>	<p><i>N/A</i></p>	<p><i>N/A</i></p>

2012-2013 SCHOOL IMPROVEMENT PLAN

School District of Clay County

SMART GOALS					
SMART = Specific Measurable Attainable Realistic Timely					
<p>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>Technology</u> Goal 7: <u>Fitness</u></p>					
<p>GOAL 4: By 2013, 80% of students will achieve proficiency (FCAT Level 3 or above) in Science, which is a 10% increase over last year.</p>					
STRATEGIES, INDICATORS AND PROGRESS MEASURES					
<p>I. Strategy 4: Implement the research-based strategy of planning and designing engaging, challenging, and relevant lessons to achieve student mastery based on state-adopted standards appropriate to the level of rigor in science.</p>					
*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
<p>II. ADULT IMPLEMENTATION INDICATOR (S): “CAUSE DATA” 100% of science teachers will implement the research-based strategy of planning and designing engaging, challenging, and relevant lessons to achieve student mastery based on state-adopted standards appropriate to the level of rigor in science.</p>	65.5%	74.125%	82.75%	91.375%	100%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
<p>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.</p>	5th 70% (30%)	5th 73.75% (26.25%)	5th 77.5% (22.5%)	5th 81.25% (18.75%)	5th 85% (15)

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
<p>4.1 <i>Teachers will engage students in problem solving, experimental inquiry, and/or investigation tasks.</i></p> <p>Task 1: Science committee members will use resources that allow for projects for all students school-wide that follow the scientific method and share techniques during common planning time.</p>	<p>Science Committee Meeting Minutes, Grade Level Team Meeting Minutes</p>	<p>Science Committee, Science Teachers</p>	<p>2012-2013 School Year</p>	<p>Scheduled committee meeting time, scheduled common planning time with grade level, sharing of science materials, science closet</p>	<p>Science Fair training for 6th grade science teachers, online textbook video training</p>	<p>N/A</p>
<p>4.2 <i>Teachers will use technology as appropriate.</i></p> <p>Task 1: Teachers will encourage students' use of online resources for reinforcing concepts.</p>	<p>National Geographic Online Science Site (grades K-5), myscienceonline.com (grade 6)</p>	<p>Science Teachers</p>	<p>2012-2013 School Year</p>	<p>Classroom computers, scheduled computer lab time, Tim Wells (instructional technology teacher) to introduce students to sciencebuddies.org</p>	<p>Data Analysis meetings</p>	<p>N/A</p>

2012-2013 SCHOOL IMPROVEMENT PLAN

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>Technology</u> Goal 7: <u>Fitness</u>					
GOAL 5: By 2013, all Lakeside Elementary School teachers and staff will improve Parental Involvement by 1% over the previous year as measured by the District School Climate survey for parents regarding receiving adequate information about their child's performance.					
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 with parental involvement.	92.5%	94.375%	96.25%	98.125%	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” Lakeside Elementary School will consistently increase parental involvement until we reduce the % of parents who are not involved by at least 50% by 2016.	*89.4% (10.6%) *Data is from question #10 on the District School Climate survey for parents.	90.725% (9.275%)	92.05% (7.95%)	93.375% (6.625%)	94.7% (5.3%)

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
<p>5.1 <i>Teachers will improve parental involvement.</i></p> <p>Task 1: Teachers will send home letters with students' scores on progress monitoring assessments.</p> <p>Task 2: Teachers will conference with parents about their child's academic performance when necessary.</p>	<p><i>FAIR, Performance Matters, STAR, Clay Writes and FCAT Letters, Improvements in District School Climate Survey for Parents</i></p> <p><i>Parent/Teacher Conference Logs, PMP Signature Pages, Data Notebooks, Improvements in District School Climate Survey for Parents</i></p>	<p><i>Administrators, Teachers</i></p> <p><i>Administrators, Teachers</i></p>	<p><i>2012-2013 School Year</i></p> <p><i>2012-2013 School Year</i></p>	<p><i>Paper, ink, summer help from Mary Barth to input student data into the PMRN</i></p> <p><i>Copies, DataStar for PMPs</i></p>	<p><i>Classroom Management workshop for new teachers facilitated by Pauline Jackson</i></p> <p><i>N/A</i></p>	<p><i>Summer work hours - Mary Barth 0100.5100.0510.0352 .1183</i></p> <p><i>N/A</i></p>

2012-2013 SCHOOL IMPROVEMENT PLAN

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>Technology</u> Goal 7: <u>Fitness</u>					
GOAL 6: By 2016, 100% of all students will increase their educational Technology skills through weekly instruction in technology resource class and through hands-on technology use in enhanced classrooms and school computer labs.					
STRATEGIES, INDICATORS AND PROGRESS MEASURES					
I. STRATEGY 6: 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.					
*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 in technology.	79%	84.25%	89.5%	94.75%	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 educational technology skills until we reduce the % of students who are non-proficient by at least 50% by 2016.	Grades K-2 70% (30%) Grades 3-6 83.2% (16.8%)	Grades K-2 73.75% (26.25%) Grades 3-6 85.3% (14.7%)	Grades K-2 77.5% (22.5%) Grades 3-6 87.4% (12.6%)	Grades K-2 81.25% (18.75%) Grades 3-6 89.5% (10.5%)	Grades K-2 85% (15%) Grades 3-6 91.6% (8.4%)

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
<p>6.1 <i>Teachers will use enhanced classroom technology.</i></p> <p>Task 1: <i>Teachers will plan to integrate the use of various software programs to enhance classroom technology.</i></p> <p>Task 2: <i>Students will receive weekly instruction in technology through their scheduled technology resource time.</i></p>	<p><i>Lesson Plans, Learning Walks/ Observations, Teachers' Follow-Up Forms</i></p> <p><i>Lesson Plans, Learning Walks/ Observations</i></p>	<p><i>Administrators, Teachers</i></p> <p><i>Administrators, Technology Teacher</i></p>	<p><i>2012-2013 School Year</i></p> <p><i>2012-2013 School Year</i></p>	<p><i>Trainer for Professional Development</i></p> <p><i>Student Computers, Scheduled Resource Time</i></p>	<p><i>Professional development for teachers on utilizing various software programs</i></p> <p><i>N/A</i></p>	<p><i>N/A</i></p> <p><i>N/A</i></p>

2012-2013 SCHOOL IMPROVEMENT PLAN

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>Technology</u> Goal 7: <u>Fitness</u>					
GOAL 7: By 2013, all students will improve their Physical Fitness by 10% over the previous year as measured by the physical fitness test.					
STRATEGIES, INDICATORS AND PROGRESS MEASURES					
I. STRATEGY 7: Implement the research-based strategy of planning and designing engaging, challenging, and relevant lessons to achieve student mastery based on stated-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 the physical education department will implement the research-based strategy of planning and designing engaging, challenging, and relevant lessons to achieve student mastery based on state-adopted standards appropriate to the level of rigor.	81%	85.75%	90.5%	95.25%	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 physical fitness until we reduce the % of students who are non-proficient by at least 50% by 2016.	KG 26% (74%) 1st 22% (78%) 2nd 33% (67%) 3rd 38% (62%) 4th 38% (62%) 5th 33% (67%) 6th 34% (66%)	KG 35.25% (64.75%) 1st 31.75% (68.25%) 2nd 41.375% (58.625%) 3rd 45.75% (54.25%) 4th 45.75% (54.25%) 5th 41.375% (58.625%) 6th 42.25% (57.75%)	KG 44.5% (55.5%) 1st 41.5% (58.5%) 2nd 49.75% (50.25%) 3rd 53.5% (46.5%) 4th 53.5% (46.5%) 5th 49.75% (50.25%) 6th 50.5% (49.5%)	KG 53.75% (46.25%) 1st 51.25% (48.75%) 2nd 58.125% (41.875%) 3rd 61.25% (38.75%) 4th 61.25% (38.75%) 5th 58.125% (41.875%) 6th 58.75% (41.25%)	KG 63% (37%) 1st 61% (39%) 2nd 66.5% (33.5%) 3rd 69% (31%) 4th 69% (31%) 5th 66.5% (33.5%) 6th 67% (33%)

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
<p>7.1 <i>The physical education teacher will use physical movement.</i></p> <p>Task 1: <i>The physical education teacher will incorporate wellness strategies during resource classes.</i></p>	<p><i>Lesson Plans, Learning Walks/ Observations,</i></p>	<p><i>Administrators, P.E. Teacher</i></p>	<p><i>2012-2013 School Year</i></p>	<p><i>FitStat to document students' fitness levels, training on ways to enhance physical fitness levels in grades K-6</i></p>	<p><i>FAHPERD State Conference in Orlando, FL on October 19-20, 2012, Share the Wealth Physical Education Conference in Jekyll Island, GA on January 25-26, 2013</i></p>	<p><i>N/A</i></p>

2012-2013 SCHOOL IMPROVEMENT PLAN

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

Professional Development			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount
Professional Learning Community Goal and Action Step #(s): Reading 1.2 Navigator Plus Activity Title: LES 2012-2013 Common Core English/Language Arts Implementation PLC	Materials List and Cost: N/A	Budget Strip N/A	N/A
Professional Learning Community Goal and Action Step #(s): Math 2.1 Navigator Plus Activity Title: LES 2012-2013 Common Core Math Implementation PLC	Materials List and Cost: N/A	Budget Strip N/A	N/A
Professional Learning Community Goal and Action Step #(s): Reading 1.2 Navigator Plus Activity Title: LES 2012-2013 PLC: Classroom Instruction That Works – Robert Marzano	Materials List and Cost: 10 copies of <i>Classroom Instruction That Works</i> by Robert Marzano	Budget Strip 0100.6400.0590.0352.0000	\$292.60
Professional Learning Community Goal and Action Step #(s): Math 2.1 Navigator Plus Activity Title: TBD (book based math PLC)	Materials List and Cost: 10 copies of math related book (approximately \$30 each)	Budget Strip 0100.6400.0590.0352.0000	\$323.40
Lesson Study Goal and Action Step #(s): Reading 1.3 and Math 2.1 Navigator Plus Activity Title: LES 2012-2013 Lesson Study – Reading and Math Strategies	Materials List & Cost: N/A	Budget Strip N/A	N/A
School Workshop Goal and Action Step #(s): Reading 1.1, 1.2, 1.3 and Math 2.1 Navigator Plus Activity Title: LES 2012-2013 Differentiating Instruction Through Data Analysis	Materials List and Cost: N/A	Budget Strip N/A	N/A

2012-2013 SCHOOL IMPROVEMENT PLAN

School Workshop Goal and Action Step #(s): Writing 3.1 Navigator Plus Activity Title: LES 2012-2013 Kathryn Robinson - Best Practices in Writing	Materials List and Cost: Consultant Fee: \$1500 – Kathryn Robinson (split between 10 schools) Classroom curriculum books: Just Science Grammar – 3 binders	Budget Strip 0100.6400.0310.0352.0000 0100.6400.0510.0352.0000	\$396.00 \$99.00
School Workshop Goal and Action Step #(s): Reading 1.2 and Math 2.1 Navigator Plus Activity Title: LES 2012-2013 High Effect Instructional Strategies	Materials List and Cost: 2 books by John Hattie: <i>Visible Learning</i> (\$59.35) <i>Visible Learning for Teachers</i> (\$47.25)	Budget Strip 0100.6400.0590.0352.0000	\$106.60
School Workshop Goal and Action Step #(s): Technology 6.1 Navigator Plus Activity Title: LES 2012-2013 Workshop: Technology in the Classroom	Materials List and Cost: N/A	Budget Strip N/A	N/A
School Workshop Goal and Action Step #(s): Parental Involvement 5.1 Navigator Plus Activity Title: LES 2012-2013 Workshop: Managing the Classroom Environment	Materials List and Cost: N/A	Budget Strip N/A	N/A
School Workshop Goal and Action Step #(s): Reading 1.2 Navigator Plus Activity Title: TBD (reading workshop)	Materials List and Cost: TBD	Budget Strip 0100.6400.0510.0352.0000	\$700
School Workshop Goal and Action Step #(s): Reading 1.2 Navigator Plus Activity Title: TBD (reading workshop)	Materials List and Cost: TBD	Budget Strip 0100.5100.0510.0352.1183	\$1390.19
Subtotal: \$3307.79			
Other			
Goal Area and Action Step Number	Description of Resources	Budget Strip	Available Amount
Reading 1.3	Activity Bus provided for students staying after school for tutoring and other activities	0100.5100.0510.0352.1182 0100.5100.0510.0352.1183	\$883.25 \$1396.75
Parental Involvement 5.1	Summer work hours – Mary Barth	0100.5100.0510.0352.1183	\$1208.06
Subtotal: \$3488.06			
Grand Total: \$6795.85			

2012-2013 SCHOOL IMPROVEMENT PLAN

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 <u>Reading (1), Math (2)</u>			
	<ul style="list-style-type: none"> • Action Step # - 1.1, 1.2, 1.3, 2.1 • Name of Activity - LES 2012-2013 Differentiating Instruction Through Data Analysis • Dates of Activity - • Name of Consultant or Facilitator - • Consultant Services Agreement - N/A • Materials - N/A 			
	Budget Items Required			
	<ul style="list-style-type: none"> • Action Step # - 1.1, 1.2, 1.3, 2.1 • Name of Activity - LES 2012-2013 Differentiating Instruction Through Data Analysis • Funding Source - N/A • Cost of Consultant - N/A • Cost of Materials - N/A • Cost of Substitutes - N/A 			
School-wide Training	Professional Development Details Goal the Activity is Supporting <u>Reading (1), Math (2)</u>			
	<ul style="list-style-type: none"> • Action Step # - 1.2, 2.1 • Name of Activity - LES 2012-2013 High Effect Instructional Strategies • Dates of Activity - • Name of Consultant or Facilitator - • Consultant Services Agreement - N/A • Materials - 2 books by John Hattie -- <i>Visible Learning</i> and <i>Visible Learning for Teachers</i> 			
	Budget Items Required			
	<ul style="list-style-type: none"> • Action Step # - 1.2, 2.1 • Name of Activity - LES 2012-2013 High Effect Instructional Strategies • Funding Source - 0100.6400.0590.0352.0000 (\$106.60) • Cost of Consultant - N/A 			

2012-2013 SCHOOL IMPROVEMENT PLAN

	<ul style="list-style-type: none"> • Cost of Materials - 2 books by John Hattie (\$59.35 & \$47.25) • Cost of Substitutes - N/A 			
School-wide Training	Professional Development Details Goal the Activity is Supporting <u>Technology (6)</u>			
	<ul style="list-style-type: none"> • Action Step # - 6.1 • Name of Activity - LES 2012-2013 Workshop: Technology in the Classroom • Dates of Activity - • Name of Consultant or Facilitator - • Consultant Services Agreement - N/A • Materials - N/A 			
	Budget Items Required			
	<ul style="list-style-type: none"> • Action Step # - 6.1 • Name of Activity - LES 2012-2013 Workshop: Technology in the Classroom • Funding Source - N/A • Cost of Consultant - N/A • Cost of Materials - N/A • Cost of Substitutes - N/A 			
School-wide Training	Professional Development Details Goal the Activity is Supporting <u>Parental Involvement (5)</u>			
LES 2012-2013 Workshop: Managing the Classroom Environment	<ul style="list-style-type: none"> • Action Step # - 5.1 • Name of Activity - LES 2012-2013 Workshop: Managing the Classroom Environment • Dates of Activity - • Name of Consultant or Facilitator - • Consultant Services Agreement - N/A • Materials - N/A 			
	Budget Items Required			
	<ul style="list-style-type: none"> • Action Step # - 5.1 • Name of Activity - LES 2012-2013 Workshop: Managing the Classroom Environment • Funding Source - N/A • Cost of Consultant - N/A • Cost of Materials - N/A • Cost of Substitutes - N/A 			

2012-2013 SCHOOL IMPROVEMENT PLAN

School-wide Training	Professional Development Details Goal the Activity is Supporting <u>Reading (1)</u>			
	<ul style="list-style-type: none"> Action Step # - 1.2 Name of Activity - TBD (reading workshop) Dates of Activity - Name of Consultant or Facilitator - Consultant Services Agreement - N/A Materials - TBD 			
	Budget Items Required			
	<ul style="list-style-type: none"> Action Step # - 1.2 Name of Activity - TBD (reading workshop) Funding Source - 0100.6400.0510.0352.0000 (\$700) 0100.5100.0510.0352.1183 (\$1390.19) Cost of Consultant - N/A Cost of Materials - TBD (\$700 & \$1390.19) Cost of Substitutes - N/A 			
Learning Community	Professional Development Details Goal the Activity is Supporting <u>Reading (1)</u>			
(collaborative teams that gathers research and studies new programs or topics and shares their findings- must use Learning Community form)	<ul style="list-style-type: none"> Action Step # - 1.2 Name of Activity - LES 2012-2013 Common Core English/Language Arts Implementation PLC Dates of Activity - Title of Book or Focus - English/Language Arts Focus 			
	Budget Items Required			
	<ul style="list-style-type: none"> Action Step # - 1.2 Cost of Book/Teacher Materials - N/A 			
Learning Community	Professional Development Details Goal the Activity is Supporting <u>Math (2)</u>			
(collaborative teams that gathers research and studies new programs or topics and shares their findings- must use Learning Community form)	<ul style="list-style-type: none"> Action Step # - 2.1 Name of Activity - LES 2012-2013 Common Core Math Implementation PLC Dates of Activity - Title of Book or Focus - Math Focus 			
	Budget Items Required			
	<ul style="list-style-type: none"> Action Step # - 2.1 Cost of Book/Teacher Materials - N/A 			
Learning Community	Professional Development Details			

2012-2013 SCHOOL IMPROVEMENT PLAN

	Goal the Activity is Supporting <u>Reading (1)</u>			
(collaborative teams that gathers research and studies new programs or topics and shares their findings- must use Learning Community form)	<ul style="list-style-type: none"> Action Step # - 1.2 Name of Activity - LES 2012-2013 PLC: Classroom Instruction that Works - Robert Marzano Dates of Activity - Title of Book or Focus - 			
	Budget Items Required			
	<ul style="list-style-type: none"> Action Step # - 1.2 Cost of Book/Teacher Materials - \$292.60 			
Learning Community	Professional Development Details			
	Goal the Activity is Supporting <u>Math (2)</u>			
(collaborative teams that gathers research and studies new programs or topics and shares their findings- must use Learning Community form)	<ul style="list-style-type: none"> Action Step # - 2.1 Name of Activity - TBD (book based math PLC) Dates of Activity - Title of Book or Focus - TBD (math related book) 			
	Budget Items Required			
	<ul style="list-style-type: none"> Action Step # - 2.1 Cost of Book/Teacher Materials - \$323.40 			
Lesson Study/Action Research	Professional Development Details			
	Goal the Activity is Supporting <u>Reading (1), Math (2)</u>			
(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)	<ul style="list-style-type: none"> Action Step # - 1.3, 2.1 Name of Activity - LES 2012-2013 Lesson Study - Reading and Math Strategies Dates of Activity - Teaching strategy or method to be researched - 			
	Budget Items Required			
	<ul style="list-style-type: none"> Action Step # - 1.3, 2.1 Cost of Teacher Materials - N/A 			
Timelines				
Start Date: August 2, 2012				
End date: September 21, 2012				

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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.	<input type="checkbox"/>	<input type="checkbox"/>	LES 2012-2013 Kathryn Robinson - Best Practices in Writing Common Core standards emphasize content-area writing. This workshop covered

2012-2013 SCHOOL IMPROVEMENT PLAN

			narrative and expository writing skills as well as strategies for writing across the curriculum.
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.	<input type="checkbox"/>	<input type="checkbox"/>	Kathryn Robinson - Just Write Enterprises
Who will be trained?	<input type="checkbox"/>	<input type="checkbox"/>	Grade 3-6 teachers
Date(s), Time(s), Location	<input type="checkbox"/>	<input type="checkbox"/>	8/10/12; 8:00-3:30; LES
Total Cost	<input type="checkbox"/>	<input type="checkbox"/>	\$1500 shared among 10 schools (LES portion \$396)
Needs School Board approval	<input type="checkbox"/>	<input type="checkbox"/>	No
Complete budget line for expenses	<input type="checkbox"/>	<input type="checkbox"/>	0100.6400.0310.0352.0000 Approximate cost was \$23 per teacher. The following schools provided the same budget line as above, with the exception of the cost center (LES=0352). AES; GPE; ROE; OVE; DIS; LAE; SBJ; MBE; MRE
Name of facilitator/person responsible	<input type="checkbox"/>	<input type="checkbox"/>	Jeff Schriver
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.	<input type="checkbox"/>	<input type="checkbox"/>	
Who will be trained?	<input type="checkbox"/>	<input type="checkbox"/>	
Date(s), Location	<input type="checkbox"/>	<input type="checkbox"/>	

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Total Cost	<input type="checkbox"/>	<input type="checkbox"/>	
Complete budget line for expenses	<input type="checkbox"/>	<input type="checkbox"/>	
Name of facilitator/person responsible	<input type="checkbox"/>	<input type="checkbox"/>	
Timelines			
	Yes	No	Comments
Start Date August 2, 2012	<input type="checkbox"/>	<input type="checkbox"/>	
End Date September 21, 2012	<input type="checkbox"/>	<input type="checkbox"/>	
Budget			
Local FTE (function 6400-no project)	<input type="checkbox"/>	<input type="checkbox"/>	\$
Project -	<input type="checkbox"/>	<input type="checkbox"/>	
Project -	<input type="checkbox"/>	<input type="checkbox"/>	
Project -	<input type="checkbox"/>	<input type="checkbox"/>	
Total External PD Budget (no project & project funds)	<input type="checkbox"/>	<input type="checkbox"/>	

Approvals: (Signature's required)

Principal: _____ Date: ___/___/___

SAC Chair: _____ Date: ___/___/___

Hilda Manning: _____ Date: ___/___/___

Shannah Kosek: _____ Date: ___/___/___

2012-2013 SCHOOL IMPROVEMENT PLAN

LAKESIDE JUNIOR HIGH 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.

The school-based RtI team is composed of Lillian Fehrs (Reading Coach/Facilitator); Sherry Bumpers (follow thru) Language Arts; Michele Goria (follow thru) Speech; Judy Wearne (follow thru) Guidance; Kristen Heard (Intervention Team Facilitator) ESE Support Facilitator; Diana Hixson (follow thru) School Psychologist; Tracey Kumm (note-taker) Science; Trudi Lawless (follow thru); Kristi Johnson (follow thru) SAC Chair; Jennifer Roach (follow thru) Administrator.

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

The RtI Leadership Team meets monthly to coordinate efforts to implement RtI strategies. The RtI team works to coordinate the work of the other school teams to insure that the needs of every student are addressed and to increase the efficiency and effectiveness of our school teams across the campus.

- 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 RtI Leadership Team provided teachers with their students' test data. Data snapshot forms were provided to assist teachers in tracking students throughout the year and at each assessment window. Strategies were developed based on this data for teachers to implement in supporting the School Improvement Plan.

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.

Several sources were used to summarize the data; however the primary source of data collection is Performance Matters. This data collection system collates and summarizes multiple data points downloaded directly from Focus. Other sources included but were not limited to, Florida Department of Education School Grades, Florida's Comprehensive Assessment Test (FCAT), Florida Department of Education School Accountability Reports, Performance Matters, Compass Learning Odyssey reports, and individual teacher data.

- Describe the plan to train staff on RtI.

The RtI Leadership Team will use a variety of methods to train staff on the RtI process. At monthly faculty meetings, RtI topics will be introduced and discussed. During Data Analysis Meetings, teachers will use data to help identify students needing additional support mechanisms and possible inclusion in RtI support procedures. Teachers with students that have been identified as needing RtI support will be coached through the process individually. In this our third year of implementation, the focus will be on developing better identification strategies for struggling students, fine tuning RtI procedures, and continued enhancement of our Tier 1 interventions.

Literacy Leadership

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

The School-Based Literacy Leadership Team consists of John Green (Administrator), Frances Celis (Administrator), Jennifer Roach (Administrator), Lillian Fehrs (Reading), Kristen Heard (RtI), Julie Hiscox (Science), Tracey Kumm (Science), Sherry Bumpers (Language Arts), Kristi Johnson (Social Studies), Linda Tattersall (Media Specialist), Kathryn Green (Math), Michael Miller (Math), Michelle DuChemin (Fine Arts), Sue Thuy (Career Tech), Mike Williams (PE), Judy Wearne (Guidance).

2012-2013 SCHOOL IMPROVEMENT PLAN

LAKESIDE JUNIOR HIGH SCHOOL

School Based Leadership Team

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

The LLT meets monthly and discusses ways to enhance reading and reading strategies at Lakeside Junior High School. Each member takes these back to their department meeting for dissemination.

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

In accordance with Common Core, the goal is to make reading a priority in all classes across the campus. Each department will look at ways to enhance reading based on the types of text used in their discipline. These strategies will be presented at department meetings and implemented school wide.

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.

N/A

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.

The school's Literacy Leadership Team meets monthly to discuss ways to incorporate reading in every discipline. Members then take the information back to their departments during department meetings. The school is implementing its third year of reading strategies across all content areas.

Our Literacy Leadership Team is also implementing a "Gator Time" program that allows students to receive academic tutoring in a structured environment or read for twenty six minutes daily.

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

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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.

N/A

2012-2013 SCHOOL IMPROVEMENT PLAN

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>School Climate</u>					
GOAL 1: By the end of the 2012-2013 academic year, the number of non-proficient readers on FCAT 2.0 will decrease by 10% at each grade level and subgroup currently not meeting proficiency targets.					
STRATEGIES, INDICATORS AND PROGRESS MEASURES					
I. STRATEGY I: Implement the research-based strategy of using diagnostic student data from formative assessments to develop differentiated instruction and strategies to monitor student learning based on individual student needs.					
*PROGRESS MEASURES ARE FOR THE PURPOSE OF REACHING YOUR 3-5 YEAR SCHOOL IMPROVEMENT GOALS AND AMO'S.	BASELINE MEASURE August 2012 <i>*Perceptual Data</i>	PROGRESS MEASURE August 2013	PROGRESS MEASURE August 2014	PROGRESS MEASURE August 2015	PROGRESS MEASURE August 2016
II. ADULT IMPLEMENTATION INDICATOR (s): 100% of teachers will implement the research-based strategy of using diagnostic student data from formative assessments to develop differentiated instruction and strategies to monitor student learning based on individual student needs.	Grades 7-8: 50%	Grades 7-8: 65%	Grades 7-8: 80%	Grades 7-8: 95%	Grades 7-8: 100%
	New FCAT Data from 2012	August 2013	August 2014	August 2015	August 2016
III. STUDENT PERFORMANCE INDICATOR (s): Lakeside Junior High will consistently increase FCAT Reading scores by reducing the % of non-proficient by at least 50% by 2016.	7th: 71% (29%) 8th: 69% (31%)	7th: 74.6% (25.375%) 8th: 72.875% (27.125%)	7th: 78.25% (21.75%) 8th: 76.75% (23.25%)	7th: 81.875% (18.125%) 8th: 80.625% (19.375%)	7 th : 85.5% (14.5) 8 th : 84.5% (15.5%)

2012-2013 SCHOOL IMPROVEMENT PLAN

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
<p>1.1 Data Analysis Meetings Task 1: LJH faculty will meet after each benchmark assessment by department to analyze data for their students and subject area using FAIR test results and FCAT Test Maker Pro. This data will be used to drive lesson planning for students and curriculum decisions for the department.</p>	<p>Performance Matters Reports, FAIR test results, FCAT Test Maker Pro reports, department meeting agendas</p>	<p>Department chair, teachers, administrators</p>	<p>2012-2013 school year</p>	<p>Apperson Advantage 1200 Scanner, scantrons, substitutes for data meetings, training for faculty will be provided by administrators and teacher committee which consists of one teacher from each department, subs for training</p>	<p>FCAT Test Maker Pro training</p>	<p>SAC Funds \$3700 Budget Strip: 0100.5100.0510.0351.1182 PD Funds \$700 Budget Strip: 0100.6400.0310.0351.0000</p>
<p>1.2 School-wide Implementation of Reading Strategies Task 1: Literacy Leadership Team will meet monthly to plan and discuss ways to enhance reading in all classes. Team members will provide "Reading Strategies" instructional lessons at monthly faculty meetings. Teachers will then implement the content area reading strategies in their classes. Task 2: Faculty will receive training on Kagan Strategies and Close Reading strategies by District Curriculum</p>	<p>Task 1: Lesson Plans, meeting agendas, Administrator walk-throughs Task 2: Sign in sheets, follow-up forms, lesson/unit plans/student</p>	<p>Task 1: LLT, teachers Task 2: administrators, teachers</p>	<p>Task 1: 2012-2013 school year Task 2: 2012-2013 school year</p>	<p>Task 1: copies, supplemental reading materials, various teachers will provide training to faculty Task 2: handouts provided by curriculum specialist, Kagan Foldables, training provided by Thomas</p>	<p>Task 1: LLT Strategies at Faculty Meetings Task 2: Kagan Strategies by Thomas Gerds. Presentation will take place on</p>	<p>Task 1: No cost Task 2: PD Funds - Kagan Foldables \$60 Budget Strip:</p>

2012-2013 SCHOOL IMPROVEMENT PLAN

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material/ Technology/ Trainer	Related PD	Funding/Funding Source
Specialist, Thomas Gerds.	samples			Gerds	09/19/2012.	0100.6400.0310.0351.0000
<p>1.3 "Gator Time" The faculty will implement a specific, common reading/peer-tutoring time each day for all students.</p>	Administrator walk-throughs	Classroom teachers	2012-2013 school year	reading material (on hand)	None	No cost
<p>1.4 Vocabulary Acquisition Teachers will use an interactive word wall to facilitate the acquisition of content specific terms and concepts.</p>	Lesson Plans, Administrator walk-throughs, Word Wall	Classroom teachers	2012-2013 school year	bulletin board materials	None	No cost
<p>1.5 Book Club The faculty will implement a book club to increase recreational reading on campus. The book club will meet weekly to discuss books read.</p>	Book Club attendance	Media Tech Assistant, teachers	2012-2013 School year	Books	None	SAC Funds \$350 Budget Strip: 0100.5100.0510.0351.1181
<p>1.6 READ/Scope Magazine The Language Arts department will utilize this magazine's paired texts (fiction/nonfiction) to teach students to think critically and build core language arts skills.</p>	Administrator walk-throughs, lesson plans	Language Arts department	2012-2013 school year	Subscriptions (25) to Scholastic READ/Scope magazine	None	SAC Funds \$250 Budget Strip: 0100.5100.0510.0351.1183

2012-2013 SCHOOL IMPROVEMENT PLAN
School District of Clay County

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>School Climate</u>					
GOAL 2 By the end of the 2012-2013 academic year, the number of non-proficient students on FCAT Math 2.0 will decrease by 10% at each grade level and subgroup currently not meeting proficiency targets.					
STRATEGIES, INDICATORS AND PROGRESS MEASURES					
I. STRATEGY 2: Implement the research based strategy of using diagnostic student data from formative assessments to develop differentiated instruction and strategies to monitor student learning based on individual student needs.					
*PROGRESS MEASURES ARE FOR THE PURPOSE OF REACHING YOUR 3-5 YEAR SCHOOL IMPROVEMENT GOALS AND AMO'S.	BASELINE MEASURE August 2012 *Perceptual Data	PROGRESS MEASURE August 2013	PROGRESS MEASURE August 2014	PROGRESS MEASURE August 2015	PROGRESS MEASURE August 2016
II. ADULT IMPLEMENTATION INDICATOR (S): 100% of teachers will implement the research based strategy of using diagnostic student data from formative assessments to develop differentiated instruction and strategies to monitor student learning based on individual student needs.	Grades 7-8: 50%	Grades 7-8: 65%	Grades 7-8: 80%	Grades 7-8: 95%	Grades 7-8: 100%
	FCAT Data from 2011-2012	August 2013	August 2014	August 2015	August 2016
III. STUDENT PERFORMANCE INDICATOR (S): Lakeside Junior High will consistently increase their FCAT Math scores by reducing the % of non-proficient by at least 50% by 2016.	7th: 70% (30%) 8th: 72% (28%)	7th: 73.75% (26.25%) 8th: 75.5% (24.5%)	7th: 77.5% (22.5%) 8th: 79% (21%)	7th: 81.25% (18.75%) 8th: 82.5% (17.5%)	7th: 85% (15%) 8th: 86% (14%)

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
<p>2.1 Data Analysis Meetings LJH faculty will meet after each benchmark assessment by department to analyze data for their students and subject area using Performance Matters and FCAT Test Maker Pro. This data will be used to drive lesson planning for students and curriculum decisions for the department.</p>	<p>Performance Matters Reports, FCAT Test Maker Pro reports, department meeting agendas</p>	<p>Department chair, teachers, administrators</p>	<p>2012-2013 school year</p>	<p>Apperson Advantage 1200 Scanner, scantrons, substitutes for data meetings, training for faculty will be provided by administrators and teacher committee which consists of one teacher from each department, subs for training</p>	<p>FCAT Test Maker Pro training</p>	<p>SAC Funds \$3700 Budget Strip: 0100.5100.0510.0351.1182 PD Funds \$700 Budget Strip: 0100.6400.0310.0351.0000</p>
<p>2.2 Math Tutoring Math department teachers with the NJHS student volunteers will provide morning "Help Sessions" two mornings per week to support and supplement classroom instruction. Sessions will be available to all students.</p>	<p>Sign-in sheets, Help Session Attendance</p>	<p>Teachers, NJHS volunteers</p>	<p>2012-2013 school year</p>	<p>Sign-in sheets for participants and volunteers, Adam's lab two mornings a week.</p>	<p>None</p>	<p>No cost</p>
<p>2.3 Vocabulary Acquisition Teachers will use an interactive word wall to facilitate the acquisition of math terms and concepts.</p>	<p>Lesson Plans, Administrator Walk-throughs, Word Wall</p>	<p>Math Teachers</p>	<p>2012-2013 school year</p>	<p>Bulletin board or wall space</p>	<p>None</p>	<p>No cost</p>

2012-2013 SCHOOL IMPROVEMENT PLAN

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p>2.4 Calculators Math teachers will have students use calculators weekly so students will be comfortable using them before FCAT testing.</p>	Lesson plans, administrator walk-throughs	Math Teachers, Math Department Head	2012-2013 school year	Calculators	None	SAC Funds \$500 Budget Strip: 0100.5100.0510.0351.1183

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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:** School Climate

GOAL 3: By the end of the 2012-2013 academic year, the number of non-proficient students on FCAT Writing will decrease by 10% at each grade level and subgroup currently not meeting proficiency targets.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

I. **Strategy 3:** Implement the research-based strategy of relating and integrating the subject matter with other disciplines during instruction.

*PROGRESS MEASURES ARE FOR THE PURPOSE OF REACHING YOUR 3-5 YEAR SCHOOL IMPROVEMENT GOALS AND AMO'S.	BASELINE MEASURE August 2012 *Perceptual data	PROGRESS MEASURE August 2013	PROGRESS MEASURE August 2014	PROGRESS MEASURE August 2015	PROGRESS MEASURE August 2016
II. ADULT IMPLEMENTATION INDICATOR(S): 100% of teachers will implement the research-based strategy of relating and integrating the subject matter with other disciplines during instruction.	Grades 7-8: 40%	Grades 7-8: 55%	Grades 7-8: 70%	Grades 7-8: 85%	Grades 7-8: 100%
	FCAT Data from 2011-2012	August 2013	August 2014	August 2015	August 2016
III. STUDENT PERFORMANCE INDICATOR(S): Lakeside Junior High will consistently increase their FCAT Writing scores by reducing the % of non-proficient by at least 50% by 2016.	8th: 46% (scored 4.0 or higher) (54%)	8th: 52.75% (47.25%)	8th: 59.5% (40.5%)	8th: 66.25% (33.75%)	8th : 73% (27%)

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
<p>3.1 Data Analysis Meetings</p> <p>LJH Language Arts teachers will meet after each writing assessment to analyze data for their students and subject area using FCAT Test Maker Pro. This data will be used to drive lesson planning for students and curriculum decisions for the department.</p>	<p>FCAT Test Maker Pro reports, Data Analysis Meeting Agendas, Clay Writes results</p>	<p>Department chair, classroom teachers, administrators</p>	<p>2012-2013 school year</p>	<p>Apperson Advantage 1200 Scanner, scantrons, substitutes for data meetings, training for faculty will be provided by administrators and teacher committee which consists of one teacher from each department, subs for training</p>	<p>FCAT Test Maker Pro training</p>	<p>SAC Funds \$3700 Budget Strip: 0100.5100.0510.0351.1182</p> <p>PD Funds \$700 Budget Strip: 0100.6400.0310.0351.0000</p>
<p>3.2 Writing Absolutes</p> <p>Continued use of LJHS Writing Absolutes in all core content areas with an emphasis on using response type 3 (Extended Response Paragraph) on a quarterly basis.</p>	<p>Lesson Plans, classroom visuals, Clay Writes</p>	<p>Classroom teachers, Administrators</p>	<p>2012-2013 school year</p>	<p>Posters of LJH Writing Absolutes</p>	<p>None</p>	<p>No cost</p>

2012-2013 SCHOOL IMPROVEMENT PLAN
School District of Clay County

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>School Climate</u>					
GOAL 4: By the end of the 2012-2013 academic year, the number of non-proficient students on FCAT Science will decrease by 10% at each grade level and subgroup currently not meeting proficiency targets.					
STRATEGIES, INDICATORS AND PROGRESS MEASURES					
I. Strategy 4: 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.					
*PROGRESS MEASURES ARE FOR THE PURPOSE OF REACHING YOUR 3-5 YEAR SCHOOL IMPROVEMENT GOALS AND AMO'S.	BASELINE MEASURE August 2012 *Perceptual data	PROGRESS MEASURE August 2013	PROGRESS MEASURE August 2014	PROGRESS MEASURE August 2015	PROGRESS MEASURE August 2016
II. ADULT IMPLEMENTATION INDICATOR (S): 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.	Grades 7-8: 50%	Grades 7-8: 65%	Grades 7-8: 80%	Grades 7-8: 95%	Grades 7-8: 100%
	FCAT Data from 2011-2012	August 2013	August 2014	August 2015	August 2016
III. STUDENT PERFORMANCE INDICATOR (S): Lakeside Junior High will consistently increase their FCAT Science scores by reducing the % of non-proficient by at least 50% by 2016.	8th: 60% (40%)	8th: 65% (35%)	8th: 70% (30%)	8th: 75% (25%)	8th: 80% (20%)

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
<p>4.1 Data Analysis Meetings LJH faculty will meet after each benchmark assessment by department to analyze data for their students and subject area using Performance Matters and FCAT Test Maker Pro. This data will be used to drive lesson planning for students and curriculum decisions for the department.</p>	<p>Performance Matters Reports, FCAT Test Maker Pro reports, Department Meeting Agendas</p>	<p>Department head, teachers, administrators</p>	<p>2012-2013 school year</p>	<p>Apperson Advantage 1200 Scanner, scantrons, substitutes for data meetings, training for faculty will be provided by administrators and teacher committee which consists of one teacher from each department, subs for training</p>	<p>FCAT Test Maker Pro training</p>	<p>SAC Funds \$3700 Budget Strip: 0100.5100.0510.0351.1182</p> <p>PD Funds \$700 Budget Strip: 0100.6400.0310.0351.0000</p>
<p>4.2 Weekly hands-on lab experiments Utilize hands-on lab experiments and activities once per week in all science classes applying the steps of the scientific method.</p>	<p>Lesson Plans, lab reports</p>	<p>Department chair, teachers</p>	<p>2012-2013 school year</p>	<p>lab equipment</p>	<p>None</p>	<p>SAC Funds \$500 Budget Strip: 0100.5100.0510.0351.1182</p>

2012-2013 SCHOOL IMPROVEMENT PLAN

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p>4.3 School-Wide Science Projects Each student will identify a problem related to Science, design an experiment, carry out the experiment and draw conclusions. This long term project will require students to implement the steps of the scientific method as well as conduct research, analyze data, construct graphs and draw conclusions based on their observations.</p>	Lesson Plans, Science Project Grading Rubrics	Department chair, teachers	2012-2013 school year	grading rubrics, presentation materials, substitutes	None	SAC Funds \$1000 Budget Strip: 0100.5100.0510.0351.1181

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School District of Clay County

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>School Climate</u>					
GOAL 5: By the end of the 2012-2013 school year, 80% of parents will have access to the web-based parent portal (Focus) and will be able to keep track of their student's progress.					
STRATEGIES, INDICATORS AND PROGRESS MEASURES					
I. Strategy 5: Implement the research-based strategy of fostering two-way home/school communication with all stakeholders to promote student learning.					
*PROGRESS MEASURES ARE FOR THE PURPOSE OF REACHING YOUR 3-5 YEAR SCHOOL IMPROVEMENT GOALS AND AMO'S.	BASELINE MEASURE August 2012 *Perceptual data	PROGRESS MEASURE August 2013	PROGRESS MEASURE August 2014	PROGRESS MEASURE August 2015	PROGRESS MEASURE August 2016
II. ADULT IMPLEMENTATION INDICATOR (S): 100% of teachers will implement the research-based strategy of fostering two-way home/school communication with all stakeholders to promote student learning.	Grades 7-8: 55%	Grades 7-8: 66%	Grades 7-8: 78%	Grades 7-8: 89%	Grades 7-8: 100%
	Data from 2011-2012	August 2013	August 2014	August 2015	August 2016
III. STUDENT PERFORMANCE INDICATOR (S): Lakeside Junior High will consistently increase their parent access to the web-based parent portal by reducing the % of non-users by at least 50% by 2016.	7 th : 68% (32%) 8 th : 68% (32%)	7 th : 72% (28%) 8 th : 72% (28%)	7 th : 76% (24%) 8 th : 76% (24%)	7 th : 80% (20%) 8 th : 80% (20%)	7 th : 84% (16%) 8 th : 84% (16%)

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
<p>5.1 Parent Training on Internet Support</p> <p>Training will be offered to parents on how to access and use the web based Focus Parent Portal to access student grades, Blackboard, and My School Bucks to add money to a student lunch account.</p>	<p>Web based Parent Portal Report</p>	<p>Teachers, administrators</p>	<p>October 16, 2012 (Overflow day of October 23, 2012 if necessary)</p>	<p>Facilities, Presentation Equipment, various teachers will train parents</p>	<p>None</p>	<p>No cost</p>
<p>5.2 Timely Information Available for Parents</p> <p>Teachers will input grades into the web-based grading program on a weekly basis.</p>	<p>Web based grading program report</p>	<p>Administrators, Classroom Teachers</p>	<p>2012-2013 school year</p>	<p>Web-based grading program</p>	<p>None</p>	<p>No cost</p>

2012-2013 SCHOOL IMPROVEMENT PLAN
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:** School Climate

GOAL 6A: By the end of the 2012-2013 academic year, all teachers will increase the usage of technology in the classroom to improve student engagement for increased monitoring of students performance data.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

I. **STRATEGY 6A:** Implement the research based strategy of increasing access to and implementation of technology resources to increase student engagement and performance.

*PROGRESS MEASURES ARE FOR THE PURPOSE OF REACHING YOUR 3-5 YEAR SCHOOL IMPROVEMENT GOALS AND AMO'S.	BASELINE MEASURE August 2012 * Perceptual Data	PROGRESS MEASURE August 2013	PROGRESS MEASURE August 2014	PROGRESS MEASURE August 2015	PROGRESS MEASURE August 2016
<p>II. ADULT IMPLEMENTATION INDICATOR (S):</p> <p>100% of teachers will implement the research based strategy of increasing access to and implementation of technology resources to increase student engagement and performance.</p>	<p>Grades 7-8: 50%</p>	<p>Grades 7-8: 63%</p>	<p>Grades 7-8: 75%</p>	<p>Grades 7-8: 88%</p>	<p>Grades 7-8: 100%</p>
	2012	August 2013	August 2014	August 2015	August 2016
<p>III. STUDENT PERFORMANCE INDICATOR (S):</p> <p>Lakeside Junior High will consistently increase their teachers' technology usage by reducing the % of non-users by at least 50% by 2016.</p>	<p>7th: 68% (32%) 8th: 68% (32%)</p>	<p>7th: 72% (28%) 8th: 72% (28%)</p>	<p>7th: 76% (24%) 8th: 76% (24%)</p>	<p>7th: 80% (20%) 8th: 80% (20%)</p>	<p>7th: 84% (16%) 8th: 84% (16%)</p>

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
<p>6A.1 Technology Support Team</p> <p>Creation of a tech support team to help with minor technology problems to decrease the response time for problem resolution.</p>	<p>Issue Track Reports</p>	<p>Rachel Tiling, David Bradley, District Technical Specialist</p>	<p>2012-2013 school year</p>	<p>None</p>	<p>None</p>	<p>No cost</p>
<p>6A.2 Technology Thursdays</p> <p>Teacher committee will provide ongoing professional development once a month on various types of technology, including FOCUS, Audience Response Systems, Performance Matters, troubleshooting, enhanced classrooms, and other topics as requested by faculty members.</p>	<p>Sign-in sheets</p>	<p>Technology Advisory Committee</p>	<p>2012-2013 school year</p>	<p>No resources needed. Technology Advisory Committee members will provide training.</p>	<p>Technology Thursdays (ongoing) presented by members of the Technology Advisory Committee</p>	<p>No cost</p>

2012-2013 SCHOOL IMPROVEMENT PLAN
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:** School Climate

GOAL 6B: By the end of the 2012-2013 academic year, discipline referrals will decrease as a result of teachers implementing strategies to promote positive choices.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

I. **STRATEGY 6B:** Implement the research based strategy of creating a safe, organized, flexible, inclusive, collaborative, student-centered learning environment that maintains an atmosphere of respect for all levels of diversity.

*PROGRESS MEASURES ARE FOR THE PURPOSE OF REACHING YOUR 3-5 YEAR SCHOOL IMPROVEMENT GOALS AND AMO'S.	BASELINE MEASURE August 2012 * Perceptual Data	PROGRESS MEASURE August 2013	PROGRESS MEASURE August 2014	PROGRESS MEASURE August 2015	PROGRESS MEASURE August 2016
<p>II. ADULT IMPLEMENTATION INDICATOR (S) :</p> <p>100% of teachers will implement the research based strategy of creating a safe, organized, flexible, inclusive, collaborative, student-centered learning environment that maintains an atmosphere of respect for all levels of diversity.</p>	<p>Grades 7-8: 50%</p>	<p>Grades 7-8: 63%</p>	<p>Grades 7-8: 75%</p>	<p>Grades 7-8: 88%</p>	<p>Grades 7-8: 100%</p>
	2012	August 2013	August 2014	August 2015	August 2016
<p>III. STUDENT PERFORMANCE INDICATOR (S):</p> <p>Lakeside Junior High will consistently increase the number of students who do not receive discipline referrals by reducing the % of referrals by at least 50% by 2016.</p>	<p>7th: 75% did not receive referrals (25% received referrals)</p> <p>8th: 75% did not receive referrals (25% received referrals)</p>	<p>7th: 78.1% (21.9%)</p> <p>8th: 78.1% (21.9%)</p>	<p>7th: 81.25% (18.75%)</p> <p>8th: 81.25% (18.75%)</p>	<p>7th: 84.5% (15.5%)</p> <p>8th: 84.5% (15.5%)</p>	<p>7th: 87.75% (12.25%)</p> <p>8th: 87.75% (12.25%)</p>

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
<p>6B.1 Gator Great Program</p> <p>Continue implementation of school-wide/team specific discipline support program (Gator Greats) to encourage and support positive behavior choices.</p>	Referral Data	Teachers, administrators	2012-2013 School Year	Celebration Items	None	No cost
<p>6B.2 School Radios</p> <p>Administrators and various staff members will be equipped with handheld radios to improve communication promoting school safety/reducing discipline issues.</p>	Referral Data	Administrators	2012-2013 School Year	<p>6 - Motorola BPR40 Handheld Radios (\$148.96 each)</p> <p>5 - Replacement batteries for existing radios (\$14.96 each)</p>	None	<p>SAC Funds \$1100</p> <p>Budget Strip: 0100.5100.0510.0351.1181</p>
<p>6B.3 Time to Teach</p> <p>School-wide training on Time to Teach strategies will be provided during pre-planning to address “teach to” ideas that will teach students how to perform various day-to-day activities in the classroom and on campus in a manner that meets faculty expectations and complies with the rules in the Student Handbook.</p>	Sign-in sheets, lesson plans, decrease in number of referrals	Administrators, teachers	2012-2013 School Year (Training will take place on August 8, 2012.)	Presentation materials/equipment, John Green to provide training.	“Time to Teach” PD presented by John Green, principal.	No cost

2012-2013 SCHOOL IMPROVEMENT PLAN

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

Resources Needed: Material / Technology / Trainer			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount (SIP funds allocated to your school) 2010-11 SIP Proj1181 – \$2552.57 2011-12 SIP Proj1182 - \$4291.67 2012-13 SIP Proj1183 - \$4335.00
Goal 1 (Reading)/Action Step 1.1, Goal 2 (Math)/ Action Step 2.1, Goal 3 (Writing)/ Action Step 3.1, Goal 4 (Science)/ Action Step 4.1	Apperson Advantage 1200 Scanner - \$900 Scantrons - \$300 Substitutes for data meetings - \$2500	2011-12 SAC Funds 0100.5100.0510.0351.1182	\$3,700.00
			Subtotal: \$3,700.00
Professional Development			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount (include all allocations in function 6400) FTE – No Project \$1237.45 SIP – Project 1183 \$4335.00
Conference/Workshop/Seminar/Institute/Online PD Goal and Action Step #(s) Title : Location: Dates: Sponsoring Educational Institution:	Mileage Meals Room Registration Substitute(s)	Budget Strip	
Professional Learning Community Goal and Action Step #(s) Navigator Plus Activity Title:	Materials List and Cost:	Budget Strip	
Lesson Study Goal and Action Step #(s): Navigator Plus Activity Title:	Materials List & Cost:	Budget Strip	
School Workshop 1 Goal and Action Step #(s): Goal 1/Action Step 1.2 Navigator Plus Activity Title: Common Core Implementation Strategies	Materials List/ Cost: Kagan Foldables \$60 Consultant Fee: \$0 Consultant Travel Expenses: \$0 Substitutes: \$0 Stipends: \$0	Budget Strip PD Funds 0100.6400.0310.0351.0000	\$60.00
School Workshop 2 Goal and Action Step #(s): Goal 1/Action Step 1.1, Goal 2/Action Step 2.1, Goal 3/Action Step 3.1,	Materials List/ Cost: \$0 Consultant Fee: \$0 Consultant Travel Expenses: \$0	Budget Strip PD Funds 0100.6400.0310.0351.0000	\$700.00

2012-2013 SCHOOL IMPROVEMENT PLAN

Goal 4/Action Step 4.1 Navigator Plus Activity Title: FCAT Test Maker Pro Focus Group Training	Substitutes: \$700 Stipends: \$0		
To Be Determined and added at a later date			\$477.45
Subtotal: \$1237.45			
Other			
Goal Area and Action Step Number	Description of Resources	Budget Strip	Available Amount 2010-11 SIP Proj1181 – \$2552.57 2011-12 SIP Proj1182 - \$4291.67 2012-13 SIP Proj1183 - \$4335.00
Goal 1 (Reading)/Action Step 1.6	READ/Scope Magazine subscription (25)	SAC Funds 5100.0510.0351.1183	\$250.00
Goal 1 (Reading)/Action Step 1.5	Books for Book Club	SAC Funds 5100.0510.0351.1181	\$350
Goal 2 (Math)/Action Step 2.4	Calculators	SAC Funds 5100.0510.0351.1183	\$500
Goal 4 (Science)/Action Step 4.3	Science Fair substitutes	SAC Funds 5100.0510.0351.1181	\$1000
Goal 4 (Science)/Action Step 4.2	Equipment for weekly hands-on labs	SAC Funds 5100.0510.0351.1182	\$500
Goal 6B(School Climate)/Action Step 6B.2	6 - Motorola BPR40 Handheld Radios (\$148.96 each) 5 - Replacement batteries for existing radios (\$14.96 each)	SAC Funds 5100.0510.0351.1181	\$1100
			Subtotal: \$3700
Grand Total (Available): \$12,416.69			

2012-2013 SCHOOL IMPROVEMENT PLAN



External Checklist Training Not Provided by School/District

School Improvement Plan Supervisor: Shannah Kosek

Professional Development Assistant: Hilda Manning

Approval: ___ Yes ___ No (For office use only)

Background			
Background:	NA		
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.	<input type="checkbox"/>	<input type="checkbox"/>	
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	<input type="checkbox"/>	<input type="checkbox"/>	

2012-2013 SCHOOL IMPROVEMENT PLAN

the organization with which they are affiliated.	<input type="checkbox"/>	<input type="checkbox"/>	
Who will be trained?	<input type="checkbox"/>	<input type="checkbox"/>	
Date(s), Time(s), Location	<input type="checkbox"/>	<input type="checkbox"/>	
Total Cost	<input type="checkbox"/>	<input type="checkbox"/>	
Needs School Board approval	<input type="checkbox"/>	<input type="checkbox"/>	
Complete budget line for expenses	<input type="checkbox"/>	<input type="checkbox"/>	
Name of facilitator/person responsible	<input type="checkbox"/>	<input type="checkbox"/>	
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.	<input type="checkbox"/>	<input type="checkbox"/>	
Who will be trained?	<input type="checkbox"/>	<input type="checkbox"/>	
Date(s), Location	<input type="checkbox"/>	<input type="checkbox"/>	
Total Cost	<input type="checkbox"/>	<input type="checkbox"/>	
Complete budget line for expenses	<input type="checkbox"/>	<input type="checkbox"/>	
Name of facilitator/person responsible	<input type="checkbox"/>	<input type="checkbox"/>	
Timelines			
	Yes	No	Comments
Start Date	<input type="checkbox"/>	<input type="checkbox"/>	
End Date	<input type="checkbox"/>	<input type="checkbox"/>	
Budget			

2012-2013 SCHOOL IMPROVEMENT PLAN

Local FTE (function 6400-no project)	<input type="checkbox"/>	<input type="checkbox"/>	NA
Project -	<input type="checkbox"/>	<input type="checkbox"/>	NA
Project -	<input type="checkbox"/>	<input type="checkbox"/>	NA
Project -	<input type="checkbox"/>	<input type="checkbox"/>	NA
Total External PD Budget (no project & project funds)	<input type="checkbox"/>	<input type="checkbox"/>	NA

Approvals: (Signature's required)

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

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

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

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

School District of Clay County
2012 – 2013 SCHOOL IMPROVEMENT PLAN

SCHOOL NAME: Middleburg Elementary School

School Based Leadership Team

Identify the school-based Rtl Leadership Team.

Principal: Provides a common vision for the use of data-based decision making. Provides for professional development for faculty on the Rtl process and effective educational and behavioral instructional practices. Participates in Rtl meetings and provides data needed in order to make data-based decisions such as: discipline data, assessment data, professional development data, etc.

Assistant Principal: Assists the principal with sharing the vision for the school, scheduling professional development, ordering materials necessary for implementation of Tier 1, Tier 2 and Tier 3 instruction/interventions, participates in Rtl meetings and assists with gathering data needed in order to make data-based decisions.

Rtl Coach: Incorporates the Rtl process into the everyday classroom rituals and routines to support Tier 1, Tier 2, and Tier 3 students, evaluates data, provides professional development, supports teachers by monitoring and evaluating intervention plans and procedures, develops and evaluates instruction and interventions in academic and behavior areas, and models effective intervention strategies to use by classroom teachers. Assists grade levels in the development of Professional Learning Communities and/or Lesson Study.

Select General Education Teachers: Provides information about core instruction, serves as the teacher leaders in the Rtl process, serves as a liaison between the administration and teachers with disseminating information regarding Rtl and asking questions, helps in gathering student data, delivers Tier 1 and Tier 2 instruction/interventions, helps in identifying effective Tier 1, 2, and 3 strategies.

Exceptional Student Education

Provides information about interventions and Tier 3 instruction, serves as the ESE teacher leader in the Rtl process, serves as a liaison between the administration and teachers with disseminating information regarding Rtl and asking questions, helps in gathering student data, delivers Tier 2 and Tier 3 instruction/interventions, helps in identifying effective Tier 1, 2, and 3 strategies, collaborates with general education teachers through such activities as co-teaching.

Instructional Coaches: Incorporates the Rtl process into the everyday classroom rituals and routines to support Tier 1, Tier 2, and Tier 3 students, evaluates data, provides professional development, supports teachers by monitoring and evaluating intervention plans and procedures, develops and evaluates instruction and interventions in academic and behavior areas, models effective intervention strategies to be used by classroom teachers. Assists grade levels in the development of Professional Learning Communities and whole school screening programs that provide early intervening services for children to be considered “at risk”; assists in the design and implementation monitoring, data collection and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

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.

School District of Clay County
2012 – 2013 SCHOOL IMPROVEMENT PLAN

SCHOOL NAME: Middleburg Elementary School

School Based Leadership Team

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, serves as a liaison between the district office and the school with disseminating information regarding the Rtl process and asking questions.

Describe how the school-based Rtl Leadership Team functions. How does it work with other school teams to coordinate Rtl efforts?

The school-based Rtl Leadership Team collects and analyzes data; implements the Problem Solving/Response to Intervention model to ensure all students are identified, and provide professional development for staff. The team will develop and maintain a problem-solving system to bring out the best in our school, our teachers and our students. The team will meet monthly to 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.

Describe the role of the school-based Rtl Leadership Team in the development and implementation of the school improvement plan.

Describe how the Rtl Problem solving process is used in developing and implementing the SIP?

The Rtl leadership team meets monthly to review school data and Tier 1, Tier 2 and Tier 3 percentages. The team will look for strengths and weaknesses as well as trends. Plans will be developed based on student achievement and behavioral data for any areas that are in need of improvement. The Rtl Leadership Team members will disseminate this information with their team members; meet with the School Advisory Council (SAC) and the principal to help develop the SIP. The team was provided general information on Rtl, including the definition and state wide emphasis of the process. Tier 1, 2, and 3 interventions were explained along with examples of interventions and the tier relationship to student achievement based on the content area benchmarks. Professional development was provided to the faculty by the Response to Intervention Coach on the Rtl process and frequent feedback sessions will be held. SAC members will be provided information by the Rtl team on the process in place to ensure best instructional practices including following district curriculum maps, presentation of content; and regular collaboration among teachers and staff.

Rtl Implementation

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

Baseline data:

- Florida Assessment for Instruction in Reading (FAIR) for grade K-6 via Progress Monitoring and Reporting Network
- Florida Comprehensive Assessment Test (FCAT) for grades 3-6
- Performance Matters in Math for grades K-6
- Performance Matters in Science for 2nd-6th grade
- Clay Writes for K-6
- Dashboard and FOCUS (discipline)

School District of Clay County
2012 – 2013 SCHOOL IMPROVEMENT PLAN

SCHOOL NAME: Middleburg Elementary School

School Based Leadership Team

Progress Monitoring data:

- Florida Assessment for Instruction in Reading (FAIR)
- Diagnostic Reading Assessment (DAR)
- Running Records
- Performance Matters in Math and Science
- Progress Monitoring tables and/or charts maintained by teachers as results of strategies implemented
- Success Maker

End of Year:

- FAIR
- FCAT
- Performance Matters
- Success Maker

Describe the plan to train staff on Rtl.

Professional development training will be provided by the Rtl Coach at the beginning of the year and supplemental training will be provided as needed throughout the year. Analysis of data and classroom interventions will be used during monthly School Curriculum Council meetings to guide discussions regarding the implementation of the Rtl model. School administrators will be available to help and guide teachers with Rtl implementation. The Rtl Coach, Kim Wood, will guide workshops and relay new information for all staff members concerning Rtl throughout the school year. The School Based Leadership Team will serve as a liaison for each grade level and lead the professional development for their team.

Literacy Leadership

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

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

Assistant Principal: Assists the principal with sharing the vision, conducting Reading Walk-Throughs to monitor the implementation of the K-12 Reading Plan, updates and maintains the PMRN and develops schedules to ensure assessments are conducted as required, develops master schedule to ensure adequate time for immediate intensive interventions, and manages professional development activities.

Select General Education Teachers: Provides information about core and supplemental reading instruction, participates in student data collection and analysis, delivers instruction and interventions, and collaborates with other faculty to implement the K-12 Reading Plan.

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 as co-teaching, PLC's and Lesson Study.

School District of Clay County
2012 – 2013 SCHOOL IMPROVEMENT PLAN

SCHOOL NAME: Middleburg Elementary School

School Based Leadership Team	
<u>Media/Technology Specialist:</u>	Assists in the use of technology, technology resources and the Media Center to support the implementation of the K-12 Reading Plan.
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).	The LLT meets monthly to review student achievement data including Progress Monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk, or high risk for not meeting benchmarks. Based on data analysis the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, act as model classrooms, and practice new processes and skills. The team assists with writing the Reading portion of the SIP and ensures the strategies listed in the SIP are being implemented. Assists in planning school-wide literacy activities including Publix Literacy Night, Reading Mega Party and Literacy Week. Disseminates information from the LLT meetings to their grade level members and facilitates professional development in the form of PLC's and Lesson Study.
What will be the major initiatives of the LLT this year?	The LLT will work closely with the RtI Leadership Team to ensure students not meeting benchmarks will receive intensive and immediate reading interventions as well as appropriate Tier 1, 2, and 3 instruction, professional development will focus on the reading of complex text, increasing the use of informational text to 50%, and writing in response to reading across the content areas.

NCLB Public School Choice (If Applicable)

Notification of School in Need of Improvement (SINI) Status
<input type="checkbox"/> <i>Attach a copy of the Notification of SINI Status to Parents</i>
Public School Choice with Transportation (CWT) Notification
<input type="checkbox"/> <i>Attach a copy of the CWT Notification to Parents</i>
Supplemental Educational Services (SES) Notification
<input type="checkbox"/> <i>Attach a copy of the SES Notification to Parents</i>

School District of Clay County
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.

At Middleburg Elementary School, all incoming Kindergarten students are assessed prior to or upon entering Kindergarten in order to assess individual strengths and weaknesses and to assist in the developmental robust instruction/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 Screening (FLKRS) is given within the first 30 days of school. The Florida Assessment in Reading (FAIR) will be administered one-on-one to all kindergarten students to determine their initial success probability in reading.

Parents are invited to Orientation and Open House meetings to meet the teacher, tour the school, become familiar with school policy, procedures, Kindergarten curriculum, and build the home/school communication bridge.

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

FAIR will be administered three times per year in order to determine student learning gains to determine the need for changes of 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.

All teachers are participating in professional development on the Common Core Standards with an emphasis on Reading and writing strategies across all content areas. Science and math journals will be utilized to help with the integration. Two of our 6th grade teachers are participants in NGCAR-PD professional development and implementing those strategies in their content area.

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.

School District of Clay County
2012 – 2013 SCHOOL IMPROVEMENT PLAN

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

School District of Clay County
2012 – 2013 SCHOOL IMPROVEMENT PLAN

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 1: By 2013, all students in grades 3-6 (emphasis on students in the lower quartile, ESE and lower socioeconomic) will decrease the number of non-proficient readers who score a level 1 or 2 on the Reading FCAT 2.0 by 5% over the previous year. 58% of students will make learning gains in the lower quartile.					
STRATEGIES, INDICATORS AND PROGRESS MEASURES					
I. STRATEGY 1: <i>Teachers will use higher-order questioning techniques</i>					
*PROGRESS MEASURES ARE FOR THE PURPOSE OF REACHING YOUR 3-5 YEAR SCHOOL IMPROVEMENT GOALS AND AMO'S.	BASELINE MEASURE August 2012 *Perceptual Data	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 reading teachers will implement the research based strategy of using higher-order questioning techniques.	Grades K-3: 50% Grades 4-6: 50%	Grades K-3: 62.5% Grades 4-6: 62.5%	Grades K-3: 75% Grades 4-6: 75%	Grades K-3: 87.5% Grades 4-6: 87.5%	Grades K-3: 100% Grades 4-6: 100%
	New FCAT Data from 2011-2012	August 2013	August 2014	August 2015	August 2016
I. STUDENT PERFORMANCE INDICATOR (s): “EFFECT DATA” Middleburg Elementary School students will consistently increase FCAT Reading scores by decreasing the number of non-proficient students who score a level 1 or 2 by 50% by 2016.	3 rd -61% (39%) 4 th -65% (35%) 5 th -52% (48%) 6 th -57% (43%)	3 rd -65% (34%) 4 th -69% (31%) 5 th -58% (42%) 6 th -62% (38%)	3 rd -71% (29%) 4 th -73% (26%) 5 th -65% (36%) 6 th -67% (32%)	3 rd -76% (24%) 4 th -76% (22%) 5 th -70% (30%) 6 th -72% (27%)	3 rd -81% (20%) 4 th -82% (18%) 5 th -76% (24%) 6 th -78% (22%)

School District of Clay County
2012 – 2013 SCHOOL IMPROVEMENT PLAN

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material/ Technology/ Trainer	Related PD	Funding/Funding Source
<p><i>1.1</i> Teacher asks explicit questions that require students to infer.</p> <p><i>Task 1: Teachers will promote academic conversations through the “turn and talk” Common Core strategy</i></p>	<p><i>Lesson plans, walk throughs, anchor charts present in the classroom</i></p>	<p><i>All content based and reading teachers, Administration</i></p>	<p><i>2012-2013</i></p>	<p><i>Lesson plan template, chart paper</i></p>	<p><i>Common Core Standards Training</i></p> <p><i>Kagan Strategies</i></p>	<p><i>District Funds</i></p> <p><i>School Professional Development budge</i></p>
<p><i>1.2</i> Teacher asks students to explain and defend their inferences.</p> <p><i>Task 1: Teachers will have students provide evidence through written response journals to defend and/or prove their inferences.</i></p>	<p><i>Student work samples, student journals, lesson plans, walk throughs, inference anchor charts</i></p>	<p><i>All content based and reading teachers, Administration</i></p>	<p><i>2012-2013</i></p>	<p><i>Student journals, lesson plans, chart paper, reading anchor charts</i></p>	<p><i>Common Core Standards Training</i></p>	<p><i>District Funds</i></p>
<p><i>1.3</i> Teacher models higher-level thinking through think-alouds.</p> <p><i>Task 1: Teachers will pre-read complex text to determine how to incorporate background knowledge and questioning strategies.</i></p>	<p><i>Lesson plans, walk throughs, reading anchor charts</i></p>	<p><i>All content based and reading teachers, Administration</i></p>	<p><i>2012-2013</i></p>	<p><i>Lesson plan template, higher level read alouds, reading anchor charts</i></p>		

School District of Clay County
2012 – 2013 SCHOOL IMPROVEMENT PLAN

SMART GOALS

SMART = Specific Measurable Attainable Realistic Timely

Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal,

GOAL 2. By 2013, 65% of students (with an emphasis on the lower quartile, ESE and lower socioeconomic) will achieve proficiency at a level 3 or above on FCAT **Math** and 65% of our 4th and 5th grade students will make learning gains compared to the previous year FCAT data.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

I. STRATEGY 2: Teachers will use diagnostic student data from formative assessments to develop differentiated instruction and strategies to monitor student learning based on individual student needs.

*PROGRESS MEASURES ARE FOR THE PURPOSE OF REACHING YOUR 3-5 YEAR SCHOOL IMPROVEMENT GOALS AND AMO'S.	BASELINE MEASURE August 2012 *Perceptual Data	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 use diagnostic student data from formative assessments to develop differentiated instruction and strategies to monitor student learning based on individual student needs.	Grades K-3 52% Grades 4-6 50%	Grades K-3 64% Grades 4-6 64%	Grades K-3 76% Grades 4-6 76%	Grades K-3 88% Grades 4-6 89%	Grades K-3 100% Grades 4-6 100%
	New FCAT Data from 2011-2012	August 2013	August 2014	August 2015	August 2016
III. STUDENT PERFORMANCE INDICATOR (S): "EFFECT DATA" Students will consistently increase their FCAT Math scores, by decreasing the percentage of nonproficient students who score below a level 1 or 2 by 50% by the year 2016.	3 rd -71% (29%) 4 th - 52% (48%) 5 th - 47% (53%) 6 th -64% (36%)	3 rd -75% (25%) 4 th - 60% (42%) 5 th - 54% (46%) 6 th -69% (32%)	3 rd -79% (21%) 4 th -65% (36%) 5 th - 60% (40%) 6 th -74% (27%)	3 rd -83% (17%) 4 th -70% (30%) 5 th - 67% (34%) 6 th -78% (26%)	3 rd -86% (15%) 4 th -76% (24%) 5 th -74% (26%) 6 th -82% (18%)

School District of Clay County
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
<p><i>2.1 Teachers will maintain a data notebook that will drive instruction</i></p> <p><i>Task 1: K-6 teachers will use performance matters and progress monitoring assessments</i></p>	<p>Data Notebooks, Monthly Data Meeting , Walk Throughs, Lesson Plans</p>	<p>Math Teachers Administration</p>	<p>By December, 2012</p>	<p>Data Notebook Performance Matters Success Maker Lab Chapter Assessments Progress Monitoring Assessments</p>	<p><i>Monthly Data Meetings</i></p> <p><i>Weekly Team Meetings</i></p>	
<p><i>2.2 Teachers will meet with small groups of students based upon need and show a plan for small group instruction.</i></p>	<p>Lesson Plans Walk Throughs</p>	<p>Math Teachers Administration</p>	<p>by October 2012</p>	<p>Lesson Plan Book Small Group Manipulatives/Hands-on materials</p>	<p>Monthly Data Meetings</p>	
<p><i>2.3 Teachers will be able to identify lower quartile students and their specific needs</i></p>	<p>Data Notebook Lesson Plans Walk Throughs</p>	<p>Math Teachers</p>	<p>by September 2012</p>	<p>Data Notebooks Chapter Assessments Progress Monitoring Assessments Success Maker reports</p>	<p>Monthly Data Meetings</p>	

School District of Clay County
2012 – 2013 SCHOOL IMPROVEMENT PLAN

SMART GOALS

SMART = Specific Measurable Attainable Realistic Timely

Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal.

GOAL 3: By 2013, all students (emphasis on students who are economically disadvantaged and ESE) in grade 4 will increase the percentage of students scoring a 4.0 or above on **Writing** FCAT 2.0 by at least 5% over the previous year.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

I. Strategy 3: Implement the research based strategy of relating and integrating the subject matter with other disciplines during instruction

*PROGRESS MEASURES ARE FOR THE PURPOSE OF REACHING YOUR 3-5 YEAR SCHOOL IMPROVEMENT GOALS AND AMO'S.	BASELINE MEASURE August 2012 *Perceptual data	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 relating and integrating the subject matter with other disciplines during instruction	45%	60%	75%	90%	100%
	New FCAT Data from 2011-2012	August 2013	August 2014	August 2015	August 2016
III. STUDENT PERFORMANCE INDICATOR(S): "EFFECT DATA" Students in 4 th grade including economically disadvantaged students and ESE students will increase their FCAT writing scores by decreasing the number of nonproficient students who score a level 1, 2, or 3 by 50% by 2016.	32% (68%)	40% (60%)	48% (51%)	56% (43%)	64% (34%)

School District of Clay County
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
<p><i>3.1 Teachers demonstrate knowledge of the research-based best practice of writing across the content areas.</i></p> <p><i>Task 1: Provide professional development and support to all staff on how to use writing across the content areas. (Being a Writer)</i></p>	<p>Agendas</p> <p>Sign In Sheets</p>	<p>SAC, Teachers, Curriculum Specialists, Writing Committee, Principal</p>	<p>January 2013</p>	<p>Paper Ink Books Professional dev. days Substitutes demonstrations</p>	<p>Being a Writer</p> <p>NG CAR PD</p> <p>Faculty Mtg.</p> <p>Common Core</p>	<p>District Funds</p> <p>District Funds</p> <p>District Funds</p>
<p><i>3.2 Students are organized into groups to practice skills, strategies and process writing.</i></p> <p><i>Task 1: Students will work with a partner/small group to implement writing strategies modeled by teacher using Kagan Structures and rubrics to self-assess and peer assess writing as well as edit and revise writing</i></p>	<p>Lesson Plans</p> <p>Walk throughs</p> <p>Student work samples</p>	<p>Teachers</p>	<p>2012-2013</p>	<p>Title I teachers Curriculum Specialists Teachers Kagan Tri-folds</p>	<p>Kagan Strategies</p> <p>Being a writer</p> <p>Common core</p>	<p>School Professional Development Budget</p> <p>District Funds</p> <p>District Funds</p>
<p><i>3.3 Teachers will attend training on <u>Being a Writer</u></i></p>	<p>Agenda</p> <p>Sign in Sheets</p>	<p>Teachers</p> <p>Curriculum Specialists</p> <p>Principal</p>	<p>January 2013</p>	<p>Title I teachers</p> <p>Curriculum Specialists</p> <p>Being a Writer curriculum materials</p>	<p>Being a Writer</p> <p>Common Core</p>	<p>District Funds</p> <p>District Funds</p>

School District of Clay County
2012 – 2013 SCHOOL IMPROVEMENT PLAN

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, 5 th grade students' academic performance, in Science , will improve by 10% over last years' results as measured by the FCAT science test.					
STRATEGIES, INDICATORS AND PROGRESS MEASURES					
I. Strategy 4: 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.					
*PROGRESS MEASURES ARE FOR THE PURPOSE OF REACHING YOUR 3-5 YEAR SCHOOL IMPROVEMENT GOALS AND AMO'S.	BASELINE MEASURE August 2012 *Perceptual data	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-6 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.	50%	70%	80%	90%	100%
	New FCAT Data from 2011-2012	August 2013	August 2014	August 2015	August 2016
III. STUDENT PERFORMANCE INDICATOR (S): "EFFECT DATA" Fifth grade students will consistently increase FCAT Science scores by decreasing the number of non-proficient students who score a level 1 or 2 by 50% by 2016.	57% (43%)	67% (38%)	70% (33%)	75% (27%)	79% (22%)

School District of Clay County
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
<p>4.1 Teachers ask students to explain their thinking to determine misconceptions.</p> <p><i>Task 1: Students in grades 3-6 will utilize Science Notebooks to organize materials and develop a resource for inquiry projects.</i></p>	<p>Observation through weekly progress checks Walk throughs</p>	<p>Teachers</p>	<p>2012-2013 school year</p>	<p>Notebooks</p>	<p>Science Focus training</p>	
<p>4.2 Teachers will engage students in activities that are generated by student-driven data.</p> <p><i>Task 1: Identify lower quartile students and their specific needs to plan lesson/activities</i></p>	<p>Performance Matters, lesson plans, walk through</p>	<p>Administration, Science Teachers</p>	<p>August 2012- June 2013</p>	<p>Performance Matters Data, Computers Paige Keely Books</p>	<p><i>Science Misconception Training</i></p>	<p><i>District Funds and School Professional Development budget</i></p>
<p>4.3 Teachers engage students in problem solving, experimental inquiry, and/or investigation tasks.</p> <p><i>Task 1: Utilize Science notebooks to organize and record information, observations, and questions</i></p>	<p><i>Observation, Student Notebooks, lesson plans</i></p>	<p><i>Administration, Science Teachers</i></p>	<p><i>August 2012-2013</i></p>	<p><i>Science Notebooks, Science materials/tools</i></p>		<p><i>District Funds</i></p>

School District of Clay County
2012 – 2013 SCHOOL IMPROVEMENT PLAN

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 5: By 2013, parental involvement will improve by 20% over the previous year as measured by attendance at after-school and community events.					
STRATEGIES, INDICATORS AND PROGRESS MEASURES					
I. Strategy 5: Implement the research-based strategy of fostering two-way home/school communication 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.	BASELINE MEASURE August 2012 *Perceptual data	PROGRESS MEASURE August 2013	PROGRESS MEASURE August 2014	PROGRESS MEASURE August 2015	PROGRESS MEASURE August 20156
II ADULT IMPLEMENTATION INDICATOR (S): "CAUSE DATA" 100% of teacher will implement the research-based strategy of fostering two-way home/school communication with all stakeholders to support student learning.	80%	85%	90%	95%	100%
	New FCAT Data from 2011-2012	August 2013	August 2014	August 2015	August 2016
III STUDENT PERFORMANCE INDICATOR (S): "EFFECT DATA" Grade levels will consistently increase parental involvement until 100% of our parents attend after school events, which will positively impact academic achievement in all tested grades and content area by 2016.	41% (59%)	50% (52%)	60% (44%)	75% (37%)	100% (30%)

School District of Clay County
2012 – 2013 SCHOOL IMPROVEMENT PLAN

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p><i>5.1 Teachers will volunteer resources and guidance and provide guidance as needed.</i></p> <p><i>Task 1: Staff will create a yearly calendar of events to add to the monthly newsletter, marquee, parent phone messaging system.</i></p> <p><i>Task 2: Grade levels will divide up responsibilities for events to attract parents from various grade levels to attend events.</i></p> <p><i>Task 3: Staff will plan Publix Literacy Night, Family Reading Night, Buns for Books to involve students, parents, and community members in improving student achievement.</i></p> <p><i>Task 4: All teachers or grade levels will create a website and keep it updated to keep parents informed of upcoming events</i></p> <p><i>Task 5: Teachers will utilize agenda and Tuesday folders to keep parents informed of student performance and upcoming events.</i></p>	<p><i>Calendar Newsletter</i> <i>Parent phone messages</i></p> <p><i>Sign in sheets</i> <i>Notes from committee meetings.</i></p> <p><i>Websites</i></p> <p><i>Agendas, Tuesday folders</i></p>	<p><i>Teachers Administration</i></p> <p><i>Teachers</i></p> <p><i>Sign-in sheets</i></p> <p><i>Teachers</i></p> <p><i>Teachers, Administration</i></p>	<p><i>Ongoing</i></p> <p><i>Ongoing</i></p> <p><i>Ongoing</i></p> <p><i>Ongoing</i></p> <p><i>Ongoing</i></p>	<p><i>Paper ink</i></p> <p><i>paper, ink, clipboards, pencils, crayons, cinnamon buns, coffee ,juice ,reading materials</i></p> <p><i>Agendas, Tuesday folders</i></p>		<p><i>Title I funds</i></p> <p><i>SIP Title I funds</i></p>

School District of Clay County
2012 – 2013 SCHOOL IMPROVEMENT PLAN

IMPLEMENTATION DETAILS

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 6:					
STRATEGIES, INDICATORS AND PROGRESS MEASURES					
I. STRATEGY 6:					
	BASELINE MEASURE August 2011 * Perceptual Data	PROGRESS MEASURE August 2012	PROGRESS MEASURE August 2013	PROGRESS MEASURE August 2014	PROGRESS MEASURE August 2015
II. ADULT IMPLEMENTATION INDICATOR (S):					
	Discipline Data from 2010 – 2011	August 2012	August 2013	August 2014	August 2015
III. STUDENT PERFORMANCE INDICATOR (S):	*% of occurrences by grade level				

School District of Clay County
2012 – 2013 SCHOOL IMPROVEMENT PLAN

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

School District of Clay County
2012 – 2013 SCHOOL IMPROVEMENT PLAN

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

Resources Needed: Material / Technology / Trainer			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount School Improvement \$3,175.00
			Subtotal:
Professional Development			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount Title 1-Proj 4013 \$10,032.26 FTE - No Project \$1,555.75
Conference/Workshop/Seminar/Institute/Online PD Goal and Action Step #(s) 1.1, 1.2, 2.2 Title : Common Core Location: Panama City, FL Dates: July 9-12, 2012 Sponsoring Educational Institution:	Mileage Meals Room \$543.24 Registration Substitute(s)	Budget Strip 0100.6400.0330.0271.0000	
Goal and Action Step #(s) 1.1, 2.1, 2.2 Title : AdvancED Florida Fall Training 2012 Location: Orlando, FL Dates: October 8-9, 2012 Sponsoring Educational Institution:	Mileage \$166.50 Meals \$91.00 Room \$294.98 Registration \$300.00 Substitute(s) N/A Budget Strip	0100.6400.0330.0271.4013	
Professional Learning Community Goal and Action Step #(s) Navigator Plus Activity Title:	Materials List and Cost:	Budget Strip	
Lesson Study Goal and Action Step #(s) 3.1 Navigator Plus Activity Title: MBE 12/13 Faculty Lesson Study Training	Materials List & Cost: Materials Provided by District Title 1 Substitutes: \$250.56	Budget Strip 0420.6400.0140.0271.4013	
School Workshop Goal and Action Step #(s) 1.2 Navigator Plus Activity Title: Kagan Strategies	Materials List and Cost: \$661.51 Kagan Publishing Think- Pair- Share Smart Card	Budget Strip 0100.6400.0510.0271.0000	

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<p>Goal and Action Step #(s) 4.1 Navigator Plus Activity Title: Science Misconceptions- with Kathy Schofield</p>	<p>Cooperative Learning Structures Cooperative Thinking Math-Higher Level Thinking Cooperative Learning Reading Language Arts Higher Order Thinking Higher Level Think + Class set What Do You Know Class Set I Have, Who Has Consultant Fee:N/A Consultant Travel Expenses:N/A Substitutes:N/A Stipends:N/A</p> <p>Materials List and Cost: \$232.83 2 sets- Paige Keeley- Science Misconceptions 2-Uncovering Student Ideas In Life Science Consultant Fee: N/A Consultant Travel Expenses: N/A Substitutes: N/A Stipends: N/A</p>	<p>Budget Strip 0100.6400.0590.0271.0000</p>	
<p>Goal and Action Step #(s) 3.1 Navigator Plus Activity Title: Kathy Robinson Writing Workshop</p>	<p>Materials List and Cost: \$46.00 Consultant Fee: Consultant Travel Expenses: Substitutes: Stipends:</p>	<p>Budget Strip 0100.6400.0310.0271.0000</p>	
Subtotal:			
Other			
Goal Area and Action Step Number	Description of Resources	Budget Strip	Available Amount
Subtotal:			
To Be Determined: School Improvement \$3,175.00			
No Project \$72.17			
Title 1 Professional Development \$8,929.18			
Grand Total: \$14,763.01			

School District of Clay County
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P.D.Activity	Details	Y	N	Comments
IF IT IS A:				
School-wide Training	Professional Development Details Goal the Activity is Supporting <u>Reading & Writing</u>			
	<ul style="list-style-type: none"> • Action Step # 1.2, 3.2 • Name of Activity : Kagan Strategies • Dates of Activity : October 10, 2012 • Materials: Kagan Publishing, Think-Pair-Share Smart Card, Cooperative Learning Structures, Cooperative Learning, Math-Higher Level Thinking; LA Higher Order Thinking, Higher Level Think + Class set 			
	Budget Items Required			
	<ul style="list-style-type: none"> • Action Step # 1.2, 3.1 • Name of Activity: Kagan Strategies • Funding Source – 0100.6400.0510.0271.0000 • Cost of Materials – Various (661.41) • Cost of Substitutes NA 			
School-wide Training	Professional Development Details Goal the Activity is Supporting <u>Science</u>			
	<ul style="list-style-type: none"> • Action Step # 4.1 • Name of Activity : Science Misconceptions • Dates of Activity : • Name of Facilitator – Kathy Schofield • Materials – Paige Keeley – Science Misconceptions (2 sets) Uncovering Student Ideas in Life Science (2 sets) 			
	Budget Items Required			
	<ul style="list-style-type: none"> • Action Step # 4.1 • Name of Activity: Science Misconceptions • Funding Source – 0100.6400.0590.0271.0000 • Cost of Materials – Books, (232.83) • Cost of Substitutes NA 			

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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)	<ul style="list-style-type: none"> • Action Step # • Name of Activity • Dates of Activity • Title of Book or Focus 			
	Budget Items Required			
	<ul style="list-style-type: none"> • Action Step # • Cost of Book/Teacher Materials 			
Lesson Study/Action Research	Professional Development Details Goal the Activity is Supporting __ Writing _____			
(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)	<ul style="list-style-type: none"> • Action Step # 3.1 • Name of Activity - Lesson Study • Dates of Activity – Sept 5-Oct 18, 2012 • Teaching strategy or method to be researched – how to use writing across the content areas. 			
	Budget Items Required			
	<ul style="list-style-type: none"> • Action Step # 3.1 • Cost of Teacher Materials NA • Cost of Substitutes – 250.56 • Funding Source - 0420.6400.0140.0271.04013 			
Timelines				
Start Date: August 2, 2012				
End date: September 21, 2012				
Budget				
Local FTE (function 6400-no project)	\$			

School District of Clay County
2012 – 2013 SCHOOL IMPROVEMENT PLAN

Project - Project - Project -				
Total Internal PD Budget (no project & project funds)				

Approvals: (Signature's required)

Principal: _____
 SAC Chair: _____
 Hilda Manning: _____
 Shannah Kosek: _____

Date: ___/___/___
 Date: ___/___/___
 Date: ___/___/___
 Date: ___/___/___

2012 – 2013 SCHOOL IMPROVEMENT PLAN

SCHOOL NAME: Montclair Elementary School

School Based Leadership Team

Response to Instruction/Intervention (RtI)

Identify the school-based RtI Leadership Team.

- Principal: provides a common vision for the use of data-based decision making and assists in communication with parents regarding school-based RtI plans and activities
 - Assistant Principal: Ensures the School Based Leadership Team is implementing RtI, assists in professional development with RtI procedures, communicates with parents regarding school-based RtI activities, ensures implementation of intervention support, materials, and proper documentation
 - Guidance Counselor: Communicates with parents regarding school-based RtI activities, assists in the implementation of intervention support and documentation.
 - Technology Coach: Supports staff with PMP, RTI Star, and technology initiatives.
 - ESE Teachers: Participates in student data collection, and planning student directed interventions.
 - RtI Coach: Facilitates and supports data collection activities, assists in data analysis, provides professional development to staff regarding procedures, ensures implementation of Teir 1, Tier 2, and Tier 3 interventions.
 - School Psychologist: Participates in collection, interpretation, and analysis of data. Provides supports for intervention fidelity and documentation. Provides support and professional development for RtI, including behavior plans.
 - Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction. Helps teachers plan language interventions.
- **Describe how the school-based RtI Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate RtI efforts?**

The school-based RtI Leadership team will focus meetings around developing and maintaining a problem solving system to assist teachers with providing strategic, need based interventions.

The team will meet once per week to engage in the following activities:

Review universal screening data to pinpoint areas of concern. Review progress monitoring data to identify student that are at risk of meeting grade level benchmarks. The team will identify professional development and resources needed at the classroom level. The team will also facilitate the process of building infrastructure and common language about the implementation of RtI.

- 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 School-based Leadership Team met with the School Advisory Council to help develop the SIP. The team provided data on Tier 1, 2 and 3 academic targets, as well as social areas that needed addressed; provided professional development needs survey results; Team members will assist SAC in the monitoring of the SIP and provide updates to 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 Data for grades 1-3, FCAT data for grades 4-6, Clay Writes data for 4th grade writing, Science Benchmark Tests for Grade 5, Performance Matters Testing for grades K-6. Clay Bus results were used for behavior summaries.

- Describe the plan to train staff on RtI.

Professional Development will be provided during teachers' common planning time through professional learning communities and general workshops which will occur throughout the year. A district intervention specialist (RtI coach) will be assigned to school for 2-3 days per week. The SBLT will provide trainings as needed throughout the year as determined by data collection procedures and implementation concerns.

2012 – 2013 SCHOOL IMPROVEMENT PLAN

SCHOOL NAME: **Montclair Elementary School**

School Based Leadership Team

Literacy Leadership

- Identify the school-based Literacy Leadership Team (LLT).
- Principal: Provides a common vision for the use of data-based decision making, ensures implementation of reading intervention support and documentation, ensures assessments are conducted as required, ensures adequate professional development to support reading instruction, and communicates with parents regarding reading plans and activities.
- Assistant Principal: Ensures adequate professional development to support reading instruction, ensures assessments are conducted as required.
- Grade Level Chairs: provide information about core and supplemental reading instruction, participates in student data collection, delivers instruction /intervention, collaborates with other staff to implement K-12 reading plan.
- ESE Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction.
- 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 teacher regarding data-based instructional planning.
- **Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).**

The team meets on the 4th Wednesday of every month. A team member meets weekly with the SBLT. The team reviews universal screening data and discusses school concerns to link to instructional decisions. The team will also collaborate regularly to solve problems as they arise, share effective practices, evaluate implementation, and practice new processes. The team will help identify professional development needs and provide support for implementing professional learning communities.

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

The LLT will work to effectively integrate the RtI process to ensure that “At-Risk” (specifically lower quartile) students in math and reading receive intensive and immediate interventions to make appropriate learning gains.

NCLB Public School Choice (If Applicable)

Notification of School in Need of Improvement (SINI) Status

Attach a copy of the Notification of SINI Status to Parents

Public School Choice with Transportation (CWT) Notification

Attach a copy of the CWT Notification to Parents

Supplemental Educational Services (SES) Notification

Attach a copy of the SES Notification to Parents

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.

At Montclair Elementary School, all incoming Kindergarten students are assessed prior to the beginning of the school year in order to identify individual and group needs and to assist the development of instructional and early intervention programs. All students are assessed with the Florida Kindergarten Reading Screener (FLKRS) within the first 30 days of school. ECHOS will serve as a screener for social/emotional development and overall school readiness. The FAIR (Florida Assessment in Reading) will be administered one-on-one to all kindergarten students to determine their initial success probability in reading. Screening data will be collected prior to September 10, 2011. Data will be used to plan daily academic and social/emotional instruction for all students and for students who may need intervention beyond core instruction. Core Kindergarten instruction will include daily explicit instructions, modeling, guided practice and independent practice for all skills identified as a weakness in screening data. Social skill instruction will occur daily and will be reinforced throughout the day through the use of common language and positive reinforcement.

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.

School administrators will visit classrooms regularly to evaluate the extent that reading instruction is being integrated. All departments will review reading data and will receive professional development in higher-order thinking techniques to assist with reading strategies in other content areas.

2012 – 2013 SCHOOL IMPROVEMENT PLAN

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.

2012 – 2013 SCHOOL IMPROVEMENT PLAN

School District of Clay County

SMART GOALS

SMART = Specific Measurable Attainable Realistic Timely

Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal

GOAL 1: By 2013, 75% of students in grades 4-6 will make learning gains on the FCAT 2.0. Students in grade K-2 will decrease the number of non-proficient readers by 10% as shown as “at risk” on FAIR when compared to last year’s FAIR Data. Students in Grade 3-6 will also increase the percentage of students scoring at or above proficient to 71% on FCAT 2.0.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

I. STRATEGY I: Implement the Research-based strategy of cooperative learning experiences by utilizing a variety of instructional strategies and resources, including appropriate technology, that requires students to demonstrate a variety of relevant skills.

	BASELINE MEASURE August 2012 *Perceptual Data	PROGRESS MEASURE August 2013	PROGRESS MEASURE August 2014	PROGRESS MEASURE August 2015	PROGRESS MEASURE August 2016
<p>II. ADULT IMPLEMENTATION INDICATOR (s): “Cause Data”</p> <p>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.</p>	<p>Grades K-3 75%</p> <p>Grades 4-6 60% (10)</p>	<p>Grades K-3 81%</p> <p>Grades 4-6 70%</p>	<p>Grades K-3 87%</p> <p>Grades 4-6 80%</p>	<p>Grades K-3 93%</p> <p>Grades 4-6 90%</p>	<p>Grades K-3 100%</p> <p>Grades 4-6 100%</p>
	FCAT Data from 2011-2012	FCAT August 2012	FCAT August 2013	PARCC August 2014	PARCC August 2015
<p>III. STUDENT PERFORMANCE INDICATOR (s): “EFFECT DATA”</p> <p>Montclair students will consistently increase their FCAT Reading scores until we reduce the % of students who are non-proficient by at least 50% by 2016. (% of non-proficient)</p>	<p>3rd 65% (35%)</p> <p>4th 61% (39%)</p> <p>5th 61% (39%)</p> <p>6th 62% (38%)</p>	<p>3rd 69.38% (30.63%)</p> <p>4th 65.875% (34.125%)</p> <p>5th 65.875% (34.125%)</p> <p>6th 66.75% (33.25%)</p>	<p>3rd 73.75% (26.25%)</p> <p>4th 70.75% (29.25%)</p> <p>5th 70.75% (29.25%)</p> <p>6th 71.5% (28.5%)</p>	<p>3rd 78.13% (21.88)</p> <p>4th 75.625% (24.375%)</p> <p>5th 75.625% (24.375%)</p> <p>6th 76.25% (23.75%)</p>	<p>3rd 82.5% (17.5%)</p> <p>4th 80.5% (19.5%)</p> <p>5th 80.5% (19.5%)</p> <p>6th 81% (19%)</p>

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
<p>1.1 Teacher identifies common core standard/benchmark for lesson</p> <p>Task 1: Teacher participates in monthly Professional Learning Community (PLC)</p>	Follow-up forms	Common Core Implementation Team	2012-2013 school year	Math curriculum coach, projector, others TBD.	<i>MCE 2012-2013 Common Core PLC; County Common Core Implementation Team Seminars</i>	<i>School Improvement (0100.5100.0510.0381.1183)</i>
<p>1.2 Teacher shows plan for small group and individual student conferences</p> <p>Task 1: Teachers will establish a plan for pulling small groups. This will ensure that lower quartile students will be pulled daily. Other students will be pulled twice a week for enrichment and/or reteach.</p> <p>Task 2: Teachers will utilize FCAT Ready books in small groups.</p>	Lesson plans	Teacher, Principal, Assistant Principal	2012-2013 school year	Lesson plans, walkthroughs		<i>School Improvement (0100.5100.0510.0381.1183)</i>

2012 – 2013 SCHOOL IMPROVEMENT PLAN

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material/ Technology/ Trainer	Related PD	Funding/Funding Source
<p>Task 3: Administration will conduct monthly data meetings with each grade level.</p>	Sig-in Sheets	Principal, Assistant Principal	2012-2013 school year	Performance Matters and FAIR data	<i>MCE 2012-2013 Data Meetings</i>	
<p>1.3 Teachers utilize enhanced classroom technology</p> <p>Task 1: Teachers will receive training on using projector in the classroom with Easi-Teach software</p>	Sign in sheets, Feedback	Assistant Principal	1 st semester of the 2012-2013 school year.	Appropriate functioning technology in all classrooms.	Technology workshop: <i>MCE 2012-2013 Technology Integration.</i>	
<p>1.4 Teachers engage students in problem solving, experimental inquiry, and/or investigation tasks.</p> <p>Task 1: Teachers can volunteer to participate in weekly “Activities Day” to promote team building, cooperative learning, and reading enrichment.</p>	Sign in sheets, observations, walkthroughs.	Principal, assistant principal, volunteering teachers.	October 2012 – April 2013	School bus (after hours)		<i>School Improvement (0100.5100.0510.0381.1183)</i>

2012 – 2013 SCHOOL IMPROVEMENT PLAN

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material/ Technology/ Trainer	Related PD	Funding/Funding Source
<p>Task 2: Teachers develop question stems to support close reading. Teachers will develop question stem lists for classroom discussion incorporating 50% informational text into the literacy block, including Social Studies.</p>	<p>Lesson plans, copies of question stems, student work samples</p>	<p>Teachers, Common Core Implementation Team</p>	<p>2012-2013 school year</p>		<p><i>MCE 2012-2013 Common Core PLC</i></p>	<p><i>School Improvement (0100.5100.0510.0381.1183)</i></p>

2012 – 2013 SCHOOL IMPROVEMENT PLAN
School District of Clay County

SMART GOALS

SMART = Specific Measurable Attainable Realistic Timely

Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal.

GOAL 2. By 2013, 75% of students identified in the lower quartile will make adequate learning gains as measured on FCAT 2.0. By 2013, 65% of students will achieve proficiency on the FCAT 2.0 by scoring a Level 3 or above.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

I. **STRATEGY 2:** Implement the research-based strategy of using higher order questioning techniques in order to increase the higher order thinking of students in math.

	BASELINE MEASURE August 2012 <i>*Perceptual Data</i>	PROGRESS MEASURE August 2013	PROGRESS MEASURE August 2014	PROGRESS MEASURE August 2015	PROGRESS MEASURE August 2016
IV. ADULT IMPLEMENTATION INDICATOR (S): <i>“Cause Data”</i> 100% of teachers will implement the research-based strategy of using higher order questioning techniques in order to increase the higher order thinking of students in Math	Grades K-3 40% (13) Grades 4-6 40% (15)	Grades K-3 55% Grades 4-6 55%	Grades K-3 70% Grades 4-6 70%	Grades K-3 85% Grades 4-6 85%	Grades K-3 100% Grades 4-6 100%
	New FCAT Data from 2010-2011	August 2012	August 2013	August 2014	August 2015
V. STUDENT PERFORMANCE INDICATOR (S): <i>“EFFECT DATA”</i> Montclair students will consistently increase their FCAT Math scores until we reduce the % of students who are non-proficient by at least 50% by 2016. (% of non-proficient)	3 rd 48% (52%) 4 th 52% (48%) 5 th 63% (37%) 6 th 55% (45%)	3 rd 54.5% (45.5%) 4 th 58% (42%) 5 th 67.625% (32.375%) 6 th 60.625% (39.375%)	3 rd 61% (39%) 4 th 64% (36%) 5 th 72.25% (27.75%) 6 th 66.25% (33.75%)	3 rd 67.5% (32.5%) 4 th 70% (30%) 5 th 76.875% (23.125%) 6 th 71.875% (28.125%)	3 rd 74% (26%) 4 th 76% (24%) 5 th 81.5% (18.5%) 6 th 77.5% (22.5%)

2012 – 2013 SCHOOL IMPROVEMENT PLAN

IMPLEMENTATION DETAILS

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p>2.1 Teacher identifies common core standard/ benchmark for lesson</p> <p>Task 1: Teacher participates in monthly Professional Learning Community (PLC)</p>	<p>Sign in sheets</p>	<p>Principal, Assistant Principal, SAC Committee</p>	<p>October 2012 – June 2013</p>	<p>Manipulatives, classroom enhancement, others TBD</p>	<p><i>TEACH Conference (9/15/2912)</i></p> <p><i>MCE 2012-2013 Common Core PLC;</i></p> <p><i>County Common Core Implementation Team Seminars</i></p>	<p><i>School Improvement (0100.5100.0510.0381.1183)</i></p>
<p>2.2 Teachers can identify lower quartile students and their specific needs</p> <p>Task 1: Teachers will meet monthly with administration for data meetings to discuss progress of lower quartile students, monitor student progress and to develop and adapt strategies to increase student achievement</p>	<p>Performance Matters Test data</p>	<p>Principal, assistant principal, teachers</p>	<p>2012-2013 school year</p>	<p>Performance Matters, FAIR data</p>	<p><i>MCE 2012-2013 Data Meetings</i></p>	

2012 – 2013 SCHOOL IMPROVEMENT PLAN

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p>Task 2: Teachers will utilize FCAT Ready books for supplemental instruction , weekly for grades 3- 6 to support test taking strategies as well in the classroom.</p> <p>Task 3: 2nd-6th grade students will utilize <i>Successmaker</i> math software program.</p> <p>Task 4: Before school tutoring will be offered for 5th and 6th grade students scoring a level 1 or 2 on FCAT Math or those identified as lowest quartile.</p>	<p>Walkthroughs, books completed</p> <p>Score results from computer, lab schedule</p> <p>Lower Quartile Gains</p>	<p>Principal, assistant principal, teachers</p> <p>Assistant Principal, Teachers</p> <p>Teachers, Assistant Principal</p>	<p>September 2012-April 2013</p> <p>September 2012 – June 2013</p> <p>September 2012 – June 2013</p>	<p>FCAT Ready books</p> <p>Successmaker Licenses, computer lab.</p> <p>Two tutors will be paid by the school</p>	<p></p> <p><i>MCE 2012-2013 Successmaker online training</i></p> <p><i>Non PD funds.</i></p>	<p><i>School Improvement (0100.5100.0510.0381.1183)</i></p> <p><i>School Improvement (0100.5100.0510.0381.1183) Capital Improvement funds, 0100.5100.0692.0381.1523</i></p> <p><i>0100.5100.0125.0381.1113</i></p>
<p>2.3 Teachers will use academic games to promote critical thinking</p> <p>Task 1: Teachers can volunteer to participate in weekly “Activities Day” to promote team building, cooperative learning, and reading enrichment.</p>	<p>Sign in sheets, observations, walkthroughs.</p>	<p>Principal, assistant principal, volunteering teachers.</p>	<p>October 2012 – April 2013</p>	<p>School bus (after hours)</p>	<p></p>	<p><i>School Improvement (0100.5100.0510.0381.1183)</i></p>

2012 – 2013 SCHOOL IMPROVEMENT PLAN

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p>2.4 Teachers will model and promote importance of learning and academic achievement.</p> <p>Task 1: Math teams will be available to students after school. Morning tutoring will be made available to 6th grade students and computer lab will be open</p>	<p>Sign in sheets, observations, walkthroughs.</p>	<p>Principal, assistant principal, teachers.</p>	<p>2012 – 2013 school year</p>	<p>Appropriate functioning technology in all classrooms, Thursday afterschool trainings</p>	<p><i>MCE 2012-2013 Technology Integration.</i></p>	

2012 – 2013 SCHOOL IMPROVEMENT PLAN

School District of Clay County

SMART GOALS

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Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal.

GOAL 3: By 2013, 4th grade students will improve proficiency of the FCAT by scoring a Level 4.0 or higher by 5%.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

I. **Strategy 3: Implement the research- based strategy of integrating writing into other disciplines (especially reading and science) during instruction.**

	BASELINE MEASURE August 2012 <i>*Perceptual data</i>	PROGRESS MEASURE August 2013	PROGRESS MEASURE August 2014	PROGRESS MEASURE August 2015	PROGRESS MEASURE August 2016
<p>VI. ADULT IMPLEMENTATION INDICATOR (S): <i>“Cause Data”</i> 100% of teachers will implement the research-based strategy of relating and integrating the subject matter with other disciplines during instruction</p>	Grades K-3 70% (8) Grades 4-6 60% (10)	Grades K-3 78% Grades 4-6 70%	Grades K-3 86% Grades 4-6 80%	Grades K-3 94% Grades 4-6 90%	Grades K-3 100% Grades 4-6 100%
	New FCAT Data from 2011-2012	August 2013	August 2014	August 2015	August 2016
<p>VII. STUDENT PERFORMANCE INDICATOR (S): <i>“EFFECT DATA”</i> Montclair students will consistently increase their FCAT Writing scores until we reduce the % of students who are non-proficient by at least 50% by 2016. (% of non-proficient)</p>	4 TH 64% (36%)	4 TH 68.5% (31.5%)	4 TH 73% (27%)	4 TH 77.5% (22.5%)	4 TH 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
<p>3.1 Teacher will volunteer resources and guidance as needed</p> <p>Task 1: Teacher will hold afterschool writing club on Tuesdays during Activities Day to provide additional support and content enrichment for 4th graders.</p>	<p>Attendance sheets, walkthroughs</p>	<p>Principal, Assistant Principal, teachers</p>	<p>October 2012 – April 2013</p>	<p>School bus (after hours)</p>		<p><i>School Improvement (0100.5100.0510.0381.1183)</i></p>
<p>3.2 Teacher identifies common core standard/benchmark for lesson</p> <p>Task 1: Teachers will incorporate 50% information text into the reading block with additional social studies and non-fiction response. Teacher will incorporate more writing into the literacy block.</p>	<p>Sing-up sheets</p>	<p>Teacher</p>	<p>2012-2013 school year</p>	<p>Articles, copies, prizes, consumable supplies</p>	<p><i>MCE 2012-2013 Common Core PLC</i></p>	<p><i>School Improvement (0100.5100.0510..0381.1183)</i></p>

2012 – 2013 SCHOOL IMPROVEMENT PLAN
School District of Clay County

SMART GOALS					
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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, 5 th grade student’s academic performance in science will improve by 7% over last year’s results as measured by the FCAT Science Test.					
STRATEGIES, INDICATORS AND PROGRESS MEASURES					
I. Strategy 4: Implement the research based strategy of engaging students in cognitively complex tasks involving hypothesis generation and testing in order to deepen student understanding and address preconceptions and misconceptions.					
	BASELINE MEASURE August 2012 <i>*Perceptual data</i>	PROGRESS MEASURE August 2013	PROGRESS MEASURE August 2014	PROGRESS MEASURE August 2015	PROGRESS MEASURE August 2016
VIII. ADULT IMPLEMENTATION INDICATOR (s): <i>“Cause Data”</i> 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 K-3 50% (13) Grades 4-6 60% (10)	Grades K-3 63% Grades 4-6 70%	Grades K-3 76% Grades 4-6 80%	Grades K-3 89% Grades 4-6 90%	Grades K-3 100% Grades 4-6 100%
	FCAT Data from 2011-2012	FCAT August 2013	FCAT August 2014	PARCC August 2015	PARCC August 2016
IX. STUDENT PERFORMANCE INDICATOR (s): <i>“EFFECT DATA”</i> Montclair students will consistently increase their FCAT Science scores until we reduce the % of students who are non-proficient by at least 50% by 2016. (% of non-proficient)	5 TH 65% (35%)	5 TH 69.375% (30.625%)	5 TH 73.75% (26.25%)	5 TH 78.125% (21.875%)	5 TH 82.5% (17.5%)

2012 – 2013 SCHOOL IMPROVEMENT PLAN

IMPLEMENTATION DETAILS

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p>4.1 Teacher will identify common core/benchmark for lesson</p> <p>Task 1: Incorporate inquiry project based learning in daily instruction by students participating in the Science Fair activities and allotting 10 days in 1st semester for students to work on projects.</p>	<p>Lesson plans, 6th grade curriculum map</p>	<p>Teachers, administration, Curriculum Specialist</p>	<p>September 2012- March 2013</p>	<p>Science Project Boards, Curriculum Map</p>	<p><i>PD 12/13 Science Fair Director Training</i></p>	<p><i>School Improvement (0100.5100.0510..0381.1183)</i></p>
<p>4.2 Teacher ask students to explain their thinking to determine misconceptions</p> <p>Task 1: Students in grades 5-6 will work weekly with Science Misconception Probes.</p> <p>Task 2: Students in grade 2-6 will utilize science notebooks to organize materials and develop a resource and portfolio of inquiry projects.</p>	<p>Lesson plans, walkthroughs</p> <p>Walkthroughs, observations</p>	<p>Teachers, administration, bookkeeper</p> <p>Teachers, Principal, Assistant Principal</p>	<p>2012-2013 school year</p> <p>2012-2013 school year</p>	<p><i>Science Misconceptions</i> by Paige Keeley</p> <p>notebooks</p>	<p><i>Curriculum 12/13 Science District Leaders Training - Elementary (K-5)</i></p>	<p>NA</p>

2012 – 2013 SCHOOL IMPROVEMENT PLAN

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Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal.

GOAL 5: By 2013, Parent Involvement will improve by 6% over the previous year as measured by parent attendance at School/Family Events

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.**

	BASELINE MEASURE August 2012 <i>*Perceptual data</i>	PROGRESS MEASURE August 2013	PROGRESS MEASURE August 2014	PROGRESS MEASURE August 2015	PROGRESS MEASURE August 2016
X. ADULT IMPLEMENTATION INDICATOR (s): "Cause Data" 100% of teachers will implement the research-based strategy of fostering home/school communication with all stakeholders to support student learning.	75%	81%	87%	94%	100%
	Data from 2011-2012	August 2013	August 2014	August 2015	August 2016
XI. STUDENT PERFORMANCE INDICATOR (s): "EFFECT DATA" Montclair Staff will consistently increase parent involvement until we reduce the % of parents who are not involved by at least 50% by 2016. This will increase student achievement in all content areas by 2016. (% of non-participative)	75% (25%)	78.125% (21.875%)	81.25% (18.75%)	84.375% (15.625%)	87.5% (12.5%)

2012 – 2013 SCHOOL IMPROVEMENT PLAN

IMPLEMENTATION DETAILS

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p>5.1 Teacher volunteer resources and guidance as needed</p> <p>Task 1: Students will be given a student planner for writing down assignments.</p> <p>Task 2: Parents will be greeted with an ice cream social during open house.</p> <p>Task 3: Staff will plan a Fall and Spring-end of the year carnival with staff, students, parents, and community members.</p> <p>Task 4: Staff will compete in a PFA membership drive at the beginning of the school year to increase PFA family memberships. A PFA discount card will be created.</p>	<p>Student planners</p> <p>Flyers</p> <p>Team minutes, Curriculum Council meeting minutes</p> <p>PFA membership count</p>	<p>Principal, teachers</p> <p>All staff</p> <p>Principal, PFA, Teachers</p> <p>Principal, PFA, Teachers</p>	<p>2012-2013 School Year.</p> <p>2012-2013</p> <p>(mid-year)</p>	<p>planners</p> <p>ice cream and supplies</p> <p>Food, events, auction items</p> <p>PFA Discount Card</p>		<p><i>School Improvement (0100.5100.0510.0381.1183)</i></p> <p><i>School Improvement (0100.5100.0510.0381.1183)</i></p>

2012 – 2013 SCHOOL IMPROVEMENT PLAN

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 6: By 2013, Montclair Elementary School will improve school climate by decreasing discipline referrals by 10% as compared to last years' referral data					
STRATEGIES, INDICATORS AND PROGRESS MEASURES					
I. STRATEGY 6: Implement school-wide and classroom procedures that are clearly established and understood by students.					
	BASELINE MEASURE August 2012 <i>* Perceptual Data</i>	PROGRESS MEASURE August 2013	PROGRESS MEASURE August 2014	PROGRESS MEASURE August 2015	PROGRESS MEASURE August 2016
XII. ADULT IMPLEMENTATION INDICATOR (s): <i>"Cause Data"</i> 100% of teachers will implement MCE 101 to make sure school wide discipline procedures and routines are understood.	70% (8)	78%	86%	94%	100%
	Discipline Data from 2011-2012	August 2013	August 2014	August 2015	August 2016
XIII. STUDENT PERFORMANCE INDICATOR (S): <i>"EFFECT DATA"</i> Montclair students will consistently increase their discipline rate until we reduce the % of students who receive a referral by at least 50% by 2016. (% not meeting standard)	K- 92% (8%) 1 st - 92% (8%) 2 nd - 92% (8%) 3 rd - 88% (12%) 4 th - 88% (12%) 5 th - 92% (8%) 6 th - 84% (16%)	K- 93% (7%) 1 st - 93% (7%) 2 nd - 93% (7%) 3 rd - 89.5% (10.5%) 4 th - 89.5% (10.5%) 5 th - 93% (7%) 6 th - 86% (14%)	K- 94% (6%) 1 st - 94% (6%) 2 nd - 94% (6%) 3 rd - 91% (9%) 4 th - 91% (9%) 5 th - 94% (6%) 6 th - 88% (12%)	K- 95% (5%) 1 st - 95% (5%) 2 nd - 95% (5%) 3 rd - 92.5% (7.5%) 4 th - 92.5% (7.5%) 5 th - 95% (5%) 6 th - 90% (10%)	K- 96% (4%) 1 st - 96% (4%) 2 nd - 96% (4%) 3 rd - 94% (6%) 4 th - 94% (6%) 5 th - 96% (4%) 6 th - 92% (8%)

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
<p>6.1 Teachers proactively engage behavior</p> <p>Task 1: All students will receive MCE 101 with administration at the beginning of the school year.</p> <p>Task 2: All new students will receive individual MCE- 101 contracts.</p> <p>Task 3: School Cafeteria employees and assistants will implement behavior rating system for lunchroom behavior</p>	<p>Signed student contracts</p> <p>Signed students contracts</p> <p>Daily behavior sheets, ongoing point summary</p>	<p>Principal, Assistant Principal</p> <p>Principal, Assistant Principal</p> <p>Principal, Assistant Principal</p>	<p>August, 2012</p> <p>2012-2013 school year</p> <p>2012-2013 school year</p>	<p>Paper contracts</p> <p>Paper contracts</p> <p>Overhead projector</p>	<p>MCE 101 paper contracts</p>	<p><i>School Improvement (0100.5100.0510.0381.1183)</i></p>

2012 – 2013 SCHOOL IMPROVEMENT PLAN

Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip Total Funds available for SIP related objectives:	Available Amount SIP SIP Proj- \$2,665 Capital Funds- \$7,000 \$9,665
Goal- Parent Involvement- Action Step 5.1.2 Goal- Parent Involvement- Action Step 5.1.1 Goal -School Climate- Action Step 6.1.1	Consumable suplies for open house. Student planners provided in grades 3-6 MCE 101 contracts	0100.5100.0510.0381.1183 0100.5100.0510.0381.1183 0100.5100.0510.0381.1183 <i>SUBTOTAL</i>	\$50.00 \$300.00 \$20.00 <i>\$370.00</i>
Professional Development			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	
Conference Workshop Goal- Math- Action Step 2.1.1 Title: TEACH Conference Location: Hyatt, Downtown Jacksonville Date: 9/15/2012 Sponsoring Educational Institution: WJCT	Registration: \$20 Wendi Warner will attend the conference and share with staff.	0100.5100.0510.0381.1183	\$20.00
School Workshop Goal- Math- Action Step- 2.4.1 Goal- Reading- Action Step- 1.3.1 Navigator Plus Activity: MCE 2012-2013 Tech Integration Goal- Math- Action Step- 2.2.3 Navigator Plus Activity Title: MCE 2012-2013 Successmaker online Training	Using Easi-Teach to plan and execute lessons Successmaker online training, how to read data reports, identify student needs	Paid in Feb, 2012	\$0.00 \$0.00

2012 – 2013 SCHOOL IMPROVEMENT PLAN

Goal- Math- Action Step- 2.2.1. & Goal- Reading- Action Step- 1.2.3 Navigator Plus Activity Title: MCE 2012-2013 Data Implementation	Teachers will review data with administrators To determine strategies and misconceptions.		\$0.00
Professional Learning Community Goal- Math- Action Step- 2.1.1 & Goal- Reading- Action Step- 1.1.1, 1.4.2 & Goal- Writing- Action Step- 3.2.1 Navigator Plus Activity: MCE 2012-2013 Common Core PLC	Teachers will be introduced to standards and best practice teaching standards. Consumable supplies for varios articles will be used.	0100.5100.0510.0381.1183	\$100.00
		<i>SUBTOTAL</i>	
Other			
Goal- Math- Action Step- 2.2.2 & Goal- Reading- Action Step- 1.2.2	FCAT Ready Books	0100.5100.0510.0381.1183	\$1,000.00
Goal- Math- Action Step- 2.3.1 & Goal- Reading- Action Step- 1.4.1 & Goal- Writing- Action Step- 3.1.1	A school bus will be provided to transport bus students home after Activities Day	0100.5100.0510.0381.1183	\$1,000.00
Goal- science- Action Step 4.1.1	Science Fair Boards	0100.5100.0510.0381.1183	\$40.00
Goal- Math- Action Step- 2.2.3	Computer Software Program: Sucessmaker	0100.5100.0510.0381.1183 0100.5100.0692.0381.1523	\$7,000.00
		<i>SUBTOTAL</i>	
		Grand Total	
		\$9,530.00	

2012 – 2013 SCHOOL IMPROVEMENT PLAN

2012-2013 SCHOOL IMPROVEMENT PLAN

SCHOOL NAME: McRae 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.

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.

Select General Education Teachers (Primary and Intermediate including 6th grade): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: 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.

Instructional Coach(es) Reading/Math/Science:

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.

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.

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.

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

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 once weekly 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.

2012-2013 SCHOOL IMPROVEMENT PLAN

SCHOOL NAME: McRae Elementary School

School Based Leadership Team

- 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 more rigorous instructional standards as outlined in our School Action Plan (Text-Based questioning, Increase in complex text, Balance of informational text and narrative text, Model in Mathematics, Active Thinking); 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, Benchmark, and End of Year 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), Florida Assessments for Instruction in Reading (FAIR), Running Records, SuccessMaker, Early Reading Diagnostic Assessment (ERDA), Diagnostic Reading Assessment, (DAR), Compass Learning, FASTT Math

- 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. Bi-monthly Curriculum Council Meetings will be conducted for school administrators where training will focus on topics such as: Data-based Decision-making, and Supporting and Evaluating Interventions. The School-based RtI Leadership Team will provide training throughout the year as determined by data collection and implementation concerns. The District Intervention Specialist attends trainings once per month on procedural updates and relays this information back to related personnel at the school level.

Literacy Leadership

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

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.

Select General Education Teachers (Primary and Intermediate including 6th grade): 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.

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.

Instructional Coach(es) Reading: 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.

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.

2012-2013 SCHOOL IMPROVEMENT PLAN

SCHOOL NAME: **McRae Elementary School**

School Based Leadership Team

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

The team meets once a month to engage in the following activities:

The team will collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills as related to our School Action Plan and share ideas for incorporation of Common Core State Standards across Content Areas. 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 team will work together to ensure implementation of CCSS, Text-Based Questioning, Increased text complexity, Modeling in Mathematics, Active Thinking, and Incorporating Common Core Literacy Standards into Content Area teaching..

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 McRae 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 25th, 2011. 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. Kindergarten teachers also uses the BRT regularly to assist in reinforcing appropriate social skills.

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.

McRae currently has two 6th grade teachers who are participating in NG-CARPD training to incorporate reading strategies into their content area instruction (Science & Social Studies). They will complete this endorsement training in Spring 2013.

- The entire 6th grade team will participate in a year-long DBQ (Document-Based Questioning) Project that uses historical text for students to study closely and incorporate into all content areas. This will occur in week-long projects once per quarter.

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?

2012-2013 SCHOOL IMPROVEMENT 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 High School Feedback Report.

2012-2013 SCHOOL IMPROVEMENT PLAN

School District of Clay County

SMART GOALS

SMART = Specific Measurable Attainable Realistic Timely

Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal,

GOAL 1: By 2013, K-2 students will increase the percentage of students meeting the JRF end-of-year recommended **Reading** goals by 10 percent. Students in grades 3-12 will decrease the number of non-proficient readers on FCAT 2.0 by 10 percent at each grade level and subgroup currently not meeting proficiency targets. Grades 3-12 will also increase the percentage of students scoring at or above proficient on FCAT 2.0, equal to or beyond the performance levels of the highest-performing districts.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

I. STRATEGY 1: Implement the research-based strategy of planning and designing engaging, challenging, and relevant lessons to achieve student mastery based on state-adopted standards appropriate to the level of rigor using increased text-complexity and text-dependent questions

*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 plans and design engaging, challenging, and relevant lessons to achieve student mastery based on state-adopted standards appropriate to the level of rigor using increased text-complexity and text-dependent questions	PK: 0% K: 20% 1 st : 20% 2 nd : 20% 3 rd : 30% 4 th : 50% 5 th : 60% 6 th : 20%	PK: 25% K: 40% 1 st : 40% 2 nd : 40% 3 rd : 47.5% 4 th : 62.5% 5 th : 70% 6 th : 40%	PK: 50% K: 60% 1 st : 60% 2 nd : 60% 3 rd : 65% 4 th : 75% 5 th : 80% 6 th : 60%	PK: 75% K: 80% 1 st : 80% 2 nd : 80% 3 rd : 82.5% 4 th : 87.5% 5 th : 90% 6 th : 80%	PK: 100% K: 100% 1 st : 100% 2 nd : 100% 3 rd : 100% 4 th : 100% 5 th : 100% 6 th : 100%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
III. STUDENT PERFORMANCE INDICATOR(S): "EFFECT DATA" Students will consistently increase their FCAT Reading scores until we reduce the % of students who are non-proficient by at least 50% by 2016. % of non-proficient students in red	3 rd 63% (37%) 4 th 60% (40) 5 th 58% (42%) 6 th 64% (36%)	3 rd 67.625% 4 th 65% 5 th 63.25% 6 th 68.5%	3 rd 72.25% 4 th 70% 5 th 68.5% 6 th 73%	3 rd 76.875% 4 th 75% 5 th 73.75% 6 th 77.5%	3 rd 81.5% (18.5%) 4 th 80% (20%) 5 th 79% (21%) 6 th 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
<p>1.1 Teacher asks explicit questions that require students to infer</p> <p>Task 1: Donna Whyte trainings at school</p> <p>Task 2: Book study talks at monthly faculty meetings on Donna Whyte books, <i>You Can't Teach a Class You Can't Manage</i> and <i>The More Ways You Teach, the More Students You Reach</i></p> <p>Task 3: Teachers will use PLC time to plan 1 lesson per week utilizing skills learned with Donna Whyte books.</p> <p>Task 4: Thomas Gerds training 5th & 6th grade teachers on DBQ project implementation</p>	<p><i>Observation of teacher questions, Posted questions</i></p> <p>Meeting sign-in sheets</p> <p>Meeting agendas</p> <p>Lesson plans</p>	<p><i>Grade level/Dept. chair, principal, additional appropriate faculty members</i></p> <p><i>Title 1 Personnel</i></p>	<p><i>2012-2013 school year</i></p> <p>8/13/12 and 10/18/12</p>	<p>Example question stems, DBQ Project Manuals/Title 1 Lead Teacher, Curriculum Coach, County Curriculum Specialist, Donna Whyte books, Donna Whyte instructional software</p>	<p>DBQ Project planning, On-site PD at monthly faculty meeting delivered by Title 1 Staff</p>	<p>Title 1 funding</p>

2012-2013 SCHOOL IMPROVEMENT PLAN

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material/ Technology/ Trainer	Related PD	Funding/Funding Source
			9/27-9/28/12			
<p>1.2 Students are asked to explain and defend their inferences with evidence from the text</p> <p>Task 1: Thomas Gerds training 5th & 6th grade teachers on DBQ project implementation</p> <p>Task 2: On-site PD at faculty meetings</p> <p>Task 3: Lesson Studies with Grade Level Teams & Reading Coach to model lessons</p>	<p><i>Observation of students finding evidence in the text, student work samples</i></p> <p>Meeting agendas</p>	<p><i>Grade level/Dept. chair, principal, additional appropriate faculty members</i></p> <p>Title 1 Staff, Assistant Principal</p> <p>Teachers Reading Coach</p>	<p>2012-2013 school year</p>	<p>Example question stems, DBQ Project Manuals/Title 1 Lead Teacher, Curriculum Coach, County Curriculum Specialist</p> <p>Assistant Principal summer planning</p> <p>Subs</p>	<p>DBQ Project planning, On-site PD at monthly faculty meeting delivered by Title 1 Staff</p> <p>Lesson Study debriefs with Reading Coach</p>	<p>Title 1 funding</p> <p>2012-2013 SIP Funds</p> <p>0100 Professional Development Funds</p>
<p>1.3</p>						

2012-2013 SCHOOL IMPROVEMENT PLAN

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

2012-2013 SCHOOL IMPROVEMENT PLAN

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 2: By 2013, 70% of students (with an <i>emphasis on LQ</i>) will achieve proficiency (FCAT Level 3 or above) in Math and 75% of 4 th and 5 th grade students will make learning gains compared to the previous year FCAT data.					
STRATEGIES, INDICATORS AND PROGRESS MEASURES					
I. STRATEGY 2:					
Implement the research-based strategy of designing and modifying instruction to deepen students' understanding of content area and advance student learning while addressing preconceptions or misconceptions by modeling in mathematics					
*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 design and modify instruction to deepen students' understanding of content area and advance student learning while addressing preconceptions or misconceptions by modeling in mathematics.	PK: 50% K: 50% 1 st : 50% 2 nd : 40% 3 rd : 30% 4 th : 20% 5 th : 50% 6 th : 20%	PK: 62.5% K: 62.5% 1 st : 62.5% 2 nd : 55% 3 rd : 47.5% 4 th : 40% 5 th : 62.5% 6 th : 40%	PK: 75% K: 75% 1 st : 75% 2 nd : 70% 3 rd : 65% 4 th : 60% 5 th : 75% 6 th : 60%	PK: 87.5% K: 87.5% 1 st : 87.5% 2 nd : 85% 3 rd : 82.5% 4 th : 80% 5 th : 87.5% 6 th : 80%	PK: 100% K: 100% 1 st : 100% 2 nd : 100% 3 rd : 100% 4 th : 100% 5 th : 100% 6 th : 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. % of non-proficient students in red	3 rd 66% (34%) 4 th 68% (32%) 5 th 48% (52%) 6 th 57% (43%)	3 rd 70.25% 4 th 72% 5 th 54.5% 6 th 62.375%	3 rd 74.5% 4 th 76% 5 th 61% 6 th 67.75%	3 rd 78.75% 4 th 80% 5 th 67.5% 6 th 73.125%	3 rd 83% (17%) 4 th 84% (16%) 5 th 74% (26%) 6 th 78.5% (21.5%)

2012-2013 SCHOOL IMPROVEMENT PLAN

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
<p>2.1</p> <p>Teacher instruct using abstract models to represent mathematical concepts</p> <p>Task 1: On-site PD based on District Math Coach meetings</p> <p>Task 2: Continued use of instructional strategies and learning games from Math Learning Wheels workshop</p> <p>Task 3: Math Lesson Study – 3rd – 5th Grades with District Curriculum Specialist</p>	<p>Observation of teachers modeling expectations during “Snapshot” observations</p> <p>Meeting Agendas</p> <p>Lesson Plans</p>	<p><i>Grade level/Dept. chair, principal, additional appropriate faculty members</i></p> <p>Math Coach</p> <p>District Curriculum Specialist</p>	<p>2012-2013 School Year</p>	<p><i>Continued PD (examples at Monthly Faculty Meetings), Math Learning Wheels differentiated instruction tools</i></p> <p><i>Subs for Lesson Studies/ Lisa Goodwin Johnson</i></p>	<p><i>Math Learning Wheels Differentiated Instruction PD (Julie Teague)</i></p> <p><i>Common Core Training at Monthly Faculty Meetings</i></p> <p><i>Math Coach trainings</i></p>	<p><i>Title 1</i></p> <p><i>0100 Professional Development Funds</i></p>
<p>2.2</p> <p>Teacher & students use manipulatives</p> <p>Task 1: On-site PD based</p>	<p>Observation of teachers & students using manipulatives during lesson & practice time.</p>	<p><i>Grade level/Dept. chair, principal, additional appropriate faculty members</i></p>	<p>2012-2013 School Year</p>	<p><i>Math manipulative kits, Math Learning Wheels differentiated instruction tools</i></p>	<p><i>Math Learning Wheels Differentiated Instruction PD (Julie Teague)</i></p>	<p><i>Title 1</i></p>

2012-2013 SCHOOL IMPROVEMENT PLAN

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
on District Math Coach meetings	Meeting Agendas	Math Coach			<i>Common Core Training at Monthly Faculty Meetings</i> <i>Math Coach trainings</i>	
2.3						

2012-2013 SCHOOL IMPROVEMENT PLAN

School District of Clay County

SMART GOALS					
SMART = Specific Measurable Attainable Realistic Timely					
<p>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></p> <p>Goal 4: Student Performance Content Area: <u>Science</u> Goal 5: Parental Involvement Goal 6: Other: Ex. School Climate, Attendance, other measureable school-specific goal.</p>					
<p>GOAL 3: By 2013, McRae Elementary will increase the number of students by at least 5% over the previous year in grade 4 who demonstrate overall proficiency by scoring a 4.0 or above on Writing FCAT</p>					
STRATEGIES, INDICATORS AND PROGRESS MEASURES					
<p>I. STRATEGY 3: Implement the research- based strategy of relating and integrating the subject matter with other disciplines during instruction by writing across content areas.</p>					
*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
<p>II. ADULT IMPLEMENTATION INDICATOR (s): “CAUSE DATA”</p> <p>100% of teachers will implement the research- based strategy of relating and integrating the subject matter with other disciplines during instruction by writing across content areas.</p>	PK: 0% K: 20% 1 st : 20% 2 nd : 20% 3 rd : 30% 4 th : 60% 5 th : 60% 6 th : 30%	PK: 25% K: 40% 1 st : 40% 2 nd : 40% 3 rd : 47.5% 4 th : 70% 5 th : 70% 6 th : 47.5%	PK: 50% K: 60% 1 st : 60% 2 nd : 60% 3 rd : 65% 4 th : 80% 5 th : 80% 6 th : 65%	PK: 75% K: 80% 1 st : 80% 2 nd : 80% 3 rd : 82.5% 4 th : 90% 5 th : 90% 6 th : 82.5%	PK: 100% K: 100% 1 st : 100% 2 nd : 100% 3 rd : 100% 4 th : 100% 5 th : 100% 6 th : 100%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
<p>III. STUDENT PERFORMANCE INDICATOR(S): “EFFECT DATA”</p> <p>Students will consistently increase their FCAT Writing scores until we reduce the % of students who are non-proficient by at least 50% by 2016.</p> <p>% of non-proficient students in red</p>	4 th 32% (68%)	4 th 40.5%	4 th 49%	4 th 57.5%	4 th 66% (34%)

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
<p>3.1</p> <p>Integrates writing across all content areas</p> <p>Task 1: 4th Grade Teachers attend Just Write! Workshop with Kathryn Robinson</p> <p>Task 2: DBQ Project planning with Thomas Gerds (5th & 6th)</p> <p>Task 3: <u>Teaching Argument Writing, Grades 6-12: Supporting Claims with Relevant Evidence and Clear Reasoning</u> by George Hillocks book for 6th Grade Writing time</p> <p>Task 4: On-site PD based on information/ideas shared at Monthly Reading Coach Meetings</p> <p>Task 5: Selected K-3 teachers will attend Title 1 “6 Traits Writing Training” and redeliver throughout their grade-level teams</p> <p>Task 6: 5th & 6th Grade math teachers will attend Step Up to Writing: Math workshop provided by FDLRS</p>	<p>Observation of teachers modeling strategies during walk-through observations</p> <p>Student Work Samples</p> <p>Meeting sign-in sheets</p> <p>Lesson Plans</p> <p>Meeting agendas</p>	<p><i>Grade level/Dept. chair, principal, additional appropriate faculty members</i></p> <p>Reading Coach</p> <p>5th & 6th Grade math teachers</p>	<p><i>2012-2013 school year</i></p>	<p><i>Knowledge of cross-curricular content</i></p> <p><i>Student notebooks/paper</i></p> <p><i>DBQ project materials</i></p> <p><i>Passwords Science Vocabulary Books – Grades 4-6</i></p> <p><i>Teaching Argument Writing book</i></p> <p><i>Subs</i></p>	<p>6 Traits of Writing</p> <p>Kathryn Robinson Just Write! Training</p> <p>Step Up to Writing: Math Workshop provided by FDLRS</p>	<p><i>District Title 1 Department</i></p> <p><i>0100 Professional Development Funds</i></p> <p><i>Title 1 Funding</i></p> <p>0100 Professional Development Funds</p>
<p>3.2</p>						

2012-2013 SCHOOL IMPROVEMENT PLAN

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p>Students make connections between interests and class content</p> <p>Task 1: 4th Grade Teachers attend Just Write! Workshop with Kathryn Robinson</p> <p>Task 2: DBQ Project planning with Thomas Gerds (5th & 6th)</p> <p>Task 3: <u>Teaching Argument Writing, Grades 6-12: Supporting Claims with Relevant Evidence and Clear Reasoning</u> by George Hillocks book for 6th Grade Writing time</p> <p>Task 4: On-site PD based on information/ideas shared at Monthly Reading Coach Meetings</p> <p>Task 5: Teachers will use instructional strategies learned from Title 1 Common Core Workshops during summer & pre-planning</p>	<p><i>Observation, progress checks through monthly grade level minutes</i></p> <p><i>Student Work Samples</i></p> <p>Meeting agendas</p> <p>Meeting sign-in sheets</p>	<p><i>Principal, Teachers</i></p> <p>Title 1 Staff</p> <p>District Curriculum Specialist</p>	<p><i>2012-2013 school year</i></p>	<p><i>Lisa Goodwin</i></p> <p><i>Kathryn Robinson</i></p> <p><i>Student notebooks/paper</i></p> <p><i>DBQ Project Materials</i></p> <p><i>Title 1 Curriculum Staff</i></p> <p><i>Teaching Argument Writing book</i></p> <p>Kagan materials</p>	<p>6 Traits of Writing</p> <p>Kathryn Robinson Just Write! Training</p>	<p><i>District Title 1 Department</i></p> <p><i>0100 Professional Development Funds</i></p>

2012-2013 SCHOOL IMPROVEMENT PLAN

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
3.3						

2012-2013 SCHOOL IMPROVEMENT PLAN

School District of Clay County

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 2012, students' academic performance in <u>Science</u> will improve by 15% in 5 th grade over last years' results as measured by the FCAT Science					
STRATEGIES, INDICATORS AND PROGRESS MEASURES					
I. STRATEGY 4: Implement the research-based strategy of incorporating reading foundational skills into science instruction					
*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 incorporating reading foundational skills into science instruction	PK: 60% K: 60% 1 st : 60% 2 nd : 50% 3 rd : 30% 4 th : 20% 5 th : 50% 6 th : 30%	PK: 70% K: 70% 1 st : 70% 2 nd : 62.5% 3 rd : 47.5% 4 th : 40% 5 th : 62.5% 6 th : 47.5%	PK: 80% K: 80% 1 st : 80% 2 nd : 75% 3 rd : 65% 4 th : 60% 5 th : 75% 6 th : 65%	PK: 90% K: 90% 1 st : 90% 2 nd : 87.5% 3 rd : 82.5% 4 th : 80% 5 th : 87.5% 6 th : 82.5%	PK: 100% K: 100% 1 st : 100% 2 nd : 100% 3 rd : 100% 4 th : 100% 5 th : 100% 6 th : 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. % of non-proficient students in red	5 th 51% (49%)	4 th 57.125%	4 th 63.25%	4 th 69.375%	4 th 75.5% (24.5%)

2012-2013 SCHOOL IMPROVEMENT PLAN

IMPLEMENTATION DETAILS

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p>4.1</p> <p>Teachers ask students to explain their thinking to determine misconceptions</p> <p>Task 1: Students in grades 3-10 will utilize Science Notebooks to organize materials and develop a resource for inquiry projects</p> <p>Task 2: 5th Grade science teacher will attend FDLRS Science Inquiry Training and will redeliver to other faculty</p>	<p><i>Observation, progress checks through monthly grade level minutes</i></p> <p><i>Student work samples</i></p> <p>Meeting agenda</p> <p>Meeting sign-in sheets</p>	<p><i>Grade level/Dept. chair, principal, additional appropriate faculty members</i></p>	<p>2012-2013 School Year</p>	<p><i>Notebooks</i></p> <p><i>Dr. Larry Chew</i></p>	<p><i>NG-CAR-PD training</i></p> <p><i>Science Inquiry Training</i></p>	<p><i>District PD Funds</i></p> <p><i>District PD Funds</i></p>
<p>4.2</p> <p>Teacher utilizes Performance Matters data reports to record and monitor student progress</p> <p>Task 1: Monthly review at Grade-Level Data Meetings</p>	<p><i>Performance Matters reports</i></p> <p><i>Grade Level Meeting minutes</i></p>	<p><i>Grade level/Dept. chair, principal, additional appropriate faculty members</i></p>	<p>2012-2013 School Year</p>	<p><i>Computers, Online Access to Performance Matters Data</i></p>	<p><i>Performance Matters Training through PD360</i></p>	

2012-2013 SCHOOL IMPROVEMENT PLAN

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p>4.3</p> <p>Students will show evidence of active engagement during instruction</p> <p>Task 1: Explanation of S.L.A.N.T. evidence during grade level/faculty meetings</p> <p>Task 2: PD involving active lessons</p>	<p><i>Observation of students demonstrating S.L.A.N.T. during “snapshot” visits and formal observations</i></p> <p><i>Active learning discussions</i></p>	<p><i>Grade level/Dept. chair, principal, additional appropriate faculty members</i></p>	<p><i>2012-2013 School Year</i></p>	<p><i>Kagan training materials obtained from June 2012 Title 1 Common Core workshop</i></p>	<p><i>Title 1 Common Core Workshop</i></p>	<p><i>District Title 1 funds</i></p>

2012-2013 SCHOOL IMPROVEMENT PLAN

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 5: By 2013, Parental Involvement will improve by 10% over the previous year as measured by attendance at after-school and community events					
STRATEGIES, INDICATORS AND PROGRESS MEASURES					
I. Strategy 5: Implement the research-based strategy of fostering two-way home/school communication 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 Task 1: Title 1 School-Parent Compact Task 2: Tuesday Folders Task 3: Classroom Newsletters Task 4: Principal Newsletter Task 5: Parent-Teacher Conferences	45%	58.75%	72.5%	86.25%	100%
	Family Attendance Data 2012	Family Attendance Data 2013	Family Attendance Data 2014	Family Attendance Data 2015	Family Attendance Data 2016
III. STUDENT PERFORMANCE INDICATOR (S): “EFFECT DATA” Faculty will consistently work to 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.	50%	56.25%	62.5%	68.75%	75%

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
<p>5.1</p> <p><i>Teachers volunteer resources and guidance as needed</i></p> <p><i>Task 1: 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</i></p>	<p><i>Meeting Agenda and Minutes</i></p> <p><i>Attendance at Events</i></p>	<p><i>Principal, Teachers</i></p>	<p><i>2012-2013 School Year</i></p>	<p><i>Door Prizes</i></p> <p><i>Learning Wheels Games</i></p> <p><i>Julie Teague</i></p>	<p><i>Learning Wheels Workshop</i></p>	<p><i>Title 1 Funds</i></p>
<p>5.2</p> <p><i>Utilization of Title 1 School/Parent Compact</i></p>	<p><i>Title 1 School/Parent Compact</i></p> <p><i>Follow-up Meeting Minutes</i></p>	<p><i>Teachers, Title 1 Coordinator</i></p>	<p><i>2012-2013 School Year</i></p>	<p><i>Title 1 School/Parent Compact</i></p>		
<p>5.3</p>						

2012-2013 SCHOOL IMPROVEMENT PLAN

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

2012-2013 SCHOOL IMPROVEMENT PLAN

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 6: By 2013, the School District of Clay County will improve School Climate by decreasing class II and class III discipline occurrences by 30% and improve the overall climate around the building by implementing the Go M.A.D. (<u>M</u> ake <u>A</u> <u>D</u> ifference) Bully Prevention Program.					
STRATEGIES, INDICATORS AND PROGRESS MEASURES					
I. STRATEGY 6: Implement the research-based program M.A.D. campus-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	PROGRESS MEASURE	PROGRESS MEASURE	PROGRESS MEASURE	PROGRESS MEASURE
	August 2012	August 2013	August 2014	August 2015	August 2016
II. ADULT IMPLEMENTATION INDICATOR (S): "CAUSE DATA"	75%	81.25%	87.5%	93.75%	100%
	Discipline Data class II and class III discipline occurrences 2011-2012	Discipline Data class II and class III discipline occurrences 2012-2013	Discipline Data class II and class III discipline occurrences 2013-2014	Discipline Data class II and class III discipline occurrences 2014-2015	Discipline Data class II and class III discipline occurrences 2015-2016
III. STUDENT PERFORMANCE INDICATOR (S): "EFFECT DATA"	*% of occurrences 50% of total discipline occurrences (24% class III) 76% class II)	25% of total discipline occurrences	12.5% of total discipline occurrences	6.25% of total discipline occurrences	0% of total discipline occurrences will be class II or class III

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
<p>6.1</p> <p>School-wide distribution of Go M.A.D. shirts to new students & faculty (returning students & faculty received these last year)</p>	<p>Distribution of shirts</p>	<p>Classroom teachers (count)</p> <p>Title 1 Lead Teacher</p>	<p>2012-2013 School Year</p>	<p>Go M.A.D. shirts</p>	<p>N/A</p>	<p>Box Tops for Education funds</p> <p>T-Shirt business sponsors</p>
<p>6.2</p> <p>1 day per week (Wednesday) designated as “Go M.A.D.” Day. Students & Faculty will wear Go M.A.D. shirts and reiterate Bully Prevention steps with students. Classroom teachers will record percentage of students wearing Go M.A.D. shirts. Each quarter, the class with the highest percentage of students wearing Go M.A.D. shirts on Wednesdays will be rewarded with a pizza party.</p>	<p>Students wearing shirts</p> <p>Lesson Plans</p>	<p>Classroom teachers</p> <p>Title 1 Lead Teacher</p> <p>Title 1 Curriculum Coach</p>	<p>2012-2013 School Year</p>	<p>Pizza</p>	<p>N/A</p>	<p>Box Tops for Education funds</p> <p>T-Shirt business sponsors</p>
<p>6.3</p>						

2012-2013 SCHOOL IMPROVEMENT PLAN

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

Resources Needed: Material / Technology / Trainer			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount
			2012-2013 SIP Project 1183 - \$2350.00 Total SIP Available: \$2350.00
Goal 1 – Reading – Action Step 1.2	Assistant Principal summer planning of PD Activities for 2012-2013 School Year	0100.7300.0110.1183	\$2,076.03
		0100.7300.0210.1183	\$107.54
		0100.7300.0220.1183	\$158.81
			Subtotal: \$2342.38
Professional Development			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount FTE – No Proj 0000 - \$1175.00 Title 1 Proj 4013 - \$13504.00 Total PD Available: \$14679.00
Conference/Workshop/Seminar/Institute/Online PD Goal and Action Step #(s) Goal 1 Reading, Action Step 1.1 Title : Donna Whyte Staff Development for Educators Location: MRE Dates: 8/13/12 & 10/18/12 Sponsoring Educational Institution: SDE	Mileage: N/A Meals: N/A Room: N/A Registration: N/A Substitute(s) : N/A Consultant Fee: \$8904	Budget Strip 0420.6400.0310.0511.4013	\$8904
		0420.6400.0310.0511.4013 0100.6400.0510.0511.0000	\$4600 \$24.07
		0100.6400.0310.0511.0000	\$115
Goal and Action Step #(s) Goal 2 Math, Action Step 2.1, Goal 5 Parent Involvement, Action Step 5.1 Title : Learning Wheels Differentiated Instruction Location: MRE Dates: 9/19/12 Sponsoring Educational Institution: Learning Wheels	Mileage: N/A Meals: N/A Room: N/A Registration: N/A Substitute(s) : N/A Consultant Fee: \$4600 Printing: \$24.07		
Goal and Action Step #(s) Goal 3 Writing, Action Step 3.1 Title : Kathryn Robinson Just Write! Training Location: Lakeside Elementary Dates: 8/10/12 Sponsoring Educational Institution: Just Write!	Mileage: N/A Meals: N/A Room: N/A Registration: \$115 Substitute(s) : N/A		

2012-2013 SCHOOL IMPROVEMENT PLAN

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 _____		x	
	<ul style="list-style-type: none"> • Action Step # • Name of Activity • Dates of Activity • Name of Consultant or Facilitator (if applicable) • Consultant Services Agreement (if applicable) • Materials 			
	Budget Items Required			
	<ul style="list-style-type: none"> • 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 _____		x	
(collaborative teams that gathers research and studies new programs or topics and shares their findings-must use Learning Community form)	<ul style="list-style-type: none"> • Action Step # • Name of Activity • Dates of Activity • Title of Book or Focus 			
	Budget Items Required			
	<ul style="list-style-type: none"> • Action Step # • Cost of Book/Teacher Materials 			
Lesson Study/Action Research	Professional Development Details Goal the Activity is Supporting Goal 2 Math	x		
(a teacher-driven and student-focused team who does research	<ul style="list-style-type: none"> • Action Step #2.1 • Name of Activity: Math Lesson Study – 3rd – 5th Grades 	x		

2012-2013 SCHOOL IMPROVEMENT PLAN

and development by carefully studying what actually goes on in the classroom. -must use Lesson Study form)	with District Curriculum Specialist			
	<ul style="list-style-type: none"> Dates of Activity: October 3, 2012 Teaching strategy or method to be researched: Modeling Effective Math Strategies 			
	Budget Items Required	x		
	<ul style="list-style-type: none"> Action Step # 2.1 Cost of Teacher Materials (If applicable): None Cost of Substitutes: \$364 Funding Source: 0100.6400.0140.0511.0000 	x		
Timelines		x		
Start Date: October 3, 2012				
End date: October 3, 2012				
Budget				
Local FTE (function 6400-no project)	\$364	x		0100.6400.0140.0511.0000
Project - Project - Project -				
Total Internal PD Budget (no project & project funds)	\$364	x		

Approvals: (Signature's required)

Principal: _____
 SAC Chair: _____
 Hilda Manning: _____
 Shannah Kosek: _____

Date: ___/___/___
 Date: ___/___/___
 Date: ___/___/___
 Date: ___/___/___

2012-2013 SCHOOL IMPROVEMENT PLAN

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 _____		x	
	<ul style="list-style-type: none"> • Action Step # • Name of Activity • Dates of Activity • Name of Consultant or Facilitator (if applicable) • Consultant Services Agreement (if applicable) • Materials 			
	Budget Items Required			
	<ul style="list-style-type: none"> • 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 _____		x	
(collaborative teams that gathers research and studies new programs or topics and shares their findings-must use Learning Community form)	<ul style="list-style-type: none"> • Action Step # • Name of Activity • Dates of Activity • Title of Book or Focus 			
	Budget Items Required			
	<ul style="list-style-type: none"> • Action Step # • Cost of Book/Teacher Materials 			

2012-2013 SCHOOL IMPROVEMENT PLAN

Lesson Study/Action Research	Professional Development Details Goal the Activity is Supporting Goal 1 Reading	x	
(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)	<ul style="list-style-type: none"> Action Step # 1.2 Name of Activity: Lesson Studies with Grade Level Teams & Reading Coach to model lessons Dates of Activity: November 7, 2012 Teaching strategy or method to be researched: Students being asked to explain and defend their inferences with evidence from the text 	x	
	Budget Items Required	x	
	<ul style="list-style-type: none"> Action Step # 1.2 Cost of Teacher Materials (If applicable): None Cost of Substitutes: \$178.93 Funding Source: 0100.6400.0140.0511.0000 	x	
Timelines		x	
Start Date: November 7, 2012			
End date: November 7, 2012			
Budget		x	
Local FTE (function 6400-no project)	\$178.93	x	0100.6400.0140.0511.0000
Project - Project - Project -			
Total Internal PD Budget (no	\$178.93	x	

2012-2013 SCHOOL IMPROVEMENT PLAN

project & project funds)			
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Approvals: (Signature's required)

Principal: _____

Date: ___/___/___

SAC Chair: _____

Date: ___/___/___

Hilda Manning: _____

Date: ___/___/___

Shannah Kosek: _____

Date: ___/___/___

2012-2013 SCHOOL IMPROVEMENT PLAN

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 _____		x	
	<ul style="list-style-type: none"> • Action Step # • Name of Activity • Dates of Activity • Name of Consultant or Facilitator (if applicable) • Consultant Services Agreement (if applicable) • Materials 			
	Budget Items Required			
	<ul style="list-style-type: none"> • 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 _____		x	
(collaborative teams that gathers research and studies new programs or topics and shares their findings-must use Learning Community form)	<ul style="list-style-type: none"> • Action Step # • Name of Activity • Dates of Activity • Title of Book or Focus 			
	Budget Items Required			
	<ul style="list-style-type: none"> • Action Step # • Cost of Book/Teacher Materials 			
Lesson Study/Action Research	Professional Development Details Goal the Activity is Supporting Goal 3 Writing	x		
(a teacher-driven and student-	<ul style="list-style-type: none"> • Action Step # 1.2, 3.1 & 3.2 	x		

2012-2013 SCHOOL IMPROVEMENT PLAN

focused team who does research and development by carefully studying what actually goes on in the classroom. -must use Lesson Study form)	<ul style="list-style-type: none"> Name of Activity: DBQ Action Research Project Dates of Activity: Quarterly throughout 2012-2013 School Year Teaching strategy or method to be researched: Explaining & defending inferences with evidence from the text; Integrating writing across content areas 			
	Budget Items Required	x		
	<ul style="list-style-type: none"> Action Step # 3.1 & 3.2 Cost of Teacher Materials (If applicable): \$199.96 Funding Source: 0100.6400.0510.0511.0000 	x		
Timelines				
Start Date: September 2012		x		
End date: March 2013		x		
Budget		x		
Local FTE (function 6400-no project)	\$199.96	x		0100.6400.0510.0511.0000
Project - Project - Project -				
Total Internal PD Budget (no project & project funds)	\$199.96	x		

Approvals: (Signature's required)

Principal: _____
 SAC Chair: _____
 Hilda Manning: _____
 Shannah Kosek: _____

Date: ___/___/___
 Date: ___/___/___
 Date: ___/___/___
 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-	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Goal 2 Math – Differentiating Math Instruction for all learners

2012-2013 SCHOOL IMPROVEMENT PLAN

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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Julie Teague “Learning Wheels”
Who will be trained?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	All faculty
Date(s), Time(s), Location	<input checked="" type="checkbox"/>	<input type="checkbox"/>	September 19, 2012 – 12:30pm-3:30pm McRae Elementary School
Total Cost	<input checked="" type="checkbox"/>	<input type="checkbox"/>	\$4,624.07
Needs School Board approval	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Already received approval (July 19, 2012)
Complete budget line for expenses	<input checked="" type="checkbox"/>	<input type="checkbox"/>	0420.6400.0310.0511.4013 0100.6400.0510.0511.0000
Name of facilitator/person responsible	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Stephen C. Simmons, Title 1 Lead Teacher
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.	<input type="checkbox"/>	<input type="checkbox"/>	
Who will be trained?	<input type="checkbox"/>	<input type="checkbox"/>	
Date(s), Location	<input type="checkbox"/>	<input type="checkbox"/>	
Total Cost	<input type="checkbox"/>	<input type="checkbox"/>	
Complete budget line for expenses	<input type="checkbox"/>	<input type="checkbox"/>	
Name of facilitator/person responsible	<input type="checkbox"/>	<input type="checkbox"/>	

2012-2013 SCHOOL IMPROVEMENT PLAN

Timelines			
	Yes	No	Comments
Start Date September 19, 2012	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
End Date September 19, 2012	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Budget			
Local FTE (function 6400-no project) 0100.6400.0510.0511.0000	<input checked="" type="checkbox"/>	<input type="checkbox"/>	\$24.07
Project - 0420.6400.0310.0511.4013	<input checked="" type="checkbox"/>	<input type="checkbox"/>	\$4,600
Project -	<input type="checkbox"/>	<input type="checkbox"/>	
Project -	<input type="checkbox"/>	<input type="checkbox"/>	
Total External PD Budget (no project & project funds)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	\$4,624.07

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-	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Goal 1 Reading - Differentiating Instruction for all learners and Teacher Modeling of Expectations

2012-2013 SCHOOL IMPROVEMENT PLAN

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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Donna Whyte “SDE – Staff Development for Educators”
Who will be trained?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	All faculty
Date(s), Time(s), Location	<input checked="" type="checkbox"/>	<input type="checkbox"/>	August 13, 2012 & October 18, 2012 – 8am-3pm McRae Elementary School
Total Cost	<input checked="" type="checkbox"/>	<input type="checkbox"/>	\$8,904
Needs School Board approval	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Already received approval (July 19, 2012)
Complete budget line for expenses	<input checked="" type="checkbox"/>	<input type="checkbox"/>	0420.6400.0310.0511.4013
Name of facilitator/person responsible	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Stephen C. Simmons, Title 1 Lead Teacher
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.	<input type="checkbox"/>	<input type="checkbox"/>	
Who will be trained?	<input type="checkbox"/>	<input type="checkbox"/>	
Date(s), Location	<input type="checkbox"/>	<input type="checkbox"/>	
Total Cost	<input type="checkbox"/>	<input type="checkbox"/>	

2012-2013 SCHOOL IMPROVEMENT PLAN

Complete budget line for expenses	<input type="checkbox"/>	<input type="checkbox"/>	
Name of facilitator/person responsible	<input type="checkbox"/>	<input type="checkbox"/>	
Timelines			
	Yes	No	Comments
Start Date August 13 2012	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
End Date October 18, 2012	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Budget			
Local FTE (function 6400-no project)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	\$
Project - 0420.6400.0310.0511.4013	<input checked="" type="checkbox"/>	<input type="checkbox"/>	\$8,904
Project -	<input type="checkbox"/>	<input type="checkbox"/>	
Project -	<input type="checkbox"/>	<input type="checkbox"/>	
Total External PD Budget (no project & project funds)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	\$8,904

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-	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Goal 3 Writing – Text-based questioning and writing with text evidence

2012-2013 SCHOOL IMPROVEMENT PLAN

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.	<input type="checkbox"/>	<input type="checkbox"/>	
Who will be trained?	<input type="checkbox"/>	<input type="checkbox"/>	
Date(s), Time(s), Location	<input type="checkbox"/>	<input type="checkbox"/>	
Total Cost	<input type="checkbox"/>	<input type="checkbox"/>	
Needs School Board approval	<input type="checkbox"/>	<input type="checkbox"/>	
Complete budget line for expenses	<input type="checkbox"/>	<input type="checkbox"/>	
Name of facilitator/person responsible	<input type="checkbox"/>	<input type="checkbox"/>	
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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Kathryn Robinson “Just Write!”
Who will be trained?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Mia Catalini, Lauren Morgan, Mary Thacker, Darlene Evans, Sue Gorham
Date(s), Location	<input checked="" type="checkbox"/>	<input type="checkbox"/>	August 10, 2012
Total Cost	<input checked="" type="checkbox"/>	<input type="checkbox"/>	\$115
Complete budget line for expenses	<input checked="" type="checkbox"/>	<input type="checkbox"/>	0100.6400.0310.0511.0000
Name of facilitator/person responsible	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Vicki Chappell, Assistant Principal

2012-2013 SCHOOL IMPROVEMENT PLAN

Timelines			
	Yes	No	Comments
Start Date August 10, 2012	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
End Date August 10, 2012	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Budget			
Local FTE (function 6400-no project)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	\$
Project - 0100.6400.0310.0511.0000	<input checked="" type="checkbox"/>	<input type="checkbox"/>	\$115
Project -	<input type="checkbox"/>	<input type="checkbox"/>	
Project -	<input type="checkbox"/>	<input type="checkbox"/>	
Total External PD Budget (no project & project funds)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	\$115

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-	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Goal 3 Writing – Integrates Writing across content areas

2012-2013 SCHOOL IMPROVEMENT PLAN

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.	<input type="checkbox"/>	<input type="checkbox"/>	
Who will be trained?	<input type="checkbox"/>	<input type="checkbox"/>	
Date(s), Time(s), Location	<input type="checkbox"/>	<input type="checkbox"/>	
Total Cost	<input type="checkbox"/>	<input type="checkbox"/>	
Needs School Board approval	<input type="checkbox"/>	<input type="checkbox"/>	
Complete budget line for expenses	<input type="checkbox"/>	<input type="checkbox"/>	
Name of facilitator/person responsible	<input type="checkbox"/>	<input type="checkbox"/>	
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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	FDLRS Workshop: Step Up to Writing: Math
Who will be trained?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Tara Lybarger, Edward Huffman
Date(s), Location	<input checked="" type="checkbox"/>	<input type="checkbox"/>	October 12, 2012
Total Cost	<input checked="" type="checkbox"/>	<input type="checkbox"/>	\$182
Complete budget line for expenses	<input checked="" type="checkbox"/>	<input type="checkbox"/>	0100.6400.0140.0511.0000
Name of facilitator/person responsible	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Vicki Chappell, Assistant Principal

2012-2013 SCHOOL IMPROVEMENT PLAN

Timelines			
	Yes	No	Comments
Start Date October 12, 2012	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
End Date October 12, 2012	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Budget			
Local FTE (function 6400-no project)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	\$
Project - 0100.6400.0140.0511.0000	<input checked="" type="checkbox"/>	<input type="checkbox"/>	\$182
Project -	<input type="checkbox"/>	<input type="checkbox"/>	
Project -	<input type="checkbox"/>	<input type="checkbox"/>	
Total External PD Budget (no project & project funds)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	\$182

Approvals: (Signature's required)

Principal: _____ Date: ___/___/___

SAC Chair: _____ Date: ___/___/___

Hilda Manning: _____ Date: ___/___/___

Shannah Kosek: _____ Date: ___/___/___

2012-2013 SCHOOL IMPROVEMENT PLAN

2012-2013 SCHOOL IMPROVEMENT PLAN

SCHOOL NAME: Middleburg High 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.

Rachel Crane (Intervention Team Facilitator): Facilitates a common vision based upon data to be used in decision-making. Ensures implementation of RtI through assessments of school staff, provides communication between RtI Leadership Team, staff, parents and community stakeholders.

Select Administrators: Provide support for the principal's vision. Facilitates assessments of school staff to ensure implementation of RtI plans and activities. Provides communication to RtI Leadership team, staff, parents and community stakeholders.

Reading/Intervention Coach—Rachel Crane: Provides support and guidance for implementation of RtI in the school. Analyzes data to identify at-risk students in order to provide intervention strategies, progress monitoring, professional development and support for implementing Tier 1, Tier 2 and tier 3 intervention plans. Assists classroom teachers in the implementation of the suggested strategies and intervention plans.

Department Head Teachers: A representative from each content area will provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials and instruction with Tier 2 and 3 activities.

Select Guidance Counselors: Participate in collection, interpretation and analysis of data. Facilitate development of intervention plans along with providing support for professional development, interpretation of collected data, problem solving activities, and program evaluation.

School Psychologist: Participates in collection, interpretation and analysis of data. Facilitate development of intervention plans along with providing support for professional development, interpretation of collected data, problem solving activities, and program evaluation.

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

The RtI Leadership Team is the coordinating body that develops and implements the action plan to best meet the needs of all learners. The RtI Team will identify resources, collect and analyze data, arrange professional development for all discerned staff, and ensure implementation of the Problem-solving/Response to Intervention model so that all students' needs are identified and addressed.

The RtI Team will meet monthly in concurrence with the Curriculum Council for the analysis of collected data and to make instructional decisions, progress monitor data to identify all possible tiers of students. The Team will share researched strategies to enhance professional development and instructional modes of delivery to enhance the implementation and success of RtI intervention.

2012-2013 SCHOOL IMPROVEMENT PLAN

SCHOOL NAME: Middleburg High School

School Based Leadership Team

- 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 plays a vital role in the development and implementation of the SIP. The Team participates in data-based decision making and promotes ongoing professional development activities. The Team also leads the cross-curricular PLCs, encouraging the integration of the new Common Core standards into lesson plans. The RtI Leadership Team focuses on issues relating to Reading, Writing and Math as well as addresses Behavior Issues (from Inattentiveness to Disruption). As an additional service to instructors, the RtI Leadership Team provides intervention strategies to enhance student success in all areas of student achievement.

The Team also utilizes proactive problem-solving by reviewing the pertinent data, holding stakeholder meetings and providing positive reinforcement based upon Behavioral Plans. The RtI Leadership Team is a critical component in the creation and successful implementation of the SIP.

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 and mid-year data collected, analyzed and reported in Reading, Math, Writing and Science for students in the 9th and 10th grades.

Baseline Data: Clay Writes, Compass, FAIR, Performance Matters and Reading Diagnostic Assessment

Mid-year Data: Clay Writes, FAIR, Performance Matters and Reading Diagnostic Assessment

Post-year Data: Performance Matters and FCAT

Tier 1 data sources include, but not limited to:

-Florida Comprehensive Assessment Test (FCAT) for 9th and 10th graders (Performance Matters)

-Algebra I prerequisite test (Class Roll)

-FAIR Testing

-Report Card and Interim grades (FOCUS)

-End of Course Exams (Performance Matters)

-Review of Dashboard Discipline Records (Dashboard)

-Science baseline assessments through Performance Matters

Tier 2 data sources include:

-Reading Diagnostic Assessment for students scoring a Level 1 or 2 on FCAT in 11th and 12th grade

-Intensive Reading courses for students scoring less than 300 on FCAT in 11th and 12th grade

2012-2013 SCHOOL IMPROVEMENT PLAN

SCHOOL NAME: Middleburg High School

School Based Leadership Team

- Progress Monitoring tools from Read 180 (Reading 180 Teachers and Management System)
- Intensive Reading Data collection Compass pre- and mid-year assessments.
- Math Diagnostic assessments
- Data from after-school tutoring programs (i.e. FCAT Workshops) (Workshop Teachers)
- Student Assistance Program (SAP) from Clay Behavioral
- FAIR data monitors progress of Level 2 students placed with CAR-PD teachers and Level 2 students who used a “Bad Day Waiver” to be exempt from Intensive Reading.

Tier 3 data sources include:

- Progress monitoring data from Tier 3 interventions (RtI documentation logs)
- Performance Matters subtest data for grades 9, 10 and students scoring a Level 1 or 2 in 11th and 12th grade
- Cool Tools (Classroom Teachers)
- Precision teaching (Classroom Teachers)
- Diagnostic Assessment in Reading (DAR) (Intensive Reading Teachers and Reading Coach)
- Functional Behavioral Assessment (Classroom Teacher, School Psychologist or Intervention Team Facilitator)
- Students Assistance Program (SAP) from Clay Behavioral

- Describe the plan to train staff on RtI.

Professional development will be provided to all staff during pre-planning to share the goals and strategies developed by the RtI Leadership Team. Technology training will be provided to targeted academic teachers to incorporate new programs vital to the implementation of Tier 2 and Tier 3 strategies. Professional development will be provided through department meetings to share instructional research-based strategies, progress-monitoring techniques, and intervention implementations developed by the RtI Team to meet all needs of Tier 1, Tier 2 and Tier 3 learners.

Literacy Leadership

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

Rachel Crane (Team Facilitator): Facilitates a common vision based upon data to be used in decision-making. Ensures implementation of LLT through assessments of school staff, provides communication between the Leadership Team, staff, parents and community stakeholders.

Principal/Assistant Principals: Provide support for the principal’s vision. Facilitates assessments of school staff to ensure implementation of LLT plans and activities. Provides communication to LLT Leadership team, staff, parents and community stakeholders.

2012-2013 SCHOOL IMPROVEMENT PLAN

SCHOOL NAME: Middleburg High School

School Based Leadership Team

Reading/Intervention Coach: Provides reading plan through evaluation of school core content standards, identified student needs, and research-based strategies. Analyzes data to identify at-risk students in order to provide intervention strategies, progress monitoring and professional development. Assist teachers with strategy implementation.

All Department Chairs: A representative from each content area will provide information about core instruction, participate in student data collection and implement initiatives of the LLT.

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

The Literacy team will meet with teachers during their department meetings and/or one-on-one throughout the year in order to discuss assessment results and student reading. These meetings will involve going over the teachers' lesson plans and other vital data in order to address individual student needs. As a result of these meetings, the Literacy Team will be able to document the teaching of reading. Each year, a group of teachers undergoes the NG CAR-PD training and is encouraged to share knowledge with other faculty members.

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

The Literacy Leadership Team will be focusing on reading strategies across all subject areas. We have incorporated the essential reading skills into all lessons so all students practice the skills they need. In addition, we have also developed a summer reading assignment that extends learning throughout the school year. Sharing knowledge and strategies gained via the NG CAR-PD training.

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.

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

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

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

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

Middleburg High School has implemented a "Bronco 101" class for all incoming 9th grade students in an effort to enable students to see the relationship between school and their future. Students complete a 10-year plan and track their progress in future years. All teachers are encouraged to emphasize the relevance of their curriculum to the students in "real life." Middleburg High School also offers many Career and Technical courses. Along with these courses, MHS has the Academy of Architecture and Interior Design and the Academy of Agriscience. All courses within these programs are designed to actively engage students in a particular field of study. Core academic content is integrated in these courses along with skills and practice in the specified career field. In addition, the NG CAR-PD trained staff utilizes reading strategies across the content areas to help students apply and generalize the skills.

2012-2013 SCHOOL IMPROVEMENT 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 (see Goal 6, pgs. 24-25)

- Mentoring/Tutoring
- Service Learning
- Alternative Schooling
- After School Opportunities

Early Interventions (N/A)

- Early Childhood Education
- Family Engagement
- Early Literacy Development

Making the Most of Instruction (See Goals 1, 2, 3 and 4, pgs. 7-20)

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

Making the Most of the Wider Community (See Goal 5, pgs. 22-23)

- 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](#).

A continual annual increase of students at Middleburg High School are participating in Advanced Placement and Dual Enrollment courses for the purpose of earning college credit while in high school and also as readiness for postsecondary transition. In addition, several programs are made available to students who meet the qualifying criteria for postsecondary transition assistance. These programs include, but are not limited to: CTE Industry Certifications, Design for Success and Take Stock in Children. Post-graduation indicators show that students scored at or above the state average in entry-level courses taken at Florida's state universities.

2012-2013 SCHOOL IMPROVEMENT PLAN

School District of Clay County

SMART GOALS

SMART = Specific Measurable Attainable Realistic Timely

Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal.

GOAL 1: 59% OF THE 9TH GRADE STUDENTS AND 52% OF 10TH GRADE STUDENTS AT MIDDLEBURG HIGH SCHOOL WILL MEET HIGH STANDARDS WITH A SCORE OF 3 OR HIGHER ON READING FCAT 2.0 BY THE END OF THE 2012/2013 SCHOOL YEAR.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

I. STRATEGY 1.1: *Implement the research based strategy of using diagnostic student data from formative assessments to develop differentiated instruction and strategies to monitor student learning based on individual student 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 using diagnostic student data from formative assessments to develop differentiated instruction and strategies to monitor student learning based on individual student needs.	9 th -82% 10 th -81% 11 th -81% 12 th - 79%	9 th - 86% 10 th -85% 11 th -85% 12 th -84%	9 th -91% 10 th -90% 11 th - 90% 12 th -89%	9 th -96% 10 th -95% 11 th -95% 12 th -94%	9 th -100% 10 th -100% 11 th -100% 12 th -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” 1. MHS will consistently improve results in Reading every year in order to reduce the % of non proficient students by 50% by 2016.	9 th -53% (47%) 10 th -45% (55%)	9 th -58.9% (41.1%) 10 th -51.9% (48.1%)	9 th -64.8% (35.2%) 10 th -58.8% (41.2%)	9 th -70.6% (29.4%) 10 th -65.6% (34.4%)	9 th - 76.5% (23.5%) 10 th -72.5% (27.5%)

2012-2013 SCHOOL IMPROVEMENT PLAN

IMPLEMENTATION DETAILS

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material/ Technology/ Trainer	Related PD	Funding/Funding Source
<p>1.1 <i>Teachers can identify learning needs of all students.</i> Task 1: Teachers will implement the use of “Core Concepts” in classroom instruction. Task 2: Teachers will document the use of MHS “Core Concepts” at least two times per week in lesson plans.</p>	<p>Lesson Plans and Administrator Learning Walks</p>	<p>Teachers and Evaluating Administrator</p>	<p>2012-2013 school year</p>	<p>MHS “Core Concepts” Document kept in teacher lesson plan binders</p>	<p>PLC Related training as provided by reading Coach Quest Education System</p>	<p>\$125 0100.6400.0330. 0391.1182 \$40 0100.6400.0330. 0391.1182</p>
<p>1.2 <i>Teacher uses strategies to review information.</i> Task 1: Teachers will utilize Marzano’s 9 instructional strategies and CC Standards to drive classroom instruction. Task 2: Teachers will document the use of Marzano’s instructional strategies and the CC standards within their lesson plans.</p>	<p>Lesson Plans and Administrator Learning Walks</p>	<p>Teachers and Evaluating Administrator</p>	<p>2012-2013 school year</p>	<p>Department Head copies of Marzano’s <u>Classroom Instruction that Works</u> IPADs with adapters Lemov’s <u>Teach Like a Champion</u> (2 copies per department for PD) Simple K-12 registration</p>	<p>PLC PD on Marzano’s <u>Classroom Instruction that Works and Teach Like a Champion</u> PD on IPAD uses for the classroom</p>	<p>(\$125/\$125) 0100.6400.0330. 0391.1182 (\$840) 0100.5100.0390. 0391.1182 (\$5,320) 0100.5100.0390. 0391.1182 (\$147) 0100.5100.0390. 0391.1182</p>
<p>1.3 <i>Teachers use NGSSS/Core for content & grade level.</i> Task 1: Teachers will</p>	<p>Lesson Plans and Administrator Learning Walks</p>	<p>Teachers, Department Head and</p>				

2012-2013 SCHOOL IMPROVEMENT PLAN

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material/ Technology/ Trainer	Related PD	Funding/Funding Source
implement the use of FCAT 2.0 question stems in assessment creation as based on NGSSS and CC Task 2: Teachers will use FCAT 2.0 question stems to create assessments based on NGSSS and CC		Evaluating Administrator	2012-2013 school year	FCAT 2.0 question stems and Teacher copies of NGSSS and CC Standards	PLC Related training as provided by Reading Coach	(\$125) 0100.6400.0330. 0391.1182
1.4 <i>Teachers integrate reading across the content areas.</i> Task 1: Teachers will implement the use of Reading Enrichment activities within all content areas. Task 2: Teachers will document use of Reading Enrichment activities for 20 minutes per day in daily lesson plans.	Lesson Plans and Administrator Learning Walks	Teachers, Department Head and Evaluating Administrator	2012-2013 school year	Various Enrichment activities as provided by Reading Coach	PLC Related training as provided by Reading Coach and AP College Board training	(\$30) 0100.6400.0330. 0391.1182 (\$915) 0100.6400.0330. 0391.1182 (\$248) 0100.6400.0330. 0391.1182
1.5 <i>Teachers will utilize Performance Matters data reports to record and monitor student progress.</i> Task 1: Teachers will gather data on every student in their classes from Performance Matters. This data will be printed and kept in their lesson plan books.	Lesson Plans and Administrator Learning Walks	Reading and English Department Heads and Evaluating Administrator	2012-2013 school year	Performance Matters access for all teachers	PD on Performance Matters	N/A

2012-2013 SCHOOL IMPROVEMENT PLAN
School District of Clay County

SMART GOALS

SMART = Specific Measurable Attainable Realistic Timely

Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal.

GOAL 2. 65% of the 9th grade students and 41% of 10th grade students taking the Algebra I and Geometry End of Course (EOC) exams will satisfy standards set by the State and District for passing by the end of the 2012-2013 school year.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

I. *Strategy 2.1: Implement the research based strategy of using diagnostic student data from formative assessments to develop differentiated instruction and strategies to monitor student learning based on individual 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 teachers will implement the research based strategy of using diagnostic student data from formative assessments to develop differentiated instruction and strategies to monitor student learning based on individual student needs.	9th - 83% 10th - 83% 11th- 80% 12th-78%	9th-87% 10th-87% 11th-85% 12th-83%	9th-92% 10th-92% 11th-90% 12th-88%	9th-96% 10th-96% 11th-95% 12 th -94%	9th-100% 10th-100% 11th-100% 12th-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”— MHS will consistently improve results in Math every year in order to reduce the % of non proficient students by 50% by 2016.	9th -60% (40%) 10 th -32% (68%)	9th -65% (35%) 10th – 40.5% (59.5%)	9th -70% (30%) 10th -49% (51%)	9 th - 75% (25%) 10 th - 57.5% (42.5%)	9th – 80% (20%) 10th – 66% (34%)

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
<p>2.1 <i>Teachers can identify learning needs of all students.</i> Task 1: Teachers will implement the use of “Core Concepts” in classroom instruction. Task 2: Teachers will document the use of MHS “Core Concepts” at least two times per week in lesson plans.</p>	<p>Lesson Plans & Administrator Learning Walks</p>	<p>Teachers & Evaluating Administrator</p>	<p>2012-2013 school year</p>	<p>MHS “Core Concepts” Document kept in teacher lesson plan binders</p>	<p>PLC Related training as provided by Reading Coach Quest Education System</p>	<p>See Goal 1.1</p>
<p>2.2 <i>Teachers use strategies to review information.</i> Task 1: Teachers will utilize Marzano's 9 instructional strategies and CC to drive classroom instruction. Task 2: Teachers will document the use of Marzano's instructional strategies and CC within their lesson plans.</p>	<p>Lesson Plans & Administrator Learning Walks</p>	<p>Teachers & Evaluating Administrator</p>	<p>2012-2013 school year</p>	<p>Department Head copies of Marzano's <u>Classroom Instruction that Works</u> IPADs with adapters Lemov’s <u>Teach Like a Champion</u> (2 copies per department for PD) Simple K-12 registration</p>	<p>PLC PD on Marzano's <u>Classroom Instruction That Works</u> and <u>Teach Like a Champion</u> PD on IPAD uses for the classroom</p>	<p>See Goal 1.2</p>

2012-2013 SCHOOL IMPROVEMENT PLAN

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p>2.3 <i>Teachers will use district curriculum map/pacing guides as provided.</i></p> <p>Task 1: Teachers will utilize group planning to ensure all same subject teachers cover the same material at the same pace.</p> <p>Task 2: Teachers will meet twice monthly for group planning and sharing of instructional strategies</p>	<p>Lesson Plans & Administrator Learning Walks</p>	<p>Math Department Head, Evaluating Administrator & District Math contact</p>	<p>2012-2013 school year</p>	<p>PLC, Shared Planning Time & Curriculum Map</p>	<p>PLC District-wide and School-wide training on Curriculum Map</p>	<p>(\$150) 0100.6400.0330. 0391.1182</p>
<p>2.4 <i>Teacher will utilize Performance Matters data reports to record and monitor student progress.</i></p> <p>Task 1: Teachers will gather data on every student in their classes from Performance Matters. This data will be printed and kept in their lesson plan books.</p>	<p>Lesson Plans & Administrator Learning Walks</p>	<p>Math Department Head & Evaluating Administrator</p>	<p>2012-2013 school year</p>	<p>Performance Matters access for all teachers & Individual student data</p>	<p>PD on Performance Matters</p>	<p>N/A</p>

2012-2013 SCHOOL IMPROVEMENT PLAN

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 measurable school-specific goal.

GOAL3: 41% of 10th grade students taking the Writing FCAT 2.0 exam will achieve a proficiency score of 4.0 or higher by the end of the 2012/2013 school year.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

I. Strategy 3.1: 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.

*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
<p>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.</p>	9th -82 % 10th - 84% 11th- 80% 12th-81%	9th-86% 10 th -88% 11th-85% 12th-86%	9th-92% 10th-93% 11th-90% 12th-91%	9th-96% 10th-96% 11th-95% 12th-96%	9th-100% 10th-100% 11th-100% 12th-100%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
<p>III. STUDENT PERFORMANCE INDICATOR(S): “EFFECT DATA”</p> <p>MHS will consistently improve results in Writing every year in order to reduce the % of non proficient students by 50% by 2016.</p>	10th - 32% (68%)	10th-40.5% (59.5%)	10th-49% (51%)	10th-57.5% (42.5%)	10th-66% (34%)

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
<p>3.1 <i>Teachers can identify learning needs of all students.</i> Task 1: Teachers will implement the use of “Core Concepts” in classroom instruction. Task 2: Teachers will document the use of MHS “Core Concepts” at least two times per week in lesson plans.</p>	Lesson Plans & Administrator Learning Walks	Teachers & Evaluating Administrator	2012-2013 school year	MHS “Core Concepts” document kept in teacher lesson plan binders	PLC Related training as provided by Reading Coach Quest Education System	See Goal 1.1
<p>3.2 <i>Teachers use strategies to review information.</i> Task 1: Teachers will utilize Marzano's 9 instructional strategies and CC to drive classroom instruction. Task 2: Teachers will document the use of Marzano's instructional strategies and CC within their lesson plans.</p>	Lesson Plans & Administrator Learning Walks	Teachers & Evaluating Administrator	2012-2013 school year	Department Head copies of Marzano's <u>Classroom Instruction that Works</u> IPADs with adapters Lemov's <u>Teach Like a Champion</u> (2 copies per department for PD) Simple K-12	PLC PD on Marzano's <u>Classroom Instruction That Works</u> and <u>Teach Like a Champion</u> PD on IPAD uses for the classroom	See Goal 1.2
<p>3.3 <i>Teachers will identify needs of all students.</i> Task 1: English teachers will utilize Clay Writes scores to determine needed areas of instructional focus. Task 2: Teachers will analyze Clay Writes scores for all of their students 3 times per year.</p>	Lesson Plans & Administrator Learning Walks	English Department Head and Evaluating Administrator	2012-2013 school year	Clay Writes score data on each student	Possible PD in writing instruction	N/A

2012-2013 SCHOOL IMPROVEMENT PLAN

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p>3.4 <i>Teachers will integrate writing across content areas.</i> Task 1: Teachers demonstrate knowledge of research based best practices of writing across the curriculum. Task 2: Teachers from all content areas will implement the use of writing across the curriculum.</p>	<p>Lesson Plans & Administrator Learning Walks</p>	<p>English Department Head and Evaluating Administrator, LA demo teacher</p>	<p>2012-2013 school year</p>	<p>PLC</p>	<p>PD on Janet Allen's <u>Writing Across the Curriculum</u> and PD on Marzano's Instructional Strategies</p>	<p>(\$30) 0100.6400.0330. 0391.1182</p>

2012-2013 SCHOOL IMPROVEMENT PLAN

School District of Clay County

SMART GOALS					
SMART = Specific Measurable Attainable Realistic Timely					
<p>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></p>					
<p>GOAL 4: 35% of the 9th grade students taking the Biology EOC exam will meet high standards as set by the State and District by the end of the 2012/2013 school year.</p>					
STRATEGIES, INDICATORS AND PROGRESS MEASURES					
<p>I. <i>Strategy 4.1: Implement the research based strategy of using diagnostic student data from formative assessments to develop differentiated instruction and strategies to monitor student learning based on individual student needs.</i></p>					
<p>*PROGRESS MEASURES ARE FOR THE PURPOSE OF REACHING YOUR 3-5 YEAR SCHOOL IMPROVEMENT GOALS AND AMO'S.</p>	<p>PROGRESS MEASURE August 2012</p>	<p>PROGRESS MEASURE August 2013</p>	<p>PROGRESS MEASURE August 2014</p>	<p>PROGRESS MEASURE August 2015</p>	<p>PROGRESS MEASURE August 2016</p>
<p>II. ADULT IMPLEMENTATION INDICATOR (S): “CAUSE DATA”</p> <p>100% of science teachers will implement the research based strategy of using diagnostic student data from formative assessments to develop differentiated instruction and strategies to monitor student learning based on individual student needs.</p>	9th - 83%	9th-86%	9th-91%	9th-96%	9th-100%
	<p>FCAT/EOC August 2012</p>	<p>FCAT/EOC August 2013</p>	<p>FCAT/EOC August 2014</p>	<p>FCAT/EOC August 2015</p>	<p>FCAT/EOC August 2016</p>
<p>III. STUDENT PERFORMANCE INDICATOR (S): “EFFECT DATA”</p> <p>MHS will consistently improve results in Science every year in order to reduce the % of non proficient students by 50% by 2016.</p>	9 th -26% (74%)	9th-35.25% (64.75%)	9th-44.5% (46.25%)	9th-53.75% (46.25%)	9th-63% (37%)

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
<p>4.1 <i>Teachers can identify learning needs of all students.</i> Task 1: Teachers will implement the use of “Core Concepts” in classroom instruction. Task 2: Teachers will document the use of MHS “Core Concepts” at least two times per week in lesson plans.</p>	Lesson Plans & Administrator Learning Walks	Evaluating Administrator	2012-2013 school year	MHS “Core Concepts” Document kept in teacher lesson plan binders	PLC Related training as provided by Reading Coach Quest Education System	See Goal 1.1
<p>4.2 <i>Teachers use strategies to review information.</i> Task 1: Teachers will utilize Marzano's 9 instructional strategies and CC to drive classroom instruction. Task 2: Teachers will document the use of Marzano's instructional strategies and CC within their lesson plans.</p>	Lesson Plans & Administrator Learning Walks	Teachers & Evaluating Administrator	2012-2013 school year	Department Head copies of Marzano's <u>Classroom Instruction that Works</u> IPADs with adapters Lemov's <u>Teach Like a Champion</u> (2 copies per department for PD)	PLC PD on Marzano's <u>Classroom Instruction That Works</u> and <u>Teach Like a Champion</u> PD on IPAD uses for the classroom	See Goal 1.2

2012-2013 SCHOOL IMPROVEMENT PLAN

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p>4.3 <i>Teachers will utilize Performance Matters data reports to record and monitor student progress.</i> Task 1: Teachers will gather data on every student in their classes from Performance Matters. This data will be printed and kept in their lesson plan books.</p>	<p>Lesson Plans & Administrator Learning Walks</p>	<p>Science Department Head & Evaluating Administrator</p>	<p>2012-2013 school year</p>	<p>Performance Matters access for all teachers & Individual student data</p>	<p>PD on Performance Matters</p>	<p>N/A</p>
<p>4.4 <i>Teachers will engage students in problem solving, experimental inquiry, and/or investigation tasks.</i> Task 1: Teachers will model inquiry-based instruction in all science classrooms. Task 2: Teachers will document the use of inquiry-based instruction within their lesson plans.</p>	<p>Lesson Plans & Administrator Learning Walks</p>	<p>Science Department Head and Evaluating Administrator</p>	<p>2012-2013 school year</p>	<p>Various activities using Inquiry-based strategies as provided by department head.</p>	<p>PLC Possible PD on Inquiry-based instruction</p>	<p>N/A</p>

2012-2013 SCHOOL IMPROVEMENT PLAN

SMART GOALS					
SMART = Specific Measurable Attainable Realistic Timely					
<p>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: Parental Involvement Goal 6: Other: Ex. School Climate, Attendance, other measurable school-specific goal.</p>					
I. GOAL 5: Middleburg High School will increase the total number of parents using FOCUS by 10% by the end of the 2012/2013 school year.					
STRATEGIES, INDICATORS AND PROGRESS MEASURES					
II. Strategy 5.1: 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
III. ADULT IMPLEMENTATION INDICATOR (S): “CAUSE DATA”—Teachers will implement the research based strategy of fostering two-way home/school communication with all stakeholders to support student learning.	9th - 87% 10th - 85% 11th- 84% 12th-81%	9TH-90% 10TH-89% 11TH-88% 12TH-85%	9TH-93% 10TH-92% 11TH-91% 12TH-90%	9TH-96% 10TH-96% 11TH-95% 12TH-95%	9TH-100% 10TH-100% 11TH-100% 12TH-100%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
IV. STUDENT PERFORMANCE INDICATOR (S): “EFFECT DATA”— Students will educate and inform parents in the use of FOCUS until 100% of parents utilize their own accounts in the parent portal by August 2016. (percent needed to reach goal)	9 th -12 th - 67% (33%)	9th-12 th - 77% (23%)	9 th -12 th - 85% (15%)	9 th -12 th - 93% (7%)	9th-12 th - 100% (0%)

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
<p>5.1 <i>Teachers will practice two-way communication between school and home.</i> Task 1: Teachers will establish communication with parents to emphasize use of FOCUS. Task 2: Teachers will send letter home at beginning of courses and at Open House outlining procedures for obtaining and using a FOCUS account.</p>	<p>FOCUS Vendor Activity Report & Permission forms returned to school secretary</p>	<p>All Teachers & School Secretary</p>	<p>2012-2013 school year</p>	<p>Parent registration in FOCUS & parent permission forms for electronic communication</p>	<p>Possible PD for teachers in FOCUS Parent Portal & Training for parents in use of parent portal</p>	<p>(\$104) 0100.6400.0330. 0391.1182</p>
<p>Task 3: Homeroom teachers will contact by phone the parents of any student who does not have a FOCUS account.</p>	<p>FOCUS Vendor Activity Report & Permission forms returned to school secretary</p>	<p>Homeroom Teachers</p>	<p>2012-2013 school year</p>	<p>Print-out of all students and all parents with and without active FOCUS accounts</p>	<p>NA</p>	<p>(\$30) 0100.5100.0390. 0391.1182</p>
<p>Task 4: Guidance Counselors will provide parent training on use of FOCUS Parent Portal.</p>	<p>School Calendar Guidance Department Agenda</p>	<p>Guidance Counselors</p>	<p>2012-2013 school year</p>	<p>Printed instructions detailing access and procedures for use of FOCUS Parent Portal</p>	<p>NA</p>	<p>(\$30) 0100.6400.0330. 0391.1182</p>

2012-2013 SCHOOL IMPROVEMENT PLAN

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 measurable school-specific goal.</u>					
GOAL 6: MIDDLEBURG HIGH SCHOOL WILL DECREASE THE TOTAL NUMBER OF STUDENTS WITH OSS BY 8% FROM PREVIOUS SCHOOL YEAR BY THE END OF THE 2012/2013 SCHOOL YEAR.					
STRATEGIES, INDICATORS AND PROGRESS MEASURES					
I. Strategy 6.1: Implement the research based strategy of conveying high expectations and providing immediate and specific feedback to students to promote student achievement.					
*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 conveying high expectations and providing immediate and specific feedback to students to promote student achievement.	88%	91%	94%	97%	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
III. STUDENT PERFORMANCE INDICATOR (S): “EFFECT DATA” -- The total number of students serving Out of School Suspensions will consistently decrease until no students require this discipline measure by August of 2016. (Percent decrease)	*% of occurrences by grade level 434 students	401 (8)	279 (26)	139 (50)	0 (100)

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
<p>6.1 <i>Teacher engages in informal communication with student not related to academics.</i> Task 1: Teachers will utilize the MHS "Minor Offense" sheet to identify undesirable behaviors that can be deescalated and handled at the classroom level. Task 2: Teachers will handle all "Minor Offenses" at the classroom behavior and minimize use of referrals except in escalated situations. Task 3: Teachers will document use of alternative behavioral consequences.</p>	<p>Teacher plan books and individual classroom student files</p>	<p>All Teachers</p>	<p>2012-2013 school year</p>	<p>Copy of MHS "Minor Offense" sheet to be kept in all teacher plan books</p>	<p>Possible PD on positive behavior modification Strategies and relationship building</p>	<p>(\$100) 0100.5100.0390. 0391.1182</p>
<p>6.2 <i>Staff provides resources and guidance as needed.</i> Task 1: Administrators and Guidance Counselors will place referred students with undesirable behaviors on behavior modification contracts in an attempt to minimize need for Out of School Suspensions.</p>	<p>Guidance Department sign-in sheets & Administrative copies of student referrals</p>	<p>Guidance Counselors and Administrators</p>	<p>2012-2013 school year</p>	<p>Behavior Contracts</p>	<p>PD on Drug, Alcohol and Tobacco Prevention</p>	<p>NA</p>
<p>6.3 <i>Tier 2 and Tier 3 RtI Behavior Intervention Plans will be initiated if needed.</i></p>	<p>Teacher Observations, Psycho-educational testing, Office Discipline Referrals</p>	<p>Reading/ Intervention Coach, Classroom Teachers, School Psychologist</p>	<p>2012-2013 school year</p>	<p>RtI Star</p>	<p>PD on RtI provided by Reading/ Intervention Coach</p>	<p>NA</p>

2012-2013 SCHOOL IMPROVEMENT PLAN

P. D. Activity	Details	Y	N	Comments
IF IT IS A:				
School-wide Training	Professional Development Details Goals the Activity is Supporting (1-4)			
	<ul style="list-style-type: none"> • Action Step # -1.2, 2.2, 3.2, 4.2 • Name of Activity-<i>Classroom Instruction that Works and Teach Like a Champion</i> • Dates of Activity-ongoing PLCs • Name of Consultant or Facilitator (if applicable) • Consultant Services Agreement (if applicable) • Materials-copies of texts 			
	Budget Items Required			
	<ul style="list-style-type: none"> • Action Step # -1.2, 2.2, 3.2, 4.2 • Name of Activity-<i>Classroom Instruction that Works and Teach Like a Champion</i> • Funding Source-0100.5100.0390.0391.1182 • Cost of Consultant –N/A • Cost of Materials- Texts (\$840) Activity Materials (\$150) • Cost of Substitutes (if applicable) 			
School-wide Training	Professional Development Details Goal the Activity is Supporting (1-4)			
	<ul style="list-style-type: none"> • Action Step # - 1.2, 2.2, 3.2, 4.2 • Name of Activity-Simple K-12 Learning Community • Dates of Activity-ongoing • Name of Consultant or Facilitator (if applicable) • Consultant Services Agreement (if applicable) • Materials- Registration Fee 			
	Budget Items Required			
	<ul style="list-style-type: none"> • Action Step # 1.2, 2.2, 3.2, 4.2 • Name of Activity- Simple K-12 Learning Community • Funding Source-0100.6400.0330.0391.1182 • Cost of Consultant -NA • Cost of Materials- Registration Fee (\$147) • Cost of Substitutes (if applicable) 			
School-wide Training	Professional Development Details Goal the Activity is Supporting (6)			
	<ul style="list-style-type: none"> • Action Step # -6.1 			

2012-2013 SCHOOL IMPROVEMENT PLAN

	<ul style="list-style-type: none"> Name of Activity- Positive Behavior Support Training Dates of Activity-ongoing Name of Consultant or Facilitator (if applicable) Consultant Services Agreement (if applicable) Materials-positive behavior strategies/minor offense sheets 			
	Budget Items Required			
	<ul style="list-style-type: none"> Action Step # -6.1 Name of Activity-Positive Behavior Support Training Funding Source-0100.5100.0390.0391.1182 Cost of Consultant -NA Cost of Materials- positive behavior strategies/minor offense sheets (\$100) Cost of Substitutes (if applicable) 			
School-wide Training	Professional Development Details Goal the Activity is Supporting (3)			
	<ul style="list-style-type: none"> Action Step # -3.4 Name of Activity-Writing Across the Curriculum Dates of Activity-ongoing Name of Consultant or Facilitator (if applicable) Consultant Services Agreement (if applicable) Materials-Janet Allen and Marzano strategies copied 			
	Budget Items Required			
	<ul style="list-style-type: none"> Action Step # -3.4 Name of Activity- Writing Across the Curriculum Funding Source-0100.6400.0330.0391.1182 Cost of Consultant –NA Cost of Materials- Janet Allen/Marzano strategies copied (\$30) Cost of Substitutes (if applicable) 			
School-wide Training	Professional Development Details Goal the Activity is Supporting (1-4)			
	<ul style="list-style-type: none"> Action Step # -1.1, 2.1, 3.1, 4.1 Name of Activity-Reading Skills Training w/ Reading Coach Dates of Activity-ongoing Name of Consultant or Facilitator (if applicable) Consultant Services Agreement (if applicable) Materials-Training Materials (\$140) 			
	Budget Items Required			
	<ul style="list-style-type: none"> Action Step # 1.1, 2.1, 3.1, 4.1 Name of Activity—Reading Skills Training w/Reading Coach 			

2012-2013 SCHOOL IMPROVEMENT PLAN

	<ul style="list-style-type: none"> • Funding Source-0100.5100.0390.0391.1182 • Cost of Consultant –NA • Cost of Materials- Training Materials (\$140) • Cost of Substitutes (if applicable) 			
School-wide Training	Professional Development Details Goal the Activity is Supporting (1-4)			
	<ul style="list-style-type: none"> • Action Step # -1.2, 2.2, 3.2, 4.2 • Name of Activity-IPAD for classroom usage • Dates of Activity-ongoing • Name of Consultant or Facilitator (if applicable) • Consultant Services Agreement (if applicable) • Materials-IPADs with adapters 			
	Budget Items Required			
	<ul style="list-style-type: none"> • Action Step # -1.2, 2.2, 3.2, 4.2 • Name of Activity- IPAD for classroom usage • Funding Source-0100.5100.0390.0391.1182 • Cost of Consultant –NA • Cost of Materials- (\$5,320) • Cost of Substitutes (if applicable) 			
School-wide Training	Professional Development Details Goal the Activity is Supporting (6)			
	<ul style="list-style-type: none"> • Action Step # -6.2, 6.3 • Name of Activity-Drug, Alcohol and Tobacco Prevention • Dates of Activity-2012-2013 school year • Name of Consultant or Facilitator (if applicable) • Consultant Services Agreement (if applicable) • Materials-NA 			
	Budget Items Required			
	<ul style="list-style-type: none"> • Action Step # -6.2, 6.3 • Name of Activity- Drug, Alcohol and Tobacco Prevention • Funding Source-0100.6400.0330.0391.1182 • Cost of Consultant –NA • Cost of Materials- NA • Cost of Substitutes (if applicable) 			
Learning Community	Professional Development Details Goal the Activity is Supporting (1-4)			
	<ul style="list-style-type: none"> • Action Step # 1.1, 2.1, 3.1, 4.1 • Name of Activity—Quest Education System • Dates of Activity August 30, 2012 			

2012-2013 SCHOOL IMPROVEMENT PLAN

	<ul style="list-style-type: none"> Title of Book or Focus—Quest Education System 			
	Budget Items Required			
	<ul style="list-style-type: none"> Action Step # 1.1, 2.1, 3.1, 4.1 Cost of Book/Teacher Materials—Registration (\$684) Substitutes (\$330) 			
Learning Community	Professional Development Details Goal the Activity is Supporting (1)			
	<ul style="list-style-type: none"> Action Step # 1.4 Name of Activity—CARPD Dates of Activity-ongoing Title of Book or Focus—CARPD 			
	Budget Items Required			
	<ul style="list-style-type: none"> Action Step # 1.4 Cost of Book/Teacher Materials—CARPD materials copied (\$30) 			
Learning Community	Professional Development Details Goal the Activity is Supporting (1)			
	<ul style="list-style-type: none"> Action Step # 1.4 Name of Activity—AP College Board Training Dates of Activity—Oct 2012, Summer 2013 Title of Book or Focus—AP College Board Training 			
	Budget Items Required			
	<ul style="list-style-type: none"> Action Step # 1.4 Cost of Book/Teacher Materials—Registration (\$915) Substitutes (\$248) 			
Learning Community	Professional Development Details Goal the Activity is Supporting (5)			
	<ul style="list-style-type: none"> Action Step # 5.1 Name of Activity—FOCUS Training Dates of Activity-2012-2013 school year Title of Book or Focus—FOCUS Parent training 			
	Budget Items Required			
	<ul style="list-style-type: none"> Action Step # 5.1 Cost of Book/Teacher Materials— materials copied (\$30) Teacher Stipends (\$104) 			

2012-2013 SCHOOL IMPROVEMENT PLAN

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)	<ul style="list-style-type: none"> • Action Step # • Name of Activity • Dates of Activity • Teaching strategy or method to be researched 			
Budget Items Required				
	<ul style="list-style-type: none"> • 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)	\$3,861.00			

Approvals: (Signature's required)

Principal: _____
 SAC Chair: _____
 Hilda Manning: _____
 Shannah Kosek: _____

Date: ___/___/___
 Date: ___/___/___
 Date: ___/___/___
 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.	<input type="checkbox"/>	<input type="checkbox"/>	N/A
Training Details - Consultants			
Please use the comments section to	Yes	No	Comments

2012-2013 SCHOOL IMPROVEMENT PLAN

provide the information requested.			
Consultant Name and Organization – Please provide the trainers name and the organization with which they are affiliated.	<input type="checkbox"/>	<input type="checkbox"/>	N/A
Who will be trained?	<input type="checkbox"/>	<input type="checkbox"/>	N/A
Date(s), Time(s), Location	<input type="checkbox"/>	<input type="checkbox"/>	N/A
Total Cost	<input type="checkbox"/>	<input type="checkbox"/>	N/A
Needs School Board approval	<input type="checkbox"/>	<input type="checkbox"/>	N/A
Complete budget line for expenses	<input type="checkbox"/>	<input type="checkbox"/>	N/A
Name of facilitator/person responsible	<input type="checkbox"/>	<input type="checkbox"/>	N/A
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.	<input type="checkbox"/>	<input type="checkbox"/>	N/A
Who will be trained?	<input type="checkbox"/>	<input type="checkbox"/>	N/A
Date(s), Location	<input type="checkbox"/>	<input type="checkbox"/>	N/A
Total Cost	<input type="checkbox"/>	<input type="checkbox"/>	N/A
Complete budget line for expenses	<input type="checkbox"/>	<input type="checkbox"/>	N/A
Name of facilitator/person responsible	<input type="checkbox"/>	<input type="checkbox"/>	N/A
Timelines			
	Yes	No	Comments
Start Date August 2, 2012	<input type="checkbox"/>	<input type="checkbox"/>	N/A

2012-2013 SCHOOL IMPROVEMENT PLAN

End Date September 21, 2012	<input type="checkbox"/>	<input type="checkbox"/>	N/A
Budget			
Local FTE (function 6400-no project)	<input type="checkbox"/>	<input type="checkbox"/>	N/A
Project -	<input type="checkbox"/>	<input type="checkbox"/>	N/A
Project -	<input type="checkbox"/>	<input type="checkbox"/>	N/A
Project -	<input type="checkbox"/>	<input type="checkbox"/>	N/A
Total External PD Budget (no project & project funds)	<input type="checkbox"/>	<input type="checkbox"/>	N/A

Approvals: (Signature's required)

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

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

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

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

2012-2013 SCHOOL IMPROVEMENT PLAN

Include only school-based funded activities / materials and exclude district funded activities / materials.			
Resources Needed: Material / Technology / Trainer:			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount
Goal and Action Step #(s): 1,2,3,4 & 1			\$4,284.00
Reading Skills training with Rding Coach	MHS CORE Concepts and lesson plans	\$40	
	FCAT 2.0 question stems	\$0	
	Enrichment Activities	\$100	\$4,424.00
Professional Development			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount
Conference / Workshop Seminar / Institute / Online PD Goal and Action Step #(s) Title: Location: Dates: Sponsoring Educational Institution:	Mileage Meals Room Registration Substitute(s)	Budget Strip	\$1,077.00
Professional Learning Community Goal and Action Step #(s) Navigator Plus Activity Title:	Materials List and Cost:	Budget Strip	
Lesson Study Goal and Action Step #(s) Navigator Plus Activity Title:	Materials List and Cost:	Budget Strip	
School Workshop Goal and Action Step #(s) Navigator Plus Activity Title:	Materials List and Cost: Consultant Fee: Consultant Travel Expenses: Substitutes:	Budget Strip	

2012-2013 SCHOOL IMPROVEMENT PLAN

Stipends:

Other			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount
		Grand Total: \$140	\$5,501.00

2012-2013 SCHOOL IMPROVEMENT PLAN

SCHOOL NAME: OAKLEAF HIGH 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.

Principal – David Broskie (Intervention Team Facilitator): Facilitates a common vision based upon data to be used in decision-making. Ensures implementation of RtI through assessments of school staff, provides communication between RtI Leadership Team, staff, parents, and community stakeholders.

Select Administrators: Provides support for the principal’s vision. Facilitates assessments of school staff to ensure implementation of RtI plans and activities. Provides communication to RtI Leadership Team, staff, parents, and community stakeholders.

Reading Coach - Mary Carter: Provides support and guidance for implementation of RtI in the school. Analyzes data to identify at-risk students in order to provide intervention strategies, progress monitoring, professional development and support for implementing Tier 1, Tier 2, and Tier 3 intervention plans.

Department Head Teachers: A representative from each content area will provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials and instruction with Tier 2 and 3 activities.

Select Guidance Counselors: Participates in collection, interpretation, and analysis of data. Facilitates development of intervention plans along with providing support for professional development, interpretation of collected data, problem solving activities, and program evaluation.

School Psychologist: Participates in collection, interpretation, and analysis of data. Facilitates development of intervention plans along with providing support for professional development, interpretation of collected data, problem-solving activities, and program evaluation.

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

The RTI Leadership Team is the coordinating body that develops and implements the action plan to best meet the needs of all learners. The RTI Team will identify resources, collect and analyze data, arrange professional development for all discerned staff, and ensure implementation of the Problem-solving/Response to Intervention model so that all students’ needs are identified and addressed.

The entire RTI Leadership Team will meet monthly, while sub-groups of the RTI Leadership Team will meet bi-weekly, for the analysis of collected data and to make instructional decisions, progress monitor data to identify all possible Tiers of students. The team will share researched strategies to enhance professional development and instructional modes of delivery to enhance the implementation and success of RTI intervention.

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

2012-2013 SCHOOL IMPROVEMENT PLAN

SCHOOL NAME: OAKLEAF HIGH SCHOOL

School Based Leadership Team

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.

Tier 1 data sources include, but not limited to:

- Florida Comprehensive Assessment Test (FCAT) for 9th and 10th grades (Performance Matters)
- Baseline reading assessments through Fare for grades 9th and 10th
- Algebra I prerequisite test (Class Roll)
- Report card and Interim grades. (Focus)
- End of Course Exams (Focus and Performance Matters)
- Review of Dashboard Discipline Records (Focus)
- Clay Writes (Focus)
- Science baseline Assessments through Performance Matters

Tier 2 data sources include:

- Fare for students scoring less than 245/300 on FCAT in 11th and 12th grade
- Intensive Reading courses for students scoring less than 245/ 300 on FCAT in 11th and 12th grade.
- Intensive reading data collection Fare testing
- Math Diagnostic assessments
- Data from after school tutoring programs (i.e. FCAT Workshops) (Workshop Teachers)

Student Assistance Program (SAP) from Clay Behavioral

Tier 3 data includes:

- Progress monitoring data from Tier 3 interventions (RtI documentation logs)
- Performance Matters subtest data for grades 9th, 10th, and students scoring less than 300 on FCAT in 11th and 12th grade
- Cool Tools (Classroom Teachers)
- Precision Teaching (Classroom Teachers)
- Diagnostic Assessment in Reading (DAR) (Intensive Reading Teachers)
- Functional Behavioral Assessment (ESE Teacher or Intervention Team Facilitator)
- Student Assistance Program (SAP) from Clay Behavioral

- Describe the plan to train staff on RtI.

Professional development will be provided in October to ensure understanding of RtI and its processes. Small group instruction will occur in departments throughout the year where research-based instructional strategies, progress monitoring techniques, and intervention implementations developed by the RtI Team to meet the needs of Tier 1, Tier 2, and Tier 3 learners will be shared. An online PR session entitled: Florida RtI Introductory Training Course will also be offered to teachers in October.

The team will also evaluate additional professional development needs during the RtI

2012-2013 SCHOOL IMPROVEMENT PLAN

SCHOOL NAME: OAKLEAF HIGH SCHOOL

School Based Leadership Team

Literacy Leadership

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

Principal (Team Facilitator): Facilitates a common vision based upon data to be used in decision-making. Ensures implementation of LLT through assessments of school staff, provides communication between the Leadership Team, staff, parents, and community stakeholders.

Assistant Principals: Provides support for the principal's vision. Facilitates assessments of school staff to ensure implementation of LLT plans and activities. Provides communication to LLT Leadership Team, staff, parents, and community stakeholders.

Reading Coach: Provides reading plan through evaluation of school core content standards, identified student needs, and research-based strategies. Analyzes data to identify at-risk students in order to provide intervention strategies, progress monitoring, and professional development.

All Department Chairs: A representative from each content area will provide information about core instruction, participate in student data collection, and implement initiatives of the LLT.

- Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).
The literacy team will meet with teachers during their department meetings and/or one-on-one throughout the year in order to discuss assessment results and student reading. These meetings will involve going over the teachers' lesson plans and other vital data in order to address individual student needs. As a result of these meetings, the literacy team will be able to document the teaching of reading
- What will be the major initiatives of the LLT this year?

The literacy Leadership Team will be focusing on reading strategies across all subject areas. We have incorporated the essential reading skills into all lesson so all students practice the skills they need. In addition we will develop a summer reading assignment to extend learning throughout the school year.

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.

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. Oakleaf High School will use the research based strategy of reading across the curriculum to ensure that teaching reading strategies is the responsibility of every teacher. As part of the reading across the curriculum strategy, teachers will participate daily in an uninterrupted, 30-minute reading block, called Enrichment, which will be documented in their lesson plans. Teachers will also document and implement the use of essential reading skills in their lesson plans to ensure that reading strategies are being taught by every teacher.

2012-2013 SCHOOL IMPROVEMENT PLAN

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? Oakleaf High School offers a number of career and Technical Courses. Along with those courses Oakleaf offers Academy programs in Agriculture and Aerospace. All these courses are set to the core academic content while learning the skills or practice of selected career field.

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.

students taking advanced coursework (such as AP and Dual Enrollment) courses from its first year. This strategy will increase students readiness for the post-secondary level based on the annual analysis of the High School Feedback Report because more students will attempt college level courses while attending Oakleaf High School.

2012-2013 SCHOOL IMPROVEMENT PLAN

School District of Clay County

SMART GOALS

SMART = Specific Measurable Attainable Realistic Timely

Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal

GOAL 1: By the 2012-2013 school year, Oakleaf High School will increase the percentage of 9th grade students scoring a Level 3 or higher on the Reading FCAT 2.0 by 10%, as well as increase the percentage of 10th grade students scoring a Level 3 or higher by 14% on the 10th grade Reading FCAT 2.0.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

I. STRATEGY 1: *Implement the research based strategy of Essential Skills acquisition, as well as utilizing a variety of instructional strategies and resources, including appropriate technology, that require students to demonstrate a variety of relevant skills and competencies that are directly aligned with the Next Generation Sunshine State Standards (NGSSS).*

*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): 100% of teachers will implement the research based strategies of Essential Skills acquisition, as well as utilizing a variety of instructional strategies and resources, including appropriate technology, that require students to demonstrate a variety of relevant skills and competencies that are directly aligned with the Sunshine State Standards by 2015.	9 th - 65% (35%) 10 th - 65% (35%) 11 th - 65% (35%) 12 th - 65% (35%)	9 th - 80% (20%) 10 th - 80% (20%) 11 th - 80% (20%) 12 th - 80% (20%)	9 th - 90% (10%) 10 th - 90% (10%) 11 th - 90% (10%) 12 th - 90% (10%)	9 th - 100% 10 th - 100% 11 th - 100% 12 th - 100%	9 th - 100% 10 th - 100% 11 th - 100% 12 th - 100%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
III. STUDENT PERFORMANCE INDICATOR(S): "EFFECT DATA Students will consistently increase their FCAT Reading scores until reaching 100% proficiency (Level 3 or above) in 9th and 10th grades by 2015. (Percent increase per year) "	9 th - 64% (46%) 10 th - 50% (50%)	9 th - 76 (24%) 10 th - 65% (35%)	9 th - 88% (12%) 10 th - 80% (20%)	9 th - 100 10 th - 100	9 th - 100 10 th - 100

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
<p>1.1 <i>Teachers will utilize researched based essential skills as objectives to drive classroom instruction.</i> Task 1: <i>Teachers will implement and document Oakleaf High School's Essential Skills in their lesson plans.</i></p>	<p><i>Lesson Plan</i></p>	<p><i>Department Head, Principal</i></p>	<p><i>2012- 2013</i></p>	<p><i>Copy of Oakleaf High School essential skills</i></p>	<p><i>Possible PD on Lesson Planning</i></p>	<p><i>No cost</i></p>
<p>1.2<i>Teachers utilize enhanced classroom technology</i> Task 1: Teachers will receive training (if needed) on using the enhanced technology, such as smart boards, projector, and Automated Response System (clickers), in their classroom.</p>	<p><i>Sign-in- sheet</i></p>	<p><i>Principal</i></p>	<p><i>Pre-planning</i></p>	<p><i>Appropriate Functioning Technology in all classrooms</i></p>	<p><i>IS Dept. for training on smart boards and projectors</i></p>	<p><i>No cost</i></p>
<p>1.3 <i>utilize Delaware Common Core question stems to create authentic assessments.</i> Task 1: Teachers will</p>	<p><i>Lesson Plan</i></p>	<p><i>Dept. Head, Principal</i></p>	<p><i>2012-2013</i></p>	<p><i>Copy of FCAT 2.0 question stems provided by the Florida Doe</i></p>	<p><i>Possible PD Higher Order questioning Technique</i></p>	<p><i>No Cost</i></p>

2012-2013 SCHOOL IMPROVEMENT PLAN

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material/ Technology/ Trainer	Related PD	Funding/Funding Source
use FCAT 2.0 question stems to create authentic assessments based on the Common Core Standards						

**2012-2013 SCHOOL IMPROVEMENT PLAN
School District of Clay County**

SMART GOALS

SMART = Specific Measurable Attainable Realistic Timely

Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal.

GOAL 2. Goal 2: By the 2012-2013 school year, Oakleaf High School will increase the percentage of students scoring in the "high" category of the Algebra I End-of-Course exam by 20%

STRATEGIES, INDICATORS AND PROGRESS MEASURES

I. **STRATEGY 2: Implement the research based strategy of differentiated instruction (with an emphasis on higher-order questioning techniques) in order to increase the cognitive thinking of 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): 100% of teachers will implement the research based strategy of differentiated instruction, with an emphasis on higher-order questioning, in order to	9 th - 65% (15%) 10 th -65%(15%) 11 th -65%(15%) 12 th -65%(15%)	9 th 80%(20%) 10 th 80%(20%) 11 th 80%(20%) 12 th - 80(20%)	9 th -90%(10%) 10 th -90%(10%) 11 th 90%(10%) 12 th -90%(10%)	9th - 100% 10th - 100% 11th - 100% 12th - 100%	9th - 100% 10th - 100% 11th - 100% 12th - 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): Students will consistently increase their Algebra I End-of-Course exam scores until reaching 100% proficiency ("highly" rated) by 2015. (Percent increase per year)	10 th – 53 (47%)	10th - 64% (46%)	10th - 93% (7%)	10th - 100%	10th - 100%

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
<p>2.1 <i>will utilize researched based essential skills as objectives to drive classroom instruction.</i></p> <p>Task 1: Teachers will implement and document Oakleaf High School's Essential Skills in their lesson plans as part of the research-based strategy of reading across the curriculum.</p>	Lesson Plan	Department Head, Principal	2012- 2013	Copy of Oakleaf High School's Essential skills	Possible PD on Lesson planning	No Cost
<p>2.2</p> <p><i>Teachers utilize enhanced classroom technology</i></p> <p>Task 1: Teachers will receive training (if needed) on using the enhanced technology, such as smart boards, projector, and Automated Response System (clickers), in their classroom.</p>	Sign-in sheets Feedback	Principal	Preplanning-on--going	Appropriate functioning technology in all classroom	IS dept for training on smart boards and projectors	No Cost
<p>2.3</p> <p><i>demonstrate knowledge of research based best practices of writing across the curriculum</i></p> <p>Task 1: Teachers will be provided with professional development and support on how to implement the use of writing across the curriculum by holding after-school PLCs where Language Arts teachers model effective writing strategies</p>	Lesson Plans ,students work samples	Dept. head, principal	On going throughout the year	Collaboration with Colleagues in PLC	Possible PD on effective creation of cognitive questions	No Cost

2012-2013 SCHOOL IMPROVEMENT PLAN

School District of Clay County

SMART GOALS

SMART = Specific Measurable Attainable Realistic Timely

Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal.

GOAL 3: By the 2012-2013 school year, Oakleaf High School will increase the percentage of 10th grade students scoring a Level 4 or higher on the **Writing** FCAT 2.0 by 5%

STRATEGIES, INDICATORS AND PROGRESS MEASURES

I. Strategy 3: implement the research based strategy of writing across the curriculum, with an emphasis on relating and integrating various subject matters into writing instruction.

*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
<p>II. ADULT IMPLEMENTATION INDICATOR(S):</p> <p>100% of teachers will implement the research based strategy of writing across the curriculum, with an emphasis on relating and integrating various subject matters into writing instruction.</p>	<p>9th - 65% (35%) 10th - 65% (35%) 11th - 65% (35%) 12th - 65%(35%)</p>	<p>9th - 80% (20%) 10th - 80%(20%) 11th - 80%(20%) 12th - 80%(20%)</p>	<p>9th -90%(10%) 10th 90%(10%) 11th 90%(10%) 12th90%(10%)</p>	<p>9th - 100% 10th - 100% 11th - 100% 12th - 100%</p>	<p>9th - 100% 10th - 100% 11th - 100% 12th - 100%</p>
	<p>FCAT/EOC August 2012</p>	<p>FCAT/EOC August 2013</p>	<p>FCAT/EOC August 2014</p>	<p>FCAT/EOC August 2015</p>	<p>FCAT/EOC August 2016</p>
<p>III. STUDENT PERFORMANCE INDICATOR(S):</p> <p>Students will consistently increase their FCAT Writing 2.0 scores until reaching 100% proficiency (Level 4 or above) in 10th grade by 2015. (Percent increase per year)</p>	<p>10th- 49% (51%)</p>	<p>10th- 70% (30%)</p>	<p>10th- 85% (15%)</p>	<p>10th- 100</p>	<p>10th - 100</p>

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
<p>3.1 <i>will utilize researched based essential skills as objectives to drive classroom instruction.</i> Task 1: Teachers will write across the curriculum with a focus on grammar, thesis, and document based evidence</p>	Lesson Plan	Dept. head, principal	2012- 2013	Copy of Oakleaf High School's Essential Skills	Possible PD on Lesson Planning	No Cost
<p>3.2 <i>Teachers utilize enhanced classroom technology</i> Task 1: Teachers will receive training (if needed) on using the enhanced technology, such as smart boards, projector, and Automated Response System (clickers), in their classroom.</p>	Sign-in sheets, feedback	Principal	Pre-planning - on-going	Appropriate functioning technology in all classrooms	IS dept for training on smart board and projector	No Cost
<p>3.3 <i>use the Delaware Common Core for content and grade level</i> Task 1: Provide and support opportunities for teachers to collaborate during common planning time, as well as department PLCs, to develop writing strategies that are aligned with the Delaware Common Core for each academic subject.</p>	Sign-in sheets, lesson plans, demo classroom	Principal, dept. head, demo classroom teacher	2012-2013	Paper, ink, clipboards, student data	Possible PD on Effective Writing Strategies	<i>No Cost</i>

2012-2013 SCHOOL IMPROVEMENT PLAN
School District of Clay County

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 the 2012-2013 school year, Oakleaf High School will increase the percentage of 11th grade students scoring "highly" on the Biology EOC by 10%					
STRATEGIES, INDICATORS AND PROGRESS MEASURES					
I. Strategy 4: Implement the research based strategy of Active Learning, focusing on metacognition and constructivism learning theories, to increase student comprehension of content area and advance 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): 100% of teachers will implement research based strategy of Active Learning, focusing on metacognition and constructivism learning theories, to increase student comprehension of content area and advance student learning.	9th - 65% (35%) 10th - 65%(35%) 11th - 65%(35%) 12th - 65%(35%)	9th - 80% (20%) 10th -80%(20%) 11th -80%(20%) 12th -80%(20%)	9th - 90% (10%) 10th90%(10%) 11th90%(10%) 12th90%(10%)	9th - 100% 10th - 100% 11th - 100% 12th - 100%	9th - 100% 10th - 100% 11th - 100% 12th - 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): Using the 2010-2011 Science FCAT results as the baseline data, students will consistently increase their Biology EOC scores until reaching 100% "highly rated" by 2015. (Percent increase per year)	9-12 – 71% (29%) (based on medium and high scores)	9-12: 78% (12%)	9-12: 88% (12%)	9-12: 100%	9-12: 100%

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
<p>4.1 <i>Will utilize researched based essential skills as objectives to drive classroom instruction.</i> Task 1: Teachers will implement and document Oakleaf High School's Essential Skills in their lesson plans, with a focus on higher-order questioning and thinking.</p>	Lesson Plan	Dept. head, principal	2011-2012 school year	Copy of Oakleaf High School's Essential Skills	Possible PD on Lesson Planning	No Cost
<p>4.2 <i>will engage students in active learning activities to reinforce subject-related content</i> Task 1: Teachers will incorporate metacognition problem-solving strategies, such as higher order thinking and active control over the cognitive process engaged in learning, into their daily instruction.</p>	Lesson plans, feedback	Dept. head, principal	2012 – 2013 school year	Various metacognition strategies provided by dept. head	Possible PD on Lesson Planning	No Cost
<p>4.3 <i>engage students in activities that require active participation</i> Task 1: Incorporate project based learning in daily instruction by students participating in various research-based activities, such as the Science Fair activities.</p>	Participation numbers in Science Fair, lesson plans	Principal, teachers, dept. head	August 2012 - March 2013	Science project boards, location for Science Fair	N/A	N/A

2012-2013 SCHOOL IMPROVEMENT PLAN

SMART GOALS					
SMART = Specific Measurable Attainable Realistic Timely					
<p>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></p>					
<p>GOAL 5: By 2013, Parental Involvement will improve by 20% over the previous year as measured by attendance at after-school and community events.</p>					
STRATEGIES, INDICATORS AND PROGRESS MEASURES					
<p>I. Strategy 5: Implement the research based strategy of fostering collaboration between parents/stakeholders and school, emphasizing on effective communication, to support student learning.</p>					
<p>*PROGRESS MEASURES ARE FOR THE PURPOSE OF REACHING YOUR 3-5 YEAR SCHOOL IMPROVEMENT GOALS AND AMO'S.</p>	<p>PROGRESS MEASURE August 2012</p>	<p>PROGRESS MEASURE August 2013</p>	<p>PROGRESS MEASURE August 2014</p>	<p>PROGRESS MEASURE August 2015</p>	<p>PROGRESS MEASURE August 2016</p>
<p>II. ADULT IMPLEMENTATION INDICATOR (S): “100% of teachers will implement the research based strategy of fostering collaboration between parents/stakeholders and school, emphasizing on effective communication, to support student learning.</p>	<p>9th - 65% (35%) 10th - 65% (35%) 11th - 65% (35%) 12th - 65%(35%)</p>	<p>9th - 80% (20%) 10th -80%(20%) 11th -80%(20%) 12th -80%(20%)</p>	<p>9th -90%(10%) 10th 90%(10%) 11th90%(10%) 12th90%(10%)</p>	<p>9th - 100% 10th - 100% 11th - 100% 12th - 100%</p>	<p>9th - 100% 10th - 100% 11th - 100% 12th - 100%</p>
	<p>FCAT/EOC August 2012</p>	<p>FCAT/EOC August 2013</p>	<p>FCAT/EOC August 2014</p>	<p>FCAT/EOC August 2015</p>	<p>FCAT/EOC August 2016</p>
<p>III. STUDENT PERFORMANCE INDICATOR (S): Grade levels will consistently increase parental involvement until reaching 100% improvement in attendance at all school events, which will positively impact students' academic achievement in all tested grades and content area by 2015.</p>	<p>9-12 -240</p>	<p>9-12- 288</p>	<p>9-12 -344</p>	<p>9-12- 469</p>	<p>9-12- 563</p>

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
<p>5.1</p> <p><i>Teachers initiate communication between school and parents/stakeholders</i></p> <p>Task 1: Staff will create a yearly calendar of events to add to the monthly newsletter informing parents of upcoming events.</p>	<p>Newsletter, Improvements in parent communication</p>	<p>Teachers, Principal</p>	<p>2012-2013 school year (on-going)</p>	<p>Paper, copies</p>	<p>N/A</p>	<p>N/A</p>
<p>5.2</p> <p>Task 2: Teacher will create and maintain up-to-date class websites communicating upcoming classroom events with parents/stakeholders.</p>	<p><i>Class Website</i></p>	<p><i>Teacher, Principal</i></p>	<p>2012 – 2013 school year (on-going)</p>	<p>Classroom technology</p>	<p>PD on Web page Creation and Training, Blackboard training</p>	<p>No Cost</p>
<p>5.3</p>						

2012-2013 SCHOOL IMPROVEMENT PLAN

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 6: 2012, Oakleaf High School will reduce the number of students in the Dropout Prevention Program by 20%.					
STRATEGIES, INDICATORS AND PROGRESS MEASURES					
I. STRATEGY 6: Implement the research based strategy of student engagement to decrease the percentage of students entering the Dropout Prevention Program.					
*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): "100% of teachers will implement the research based strategy of student engagement to decrease the percentage of students entering the Dropout Prevention Program.	9th - 65% (35%) 10th - 65% (35%) 11th - 65% (35%) 12th - 65% (35%)	9th - 80% (20%) 10th -80%(20%) 11th -80%(20%) 12th -80%(20%)	9th -90%(10%) 10th 90%(10%) 11th 90%(10%) 12th 90%(10%)	9th - 100% 10th - 100% 11th - 100% 12th - 100%	9th - 100% 10th - 100% 11th - 100% 12th - 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
III. STUDENT PERFORMANCE INDICATOR (S): The total number of students participating in the Dropout Prevention Program will decrease until no students remain in the program.	9-12 -103	9-12 - 83	9-12 - 66	9-12 - 53	9-12 - 42

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
<p>6.1 <i>Department will provide personalized and individualized instruction and support</i> Task 1: Guidance will individually meet with students to create a personalized high school pathway aligned with the state of Florida's graduation requirements.</p>	<p>Student feedback, guidance sign-in sheets</p>	<p>Guidance Department</p>	<p>2012-2013 school year.</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
<p>6.2 <i>Teachers initiate communication between school and parents/stakeholders as part of the Early Intervention element for Drop-out Prevention.</i> Task 1: Staff will create a yearly calendar of events to add to the monthly newsletter informing parents of upcoming events. Task 2: Teachers/principal will work with educational stakeholders within the community to ensure that students are making the most out of the wider community, through systematic renewal, school-community collaboration, and career and technical education.</p>	<p>Newsletter, Improvements in parent communication</p>	<p>Teachers, Principal</p>	<p>2012-2013 school year.</p>	<p>Paper, copies</p>	<p>N/A</p>	<p>N/A</p>
<p>6.3 <i>Teachers will offer basic core strategies, such as mentoring/tutoring, service learning, or various after school activities, to prevent students from entering the Drop-out Prevention program.</i> Task 1: Teachers will implement research based strategies in their classrooms, such as Professional Development, active learning, educational technology, and individualized instruction, to ensure that students are making the most of the instruction.</p>	<p>Teacher/Student sign-in sheets</p>	<p>Teachers, Guidance Counselors</p>	<p>2012-2013 school year.</p>	<p>Classroom technology, teacher volunteers</p>	<p>PD on Individualized instruction, as well as effective methods for teaching</p>	<p>No Cost</p>

2012-2013 SCHOOL IMPROVEMENT PLAN

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

Resources Needed: Material / Technology / Trainer			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount
Reading 1.1.1, 1.2.2, 1.3.1, 1.3.3, 1.4.1, 1.5.1, 1.5.2	copies	0100.6400.0330.0661.0000	\$1460.87
Math 2.1.1, 2.1.3, 2.2.1, 2.2.2	copies	0100.6400.0330.0661.0000	\$1460.87
Writing 3.1.1, 3.2.1	copies	0100.6400.0330.0661.0000	\$1460.87
Science 4.1.1, 4.1.2, 4.2.1, 4.2.2	copies	0100.6400.0330.0661.0000	\$1460.87
Parent Involvement 5.1.1, 5.1.2	copies	0100.6400.0330.0661.0000	\$1460.87
School Climate 6.1.1, 6.1.2	copies	0100.6400.0330.0661.0000	\$1460.87
Subtotal:			\$1460.87
Professional Development			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount
Conference/Workshop/Seminar/Institute/Online PD Goal and Action Step #(s) Title : College Board Advanced Placement Conference Location: Orlando, FL Dates: July 18-21 Sponsoring Educational Institution: The College Board	Mileage – 328 per person; \$182 per person Meals Room: NA Registration: \$1100 Substitute(s): NA	Budget Strip 0100.6400.0330.0661.0000	\$1100.00
Professional Learning Community Goal and Action Step #(s) 1.3.3, 2.2.2 Navigator Plus Activity Title: OHS 12-13: AP Teacher PLC- main ideas, ▶ supporting details -OHS 12-13 English Teacher PLC	Materials List and Cost:	Budget Strip 0100.6400.0330.0661.0000	\$
Lesson Study Goal and Action Step #(s) Navigator Plus Activity Title:	Materials List & Cost: Substitutes	Budget Strip	\$
School Workshop Goal and Action Step #(s) Navigator Plus Activity Title:	Materials List and Cost: Consultant Fee: Consultant Travel Expenses: Substitutes: Stipends:	Budget Strip	

2012-2013 SCHOOL IMPROVEMENT PLAN

Subtotal: \$1100.00

Other

Goal Area and Action Step Number	Description of Resources	Budget Strip	Available Amount
Subtotal: \$1100.00			
Grand Total: \$1100.00			

2012-2013 SCHOOL IMPROVEMENT PLAN

P.D.Activity	Details	Y	N	Comments
IF IT IS A:				
School-wide Training	Professional Development Details Goal the Activity is Supporting Reading, Writing			
	<ul style="list-style-type: none"> Action Step #1.1; 1.2; 1.3; 3.1; 3.2 Name of Activity: OHS 12-13: AP Teacher PLC – main ideas, supporting details Dates of Activity: 10/16/2012 Name of Consultant or Facilitator: Michelle Daly Consultant Services Agreement (if applicable) Materials 			The focus is the AP Teacher PLC is to identify best teaching practices in regards to main ideas and supporting details.
	Budget Items Required			
	<ul style="list-style-type: none"> Action Step # Name of Activity: OHS 12-13: Art Teachers In-Service #2 Funding Source: NA Cost of Consultant NA Cost of Materials: NA Cost of Substitutes (if applicable) 			
Learning Community	Professional Development Details Goal the Activity is Supporting Reading			
(collaborative teams that gathers research and studies new programs or topics and shares their findings-must use Learning Community form)	<ul style="list-style-type: none"> Action Step #1.1; 1.3 Name of Activity: Differentiation through Common Core 9-12 Dates of Activity: 1st and 3rd Monday of the Month Title of Book or Focus 			The Goal of the PLC titled Differentiation through Common Core 9-12 is to assist teachers in effectively implementing Common Core strategies.
	Budget Items Required			
	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> Action Step # Name of Activity Dates of Activity Teaching strategy or method to be researched 			

2012-2013 SCHOOL IMPROVEMENT PLAN

	Budget Items Required			
	<ul style="list-style-type: none"> 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)	\$1460.87			
Project – 0330.0661.0000				
Project -				
Project -				
Total Internal PD Budget (no project & project funds)				

Approvals: (Signature's required)

Principal: _____
 SAC Chair: _____
 Hilda Manning: _____
 Shannah Kosek: _____

Date: ___/___/___
 Date: ___/___/___
 Date: ___/___/___
 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: The College Board Advanced Placement Conference.	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.	<input type="checkbox"/>	<input type="checkbox"/>	Goals: 2.1; 2.2; 2.3 – Researched based strategy of writing that transcends all forms of curriculum.
Training Details - Consultants			

2012-2013 SCHOOL IMPROVEMENT PLAN

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.	<input type="checkbox"/>	<input type="checkbox"/>	The College Board
Who will be trained?	<input type="checkbox"/>	<input type="checkbox"/>	Advanced Placement teachers
Date(s), Time(s), Location	<input type="checkbox"/>	<input type="checkbox"/>	July 18-21, 2012
Total Cost	<input type="checkbox"/>	<input type="checkbox"/>	\$1100.00
Needs School Board approval	<input type="checkbox"/>	<input type="checkbox"/>	
Complete budget line for expenses	<input type="checkbox"/>	<input type="checkbox"/>	0100.6400.0330.0661.0000
Name of facilitator/person responsible	<input type="checkbox"/>	<input type="checkbox"/>	N/A
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.	<input type="checkbox"/>	<input type="checkbox"/>	
Who will be trained?	<input type="checkbox"/>	<input type="checkbox"/>	
Date(s), Location	<input type="checkbox"/>	<input type="checkbox"/>	
Total Cost	<input type="checkbox"/>	<input type="checkbox"/>	
Complete budget line for expenses	<input type="checkbox"/>	<input type="checkbox"/>	
Name of facilitator/person responsible	<input type="checkbox"/>	<input type="checkbox"/>	
Timelines			
	Yes	No	Comments
Start Date August 2, 2012	<input type="checkbox"/>	<input type="checkbox"/>	

2012-2013 SCHOOL IMPROVEMENT PLAN

End Date September 21, 2012	<input type="checkbox"/>	<input type="checkbox"/>	
Budget			
Local FTE (function 6400-no project)	<input type="checkbox"/>	<input type="checkbox"/>	\$1100.00
Project - 0100.6400.0330.0661.0000	<input type="checkbox"/>	<input type="checkbox"/>	
Project -	<input type="checkbox"/>	<input type="checkbox"/>	
Project -	<input type="checkbox"/>	<input type="checkbox"/>	
Total External PD Budget (no project & project funds)	<input type="checkbox"/>	<input type="checkbox"/>	\$1100.00

Approvals: (Signature's required)

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

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

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

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

2012-2013 SCHOOL IMPROVEMENT PLAN

SCHOOL NAME: Oakleaf Junior High School

School Based Leadership Team

Response to Instruction/Intervention (RtI)

- **Identify the school-based RtI Leadership Team.**

Principal – Provides a common vision for the use of data-based decision-making and oversees implementation of data-based instruction, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, communicates with parents and others in the learning community regarding school-based RtI plans and activities

Assistant Principal – Assists Principal in ensuring data-based decision-making and data-based instruction by staff is ongoing, ensures adequate professional development to support RtI implementation, assists with ongoing data analysis and disaggregation by staff

Select General Education Teachers - Provides information on core instruction in respective content areas, participates in student data collection and disaggregation, 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. Participates in global data analysis of school-wide data results and trends.

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 inclusion setting/activities. Participates in global data analysis of school-wide data results and trends.

Reading Coach – Develops, leads and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Leads RtI and intervention strategy based professional development for staff; identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with screening/placement assessments of students; assists in implementation and design of progress monitoring, data collection and data analysis

School Intervention Coach - Facilitates and supports data collection activities; identifies systematic patterns of student need while working to district personnel to identify appropriate, evidence-based intervention strategies; assists with screening/implementation assessments of students; assists in implementation and design of progress monitoring, data collection and data analysis; assists school staff in RtI process including identification of at-risk students, conferences, parental input and strategy implementation and data collection

Media Specialist – Serves as the Technology Specialist for the school; Provides professional development for staff in the area of technology and implementation of technology programs; Assists in analysis of existing literature with relation to research based selections and reading level specific materials; ensures compliance with SMART goals of School Improvement Plan (SIP) and required updates; provides technical support to teachers and SBLT; assists with review of data analysis and collection

- **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 team meets once monthly to engage in the following activities: Review universal screening data and link to instructional decisions; review FCAT and Performance Matters benchmark data; review progress monitoring data at the grade level and classroom level to determine trends and 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.

2012-2013 SCHOOL IMPROVEMENT PLAN

SCHOOL NAME: Oakleaf Junior High School

School Based Leadership Team

- **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 role of the SBLT is to provide the framework, guidance, and support necessary to make RtI meaningful and effective for all students. The SBLT will collaborate on evidence-based interventions, strategies and instructional procedures to determine instructional and professional development needs of the faculty. The SBLT will also review current student data to make strategy and instructional decisions for the school.

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: Performance Matters baseline and ongoing benchmark assessments; Performance Matters mid-year and end-of-year assessments; Florida Comprehensive Assessment Test (FCAT); Math Benchmark Tests (Core Curriculum); Science Benchmark Tests (Core Curriculum); Project Based Learning (Rubrics used for Science Projects); Clay Writes assessment data; FCAT Writing assessment

Administrators where training will focus on data-driven instruction and implementation of interventions. School Curriculum Council meetings will be held monthly and progress on the RtI process and implementation will be shared.

The RtI team will also evaluate additional staff PD needs during the monthly SBLT meetings

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?

- **Describe the plan to train staff on RtI.**

Professional Development will be provided during teachers' common planning time through professional learning communities which will occur throughout the year and during monthly faculty meetings. 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 data-driven instruction and implementation of interventions. School Curriculum Council meetings will be held monthly and progress on the RtI process and implementation will be shared. The RtI team will also evaluate additional staff PD needs during the monthly SBLT meetings.

Literacy Leadership

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

Principal – Provides a common vision for the use of data-based decision making, ensures that the school-based leadership team is familiar with and adhering to the K-12 Reading Plan, ensures assessments are conducted as required, ensures implementation of reading intervention support and documentation; communicates with parents regarding reading plans and activities Assistant Principal - Assists Principal with data-based decision making and data disaggregation; ensures adequate professional development to support effective reading implementation and intervention strategies; communicates with staff regarding trends and initiatives Select General Education Teachers - Provide 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. 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 inclusion classes, PLCs and Lesson Study. Reading Coach - Develops, leads and evaluates school core content standards/programs; identifies and analyzes literature on research-based curriculum assessments and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists in the development and implementation of progress monitoring, data collection, data analysis; leads and participates in the delivery of professional development School Intervention Coach – Provides guidance on K-12 Reading Plan; facilitates and supports data collection activities and disaggregation; provides professional development

2012-2013 SCHOOL IMPROVEMENT PLAN

SCHOOL NAME: Oakleaf Junior High School

School Based Leadership Team

and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2 and Tier 3 intervention plans. Media Specialist – Provides input and professional development on technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data collection from Performance Matters and other on-line assessments

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

The team meets once a month in collaboration with the RtI team to review universal screening data and Performance Matters data and link to instructional decisions with regard to data-driven instruction; review progress monitoring data to identify professional development and meeting/exceeding benchmarks and students not meeting benchmarks. 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.

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.**

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.**

All teachers are responsible for conducting a 15-20 minute reading block every day during their assigned lunch period (either 3rd or 4th hour). The Media Specialist assists with obtaining books for class sets that the teachers may check out along with ordering, as needed, books using the ILL through Destiny. Reading through the content area is heavily stressed and strategies will be provided for teachers to use. Teachers will also be highly encouraged to take CAR-PD (currently have 20 plus teachers actively enrolled in CAR-PD) to understand research based strategies and techniques to use in textbook reading, outlining strategies, vocabulary instruction and the effective use of graphic organizers.

2012-2013 SCHOOL IMPROVEMENT PLAN

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.

2012-2013 SCHOOL IMPROVEMENT PLAN

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:** Fine Arts Participation

GOAL 1: By 2013, the percentage of students who are proficient in the area of reading will increase by 3% for each grade level.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

I. STRATEGY 1: Implement the research-based strategy of relating and integrating the subject matter with other disciplines during instruction.

*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 OLJH teachers will implement the research-based strategy of relating and integrating the subject matter with other disciplines during instruction	50%	65%	80%	90%	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” OLJH students in all grades will consistently increase their Reading FCAT scores until the number of non-proficient students (Level 2 & below) has been decreased by 50% by 2016-2017.	6 th - 68% (32) 7 th - 65% (35) 8 th - 57% (43)	6 th - 71% (29) 7 th - 68% (32) 8 th - 60% (40)	6 th - 76% (24) 7 th - 72% (28) 8 th - 66% (34)	6 th - 80% (20) 7 th - 77% (23) 8 th - 72% (28)	6 th - 84% (16) 7 th - 83% (17) 8 th - 79% (21)

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
<p>1.1 Teachers will integrate strategies within all lessons to help students integrate reading across all content areas</p> <p>Task 1: Teachers will use the before, during, and after reading strategies (i.e. directed note taking, anticipation guides, close reading strategies)</p> <p>Task 2: A school-wide 15 to 20 minutes daily reading block will be required for all students.</p>	<p>Benchmark assessments, lesson plans, student work, classroom Libraries</p>	<p>Teachers, Reading coach, administration, and the Media Specialist</p>	<p>On-going</p>	<p>Enhanced classroom technology, Graphic Organizers, Multi-level books of various genres, complex text exemplars, common planning time</p>	<p>NG CAR-PD, on-site facilitator, Lesson Studies, Common Core Professional Learning Communities, Kagan PLC, On-site PLC -The Art and Science of Teaching by R. Marzano</p>	<p>Common Core PLC PD Budget No Cost 0100.6400.0330.0611.0000</p> <p>Lesson Studies (subs) School Budget \$ TBD 0100.5100.0140.0611.0000</p> <p>Kagan PLC PD Budget \$ 157 0100.6400.0330.0611.0000</p>
<p>1.2 Teachers will increase use of more complex text</p> <p>Task 1: Teachers will incorporate texts of varying levels of text complexity in their routine with an emphasis on non-fiction texts & complex texts.</p> <p>Task 2: Teachers will provide instructional opportunities for students to read, discuss, and listen to complex texts for specific purposes.</p> <p>Task 3: All teachers will continue to develop classroom libraries and</p>	<p>Classroom Libraries</p>	<p>All Teachers, Reading coach, administration, and the Media Specialist</p>	<p>On-going</p>	<p>Multi-level books of various genres, complex text exemplars</p>	<p>NG CAR-PD, on-site facilitator, Common Core Professional Learning Communities, On-site PLC -The Art and Science of Teaching by R. Marzano</p>	<p>Common Core PLC PD Budget No Cost 0100.6400.0330.0611.0000</p> <p>Lesson Studies (subs) School Budget \$ TBD 0100.5100.0140.0611.0000</p>

2012-2013 SCHOOL IMPROVEMENT PLAN

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material/ Technology/ Trainer	Related PD	Funding/Funding Source
provide access to a variety of genres.						
<p><i>1.3 Teachers will model students how to recognize organizational patterns within text.</i></p> <p>Task 1: All OLJH teachers will use strategies to recognize organizational patterns found in <i>The Art and Science of Teaching</i> by R. Marzano</p>	<p><i>Benchmark assessments, lesson plans, student work</i></p>	<p><i>Reading teachers, Reading coach, administration, and the Media Specialist</i></p>	<p><i>On-going</i></p>	<p><i>Enhanced classroom technology, Graphic Organizers, Multi-level books of various genres, complex text exemplars</i></p>	<p><i>NG CAR-PD, on-site facilitator, Common Core PLC, Lesson Studies</i></p>	<p><i>Common Core PLC PD Budget No Cost 0100.6400.0330.0611.0000</i></p> <p><i>Lesson Studies (subs) School Budget \$ TBD 0100.5100.0140.0611.0000</i></p>
<p><i>1.4 Teacher will meet with small groups of students based upon need</i></p> <p>Task 1: All level 1 students in 7th/8th grade will receive instruction from an in-filed reading teacher using the Journey's I curriculum.</p> <p>Task 2: All reading level 2 students in 7th/8th grade will receive reading support and instruction from at least one teacher who has completed or who is currently taking NG CAR-PD.</p> <p>Task 3: All 6th grade level 1 and 2 reading students will receive reading instruction from an in-field reading teacher using the Bridges curriculum</p>	<p><i>Benchmark assessments, lesson plans, student work</i></p>	<p><i>Reading teachers, Reading coach, administration, and the Media Specialist</i></p>	<p><i>On-going</i></p>	<p><i>Enhanced classroom technology, Graphic Organizers, Multi-level books of various genres, complex text exemplars</i></p>	<p><i>None</i></p>	<p><i>No Cost</i></p>

2012-2013 SCHOOL IMPROVEMENT PLAN

School District of Clay County

SMART GOALS					
SMART = Specific Measurable Attainable Realistic Timely					
<p>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></p> <p>Goal 4: Student Performance Content Area: <u>Science</u> Goal 5: <u>Parental Involvement</u> Goal 6: <u>Fine Arts Participation</u></p>					
<p>GOAL 2. By 2013, students who are proficient in Math on FCAT 2.0 will increase for each grade level by 3% over the 2012 FCAT 2.0 scores.</p>					
STRATEGIES, INDICATORS AND PROGRESS MEASURES					
<p>I. STRATEGY 2: Implement the research-based strategy of relating and integrating the subject matter with other disciplines.</p>					
<p>*PROGRESS MEASURES ARE FOR THE PURPOSE OF REACHING YOUR 3-5 YEAR SCHOOL IMPROVEMENT GOALS AND AMO'S.</p>	<p>PROGRESS MEASURE August 2012</p>	<p>PROGRESS MEASURE August 2013</p>	<p>PROGRESS MEASURE August 2014</p>	<p>PROGRESS MEASURE August 2015</p>	<p>PROGRESS MEASURE August 2016</p>
<p>II. ADULT IMPLEMENTATION INDICATOR (S): “CAUSE DATA” 100% of the OLJH teachers will implement the research-based strategy of relating and integrating the subject matter with other disciplines.</p>	50%	65%	80%	90%	100%
	<p>FCAT/EOC August 2012</p>	<p>FCAT/EOC August 2013</p>	<p>FCAT/EOC August 2014</p>	<p>FCAT/EOC August 2015</p>	<p>FCAT/EOC August 2016</p>
<p>III. STUDENT PERFORMANCE INDICATOR (S): “EFFECT DATA” OLJH students in all grades will consistently increase their Math FCAT scores until the number of non-proficient students (Level 2 & below) has been decreased by 50% by 2016-2017.</p>	<p>6th – 66% (34) 7th – 67% (33) 8th – 65% (35)</p>	<p>6th – 69% (31) 7th – 70% (30) 8th – 68% (32)</p>	<p>6th – 73% (27) 7th – 74% (26) 8th – 72% (28)</p>	<p>6th – 78% (22) 7th – 79% (21) 8th – 77% (23)</p>	<p>6th – 83% (17) 7th – 84% (16) 8th – 83% (17)</p>

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
<p><i>2.1 All math teachers will teach students to comprehend, analyze, re-write, and solve word problems.</i></p> <p>Task 1: The math teachers will conduct lesson studies on comprehending, analyzing, re-writing, and solving word problems.</p> <p>Task 2: The math teachers will develop a rubric to monitor & evaluate student understanding of comprehending, analyzing, re-writing, and solving word problems.</p>	<p><i>Navigator Plus / Rubric Developed, Lesson Plans, Student's work</i></p>	<p><i>Math Teachers, Department Head, Administrators</i></p>	<p><i>On-going</i></p>	<p><i>Enhanced classrooms, text books, Lesson Study Materials, common planning time</i></p>	<p><i>Common Core PLC's, Lesson Studies, Art & Science of Teaching PLC, Hands-On Equations, Kagan PLC</i></p>	<p><i>Common Core PLC PD Budget No Cost 0100.6400.0330.0611.0000</i></p> <p><i>Lesson Studies (subs) School Budget \$ TBD 0100.5100.0140.0611.0000</i></p> <p><i>Hands-On PD Budget \$ 270 0100.6400.0330.0611.0000</i></p> <p><i>Kagan PLC PD Budget \$ 157 0100.6400.0330.0611.0000</i></p>
<p><i>2.2 Teacher is available to students who need extra help.</i></p> <p>Task 1: The math teachers will be encouraged to offer weekly math tutoring to address the specific needs of the students.</p> <p>Task 2: The school will offer weekly math tutoring to all Math FCAT Level 1 & 2 students in Feb & March 2012.</p>	<p><i>Student Sign-In Logs</i></p>	<p><i>Math Teachers, Math Dept. Head, Administrators</i></p>	<p><i>February-March 2012, On-going for the individual tutoring</i></p>	<p><i>Enhanced classrooms, computers, text books, practice materials, copies, Teachers After-Hours</i></p>	<p><i>None</i></p>	<p><i>School Funds Project 1113 Object 0125 \$ TBD</i></p>

2012-2013 SCHOOL IMPROVEMENT PLAN

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p>2.3 The math teachers will integrate the use of higher order questioning in the classroom.</p> <p>Task 1: Task 1: Each teacher will document in their lesson plans specific higher order questions, to be asked orally, for each individual lesson being taught.</p>	<p>Teacher Lesson Plans, students' assessments</p>	<p>Math Teachers, Math Dept. Head</p>	<p>On-going</p>	<p>Common planning time</p>	<p>Common Core PLC's, Lesson Studies, Art & Science of Teaching PLC, Hands-on Equations</p>	<p>Hands-On Equations PD Budget \$ 270 0100.6400.0330.0611.0000</p> <p>Common Core PLC PD Budget No Cost 0100.6400.0330.0611.0000</p> <p>Lesson Studies (subs) School Budget \$ TBD 0100.5100.0140.0611.0000</p>

2012-2013 SCHOOL IMPROVEMENT PLAN

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:** Fine Arts Participation

GOAL 3: By 2013, the percentage of students in the 8th grade scoring a 4.0 or better on the FCAT 2.0, will increase by a minimum of 10% over the 2012 FCAT 2.0 scores.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

I. **Strategy 3:** Implement the research-based strategy of relating and integrating the subject matter with other disciplines.

*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
<p>II. ADULT IMPLEMENTATION INDICATOR(S): “CAUSE DATA”</p> <p>100% of the OLJH teachers will implement the research-based strategy of relating and integrating the subject matter with other disciplines.</p>	20%	50%	70%	90%	100%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
<p>III. STUDENT PERFORMANCE INDICATOR(S): “EFFECT DATA”</p> <p>OLJH students in 8th grade will consistently increase their Writing FCAT scores until the number of non-proficient students (Level 3.5 & below) has been decreased by 50% by 2016-2017.</p>	8 th - 31% (69)	8 th - 41% (59)	8 th - 51% (49)	8 th - 61% (39)	8 th - 66% (34)

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
<p>3.1 <i>Students will maintain a Reading Response Journal</i></p> <p>Task 1: Teachers will instruct students in the proper procedures for answering text questions with justifying the answer through quoted and paraphrased information pulled directly from the text/passage.</p>	<p><i>Benchmark assessments, lesson plans, students' reading response journals</i></p>	<p><i>Language Arts Teachers, Dept. Head</i></p>	<p><i>On-going</i></p>	<p><i>Common Planning Time</i></p>	<p><i>Lesson Study</i></p>	<p><i>Lesson Studies (subs) School Budget \$ TBD 0100.5100.0140.0611.0000</i></p>
<p>3.2 <i>Teachers will increase use of more complex text in the classroom</i></p> <p>Task 1: Teachers will instruct students on how to read and respond to complex text.</p> <p>Task 2: Teachers will model how to apply reading strategies, critical thinking skills, inference making abilities to help students read, understand, and respond appropriately to questions relating to complex text.</p> <p>Task 3: The language arts teachers will conduct lesson studies on comprehending, analyzing, re-writing, and solving word problems.</p>	<p><i>Benchmark assessments, lesson plans, student work</i></p>	<p><i>Language Arts Teachers, Dept. Head</i></p>	<p><i>On-going</i></p>	<p><i>Common Planning Time, Lesson Study Materials, complex text exemplars</i></p>	<p><i>NG CAR-PD on-site facilitator, Common Core PLC, Kagan PLC, Lesson Studies, On-site PLC-The Art and Science of Teaching</i></p>	<p><i>Common Core PLC PD Budget No Cost 0100.6400.0330.0611.0000</i></p> <p><i>Kagan PLC PD Budget \$ 157 0100.6400.0330.0611.0000</i></p> <p><i>Lesson Studies (subs) School Budget \$ TBD 0100.5100.0140.0611.0000</i></p>

2012-2013 SCHOOL IMPROVEMENT PLAN

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p>3.3 <i>All teachers will hold students to the high expectations of following the Five Standard Writing Absolutes</i></p> <p>1) All teachers will demonstrate how students are to answer open-ended questions with complete sentences which will include a restatement of the question/topic. 2) All responses to open-ended questions will follow one of the following response formats:</p> <ul style="list-style-type: none"> • 1-3 sentences (R1) • Short response will be a short paragraph (R2) • Extended response will be a long paragraph or more than one paragraph (R3) <p>3) All sentences will begin with a capital letter. 4) All sentences will end with the appropriate closing punctuation 5) All sentences will express a complete thought/idea.</p>	<p><i>Benchmark assessments, lesson plans, students' work</i></p>	<p><i>Language Arts Teachers, Dept. Head</i></p>	<p><i>On-going</i></p>	<p><i>Common Planning Time, Posters</i></p>	<p><i>None</i></p>	<p><i>No Cost</i></p>

2012-2013 SCHOOL IMPROVEMENT PLAN

School District of Clay County

SMART GOALS					
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<p>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>Fine Arts Participation</u></p>					
<p>GOAL 4: By 2013, the students' academic performance in Science will improve by 6% over the 2012 FCAT 2.0 results.</p>					
STRATEGIES, INDICATORS AND PROGRESS MEASURES					
<p>I. Strategy 4: Implement the research based strategies of inquiry based instruction and integration of subject matter with other disciplines during instruction.</p>					
*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
<p>II. ADULT IMPLEMENTATION INDICATOR (S): "CAUSE DATA" 100% of the OLJH science teachers will implement the research based strategies of inquiry based instruction and integration of subject matter with other disciplines during instruction.</p>	40%	60%	80%	90%	100%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
<p>III. STUDENT PERFORMANCE INDICATOR (S): "EFFECT DATA" OLJH students in 8th grade will consistently increase their Science FCAT scores until the number of non-proficient students (Level 2 & below) has been decreased by 50% by 2016-2017.</p>	8 th - 50% (50)	8 th - 56% (44)	8 th - 62% (38)	8 th - 68% (32)	8 th - 75% (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
<p>4.1 Teachers will integrate reading across the content area.</p> <p>Task 1: All science teachers will be CAR-PD trained by the end of 2013.</p> <p>Task 2: Teachers will implement CAR-PD strategies (anticipation guides, direct note taking, close reading) to help students understand complex, concept rich text.</p>	<p>Teacher Lesson Plans, Benchmark Assessments, Teacher-Made Tests, Teacher-Made Rubrics, Student Work & Science Project Notebooks</p>	<p>Teachers, Science Dept. Head</p>	<p>On-going</p>	<p>Science textbooks, science reference books, graphic organizers, common planning time</p>	<p>Common Core PLC's, Lesson Studies, CAR-PD on-site facilitator</p>	<p>Common Core PLC PD Budget No Cost 0100.6400.0330.0611.0000</p> <p>Lesson Studies (subs) School Budget \$ TBD 0100.5100.0140.0611.0000</p>
<p>4.2 Teachers model expectations of completing inquiry Project-Based Learning</p> <p>Task 1: All OLJH teachers will provide students with a science project workbook and will teach students inquiry project-based learning.</p> <p>Task 2: All science teachers maintain a collegial relationship with their students' other discipline teachers during inquiry project based learning.</p>	<p>Teacher Lesson Plans, Benchmark Assessments, Teacher-Made Tests, Teacher-Made Rubrics, Student Work & Science Project Notebooks</p>	<p>Teachers, Science Dept. Head</p>	<p>On-going</p>	<p>Science textbooks, science reference books, graphic organizers, common planning time</p>	<p>Common Core PLC's, Lesson Studies, CAR-PD on-site facilitator</p>	<p>Common Core PLC PD Budget No Cost 0100.6400.0330.0611.0000</p> <p>Lesson Studies (subs) School Budget \$ TBD 0100.5100.0140.0611.0000</p>
<p>4.3 Using Science curriculum and following county provided curriculum maps, all science teachers will teach cross-curricular content with provided embedded benchmarks.</p> <p>Task 1: All OLJH science teachers will conduct lesson studies implementing common core.</p>	<p>Teacher Lesson Plans, Benchmark Assessments, Teacher-Made Tests, Teacher-Made Rubrics, Student Work & Science Project Notebooks</p>	<p>Teachers, Science Dept. Head</p>	<p>On-going</p>	<p>Science textbooks, science reference books, curriculum maps, graphic organizers, common planning time</p>	<p>Common Core PLC's, Lesson Studies, CAR-PD on-site facilitator</p>	<p>Common Core PLC PD Budget No Cost 0100.6400.0330.0611.0000</p> <p>Lesson Studies (subs) School Budget \$ TBD 0100.5100.0140.0611.0000</p>

2012-2013 SCHOOL IMPROVEMENT PLAN

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>Fine Arts Participation</u>					
GOAL 5: By 2013, parental involvement will improve by 20% over the previous year as measured by attendance at after-school events and by monitoring the volunteer log & computing hours worked.					
STRATEGIES, INDICATORS AND PROGRESS MEASURES					
I. Strategy 5: Implementing the research-based strategy of encouraging home/school communication with stakeholders to support 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 OLJH teachers will implement the research-based strategy of encouraging home/school communication with stakeholders to support learning.	40%	60%	80%	90%	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" OLJH students in all grades will consistently increase their subject area FCAT scores until the number of non-proficient students has been decreased by 50% by 2016-2017.	See all content area FCAT data under Goals 1-4	See all content area FCAT data under Goals 1-4	See all content area FCAT data under Goals 1-4	See all content area FCAT data under Goals 1-4	See all content area FCAT data under Goals 1-4

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
<p>5.1 Home/school communication will be enhanced by teachers by keeping teacher websites updated weekly with homework schedules and assignments. These websites will be provided to parents and will also be available on our school website. Teachers will also utilize FOCUS and have assignments and grades properly reflect the students' current record for the class.</p>	Teacher Websites, Focus enrollment	Principal, Teachers	On-going	Teacher websites, School website, Focus, Computers, Bb	Blackboard Training for teachers choosing Bb to host their website.	No Cost
<p>5.2 Front office personnel and all teachers will actively encourage/solicit parents to be a part of our volunteer program, by providing volunteer forms for enrollment.</p>	Volunteer Logs	Principal, Front Office Personnel, Teachers	On-going	Volunteer log, Parent sign-in sheets, volunteer forms	None	No Cost
<p>5.3 Special events planned to encourage parental and student involvement: Science Fair, Math Fair, Literacy Expo, FCAT Night, Musical Events, and other special community events that may be hosted by the NJHS and/or Student Council.</p>	Parent sign-in sheets at school events, School Calendar	Administration, Teachers	On-going	Parent sign-in sheets	None	No Cost

2012-2013 SCHOOL IMPROVEMENT PLAN

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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>Fine Arts Participation</u>					
GOAL 6: The goal for the 2012-13 school year is to improve upon the tradition of producing high level ensemble/ student performances which will translate into receiving invitations to perform and be recognized at prestigious venues					
STRATEGIES, INDICATORS AND PROGRESS MEASURES					
I. STRATEGY 6: Implement the research based strategies of inquiry based instruction and integration of subject matter with other disciplines during instruction.					
*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 OLJH Fine Arts teachers will implement the research based strategies of inquiry based instruction and integration of subject matter with other disciplines during instruction.	80%	85%	90%	95%	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
III. STUDENT PERFORMANCE INDICATOR (S): “EFFECT DATA” OLJH Band and Chorus teachers will consistently encourage and increase student participation in their respective programs until 30% of the student body are members of Band and Chorus.	22%	24%	26%	28%	30%

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
<p>6.1 <i>The OLJH Band & Chorus director will meet with the other content area teachers to offer strategies for increasing student awareness, interest & participation in the fine arts programs.</i></p>	<p><i>Department Meeting Minutes</i></p>	<p><i>Band Director / Chorus Director</i></p>	<p><i>Ongoing</i></p>	<p><i>None</i></p>	<p><i>N/A</i></p>	<p><i>No Cost</i></p>
<p>6.2 <i>The OLJH Band and Chorus director will use recruiting methods, such as participating in community events, county competitions and performing at elementary feeder schools, to generate interest from incoming students.</i></p>	<p><i>Performance Dates</i></p>	<p><i>Band Director / Chorus Director</i></p>	<p><i>Ongoing</i></p>	<p><i>None</i></p>	<p><i>N/A</i></p>	<p><i>No Cost</i></p>
<p>6.3 <i>The OLJH Art director will use recruiting methods, such as participating in community events to generate interest from incoming students.</i></p>	<p><i>Show Dates</i></p>	<p><i>Art Director</i></p>	<p><i>Ongoing</i></p>	<p><i>None</i></p>	<p><i>N/A</i></p>	<p><i>No Cost</i></p>

2012-2013 SCHOOL IMPROVEMENT PLAN

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

Resources Needed: Material / Technology / Trainer			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount 2010-11 SIP Proj 1181 \$772.43 2011-12 SIP Proj 1182 \$1761.01 2012-13 SIP Proj 1183 \$ 6415.00 TOTAL SIP Available: \$8948.44
Subtotal: \$0.00			
Professional Development			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount FTE – No Proj 0000 \$ 2,543.70
Conference/Workshop/Seminar/Institute/Online PD Goal and Action Step # Title : Advance-ED Florida Fall Conference/External Accreditation Reviews & Training Location: Orlando, FL Dates: 10/8/12-10/9/12 Sponsoring Educational Institution: Southern Association of Colleges & Schools	Mileage: No Cost Meals: No Cost Room: No Cost Registration: Principal \$ 300.00 Substitute(s) N/A	Budget Strip Prof. Development Budget 0100.6400.0330.0611.0000	\$300.00
Professional Learning Community Goal and Action Step # Goals 1, 2 & 4 Action Steps: 1.1, 2.1, 3.2 Navigator Plus Activity Title: Cooperative Learning Strategies Implementation of cooperative learning strategies to increase student performance.	Materials List and Cost: Class building Cooperative Learning Activities Kagan Cooperative Learning	Budget Strip Prof. Development Budget 0100.6400.0330.0611.0000	\$157.00

2012-2013 SCHOOL IMPROVEMENT PLAN

Lesson Study Goal and Action Step # Goals 1-4 Actions Steps: 1.1-1.3, 2.1, 2.3, 3.1, 4.1, 4.2, 4.3 Navigator Plus Activity Title: Study Effectiveness of Strategies on Student Learning in Science, Language Arts and Math	Materials List & Cost: Substitutes: cost to be determined	Budget Strip School Budget 0100.5100.0140.0611.0000	\$ TBD
School Workshop Goal and Action Step #(s) Goals 1-4 Action Steps: 1.1-1.4, 2.1, 2.3, 3.1, 3.2, 4.1-4.3 Navigator Plus Activity Title: Common Core PLC	Materials List and Cost: No Cost Consultant Fee: N/A Consultant Travel Expenses: N/A Substitutes: N/A Stipends: N/A	Budget Strip	\$ 0.00
Subtotal:			\$ 457.00
Other			
Goal Area and Action Step Number	Description of Resources	Budget Strip	Available Amount
Hands On Equations; Goal 2 Action Steps 2.1, 2.3	Registration For 2 Teachers \$270 Substitutes: Cist TBD	Prof. Development Budget 0100.6400.0330.0611.0000 School Budget 0100.5100.0140.0611.0000	\$ 270.00 \$ TBD
Special Workshop – CAR-PD; Goals 1, 3, 4 Action Steps 1.1-1.4, 3.1-3.3, 4.1-4.3	Materials Provided by Reading Coach – No Cost		\$ 0.00
Subtotal:			\$ 270.00
Grand Total:			\$ 727.00

2012-2013 SCHOOL IMPROVEMENT PLAN

P.D.Activity	Details	Y	N	Comments
IF IT IS A:				
School-wide Training	Professional Development Details Goal the Activity is Supporting <u>Goals 1-4</u>			
	<ul style="list-style-type: none"> • Action Step # - 1.1-1.4, 2.1, 2.3, 3.1-3.3, 4.3 • Name of Activity – Common Core Training • Dates of Activity – 9/19, 11/28, 1/23, 3/13, 5/22 • Name of Consultant or Facilitator – Walker-Ford, McMurray, Pizzi, Hoskins, Payne • Consultant Services Agreement – No Cost • Materials – No Cost 			
	Budget Items Required		X	
	<ul style="list-style-type: none"> • Action Step # - 1.1-1.4, 2.1, 2.3, 3.1-3.3, 4.3 • Name of Activity – Common Core Training • Funding Source – N/A • Cost of Consultant – No Cost • Cost of Materials – No Cost • Cost of Substitutes – No Cost 			
Learning Community	Professional Development Details Goal the Activity is Supporting <u>Goals 1 - 4</u>			
(collaborative teams that gathers research and studies new programs or topics and shares their findings-must use Learning Community form)	<ul style="list-style-type: none"> • Action Step # - 1.1-1.4, 2.1, 2.3, 3.1-3.3, 4.3 • Name of Activity – Kagen Cooperative Learning • Dates of Activity – January 2013 – May 2013 • Title of Book or Focus – Kagen Cooperative Learning 			
	<ul style="list-style-type: none"> • Action Step # 1.1-1.4, 2.1, 2.3, 3.1-3.3, 4.3 • Cost of Book/Teacher Materials - \$157 • Funding Source – 0100.6400.0330.0611.0000 			
Lesson Study/Action Research	Professional Development Details Goal the Activity is Supporting <u>GOALS 1, 2, 4</u>			
(a teacher-driven and student-focused team who does research and	<ul style="list-style-type: none"> • Action Step # - 1.1, 1.3, 2.1, 2.3, 4.1-4.3 • Name of Activity – Lesson Study 			

2012-2013 SCHOOL IMPROVEMENT PLAN

development by carefully studying what actually goes on in the classroom. - must use Lesson Study form)	<ul style="list-style-type: none"> Dates of Activity – November 2012 – May 2013 Teaching strategy or method to be researched – LA: Justification from Text, Math: Written explanation of how solution was determined, Science: Justification from Text 			
	Budget Items Required	x		
	<ul style="list-style-type: none"> Action Step # - 1.1, 1.3, 2.1, 2.3, 4.1-4.3 Cost of Teacher Materials – No Cost Cost of Substitutes – Cost TBD Funding Source – 0100.5100.0140.0611.0000 			
Timelines				
Start Date: August 2, 2012				
End date: September 21, 2012				
Budget				
Local FTE (function 6400-no project)	\$ 2,543.70			
Project – Project - Project -				
Total Internal PD Budget (no project & project funds)	\$ 2,543.70			

Approvals: (Signature's required)

Principal: _____
 SAC Chair: _____
 Hilda Manning: _____
 Shannah Kosek: _____

Date: ___/___/___
 Date: ___/___/___
 Date: ___/___/___
 Date: ___/___/___

2012-2013 SCHOOL IMPROVEMENT PLAN



External Checklist - OLJH 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.	<input type="checkbox"/>	<input type="checkbox"/>	Math, Action Step 2.1, 2.3 Source – Robert J. Marzano, Marzano’s Nine High Yield Instructional Strategies
Training Details - Consultants			
Please use the comments section to	Yes	No	Comments

2012-2013 SCHOOL IMPROVEMENT PLAN

provide the information requested.	<input type="checkbox"/>	<input type="checkbox"/>	
Consultant Name and Organization – Please provide the trainers name and the organization with which they are affiliated.	<input type="checkbox"/>	<input type="checkbox"/>	
Who will be trained?	<input type="checkbox"/>	<input type="checkbox"/>	
Date(s), Time(s), Location	<input type="checkbox"/>	<input type="checkbox"/>	
Total Cost	<input type="checkbox"/>	<input type="checkbox"/>	
Needs School Board approval	<input type="checkbox"/>	<input type="checkbox"/>	
Complete budget line for expenses	<input type="checkbox"/>	<input type="checkbox"/>	
Name of facilitator/person responsible	<input type="checkbox"/>	<input type="checkbox"/>	
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.	<input type="checkbox"/>	<input type="checkbox"/>	Hands On Equations
Who will be trained?	<input type="checkbox"/>	<input type="checkbox"/>	Two Math Teachers
Date(s), Location	<input type="checkbox"/>	<input type="checkbox"/>	November 15 & 16 Orange Park, FL
Total Cost	<input type="checkbox"/>	<input type="checkbox"/>	\$270.00
Complete budget line for expenses	<input type="checkbox"/>	<input type="checkbox"/>	0100.6400.0330.0611.0000
Name of facilitator/person responsible	<input type="checkbox"/>	<input type="checkbox"/>	Assistant Principal
Timelines			
	Yes	No	Comments
Start Date August 2, 2012	<input type="checkbox"/>	<input type="checkbox"/>	

2012-2013 SCHOOL IMPROVEMENT PLAN

End Date September 21, 2012	<input type="checkbox"/>	<input type="checkbox"/>	
Budget			
Local FTE (function 6400-no project)	<input type="checkbox"/>	<input type="checkbox"/>	\$270.00
Project -	<input type="checkbox"/>	<input type="checkbox"/>	NA
Project -	<input type="checkbox"/>	<input type="checkbox"/>	NA
Project -	<input type="checkbox"/>	<input type="checkbox"/>	NA
Total External PD Budget (no project & project funds)	<input type="checkbox"/>	<input type="checkbox"/>	\$0

Approvals: (Signature's required)

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

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

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

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

2012-2013 SCHOOL IMPROVEMENT PLAN

SCHOOL NAME: Orange Park Elementary

School Based Leadership Team

Response to Instruction/Intervention (RtI)

Identify the school-based RtI Leadership Team.

- Indicate who is on the team and their position. Also explain why they have been included on the team.

Principal, Carole McCullough: ensures that the school based team is implementing RtI, works closely with intervention team facilitator and intervention coach, ensures the use of data analysis when making decisions, attends parent meetings where RtI is discussed, ensures implementation of intervention support and documentation. Asst. Principal, Dawn Wolfe: attends parent meetings in the Principal's absence, schedules professional development as needed for RtI implementation, supports teachers in making data analysis decisions, and communicates with the intervention team facilitator and intervention coach. General Education Teachers (one representative from each grade level): Kindergarten-Glenda Reed, Grade 1-Tami Williams, Grade 2- Jennifer Allen, Grade 3- LeeAnne Dougherty, Grade 4 - Kim Hines, Grade 5 – Linda Youngblood, Grade 6 - Marvella Hopkins: provide information about core instruction, participates in data collection and analysis, Tier 1,2, and 3 strategies are identified and suggested. Exceptional Student Education Teacher, Beth Wilkes: participates in student data collection, collaborates with general education teachers especially in regards to possible Tier 3 strategies. School RtI Intervention Facilitator, Mary Lanham (Guidance Counselor): schedules parent meetings, explains graphs, data and the RtI process to parents. Works collaboratively with the district intervention coach. Attends all RtI Leadership Team meetings to analyze data of specific students. District Intervention Coach, Shelly Dick: collaborates with the school intervention facilitator, helps with data analysis, supports implementation of Tiers 2 and 3 interventions and data collection. Speech Language Pathologist, Kathy Teichert: educates the team in the role language plays in curriculum, assessment and instruction. Helps identify systemic patterns of student need with respect to language skills. School Psychologist, J. Holtzapfle: participates in collection, interpretation and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; facilitates data based decision making activities.

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

The RtI Leadership Team meets monthly with the goal of helping students and teachers to be successful. The team will analyze student data, discuss appropriate Tier 2 and 3 interventions and results of interventions, and provide guidance for teachers with questions. The team will discuss parent communication that has occurred and plan for future parent discussions. The team will discuss professional development as it relates to the RtI process and how to best meet the needs of the staff. The team will also collaborate with the School Advisory Council in the implementation of the School Improvement Plan.

- 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 will provide input to the School Advisory Council regarding the development of the School Improvement Plan. The team will provide data analysis information such as weaknesses and strengths. They will help to guide the setting of targeted goals. They will also provide information on professional development needs. The team will monitor the implementation of the SIP and continue to collaborate with the SAC.

RtI Implementation

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

Reading: FAIR thru PMRN grades K-6, FCAT; Math: Math Assessments thru Performance Matters, FCAT, Think Central; Science: Science Assessments through Performance Matters FCAT; Writing: Clay Writes Screenings FCAT Writes; Behavior: CLAY-BUS

- Describe the plan to train staff on RtI.

Professional development in the area of RtI will occur throughout the year. The school based RtI coach will provide training to the staff as needed. Trainings will occur during common planning times. Administrators will receive updated trainings through bimonthly Curriculum Council meetings. The school based guidance counselor will also serve as a resource to help with training of staff members. The school based RtI Leadership Team will provide training throughout the year as determined by data collection and implementation concerns. The RtI team will evaluate additional staff professional development needs during the RtI Leadership Team meetings.

2012-2013 SCHOOL IMPROVEMENT PLAN

SCHOOL NAME: Orange Park Elementary

School Based Leadership Team

Literacy Leadership

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

Principal – Carole McCullough – schedules monthly meetings, ensures implementation of district Reading Plan, monitors data from PMRN and Performance Matters, provides and guides discussion of data during meetings, ensures implementation of reading intervention support and documentation, receives feedback about professional development and works with Assistant principal for it to be provided. Assistant Principal – Dawn Wolfe – assist in data analysis, helps to arrange for needed professional development. General Education Teachers – Kelly Alfano(K), Wanda Woods (1), Judy Lewis (2), Karen Walker (3), Kim Hines(4), Molly Geeser (5), C. Harris (6) - provide information about core and supplemental reading instruction, participates in student data collection, collaborates with other staff to implement K-12 Reading Plan. ESE Teachers – Holly Walls-Jackson – participates in student data collection, reports progress of ESE students, integrates core instructional activities into Tier 3 instruction and collaborates with general education teachers. Media Specialist- Mary Pat Callihan – participates in student data collection, serves as a resource for reading interventions, Guidance Counselor – Mary Lanham – serves as a liaison between RtI committee and Reading Leadership Committee

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

The team meets once a month to review reading data, identify student strengths and weaknesses, review and suggest Tier 2 and 3 interventions in collaboration with the RtI team. The team will review progress monitoring data at the classroom level as well as the grade level. Based on this information the team will also identify professional development needs and resources.

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

The LLT major initiative for the 2012-2013 school year will be to continue to implement the RtI process so that students who are most at risk in reading will receive intensive and immediate intervention services. Ensure school-wide awareness of the Common Core Standards.

Elementary Schools Only: Pre-School Transition

- Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

At Orange Park Elementary all incoming Kindergarten students are assessed prior to or upon entering Kindergarten in order to establish individual or group needs. 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 to one to all Kindergarten students to determine their initial success probability in reading. Screening data will be collected and analyzed during the month of September. Data will be used to plan daily academic and social/emotional instruction for all students and for groups or individual students who may need intervention beyond the core instruction

Grades 6-12 Only Sec. 1003.413(b) FS.

- For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher. Sixth grade is departmentalized with one teacher for math, one for science and one for Reading. All sixth grade teachers will be teaching social Studies. Through all content areas teachers will review and implement reading strategies taught in Reading.

2012-2013 SCHOOL IMPROVEMENT PLAN

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.

2012-2013 SCHOOL IMPROVEMENT PLAN

School District of Clay County

SMART GOALS

SMART = Specific Measurable Attainable Realistic Timely

Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal.

GOAL 1: By 2013, 85% of all students in grades 3-6 will achieve proficiency (Level 3 or higher) on the FCAT Reading Assessment, including an increase of 1% over last year's results for the lowest 25% quartile.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

I. STRATEGY 1: *Through the use of county curriculum maps and the county adopted Reading series, Treasures, teachers will implement research based lessons to develop needed strategies and enhance reading instruction in order to achieve mastery of grade level standards.*

*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 plan and implement engaging, challenging and relevant lessons to achieve student mastery based on state adopted standards and appropriate to the level of rigor.	K-6 Teachers 80%	85%	90%	95%	100%
III. STUDENT PERFORMANCE INDICATOR(S): “EFFECT DATA” Students will consistently increase their FCAT reading scores until we reduce the %of students who are non proficient by at least 50% by 2016	FCAT/EOC August 2012 3 rd -85% (15%) 4 th - 92% (8%) 5 th - 83% (17%) 6 th - 76% (24%)	FCAT/EOC August 2013 3 rd -88.8% (13.13%) 4 th - 94% (7%) 5 th - 87.3% (14.88%) 6 th - 82% (21%)	FCAT/EOC August 2014 3 rd -92.5% (11.25%) 4 th -96% (6%) 5 th - 91.5% (12.75%) 6 th - 88% (18%)	FCAT/EOC August 2015 3 rd - 96.3% (9.38%) 4 th - 98% (5%) 5 th - 95.8%(10.63%) 6 th - 94% (15%)	FCAT/EOC August 2016 3 rd - 100%(7.5%)] 4 th - 100% (4%) 5 th - 100%(8.5%) 6 th - 100%(12%)

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
<p>1.1 <i>Teachers will incorporate the use of differentiated instructional strategies</i></p> <p><i>Task 1- Teachers will build small groups based on needs.</i></p> <p><i>Task 2- Teachers will incorporate learning centers to target specific skills.</i></p>	<p><i>Lesson Plans</i></p> <p><i>Classroom Walkthroughs</i></p>	<p><i>Classroom Teachers</i></p> <p><i>Administrators</i></p>	<p><i>2012-2013 School Year</i></p>	<p><i>Resources from Treasures Reading Series</i></p>	<p><i>Individual PD through the use of PD 360</i></p> <p><i>PLC-Teaching with Intention by Debbie Miller</i></p>	<p><i>N/A</i></p> <p><i>SIP Funds 0100.5100.0510.0201.1183 \$85.20</i></p>
<p>1.2 <i>Teachers will begin to incorporate the following CCSS standards into the reading curriculum.</i></p> <p><i>Task 1 – Teachers will use question stems that align with Common Core Standards</i></p> <p><i>Task 2 – Teachers will use “Close Reading” as one of their strategies.</i></p> <p><i>Task 3 – Increase students reading of informational text</i></p>	<p><i>Lesson Plans</i></p> <p><i>Classroom Walkthroughs</i></p>	<p><i>Classroom Teachers</i></p> <p><i>Classroom Walkthroughs</i></p>	<p><i>2012-2013 School Year</i></p>	<p><i>Common Core Training Notebooks</i></p> <p><i>Common Core Resources</i></p>	<p><i>School based Common Core PLC</i></p>	<p><i>N/A</i></p>

2012-2013 SCHOOL IMPROVEMENT PLAN

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material/ Technology/ Trainer	Related PD	Funding/Funding Source
<p><i>1.3 Use of Triple I and tutoring to target those who require intensive instruction and/or remediation in the area of reading.</i></p>	<p><i>Triple I schedule Tutoring Rosters Classroom Assessments</i></p>	<p><i>Administrators Classroom Teachers</i></p>	<p><i>2012-2013 School Year</i></p>	<p><i>Staff needed to conduct tutoring</i></p>		<p><i>Tutoring Funds provided by the county</i></p>

2012-2013 SCHOOL IMPROVEMENT PLAN

School District of Clay County

SMART GOALS

SMART = Specific Measurable Attainable Realistic Timely

Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal,

GOAL 2. By 2013, 87% of students in grades 3-6 will achieve proficiency (Level 3 or higher) on the FCAT Math Assessment, including a 5% increase over last year's results for the lowest 25% quartile making learning gains in math (55%).

STRATEGIES, INDICATORS AND PROGRESS MEASURES

I. **STRATEGY 2: Through the use of county curriculum maps and the county adopted math series, Go Math, teachers will implement research based lessons that advance student learning in order to achieve mastery of standards.**

*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
<p>II. ADULT IMPLEMENTATION INDICATOR (S): “CAUSE DATA” 100% of K-6 teachers will plan and design engaging, challenging and relevant lessons to achieve student mastery based on state adopted standards and appropriate to the level of rigor</p>	80%	85%	90%	95%	100%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
<p>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.</p>	3 rd -90% (10%) 4 th -83% (17%) 5 th -88% (12%) 6 th -85% (15%)	3 rd -92.5% (8.75%) 4 th -87.3% (14.88%) 5 th -91% (10.5%) 6 th -88% (13.13%)	3 rd -95% (7.5%) 4 th -91.5% (12.75%) 5 th -94% (9%) 6 th - 92.5% (11.25%)	3 rd - 97.5% (6.25%) 4 th -95.8% (10.63%) 5 th 97% (7.5%) 6 th 96.3% (9.38%)	3 rd – 100% (5%) 4 th -100% (8.5%) 5 th – 100% (6%) 6 th 100% (7.5%)

2012-2013 SCHOOL IMPROVEMENT PLAN

IMPLEMENTATION DETAILS

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p>2.1 Teachers will incorporate the use of differentiated instructional strategies.</p> <p>Task 1 – Set up small groups for targeted instruction.</p> <p>Task 2 – Set up learning centers to target specific skills</p>	<p>Lesson Plans</p> <p>Classroom Walkthroughs</p>	<p>K-6 Teachers</p> <p>Administrators</p>	<p>2012-2013 School Year</p>	<p>Math Series Resources</p> <p>Common Core Standards</p>	<p>Individual PD through PD 360</p> <p>Lesson Study</p>	
<p>2.2 Teachers will begin to focus on incorporating the 8 CCSS Standards for Mathematical Practice beginning with Practice #4 into their daily instruction.</p>	<p>Lesson Plans</p> <p>Classroom Walkthroughs</p>	<p>K-6 Teachers</p>	<p>2012-2013 School Year</p>	<p>Common Core Notebooks</p>	<p>School based Common Core PLC</p> <p>PLC – Classroom Discussions Using Math Talk to Help Students Learn – S. Chapin</p>	<p>N/A</p> <p>SIP Funds 0100.5100.0510.0201.1183 \$121.25</p>
<p>2.3 Math Assessments provided through Performance Matters will be used as a progress monitoring tool and to determine targeted instruction.</p>	<p>Data reports from Performance Matters</p> <p>Data Meetings</p>	<p>K-6 Teachers</p> <p>Administrators</p>	<p>2012-2013 School Year</p>			<p>N/A</p>

2012-2013 SCHOOL IMPROVEMENT PLAN

School District of Clay County

SMART GOALS

SMART = Specific Measurable Attainable Realistic Timely

Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal.

GOAL 3: By 2013, 4th grade will increase the number of students scoring a 4.0 or above on FCAT Writes by at least 10% over the previous year's results (28 students).

STRATEGIES, INDICATORS AND PROGRESS MEASURES

I. **Strategy 3: Through the use of county curriculum maps and research based strategies teachers will implement engaging and relevant lessons that teach the writing process, so that the students become proficient writers.**

*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
<p>II. ADULT IMPLEMENTATION INDICATOR(S): "CAUSE DATA"</p> <p>100% of teachers K-6 will incorporate writing opportunities for students into their daily schedules.</p>	60%	70%	80%	90%	100%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
<p>III. STUDENT PERFORMANCE INDICATOR(S): "EFFECT DATA"</p> <p>Students in 4th grade will consistently increase their FCAT Writes scores until we reduce the % of students who are non proficient by at least 50% by 2016.</p>	98% (2%)	98.5% (1.75%)	99% (1.5%)	99.5% (1.25%)	100% (1%)

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
<p>3.1</p> <p>Fourth grade teachers will train a group of parents to serve as FCAT Writing coaches.</p> <p>Task 1- Coaches will meet weekly with small groups targeting a previously taught writing skill.</p> <p>Task 2 –Students will use a writing binder to organize and house all writing samples.</p>	<p>Scheduling of FCAT Coaches</p> <p>Writing Binders</p> <p>Pre, mid and post writing samples</p>	<p>4th grade teachers</p>	<p><i>October 2012-February 2013</i></p>	<p>Writing binders</p> <p>4th grade teachers to train volunteers</p>		<p><i>SIP Funds</i> <i>0100.5100.0510.0201.1182</i> <i>\$100.00</i></p>
<p>3.2</p> <p>All teachers K-6 will have students participate in a writing activity that has students writing to a prompt. This will be a timed activity. This will be done multiple times during the year to increase student’s exposure to this type of activity.</p>	<p>Writing Prompts</p> <p>Scored writing samples</p>	<p>K-6 Teachers</p>	<p><i>2012-2013 School Year</i></p>	<p><i>Writing Rubrics</i></p>		<p><i>N/A</i></p>
<p>3.3</p> <p>Teachers will have students explain/justify their answers for any subject through writing.</p>	<p>Lesson Plans</p> <p>Writing samples</p>	<p>K-6 Teachers</p>	<p><i>2012-2013 School Year</i></p>			<p><i>N/A</i></p>

2012-2013 SCHOOL IMPROVEMENT PLAN

School District of Clay County

SMART GOALS					
SMART = Specific Measurable Attainable Realistic Timely					
<p>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></p>					
GOAL 4: BY 2013 86% OF 5TH GRADE STUDENTS WILL ACHIEVE PROFICIENCY(LEVEL 3 OR HIGHER) ON THE FCAT SCIENCE ASSESSMENT					
STRATEGIES, INDICATORS AND PROGRESS MEASURES					
<p>I. Strategy 4: Through the use of county curriculum maps and the adopted science series, teachers will implement research based lessons to achieve student mastery of appropriate grade level concepts.</p>					
*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
<p>II. ADULT IMPLEMENTATION INDICATOR(S): “CAUSE DATA” 100% of K-6 teachers will implement the practice of including hands on inquiry based investigations to deepen understanding of science concepts</p>	80%	85%	90%	95%	100%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016

2012-2013 SCHOOL IMPROVEMENT PLAN

SMART GOALS

SMART = Specific Measurable Attainable Realistic Timely

Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal.

GOAL 4: BY 2013 86% OF 5TH GRADE STUDENTS WILL ACHIEVE PROFICIENCY(LEVEL 3 OR HIGHER) ON THE FCAT SCIENCE ASSESSMENT

STRATEGIES, INDICATORS AND PROGRESS MEASURES

I. **Strategy 4:** Through the use of county curriculum maps and the adopted science series, teachers will implement research based lessons to achieve student mastery of appropriate grade level concepts.

*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
<p>II. ADULT IMPLEMENTATION INDICATOR (S): “CAUSE DATA”</p> <p>100% of K-6 teachers will implement the practice of including hands on inquiry based investigations to deepen understanding of science concepts</p>	80%	85%	90%	95%	100%
<p>III. STUDENT PERFORMANCE INDICATOR (S): “EFFECT DATA”</p> <p>5th grade students will consistently increase their FCAT Science scores until reaching 100% proficiency by 2016.</p>	82% (18%)	86.5% (15.75%)	91% (13.5%)	95.5% (11.25%)	100% (9%)

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
<p>4.1</p> <p>K-6th grade teachers will implement the use of science notebooks as part of the science curriculum.</p>	<p><i>Science notebooks</i></p>	<p><i>K-6th grade teachers</i></p>	<p><i>2012-2013 School Year</i></p>	<p><i>notebooks</i></p>		<p><i>N/A</i></p>
<p>4.2</p> <p>Students will take science test through Performance Matters (Baseline, mid and EOY). Teachers will analyze scores to guide science instruction.</p>	<p><i>Lesson Plans</i></p> <p><i>Performance Matters Score reports</i></p>	<p><i>K-6th grade teachers</i></p>	<p><i>2012-2013 School Year</i></p>	<p><i>Performance Matters</i></p>		<p><i>N/A</i></p>
<p>4.3</p> <p>K-6 teachers will implement the use of justification/evidence proof of a science answer through writing.</p>	<p><i>Lesson Plans</i></p> <p><i>Writing Samples</i></p>	<p><i>K-6 Teachers</i></p>	<p><i>2012-2013 School Year</i></p>	<p><i>Common Core Notebooks</i></p>	<p><i>School Based Common Core PLC</i></p>	<p><i>N/A</i></p>

2012-2013 SCHOOL IMPROVEMENT PLAN

SMART GOALS					
SMART = Specific Measurable Attainable Realistic Timely					
<p>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></p>					
<p>GOAL 5: THROUGHOUT THE 2012-2013 SCHOOL YEAR, OPE WILL CONTINUE TO FOSTER A STRONG PARTNERSHIP WITH ALL OUR PARENTS, SO THAT THE PARENTS VOLUNTEER COMMITMENT CAN BE MET SUCCESSFULLY.</p>					
STRATEGIES, INDICATORS AND PROGRESS MEASURES					
<p>I. Strategy 5: Maximize parental involvement opportunities in order for parents to fulfill volunteer time requirement.</p>					
<p>*PROGRESS MEASURES ARE FOR THE PURPOSE OF REACHING YOUR 3-5 YEAR SCHOOL IMPROVEMENT GOALS AND AMO'S.</p>	<p>PROGRESS MEASURE August 2012</p>	<p>PROGRESS MEASURE August 2013</p>	<p>PROGRESS MEASURE August 2014</p>	<p>PROGRESS MEASURE August 2015</p>	<p>PROGRESS MEASURE August 2016</p>
<p>II. ADULT IMPLEMENTATION INDICATOR (S): “CAUSE DATA” OPE staff will involve parents in an organized, ongoing timely manner for all relevant activities.</p>	<p>100%</p>	<p>100%</p>	<p>100%</p>	<p>100%</p>	<p>100%</p>
	<p>FCAT/EOC August 2012</p>	<p>FCAT/EOC August 2013</p>	<p>FCAT/EOC August 2014</p>	<p>FCAT/EOC August 2015</p>	<p>FCAT/EOC August 2016</p>
<p>III. STUDENT PERFORMANCE INDICATOR (S): “EFFECT DATA” Students will continue to excel academically with strong parental involvement as a contributing factor.</p>	<p>84% - Reading 87% - Math 98% - Writing 82%-Science</p>	<p>88%-Reading 90.3%-Math 98.5%-Writing 86.5%-Science</p>	<p>92%-Reading 93.5%-Math 99% -Writing 91%-Science</p>	<p>96%-Reading 96.8%-Math 99.5%-Writing 95.5%-Science</p>	<p>100%-Reading 100%-Math 100% -Writing 100%-Science</p>

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
<p>5.1</p> <p><i>OPE Staff will plan various school events to encourage parental support and participation (Fall Festival, Honor Roll Cook outs, Family Fun Nights, Field Day)</i></p>	<p><i>Calendar of Events</i></p>	<p><i>OPE Staff</i></p>	<p><i>2012-2013 School Year</i></p>			
<p>5.2</p> <p><i>In order to foster communication between school and home students will use planners (4-6) and homework folders (K-3) on a daily basis. FOCUS – Parent Portal will also be available for grades 3-6.</i></p>	<p><i>Use of planners and folders</i></p> <p><i>FOCUS Website</i></p>	<p><i>Teachers and students</i></p>	<p><i>2012-2013 School Year</i></p>	<p><i>Planners and Homework Folders</i></p>		
<p>5.3</p> <p><i>OPE Volunteer will organize and track system of how volunteer hours are recorded.</i></p>	<p><i>Volunteer Logs</i></p> <p><i>Sign In Sheets</i></p>	<p><i>Volunteer Coordinator</i></p>	<p><i>2012-2013 School Year</i></p>			

2012-2013 SCHOOL IMPROVEMENT PLAN

SMART GOALS					
SMART = Specific Measurable Attainable Realistic Timely					
<p>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></p>					
GOAL 6: DURING THE 2012-2013 SCHOOL YEAR, OPE WILL CONTINUE TO INCREASE THE INTEGRATION OF TECHNOLOGY INTO THE CURRICULA.					
STRATEGIES, INDICATORS AND PROGRESS MEASURES					
I. STRATEGY 6: Technology will be incorporated into daily lessons and student data analysis.					
*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 K-6 teachers will incorporate enhanced classroom technology into daily academic lessons.	80%	85%	90%	95%	100%
	August 2011-2012	August 2012-2013	August 2013-2014	August 2014-2015	August 2015-2016
III. STUDENT PERFORMANCE INDICATOR (S): "EFFECT DATA" K-6 students will become more proficient in using technology in their educational activities.	75%	81.3%	87.5%	93.8%	100%

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
<p><i>6.1 Technology was added back onto the Resource wheel. Students will go to technology class once a week. Students will be engaged in a variety of lessons that incorporate technology into their educational activities.</i></p>	<p><i>Lesson Plans</i></p>	<p><i>Technology Teacher</i></p>	<p><i>2012-2013 School Year</i></p>	<p><i>Computer Lab</i></p>		
<p><i>6.2 Fundraising monies will be used to purchase new computers in order to replace outdated computers</i></p>	<p><i>Purchase of new computers</i></p>	<p><i>Administration</i></p>	<p><i>2012-2013 School Year</i></p>	<p><i>Funding</i></p>		<p><i>Fundraising Funds</i></p>
<p><i>6.3 Teachers will increase their use of the online resources available to them from the currently adopted textbook series.</i></p>	<p><i>Lesson Plans Classroom Walkthroughs</i></p>	<p><i>K-6 Teachers Administration</i></p>	<p><i>2012-2013 School Year</i></p>	<p><i>Enhanced Classroom Equipment</i></p>		

2012-2013 SCHOOL IMPROVEMENT PLAN

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

Resources Needed: Material / Technology / Trainer			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount 2011-11 SIP Proj 1182-\$708.00 2012-13 SIP Proj 1183 -\$2,520 Total SIP Available - \$3210.00
Goal – Writing Action Step 3.1	Writing Binders - \$100.00	0100.5100.0510.0201.1182	
			Subtotal:\$3110.00
Professional Development			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount FTE – No Proj 0000 - \$1,260.00
Conference/Workshop/Seminar/Institute/Online PD Goal and Action Step #(s) N/A Title : Location: Dates: Sponsoring Educational Institution:	Mileage Meals Room N/A Registration Substitute(s)	Budget Strip N/A	N/A
Professional Learning Community Goal and Action Step #(s) Reading –Action Step 1.2 Math -Action Step 2.2 Navigator Plus Activity Title: OPE 12-13 Introduction to the Common Core	Materials List and Cost: N/A	Budget Strip N/A	N/A
Goal and Action Step: Reading – Action Step 1.2 Navigator Plus Activity Title: OPE 12-13 PLC – Teaching With Intention	Book – Teaching With Intention 7 x \$17.04 = \$119.28	0100.5100.0510.0201.1183	\$119.28
Goal and Action Step: Math – Action Step 2.2 Navigator Plus Activity Title: OPE 12-13 PLC - Classroom Discussions Using Math	Book – Classroom Discussions Using Math Talk to Help Students Learn 7 x \$24.25 = \$169.75	0100.5100.0510.0201.1183	\$169.75
Lesson Study Goal and Action Step #(s) Math – Action Step 2.1 Navigator Plus Activity Title: OPE 12-13 Lesson Study Math (Multiple grades)	Materials List & Cost:	Budget Strip	

2012-2013 SCHOOL IMPROVEMENT PLAN

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 _____			
	<ul style="list-style-type: none"> • Action Step # • Name of Activity • Dates of Activity • Name of Consultant or Facilitator (if applicable) • Consultant Services Agreement (if applicable) • Materials 			
	Budget Items Required			
	<ul style="list-style-type: none"> • 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: Reading & Math			
(collaborative teams that gathers research and studies new programs or topics and shares their findings-must use Learning Community form)	<ul style="list-style-type: none"> • Action Step # 1. 2 and 2.2 • Name of Activity: OPE 12-13 Introduction to the Common Core • Dates of Activity: September 2012 – May 2013 • Title of Book or Focus: Common Core Standards • Action Step # 1.2 • Name of Activity: OPE 12-13 PLC Teaching With Intention 			

2012-2013 SCHOOL IMPROVEMENT PLAN

	<ul style="list-style-type: none"> • Dates of Activity: TBA • Title of Book or Focus: Teaching with Intention by Debbie Miller • Action Steps # 2.2 • Name of Activity: OPE 12-13 PLC Classroom Discussions Using Math • Dates of Activity: TBA • Title of Book or Focus: Classroom Discussions Using Talk to Help Student Learn by Suzanne Chapin 			
	Budget Items Required			
	<ul style="list-style-type: none"> • Action Step # 1.2 and 2.2 • Cost of Book/Teacher Materials N/A • Action Step #1.2 • Cost of Book/Teacher Materials: \$119.28 • Funding Source: 0100.5100.0510.0201.1183 • Action Step #2.2 • Cost of Book/Teacher Materials: \$169.75 • Funding Source: 0100.5100.0510.0201.1183 			
Lesson Study/Action Research	Professional Development Details			
	Goal the Activity is Supporting Math			
(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)	<ul style="list-style-type: none"> • Action Step #2.1 • Name of Activity OPE 12-13 Lesson Study: Math • Dates of Activity October 2012 • Teaching strategy or method to be researched: Math 			
	Budget Items Required			
	<ul style="list-style-type: none"> • Action Step # • Cost of Teacher Materials (If applicable) 			
Timelines				
Start Date: August 2012				

2012-2013 SCHOOL IMPROVEMENT PLAN

End date: May 2013				
Budget				
Local FTE (function 6400-no project) -	\$1,260.00			
Project - 1182	\$708.00			
Project - 1183	\$2,250.00			
Project -				
Total Internal PD Budget (no project & project funds)	\$4,218.00			

Approvals: (Signature's required)

Principal: _____
 SAC Chair: _____
 Hilda Manning: _____
 Shannah Kosek: _____

Date: ___/___/___
 Date: ___/___/___
 Date: ___/___/___
 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.	<input type="checkbox"/>	<input type="checkbox"/>	

2012-2013 SCHOOL IMPROVEMENT PLAN

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.	<input type="checkbox"/>	<input type="checkbox"/>	
Who will be trained?	<input type="checkbox"/>	<input type="checkbox"/>	
Date(s), Time(s), Location	<input type="checkbox"/>	<input type="checkbox"/>	
Total Cost	<input type="checkbox"/>	<input type="checkbox"/>	
Needs School Board approval	<input type="checkbox"/>	<input type="checkbox"/>	
Complete budget line for expenses	<input type="checkbox"/>	<input type="checkbox"/>	
Name of facilitator/person responsible	<input type="checkbox"/>	<input type="checkbox"/>	
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.	<input type="checkbox"/>	<input type="checkbox"/>	
Who will be trained?	<input type="checkbox"/>	<input type="checkbox"/>	
Date(s), Location	<input type="checkbox"/>	<input type="checkbox"/>	
Total Cost	<input type="checkbox"/>	<input type="checkbox"/>	
Complete budget line for expenses	<input type="checkbox"/>	<input type="checkbox"/>	
Name of facilitator/person responsible	<input type="checkbox"/>	<input type="checkbox"/>	
Timelines			

2012-2013 SCHOOL IMPROVEMENT PLAN

	Yes	No	Comments
Start Date August 2, 2012	<input type="checkbox"/>	<input type="checkbox"/>	
End Date September 21, 2012	<input type="checkbox"/>	<input type="checkbox"/>	
Budget			
Local FTE (function 6400-no project)	<input type="checkbox"/>	<input type="checkbox"/>	\$
Project -	<input type="checkbox"/>	<input type="checkbox"/>	
Project -	<input type="checkbox"/>	<input type="checkbox"/>	
Project -	<input type="checkbox"/>	<input type="checkbox"/>	
Total External PD Budget (no project & project funds)	<input type="checkbox"/>	<input type="checkbox"/>	

Approvals: (Signature's required)

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

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

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

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

2012-2013 SCHOOL IMPROVEMENT PLAN

SCHOOL NAME: Orange Park High 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.

Treasure Pickett, Principal and the OPHS Curriculum Council.

The Curriculum Council is comprised of the Principal, Assistant Principal Anthony Williams (PD Coordinator) and the department heads of the faculty departments at OPHS.

- Ms. Lauren Wolfe (Multi Grades)
- Ms. Laura Mayberry (Social Studies)
- Mr. Dylan Fagan (Language Arts)
- Ms. Debra Johnson (Reading)
- Ms. Kate Castellini (Math)
- Ms. Myra Cassidy (Science)
- Ms. Katie Ruelas (Science)
- Mr. James Martini (Foreign Language)
- Mr. James Howell (Fine Arts)
- Ms. Mandi Matricardi (Physical Education)
- Ms. Kristen Heimerle (Vocational)
- Mr. Mark Myrick (Guidance)
- Mr. Fletcher (Asst. Principal)
- Ms. Klinger (Guidance)
- Ms. Cannon (Reading)

This member selection allows for a structured and varied source of input and decision-making from all corners of the school. The membership distribution insures that multiple representatives are present to present school-wide views and to facilitate the dissemination of information and instructions through the regular monthly department meetings.

This group provides leadership in the use of data-based decision-making, ensuring that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, and ensuring implementation of intervention support and documentation.

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

The RtI Leadership Team meets once a month. The meetings focus on analyzing school data and making decisions on how to implement more data-driven instruction, finding effective methods for improving the school's instruction, and analyzing methods and practices for making student accountability a core goal. Each member has been trained in accessing the School Improvement Plan as well as in analyzing relevant components of the SIP for departmental direction.

2012-2013 SCHOOL IMPROVEMENT PLAN

SCHOOL NAME: Orange Park High School

School Based Leadership Team

- 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 analyzes the School Improvement Plan and use data and goals to guide the implementation of RtI strategies. The RtI Leadership Team provides input into SIP decision-making through the inclusion of department members on the SAC as well as SAC members on the RtI Leadership Team.

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: Performance Matters, E.O.C. via Progress Monitoring and Reporting Network (PMRN), Assessment and Information Management System (DataStar), Florida Comprehensive Assessment Test (FCAT), Compass Learning Math, DEA Science, Clay Writes, Performance Matters results.

End of year: E.O.C., FCAT, AP Exams, Performance Matters, FCAT Writes

- Describe the plan to train staff on RtI.

Through district training, the principal and selected staff members have received RtI training and data; both will receive ongoing training throughout the school year. As the principal and staff members continue to receive data and professional development, conversely they will train the Curriculum Council at the school site on an ongoing basis.

Literacy Leadership

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

The Literacy Leadership Team has been rolled into the RtI Team at OPHS.

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

The RtI Leadership Team meets once a month. The meetings focus on analyzing school data and making decisions on how to implement more data-driven instruction, finding effective methods for improving the school's instruction, and analyzing methods and practices for making student accountability a core goal. Each member has been trained in accessing the School Improvement Plan as well as in analyzing relevant components of the SIP for departmental direction.

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

The Literacy leadership Team will continue the 2011-12 implementation of the Reading Liaison Team concept of school-wide literacy instruction and will increase its efforts to include/ emphasize classroom Higher Order Thinking Skills strategies to move literacy instruction to a more complex cognitive domain for the students of OPHS.

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.

N/A

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.

The Reading Liaison team, comprised of cross-curricular teachers was established to address the need for reading across the content which encompasses the implementation of specific reading strategies involving Higher Order Thinking Skills throughout the content areas, The Reading Liaison team has adopted the moniker “HOTS Team” to emphasize the implementation of Higher Order Thinking Skills in the classroom. All teachers have created classroom libraries for students to use during the designated 20 minute reading time set aside during fifth period each day. Teachers have access to Reading Coaches for sharing and/or modeling reading strategies. Each department assigns one member to the Reading Liaison team for monthly trainings in one specific strategy for classroom inclusion by all teachers at OPHS. Each department at Orange Park High School offers its members monthly PLCs involving the implementation of specific literacy strategies involving higher order thinking skills.

Teachers at Orange Park High School may receive in-service training once a week on technology, curriculum, and classroom management. The in-services will be provided by National Board Certified Teachers. Mini in-service opportunities are provided for teachers during their planning/duty periods.

The focus of the monthly administrative “walk-throughs” is the implementation of the current higher order thinking skill focus.

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?

OPHS incorporates applied courses in two ways. First we offer direct fields of study; welding, carpentry, auto, food services, and business education. Second we offer academy instruction through the fields of engineering, computer science and health. All classes that are offered in applied technology integrate other subject matter through their curriculum.

Non - Academy applied instruction utilizes reading skills and math skills. Teachers integrate these lessons utilizing hands on experiences and must incorporate these skills for students to be industry certified. Teachers are trained by attending PLC and conferencing with academic instructors. Through these processes career and tech education confirms and makes practical application of academic work.

Academy applied instruction utilizes a cohesive team approach. Academic instructors are paired with the academy. Through the use of Thematic Learning Activities (TLA) the teachers coordinate projects and the learning experience. When students need to take coursework outside of what the Academy offers the teachers coordinate with those teachers. In addition the academic experience is enhanced by utilizing professional organizations and mentoring programs.

2012-2013 SCHOOL IMPROVEMENT 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
 - OPHS has implemented the “Four on the Floor” mentoring program for academically at-risk ninth graders.
 - Volunteers provide mentoring services for guidance-identified at-risk students of all grades.
 - OPHS fully participates in “Take Stock in Children” program in association with the YMCA of Florida’s First Coast chapter.
 - After school tutoring is offered every Thursday by the OPHS National Honor Society.
 - ACT/SAT tutoring offered quarterly at OPHS free of charge to students (Goal 7, Action Step 5).
 - Reading tutoring is offered on Saturdays and Sundays at various times throughout the school year free of charge to the students.
- Service Learning
 - Service learning opportunities at OPHS take many forms from classroom processes to school organizations activities.
 - Students enrolled in the Academy of Health Science regularly engage in service learning activities at local health care institutions.
 - Student service organizations such as BETA, NHS, SWAT, Anchor, Be The Change, SAC, FCCLA, FCA, HOSA, REACH, SAVE, and the Peer Mediation program all provide numerous opportunities for students to engage in service activities in a plethora of ways.
 - OPHS participates in the Presidential Service Award program to recognize students and parents who volunteer their time in service activities
- Alternative Schooling
 - Opportunities are provided through the district in the form of the Bannerman Learning Center which provides educational opportunities for students who do not “fit” into the traditional school environment or meet traditional school expectations.
 - Students may also participate in the computer-based Compass/Odyssey program designed as a both an alternative learning environment and a credit recovery system.
 - Students may also participate in Florida Virtual School and on-line environment for earning credits.
 - Students at OPHS may also complete Dual Enrollment courses which provide opportunities for accelerated post-secondary placement.
- After School Opportunities
 - Students at OPHS are provided with the traditional offerings of after school sports and activities available at most American high schools. Such activities have shown strong positive correlations with drop-out prevention and improved graduation rates.
 - Similarly, OPHS also offers over thirty clubs for student participation ranging from academic organizations to service clubs to a student School Advisory Council club.
 - The National Honor Society provides academic tutoring to all students on a weekly basis through the year; the SAC (Goal 7, Action Step 2) provides a “success bus” to take students home after school on Thursdays (a designated after school assistance/tutoring day); teachers are available most days after school for student assistance for one complete hour; a seventh period is available for specific elective courses; ACT/SAT tutoring is available quarterly at no charge to the students (Goal 7, Action Step 5); reading strategies tutoring is available on week-end mornings during the school year at no charge to students.

2012-2013 SCHOOL IMPROVEMENT PLAN

Early Interventions

- Early Childhood Education N/A
- Family Engagement N/A
- Early Literacy Development N/A

Making the Most of Instruction

- Professional Development

- Professional Development opportunities for teachers at OPHS are directly offered or created through directed training in newly mandated/created student assessment systems.

- Each department at OPHS has converted the traditional monthly department meetings into Professional Learning Communities to create greater professional collegiality and advancement within the departments.

- When new initiatives are created at OPHS or required by outside agencies, all stakeholders are offered professional development opportunities to learn and master the requirements.

- Professional development opportunities requested by faculty outside of the school building are supported whenever possible by the OPHS administration within District restraints and capabilities.

- Active Learning

-Classroom activities at OPHS are expected, and through administrative observation, employ differentiated instructional practices that foster Active Learning through the implementation of Project-based Learning activities.

-While varied approaches to learning are regularly employed at OPHS, such classroom activities as class discussions, learning games, interactive technologies, collaborative learning groups, short writing assignments, individualized reading assignments, and virtual learning experiences are developing into the New Traditional Approach to teaching and learning as these practices increase in usage school-wide.

- Educational Technology

-Each teacher at OPHS has been trained to use Blackboard, Focus, and CompassLearning Odyssey. Most teachers are invested in the utilization of technology to facilitate communication and learning. OPHS has available six computer labs with internet access for classroom use.

-Most classrooms at OPHS have basic educational technology equipment and several (all intensive reading classrooms) have “enhanced classroom” technologies. Most reading and foreign language classrooms are equipped with student computer stations to facilitate and enhance instruction.

-Any classroom teacher needing enhanced technology for classroom instruction can select from a wide range of equipment available for checkout from the Media Center. For the past several years the OPHS SAC has made great strides in building up the technology resources available at OPHS.

-Students may access computers before and after school in monitored labs as well as attempt academic recovery when approved by the classroom teacher by using CompassLearning Odyssey.

- Individualized Instruction

-Classroom activities at OPHS are expected, and through administrative observation, employ differentiated instructional practices that foster Individualized Instruction.

- Students engage in individualized reading assignments, virtual learning experiences, learning centers, and credit recovery programs along with classroom-based differentiated activities.

2012-2013 SCHOOL IMPROVEMENT PLAN

Making the Most of the Wider Community

- Systemic Renewal

-OPHS actively practices a system of Plan-Do-Study-Act. Many initiatives put into place through the School Improvement Plan have been developed through this process.

-A current initiative began as a discussion concerning attendance, evolved into an action research project by teachers involving students with excessive absences, eventually into a two-fold plan to continue to collect and analyze attendance data as well as create a Truancy Prevention Committee to focus on attendance data, research, and develop possible solutions (Goal 6.1, Task 1).

-OPHS consistently monitors student performance throughout the year and adjusts appropriate instructional practices to best meet the needs of the students.

-Analysis of “nonacademic” school practices drives decisions to maintain or cancel such practices upon further review.

-Through the practice of department-level and other teacher-directed PLCs, OPHS consistently engages in a systemic renewal practice through engaging in research-based investigations, reflections, and decision-making processes.

- School-Community Collaboration

-A current initiative at OPHS involves the creation of a Truancy Prevention Committee which will involve members of the local community (businesses and community members) to play a role in identifying truancy issues and related solutions.

-The OPHS SAC is another example of school-community collaboration as parents/community members play an active role in proposing initiatives and developing recommendations for school improvement.

-Many local businesses participate in providing “recognitions” for OPHS students who attain academic success throughout the school year.

-OPHS is in the process of creating an Academic Booster Club that will seek out support and membership from the local community.

- Career and Technical Education

-OPHS offers direct fields of study in welding, carpentry, auto, food services, and business education. Also offered is academy instruction through the fields of engineering, computer science and health.

-Non - Academy applied instruction utilizes reading skills and math skills. Teachers integrate these lessons utilizing hands on experiences and must incorporate these skills for students to be industry certified.

-Through these processes career and tech education confirms and makes practical application of academic work.

-Academy applied instruction utilizes a cohesive team approach where-in academic instructors are paired with the academy instructors.

-Through the use of Thematic Learning Activities (TLA) the teachers coordinate projects and the learning experience.

-In addition the academic experience is enhanced by utilizing professional organizations and mentoring programs.

- Safe Schools

-OPHS actively follows “Foundations” practices on the campus and within the classroom setting.

-OPHS employs a system of adult campus supervision which provides the maximum amount of coverage without interfering with the sense of an open and relaxed campus atmosphere for students. Teachers are present for the safety of the students, not the regulation of the students.

-School discipline practices are structured to provide the least invasive procedures regarding the learning environment. Tardy “sweeps” ensure students are quickly in the classroom while being held accountable for their timeliness to class.

-OPHS is regularly reviewed by District personnel to ensure that the physical plant meets or exceeds expected safety requirements.

2012-2013 SCHOOL IMPROVEMENT PLAN

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.

Based on the state's most recent High School Feedback Report, Orange Park High School students are below the state average in math for students who earned a 3 or higher. We are also below the state average on the number of graduates who completed a college prep curriculum, percentage of graduates who have completed at least one level 3-math course, and graduates who completed a level-3 science course.

Considering post-graduate indicators, OPHS also fell short of the state average for graduates who enrolled in a Florida post-secondary institution (46.9% - 54.7%). These are all areas to be addressed in 2012-2013.

Specific areas to address for improvement will include: preparing and encouraging more students to enroll in higher level math courses, expanding the science physics enrollment, and expansion of the AP program while maintaining traditional rigor. We expect that such steps will improve the college preparedness of OPHS students and their eventual enrollment in Florida institutions of higher learning.

2012-2013 SCHOOL IMPROVEMENT PLAN
School District of Clay County

SMART GOALS

SMART = Specific Measurable Attainable Realistic Timely

Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal.

GOAL 1: By the end of the 2013 school year, the number of students demonstrating proficiency in reading on the FCAT 2.0 will increase by 6%.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

I. STRATEGY 1: Implement the research based teaching strategy of using higher order questioning techniques, which require students to demonstrate reading comprehension and/or higher order thinking skills.

*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” Percentage of teachers currently implementing the strategy effectively Reading Teachers: Content Area Teachers:	100%	100%	100%	100%	100%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
III. STUDENT PERFORMANCE INDICATOR(S): “EFFECT DATA” Students will consistently increase their FCAT Reading scores until we reduce the % of students who are non-proficient by at least 50% by 2016.	9 th : 52% (48%) 10 th : 52% (48%)	9 th : 58% (42%) 10 th : 58% (42%)	9 th : 64% (36%) 10 th : 64% (36%)	9 th : 70% (30%) 10 th : 70% (30%)	9 th : 76% (24%) 10 th : 76% (24%)

2012-2013 SCHOOL IMPROVEMENT PLAN

IMPLEMENTATION DETAILS

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material/ Technology/ Trainer	Related PD	Funding/Funding Source
1.1 School-wide – Teachers will develop learning experiences utilizing a variety of higher order thinking skills strategies and resources	Administrator observations/walk throughs	Ms. Pickett Mr. Williams Mr. Fletcher Mr. Anderson	2012-2013 Academic Year	Joan Cannon - Trainer	PLC Higher Order Thinking Skills PLC	0100.6400.0252.1182.0000 School PD
1.2 Teachers will utilize reading strategies generated during the 2011-2012 Reading Strategies PLC to continue gains made on standardized tests, such as chunking, finding main idea, determining author's purpose, and other attack strategies.	Administrator observations/walk throughs	Ms. Pickett Mr. Williams Mr. Fletcher Mr. Anderson	2012-2013 Academic Year	PLC materials from 2011-2012 and additional materials generated during the 2012-2013 PLC. Joan Cannon – Trainer, 2011-2012 PLC members, Department Heads	Higher Order Thinking Skills PLC	N/A
1.3 Teachers will utilize resources including original source documents provided for 5 th	History.org/Articles of the Week	Ms. Pickett Mr. Williams Mr. Fletcher Mr. Anderson,	2012-2013 Academic Year	History.org Articles of the Week A new classroom	Higher Order Thinking Skills PLC	N/A 0100.5100.330.0252.0000 \$250.00

2012-2013 SCHOOL IMPROVEMENT PLAN

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material/ Technology/ Trainer	Related PD	Funding/Funding Source
period enrichment to improve phonemic skills where necessary and to ensure all 9 th and 10 th grade students are given thought provoking materials to facilitate higher order thinking.		Joan Cannon		set of novels will be made available for check-out through the library.		

2012-2013 SCHOOL IMPROVEMENT PLAN

School District of Clay County

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 2: Math: By the end of the 2012-13 school year, the percentage of students demonstrating proficiency on the math FCAT increase by 5%.					
STRATEGIES, INDICATORS AND PROGRESS MEASURES					
I. STRATEGY 2: Implement the research based teaching strategy of using higher order questioning techniques, which require students to demonstrate reading comprehension and/or higher order thinking skills.					
*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 math teachers will collaborate on research based lesson planning, best practices, and use of technology, in order to increase the level of student achievement on EOC.	60%	70%	80%	90%	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.	54% (46%)	59.75% (40.25%)	65.5% (34.5%)	71.25% (28.75%)	77% (23%)

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: Collaborate in whole department formal PLC and subject area mini PLC's.	Sign ins, completed follow up from PLC.	Ms. Pickett Mr. Williams Mr. Fletcher Mr. Anderson Math PLC coordinator.	January, 2012	Trainer/coordinator needed for PLC	Departmental PLC	0100.6400.0330.252.0000 School PD
2.2: Create a shared technology resource with hands-on activities accessible to all OPHS math teachers.	Resource created (on line shared drop-box) and items submitted from all teachers.	Ms. Pickett Mr. Williams Mr. Fletcher Mr. Anderson	January, 2012	Shared computer space.	N/A	N/A
2.3: Participate in learning communities for research based teaching strategies that will increase student performance.	Sign in and completion of Performance Matters Training	Ms. Pickett Mr. Williams Mr. Fletcher Mr. Anderson	October 30 th , 2012	Performance Matters Access	Performance Matters Inservice	0100.6400.0330.252.0000 School PD
2.4: Identify their lowest quartile students for enhanced activities.	-White binder - Tutoring sign in sheets.	Ms. Pickett Mr. Williams Mr. Fletcher Mr. Anderson	October, 2012 January, 2013	Performance Matters Access	Performance Matters Inservice	N/A
2.6: Incorporate test taking strategies to familiarize students with question types.	Lesson plans/ homework schedules/ Tests	Ms. Pickett Mr. Williams Mr. Fletcher Mr. Anderson	Oct, 2012	Pearson Resources / Other ACT/SAT resources	Departmental PLC	0100.6400.0330.252.0000 School PD

2012-2013 SCHOOL IMPROVEMENT PLAN

School District of Clay County

SMART GOALS

SMART = Specific Measurable Attainable Realistic Timely

Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal.

GOAL 3: Writing: By the end of the 2012 school year, the percentage of students scoring at proficiency in writing will increase by 6%.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

I. **Strategy 3:** Implement the research based teaching strategy of using higher order questioning techniques, which require students to demonstrate reading comprehension and/or higher order thinking skills.

*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” Teachers will implement research based strategies which promote student achievement and writing development.	60%	70%	80%	90%	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 writing scores until we reduce the % of students who are non-proficient by at least 50% by 2016.	76% (24%)	79% (21%)	82% (18%)	85% (15%)	88% (12%)

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
<p>3.1 Action Step: Teachers will share best practices and strategies to improve writing instruction.</p> <p><u>Task 1:</u> Teachers will collaborate in formal and informal PLCs where higher order thinking lesson plans, strategies, and student work samples will be shared.</p> <p><u>Task 2:</u> Teachers will access and update a co-share folder in which lesson plans and resources can be shared electronically.</p>	Sign-in sheet; Student samples; Agendas	Mrs. Pickett; Mr. Williams; Department Head	2012-2013 School Year	Paper; Ink; Books/Journals; Demonstration; Technology	Department PLC	0100.6400.0330.252.0000 School PD
<p>3.2 Action Step: Teachers will integrate technology into writing instruction.</p> <p><u>Task 1:</u> Teachers will receive training regarding technology integration.</p> <p><u>Task 2:</u> Teachers will access and utilize computer labs to implement higher order thinking writing instruction.</p> <p><u>Task 3:</u> Teachers will utilize projectors, computers, document cameras, and other enhanced technologies during lessons including writing instruction.</p>	Lesson Plans, Computer Lab Sign-In Sheet, Student Samples	Mr. Petoskey (lab coordinator); classroom teacher	2012-2013 School Year	Technology, Computer Lab Access, Training	Department PLC	0100.6400.0330.252.0000 School PD

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School District of Clay County

SMART GOALS					
SMART = Specific Measurable Attainable Realistic Timely					
<p>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></p>					
<p>GOAL 4: SCIENCE: By 2013 students will demonstrate proficiency in science by having 60% or more of the Biology students successfully complete the End of Course Exam (EOC).</p>					
STRATEGIES, INDICATORS AND PROGRESS MEASURES					
<p>I. Strategy 4: Implement the research based teaching strategy of using higher order questioning techniques, which require students to demonstrate reading comprehension and/or higher order thinking skills.</p>					
<p>*PROGRESS MEASURES ARE FOR THE PURPOSE OF REACHING YOUR 3-5 YEAR SCHOOL IMPROVEMENT GOALS AND AMO'S.</p>	<p>PROGRESS MEASURE August 2012</p>	<p>PROGRESS MEASURE August 2013</p>	<p>PROGRESS MEASURE August 2014</p>	<p>PROGRESS MEASURE August 2015</p>	<p>PROGRESS MEASURE August 2016</p>
<p>II. ADULT IMPLEMENTATION INDICATOR (S): “CAUSE DATA”</p> <p>100% of teachers will implement research based teaching strategies which require students to demonstrate reading comprehension and higher order thinking skills</p>	20%	40%	60%	80%	100%
	<p>FCAT/EOC August 2012</p>	<p>FCAT/EOC August 2013</p>	<p>FCAT/EOC August 2014</p>	<p>FCAT/EOC August 2015</p>	<p>FCAT/EOC August 2016</p>
<p>III. STUDENT PERFORMANCE INDICATOR (S): “EFFECT DATA”</p> <p>Students will consistently increase their EOC Science scores until we reduce the % of students who are non-proficient by at least 50% by 2016.</p>	<p>The state mean for the baseline Biology EOC was 49% (51%)</p>	<p>55.375% (44.625%)</p>	<p>61.75% (38.25%)</p>	<p>68.125% (31.875%)</p>	<p>74.5% (25.5%)</p>

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
<p>4.1: Teachers will use research based strategies for reading comprehension requiring students to support their responses with evidence from the text, glean information from charts or graphs, use multiple sources to draw conclusions, and practice chunking material to determine the main idea.</p> <p><u>Task 1:</u> Teachers will participate in a Science PLC which will review and expand upon reading comprehension strategies learned in the 2011-2012 Science PLC</p> <p><u>Task 2:</u> Teachers will search for and acquire resources/training containing reading</p>	<p>PLC agendas and sign in sheets/lesson plans/ "Walk Throughs" by Administrators//Resource List for Department Library</p>	<p>Department heads/PLC leaders/administrators</p>	<p>2012-13 school year</p>	<p>NSTA Publications</p>	<p>Science PLC/FAST or other conferences</p>	<p>0100.6400.0330.252.0000 \$500.00</p>

2012-2013 SCHOOL IMPROVEMENT PLAN

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
strategies applicable to the science content area. <u>Task 3:</u> Teachers will establish a common ritual of utilizing reading strategies with the course text and supplemental reading materials						

2012-2013 SCHOOL IMPROVEMENT PLAN

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p>4.2: Teachers will use research based strategies which encourage higher order thinking and require students to compare and contrast, summarize, make inferences, identify cause and effect relationships, and transfer knowledge.</p> <p><u>Task 1:</u> Teachers will participate in a science PLC which includes information on higher order thinking strategies</p> <p><u>Task 2:</u> Teachers will search for and acquire additional resources/training on research based higher order thinking strategies applicable to the science content area</p> <p><u>Task 3</u> Teachers will establish a common ritual of utilizing higher order thinking strategies/activities in their lessons.</p>	<p>PLC agendas and sign in sheets/lesson plans/ "Walk Throughs" by Administrators/ Resource List for Department Library</p>	<p>Department heads/PLC leaders/administrators</p>	<p>2012-13 school year</p>	<p>1. 7 Collision in 2D 2. 1 Van De Graaf Generator Jr 3. 1 Van De Graaf Generator Belt 4. 2 barrels, gutter pieces, and hardware to construct rain water collection unit 5. 2 barrels, lumber, and parts to construct compost barrels 6. Garden Materials</p>	<p>Science PLC/FAST or other conferences</p>	<p>0100.5100.330.0252.0000 1. \$98.00 2. \$230.00 3. \$14.00 4. \$120.00 5. \$90.00 6. \$310.00</p>

2012-2013 SCHOOL IMPROVEMENT PLAN

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p>4.3: Teachers will utilize higher order thinking questions in their lessons and on assessments</p> <p><u>Task 1:</u> Teachers will participate in a science PLC to enhance their questioning skills</p> <p><u>Task 2:</u> Biology teachers will utilize questions from the Performance Matters assessments and the Florida EOC Coach book in lessons and assessments</p> <p><u>Task 3:</u> Teachers will search for and acquire additional resources/training for science specific higher order thinking questions</p>	<p>PLC agendas and sign in sheets/lesson plans and assessments/ "Walk Throughs" by administrators/Resource List for Department Library</p>	<p>Department heads/PLC leaders/administrators</p>	<p>2012-13 school year</p>	<p>Florida Association of Science Teachers Conference; Registration and room fees for four teachers</p>	<p>DPLC/Fast and other conferences</p>	<p>0100.6400.XXX.1182 \$1114.00</p>

2012-2013 SCHOOL IMPROVEMENT PLAN

SMART GOALS

SMART = Specific Measurable Attainable Realistic Timely

Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal.

GOAL 5: By 2013, Parental Involvement will improve by 20% as measured by numbers accessing school information sites.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

I. **Strategy 5:** Teachers will 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
<p>II. ADULT IMPLEMENTATION INDICATOR (S): "CAUSE DATA"</p> <p>100% of teachers will implement research-based strategies fostering two-way home/school communications with all stakeholders to support student learning.</p>	14%	35%	56%	77%	100%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
<p>III. STUDENT PERFORMANCE INDICATOR (S): "EFFECT DATA"</p> <p>Parents will consistently increase their Involvement rates until we reduce the % of parents who are non-involved by at least 50% by 2016.</p>	30% (70%)	38.75% (61.25%)	47.5% (52.5%)	56.25% (43.75%)	65% (35%)

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
<p><i>5.1</i> Formation of a parental involvement committee to determine:</p> <p>Task 1: Specific types of current and future parental involvement opportunities</p> <p>Task 2: Accurate levels of current parental involvement at/with the school.</p> <p>Task 3: Identify “roadblocks” to effective parental involvement and determine likely solutions.</p>	<p>-creation of committee</p> <p>-committee minutes and reports</p> <p>-recommended solutions</p> <p>-solutions implemented</p>	<p>Ms. Pickett, Mr. Anderson, Dr. Walsh, Ms. Phelps</p>	<p>May, 2013</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>

2012-2013 SCHOOL IMPROVEMENT PLAN

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 6: Graduation Rate: By the end of 2013, the graduation rate at OPHS will improve by 2.5% through the implementation of increased individualized mentoring, instructional, and tutorial programs, improved attendance rates, and increased opportunities for students to connect secondary school activities with life after high school.					
STRATEGIES, INDICATORS AND PROGRESS MEASURES					
I. STRATEGY 6: Implement the research-based strategies for school-based interventions to identify and provide interventions for students at risk of failing to graduate.					
*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 all teachers/stakeholders will participate in research-based activities designed to improve the graduation rate.	50%	70%	80%	90%	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
II. STUDENT PERFORMANCE INDICATOR (S): “EFFECT DATA” Students will consistently increase their graduation rated until we reduce the % of students who are not graduating by at least 50% by 2016.	80% (20%)	82.5% (17.5%)	85% (15%)	87.5% (12.5%)	90% (10%)

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
<p>6.1: Identify and Implement early intervention for students</p> <p>Task 1: Identify ninth grade students who after the first grading period are failing at least one class and provide intervention involving multiple mentors.</p> <p>Task 2: Assist students in need by providing a weekly after school academic bus service for students seeking extra academic assistance.</p> <p>Task 3: Provide academically successful 11th ED students with the opportunity to visit and meet with representatives from a local University.</p> <p>Task 4: Offer quarterly ACT/SAT preparation classes at no charge for students signed up to take the examinations.</p> <p>Task 5: "Ladder for Success" booklet for all ninth graders delineating the yearly progress needed for a successful transition from high school to post secondary education or the work force.</p> <p>Task 6: Provide/sponsor a career day</p> <p>Task 7: Provide opportunities for faculty educational and professional development for improved classroom instruction.</p>	<p>-Quarterly grades for identified students.</p> <p>-Numbers of students accessing the bus service</p> <p>-Percent of 11th categorical graders participation in the visit.</p> <p>-Number of students attending classes.</p> <p>-Number of attending students who improve ACT/SAT scores.</p> <p>-Number of booklets distributed.</p> <p>-Number of days identified.</p> <p>-Number of students exposed to career opportunities.</p>	<p>Ms. Pickett, Mr. Fletcher, Mr. Anderson, Mr. Williams, Ms. Nelson Ms. Crosby, Mr. Harbin. Dr. Walsh, Ms. McCrosky Ms. Heimerle All faculty, Ms. Pate Ms. Holmes (P)</p>	<p>October 2012 September 2012 October 2012 February 2013 November 2012</p>	<p>Weekly bus Field trip ACT/SAT materials Booklets Presentation materials</p>	<p>N/A</p>	<p>0100.5100.330.0252.0000 T-2: \$800.00 T-3: \$130.00 T-4: \$1,200.00 T-5: \$764.38 T-6: \$300.00 T-7: As determined by Principal</p>

2012-2013 SCHOOL IMPROVEMENT PLAN

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 7: By the end of 2013 attendance will be improved by 1% through the implementation of attendance monitoring systems and truancy problem-solving techniques as measured by attendance data.					
STRATEGIES, INDICATORS AND PROGRESS MEASURES					
I. STRATEGY 7: Implement the research-based strategy to form positive partnership practices to reduce truancy rates.					
*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 engage in proactive, positive problem-solving to address attendance issues.	20%	40%	60%	80%	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
III. STUDENT PERFORMANCE INDICATOR (S): “EFFECT DATA” Students will consistently increase their attendance until we reduce the % of students who are non-attenders by at least 50% by 2016.	92% (8%)	93% (7%)	94% (6%)	95% (5%)	96% (4%)

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
<p>7.1: Formation of a community outreach committee through:</p> <p>Task 1: Truancy Prevention Committee Task 2: School personnel will join with appropriate community stakeholders to form a Truancy Prevention Committee</p>	<p>Committee membership lists. Committee minutes</p>	<p>Mr. Fletcher, Faculty Chair, SAC personnel</p>	<p>December 2012, May 2013</p>	<p>Meeting place</p>	<p>Proactive Attendance PLC</p>	<p>N/A</p>
<p>7.2: Activate and implement Truancy Prevention Committee activities</p> <p>Task 1: The Truancy Prevention Committee will develop positive rewards for students with good and/or improving attendance. Task 2: The Truancy Prevention Committee will review current school and district attendance policies and recommend improvements/alterations to current school practices.</p>	<p>-Committee minutes, -Committee reports -Rewards given</p>	<p>Mr. Fletcher, Faculty Chair, SAC personnel</p>	<p>December 2012, May 2013</p>	<p>N/A</p>	<p>N/A</p>	<p>0100.5100.330.0252.0000 \$1000.00</p>
<p>7.3: Research and develop early proactive intervention strategies for improving attendance.</p> <p>Task 1: Teachers will research and implement truancy prevention methods</p>	<p>PLC membership, PLC minutes, PLC reports</p>	<p>Mr. Williams, Mr. Jennings, SAC personnel</p>	<p>September 2012</p>	<p>N/A</p>	<p>Proactive Attendance PLC</p>	<p>N/A</p>
<p>7.4: Coordinate school-wide attendance reports to identify and intervene with those students showing signs of truancy tendencies.</p> <p>Task 1: Employ an "Attendance Coordinator" to identify students demonstrating truancy tendencies.</p>	<p>Employment of Attendance Coordinator, Generated Attendance Reports</p>	<p>Mr. Fletcher, Mr. Jennings, SAC personnel</p>	<p>September 2012</p>	<p>Attendance Coordinator</p>	<p>N/A</p>	<p>0100.6400.330.0252.0000 \$2,000.00</p>

2012-2013 SCHOOL IMPROVEMENT PLAN

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

Resources Needed: Material / Technology / Trainer			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount
Goal 1, Action Step 1.3	Classroom set of Novels	0100.5100.330.0252.0000	250.00
			Subtotal:
Professional Development			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount
Conference/Workshop/Seminar/Institute/Online PD Goal and Action Step #(s) Title : Common Core Summer Institute Location: Ft. Lauderdale Fl. Dates: Sponsoring Educational Institution:	Mileage Meals Room Registration Substitute(s)	Budget Strip	
Professional Learning Community Goal and Action Step #(s) 1.1.2 Navigator Plus Activity Title: OPHS 2012-2013 Reading H.O.T.S. (High Order Thinking Strategies) PLC; OPHS 2012-2013 Language Arts (High Order Thinking Strategies) PLC; OPHS 2012-2013 Social Science H.O.T.S. (High Order Thinking Strategies) PLC; OPHS 2012-2013 Career and Technical Education (High Order Thinking Strategies) PLC	Materials List and Cost:	Budget Strip 0100.6400.330.0252.0000	\$3,715.00
Lesson Study Goal and Action Step #(s) Navigator Plus Activity Title:	Materials List & Cost:	Budget Strip	
School Workshop Goal and Action Step #(s) 1.1.2 Navigator Plus Activity Title: OPHS 2012-2013 Implementing Higher Order Teaching/Thinking Strategies in Content Area	Materials List and Cost: Consultant Fee: Consultant Travel Expenses: Substitutes: Stipends:	Budget Strip 0100.6400.330.0252.0000	\$3,715.00
			Subtotal:
Other			

2012-2013 SCHOOL IMPROVEMENT PLAN

Goal Area and Action Step Number	Description of Resources	Budget Strip	Available Amount
Subtotal:			
Grand Total:			

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

Resources Needed: Material / Technology / Trainer			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount
Subtotal:			
Professional Development			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount
Conference/Workshop/Seminar/Institute/Online PD Goal and Action Step #(s) Title : Location: Dates: Sponsoring Educational Institution:	Mileage Meals Room Registration Substitute(s)	Budget Strip	
Professional Learning Community Goal and Action Step #(s) 2.2.1 Navigator Plus Activity Title: OPHS 2012-2013 Math H.O.T.S. (High Order Thinking Strategies) PLC	Materials List and Cost:	Budget Strip 0100.6400.330.0252.0000	\$3,715.00
Lesson Study Goal and Action Step #(s) 2.21 Navigator Plus Activity Title: OPHS 2012-2013 Math Lesson Study Cycle	Materials List & Cost: Substitutes-\$1004.51	Budget Strip 0100.6400.330.0252.0000	\$2710.49
School Workshop Goal and Action Step #(s) Navigator Plus Activity Title:	Materials List and Cost: Consultant Fee: Consultant Travel Expenses: Substitutes: Stipends:	Budget Strip	
Subtotal:			
Other			

2012-2013 SCHOOL IMPROVEMENT PLAN

Goal Area and Action Step Number	Description of Resources	Budget Strip	Available Amount
			Subtotal:
			Grand Total:

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

Resources Needed: Material / Technology / Trainer			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount
			Subtotal:
Professional Development			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount
Conference/Workshop/Seminar/Institute/Online PD Goal and Action Step #(s) Title : Location: Dates: Sponsoring Educational Institution:	Mileage Meals Room Registration Substitute(s)	Budget Strip	
Professional Learning Community Goal and Action Step #(s) Navigator Plus Activity Title:	Materials List and Cost:	Budget Strip	
Lesson Study Goal and Action Step #(s) 3.1 Navigator Plus Activity Title: OPHS 2012-2013 Writing Lesson Study Cycle	Materials List & Cost: Substitutes-\$1388.01	Budget Strip 0100.6400.330.0252.0000	\$1322.48
School Workshop Goal and Action Step #(s) Navigator Plus Activity Title:	Materials List and Cost: Consultant Fee: Consultant Travel Expenses: Substitutes: Stipends:	Budget Strip	
			Subtotal:

2012-2013 SCHOOL IMPROVEMENT PLAN

Other			
Goal Area and Action Step Number	Description of Resources	Budget Strip	Available Amount
			Subtotal:
			Grand Total:

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

Resources Needed: Material / Technology / Trainer			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount
Goal 4, Action Step 4.1	NSTA Publications	0100.5100.330.0252.0000	\$500.00
Goal 4, Action Step 4.2	Hands-on learning Nature lab	0100.5100.330.0252.0000	\$862.00
			Subtotal:
Professional Development			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount
Conference/Workshop/Seminar/Institute/Online PD Goal and Action Step #(s) Title : Location: Dates: Sponsoring Educational Institution:	Mileage Meals Room Registration Substitute(s)	Budget Strip	
Professional Learning Community Goal and Action Step #(s) OPHS 2012-2013 Science H.O.T.S. (High Order Thinking Strategies) PLC, Navigator Plus Activity Title:	Materials List and Cost:	Budget Strip 0100.6400.330.0252.0000	\$1322.48
Lesson Study Goal and Action Step #(s) Navigator Plus Activity Title:	Materials List & Cost:	Budget Strip	
School Workshop Goal and Action Step #(s) Navigator Plus Activity Title:	Materials List and Cost: Consultant Fee: Consultant Travel Expenses:	Budget Strip	

2012-2013 SCHOOL IMPROVEMENT PLAN

	Substitutes: Stipends:		
			Subtotal:
Other			
Goal Area and Action Step Number	Description of Resources	Budget Strip	Available Amount
			Subtotal:
			Grand Total:

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

Resources Needed: Material / Technology / Trainer			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount
			Subtotal:
Professional Development			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount
Conference/Workshop/Seminar/Institute/Online PD Goal and Action Step #(s) 6.1.7 Title : Common Core Summer Institute Location: Ft. Lauderdale Florida Dates: 6/25/2012-6/28/2012 Sponsoring Educational Institution: FLDOE	Mileage \$235.00 Meals \$456.00 Room Registration Substitute(s)	Budget Strip 0100.6400.330.0252.0000	\$631.48
Conference/Workshop/Seminar/Institute/Online PD Goal and Action Step #(s) 6.1.7 Title : AdvancED Florida Fall Accreditation Training 2012 Location: Orlando, Florida Dates: 10/8-9/2012 Sponsoring Educational Institution: AdvancED Florida SACS Office/ University of West Florida	Mileage Meals Room \$250.00 Registration \$300.00 Substitute(s)	Budget Strip 0100.6400.330.0252.0000	\$81.48

2012-2013 SCHOOL IMPROVEMENT PLAN

Professional Learning Community Goal and Action Step #(s) Navigator Plus Activity Title:	Materials List and Cost:	Budget Strip	
Lesson Study Goal and Action Step #(s) Navigator Plus Activity Title:	Materials List & Cost:	Budget Strip	
School Workshop Goal and Action Step #(s) Navigator Plus Activity Title:	Materials List and Cost: Consultant Fee: Consultant Travel Expenses: Substitutes: Stipends:	Budget Strip	
			Subtotal:
Other			
Goal Area and Action Step Number	Description of Resources	Budget Strip	Available Amount
		0100.6400.330.0252.0000	\$81.48
			Subtotal:
			Grand Total:

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

Resources Needed: Material / Technology / Trainer			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount
			Subtotal:
Professional Development			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount
Conference/Workshop/Seminar/Institute/Online PD Goal and Action Step #(s) Title : Location: Dates: Sponsoring Educational Institution:	Mileage Meals Room Registration Substitute(s)	Budget Strip	

2012-2013 SCHOOL IMPROVEMENT PLAN

Professional Learning Community Goal and Action Step #(s) Navigator Plus Activity Title:	Materials List and Cost:	Budget Strip	
Lesson Study Goal and Action Step #(s) Navigator Plus Activity Title:	Materials List & Cost:	Budget Strip	
School Workshop Goal and Action Step #(s) Navigator Plus Activity Title:	Materials List and Cost: Consultant Fee: Consultant Travel Expenses: Substitutes: Stipends:	Budget Strip	
			Subtotal:
Other			
Goal Area and Action Step Number	Description of Resources	Budget Strip	Available Amount
			Subtotal:
			Grand Total:

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

Resources Needed: Material / Technology / Trainer			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount
			Subtotal:
Professional Development			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount
Conference/Workshop/Seminar/Institute/Online PD Goal and Action Step #(s) Title : Location: Dates: Sponsoring Educational Institution:	Mileage Meals Room Registration Substitute(s)	Budget Strip	

2012-2013 SCHOOL IMPROVEMENT PLAN

Professional Learning Community Goal and Action Step #(s) Navigator Plus Activity Title:	Materials List and Cost:	Budget Strip	
Lesson Study Goal and Action Step #(s) Navigator Plus Activity Title:	Materials List & Cost:	Budget Strip	
School Workshop Goal and Action Step #(s) Navigator Plus Activity Title:	Materials List and Cost: Consultant Fee: Consultant Travel Expenses: Substitutes: Stipends:	Budget Strip	
			Subtotal:
Other			
Goal Area and Action Step Number	Description of Resources	Budget Strip	Available Amount
			Subtotal:
			Grand Total:



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.	<input type="checkbox"/>	<input type="checkbox"/>	Graduation Rate, Action Step 6.1.7 -Provide opportunities for faculty educational and professional development for improved classroom instruction.
Training Details - Consultants			

2012-2013 SCHOOL IMPROVEMENT PLAN

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.	<input type="checkbox"/>	<input type="checkbox"/>	
Who will be trained?	<input type="checkbox"/>	<input type="checkbox"/>	
Date(s), Time(s), Location	<input type="checkbox"/>	<input type="checkbox"/>	
Total Cost	<input type="checkbox"/>	<input type="checkbox"/>	
Needs School Board approval	<input type="checkbox"/>	<input type="checkbox"/>	
Complete budget line for expenses	<input type="checkbox"/>	<input type="checkbox"/>	
Name of facilitator/person responsible	<input type="checkbox"/>	<input type="checkbox"/>	
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.	<input type="checkbox"/>	<input type="checkbox"/>	Graduation Rate, Action Step 6.1.7- FLDOE- Common Core Institute-
Who will be trained?	<input type="checkbox"/>	<input type="checkbox"/>	Instructional and Administrative Staff
Date(s), Location	<input type="checkbox"/>	<input type="checkbox"/>	June 25-28, 2012 Ft. Lauderdale, FL
Total Cost	<input type="checkbox"/>	<input type="checkbox"/>	\$691.00
Complete budget line for expenses	<input type="checkbox"/>	<input type="checkbox"/>	0100.6400.330.0252.0000
Name of facilitator/person responsible	<input type="checkbox"/>	<input type="checkbox"/>	Principal, Asst. Principal, and Core Curriculum
Training Details – Conferences, Workshops, Seminars, Institutes, Online PD			
Please use the comments section to provide the information requested.	Yes	No	
Name of educational organization providing the training.	<input type="checkbox"/>	<input type="checkbox"/>	AP Summer Institute Biology USF St. Petersburg, FL

2012-2013 SCHOOL IMPROVEMENT PLAN

Who will be trained?	<input type="checkbox"/>	<input type="checkbox"/>	Paula Bartie
Date(s), Location	<input type="checkbox"/>	<input type="checkbox"/>	July 8-13, 2012 USF St. Petersburg, FL
Total Cost	<input type="checkbox"/>	<input type="checkbox"/>	\$1800.66
Complete budget line for expenses	<input type="checkbox"/>	<input type="checkbox"/>	0100.6400.0330.0252.1041
Name of facilitator/person responsible	<input type="checkbox"/>	<input type="checkbox"/>	College Board
Training Details – Conferences, Workshops, Seminars, Institutes, Online PD			
Please use the comments section to provide the information requested.	Yes	No	
Name of educational organization providing the training.	<input type="checkbox"/>	<input type="checkbox"/>	AP Summer Institute Chemistry
Who will be trained?	<input type="checkbox"/>	<input type="checkbox"/>	Kathryn Ruelas
Date(s), Location	<input type="checkbox"/>	<input type="checkbox"/>	July 16-20, 2012 Bolles H.S. Jacksonville, FL
Total Cost	<input type="checkbox"/>	<input type="checkbox"/>	\$700.00
Complete budget line for expenses	<input type="checkbox"/>	<input type="checkbox"/>	0100.6400.0330.0252.1041
Name of facilitator/person responsible	<input type="checkbox"/>	<input type="checkbox"/>	College Board
Training Details – Conferences, Workshops, Seminars, Institutes, Online PD			
Please use the comments section to provide the information requested.	Yes	No	
Name of educational organization providing the training.	<input type="checkbox"/>	<input type="checkbox"/>	AP Annual Conference
Who will be trained?	<input type="checkbox"/>	<input type="checkbox"/>	James Howell and Matthew Boyack
Date(s), Location	<input type="checkbox"/>	<input type="checkbox"/>	July 16-20, 2012 Orlando, FL
Total Cost	<input type="checkbox"/>	<input type="checkbox"/>	\$1858.49

2012-2013 SCHOOL IMPROVEMENT PLAN

Complete budget line for expenses	<input type="checkbox"/>	<input type="checkbox"/>	0100.6400.0330.0252.1041
Name of facilitator/person responsible	<input type="checkbox"/>	<input type="checkbox"/>	College Board
Training Details – Conferences, Workshops, Seminars, Institutes, Online PD			
Please use the comments section to provide the information requested.	<input type="checkbox"/>	<input type="checkbox"/>	Graduation Rate, Action Step 6.1.7- AdvancED
Name of educational organization providing the training.	<input type="checkbox"/>	<input type="checkbox"/>	AdvancED Florida SACS Office/ University of West Florida
Who will be trained?	<input type="checkbox"/>	<input type="checkbox"/>	Instructional and Administrative Staff
Date(s), Location	<input type="checkbox"/>	<input type="checkbox"/>	October 8-9, 2012, Orlando, Florida
Total Cost	<input type="checkbox"/>	<input type="checkbox"/>	\$550.50
Complete budget line for expenses	<input type="checkbox"/>	<input type="checkbox"/>	0100.6400.330.0252.0000
Name of facilitator/person responsible			Asst. Principal
Timelines			
	Yes	No	Comments
Start Date August 2, 2012	<input type="checkbox"/>	<input type="checkbox"/>	
End Date June 1, 203	<input type="checkbox"/>	<input type="checkbox"/>	
Budget			
Local FTE (function 6400-no project)	<input type="checkbox"/>	<input type="checkbox"/>	\$1241.00
Project - 0100.6400.0330.0252.1041	<input type="checkbox"/>	<input type="checkbox"/>	\$4359.15
Project -	<input type="checkbox"/>	<input type="checkbox"/>	
Project -	<input type="checkbox"/>	<input type="checkbox"/>	
Total External PD Budget (no project & project funds)	<input type="checkbox"/>	<input type="checkbox"/>	

2012-2013 SCHOOL IMPROVEMENT PLAN

Approvals: (Signature's required)

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

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

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

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

2012-2013 SCHOOL IMPROVEMENT PLAN

SCHOOL NAME: Orange Park Junior High

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.

The School Based RTI Leadership Team is comprised of one person from each content area, Vice Principal Angela Johnson, Principal Joyce Orsi, Andrea Traphagen, ESE Support Facilitator, Jamie Salem, Reading/Intervention Coach, and the 8th grade guidance counselor, Rena Lee Paiva. These participants have been chosen for their expertise in their content areas as well as their abilities to monitor students as a whole in each content area.

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

The RTI Leadership Team meets once a month to review current RTI practices and procedures and to share data on students who are falling below their peers and may need interventions. The RTI Team works with the school as a whole to disperse information about the RTI process and to monitor efforts within each of the content areas as to how RTI is being implemented. Interim universal screeners are dispersed through department liaisons in order for classroom teachers to see if any students could be a candidate for RTI.

- 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 Intervention Coach is a SIP team member and will monitor and implement the RTI problem solving process throughout the whole school. In particular, the SIP team will help to model and promote the importance of learning and academic achievement which can be attained through the RTI process. Through data gathered last year through the RtI Leadership Team, our teachers were able to make a more organized effort at the onset of the 2012 year to target students who were falling outside of the success zone which was determined through several measurable data inventories.

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.

Teachers will use Performance Matters data, classroom pre and post test, and summative data, in addition to computer based programs such as Pearson Success Net, Big Ideas, Math Connects, and Compass Online Learning to manage and summarize data. This year Language Arts students will be undergoing FAIR testing which will also provide data as to students who are not meeting grade level benchmarks. In addition, CARPD teachers will be tracking Level 2 students in their classes to ensure full mastery of each benchmark task. Data folders and training have been provided to them.

2012-2013 SCHOOL IMPROVEMENT PLAN

SCHOOL NAME: Orange Park Junior High

School Based Leadership Team

- Describe the plan to train staff on RtI.

The OPJR staff has received preplanning training on the RTI process and goals. In addition, teachers will be contacted regularly by the RTI Coach to get information on students who are exhibiting an inability to fall within the range of success zones of their peers. Universal screeners will be routinely used to monitor this process. Throughout the year, mini trainings will be held to update the faculty as to how to make the RTI process work in their classroom. In addition, there is a shared H Drive folder containing previous training materials, PowerPoints, and forms. A school wide behavior in-service was held prior to school which gave teachers information as to how to set up classroom procedures and routines which adhered to our Tier 1 school wide behavior plan.

Literacy Leadership

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

The school based literacy team is also known as the Achieve Teacher Team. These are the 19 teachers who are either CARPD trained or Reading Endorsed.

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

Each individual member has been assigned 6-10 Level 2 students in order to track their progress with content specific reading benchmarks. Teachers receive trainings on half days and during before school meetings about how best to achieve this goal. Professional development seminars, materials, and common planning time have been built around the members of the Achieve Team.

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

The major initiative of the team will be to provide embedded literacy instruction into their content area in addition to tracking student learning gains through pre and post tests and other data gathering means. Each teacher will have a portfolio dedicated to their group of level 2's and will chart the students' ability to master set benchmarks. The teachers' CARPD and literacy backgrounds will provide the foundation for this endeavor. .

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.

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.

This year OPJ undertook a school wide reading and writing initiative to ensure all teachers and students interacted with literature and writing on a daily basis. Common core benchmarks, group activities and reading strategies are taught weekly through this routine school wide time devoted to literacy.

2012-2013 SCHOOL IMPROVEMENT PLAN

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.

2012-2013 SCHOOL IMPROVEMENT PLAN

School District of Clay County

SMART GOALS

SMART = Specific Measurable Attainable Realistic Timely

Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal.

GOAL 1: Goal 1: By the end of the 2012-2013 academic school year, 75% of 8th graders and 75 % of 7th graders will meet or exceed reading proficiency by scoring a level 3 or higher on the 2013 FCAT 2.0 Assessment.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

I. STRATEGY 1: *Using diagnostic data (from formative assessments, FAIR, and progress monitoring tools), teachers will develop differentiated instruction and strategies to monitor student learning based on individual student 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): 100% OF TEACHERS WILL USE DIAGNOSTIC STUDENT DATA FROM FORMATIVE ASSESSMENTS TO DEVELOP DIFFERENTIATED INSTRUCTION AND STRATEGIES TO MONITOR STUDENT LEARNING BASED ON INDIVIDUAL STUDENT NEEDS BY 2016.	50%	75%	85%	90%	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): III. Student Performance Indicator (s): Students will consistently increase their FCAT Reading scores until we reduce the % of students who are non-proficient by at least 50% by 2016.	7 th 71% (29%) 8 th 71% (29%)	74.62% (25.38%) 74.62% (25.38%)	78.24% (21.76%) 78.24% (21.76%)	81.86% (18.14%) 81.86% (18.14%)	85.48% (14.5%) 85.48% (14.5%)

2012-2013 SCHOOL IMPROVEMENT PLAN

IMPLEMENTATION DETAILS

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material/ Technology/ Trainer	Related PD	Funding/Funding Source
<p>1.1 <i>Teacher maintains a data file</i> Task 1: <i>Teachers use FAIR data to monitor students' progress and adapt lessons as needed to fit greatest areas of need</i> Task 2: <i>Teachers identify lower quartile students and their specific needs to implement strategic interventions and give rewards when meeting goals</i> Task 3: <i>Teachers identify weakness and meets with small groups based upon need</i></p>	<p><i>observation, weekly lesson plans, student work samples, feedback from department meetings, data notebook</i></p>	<p><i>teachers, intervention/reading coach, principal, department chair</i></p>	<p><i>week one of school and beyond</i></p>	<p><i>laptops, planning time, space for small groups, incentives/rewards for students meeting expected growth</i></p>	<p><i>Performance Matters updated trainings, FAIR training</i></p>	
<p>1.2 <i>Can identify learning needs of all students</i> Task 1: <i>Target level 2 students in specially designed class focused on</i></p>	<p><i>Observation, lesson plans, classroom data, Evidence of conferencing with students</i></p>	<p><i>Teachers, reading coach, principal</i></p>	<p><i>Throughout the year</i></p>	<p><i>Data folders for teachers</i></p>	<p><i>Focus meetings, DATA meetings</i></p>	<p><i>none</i></p>

2012-2013 SCHOOL IMPROVEMENT PLAN

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material/ Technology/ Trainer	Related PD	Funding/Funding Source
<p><i>remediation in reading comprehension</i></p> <p><i>Task 2: Use content related materials and challenging text in the workbooks provided with the textbook (reading/writing critical thinking).</i></p> <p><i>Task 3: Work closely with the Reading/Intervention coach to help embed reading strategies into class content</i></p> <p><i>Task 4: Use related technology programs such as Compass and FCAT Explorer to bolster reading and math skills</i></p>						
<p><i>1.3 Teachers plan for small group and individual instruction and conferencing.</i></p> <p><i>Task 1: Common planning with grade level to ensure benchmarks are covered.</i></p> <p><i>Task 2: Work with</i></p>	<p><i>Observations, lesson plans, agenda for focus meeting and minutes from meetings</i></p>	<p><i>Reading coach, teachers, principal, Rebekah Bliss (teacher)</i></p>	<p><i>Throughout the year</i></p>	<p><i>Data folders</i> <i>Lesson plans</i></p>	<p><i>Common Core internal PD</i></p>	<p><i>none</i></p>

2012-2013 SCHOOL IMPROVEMENT PLAN

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material/ Technology/ Trainer	Related PD	Funding/Funding Source
<p><i>Rebekah Bliss on Common Core training.</i></p> <p><i>Task 3: Reading/Intervention Coach, Jamie Salem, will offer monthly PD sessions on staff selected areas of interest using multiple means of delivery. (learning videos, graphic organizers, and classroom modeling, and group consultation.)</i></p> <p><i>Task 4: Content area teachers will participate in content related professional development to enhance their curriculum knowledge.</i></p>						

2012-2013 SCHOOL IMPROVEMENT PLAN
School District of Clay County

SMART GOALS

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Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal.

GOAL 2. By 2013, students’ academic performance in mathematics will improve to 62% in Grade Seven and 50% in Grade Eight with emphasis on lower quartile and sub group students compared to last year’s FCAT test.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

STRATEGY 2 *Plans and designs engaging, challenging, and relevant 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
<p>I. ADULT IMPLEMENTATION INDICATOR (S): “CAUSE DATA” 100% of teachers will plan and design engaging, challenging, and relevant lessons to achieve student mastery based on state-adopted standards appropriate to the level of rigor by 2016.</p>	60%	70%	80%	90%	100%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
<p>III. STUDENT PERFORMANCE INDICATOR (S): “EFFECT DATA” Students will consistently increase their FCAT Math scores until we reduce the percent of students who are non-proficient by at least 50% by 2016.</p>	<p>7th 56.9% (43.1%)</p> <p>8th 43% (57%)</p> <p>Algebra EOC 88% (12%)</p>	<p>62.275%(37.725%)</p> <p>50.13 (49.875%)</p> <p>89.5% (10.5%)</p>	<p>67.65%(32.5%)</p> <p>57.25%(42.75%)</p> <p>91% (9%)</p>	<p>73.025%(26.975%)</p> <p>64.37% (35.63%)</p> <p>92.5% (7.5%)</p>	<p>78.4% (21.6%)</p> <p>71.5%(28.5%)</p> <p>94% (6%)</p>

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
<p>2.1 Identifies standard/benchmark for lesson in lesson plan or on board.</p> <p>Task 1: Teachers make reference to the standard/benchmark when delivering lessons at least at the beginning of each unit.</p> <p>Task 2: Students will be knowledgeable of the standards and its relevance to their learning.</p>	<p>observation, weekly lesson plans, student work samples, feedback from department meetings</p>	<p>principal, department chair</p>	<p>week one and on-going</p>	<p>common planning</p>	<p>Examples of student work which show understanding of the standards being taught to share in monthly staff meetings.</p>	<p>no funding needed</p>
<p>2.2 Uses technology as appropriate</p> <p>Task 1: Teacher utilizes Performance Matters data reports to record and monitor student progress.</p> <p>Task 2: Teacher and the student maintain an</p>	<p>observation, weekly lesson plans, student data samples, feedback from department meetings</p>	<p>principal, department chair</p>	<p>week one and on-going</p>	<p>computer room for regular testing, printers, folder, printer paper</p>	<p>job embedded support from technology department</p>	<p>\$1250.00 For copy paper data initiative</p>

2012-2013 SCHOOL IMPROVEMENT PLAN

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<i>electronic and written data notebook to utilize in student/teacher conferences.</i>						
<p><i>2.3 Engages in targeted professional growth opportunities and reflective practices.</i></p> <p><i>Task 2:teachers will engage in a lesson study</i></p>	<p><i>weekly lesson plans w/ reflected readings, sign in sheets, questions and answers</i></p>	<p><i>Department Chair, teachers, lesson study facilitator</i></p>	<p><i>From Oct.-May</i></p>	<p><i>Lesson study facilitator</i></p>	<p><i>Lesson Study</i></p>	<p><i>No funding needed</i></p>

2012-2013 SCHOOL IMPROVEMENT PLAN

School District of Clay County

SMART GOALS					
SMART = Specific Measurable Attainable Realistic Timely					
<p>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></p>					
<p>GOAL 3: : Students will increase their writing score on the 2013 FCAT 2.0 Assessment , 71.125% of students will score a 4.0 or higher on the writing test as compared to the 2012 school year score of 67% of students earning a 4.0 or higher.</p>					
STRATEGIES, INDICATORS AND PROGRESS MEASURES					
<p>I. Strategy 3: Teachers will plan and design engaging, challenging, and relevant lessons to achieve student mastery based on state-adopted standards appropriate to the level of rigor.</p>					
*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
<p>II. ADULT IMPLEMENTATION INDICATOR (S): Adult Implementation Indicator (s): 100% of teachers in Grades 7 & 8 will implement the research-based strategy of examining and using a variety of data to improve instruction and student achievement.</p>	75%	85%	90%	95%	100%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
<p>III. STUDENT PERFORMANCE INDICATOR(S): Students will consistently increase their FCAT Writing scores until we reduce the % of students who are non-proficient by at least 50% by 2016.</p>	67% (33%)	71.125%(28.875%)	75.25% (24.75%)	79.375% (20.625%)	83.5% (16.5%)

2012-2013 SCHOOL IMPROVEMENT PLAN

IMPLEMENTATION DETAILS

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p>3.1 Teacher shows a plan for small group and individual student conferences.</p> <p>Task 1: Teachers will implement student writing portfolios to use with conferencing with students about writing improvement throughout the 2012-2013 school year.</p>	<p>Folders with student writing, conferencing notes</p>	<p>Teachers, department head, principal</p>	<p><i>Throughout the year until the Writing test in March.</i></p>	<p>Folders</p>	<p><i>FOCUS meetings on sharing of ideas to improve writing scores</i></p>	<p><i>No funding needed</i></p>
<p>3.2 Identifies standard/benchmark for lesson in lesson plan or on board.</p> <p>Task 1: Teachers will implement and display standards to prepare students for the new rigorous FCAT 2.0 writing test.</p>	<p><i>Lesson Plans</i></p>	<p><i>Teachers, Department Head, Principal</i></p>	<p><i>All year-ongoing</i></p>	<p><i>Florida DOE materials</i></p>	<p><i>Attend Share Fair January 4th</i></p>	<p><i>No funding needed</i></p>
<p>3.3 Engages students in problem solving, experimental inquiry, and/or investigation tasks.</p> <p><i>Task 1: Teachers will engage in a learning community using the book Teach Like a Champion particularly the section on reading.</i></p>	<p><i>weekly lesson plans w/ reflected readings, sign in sheets, questions and answers</i></p>	<p><i>Department Chair, teachers</i></p>	<p><i>From Oct.-May</i></p>	<p><i>Copies of book for the dept.</i></p>	<p><i>None</i></p>	<p><i>No funding needed</i></p>

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School District of Clay County

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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: In 2013, students' academic performance in science will improve to 55.375% proficient on the 8th grade FCAT science test.					
STRATEGIES, INDICATORS AND PROGRESS MEASURES					
I. Strategy 4: <i>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.</i>					
*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 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 competencies.	25%	45%	55%	75%	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): Students will consistently increase their FCAT Science scores until we reduce the percent of students who are non-proficient by at least 50% by 2016.	49% (51%)	55.375%(44.625%)	61.75%(38.25%)	68.125% (31.875%)	74.5% (25.5%)

2012-2013 SCHOOL IMPROVEMENT PLAN

IMPLEMENTATION DETAILS

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p>4.1 Teachers will design effective lesson plans incorporating enhanced classroom technology.</p> <p>Task 1: Teachers will use the projector to show relevant video clips.</p> <p>Task 2: Utilize Pearson video clips.</p> <p>Task 3: Teachers will utilize Discovery Education</p>	<p>Weekly lesson plans</p>	<p>Dept. Head, Administration, planning partners</p>	<p>School year</p>	<p>Enhanced classrooms, publisher resources</p>	<p>In house tech. training</p>	<p>none</p>
<p>4.2 Use organizers</p> <p>Task 1: Students will maintain science journals</p> <p>Task 2: Students will maintain data journals</p> <p>Task 3: Teachers will common plan</p>	<p>Student journals, teacher and student data files</p>	<p>Teachers, dept. head</p>	<p>School year</p>	<p>journals</p>	<p>Focus meetings Teach Like a Champion PLC</p>	<p>none</p>
<p>4.3 Students will brainstorm</p> <p>Task 1: Students will generate and test hypotheses to increase student mastery of scientific method</p> <p>Task 2: Experiments will be conducted as a group and individually for Science Fair.</p>	<p>Admin. Observation, lab activities, science fair</p>	<p>Head of dept. , admin.</p>	<p>Year long</p>	<p>Facilitators kit</p>	<p>none</p>	<p>none</p>

2012-2013 SCHOOL IMPROVEMENT PLAN

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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 5: OPJH WILL INCREASE PARENTAL INVOLVEMENT TO 40% WHEN COMPARED TO LAST'S YEAR'S ESTIMATED INVOLEMENT OF 20%. EMPHASIS WILL BE ON BETTER COMMUNICATION BETWEEN SCHOOL AND HOME AND ACTIVITIES DESIGNED FOR PARENTS AND STUDENTS TO ATTEND TOGETHER.					
STRATEGIES, INDICATORS AND PROGRESS MEASURES					
I. Strategy 5: OPJH will foster 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” OPJH will foster two-way home/school communication with all stakeholders to support student learning through the use of planners.	20%	40%	60%	80%	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” The school and families will consistently increase their communication needs until we reduce the percent of families who are non-participants by at least 50% by 2016.	20% (80%)	40% (70%)	60% (60%)	80% (50%)	100% (40%)

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
<p>5.1 <i>OPJ will foster two way home/school communication with all stakeholders to support student learning.</i> Task 1: <i>Students will be given a student planner to use to write down assignments and school happenings. Parents are responsible for reading and going over the information included.</i></p> <p>Task 2: <i>Teachers and parents will utilize the “comment” section to relay information about school work from school to home and home to school.</i></p> <p>Task 3: <i>The school will maintain the front yard marque at the entrance of the school to post important school happenings, student holidays, and early release days.</i></p> <p>Task 4: <i>The school will implement the use of EDU-Link which is the automated calling system to notify parents of important events or pertinent school information.</i></p> <p>Task 5: <i>OPJ will initiate a campaign in the beginning of the school year to obtain email address for every parent/ guardian with a child on campus so as to better communicate students’ progress.</i></p> <p>Task 6: <i>Parents will be able to access the school’s website to get up to date information regarding school and sports functions.</i></p> <p>Task 7: <i>Quarterly newsletters are sent home via students to make parents aware of school news and upcoming events such as tutoring or book fairs.</i></p>	<p><i>observation, teacher collected data</i></p> <p><i>Parent feedback, observation, collected data</i></p> <p><i>data collected on number of forms we received, parent feedback</i></p>	<p><i>teachers, students, parents</i></p> <p><i>School personnel, principal, webmaster(Jen Wood), parents, teachers</i></p>	<p><i>all year long</i></p> <p><i>all year</i></p>	<p><i>Student planners</i></p> <p><i>Paper for newsletter</i></p>	<p><i>none</i></p>	<p><i>SIP: \$1700.00 (encumbrance 2012-2013)</i></p>

2012-2013 SCHOOL IMPROVEMENT PLAN

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

2012-2013 SCHOOL IMPROVEMENT PLAN

SMART GOALS

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Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal.

GOAL 6: OPJH WILL IMPROVE THE OVERALL SCHOOL CLIMATE BY PARTNERING WITH OUTSIDE SOURCES TO MENTOR AT RISK YOUTH. MENTORS WILL HELP SUPPORT CLASSROOM INSTRUCTION AND PROVIDE TUTORING HELP. THROUGH TUTORING AND MENTORING, OPJ'S RISK STUDENT POPULATION WILL DECREASE OFFICE REFERRALS BY 30% AS COMPARED TO 2011-2012 STATISTICS.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

I. STRATEGY 6: Models and promotes the importance of learning and academic achievement to all students.

*PROGRESS MEASURES ARE FOR THE PURPOSE OF REACHING YOUR 3-5 YEAR SCHOOL IMPROVEMENT GOALS AND AMOS.	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 and mentors will model and promote the importance of learning and academic achievement to all students.	40%	55%	70%	85%	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
III. STUDENT PERFORMANCE INDICATOR (S): "EFFECT DATA" Students will consistently decrease their office referrals until we reduce the percent of students who are referred by at least 50% by 2016.	*% of occurrences by grade level 7 th 25% (75%) 8 th 35% (65%)	(% w/ no referrals) 21.88% (78.13%) 30.63%(69.38%)	18.75%(81.25%) 26.25%(73.75%)	15.63%(84.38%) 21.88% (71.13%)	12.5%(87.5%) 17.5% (82.5%)

2012-2013 SCHOOL IMPROVEMENT PLAN

IMPLEMENTATION DETAILS

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p>6.1 Teachers and staff will model and promote the importance of learning and academic achievement to all students.</p> <p>Task 1: Students will be provided tee shirts as incentives and rewards for students who make quarterly benchmarks in grades and participation.</p> <p>Task 2: Teachers will host outside agencies to give character trait talks and host round table discussions</p> <p>Task 3: The school will host career days and mock 'on the job' training for professions that students have shown interest in. Students will be exposed to an educational career fair held on campus to show them the diverse range of jobs that are available and what skills sets they need to accomplish their goal.</p> <p>Task 4: The school will provide rising seventh graders with an introductory packet on school programs and expectations.</p>	<p>Sign in sheets Report cards Teacher and mentor feedback</p> <p>Exit slip for sessions; decreased office referrals</p> <p>Student feedback sheet on career days</p> <p>Students feedback sheets</p>	<p>Al Dejesus</p> <p>Foundations</p>	<p>all year with quarterly check-ins</p> <p>End of the year culminating activity-April or May</p> <p>May/August</p>	<p>Sign in logs</p> <p>Media Center, Overhead projector, sound equipment</p> <p>Area to hold fair, volunteers to man booths, outside agencies to participate</p> <p>CDs, folders</p>	<p>None</p> <p>Follow-up training for staff about topics being covered</p> <p>Follow-up training for staff about career areas covered and how they can relate that info their classroom work</p> <p>None</p>	<p>\$400.00 for group t-shirts</p> <p>None</p> <p>None</p> <p>\$100.00 for materials</p>

2012-2013 SCHOOL IMPROVEMENT PLAN

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

2012-2013 SCHOOL IMPROVEMENT PLAN

Resources Needed: Material / Technology / Trainer			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount
			Subtotal:
Professional Development			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount
Conference/Workshop/Seminar/Institute/Online PD Goal and Action Step #(s) Title : Location: Dates:	Mileage Meals Room Registration Substitute(s)	Budget Strip	
Professional Learning Community Goal and Action Step #(s) Navigator Plus Activity Title:	Materials List and Cost:	Budget Strip	
Lesson Study Goal and Action Step #(s) Navigator Plus Activity Title:	Materials List & Cost:	Budget Strip	
School Workshop Goal and Action Step #(s) Navigator Plus Activity Title:	Materials List and Cost: Consultant Fee: Consultant Travel Expenses: Substitutes: Stipends:	Budget Strip	
			Subtotal:
Other			
Goal Area and Action Step Number	Description of Resources	Budget Strip	Available Amount
Parental Involvement- 5	Student Planners	0100-5100-0390-0361-1183	\$1700.00
School Climate- 6	Mentoring/Rising Grade 7 folders	0100-5100-0390-0361-1183	\$500.00
Measurable School Specific Goal- 2	Printer Paper	0100-5100-0390-0361-1183	\$1250.00
			Subtotal: \$3450.00
			Grand Total: \$3450.00

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.**

Colette Wyant, Principal: Ensures that the school-based team is implementing RtI. Plans for and implements meetings and intervention support and documentation. Provides data for team review.

Amy Rugen, Asst. Principal: Attends meetings to plan and provide needed Professional Development to enhance RtI. Assists with communication to parents regarding the development of implementation plans. Provides data for team review.

Tara Browning, ESE Teacher, Collaborates with general education teachers through co-teaching and student data collection for 3rd grade.

Inga Graham, ESE Teacher, Collaborates with general education teachers through co-teaching and student data collection grades 1-2.

Kim Lundy and Vava Barton, Intervention Facilitators: Facilitates data collection activities and analysis of data. Supports implementation of Tier 1, 2 and 3 intervention plans.

Kimm Farwell, District Intervention Coach: Provides professional development and technical assistance to teachers and the RtI team.

Jeanette Burley, General Education Teacher: Work closely with ESE teachers by providing information about core curriculum and participates in delivery of Tier 1 and 2 instruction/interventions.

Holly Stewart, General Education Teacher: Work closely with ESE teachers by providing information about core curriculum and participates in delivery of Tier 1 and 2 instruction/interventions.

Carol Sabo, General Education Teacher: Work closely with ESE teachers by providing information about core curriculum and participates in delivery of Tier 1 and 2 instruction/interventions.

Jenny Gamble, School Psychologist: Participates with interpretation of data and development of intervention plans. Provides support for intervention fidelity and documentation of interventions.

Chernell Gillam, General Education Teacher: Participates in student data collection and it's connection to the core and supplemental reading instruction. Works with other staff members to apply the district/school reading plan.

School Based Leadership Team

Mary Elrod, General Education Teacher: Participates in student data collection and it's connection to the core and supplemental reading instruction. Works with other staff members to apply the district/school reading plan.

- **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 on one major goal: How to implement and sustain a problem-solving procedure to ensure the best instructional strategies are used for our students and teachers.

The team meets bi-monthly to complete the following tasks: Discuss screening data and the direct connection for instruction. Review our progress monitoring procedures for both the classroom and grade level benchmarks. The team will discuss professional development and instructional needs. The team will work collaboratively to share best practices for student success.

- **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 SIP was developed with the input of SAC, RtI Leadership Team and the principal. The RtI team provided data relating to the Tier 1, 2 and 3 levels explaining how this information provides clear expectations for core academic instruction as well as social/emotional areas. The RtI team provided professional development needs to the in-service coordinator to ensure that the needed training will be in place all school year.

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 is gathered from the following sources: K-2nd grade FAIR through the Progress Monitoring and Reporting Network (PMRN), Performance Matters Reading grades 3-5, FCAT, Benchmark Tests for grades K-5 through Performance Matters Math and Science.

Data analysis will be monthly.

End of year: FAIR, FCAT, and Performance Matters.

- **Describe the plan to train staff on RtI.**

For the current school year, training with the RtI process will continue during teachers' planning time and when needed during faculty meetings. The RtI team will present to the instructional staff based on the data results as it relates to instructional needs.

School Based Leadership Team

Literacy Leadership

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

Colette Wyant, Principal: Ensures that the K-12 reading Plan is implemented and assessments are conducted as required. Provides and apply current data to make decisions regarding reading instruction. Meets with parents as needed to explain reading plans and goals.

Amy Rugen, Asst. Principal: Provides for professional development to enhance and support reading implementation. Meets with parents as needed to explain reading plans and goals.

Inga Graham, ESE Teachers: Collaborates with general education teachers to discuss specific student data and to combine core instructional activities with modified strategies. Assists with Tier 3 instruction.

Sue Richens, ESE: Collaborates with general education teachers to discuss specific student data and to combine core instructional activities with modified strategies. Assists with Tier 3 instruction.

Angie Polen, General Education Teacher: Participates in student data collection and its connection to the core and supplemental reading instruction. Works with other staff members to apply the district/school reading plan.

Dawn Bryan, General Education Teacher: Participates in student data collection and its connection to the core and supplemental reading instruction. Works with other staff members to apply the district/school reading plan.

Krystal VanKampen, General Education Teacher: Participates in student data collection and its connection to the core and supplemental reading instruction. Works with other staff members to apply the district/school reading plan.

Amanda Heck, General Education Teacher: Participates in student data collection and its connection to the core and supplemental reading instruction. Works with other staff members to apply the district/school reading plan.

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

The team meets monthly with the RtI team to complete the following tasks:

Discuss screening data and the direct connection for instruction. Review our progress monitoring procedures for both the classroom and grade level benchmarks. The team will discuss professional development and instructional needs. The team will work collaboratively to share best practices for student success.

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

The Literacy Leadership Team will work to seamlessly integrate the RtI process so that at risk students in reading receive intervention strategies.

SCHOOL NAME: Oakleaf Village Elementary

School Based Leadership Team

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.

Oakleaf Village Elementary partners with The Goddard School (a local preschool) to assist the transition by hosting the preschool graduation and tour for the families of incoming kindergarteners. In addition, OVE participates in a staggered enrollment plan for entering Kindergarteners. This allows the Kindergarten teacher to spend one day with half of the class and a second day with the other half of the class. The entire class reports on the third day. 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 schools. ECHOS serves as a screener for social/emotional development and overall school readiness. Kindergarten students are assessed utilizing both Florida Assessment in Reading (FAIR) and Performance Matters (PM) to determine their initial success probability in reading.

Upon collection of data, teachers will plan daily academic and social/emotional instruction for students based on their needs. Instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic skills identified by screening data. Social emotional skills instruction will be reinforced through the use of common language, re-teaching, and positive reinforcement of pro-social behavior.

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

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

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

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

Additional information: Dropout Prevention

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

4 Elements/15 Strategies:

The Basic Core Strategies

- Mentoring/Tutoring
- Service Learning
- Alternative Schooling
- After School Opportunities

Early Interventions

- Early Childhood Education
- Family Engagement
- Early Literacy Development

Making the Most of Instruction

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

Making the Most of the Wider Community

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

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

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

School District of Clay County

SMART GOALS

SMART = Specific Measurable Attainable Realistic Timely

Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal.

GOAL 1: By 2013, the number of students (*Emphasis on SWD, Economically Disadvantaged, and Black Students*) in grades 3-5 meeting at or above proficiency in reading on FCAT 2.0 will increase by 4%. Students in grades 3-5 will decrease the number of students not making learning gains in reading on FCAT 2.0 by 10% at each grade level and subgroup.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

I. STRATEGY 1: Implement research-based instructional strategies and learning experiences that requires students to demonstrate knowledge proficiency as indicated in the NGSSS

*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
<p>II. ADULT IMPLEMENTATION INDICATOR (s): “CAUSE DATA” 100% of teachers will implement research-based instructional strategies and learning experiences that require students to demonstrate knowledge proficiency as indicated in the NGSSS</p>	40%	50%	75%	90%	100%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
<p>III. STUDENT PERFORMANCE INDICATOR(S): “EFFECT DATA”</p> <p>Students will consistently increase their FCAT Reading scores until we reduce the % of students who are non-proficient by at least 50% by 2016.</p>	3 rd 74% (26%) 4 th 73% (27%) 5 th 74% (26%)	3 rd 77.25% (22.75%) 4 th 76.375% (23.625%) 5 th 77.25% (22.75%)	3 rd 80.5% (19.5%) 4 th 79.7% (20.3%) 5 th 80.5% (19.5%)	3 rd 83.75% (16.25%) 4 th 83.025% (16.975%) 5 th 83.75% (16.25%)	3 rd 87% (13%) 4 th 86.35% (13.65%) 5 th 87% (13%)

IMPLEMENTATION DETAILS

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material/ Technology/ Trainer	Related PD	Funding/Funding Source
<p>1.1</p> <p>Teachers will use differentiated instruction</p> <p><i>Task 1:</i> Teachers will utilize small group/guided instruction to target specific needs of individual students by forming flexible groups based on student data and observations.</p>	<p><i>Group rotation schedule, lesson plans, Running Records, PM data.</i></p>	<p><i>Grade level chairs, administration, teachers</i></p>	<p><i>2012-2013 school year</i></p>	<p><i>Leveled readers, Student Data,</i></p>	<p><i>PLC: Common Core Training</i></p>	<p><i>PD budget</i></p>
<p>1.2</p> <p>Teachers will implement vocabulary development</p> <p><i>Task 1:</i> Teachers will use common planning to plan lessons in reading that integrate the use of enriched vocabulary via common language school wide.</p>	<p><i>Meeting minutes, lesson plans, observations,</i></p>	<p><i>Grade level chairs, administration, teachers</i></p>	<p><i>2012-2013 school year</i></p>	<p><i>Common planning time, Show What You Know Blackline Masters (K-2)</i></p> <p><i>Reading Committee</i></p> <p><i>District approved reading program</i></p>	<p><i>Language Arts committee meetings</i></p>	<p><i>PD budget</i></p>

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material/ Technology/ Trainer	Related PD	Funding/Funding Source
<p>Task 2: Teachers will implement the use of interactive word walls and student notebooks.</p>	<p><i>Word walls, student notebooks</i></p>	<p><i>Grade level chairs, principal, teachers</i></p>	<p><i>2012-2013 school year</i></p>	<p><i>Common Planning, Composition notebooks</i></p>	<p><i>Language Arts committee meetings</i></p>	<p><i>None</i></p>
<p>1.3</p> <p>Teachers will implement feedback.</p> <p>Task 1: Teachers will use rubrics to demonstrate and assess academic expectations.</p> <p>Task 2: Teachers will conference with students to provide personal direct instruction and feedback.</p>	<p><i>Lesson plans, observations,</i></p> <p><i>Lesson Plans, observations, student notebooks</i></p>	<p><i>Administration, teachers</i></p> <p><i>Administration, teachers</i></p>	<p><i>2012-2013 school year</i></p> <p><i>2012-2013 school year</i></p>	<p><i>Common planning time</i></p> <p><i>Common Planning, Composition notebooks</i></p>	<p><i>Language Arts committee meetings</i></p> <p><i>Language Arts committee meetings</i></p>	<p><i>PD budget</i></p>

School District of Clay County

SMART GOALS

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Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal.

GOAL 2. By 2013, 75% of students grades 3-5 (*Emphasis on SWD, Economically Disadvantaged, and Black students*) will achieve proficiency (FCAT Level 3 or above) in Math and 87% of 4th and 5th grade students will make learning gains compared to the previous year FCAT data.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

I. **STRATEGY 2: Implement the research-based strategy of higher order questioning techniques as well as differentiated instruction to increase student knowledge proficiency as indicated in the NGSSS.**

*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
<p>II. ADULT IMPLEMENTATION INDICATOR (S): “CAUSE DATA” 100% of teachers will implement the research-based strategy of higher order questioning techniques as well as differentiated instruction to increase student knowledge proficiency as indicated in the NGSSS.</p>	45%	60%	80%	95%	100%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
<p>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.</p>	3 rd 75% (25%) 4 th 72% (28%) 5 th 65% (35%)	3 rd 78.125% (21.875%) 4 th 75.5% (24.5%) 5 th 69.375% (30.625%)	3 rd 81.25% (18.75%) 4 th 79% (21%) 5 th 73.75% (26.25%)	3 rd 84.375% (15.625%) 4 th 82.5% (17.5%) 5 th 78.125% (21.875%)	3 rd 87.5% (12.5%) 4 th 86% (14%) 5 th 82.5% (17.5%)

IMPLEMENTATION DETAILS

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p>2.1</p> <p>Teachers will model higher order thinking through Think-Alouds</p> <p><i>Task 1:</i> Teachers will integrate the use of higher order questioning through a Think Aloud through learning communities.</p>	<p><i>Lesson plans, observations, administrative walk-throughs, meeting minutes, and Data Notebooks.</i></p>	<p><i>Teachers, Administration,</i></p>	<p><i>2012-2013 School year</i></p>	<p><i>District adopted Math text</i></p>	<p><i>PLC, Common Core Training</i></p>	<p><i>PD budget</i></p>
<p>2.2</p> <p>Teachers will utilize peer conferencing strategies in order allow students to explain, summarize, or clarify their thinking regarding a higher order question</p> <p><i>Task 1:</i> Teachers will devise a school-wide process of strategies for</p>	<p><i>Sign-in sheets, student work samples, student notebooks, observations</i></p>	<p><i>Teachers, Administration,</i></p>	<p><i>2012-2013 School year</i></p>	<p><i>Math Misconceptions</i></p>	<p><i>PLC, Common Core Training, Intel Math Training</i></p>	<p><i>PD budget</i></p>

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
students to use with their peer partner in order to insure fluidity and comfort of the peer conferencing process.						
<p>2.3</p> <p>Teachers will use differentiated instruction</p> <p><i>Task 1:</i> Teachers will utilize small group/guided instruction to target specific needs of individual students by forming flexible groups based on student data and observations.</p> <p><i>Task 2:</i> Teachers will conduct learning communities on differentiated instruction during common planning.</p>	<p><i>Lesson plans, observations, small group rotation schedule, Data Notebook</i></p> <p><i>Sign in sheets, meeting minutes</i></p>	<p><i>Teachers, Administration,</i></p> <p><i>Teachers, Administration</i></p>	<p><i>2012-2013 School year</i></p> <p><i>2012-2013 School year</i></p>	<p>REVISIT</p> <p><i>Common Planning</i></p>	<p><i>Common Core Training</i></p> <p><i>Math/Science Committee Meetings</i></p>	<p><i>PD budget</i></p> <p><i>None</i></p>
<p>2.4</p> <p>Teachers will implement vocabulary development</p> <p><i>Task 1:</i> Teachers</p>						

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p>will use common planning to plan lessons in math that integrate the use of enriched vocabulary via common language school wide.</p> <p>Task 2: Teachers will implement the use of interactive word walls and student notebooks.</p>	<p><i>Meeting minutes, lesson plans, observations</i></p> <p><i>Word walls, student notebooks</i></p>	<p><i>Teachers, Administration,</i></p> <p><i>Teachers, Administration</i></p>	<p><i>2012-2013 School year</i></p> <p><i>2012-2013 School year</i></p>	<p><i>Building Mathematical Comprehension</i></p> <p><i>Common Planning, Composition notebooks</i></p>	<p><i>PLC, Common Core Training</i></p> <p><i>Math/Science Committee Meetings</i></p>	<p><i>PD budget</i></p> <p><i>None</i></p>
<p>2.5</p> <p>Teachers will implement feedback.</p> <p>Task 1: Teachers will use rubrics to demonstrate and assess academic expectations.</p> <p>Task 2: Teachers will conference with students to provide personal direct instruction and feedback.</p>	<p><i>Lesson plans, observations,</i></p> <p><i>Lesson Plans, observations, student notebooks</i></p>	<p><i>Administration, teachers</i></p> <p><i>Administration, teachers</i></p>	<p><i>2012-2013 school year</i></p> <p><i>2012-2013 school year</i></p>	<p><i>Common planning time</i></p> <p><i>Common Planning, Composition notebooks</i></p>	<p><i>Math/Science committee meetings</i></p> <p><i>Math/ Science committee meetings</i></p>	<p><i>PD budget</i></p>

School District of Clay County

SMART GOALS

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Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal.

GOAL 3: By 2013, grade 4 students scoring a 4.0 or above on Writing FCAT will increase by at least 8% over the 2011-2012 school year.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

I. Strategy 3: Implement research-based resources and articulation among grade levels and schools within the district.

*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
<p>II. ADULT IMPLEMENTATION INDICATOR(S): “CAUSE DATA”</p> <p>100% of the writing teachers will implement research-based resources and articulation among grade levels and schools within the district.</p>	40%	50%	75%	95%	100%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
<p>III. STUDENT PERFORMANCE INDICATOR(S): “EFFECT DATA”</p> <p>Students will consistently increase their FCAT Writing scores until we reduce the % of students who are non-proficient by at least 50% by 2016.</p>	4 th 48% (52%)	4 th 54.5% (45.5%)	4 th 61% (39%)	4 th 67.5% (32.5%)	4 th 74% (26%)

IMPLEMENTATION DETAILS

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p>3.1</p> <p>Teachers will utilize common curriculum.</p> <p><i>Task 1:</i> Teachers will use common planning to develop lessons using the Katherine Robinson writing curriculum in 3rd and 4th grades.</p>	<p><i>Sign in sheets, meeting minutes, lesson plans, Clay -Writes</i></p>	<p><i>Administration, teachers, Grade Level Chairs</i></p>	<p><i>2012-2013 school year</i></p>	<p><i>Just Write: All Year Long (Narrative, Expository, Poetry)</i></p>	<p><i>Language Arts committee meetings</i></p>	
<p>3.2</p> <p>Teachers will participate in articulation among grade levels and other schools within our district.</p> <p><i>Task 1:</i> Provide professional development and support to all writing teachers in implementing instruction of the Writing NGSSS.</p>	<p><i>Sign in sheets, meeting minutes, lesson plans</i></p>	<p><i>Administration, teachers, Grade Level Chairs</i></p>	<p><i>2012-2013 school year</i></p>	<p><i>Common Planning</i></p>	<p><i>Language Arts committee meetings</i></p>	<p><i>none</i></p>

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p>3.3</p> <p>Teachers will implement vocabulary development</p> <p><i>Task 1:</i> Teachers will use common planning to plan lessons in writing that integrate the use of enriched vocabulary via common language school wide.</p> <p><i>Task 2:</i> Teachers will implement the use of interactive word walls and student notebooks.</p>	<p><i>Meeting minutes, lesson plans, data notebooks and observations</i></p> <p><i>Word walls, student notebooks, administration walk-through</i></p>	<p><i>Administration, teachers, Grade Level Chairs</i></p> <p><i>Teachers, Administration</i></p>	<p><i>2012-2013 School year</i></p> <p><i>2012-2013 School year</i></p>	<p><i>Common Planning</i></p> <p><i>Composition notebooks</i></p>	<p><i>Language Arts committee meetings</i></p> <p><i>Language Arts committee meetings</i></p>	<p><i>None</i></p> <p><i>None</i></p>

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p>3.4</p> <p>Teachers will implement feedback.</p> <p><i>Task 1:</i> Teachers will use rubrics to demonstrate and assess academic expectations.</p> <p><i>Task 2:</i> Teachers will conference with students to provide personal direct instruction and feedback.</p>	<p><i>Lesson plans, observations,</i></p> <p><i>Lesson Plans, observations, student notebooks</i></p>	<p><i>Administration, teachers</i></p> <p><i>Administration, teachers</i></p>	<p><i>2012-2013 school year</i></p> <p><i>2012-2013 school year</i></p>	<p><i>Common planning time</i></p> <p><i>Common Planning, Composition notebooks</i></p>	<p><i>Language Arts committee meetings</i></p> <p><i>Language Arts committee meetings</i></p>	

School District of Clay County

SMART GOALS

SMART = Specific Measurable Attainable Realistic Timely

Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal.

GOAL 4: By 2013, all students in grade 5 will increase the number of students meeting proficiency on Science FCAT by at least 10.5% over the 2011-2012 school year.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

I. **Strategy 4: 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 misconceptions.**

*PROGRESS MEASURES ARE FOR THE PURPOSE OF REACHING YOUR 3-5 YEAR SCHOOL IMPROVEMENT GOALS AND AMO'S.	PROGRESS MEASURE August 2012	PROGRESS MEASURE August 2013	PROGRESS MEASURE August 2014	PROGRESS MEASURE August 2015	PROGRESS MEASURE August 2016
<p>II. ADULT IMPLEMENTATION INDICATOR (S): “CAUSE DATA”</p> <p>100% of the science teachers 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 misconceptions.</p>	40%	50%	75%	95%	100%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
<p>III. STUDENT PERFORMANCE INDICATOR (S): “EFFECT DATA”</p> <p>Students will consistently increase their FCAT Science scores until we reduce the % of students who are non-proficient by at least 50% by 2016.</p>	5 th 59% (41%)	5 th 64.125% (25.875%)	5 th 79.25% (20.75%)	5 th 84.375% (15.625%)	5 th 89.5% (10.5%)

IMPLEMENTATION DETAILS

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p>4.1</p> <p>Teachers engage students in activities that require comparison and/or clarification</p> <p><i>Task 1:</i> All science teachers will incorporate inquiry based science lessons in daily instruction that incorporate the scientific process.</p> <p><i>Task 2:</i> Teachers will schedule preliminary judging and events throughout the year to prepare students for the final event (Science Fair).</p>	<p>.</p> <p><i>Student work samples, student notebooks, projects, lesson plans</i></p> <p><i>Observations, Science fair projects</i></p>	<p><i>Teachers, Administration</i></p> <p><i>Teachers, Administration</i></p>	<p><i>2012-2013 school year</i></p> <p><i>March 2013</i></p>	<p><i>Uncovering Student Ideas in Science, Volumes 1-4</i></p> <p><i>District Science Coordinator</i></p>	<p><i>PLC</i></p> <p><i>Science Committee Meetings</i></p>	<p><i>None</i></p> <p><i>None</i></p>
<p>4.2</p> <p>Teachers ask students to explain their thinking to determine misconceptions</p> <p><i>Task 1:</i> Students in grades 3-5 will utilize Science Notebooks to organize materials and develop a resource for inquiry projects and vocabulary development</p>	<p><i>Science notebooks</i></p>	<p><i>Teachers, Administration</i></p>	<p><i>2012-2013 school year</i></p>	<p><i>Common planning</i></p>	<p><i>Science Committee Meeting</i></p>	<p><i>None</i></p>

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p>4.3</p> <p>Teachers will implement vocabulary development</p> <p><i>Task 1:</i> Teachers will use common planning to plan lessons in science that integrate the use of enriched vocabulary via common language school wide.</p> <p><i>Task 2:</i> Teachers will implement the use of interactive word walls and student notebooks</p>	<p><i>Meeting minutes, lesson plans observations and walk-throughs.</i></p> <p><i>Word walls, student notebooks</i></p>	<p><i>Administration, teachers, Grade Level Chairs</i></p> <p><i>Teachers, Administration</i></p>	<p><i>2012-2013 School year</i></p> <p><i>2012-2013 School year</i></p>	<p><i>Reading Strategies for Science (reading and writing)</i></p> <p><i>Composition notebooks</i></p> <p><i>District adopted Science text</i></p>	<p><i>PLC</i></p> <p><i>Science Committee Meetings</i></p>	<p><i>None</i></p>

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p>4.4</p> <p>Teachers will implement feedback.</p> <p><i>Task 1:</i> Teachers will use rubrics to demonstrate and assess academic expectations.</p> <p><i>Task 2:</i> Teachers will conference with students to provide personal direct instruction and feedback.</p>	<p><i>Lesson plans, observations,</i></p> <p><i>Lesson Plans, observations, student notebooks</i></p>	<p><i>Administration, teachers</i></p> <p><i>Administration, teachers</i></p>	<p><i>2012-2013 school year</i></p> <p><i>2012-2013 school year</i></p>	<p><i>Common planning time</i></p> <p><i>Common Planning, Composition notebooks</i></p>	<p><i>Math/Science committee meetings</i></p> <p><i>Math/Science committee meetings</i></p>	

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 measurable school-specific goal,

GOAL 5: By 2013, Parental Involvement will improve by 20% over the previous year as measured by attendance at in-school and after-school events.

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
<p>II. ADULT IMPLEMENTATION INDICATOR (S): “CAUSE DATA”</p> <p>100% of teachers will implement the research-based strategy of fostering two-way home/school communication with all stakeholders to support student learning.</p>	40%	60%	80%	100%	100%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
<p>III. STUDENT PERFORMANCE INDICATOR (S): “EFFECT DATA”</p> <p>Students will consistently increase their FCAT Reading scores until we reduce the % of students who are non-proficient by at least 50% by 2016.</p>	3 rd 74% (26%) 4 th 73% (27%) 5 th 74% (26%)	3 rd 77.25% (22.75%) 4 th 76.375% (23.625%) 5 th 77.25% (22.75%)	3 rd 80.5% (19.5%) 4 th 79.7% (20.3%) 5 th 80.5% (19.5%)	3 rd 83.75% (16.25%) 4 th 83.025% (16.975%) 5 th 83.75% (16.25%)	3 rd 87% (13%) 4 th 86.35% (13.65%) 5 th 87% (13%)

IMPLEMENTATION DETAILS

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p>5.1</p> <p>Teachers will foster two-way community communication.</p> <p><i>Task 1:</i> Use student agendas, Tuesday communication folders, Parent Portal and Parent Link to communicate with parents.</p> <p><i>Task2:</i> Utilize and maintain class websites to share school improvement events.</p> <p><i>Task 3:</i> Teachers will promote parental involvement in afterschool activities (FCAT parent night, Open House, Chorus and Drama, Science Night, Battle of the Books Competition, Math Field Day Competition, Spring Carnival, campus beautification,, and Volunteer Reception).</p>	<p><i>Student agendas, SAC meeting minutes, attendance at events, website usage counts</i></p>	<p><i>Administration, Teacher web-sites and School web-site. (technology teacher)</i></p>	<p><i>2012-2013 school year</i></p>	<p><i>Common Planning. Student Planner</i></p>	<p><i>Technology training for websites</i></p>	

SMART GOALS

SMART = Specific Measurable Attainable Realistic Timely

Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal,

GOAL 6:

STRATEGIES, INDICATORS AND PROGRESS MEASURES

I. STRATEGY 6:

*PROGRESS MEASURES ARE FOR THE PURPOSE OF REACHING YOUR 3-5 YEAR SCHOOL IMPROVEMENT GOALS AND AMO'S.	PROGRESS MEASURE August 2012	PROGRESS MEASURE August 2013	PROGRESS MEASURE August 2014	PROGRESS MEASURE August 2015	PROGRESS MEASURE August 2016
II. ADULT IMPLEMENTATION INDICATOR (S): "CAUSE DATA"					
	Discipline Data August 2011-2012	Discipline Data August 2012-2013	Discipline Data August 2013-2014	Discipline Data August 2014-2015	Discipline Data August 2015-2016
III. STUDENT PERFORMANCE INDICATOR (S): "EFFECT DATA"	*% of occurrences by grade level				

IMPLEMENTATION DETAILS

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

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

Resources Needed: Material / Technology / Trainer			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount 2011-12 SIP Proj 1182-\$2,167.50 2012-13 SIP Proj 1183-\$4,565.00 Total SIP Available: \$6732.50
To be determined	TBD	TBD	
Subtotal:\$0			
Professional Development			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount Total PD Available: \$2,076.55
Conference/Workshop/Seminar/Institute/Online PD Goal and Action Step #(s) Title : Location: Dates: Sponsoring Educational Institution:	Mileage Meals Room Registration Substitute(s)	Budget Strip	
Professional Learning Community Goal and Action Step #(s) – Reading, 1.1, 1.2 & 1.3 Navigator Plus Activity Title: OVE 2012-13: PLC Common Core Reading/LA Implementation	Materials List and Cost: Professional Book (<i>Comprehension from the Ground Up: Simplified, Sensible Instruction for the K-3 Reading Workshop</i> by Sharon Taberski) for each Pre-K-2 participant \$24.06 X 18=\$433.08 Professional Book (<i>Notice and Note: Strategies for Close Reading</i> by Kyleene Beers & Robert Probst) for each 3-5 participant \$20.13 X 18=\$362.34	Budget Strip 0100.6400.0590.0621.0000	\$795.42
Professional Learning Community Goal and Action Step #(s) – Math, 2.1, 2.2, 2.3, 2.4 & 2.5 Navigator Plus Activity Title: OVE 2012-13: PLC Common Core Math/Science Implementation	Professional Book (<i>Teaching Number in the Classroom with 4-8 year olds</i> by Wright, et al.) for each Pre-K-2 participant \$33.97 X 16=\$543.52 Professional Book (<i>Developing Number Knowledge: Assessment, Teaching and Intervention with 7-11 year olds</i> by Wright, Collins, Taber) for each 3-5 participant \$35.58 X 15=\$533.70	Budget Strip 0100.6400.0590.0621.0000	\$1,077.22
Lesson Study Goal and Action Step #(s) Navigator Plus Activity Title:	Materials List & Cost:	Budget Strip	
School Workshop Goal and Action Step #(s) – Reading & Math, 1.1 &	Materials List and Cost: Professional Book (<i>How to Differentiate Instruction in the</i>	Budget Strip None	No Cost

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 <u>Reading (1) & Math (2)</u>			
	<ul style="list-style-type: none"> • Action Step # 1.1 & 2.3 • Name of Activity: OVE 2012-13: Differentiated Instruction 1 – Beginning the Journey • Dates of Activity – January 8, 2013 • Name of Consultant or Facilitator (if applicable) – Susan Law, FDLRS/Crown • Consultant Services Agreement (if applicable) n/a • Materials – Professional Book provided by FDLRS/Crown: <i>How to Differentiate Instruction in the Mixed Ability Classroom</i> by Carol Ann Tomlinson 			
	Budget Items Required			
	<ul style="list-style-type: none"> • Action Step # 1.1 & 2.3 • Name of Activity: OVE 2012-13: Differentiated Instruction 1 – Beginning the Journey • Funding Source – n/a a • 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 <u>Reading (1)</u>			
(collaborative teams that gathers research and studies new programs or topics and shares their findings-must use Learning Community form)	<ul style="list-style-type: none"> • Action Step # 1.1, 1.2 & 1.3 • Name of Activity: OVE 2012-13: PLC Common Core Reading/LA Implementation • Dates of Activity: 9/19/2012 – 5/31/2013 • Title of Book or Focus: Books – <i>Comprehension from the Ground Up: Simplified, Sensible Instruction for the K-3 Reading Workshop</i> by Sharon Taberski and <i>Notice and Note: Strategies for Close Reading</i> by Kylene Beers & Robert Probst 			

	Budget Items Required			
	<ul style="list-style-type: none"> Action Step # 1.1, 1.2 & 1.3 Cost of Book/Teacher Materials: \$795.42 Funding Source - 0100.6400.0590.0621.0000 			
Learning Community	Professional Development Details			
	Goal the Activity is Supporting <u>Math (2)</u>			
(collaborative teams that gathers research and studies new programs or topics and shares their findings-must use Learning Community form)	<ul style="list-style-type: none"> Action Step # 2.1, 2.2, 2.3, 2.4 & 2.5 Name of Activity: OVE 2012-13: PLC Common Core Math/Science Implementation Dates of Activity: 9/19/2012 – 5/31/2013 Title of Book or Focus: Books – <i>Teaching Number in the Classroom with 4-8 year olds</i> by Wright, et al. and <i>Developing Number Knowledge: Assessment, Teaching and Intervention with 7-11 year olds</i> by Wright, Collins, Taber 			
	Budget Items Required			
	<ul style="list-style-type: none"> Action Step # 2.1, 2.2, 2.3, 2.4 & 2.5 Cost of Book/Teacher Materials: \$1,077.22 Funding Source - 0100.6400.0590.0621.0000 			
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)	<ul style="list-style-type: none"> Action Step # Name of Activity Dates of Activity Teaching strategy or method to be researched 			
	Budget Items Required			
	<ul style="list-style-type: none"> Action Step # Cost of Teacher Materials (If applicable) 			
Timelines				
Start Date: August 7, 2012				
End date: June 6, 2013				
Budget				
Local FTE (function 6400-no				

project) Project - Project - Project -	\$2,076.55			
Total Internal PD Budget (no project & project funds)	\$2,076.55			

Approvals: (Signature's required)

Principal: _____
 SAC Chair: _____
 Hilda Manning: _____
 Shannah Kosek: _____

Date: ___/___/___
 Date: ___/___/___
 Date: ___/___/___
 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.	<input type="checkbox"/>	<input type="checkbox"/>	No External Professional Development Planned
Training Details - Consultants			
Please use the comments section to provide the information requested.	Yes	No	Comments
Consultant Name and Organization –	<input type="checkbox"/>	<input type="checkbox"/>	

Please provide the trainers name and the organization with which they are affiliated.			
Who will be trained?	<input type="checkbox"/>	<input type="checkbox"/>	
Date(s), Time(s), Location	<input type="checkbox"/>	<input type="checkbox"/>	
Total Cost	<input type="checkbox"/>	<input type="checkbox"/>	
Needs School Board approval	<input type="checkbox"/>	<input type="checkbox"/>	
Complete budget line for expenses	<input type="checkbox"/>	<input type="checkbox"/>	
Name of facilitator/person responsible	<input type="checkbox"/>	<input type="checkbox"/>	
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.	<input type="checkbox"/>	<input type="checkbox"/>	
Who will be trained?	<input type="checkbox"/>	<input type="checkbox"/>	
Date(s), Location	<input type="checkbox"/>	<input type="checkbox"/>	
Total Cost	<input type="checkbox"/>	<input type="checkbox"/>	
Complete budget line for expenses	<input type="checkbox"/>	<input type="checkbox"/>	
Name of facilitator/person responsible	<input type="checkbox"/>	<input type="checkbox"/>	
Timelines			
	Yes	No	Comments
Start Date August 2, 2012	<input type="checkbox"/>	<input type="checkbox"/>	
End Date September 21, 2012	<input type="checkbox"/>	<input type="checkbox"/>	
Budget			
Local FTE (function 6400-no project)	<input type="checkbox"/>	<input type="checkbox"/>	\$
Project -	<input type="checkbox"/>	<input type="checkbox"/>	

Project -	<input type="checkbox"/>	<input type="checkbox"/>	
Project -	<input type="checkbox"/>	<input type="checkbox"/>	
Total External PD Budget (no project & project funds)	<input type="checkbox"/>	<input type="checkbox"/>	

Approvals: (Signature's required)

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

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

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

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

2012-2013 SCHOOL IMPROVEMENT PLAN

SCHOOL NAME: R. M. Paterson Elementary - 0471

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.

The Principal and Assistant 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.

Select 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.

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 as co-teaching.

Guidance Counselors: Participate in training staff in the RtI process and assisting them in understanding and implementing the data collection, goal setting, strategy implementation and evaluation of the RtI process as well as facilitate the Tier 3 intervention application and guide teachers through the documentation process.

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.

Technology Coach/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.

Staffing Specialist – ESE: Facilitates and supports data collection activities, monitoring and implementation of the Individualized Educational Plans (IEP), and reviews data and forms to determine federal and state compliance.

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 intervention plans; assists grade levels in the implementation and documentation of strategies.

2012-2013 SCHOOL IMPROVEMENT PLAN

SCHOOL NAME: R. M. Paterson Elementary - 0471

School Based Leadership Team

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

The Leadership Team will focus meetings around one question: “How do we develop and maintain a problem-solving system to bring out the best in our schools, our teachers, and in our students?”

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. In addition, administrators and guidance counselors meet monthly with grade levels to discuss the progress of students receiving iii services and decide any modifications to their service plan, review data on all students in the grade level, discuss and problem-solve academic or behavioral issues for that grade level.

- 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 team provides data on: Tier 1, 2, and 3 targets; ClayBUS data, 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. Team member representatives will assist the School Advisory Committee in the monitoring of the SIP and provide updates to SAC on the implementation of RTI goals in reading, math, science, and writing.

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: Florida Assessments for Instruction in Reading (FAIR) for grades kindergarten -6th grade, Florida Comprehensive Assessment Test (FCAT) grades 3rd -6th in reading and math, Florida Comprehensive Assessment Test (FCAT) 4th grade writing and 5th grade science. Clay County benchmark assessments through Performance Matters in math and science in grades kindergarten - 6th grade.

Midyear data: The Florida Assessments for Instruction in Reading (FAIR) for kindergarten -2nd grade and District Benchmark Tests through Performance Matters in math and science for grades Kindergarten through 6th grades.

End-of-year data: The Florida Assessments for Instruction in Reading (FAIR) for kindergarten -2nd grade and District Benchmark

2012-2013 SCHOOL IMPROVEMENT PLAN

SCHOOL NAME: R. M. Paterson Elementary - 0471

School Based Leadership Team

Tests through Performance Matters in math and science for grades Kindergarten through 6th grades.

Frequency of Data Analysis Review: The team will formally meet monthly to analyze/disaggregate data. In addition, each grade level will meet monthly with administrators and guidance counselors to review and discuss the available data, possible interventions, and student progress.

- Describe the plan to train staff on RtI.

Professional development will be provided during faculty meetings by our Intervention Specialist, Stephanie MacRae as well as discussion of RtI processes and students involved in the process at monthly grade level data meetings. The RtI team will also meet monthly to discuss issues involving students in Tiers 1, 2 and 3, implementation of services, evaluate the need for additional training, and discussion of future needs or changes in the RtI process or documentation.

Literacy Leadership

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

The Literacy Leadership Team consists of:

Principal and Assistant Principal: Provide a common vision for the use of data-based decision-making, ensures that the school-based team implements the K-12 reading plan, ensures assessments are conducted as required, ensures implementation of the reading plans and activities.

Team leaders from each general education grade level (primary and intermediate): Provides information about the core and supplemental reading instruction, participating in student data collection, delivers instruction/intervention, and collaborates with other staff to implement the K-12 Reading Plan.

Exceptional Education Teacher(s): Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with the general education teachers through activities such as co-teaching, grade level team meeting, professional learning communities, and lesson study.

Guidance counselors: Participates in student data collection and assists in the planning of intervention strategies and remediation for struggling learners, manages the implementation of portfolio assessment in the area of reading for struggling 3rd graders, monitors and manages the Tier 1 and 2 documentation of services and progress, and provides classroom instruction and behavioral interventions in a group and/or 1:1 setting.

District intervention specialist for the school: Provide guidance on the 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, and supports the implementation of Tier 1, Tier 2 and Tier 3 intervention plans.

2012-2013 SCHOOL IMPROVEMENT PLAN

SCHOOL NAME: R. M. Paterson Elementary - 0471

School Based Leadership Team

Technology specialist: Develops or facilitates technology necessary to manage and display data, provides professional development and technical support to teachers and staff regarding data collection from the PMRN, Performance Matters, Accelerated Reader, Orchard, and FCAT Explorer.

Media Specialist: Provides assistance in the implementation of Accelerated Reader by providing training and support for teachers and students, provides reading incentive programs such as Battle of the Books, Dad's and Donuts and Mom's and Muffins to encourage reading and increased Media Center circulation.

School representative to the district language arts committee – Attend the district Language Arts Committee meetings and share information presented with the faculty, present Paterson's concerns, data, and successes with the committee.

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

The Literacy Leadership Team (LLT) meets monthly to discuss school-wide data collected, review testing procedures and analyze data collected, review and discuss classroom instructional issues, analyze remediation results of at risk and moderately at-risk students and modify programming as needed, discuss professional development needs and implementation, and grade level and school-wide activities.

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

- (1). One of the major initiatives this year will be the implementation of the current district benchmark assessments (FAIR and Performance Matters (PM)) in the areas of reading (FAIR for K-6^d), math and science (PM for K-6th). Teachers have been trained and will continue to participate in ongoing training in the areas of Performance Matters data collection, interpretation and analysis, intervention selection, and administration of the tests.
- (2.) An additional initiative is the implementation of vertical teams to align and coordinate services and strategies for instruction in reading, math, science and writing and to help facilitate the implementation of the Common Core State Standards. Grade level representatives will meet to discuss strategies, techniques, areas of concern, areas of strength, and grade level needs.

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.

At Paterson Elementary School, all incoming Kindergarten students are assessed prior to or upon entering Kindergarten in order to assess individual strengths and weaknesses and to assist in the developmental robust instruction/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 Screening (FLKRS) is given within the first 30 days of school. The Florida Assessment in Reading (FAIR) will be administered one-on-one to all kindergarten students to determine their initial success probability in reading.

Parents are invited to Orientation and Open House meetings to meet the teacher, tour the school, become familiar with school policy, procedures, Kindergarten curriculum, and build the home/school communication bridge.

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

FAIR will be administered three times per year in order to determine student learning gains to determine the need for changes of 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 (walk through visits and formal observations) to evaluate the extent that reading instruction is being integrated. All departments will review data collected from FAIR, FCAT, or Performance Matters to determine reading strategies which are most in need of remediation. Teachers will be encouraged to participate in the online reading certification program with courses such as FOR-PD. An in-service Learning Community will be offered on Reading and Writing across the curriculum using the Common Core Standards in the content areas. A reading in the content area course (Social Studies) is offered for 6th grade students that scores a Level 1 on the FCAT. Reading strategies are taught through the content area of Social Studies.

2012-2013 SCHOOL IMPROVEMENT PLAN

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.

2012-2013 SCHOOL IMPROVEMENT PLAN

School District of Clay County

SMART GOALS

SMART = Specific Measurable Attainable Realistic Timely

Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal.

GOAL 1: By 2013, K-2 students will increase the percentage of students scoring in the green area of proficiency on the FAIR end-of-year end of the year reading assessment by 10 percent. Students in grades 3-6 will decrease the number of non-proficient readers on FCAT 2.0 by 10 percent at each grade level and subgroup currently not meeting proficiency targets. Grades 3-6 will also increase the percentage of students scoring at or above proficient (level 3.0) on FCAT 2.0, by 10 percent.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

I. STRATEGY 1: Implement the research-based strategy of utilizing testing data to record and monitor student progress, teachers will participate in data collection analysis to record and monitor student progress.

*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" <i>100% of teachers will participate in data collection analysis to record and monitor student progress.</i>	K-2 nd – 70% 3 rd – 70% 4 th – 70% 5 th – 70% 6 th – 70%	K-2 nd – 78% 3 rd – 78% 4 th – 78% 5 th – 78% 6 th – 78%	K-2 nd – 86% 3 rd – 86% 4 th – 86% 5 th – 86% 6 th – 86%	K-2 nd – 95% 3 rd – 95% 4 th – 95% 5 th – 95% 6 th – 95%	K-2 nd – 100% 3 rd – 100% 4 th – 100% 5 th – 100% 6 th – 100%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
III. STUDENT PERFORMANCE INDICATOR(S): "EFFECT DATA" Students will consistently increase their FCAT Reading scores until we reduce the % of students who are non-proficient by at least 50% by 2016.	3 rd – 76% (24%) 4 th – 77% (23%) 5 th – 75% (25%) 6 th – 80% (20%)	3 rd – 79% (21%) 4 th – 80% (20%) 5 th – 78% (22%) 6 th – 83% (17%)	3 rd – 82% (18%) 4 th – 83% (17%) 5 th – 81% (19%) 6 th – 85% (15%)	3 rd – 85% (15%) 4 th – 86% (14%) 5 th – 84% (16%) 6 th – 87% (13%)	3 rd – 88% (12%) 4 th – 89% (11%) 5 th – 87% (13%) 6 th – 90% (10%)

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
<p>1.1</p> <p>Teachers will maintain a data notebook and data tracking sheet.</p> <p>Task 1: Teachers meet monthly with an administrator to discuss the data and student progress/difficulties.</p>	<p><i>Data notebooks and data tracking sheets</i></p>	<p><i>Principal, assistant principal, teachers</i></p>	<p><i>On-going 2012-2013 school year</i></p>	<p><i>Data tracking sheets, data notebooks</i></p>	<p><i>On-going data analysis training via faculty meetings and team/grade level meetings</i></p>	<p><i>School-based funds</i></p>
<p>1.2</p> <p>Teachers in first grade will begin implementing the State Common Core Standards</p> <p>Task 1: First grade teachers will develop rubrics to assess benchmarks and skill areas in reading, listening, speaking, etc.</p>	<p><i>Sign in sheets and district required in-service follow up forms</i></p>	<p><i>First grade team, assistant principal</i></p>	<p><i>On-going 2012-2013 school year</i></p>	<p><i>Common core state standards, learning community in-service forms</i></p>	<p><i>Common core state standards training conducted by the district during pre-planning</i></p>	<p><i>NA</i></p>
<p>1.3</p> <p><i>Teacher will participate in on-going technology integration training.</i></p> <p><i>Task 1: Training has been</i></p>	<p><i>Sign in sheets and district required in-service follow up forms</i></p>	<p><i>Assistant Principal and teachers</i></p>				

2012-2013 SCHOOL IMPROVEMENT PLAN

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material/ Technology/ Trainer	Related PD	Funding/Funding Source
<p><i>planned for various data sources and assessment systems in order to demonstrate the use of technology and improve their skills with data management and software applications.</i></p>			<p><i>Ongoing for the 2012-13 school year</i></p>	<p><i>Computer Lab and handouts</i></p>	<p><i>Ongoing data analysis meetings</i></p>	<p><i>NA</i></p>

2012-2013 SCHOOL IMPROVEMENT PLAN

School District of Clay County

SMART GOALS

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Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal,

GOAL 2.

By 2013, 74% of students (with an *emphasis on LQ*) will achieve proficiency (FCAT Level 3 or above) in **Math** compared to the previous year FCAT data of 69%.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

I. STRATEGY 2:

Implement the research-based strategy of using higher order questioning techniques (with an emphasis on Vertical Team Process), in order to increase the higher order thinking of students in Math

*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
<p>I. ADULT IMPLEMENTATION INDICATOR (S): “CAUSE DATA” 100% of teachers will implement the research-based strategy of using higher order questioning techniques (with an emphasis on Vertical Team Process), in order to increase the higher order thinking of students in Math</p>	Grades PK-3 50% Grades 4-6 50%	Grades PK-3 60% Grades 4-6 60%	Grades PK-3 75% Grades 4-6 75%	Grades PK-3 90% Grades 4-6 90%	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
<p>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.</p>	3 rd 72% (28%) 4 th 66% (34%) 5 th 68% (32%) 6 th 70% (30%)	3 rd 76% (24%) 4 th 70% (30%) 5 th 72% (28%) 6 th 74% (26%)	3 rd 80% (20%) 4 th 74% (26%) 5 th 76% (24%) 6 th 78% (22%)	3 rd 83% (17%) 4 th 78% (22%) 5 th 80% (20%) 6 th 82% (18%)	3 rd 86% (14%) 4 th 83% (17%) 5 th 84% (16%) 6 th 86% 14%)

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
<p>2.1</p> <p><i>Teachers will conduct a vertical team meeting to collaborate on higher level thinking and questioning techniques during teacher cooperative planning during student early dismissal times.</i></p> <p><i>Task 1: The vertical team meetings will create a venue for teachers to improve their skills with data management and software applications.</i></p>	<p><i>Sign-in Sheets and minutes from meeting, in-service follow-up forms, and feedback from each vertical team meeting.</i></p>	<p><i>PES Administrators, PES faculty</i></p>	<p><i>Meets to be held during early dismissal days and district identified in-service days during the 2012-13 school year.</i></p>	<p><i>Common Core resources provided by school-based CCSS team, District Curriculum Specialists.</i></p>	<p><i>Possible examples of higher order questioning and classroom work samples as models to share with staff at the first vertical team staff meeting</i></p>	<p><i>N/A</i></p>
<p>2.2</p> <p><i>Teachers will participate in a collaborative process through the Lesson Study cycle</i></p> <p><i>Task 1: Teachers will plan to integrate the use of higher order questioning</i></p>	<p><i>Sign-in sheets, in-service follow-up form, lesson study documentation forms.</i></p>	<p><i>Assistant Principal, selected teams of participating teachers.</i></p>	<p><i>Complete the lessons study cycle process focusing on questioning skills by the end of the school year 2012-13.</i></p>	<p><i>Lesson study cycle forms, release time for classroom observation</i></p>	<p><i>Provide information developed by the vertical team higher order questioning resources</i></p>	<p><i>N/A</i></p>
<p>2.3</p> <p><i>Teacher will participate in on-going technology integration training.</i></p> <p>Task 1: Training has been</p>	<p><i>Sign in sheets and district required in-service follow up forms</i></p>	<p><i>Assistant Principal and teachers</i></p>	<p><i>Ongoing for the 2012-13 school year</i></p>	<p><i>Computer Lab and handouts</i></p>	<p><i>Ongoing data analysis meetings</i></p>	<p><i>NA</i></p>

2012-2013 SCHOOL IMPROVEMENT PLAN

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p><i>planned for various data sources and assessment systems in order to demonstrate the use of technology and improve their skills with data management and software applications.</i></p>						

2012-2013 SCHOOL IMPROVEMENT PLAN

School District of Clay County

SMART GOALS

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Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal.

GOAL 3: Writing

By 2013, all students in grade 4 will increase the number of students scoring a 4.0 or above on **Writing** FCAT by at least 5% over the previous year.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

I. **Strategy 3:** Implement the research- based strategy of relating and integrating the subject matter with other disciplines during instruction.

*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
<p>I. ADULT IMPLEMENTATION INDICATOR(S): “CAUSE DATA”</p> <p>100% of teachers will implement the research-based strategy of relating and integrating the subject matter with other disciplines during instruction.</p>	40%	55%	70%	85%	100%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
<p>II. STUDENT PERFORMANCE INDICATOR(S): “EFFECT DATA”</p> <p>Students will consistently increase their FCAT Writing scores until we reduce the % of students who are non-proficient by at least 50% by 2016.</p>	4 TH Grade – 35% (65%)	4 TH Grade – 43% (57%)	4 TH Grade – 51% (49%)	4 TH Grade – 59% (41%)	4 TH Grade – 67% (33%)

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
<p>Teachers will improve their knowledge and skills at integrating writing across the curriculum.</p> <p>Task 1: Provide the opportunity for ALL staff to develop a list of strategies to implement the use of writing across the content areas during ½ day vertical team sessions for teachers of Math, Science, Social Studies as well as reading and language arts.</p> <p>Task 2: Teachers will have the opportunity to participate in the learning communities <u>The Common Core Lesson Book – K-5 and/or– Integrating Language Arts and Social Studies (K-8)</u> to develop strategies to teach writing skills across the curriculum.</p> <p>Task 3: Teachers will have the opportunity to participate in the learning community, <u>Awesome Hands-on Activities for Teaching Grammar</u> to develop student skills in the mechanics of writing and add to the teacher’s array of writing strategies.</p>	<p>Sign-in sheets, minutes of meetings, in-service follow-up forms, lists of strategies developed.</p> <p>Sign-in sheets, in-service follow-up forms</p> <p>Sign-in sheets, in-service follow-up forms</p>	<p>Administrators, Faculty</p> <p>Assistant Principal, participating teachers</p> <p>Assistant Principal and participating teachers</p>	<p><i>To be conducted by the end of the 2012-13 school year.</i></p> <p><i>Complete Learning Community by December 25, 2012</i></p> <p><i>Complete Learning Community by June 2013</i></p>	<p>Textbooks Graphic organizers Laptops for each team.</p> <p><i>Copies of the books for each participant</i></p> <p><i>Copies of the book for each participant</i></p>	<p><i>CCSS Learning Community</i></p> <p>Vertical teams and sharing of information at team meetings</p> <p>Vertical teams and sharing of information at team meetings</p>	<p><i>N/A</i></p> <p><i>\$1512.00 0100/5100/0390/0471/1181</i></p> <p><i>\$1512.00 0100/5100/0390/0471/1181</i></p>

2012-2013 SCHOOL IMPROVEMENT PLAN

School District of Clay County

SMART GOALS					
SMART = Specific Measurable Attainable Realistic Timely					
<p>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></p>					
GOAL 4: By 2013, students' academic performance in Science will improve by 10% in 5 th grade over last years' results as measured by the FCAT Science					
STRATEGIES, INDICATORS AND PROGRESS MEASURES					
I. Strategy 4: Implement the research-based strategy of 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.					
*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 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	40%	55%	70%	85%	100%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
II. 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.	62% (38%)	67% (32%)	72% (27%)	77% (22%)	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
<p>4.1</p> <p><i>Teachers ask students to explain their thinking to determine misconceptions</i></p> <p><i>Task 1: Students in grades 3-10 will utilize Science Notebooks to organize materials and develop a resource for inquiry projects</i></p>	<p><i>Observation, progress checks through weekly grade level minutes</i></p>	<p><i>Principal, Bookkeeper, Teachers</i></p>	<p><i>2012-2013 school year</i></p>	<p><i>Notebooks</i></p>	<p><i>District Science Training for school-based representative who will share findings with faculty at faculty meeting(s)</i></p>	<p><i>N/A</i></p>
<p>4.2</p> <p><i>Task 2: Teachers will participate in a training related to discussing and analyzing the misconceptions associated with science concepts.</i></p>	<p><i>Sign-in sheet, In-service follow-up form.</i></p>	<p><i>Assistant principal, participating teachers</i></p>	<p><i>January 8, 2013</i></p>	<p><i>Handouts</i></p>	<p><i>Meeting with district Science Specialist Kathleen Schofield</i></p>	<p><i>N/A</i></p>

2012-2013 SCHOOL IMPROVEMENT PLAN

SMART GOALS						
SMART = Specific Measurable Attainable Realistic Timely						
<p>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></p>						
<p>GOAL 5: By 2013, Parental Involvement will improve by 20% over the previous year as measured by the volunteer hours log.</p>						
STRATEGIES, INDICATORS AND PROGRESS MEASURES						
<p>I. Strategy 5: Implement the research-based strategy of fostering two-way home/school communication with all stakeholders to support student learning.</p>						
<p>*PROGRESS MEASURES ARE FOR THE PURPOSE OF REACHING YOUR 3-5 YEAR SCHOOL IMPROVEMENT GOALS AND AMO'S.</p>		<p>PROGRESS MEASURE August 2012</p>	<p>PROGRESS MEASURE August 2013</p>	<p>PROGRESS MEASURE August 2014</p>	<p>PROGRESS MEASURE August 2015</p>	<p>PROGRESS MEASURE August 2016</p>
<p>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.</p>		<p>90%</p>	<p>92%</p>	<p>94%</p>	<p>97%</p>	<p>100%</p>
		<p>FCAT/EOC August 2012</p>	<p>FCAT/EOC August 2013</p>	<p>FCAT/EOC August 2014</p>	<p>FCAT/EOC August 2015</p>	<p>FCAT/EOC August 2016</p>
<p>III. STUDENT PERFORMANCE INDICATOR (S): “EFFECT DATA” By June 2013, the percentage of parental involvement until will increase by 10% as compared to the previous year's attendance as measured by volunteer sign-in logs, PFA meeting logs, parent conference summary form, SAC Survey, and event sign-in logs.</p>		<p>25%</p>	<p>35%</p>	<p>60%</p>	<p>80%</p>	<p>100%</p>

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
<p><i>5.1 All teachers will utilize a means of improving communication between home and school by completing Weekly Folders.</i></p> <p><i>Task 1: All classroom teachers will send home weekly folders each Tuesday with graded assignments and information about upcoming school events such as spelling bee, science fair, PFA meetings, school dance, parent workshops, etc.</i></p>	<p><i>Signature sheets in weekly folder signed by parents</i></p>	<p><i>Teachers</i></p> <p><i>Parents</i></p>	<p><i>Ongoing</i></p>	<p><i>Tuesday Folders</i></p>	<p><i>N/A</i></p>	<p><i>N/A</i></p>
<p><i>5.2</i></p> <p><i>A Parent Survey will be administered to all parents.</i></p> <p><i>Task 2: Increase response to parent survey via online and hard copies to gain parent input and feedback on school activities, functions, recommendations, and concerns.</i></p>	<p><i>Data collected from completed surveys</i></p>	<p><i>School Advisory Council</i></p> <p><i>Teachers</i></p> <p><i>Parents</i></p> <p><i>Students</i></p>	<p><i>Ongoing</i></p>	<p><i>Survey forms</i></p> <p><i>Online links to survey</i></p>	<p><i>N/A</i></p>	<p><i>N/A</i></p>

2012-2013 SCHOOL IMPROVEMENT PLAN

SMART GOALS					
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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: SCHOOL CLIMATE – BY 2013 SCHOOL CLIMATE WILL IMPROVE AS DOCUMENTED BY REDUCTION IN BEHAVIOR REFERRALS BY 10%.					
STRATEGIES, INDICATORS AND PROGRESS MEASURES					
I. STRATEGY 6: Implement research-based strategy of improving teachers classroom management skills through professional development and reinforcing appropriate student behavior through the implementation of our character education program Paterson Pride.					
*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 implement effect classroom management skills with at-risk students.	60%	70%	80%	90%	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
III. STUDENT PERFORMANCE INDICATOR (S): “EFFECT DATA” By June 2013 the number of monthly discipline referrals will reduced by 10%.	*% of occurrences by grade level K-2 – 6 referrals 3-4 – 5 referrals 5-6 – 6 referrals	K-2 – 5 referrals 3-4 – 4 referrals 5-6 – 5 referrals	K-2– 4 referrals 3-4 – 3 referrals 5-6 – 4 referrals	K-2 – 2 referrals 3-4 – 2 referrals 5-6 – 2 referrals	K-2 – 0 referrals 3-4 – 0 referrals 5-6 – 0 referrals

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
<p>6.1</p> <p><i>Teachers will participate in a Learning Community.</i></p> <p><i>Task 1: Teachers will receive a copy of the book, <u>Lost at School – Why Our Kids with Behavior Problems Fall Through Cracks.</u></i></p> <p><i>Task 2: Teachers will meet on a regular basis to discuss the book and strategies for implementation.</i></p>	<p><i>Sign in Sheets</i></p> <p><i>In-service follow up forms</i></p>	<p><i>Assistant Principal and participating teachers</i></p>	<p><i>2012-2013 school year</i></p>	<p><i>20 copies of the book <u>Lost at School – Why Our Kids with Behavior Problems Fall Through Cracks</u></i></p>	<p>NA</p>	<p><i>\$343.20</i></p> <p><i>0100/5100/0390/0471/1181</i></p>

2012-2013 SCHOOL IMPROVEMENT PLAN

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

Resources Needed: Material / Technology / Trainer			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount
Reading – 1.1	Data notebooks dividers	0100/7300/0390/0471 Internal Accounts	\$96.00 \$39.75
			Subtotal:\$135.75
Professional Development			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount
Conference/Workshop/Seminar/Institute/Online PD Goal and Action Step #(s) Title : Location: Dates: Sponsoring Educational Institution:	Mileage Meals Room Registration Substitute(s)	Budget Strip	
Professional Learning Community Goal and Action Step #(s) Reading 1.2 Navigator Plus Activity Title: PES -12-13-First Grade Common Core Learning Community and Rubric Development	Materials List and Cost: Common Core State Standards Learning Community forms	Budget Strip NA	NA
Professional Learning Community Goal and Action Step #(s) Writing 3.1 PES-12-13 Vertical Team Content Area Analysis	Materials List and Cost: Common Core State Standards Learning Community forms	Budget Strip N/A	N/A
Professional Learning Community Goal and Action Step #(s) Writing 3.1 PES-12-13 Awesome Hands-on Activities for Teaching Grammar	Materials List and Cost: Learning Community forms 12 copies of the book <u>Awesome Hands-on Activities for Teaching Grammar</u>	Budget Strip 0100/5100/0390/0471/1181	\$201.30
Professional Learning Community Goal and Action Step #(s) Math 2.1, 4.2, 2.2 PES-12-13 Vertical Team Content Area Analysis	Materials List and Cost: Common Core State Standards Learning Community forms	Budget Strip NA	NA
Professional Learning Community Goal and Action Step #(s) Writing 3.2 Navigator Plus Activity Title: PES -12-13- <u>Integrating Language Arts and Social Studies K-8 and/or The Common Core Lesson Book, K-5</u>	Materials List and Cost: 20 copies of <u>Integrating Language Arts and Social Studies – K-8</u> textbook Learning Community forms	Budget Strip 0100/5100/0390/0471/1181	\$1512.00
Professional Learning Community Goal and Action Step #(s) Reading 1.3, Math 2.3 Navigator Plus Activity Title: PES -12-13-Technology	Materials List and Cost: Computer Lab	Budget Strip NA	NA

2012-2013 SCHOOL IMPROVEMENT PLAN

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 <u>1,2,3</u>			
PES-12-13 - Vertical team content area analysis	<ul style="list-style-type: none"> Action Step # 2.1, 3.1, 4.2 Name of Activity: Vertical team content area analysis Dates of Activity: 10/18/2012, 10/31/2012, 01/08/2013, 03/14/2013 Name of Consultant or Facilitator (if applicable): Pam White Consultant Services Agreement (if applicable): NA Materials: Sign in sheets and follow up forms 			Cross grade level teams will be used to analyze and discuss the teaching of math, science and writing across the grade levels. Data will be analyzed to determine if high yield strategies are being implemented at all grade levels.
	Budget Items Required			
PES-12-13- Technology	<ul style="list-style-type: none"> Action Step #: 1.3, 2.3 Name of Activity: Technology Funding Source: NA Cost of Consultant: NA Cost of Materials: NA Cost of Substitutes (if applicable): NA 			Technology training will be used to assist teachers in data analysis and the implementation of technology across the curriculum.
Learning Community	Professional Development Details Goal the Activity is Supporting <u>1,3,6</u>			
(collaborative teams that gathers research and studies new programs or topics and shares their findings-must use Learning Community form) PES-12-13 – Lost at School – Why Our Kids with Behavior Problems Fall Through the Cracks	<ul style="list-style-type: none"> Action Step # - 6.1 Name of Activity: Lost at School – Why Our Kids with Behavior Problems Fall Through the Cracks Dates of Activity - 10/23/12 – 01/22/2013 Title of Book or Focus - <u>Why Our Kids with Behavior Problems Fall Through the Cracks</u> 			Because the large majority of behavioral referrals are generated by a small minority of students, the group will focus on improving strategies for dealing with these students and assisting them in self-management of their behaviors.
PES-12-13 – Learning Community – Integrated Language Arts and Social Studies K-8 and/or The Common Core Lesson Book, K-5.	<ul style="list-style-type: none"> Action Step # - 3.2 Name of Activity: Integrated Language Arts and Social Studies K-8 Dates of Activities – 11/01/2012 – 02/21/2013 Title of Book or Focus - <u>Integrated Language Arts and Social Studies K-8 and/or The Common Core Lesson Book,</u> 			To facilitate the implementation of Common Core State Standards strategies, teachers will learn techniques for the implementation of writing across the curriculum.

2012-2013 SCHOOL IMPROVEMENT PLAN

	<u>K-5</u>			
PES – 12-13 – Learning Community – <u>Awesome Hands on Activities for the Teaching Grammar</u>	<ul style="list-style-type: none"> Action Set 3.1 Name of Activity – <u>Awesome Hands On Activities for Teaching Grammar</u> Date of Activities: 10/30/12 – 1/29/13 Title of Book or Focus: <u>Awesome Hands On Activities for Teaching Grammar</u> 			To improve teaching strategies for the development of grammar conventions in student writing.
PES-12-13 – 1 st Grade Common Core Learning Community and Rubric Development	<ul style="list-style-type: none"> Action Step # - 1.2 Name of Activity: 1st Grade Common Core Learning Community and Rubric Development Dates of Activity – 10/22/2012 – 02/04/2013 Title of Book or Focus – Common Core State Standards in Reading 			To improve consistency of the assessment of reading skills identified by the Common Core State Standards, first grade teachers will develop rubrics to assess skills and reduce the subjectivity of student evaluations of reading skills such as listening, speaking, etc.
3.1 writing	Budget Items Required			
	<ul style="list-style-type: none"> Action Step # Cost of Book/Teacher Materials 			
Lesson Study/Action Research	Professional Development Details			
	Goal the Activity is Supporting <u>2</u>			
(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) PES – 12-13 – Lesson Study Related to Higher Order Questioning	<ul style="list-style-type: none"> Action Step # - 2.1 Name of Activity - Lesson Study Related to Higher Order Questioning Dates of Activity – 12/04/2012 – 12/18/2012 Teaching strategy or method to be researched – Lesson Study related to high order questioning skills 			To enhance implementation of Common Core State Standards, participating teachers will develop a lesson plan that implements higher order questioning skills and encourages students to progress in their thinking skills as identified by Bloom’s Taxonomy.
	Budget Items Required			
	<ul style="list-style-type: none"> Action Step # Cost of Teacher Materials (If applicable) 			

2012-2013 SCHOOL IMPROVEMENT PLAN

Timelines				
Start Date: August 2, 2012	Start Date: August 14, 2012			
End date: September 21, 2012	End Date: June 5, 2013			
Budget				
Local FTE (function 6400-no project)	\$			
Project -				
Project -				
Project -				
Total Internal PD Budget (no project & project funds)	\$2063.30			

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.	<input type="checkbox"/>	<input type="checkbox"/>	

2012-2013 SCHOOL IMPROVEMENT PLAN

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.	<input type="checkbox"/>	<input type="checkbox"/>	
Who will be trained?	<input type="checkbox"/>	<input type="checkbox"/>	
Date(s), Time(s), Location	<input type="checkbox"/>	<input type="checkbox"/>	
Total Cost	<input type="checkbox"/>	<input type="checkbox"/>	
Needs School Board approval	<input type="checkbox"/>	<input type="checkbox"/>	
Complete budget line for expenses	<input type="checkbox"/>	<input type="checkbox"/>	
Name of facilitator/person responsible	<input type="checkbox"/>	<input type="checkbox"/>	
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.	<input type="checkbox"/>	<input type="checkbox"/>	
Who will be trained?	<input type="checkbox"/>	<input type="checkbox"/>	
Date(s), Location	<input type="checkbox"/>	<input type="checkbox"/>	
Total Cost	<input type="checkbox"/>	<input type="checkbox"/>	
Complete budget line for expenses	<input type="checkbox"/>	<input type="checkbox"/>	
Name of facilitator/person responsible	<input type="checkbox"/>	<input type="checkbox"/>	
Timelines			

2012-2013 SCHOOL IMPROVEMENT PLAN

	Yes	No	Comments
Start Date August 2, 2012	<input type="checkbox"/>	<input type="checkbox"/>	
End Date September 21, 2012	<input type="checkbox"/>	<input type="checkbox"/>	
Budget			
Local FTE (function 6400-no project)	<input type="checkbox"/>	<input type="checkbox"/>	\$
Project -	<input type="checkbox"/>	<input type="checkbox"/>	
Project -	<input type="checkbox"/>	<input type="checkbox"/>	
Project -	<input type="checkbox"/>	<input type="checkbox"/>	
Total External PD Budget (no project & project funds)	<input type="checkbox"/>	<input type="checkbox"/>	\$2063.30

Approvals: (Signature's required)

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

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

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

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

2012 – 2013 SCHOOL IMPROVEMENT PLAN

SCHOOL NAME: Plantation Oaks 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.

Lee Oliver: 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.

Jessica Streaty, Amy Anken, Lori Comeau, Laura Dodson, Celeste Sciandra, Erin Uria, Amy Olsen: 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.

Lee Oliver, Kim Marks, Vickie Lurie, Priscilla Dobson:

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 needs 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.

Kimm Farwell: 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.

Jenny Gamble: 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.

Jennifer Hall: 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.

Lisa Jacob and Jodi Nesi: 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 needs with respect to language skills

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

The 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 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 professional development in the form of Professional Learning Communities and Lesson Study.

- 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 inservice 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.

2012 – 2013 SCHOOL IMPROVEMENT PLAN

SCHOOL NAME: Plantation Oaks Elementary School

School Based Leadership Team

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), Progress Monitoring, K-5 Successmaker, Compass Learning Assessments

Progress Monitoring: Progress Monitoring (K-6 Math, Reading): Florida Assessments for Instruction in Reading (FAIR), Running Records, Successmaker, Early Reading Diagnostic Assessment (ERDA), Diagnostic Reading Assessment, (DAR), Compass Learning, Class grades, Teacher judgment, Focus, and Quick Reads

End of year: FAIR, Progress Monitoring, FCAT, Successmaker

Frequency of Data Days: twice a month for data analysis

- Describe the plan to train staff on RtI.

Professional development will be provided 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. Curriculum Council Meetings will be conducted as needed for school administrators where training will focus on topics such as: Data-based Decision-making, and Supporting and Evaluating Interventions. The School-based RTI Leadership Team will provide training throughout the year as determined by data collection and implementation concerns.

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

Literacy Leadership

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

Lee Oliver: Provides a common vision for the use of data-based decision-making, ensures that the school-based team follows 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.

Jessica Streaty, Amy Anken, Lori Comeau, Laura Dodson, Celeste Sciandra, Erin Uria, Amy Olsen: 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.

Lee Oliver, Kim Marks, Vickie Lurie, Priscilla Dobson: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through activities such as co-teaching, PLC's and Lesson Study.

Kimm Farwell: 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 needs 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.

Jennifer Hall: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data collection from the PMRN and Progress Monitoring.

Lisa Jacob and Jodi Nesi: 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 needs with respect to language skills.

- 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 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 professional development in the form of Professional Learning Communities and Lesson Study.

2012 – 2013 SCHOOL IMPROVEMENT PLAN

SCHOOL NAME: Plantation Oaks Elementary School

School Based Leadership Team

- 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. We will support the implementation of the Common Core State Standards.

NCLB Public School Choice (If Applicable)

Notification of School in Need of Improvement (SINI) Status

Attach a copy of the Notification of SINI Status to Parents

Public School Choice with Transportation (CWT) Notification

Attach a copy of the CWT Notification to Parents

Supplemental Educational Services (SES) Notification

Attach a copy of the SES Notification to Parents

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.

Students that register early for kindergarten are scheduled for a kindergarten screening over the summer. The data collected from these screenings helps appropriately balance kindergarten classes.

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

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

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

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

2012 – 2013 SCHOOL IMPROVEMENT 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 High School Feedback Report.

2012 – 2013 SCHOOL IMPROVEMENT PLAN

School District of Clay County

SMART GOALS

SMART = Specific Measurable Attainable Realistic Timely

Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal.

GOAL 1: By 2013, 73% of students in grades 3-5 will achieve proficiency (FCAT level 3 or above) in Reading.

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

	FCAT/EOC August 2012 *Perceptual Data	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
<p>II. ADULT IMPLEMENTATION INDICATOR (s): 100% of teachers will implement the research-based strategy of developing learning experiences utilizing a variety of instructional strategies and resources, including appropriate technology, which requires students to demonstrate a variety of relevant skills and competencies.</p>	<p>Grades K-2 42 % Grades 3-5 50 %</p>	<p>Grades K-2 56 % Grades 3-5 63 %</p>	<p>Grades K-2 70 % Grades 3-5 75 %</p>	<p>Grades K-2 84 % Grades 3-5 87%</p>	<p>Grades K-2 100 % Grades 3-5 100 %</p>
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
<p>III. Students will consistently increase their FCAT Reading scores until we reduce the percent of students who are non-proficient by at least 50% by 2016.</p>	<p>3rd 70% (30%) 4th 71% (29%) 5th 67% (33%)</p>	<p>3rd 73.75% (26.25%) 4th 74.625% (25.375%) 5th 71.125% (28.875%)</p>	<p>3rd 77.5% (22.5%) 4th 78.25% (21.75%) 5th 75.25% (24.75%)</p>	<p>3rd 81.25% (18.75%) 4th 81.875 % (18.125) 5th 79.375% (20.625)</p>	<p>3rd 85% (15%) 4th 85.5% (14.5%) 5th 83.5% (16.5%)</p>

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
<p>1.1 Teachers will use anchor charts with fiction and non-fiction</p> <p>Task 1: Teachers will establish a common ritual of utilizing anchor charts in a pre-reading experience for students each time they begin a new story. This will allow teachers to introduce text complexity or reinforce reading skills so that students can better understand what they are reading.</p>	<p>Anchor charts, Lesson plans</p>	<p>Classroom teacher, principal</p>	<p>2012-2013 school year</p>	<p>Teacher Books “Smarter Charts” K-2: Optimizing an Instructional Staple to Create Independent Reading</p> <p>Classroom libraries/magazines with informational text</p> <p>“Pathways to the Common Core”</p>	<p>Learning with Reading</p> <p>Common Core Reading</p> <p>Reading Lesson Study Group</p>	<p><i>Professional Development Funds</i> 0100.6400.0590.0651.000</p> <p><i>SIP Funds</i> 0100.5100.0391.0651.1183</p> <p><i>Professional Development Funds</i></p> <p><i>Professional Development Funds</i> 0100.6400.0140.0651.000</p>
<p>1.2 Teachers will utilize FAIR data reports to record and monitor student progress</p> <p>Task 1. During common planning time, teachers will disaggregate data based on FAIR to determine areas of need within the grade level.</p>	<p>Meeting minutes, lesson plans, observation</p>	<p>Teachers, grade level chairs, principal</p>	<p>October 2012- May, 2013</p>	<p>Common planning time schedule</p> <p>Scholastic Systemic Sight Words</p>	<p>Systemic Sight Words</p>	<p>N/A</p> <p><i>Professional Development Funds</i> 0100.6400.0590.0651.000</p>

2012 – 2013 SCHOOL IMPROVEMENT PLAN

School District of Clay County

SMART GOALS

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Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal,

GOAL 2. By 2013, 80% of students will achieve proficiency (FCAT level 3 or above) in Math.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

I. **STRATEGY 2: Implement the research-based strategy of using higher level thinking techniques and manipulatives in order to increase the higher order thinking of students in Math.**

	FCAT/EOC August 2012 <i>*Perceptual Data</i>	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
II. ADULT IMPLEMENTATION INDICATOR (S): 100% of teachers will implement the research based strategy of using higher level questioning techniques (with an emphasis on lesson study and vertical collaboration), in order to increase the higher order thinking of students in Math.	Grades K-2 51% Grades 3-5 48%	Gr K-2 63% Gr 3-5 61 %	Gr K-2 75 % Gr3-5 73 %	GrK-2 87% Gr 3-5 86%	Grades K-2 100% Grades 3-5 100%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016

2012 – 2013 SCHOOL IMPROVEMENT PLAN

SMART GOALS

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Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal.

GOAL 2. By 2013, 80% of students will achieve proficiency (FCAT level 3 or above) in Math.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

I. **STRATEGY 2: Implement the research-based strategy of using higher level thinking techniques and manipulatives in order to increase the higher order thinking of students in Math.**

	FCAT/EOC August 2012 <i>*Perceptual Data</i>	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
<p>II. ADULT IMPLEMENTATION INDICATOR (S): 100% of teachers will implement the research based strategy of using higher level questioning techniques (with an emphasis on lesson study and vertical collaboration), in order to increase the higher order thinking of students in Math.</p>	<p>Grades K-2 51%</p> <p>Grades 3-5 48%</p>	<p>Gr K-2 63%</p> <p>Gr 3-5 61 %</p>	<p>Gr K-2 75 %</p> <p>Gr3-5 73 %</p>	<p>GrK-2 87%</p> <p>Gr 3-5 86%</p>	<p>Grades K-2 100%</p> <p>Grades 3-5 100%</p>
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
<p>III. STUDENT PERFORMANCE INDICATOR (S): Students will consistently increase their FCAT Math scores until we reduce the percent of students who are non-proficient by at least 50% by 2016.</p>	<p>3rd 78% (22%)</p> <p>4th 78% (22%)</p> <p>5th 73 % (27%)</p>	<p>3rd 80.75% (19.259%)</p> <p>4th 80.75% (19.25%)</p> <p>5th 76.375% (23.625%)</p>	<p>3rd 83.5% (16.5%)</p> <p>4th 83.5% (16.5%)</p> <p>5th 79.75% (20.25%)</p>	<p>3rd 86.25% (13.75%)</p> <p>4th 86.25 % (13.75%)</p> <p>5th 83.125% (16.875%)</p>	<p>3rd 89% (11%)</p> <p>4th 89% (11%)</p> <p>5th 86.5% (13.5%)</p>

2012 – 2013 SCHOOL IMPROVEMENT PLAN

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p><i>2.1 Teachers will use higher-level thinking techniques with students during math instruction, class discussions, and think alouds.</i></p> <p>Task 1: Teachers will participate in lesson study/learning community on higher-level thinking and questioning techniques during common planning time.</p>	<p>Sign in sheets, agendas, evaluation forms, and feedback from grade level team meetings</p>	<p>Classroom teachers, Grade level chair, Principal</p>	<p>2012-2013 School Year</p>	<p>Kagan Learning Structure Cards</p>	<p>Math lesson study group</p>	<p><i>Professional Development Funds</i> 0100.6400.0590.0651.000</p>

2012 – 2013 SCHOOL IMPROVEMENT PLAN

<p>2.2 Teachers will transition to Common Core State Standards</p> <p>Task 1: Teachers will emphasize modeling and student thinking skills on K-5 Domains and Critical Areas.</p>	<p>Math Vertical team minutes</p>	<p>Classroom teachers, Vertical Team chair, Principal</p>	<p>2012-2013 School Year</p>		<p>TEACH Conference</p> <p>Bolles Physical Ed Conference</p> <p>Common Core Mathematics</p>	<p><i>Professional Development Funds</i> 0100.6400.0330.0651.000</p> <p><i>Professional Development Funds</i> 0100.6400.0140.0651.000 0100.6400.0330.0651.000</p> <p>N/A</p>
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2012 – 2013 SCHOOL IMPROVEMENT PLAN

School District of Clay County

SMART GOALS					
SMART = Specific Measurable Attainable Realistic Timely					
<p>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></p>					
<p>GOAL 3: By 2013, 93% of students will achieve proficiency (FCAT level 3 or above) in Writing.</p>					
STRATEGIES, INDICATORS AND PROGRESS MEASURES					
I. Strategy 3: Implement the research-based strategy of relating and integrating the subject matter with other disciplines during instruction.					
	FCAT/EOC August 2012 *Perceptual Data	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
<p>II. ADULT IMPLEMENTATION INDICATOR(S): 100% of teachers will implement the research-based strategy of relating and integrating subject matter with other disciplines during instruction</p>	K-5 29%	K-5 49%	K-5 69%	K-5 80%	K-5 100%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
<p>III. STUDENT PERFORMANCE INDICATOR(S): Students will consistently increase their FCAT Writing scores until we reduce the percent of students who are non-proficient by at least 50% by 2016.</p>	4 th 92 % (8%)	4 th 93% (7%)	4 th 94% (6%)	4 th 95% (5%)	4 th 96% (4%)

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
<p>3.1</p> <p>Teachers will use graphic organizers</p> <p>Task 1: Teachers will establish the practice of using graphic organizers across the curriculum so that students may learn to plan by organizing their thoughts and providing focus to their writing.</p>	<p>Graphic organizers, Student responses, Meeting minutes</p>	<p>Grade level chair, principal</p>	<p>2012-20123 school year</p>			
<p>3.2</p> <p>Teachers use the NGSSS and Common Core Standards to integrate writing across the curriculum.</p> <p>Task 1. Provide support opportunities for teachers to collaborate during common planning time and vertical team meetings to develop a writing guide to ensure alignment to the NGSSS.</p>	<p>Grade level and vertical team meeting minutes</p>	<p>Grade level chairs, committee chairs, principal</p>	<p>2012-2013 School year</p>			

2012 – 2013 SCHOOL IMPROVEMENT PLAN
School District of Clay County

SMART GOALS					
SMART = Specific Measurable Attainable Realistic Timely					
<p style="text-align: center;">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></p>					
Goal 4: By 2013, 55% of students will achieve proficiency (FCAT level 3 or above) in Science.					
STRATEGIES, INDICATORS AND PROGRESS MEASURES					
I. Strategy 4: Implement the research-based strategy of designing and modifying instruction to deepen students’ understanding of content area and advance student learning while addressing preconceptions and misconceptions.					
	FCAT/EOC August 2012 <i>*Perceptual Data</i>	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
II. ADULT IMPLEMENTATION INDICATOR (S): 100% of teachers K-5 will implement the research-based strategy of designing and modifying instruction to deepen students’ understanding of content area and advance student learning while addressing preconceptions and misconceptions.	Grades K-2 15 % Grades 3-5 40 %	Gr K-2 36 % Gr 3-5 55 %	Gr K-2 57 % Gr3-5 70 %	Gr K-2 78 % Gr 3-5 85 %	Grades K-2 100 % Grades 3-5 100 %
	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): Students will consistently increase their FCAT Science scores until we reduce the percent of students who are non-proficient by at least 50% by 2016.	5 th - 54% (46%)	5 th - 59.75% (40.25%)	5 th - 65.5% (34.5%)	5 th - 71.25% (28.75%)	5 th - 77% (23%)

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
<p><i>4.1 Teachers ask students to explain their thinking to determine misconceptions</i></p> <p>Task 1: Students in grades K-5 will utilize Science Notebooks to organize materials and develop a resource for inquiry projects.</p>	<p>Teacher observations, informal assessments, student notebooks</p>	<p>Classroom teachers, Principal</p>	<p>2012-2013 School Year</p>	<p>Kagan Think Trix Smart Cards</p>	<p>Learning with Science</p>	<p><i>Professional Development Funds</i> 0100.6400.0590.0651.0000</p>
<p><i>4.2 Teachers engage students in activities using complex text that require comparison and/or clarification</i></p> <p>Task 1: Incorporate inquiry based learning in daily instruction.</p>	<p>Lesson plans, Student notebooks</p>	<p>Classroom teachers, Principal</p>	<p>2012-2013 School Year</p>	<p>Kagan Think Trix Smart Cards</p>		<p><i>Professional Development Funds</i> 0100.6400.0590.0651.0000</p>

2012 – 2013 SCHOOL IMPROVEMENT PLAN

SMART GOALS

SMART = Specific Measurable Attainable Realistic Timely

Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal.

GOAL 5: By 2013, Parental Involvement will maintain 90% or higher as measured by attendance at school and after school events.

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.

	BASELINE MEASURE August 2012 *Perceptual data	PROGRESS MEASURE August 2013	PROGRESS MEASURE August 2014	PROGRESS MEASURE August 2015	PROGRESS MEASURE August 2015 ⁶
II. ADULT IMPLEMENTATION INDICATOR (S): 100% of teachers will implement the research-based strategy of fostering two-way home/school communication with all stakeholders to support student learning.	K-5 69% (31%)	K-5 76.75% (23.25%)	K-5 84.5% (15.5%)	K-5 92.25% (7.75%)	K-5 100%
	Data from 2012	August 2013	August 2014	August 2015	August 2016
III. STUDENT PERFORMANCE INDICATOR (S): Grade levels will consistently increase parental involvement until reaching 100% improvement in attendance at all events which will also positively impact academic achievement in all tested grades and content area by 2015.	K-5 97% (3%)	K-5 97.75% (2.25%)	K-5 98.5% (1.5%)	K-5 99.25% (0.75%)	100 %

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
<p>5.1 Teachers will foster two-way home/school communication</p> <p><i>Task 1: Teachers will use planners and Tuesday folders to provide opportunities for parents and teachers to communicate.</i></p> <p><i>Task 2: Administration will create a yearly calendar of events to add to the monthly newsletter informing parents of upcoming events.</i></p>	<p>Planners, Tuesday folders</p> <p>Newsletters</p>	<p>Principal, teachers</p> <p>Principal, teachers</p>	<p>2012-2013 school year</p> <p>Aug. 2012, ongoing</p>	<p>Tuesday folders</p>		<p><i>School Improvement Funds</i> 0100.5100.0391.0651.1183</p>
<p>5.2 Teachers and administration will provide opportunities for parents to become involved</p> <p><i>Task 1: Administration, Grade levels and/ or departments will organize events for parents and students.</i></p>	<p>Sign-in sheets, attendance at events</p>	<p>Principal, teachers</p>	<p>2012-2013 school year</p>			

2012 – 2013 SCHOOL IMPROVEMENT PLAN

SMART GOALS

SMART = Specific Measurable Attainable Realistic Timely

Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal.

GOAL 6:

STRATEGIES, INDICATORS AND PROGRESS MEASURES

I. STRATEGY 6:

	BASELINE MEASURE August 2011 * Perceptual Data	PROGRESS MEASURE August 2012	PROGRESS MEASURE August 2013	PROGRESS MEASURE August 2014	PROGRESS MEASURE August 2015
II. ADULT IMPLEMENTATION INDICATOR (S) :					
	Discipline Data from 2010 – 2011	August 2012	August 2013	August 2014	August 2015
III. STUDENT PERFORMANCE INDICATOR (S):	*% of occurrences by grade level				

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
6.1						
6.2						
6.3						

2012 – 2013 SCHOOL IMPROVEMENT PLAN

Include only school-based funded activities / materials and exclude district funded activities / materials.	
Resources Needed: Material / Technology / Trainer: 4	Total SIP available \$4,395.00
Goal Area and Action Step Number	Description
1.1	Classroom libraries/magazines with info text
5.1	Tuesday Folders
Professional Development	
Goal Area and Action Step Number	Description
<p>Conference / Workshop Seminar / Institute / Online PD</p> <p>Goal and Action Step #(s) 2.2; 3.2 Title: TEACH Conference Location: Jacksonville, FL- Hyatt Dates: September 15 Sponsoring Educational Institution: WJXT</p>	<p>Mileage Meals Room Registration 10 x \$20.00 = \$200 Substitute(s)</p>
<p>Goal and Action Step #(s) 2.2; 3.2 Title: Bolles Physical Education Location: Jacksonville, FL Dates: October 29 Sponsoring Educational Institution: Bolles</p>	<p>Mileage Meals Room Registration 1 x \$100.00 = \$100 Substitute(s) 1 x \$100.00= \$100</p>
<p>Professional Learning Community</p> <p>Goal and Action Step #(s) 1.1 Navigator Plus Activity Title: Learning with Reading</p>	<p>Materials List and Cost: Teacher Books 12 books "Smarter Charts K-2: Optimizing an Instructional Staple to Create Indp Readers</p>
Goal and Action Step #(s) 2.1, 2.2	

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Navigator Plus Activity Title: Common Core Mathematics	
Goal and Action Step #(s) 4.1,4.2 Navigator Plus Activity Title: Learning with Science	Kagan Think Trix Smart Cards 30 x \$4= \$120
Goal and Action Step #(s) 1.1 Navigator Plus Activity Title: Common Core Reading/ELA/SS	Pathways to the Common Core \$344.07
Lesson Study Goal and Action Step #(s) Navigator Plus Activity Title: Math Lesson Study Group 2.1 Reading Lesson Study Group 1.1	Materials List and Cost: Kagan Learning Structures Cards \$30 x \$4= \$120 Substitute(s) 6 x 100 = \$600
School Workshop/County Workshops Goal and Action Step #(s) 1.2 Navigator Plus Activity Title: Systematic Sight Words	Materials List and Cost: Scholastic Systematic Sight Words 2 x 67.49 + shipping 13.50 Consultant Fee: in house Substitutes: Stipends:
Other	
Goal Area and Action Step Number	Des

2012 – 2013 SCHOOL IMPROVEMENT PLAN

P.D.Activity	Details	Y	N	Comments
IF IT IS A:				
School-wide Training	Professional Development Details Goal the Activity is Supporting 1 (Reading)			
	<ul style="list-style-type: none"> • Action Step # 1.2 • Name of Activity: Systemic Sight Words • Dates of Activity: TBD • Name of Consultant or Facilitator (if applicable) Anken • Consultant Services Agreement (if applicable) N/A • Materials: Scholastic Systemic Sight Words 			
	Budget Items Required			
	<ul style="list-style-type: none"> • Action Step # 1.2 • Name of Activity: Systemic Sight Words • Funding Source: 0100.6400.0590.0651.0000 • Cost of Consultant N/A • Cost of Materials \$148.48 (Sight Words) • Cost of Substitutes (if applicable) N/A 			
Learning Community	Professional Development Details Goal the Activity is Supporting 1 (Reading)			
(collaborative teams that gathers research and studies new programs or topics and shares their findings-must use Learning Community form)	<ul style="list-style-type: none"> • Action Step # 1.1 • Name of Activity: Learning with Reading • Dates of Activity: October 2012-May 2013 • Title of Book or Focus: “Smarter Charts K-2: Optimizing an Instructional Staple to Create Independent Readers” 			
	Budget Items Required			
	<ul style="list-style-type: none"> • Action Step # 1.1 • Cost of Teacher Materials (If applicable): \$225.00 • Funding source: 0100.6400.0590.0651.0000 			
Learning Community	Professional Development Details Goal the Activity is Supporting 1 (Reading)			
(collaborative teams that gathers research and studies new programs or topics and shares their findings-must use Learning Community form)	<ul style="list-style-type: none"> • Action Step # 1.1 • Name of Activity: Common Core Reading/ELA/SS • Dates of Activity: August 2012-May 2013 • Title of Book or Focus: “Pathways to Common Core 			
	Budget Items Required			
	<ul style="list-style-type: none"> • Action Step # 1.1 • Cost of Teacher Materials (If applicable): \$344.07 			

2012 – 2013 SCHOOL IMPROVEMENT PLAN

	<ul style="list-style-type: none"> Funding source: 0100.6400.0590.0651.0000 			
Learning Community	Professional Development Details Goal the Activity is Supporting 2 (Math)			
	<ul style="list-style-type: none"> Action Step # 2.1, 2.2 Name of Activity: Math Focus (Common Core) Dates of Activity: August 2012-May 2013 Title of Book or Focus: Math 			
	Budget Items Required			
	<ul style="list-style-type: none"> Action Step # 2.1, 2.2 Cost of Teacher Materials (If applicable): No cost 			
Learning Community	Professional Development Details Goal the Activity is Supporting 4 (Science)			
	<ul style="list-style-type: none"> Action Step # 4.1, 4.2 Name of Activity: Learning with Science Dates of Activity: September 2012-May 2013 Title of Book or Focus: Kagan Think Trix Smart Cards 			
	Budget Items Required			
	<ul style="list-style-type: none"> Action Step # 4.1, 4.2 Cost of Teacher Materials (If applicable): \$120.00 Funding source: 0100.6400.0590.0651.0000 			
Lesson Study/Action Research	Professional Development Details Goal the Activity is Supporting 1 (Reading)			
(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)	<ul style="list-style-type: none"> Action Step # 1.1 Name of Activity: Reading Lesson Study Group Dates of Activity: TBD Teaching strategy or method to be researched: Reading Teacher Driven 			
	Budget Items Required			
	<ul style="list-style-type: none"> Action Step # 1.1 Cost of Teacher Materials (If applicable): Kagan Learning Structure Cards (\$120.00), Substitutes (\$600.00) Funding source: 0100.6400.0590.0651.0000; 0100.6400.0140.0651.0000 			
Lesson Study/Action Research	Professional Development Details Goal the Activity is Supporting 2 (Math)			

2012 – 2013 SCHOOL IMPROVEMENT PLAN

	<ul style="list-style-type: none"> Action Step # 2.1 Name of Activity: Math Lesson Study Group Dates of Activity: TBD Teaching strategy or method to be researched: Math Teacher Driven 			
	<ul style="list-style-type: none"> Budget Items Required 			
	<ul style="list-style-type: none"> Action Step # 2.1 Included in Action step 1.1 			
Timelines				
Start Date: August 7, 2012				
End date: May, 2013				
Budget				
Local FTE (function 6400-no project)	\$ 1557.55			
Project -				
Project -				
Project -				
Total Internal PD Budget (no project & project funds)	\$1557.55			

Approvals: (Signature's required)

Principal: _____
 SAC Chair: _____
 Hilda Manning: _____
 Shannah Kosek: _____

Date: ___/___/___
 Date: ___/___/___
 Date: ___/___/___
 Date: ___/___/___



External Checklist

Training Not Provided by School/District Plantation Oaks Elementary School

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.	<input type="checkbox"/>	<input type="checkbox"/>	Math 2.2, Writing 3.2 Common Core

2012 – 2013 SCHOOL IMPROVEMENT PLAN

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.	<input type="checkbox"/>	<input type="checkbox"/>	
Who will be trained?	<input type="checkbox"/>	<input type="checkbox"/>	
Date(s), Time(s), Location	<input type="checkbox"/>	<input type="checkbox"/>	
Total Cost	<input type="checkbox"/>	<input type="checkbox"/>	
Needs School Board approval	<input type="checkbox"/>	<input type="checkbox"/>	
Complete budget line for expenses	<input type="checkbox"/>	<input type="checkbox"/>	
Name of facilitator/person responsible	<input type="checkbox"/>	<input type="checkbox"/>	
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.	<input type="checkbox"/>	<input type="checkbox"/>	WJXT TEACH Conference
Who will be trained?	<input type="checkbox"/>	<input type="checkbox"/>	10 Reading/Writing teachers
Date(s), Location	<input type="checkbox"/>	<input type="checkbox"/>	Sept. 15, 2012, Jacksonville, FL Hilton
Total Cost	<input type="checkbox"/>	<input type="checkbox"/>	\$200.00
Complete budget line for expenses	<input type="checkbox"/>	<input type="checkbox"/>	0100.6400.0300.0651.0000
Name of facilitator/person responsible	<input type="checkbox"/>	<input type="checkbox"/>	Kim Marks, Assistant Principal
Name of educational organization providing the training.	<input type="checkbox"/>	<input type="checkbox"/>	Bolles Physical Education
Who will be trained?	<input type="checkbox"/>	<input type="checkbox"/>	Coach Kaufman
Date(s), Location	<input type="checkbox"/>	<input type="checkbox"/>	October 7, 2012, Jacksonville, FL Bolles School

2012 – 2013 SCHOOL IMPROVEMENT PLAN

Total Cost	<input type="checkbox"/>	<input type="checkbox"/>	\$200.00
Complete budget line for expenses	<input type="checkbox"/>	<input type="checkbox"/>	0100.6400.0300.0651.0000 (reg) 0100.6400.0140.0651.0000 (sub)
Name of facilitator/person responsible	<input type="checkbox"/>	<input type="checkbox"/>	Kim Marks, Assistant Principal
Timelines			
	Yes	No	Comments
Start Date September 15, 2012	<input type="checkbox"/>	<input type="checkbox"/>	
End Date October 29, 2012	<input type="checkbox"/>	<input type="checkbox"/>	
Budget			
Local FTE (function 6400-no project)	<input type="checkbox"/>	<input type="checkbox"/>	\$400.00
Project -	<input type="checkbox"/>	<input type="checkbox"/>	
Project -	<input type="checkbox"/>	<input type="checkbox"/>	
Project -	<input type="checkbox"/>	<input type="checkbox"/>	
Total External PD Budget (no project & project funds)	<input type="checkbox"/>	<input type="checkbox"/>	\$400.00

Approvals: (Signature's required)

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

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

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

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

2012-2013 SCHOOL IMPROVEMENT PLAN

SCHOOL NAME: Ridgeview High School

School Based Leadership Team

Response to Instruction/Intervention (RtI)

Identify the school-based RtI Leadership Team.

- Principal John Westmoreland: Serves as the facilitator of the School Based RtI Leadership Team and provides a common vision for the use of data-based decision making, and ensures adequate professional development to support RtI implementation.

Vice Principal Elizabeth Powell, Assistant Principal Robert Feltner, and Assistant Principal Lori Ricks: Participate in data collection and analysis, deliver Tier 1 interventions, and help to ensure adequate professional development to support RtI implementation.

IB Counselor/Director Jane Greenawalt: Provides information about core instruction, participates in data collection and analysis, delivers Tier 1 interventions, and collaborates with staff to implement Tier 2 interventions.

General Education Teachers Debbie Loudy, Trevor Clark, Sandy Spencer, Sarah Fortune, Martin Brown, Chris Daly, Scott Thomas, Thomas MacPherson, and James McNider: Provide information about core instruction, participate in data collection and analysis, identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches, deliver Tier 1 instruction/interventions, and collaborate with staff to implement Tier 2/3 interventions, and integrate core instructional activities/materials with Tier 2/3 activities.

Exceptional Student Education (ESE) Teacher Florence Lafontant and Matt Cox: Participates in data collection and analysis, identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches, delivers Tier 1, 2, and 3 instruction/interventions, collaborates with teachers and staff to implement interventions, and integrates core instructional activities/materials with Tier 2/3 activities.

Reading/ RtI Coach Sharon Walsh: Serves as a liaison between the district and the schools, assists with the implementation of the RtI process, works closely with the SBLT, and assists teachers in selecting and monitoring interventions with students.

Library Media Specialists Darlene Goodier and Joyce Padgett: Serve to provide knowledge of both educational principles and media technology resources used to enrich the instructional program and support the goals for RtI.

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 School Based RtI Leadership Team will focus meetings on the essential question: How can we develop and maintain a cross-curricular problem solving system to bring about the best in all our stakeholders? The School Based RtI Leadership Team will work with Foundations, SAC, and the RHS Leadership Team to organize/coordinate RtI efforts.

The School Based RtI Leadership Team will meet monthly to engage in the following activities:

- Review universal screening data and link to instructional decisions
- Review progress monitoring data
- Identify professional development needs and resources
- Collaborate, problem solve, and share effective practices

2012-2013 SCHOOL IMPROVEMENT PLAN

SCHOOL NAME: Ridgeview High School

School Based Leadership Team

- 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 SAC Chair, James McNider, and Principal John Westmoreland will serve as members of the School Based RtI Leadership Team. The School Based RtI Leadership Team will assist the SAC in the development of the SIP and provide data on Tier 1, 2, and 3 targets and academic and social/emotional areas that need to be addressed in the SIP. The School Based RtI Leadership Team will assist in writing professional development priorities and monitoring the SIP. Finally, the School Based RtI Leadership Team will 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: Assessment and Information Management System (Performance Matters), Florida Comprehensive Assessment Test (FCAT), Compass Learning Assessments, Discipline Referral Data, Student Attendance Data

Progress Monitoring: Pearson Assessments, Compass Learning Assessments, Discipline Referral Data, Student Attendance Data

End of the Year: FCAT, Discipline Referral Data, Student Attendance Data

Frequency of Data Days: Monthly or as needed for data analysis

- Describe the plan to train staff on RtI.

The administrators and selected members of School Based RtI Leadership Team will participate in training that focuses on data-based decision making, building consensus, and supporting and evaluating interventions. The School Based RtI Leadership Team will provide training throughout the year as needed based upon data collection and implementation concerns and evaluate additional staff professional development needs during the School Based RtI Leadership Team meetings.

2012-2013 SCHOOL IMPROVEMENT PLAN

SCHOOL NAME: Ridgeview High School

School Based Leadership Team

Literacy Leadership

- Identify the school-based Literacy Leadership Team (LLT).
The School Based Rtl Leadership Team will also function as the Literacy Leadership Team (LLT)
- Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).
(See Previous Annotation)
- What will be the major initiatives of the LLT this year?
(See Previous Annotation)

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.
Not Applicable

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.
Teachers at Ridgeview High School are strongly encouraged to participate in the following professional development: CRISS Training, FOR-PD, CAR-PD, and Reading in the Content Areas. All teachers are provided with a copy of the FCAT Assessment Question Stems and FCAT Reading Glossary, and teachers are encouraged to incorporate reading in the content areas.

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 their school guidance counselor to discuss performance and course options. Career and Technical courses are offered to prepare students for the workplace after graduation. In addition, ESE students participate in the Community Based Instruction program, where they work off campus to develop work skills.

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

2012-2013 SCHOOL IMPROVEMENT PLAN

- Mentoring/Tutoring: - RHS offers Saturday tutoring twice monthly and peer tutoring during the week with National Honor Society students.
- Service Learning: Opportunities for service learning are available through clubs and extracurricular activities. In addition, the guidance department posts information about service opportunities.
- Alternative Schooling: Bannerman Learning Center offers teen parents the ability to recover credits if necessary.
- After School Opportunities: CCSD provides Adult Education courses after school at Orange Park High School after school for credit recovery.

Early Interventions

- Early Childhood Education: RHS offers Pre-K through the Little Paws program.
- Family Engagement: N/A
- Early Literacy Development: RHS offers Pre-K through the Little Paws program.

Making the Most of Instruction

- Professional Development: During 2012-2013, RHS will offer lesson study, professional learning communities, AP workshops, AP Summer Institute, and IB Workshops for teachers.
- Active Learning: Students at RHS have multiple opportunities for active learning. For example, lab experiments are incorporated to enhance learning.
- Educational Technology: RHS is equipped with enhanced classrooms, classroom computers, computer labs, and smart boards in addition to other subject-specific technology resources. Teachers at RHS are encouraged to maintain an instructional website.
- Individualized Instruction: Individualized instruction plans are used for students with IEPs, 504s, and Rtl documentation. RHS offers after school peer tutoring, Saturday School, and differentiated instruction to assist students individually.

Making the Most of the Wider Community

- Systemic Renewal: RHS performs systemic renewal through academy advisory boards, OJT, Better Business, and the Chamber of Commerce
- School-Community Collaboration: Students have opportunities to take field trips to local state colleges.
- Career and Technical Education:
Career and Technical courses are offered to prepare students for the workplace after graduation. In addition, RHS offers academies for CISCO and Culinary students.
- Safe Schools: - RHS ensures safety through the use of the school resource officer, peer mediation, security cameras, tardy sweeps, and active supervision.

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.

Ridgeview High School offers Honors, AP, IB, Dual enrollment and College Readiness courses in order to ensure college readiness. Students are provided with college/career planning through the guidance department and with opportunities for course and credit recovery through the online compass learning program. College presentations take place throughout the school year--students attend college presentations with college representatives on campus (arranged by the Career Specialist). They are also encouraged to attend the college-wide college night. In addition, RHS hosts parent nights for seniors to discuss postsecondary transition as well as a financial aid night for seniors and their parents. Our Career Specialist arranges a college visit for our seniors to spend a morning with our local state college [SJRSC]. Students listen to college speakers regarding the different degree programs they offer as well as other advising information for our seniors. In addition, our counselors meet individually with students yearly to go over student's SAT/ACT results and discuss SAT/ACT and college GPA requirements for entrance into our state colleges and universities.

2012-2013 SCHOOL IMPROVEMENT PLAN

School District of Clay County

SMART GOALS

SMART = Specific Measurable Attainable Realistic Timely

Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal.

GOAL 1: By June 2013, students in grades 9 and 10 will increase the number of proficient readers on FCAT by 5.875% percent or more in the total population and in all subgroups.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

I. STRATEGY 1 : *Implement the research-based strategy of analyzing and using reading data from multiple assessments and measures to diagnose students' reading needs, modify instruction based on student reading needs, and use student reading needs to drive the learning process.*

*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): 100% of teachers will implement the research-based strategy of analyzing and using reading data from multiple assessments and measures to diagnose students' reading needs; modify instruction based on student reading needs; and use student reading needs to drive the learning process.	60%	75%	85%	95%	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): Students will consistently increase their FCAT Reading scores until we reduce the percentage of students who are non-proficient by at least 50% by 2016.	53% Proficiency (47%) Non Proficient	58.875% Proficiency (41.125%) Non Proficient	64.75% Proficiency (35.25%) Non Proficient	70.625% Proficiency (29.375%) Non Proficient	76.50% Proficiency (23.50%) Non Proficient

2012-2013 SCHOOL IMPROVEMENT PLAN

IMPLEMENTATION DETAILS

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material/ Technology/ Trainer	Related PD	Funding/Funding Source
1.1 Task 1 Opportunity for teachers to collaborate during a monthly PLC on how to implement Differentiated Instructional strategies in their content area.	<i>Agenda Sign-in sheets Reflection sheets Implementation of strategies with a student</i>	<i>Principal Foreign Language Department Chair</i>	<i>2012-13 School Year</i>	<i>Materials for PLCs Workshops 9 books @ 30.39</i>	<i>RHS 12-13 Differentiated Instruction A Guide for Foreign Language Teachers 0100 6400 0510 0431</i>	<i>\$288.37 RHS 12-13 Differentiated Instruction A Guide for Foreign Language Teachers 0100 6400 0510 0431</i>
1.2: Teachers establish a common ritual of utilizing small group instruction based on reading needs of all students	<i>PD 360 Walkthrough</i>	<i>Administration</i>	<i>2012-13 School Year</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
1.3: Professional development and support to staff will be provided through the PLCs. Workshops RHS 112-13 What Great Teachers Do Differently. Teachers will be encouraged to participate in NGFOR-PD and NGCAR-PD.	<i>Agendas, Sign-in sheets; Feedback\reflection forms</i>	<i>Administration</i>	<i>2012-13 School Year</i>	<i>Materials for PLCs: Workshops</i>	<i>RHS 12-13 What Great Teachers Do Differently</i>	<i>\$553.00 -RHS 12-13 What Great Teachers Do Differently 0100 6400 0510 0431</i>
1.4 Teachers are encouraged to participate in NGFOR-PD and NGCAR-PD PLCs.	<i>Agenda Minutes, Sign in sheets, Implementation with students in the classroom.</i>	<i>Administration, Sharon Walsh</i>	<i>2012-13 School Year</i>	<i>Classroom Technology</i>	<i>N/A</i>	<i>N/A</i>
1.5 School Advisory Council will provide resources as needed.	<i>SAC Minutes</i>	<i>SAC Chair, Administration</i>	<i>2012-2013 School Year</i>	<i>Sunprinter Program, Classroom supplies/technology as needed.</i>	<i>N/A</i>	<i>\$8055.00 0100 5100 0510 0431 1182</i>

2012-2013 SCHOOL IMPROVEMENT PLAN

School District of Clay County

SMART GOALS

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Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal.

GOAL 2: By June 2013, students in grades 9 and 10 will increase the number of students scoring at or above grade level by 2.5 percent or more in the total population and in all subgroups.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

I. STRATEGY 2: Implement the research-based strategy of planning and designing engaging, challenging, and relevant lessons to achieve student mastery based on state-adopted standards appropriate to the level of academic rigor for Math.

*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): 100% OF TEACHERS WILL IMPLEMENT THE RESEARCH-BASED STRATEGY OF PLANNING AND DESIGNING ENGAGING, CHALLENGING, AND RELEVANT LESSONS TO ACHIEVE STUDENT MASTERY BASED ON STATE-ADOPTED STANDARDS APPROPRIATE TO THE LEVEL OF RIGOR.	60%	75%	85%	95%	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): Students will consistently increase their FCAT Math scores until we reduce the percentage of students who are non-proficient by at least 50% by 2016.	80% Proficiency (20%) Non Proficient	82.5% Proficiency (17.5%) Non Proficient	85% Proficiency (15%) Non Proficient	87.5% Proficiency (12.5%) Non Proficient	90% Proficiency (10%) Non Proficient

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
<p><i>2.1 Teachers will identify the standards/benchmarks for lesson in lesson plan or on board. Task 1: Teachers will make reference to the standard/benchmark when delivering lesson. Task 2: Students will be knowledgeable of the standards and their relevance to their learning.</i></p>	<p><i>Observation, weekly lesson plans, student work samples, feedback from department meetings</i></p>	<p><i>Principal, department chair</i></p>	<p><i>2012-2013 School Year</i></p>	<p><i>n/a</i></p>	<p><i>n/a</i></p>	<p><i>n/a</i></p>
<p><i>2.2 Teachers will use district curriculum maps/pacing as provided. Task 1. Teachers will utilize the district curriculum maps in their short term planning. Task 2. Teachers will utilize the district curriculum maps in their long/short term planning. Task 3: Teachers will have the opportunity to collaborate during a common planning time to develop and implement a focus on incorporating the 8 standards for Mathematical Practice</i></p>	<p><i>Observation, weekly lesson plans, student work samples, feedback from department meetings; Agenda, Demo for Classroom PLC meeting.</i></p>	<p><i>Principal, department liaison, Trevor Clark</i></p>	<p><i>2012-2013 School Year</i></p>	<p><i>Paper, Ink.</i></p>	<p><i>RHS 12-13 Math Professional Learning Community CCSS</i></p>	

2012-2013 SCHOOL IMPROVEMENT PLAN

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<i>beginning with Practice 4, Model with mathematics to ensure alignment to the Common Core.</i>						
<i>2.3 Teachers will utilize Performance Matters data reports to record and monitor student performance. Task 1. Teachers will printout reports for benchmark analysis and discussion in department meetings</i>	<i>Sign-in sheets; feedback forms</i>	<i>Scott Thomas</i>	<i>2012-2013 School Year</i>	<i>Appropriate functioning technology for all teachers</i>	<i>n/a</i>	<i>n/a</i>
<i>2.4 Teachers will use diagnostic student data from formative assessments to develop differentiated instruction and strategies to monitor student learning based on individual student needs. Task I: Professional development and support to staff will be provided through the PLCs/Workshops RHS 12-13 What Great Teachers Do Differently.</i>	<i>Sign-in sheets; feedback forms</i>	<i>Administration</i>	<i>2012-2013 School Year</i>	<i>Materials for PLCs/Workshops, Classrooms, Technology, Various Pedagogical Tools</i>	<i>RHS 12-13 What Great Teachers Do Differently</i>	<i>\$553.00 RHS 12-13 What Great Teachers Do Differently 0100 6400 0510 04311041</i>

2012-2013 SCHOOL IMPROVEMENT PLAN

School District of Clay County

SMART GOALS					
SMART = Specific Measurable Attainable Realistic Timely					
<p>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></p>					
<p>GOAL 3: By June 2013, the number of students improving their performance in writing by at least 1% will increase by 3.125 percent or more in the total population and will improve or maintain in all subgroups. The number of students meeting high standards (FCAT Level3 and Above) will increase to 90% or more by 2016.</p>					
STRATEGIES, INDICATORS AND PROGRESS MEASURES					
<p><i>I. Strategy 3: Implement the research-based strategy of planning and designing engaging, challenging, and relevant lessons to achieve student mastery based on state-adopted standards appropriate to the level of academic rigor.</i></p>					
*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
<p>II. ADULT IMPLEMENTATION INDICATOR(S): 100% of teachers will implement the research- based strategy of relating and integrating writing with other disciplines during instruction.</p>	60%	75%	85%	95%	100%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
<p>III. STUDENT PERFORMANCE INDICATOR(S): Students will consistently increase their FCAT Writing scores until we reduce the percentage of students who are non-proficient by at least 50% by 2016.</p>	75% Proficiency (25%) Non Proficient	82.5% Proficiency (21.875%) Non Proficient	85% Proficiency (18.75%) Non Proficient	87.5% Proficiency (15.625%) Non Proficient	90% Proficiency (12.5%) Non Proficient

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
<p>3.1 Teachers demonstrate knowledge of research-based practices of writing across the content areas Task I: Professional development and support to staff on how to implement the use of writing across the content areas will be provided through the PLCs RHS 12 - 13 Essay Test-Taking PLC and RHS 12-13 Proficiency in the Sentence Writing Strategies.</p>	<p>Agendas; Sign-in sheets; feedback forms; strategy implementation with at least one student.</p>	<p>Roseanne Arvin; Administration</p>	<p>2012-2013 school year</p>	<p>PLC Books</p>	<p>RHS 12 - 13 Essay Test-Taking PLC and RHS 12-13 Proficiency in the Sentence Writing Strategies</p>	<p>\$369.60 RHS 12 - 13 Essay Test-Taking PLC 0100 6400 0510 0431</p>
<p>3.2 Teachers use the NGSSS for content and grade level instruction. Task I: Opportunities for teachers to collaborate during monthly meetings will be provided to further revise, develop, and extend the current writing pacing guide to ensure alignment to the NGSSS. Task 2: Teachers' will have the opportunity to collaborate during a common planning time to develop and implement a focus on incorporating writing integration into all core curriculum subjects using CCSS.</p>	<p>Agendas; sign-in sheets; feedback forms; revised pacing guides; lesson plans; administration's observation notes, Agenda, Demo for Classroom PLC.</p>	<p>Department Head Debbie Loudy; Sharon Walsh; Department Liason, Administration</p>	<p>2012-2013 school year</p>	<p>Appropriate and functioning technology for all teachers, paper, ink.</p>	<p>RHS 12-13 Language Arts Professional Learning Community CCSS.</p>	<p>n/a</p>

2012-2013 SCHOOL IMPROVEMENT PLAN

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p><i>3.3 Teachers will use diagnostic student data from formative assessments to develop differentiated instruction and strategies to monitor student learning based on individual student needs.</i></p> <p><i>Task 1: Professional development and support to staff will be provided through the PLCs/Workshops RHS 12-13 What Great Teachers Do Differently.</i></p>	<p><i>Sign-in sheets; feedback forms</i></p>	<p><i>Administration</i></p>	<p><i>2012-2013 School Year</i></p>	<p><i>Materials for PLCs/Workshops</i></p>	<p><i>RHS 12-13 What Great Teachers Do Differently</i></p>	<p><i>\$553.00- RHS 12-13 What Great Teachers Do Differently</i></p> <p><i>0100 6400 0510 04311041</i></p>
<p><i>3.4 Task 1: Teachers will attend the Florida Foreign Language State Conference.</i></p>	<p><i>Agenda Strategies Implemented in the Classroom.</i></p>	<p><i>Seven Foreign Language Teachers</i></p>	<p><i>October 18-20 2012</i></p>	<p><i>Workshop</i></p>	<p><i>N/A</i></p>	<p><i>\$910.00 Florida Foreign Language State Teachers PLC.</i></p> <p><i>0100 6400 0330 0431 0000</i></p>

2012-2013 SCHOOL IMPROVEMENT PLAN

School District of Clay County

SMART GOALS					
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<p>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></p>					
<p>GOAL 4: Based on the Biology EOC assessment of June 2012, the number of Biology I, Biology I Honors, and Pre-IB Biology students meeting high standards in science (as expressed by achieving a passing score) will be at least 45% of the tested population. The number of students meeting high standards (EOC Passing Score and Above) will increase to 72.5% or more by 2016.</p>					
STRATEGIES, INDICATORS AND PROGRESS MEASURES					
<p><i>I. Strategy 4: Implement the research-based strategy of planning and designing engaging, challenging, and relevant lessons to achieve student mastery based on state-adopted standards appropriate to the level of academic rigor for Science.</i></p>					
*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
<p>I. ADULT IMPLEMENTATION INDICATOR (S): 100% of teachers will implement the research-based strategy of planning and designing engaging, and relevant lessons to achieve student mastery of state NGSSS for science.</p>	60%	75%	85%	95%	100%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
<p>II. STUDENT PERFORMANCE INDICATOR (S): Students will consistently increase their EOC Science scores until we reduce the percentage of students who are non-proficient by at least 50% by 2016.</p>	45% Proficiency (55%) Non Proficient	51.875% Proficiency (48.125%) Non Proficient	58.75% Proficiency (41.25%) Non Proficient	65.625% Proficiency (34.375%) Non Proficient	72.5% Proficiency (27.5%) Non Proficient

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
<p><i>4.1 Teachers will identify the standards /benchmarks for lesson in lesson plan or on board.</i></p> <p><i>Task 1: Teachers will make reference to the standard/benchmark when delivering lesson.</i></p>	<p><i>Lesson plan book, board, observation, feedback at department meetings</i></p>	<p><i>Principal, department chair</i></p>	<p><i>2012-2013 School Year</i></p>	<p><i>n/a</i></p>	<p><i>n/a</i></p>	<p><i>n/a</i></p>
<p><i>4.2 Teachers will use district curriculum maps/pacing as provided.</i></p> <p><i>Task 1. Teachers will utilize the district curriculum maps in their short term planning. Task 2. Teachers will utilize the district curriculum maps in their long short term planning.</i></p> <p><i>Task 3: Teachers will have the opportunity to collaborate during a common planning time to develop and implement a focus on incorporating the 8 standards for Mathematical Practice beginning with Practice 4, Model with mathematics to ensure alignment to the Common Core for science.</i></p>	<p><i>Lesson plan book, observation, feedback at department meetings; feedback from Science PLC Meeting.</i></p>	<p><i>Administration, department liaison.</i></p>	<p><i>2012-2013 School Year</i></p>	<p><i>Paper, Ink</i></p>	<p><i>RHS 12-13 Science Professional Learning Community CCSS.</i></p>	<p><i>n/a</i></p>

2012-2013 SCHOOL IMPROVEMENT PLAN

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p><i>4.3 Teachers will use diagnostic student data from formative assessments to develop differentiated instruction and strategies to monitor student learning based on individual student needs.</i></p> <p><i>Task 1: Professional development and support to staff will be provided through the PLCs/Workshops RHS 12-13 What Great Teachers Do Differently.</i></p>	<p><i>Sign-in sheets; feedback forms</i></p>	<p><i>Administration</i></p>	<p><i>2012-2013 School Year</i></p>	<p><i>Materials for PLCs/Workshops</i></p>	<p><i>RHS 12-13 What Great Teachers Do Differently</i></p>	<p><i>\$553.00- RHS 12-13 What Great Teachers Do Differently</i></p> <p><i>0100 6400 0510 04311041</i></p>

2012-2013 SCHOOL IMPROVEMENT PLAN

SMART GOALS

SMART = Specific Measurable Attainable Realistic Timely

Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal.

GOAL 5: At the 2012 freshmen orientation meeting for parents, approximately 150 parents were in attendance. Three hundred and twenty four (324) freshmen are enrolled at RHS for the 2012-2013 school year. By August 2013, freshmen parental involvement will improve by 21.75% over the previous year as measured by attendance at the freshmen orientation parent meeting and the parent/curriculum night sponsored by guidance. The number of stakeholders attending these meetings will increase to 50% or more by 2016.

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, with an emphasis on freshman.

*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): 100% of teachers will implement the research-based strategy of fostering two-way home/school communication with all stakeholders to support student learning.	60%	75%	85%	95%	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): Freshmen will consistently increase their parental involvement until we reduce the percentage of families who are absent from orientation parent meeting and parent/curriculum night sponsored by administration and guidance by at least 50% by 2016.	324 Freshmen Students (174) Non Attendees	324 Freshmen Students (152.25) Non Attendees	324 Freshmen Students 130.5 Non Attendees	324 Freshmen Students (108.75) Non Attendees	329 Freshmen Students 87 Non Attendees (329 Attendees)

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
<p>5.1 Teachers volunteer resources and guidance as needed.</p> <p>Task 1: Staff will create a yearly calendar of events to add to the school website informing parents of upcoming events, including freshmen orientation</p>	<p>School Website</p>	<p>Principal, Charles Libretto, Teachers</p>	<p>School Year 2012- 2013</p>	<p>School Website/Email</p>	<p>n/a</p>	<p>n/a</p>
<p>Task 2: Teachers and staff will share responsibilities for freshmen orientation to attract parents to attend the freshmen orientation parent meeting. Communication strategies will include a paper printed flyer, eduboard, parent link, and alerting Junior High School guidance departments to put information regarding orientation in Junior High newsletters.</p>	<p>Flyer, eduboard, parent link</p>	<p>Principal, Teachers</p>	<p>School Year Summer 2012-2013</p>	<p>Appropriate Functioning Technology</p>	<p>n/a</p>	<p>n/a</p>
<p>Task 3: A guest speaker will be selected to present at the parent meeting for freshmen orientation.</p>	<p>Agenda for Parent Meeting at Freshmen Orientation</p>	<p>Principal</p>	<p>Summer 2013</p>	<p>n/a</p>	<p>n/a</p>	<p>n/a</p>
<p>Task 4: The RHS guidance department will share responsibilities along with teachers and administration to attract parents to attend the parent night/curriculum fair in the Spring of 2013. Communication strategies will include a paper printed flyer, eduboard, and parent link.</p>	<p>Flyer, eduboard, parent link</p>	<p>Principal, Guidance</p>	<p>Spring 2013</p>	<p>Appropriate, Functioning Technology</p>	<p>n/a</p>	<p>n/a</p>

2012-2013 SCHOOL IMPROVEMENT PLAN

SMART GOALS					
SMART = Specific Measurable Attainable Realistic Timely					
<p>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></p> <p>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></p>					
<p>GOAL 6: In 2012-2013, Ridgeview High School IB students (53) will maintain or improve the exam passing rates and improve the diploma rate by at least 3.125%. The number of students (300) scoring 3 or above on AP exams will increase 6.25% or more per year until 2016.</p>					
STRATEGIES, INDICATORS AND PROGRESS MEASURES					
<p>I. STRATEGY 6: <i>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 competencies.</i></p>					
*PROGRESS MEASURES ARE FOR THE PURPOSE OF REACHING YOUR 3-5 YEAR SCHOOL IMPROVEMENT GOALS AND AMO'S.	PROGRESS MEASURE	PROGRESS MEASURE	PROGRESS MEASURE	PROGRESS MEASURE	PROGRESS MEASURE
	August 2012	August 2013	August 2014	August 2015	August 2016
<p>II. ADULT IMPLEMENTATION INDICATOR (S): 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.</p>	60%	75%	85%	95%	100%
	Data August 2011-2012	Data August 2012-2013	Data August 2013-2014	Data August 2014-2015	Data August 2015-2016
<p>III. STUDENT PERFORMANCE INDICATOR (S): AP and IB Students will consistently increase their test scores until we reduce the percentage of students who are non-proficient by at least 50% by 2016</p>	<p>IB: 25% Non Proficient 75% Proficient</p> <p>AP: 50% Non Proficient (150 Students) 50% Proficient</p>	<p>IB: 21.875% Non Proficient 78.125% Proficient</p> <p>AP: 43.75% Non Proficient (140 Students) 56.25% Proficient</p>	<p>IB: 18.75% Non Proficient 81.25% Proficient</p> <p>AP: 37.5 % Non Proficient (131 Students) 62.5% Proficient</p>	<p>IB: 15.625% Non Proficient 84.375% Proficient</p> <p>AP: 31.25% Non Proficient (123 Students) 68.75% Proficient</p>	<p>IB: 12.5% Non Proficient.5% Proficient</p> <p>AP: 25% Non Proficient (115 Students) 75% Proficient</p>

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
<p>6.1 Teachers will use a variety of instructional resources and strategies to improve student performance in AP and IB. Task 1: Teachers/Coordinators will receive training (if needed) on teaching advanced coursework for IB.</p>	<p>Sign-in sheet; follow-up forms</p>	<p>Administration; IB Coordinator</p>	<p>2012-2013 School Year</p>	<p>n/a</p>	<p>CASIE (Physics) FLIBS(Administration, Coordinator, CAS, TOK, Math, English, Science, History, Spanish, French, Music, Theatre, ITGS as needed).FLIBS Quarterly meetings for IB Coordinator and Administration. IB Regional Conferences for Administration and Coordinator. IBCC training .IBCC Coordinator. IB Business and management training to be completed before August 2013.</p>	
<p>Task 2: Teachers will receive training (if needed) on teaching advanced coursework for AP.</p>	<p>Sign-in sheet; follow-up forms</p>	<p>Administration; AP Coordinator</p>	<p>2012-2013 School Year</p>	<p>n/a</p>	<p>AP Workshop; AP Summer Institute (Biology, English Literature, English Language, Microeconomics); CompuMaster-Photoshop; Writing on Demand for AP teachers</p>	
<p>6.2 Teachers will utilize enhanced classroom technology when appropriate. Task 1: Teachers will receive training (if needed) on using the enhanced classroom.</p>	<p>Sign-in sheets</p>	<p>Principal</p>	<p>Pre-planning-2012-2013 School Year</p>	<p>Appropriate functioning technology</p>	<p>TBD</p>	<p>n/a</p>

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Resources Needed: Material / Technology / Trainer			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount
Subtotal:			
Professional Development			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount
Conference/Workshop/Seminar/Institute/Online PD Goal and Action Step #(s) Title : Location: Dates: Sponsoring Educational Institution:	Mileage Meals Room Registration Substitute(s)	Budget Strip	
Professional Learning Community Goal and Action Step #(s) Navigator Plus Activity Title:	Materials List and Cost:	Budget Strip	
Lesson Study Goal and Action Step #(s): 1.1 Task 1 Differentiated Instruction: A Guide for Foreign Language Teachers. Navigator Plus Activity Title: RHS 12-13 Differentiated Instruction: A Guide for Foreign Language Teachers.	Materials List & Cost: 9@ \$30.09	Budget Strip 0100 6400 0510 0431	\$288.37
School Workshop Goal and Action Step #(s) Navigator Plus Activity Title:	Materials List and Cost: Consultant Fee: Consultant Travel Expenses: Substitutes: Stipends:	Budget Strip	
Subtotal:			
Other			
Goal Area and Action Step Number	Description of Resources	Budget Strip	Available Amount
Subtotal: \$288.37			
Grand Total:			

2012-2013 SCHOOL IMPROVEMENT PLAN

Resources Needed: Material / Technology / Trainer			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount
Subtotal:			
Professional Development			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount
Conference/Workshop/Seminar/Institute/Online PD Goal and Action Step #(s) Title : Location: Dates: Sponsoring Educational Institution:	Mileage Meals Room Registration Substitute(s)	Budget Strip	
Professional Learning Community Goal and Action Step #(s): 1.1 Task 3, 2.4 Task 1, 3.3 Task 1; 4.3 Task 1 Navigator Plus Activity Title: RHS 12-13 What Great Teachers Do Differently	Materials List and Cost: 20 Books- What Great Teachers do Differently (\$18.23 each) Facilitator's Guide (\$16.59) Study Guide (\$14.90)	Budget Strip 0100 6400 0510 0431 1041	20 Books- \$364.60 Facilitator's Guide - \$16.95 Study Guide- \$16.59
Lesson Study Goal and Action Step #(s) Navigator Plus Activity Title:	Materials List & Cost:	Budget Strip	
School Workshop Goal and Action Step #(s) Navigator Plus Activity Title:	Materials List and Cost: Consultant Fee: Consultant Travel Expenses: Substitutes: Stipends:	Budget Strip	
Subtotal:			
Other			
Goal Area and Action Step Number	Description of Resources	Budget Strip	Available Amount
Subtotal: \$553.00			
Grand Total:			

2012-2013 SCHOOL IMPROVEMENT PLAN

Resources Needed: Material / Technology / Trainer			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount
Subtotal:			
Professional Development			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount
Conference/Workshop/Seminar/Institute/Online PD Goal and Action Step #(s) Title : Location: Dates: Sponsoring Educational Institution:	Mileage Meals Room Registration Substitute(s)	Budget Strip	
Professional Learning Community Goal and Action Step #(s) Navigator Plus Activity Title:	Materials List and Cost:	Budget Strip	
Lesson Study Goal and Action Step #(s) Navigator Plus Activity Title:	Materials List & Cost:	Budget Strip	
School Workshop Goal and Action Step #(s) Navigator Plus Activity Title:	Materials List and Cost: Consultant Fee: Consultant Travel Expenses: Substitutes: Stipends:	Budget Strip	
Subtotal:			
Other			
Goal Area and Action Step Number	Description of Resources	Budget Strip	Available Amount
Goals 1,2,3,4 Action Step 1.1 Task 5	Sunprint Program \$3000.00, classroom supplies\technology as needed for school year 2012-13. \$5055.00	0100 5100 0510 04311182	\$5055.00
Subtotal:\$ 5055.00			
Grand Total:			

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Resources Needed: Material / Technology / Trainer			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount
Subtotal:			
Professional Development			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount
Conference/Workshop/Seminar/Institute/Online PD Goal and Action Step #(s) Title : Location: Dates: Sponsoring Educational Institution:	Mileage Meals Room Registration Substitute(s)	Budget Strip	
Professional Learning Community Goal and Action Step #(s): Step3.1 Task1 Navigator Plus Activity Title: RHS 12-13 Essay Test-Taking PLC	Materials List and Cost: 24 Student Guides (\$14.00 each)	Budget Strip 0100 6400 0510 0431 0000	\$369.60
Lesson Study Goal and Action Step #(s) Navigator Plus Activity Title:	Materials List & Cost:	Budget Strip	
School Workshop Goal and Action Step #(s) Navigator Plus Activity Title:	Materials List and Cost: Consultant Fee: Consultant Travel Expenses: Substitutes: Stipends:	Budget Strip	
Subtotal:			
Other			
Goal Area and Action Step Number	Description of Resources	Budget Strip	Available Amount
Subtotal: \$369.60			
Grand Total:			

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Resources Needed: Material / Technology / Trainer			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount
Subtotal:			
Professional Development			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount
Conference/Workshop/Seminar/Institute/Online PD Goal and Action Step #(s) 3.4 Task 1 Title : Florida Foreign Language State Conference Location: Dates: 10/18-10/20 Sponsoring Educational Institution:	Mileage Meals Room Registration Substitute(s)	Budget Strip 0100 6400 0330 0431 0000	\$910.00
Professional Learning Community Goal and Action Step #(s): Navigator Plus Activity Title:	Materials List and Cost: 24 Student Guides (\$14.00 each)	Budget Strip	
Lesson Study Goal and Action Step #(s) Navigator Plus Activity Title:	Materials List & Cost:	Budget Strip	
School Workshop Goal and Action Step #(s) Navigator Plus Activity Title:	Materials List and Cost: Consultant Fee: Consultant Travel Expenses: Substitutes: Stipends:	Budget Strip	
Subtotal:			
Other			
Goal Area and Action Step Number	Description of Resources	Budget Strip	Available Amount
Subtotal: \$910.00			
Grand Total:			



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	<input type="checkbox"/>	<input type="checkbox"/>	Reading, Goal 3. Task 3.4 Get Connected, connecting students to the global

2012-2013 SCHOOL IMPROVEMENT PLAN

provide Goal and source of research-based strategy.			environment to assist students to think International
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.	<input type="checkbox"/>	<input type="checkbox"/>	
Who will be trained?	<input type="checkbox"/>	<input type="checkbox"/>	
Date(s), Time(s), Location	<input type="checkbox"/>	<input type="checkbox"/>	
Total Cost	<input type="checkbox"/>	<input type="checkbox"/>	
Needs School Board approval	<input type="checkbox"/>	<input type="checkbox"/>	
Complete budget line for expenses	<input type="checkbox"/>	<input type="checkbox"/>	
Name of facilitator/person responsible	<input type="checkbox"/>	<input type="checkbox"/>	
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.	<input type="checkbox"/>	<input type="checkbox"/>	Florida Foreign Language State Conference
Who will be trained?	<input type="checkbox"/>	<input type="checkbox"/>	7 Foreign Language Teachers
Date(s), Location	<input type="checkbox"/>	<input type="checkbox"/>	October 18-20,, 2012 St. Augustine Florida
Total Cost	<input type="checkbox"/>	<input type="checkbox"/>	\$910.00
Complete budget line for expenses	<input type="checkbox"/>	<input type="checkbox"/>	0100 6400 0330 0431 0000
Name of facilitator/person responsible	<input type="checkbox"/>	<input type="checkbox"/>	Mrs. Gudrun Martyny

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Timelines			
	Yes	No	Comments
Start Date August 2, 2012	<input type="checkbox"/>	<input type="checkbox"/>	
End Date September 21, 2012	<input type="checkbox"/>	<input type="checkbox"/>	
Budget			
Local FTE (function 6400-no project)	<input type="checkbox"/>	<input type="checkbox"/>	\$
Project -	<input type="checkbox"/>	<input type="checkbox"/>	
Project -	<input type="checkbox"/>	<input type="checkbox"/>	
Project -	<input type="checkbox"/>	<input type="checkbox"/>	
Total External PD Budget (no project & project funds)	<input type="checkbox"/>	<input type="checkbox"/>	

Approvals: (Signature's required)

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

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

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

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

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P.D.Activity	Details	Y	N	Comments
IF IT IS A:				
School-wide Training	Professional Development Details Goal the Activity is Supporting _____			
	<ul style="list-style-type: none"> • Action Step # • Name of Activity • Dates of Activity • Name of Consultant or Facilitator (if applicable) • Consultant Services Agreement (if applicable) • Materials 			
	Budget Items Required			
	<ul style="list-style-type: none"> • 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 Goal 1: Reading			
(collaborative teams that gathers research and studies new programs or topics and shares their findings-must use Learning Community form)	<ul style="list-style-type: none"> • Action Step # -1.2 • Name of Activity RHS -12-13 Differentiated Instruction • Dates of Activity -October 2012- May 2013 • Title of Book or Focus - Differentiated Instruction A Guide for Foreign Language Teachers 			
	Budget Items Required			
	<ul style="list-style-type: none"> • Action Step # - 1.2 • Cost of Book/Teacher Materials - \$288.37 • Funding Source - 0100 6400 0510 0431 0000 			
Learning Community	Professional Development Details Goal the Activity is Supporting Goal 1 Reading			
	<ul style="list-style-type: none"> • 			
(collaborative teams that gathers research and studies new programs or topics and shares their findings-must use Learning Community form)	<ul style="list-style-type: none"> • Action Step # -1.3 • Name of Activity RHS -12-13 What Great Teachers Do Differently • Dates of Activity -October 2012 – December 2012 • Title of Book or Focus - What Great Teachers Do Differently 			
	<ul style="list-style-type: none"> • Budget Items Required 			

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	<ul style="list-style-type: none"> Action Step # - 3.1 Cost of Book/Teacher Materials - \$553.96 Funding Source - 0100 6400 0510 0431 0000 			
Learning Community	Professional Development Details Goal the Activity is Supporting Goal 3 Writing			
(collaborative teams that gathers research and studies new programs or topics and shares their findings-must use Learning Community form)	<ul style="list-style-type: none"> Action Step # -3.1 Name of Activity RHS -12-13 Essay Test-Taking PLC Dates of Activity -September 2012 – December 2012 Title of Book or Focus - Essay Test Taking 			
	<ul style="list-style-type: none"> Budget Items Required 			
	<ul style="list-style-type: none"> Action Step # - 3.1 Cost of Book/Teacher Materials - \$369.60 Funding Source - 0100 6400 0510 0431 0000 			
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)	<ul style="list-style-type: none"> Action Step # Name of Activity Dates of Activity Teaching strategy or method to be researched 			
	Budget Items Required			
	<ul style="list-style-type: none"> 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	\$			

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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: ____/____/____

2012-2013 SCHOOL IMPROVEMENT PLAN

SCHOOL NAME: RideOut Elementary School

School Based Leadership Team

Response to Instruction/Intervention (RtI)

Identify the school-based RtI Leadership Team.

Principal: Laura Johnson - Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessments 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.

Assistance Principal: Adele Reed - Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessments 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.

Exceptional Student Education (ESE): Justin Schroeder, Kathleen Kirnie, Marilyn Archibald - 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.

General Education Teachers: Sandra Brashear (Primary), Allison Altwater (Intermediate), Bradley Gardner (Reading Teacher) - 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.

Instructional Reading Coach: Lacey Worsdell - 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.

District Intervention Specialist: Lacey Worsdell - 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. Assist grade levels in the development of Professional Learning Communities and /or Lesson Study.

School Psychologist: Sarah Roundtree - 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.

Technology Specialist: Peggy Roberts - 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.

Speech Language Pathologist: Mallory King - 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.

Student Services Personnel: Nicole Herzberg - 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?

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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 student? **The team meets once 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. Lacey Worsdell and Bradley Gardner collaborative with other elementary schools on ideas that pertain to best practices across all content areas.**

- 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 schools 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), Performance Matters (PM), Florida Comprehensive Assessment Test (FCAT), Math Benchmark Tests (K-2), Running Records, SuccessMarker, Diagnostic Assessments of Reading (DAR), Compass Learning, in-class data notebooks

Mid-Year Data: FAIR via Progress Monitoring and Reporting Network (PMRN), Performance Matters (PM), , Math Benchmark Tests (K-2), Running Records, SuccessMarker, Diagnostic Assessments of Reading (DAR), Compass Learning, in-class data notebooks

End of Year Data: FAIR via Progress Monitoring and Reporting Network (PMRN), Performance Matters (PM), Florida Comprehensive Assessment Test (FCAT), Math Benchmark Tests (K-2), Running Records, SuccessMarker, Diagnostic Assessments of Reading (DAR), Compass Learning, in-class data notebooks

- 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. 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).

Principal: Laura Johnson Provides a common vision for the use of data-based decision-making, **ensures that the school-based team is the K-12 Reading Plan, and 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.**

Assistance Principal: Adele Reed Provides a common vision for the use of data-based decision-making, ensures that the school-based team is trained in the K-12 Reading Plan, and **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.**

2012-2013 SCHOOL IMPROVEMENT PLAN

Select General Education Teachers Jennifer Frisbee (K); **Tandy Morrison (1); Carla Charbonneau (2); Carrie Dean and Jennifer Garland (3); Tracy Burt (4); Lisa Mansfield (5); Kary Bruce, Melissa Calcote, Arlie Brashear (6);; Cinda Merrill (Resource) - 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.**

Exceptional Student Education (ESE) Teachers: Terry Muntain (BRT); **Diane Powers (ESE); Lisa Baker (LI) - 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.**

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

The team meets once a month 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?

LLT will work to effectively integrate the RtI process to ensure that students most **“at risk” in reading receive intensive and immediate intervention services.**

Elementary Schools Only: Pre-School Transition

- Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

At RideOut Elementary School we offer 3 Pre-Kindergarten classrooms, 3 year old class, 4 year old class, and a 3-4 year old Behavioral class. Our Pre-Kindergarten classroom teachers (Patricia Rodgers, Ann Batteiger, and Holly Cromer) work with the Kindergarten department to ensure that these students are receiving the required material and concepts that are needed to be successful in Kindergarten. The Pre-Kindergarten department assesses their students three times a year using the Florida Voluntary Pre-Kindergarten Assessment.

For all incoming RideOut Kindergarten students, they 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 disaggregated prior to September 10th, 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.

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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?

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

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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.

2012-2013 SCHOOL IMPROVEMENT PLAN

SMART GOALS

SMART = Specific Measurable Attainable Realistic Timely

Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal

GOAL 1: By 2013, RideOut Elementary students in grades 3-6 will increase the number of proficient readers on FCAT 2.0 by (see below in red) percent in each grade level and sub groups that are currently not meeting proficiency targets. Grades 3-6 will also increase the percentage of students scoring at or above proficient on FCAT 2.0, equal to or beyond the performance levels of the highest-performing districts.

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	PROGRESS MEASURE	PROGRESS MEASURE	PROGRESS MEASURE	PROGRESS MEASURE
August 2012	August 2013	August 2014	August 2015	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 requires students to demonstrate a variety of relevant skills and competencies.

74%	80.5%	87%	93.5%	100%
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FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
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III. STUDENT PERFORMANCE INDICATOR(S): “EFFECT DATA”

ROE will decrease the percentage on non-proficient students in Reading based on FCAT Reading scores until we increase the % of students who are proficient by at least 50% by 2016.

3 rd 62% (38%)	3 rd 71.5 (28.5%)	3 rd 81% (19%)	3 rd 90.5 (9.5%)	3 rd 100% (0%)
4 th 65% (35%)	4 th 73.75% (26.5%)	4 th 82.5 (17.5%)	4 th 91.25% (8.75%)	4 th 100% (0%)
5 th 68% (32%)	5 th 76% (24%)	5 th 84% (16%)	5 th 92% (8%)	5 th 100 (0%)
6 th 78% (22%)	6 th 83.2% (16.8%)	6 th 89% (11%)	6 th 94.5% (5.5%)	6 th 100% (0%)

BOLD represents growth over 11-12
(Percent of non-proficient)

2012-2013 SCHOOL IMPROVEMENT PLAN

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
<p><i>1.1</i></p> <p>Teachers will implement Reteach and Enrich (R&E) during a 20-30 minute daily schedule.</p> <p>Task 1: Teachers will receive opportunities for learning through exemplars from edutopia.org and vertical team discussions.</p> <p>Task 2: Teachers will establish a common ritual of utilizing R&E to focus instruction on student achievement.</p>	<p><i>Sign-in sheets, feedback</i></p> <p><i>Meeting Minute, lesson plans, PD360 Observational Walkthroughs</i></p>	<p><i>Laura Johnson, Grade level chair(s)</i></p> <p><i>Laura Johnson, Grade level chair(s)</i></p>	<p><i>Pre-planning-on-going</i></p> <p><i>September – on-going</i></p>	<p><i>Appropriate functioning technology to view edutopia.org clips, Common meeting times</i></p> <p><i>Common planning, common grade level concept assessments, interventions and enrich materials</i></p>	<p><i>Reteach and Enrich methods via Leadership Team(Curr. Council) and faculty meetings.</i></p>	<p><i>\$0.00</i></p>

2012-2013 SCHOOL IMPROVEMENT PLAN

<p>1.2</p> <p>Teachers will implement differentiation and small group instruction and/or iii for all struggling students.</p> <p>Task 1: Teachers will utilize the designated 30 minutes of R&E to provide research-based intensive instruction to students identified “<i>at-risk</i>” in Reading based on FAIR & classroom collected data</p> <p>Task 2: Teachers will provide differentiated instruction to students based on individual needs as identified by FAIR & Performance Data using small groups and through</p>						
	<i>FAIR & PM Data; lesson plan; PD360 Observational Walkthroughs</i>	<i>Laura Johnson</i>	<i>September (after FAIR & PM Data)- on-going</i>	<i>Common planning time schedule; data</i>	<i>Technology Training: Interpreting FAIR reports</i>	<i>\$0.00</i>
					<i>You’re Going to Love this Kid! PLC</i>	<i>\$327.08 (0100.6400.0310.0541.0000)</i>
	<i>FAIR & PM Data; lesson plans; PD360 Observational Walkthroughs</i>	<i>Laura Johnson</i>	<i>September (after FAIR & PM Data)- on-going</i>	<i>Common planning time schedule; data</i>	<i>Carla Charbonneau will present faculty training on FAIR</i>	<i>\$0.00</i>

2012-2013 SCHOOL IMPROVEMENT PLAN

<p>differentiated learning centers.</p> <p>1.3</p> <p>Students will be encouraged to read independently through the use of the Accelerated Reader Program, grade level reading activities and school-wide reading activities.</p> <p>Task 1: Teachers will provide daily opportunities for independent and guided reading. The AR program will be made available to students for weekly tests on books read.</p>	<p><i>STAR and AR reports</i></p>	<p><i>Laura Johnson and AR Manager aka Mrs. Merrill</i></p>	<p><i>September - ongoing</i></p>	<p><i>Renaissance Learning- AR program, Computers, Internet Access</i></p>	<p><i>Representative from Renaissance Learning will be leading the faculty in a training on STAR Reports</i></p> <p><i>The Book Whisperer PLC</i></p>	<p><i>\$0.00</i></p> <p><i>\$170.97 (0100.6400.0310.0541.0000)</i></p>
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2012-2013 SCHOOL IMPROVEMENT PLAN

<p>1.4</p> <p>Before or After school tutoring will be provided to students who are consider “<i>at risk</i>” in Reading.</p> <p>Task 1: Peggy Roberts will provide tutoring with SuccessMaker in the computer lab before/after school to students identified “<i>at-risk</i>”</p> <p>Task 2: Tutoring Teachers will provide research-based interventions during the tutoring session before or after school</p>	<p><i>Roster; SuccessMaker Reports; student grade reports</i></p> <p><i>Roster; SuccessMaker Reports; student grade reports</i></p>	<p><i>Peggy Roberts; Adele Reed</i></p> <p><i>Peggy Roberts; Adele Reed</i></p>	<p><i>October –March</i></p> <p><i>October - March</i></p>	<p><i>Computer Lab; SuccessMaker;</i></p> <p><i>Tutoring Teachers; Intervention materials;</i></p>	<p><i>Florida Ready Practice & Instruction: Reading</i></p>	<p><i>\$0.00</i></p> <p><i>\$407.50</i></p>
<p>1.5</p> <p>Implement Lesson Study across all grade levels</p>	<p><i>Training Sign-In, Follow-Up Task Completion, PD360</i></p>	<p><i>Laura Johnson; Common Core and Lesson Study</i></p>	<p><i>Pre-planning-on-going</i></p>	<p><i>Lesson Study Tool Kit; Common Core Standards; Common Core and Lesson Study Facilitator</i></p>	<p><i>Lesson Study Training</i></p> <p><i>On-Site Common Core Training</i></p>	<p><i>\$0.00</i></p>

2012-2013 SCHOOL IMPROVEMENT PLAN

1.6	Task 1: Lesson studies with a focus on implementing Common Core Standards	<i>Observational Walkthroughs, Lesson Plans</i>	<i>Facilitator</i>		<i>Kagan SmartCards; Kagan Cooperative Learning Books</i>		<i>\$330.00 (0100.5100.0510.0541.1183)</i>
	Teachers utilize enhanced classroom technology						
	Task 1: Teachers will receive training (if needed) on using enhanced classroom technology in their classroom	<i>Sign-in sheets, feedback</i>	<i>Assistant Principal</i>	<i>Pre-planning On-going</i>	<i>Appropriate functioning technology in all classrooms</i>	<i>IS department for training on Enhanced classroom technology</i>	<i>\$0.00</i>
	Task 2: During common planning time, teachers will plan common quarterly lessons and assessments in reading that integrate the use of the enhanced technology during the Reading Block	<i>Meeting minutes, lesson plans, PD360 Observational Walkthroughs</i>	<i>Teachers, grade level chairs and principal</i>	<i>October 2012-ongoing</i>	<i>Common planning time schedule</i>		<i>\$0.00</i>

2012-2013 SCHOOL IMPROVEMENT PLAN

School District of Clay County

SMART GOALS

SMART = Specific Measurable Attainable Realistic Timely

Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal.

GOAL 2. By 2013, 78% of students (with an *emphasis on LQ*) will achieve proficiency (FCAT Level 3 or above) in **Math** and 75% of 4th and 5th grade students will make learning gains compared to the previous year FCAT data.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

- I. **STRATEGY 2:** Implement the research-based strategy of using higher order questioning techniques (with an emphasis on the Lesson Study Cycle), in order to increase the higher order thinking of students in Math

*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 using higher order questioning techniques (with an emphasis on the Lesson Study Cycle), in order to increase the higher order thinking of students in Math	50%	62.5%	74.7%	86.9%	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” ROE will decrease the percent of non-proficient students in Math as demonstrated by FCAT Math scores until we reduce the % of students who are non-proficient by at least 50% by 2016.. BOLD represents growth over 11-12 (Percent increase needed per year)	3 rd 59% (41%) 4 th 62% (38%) 5 th 58% (42%) 6 th 72% (28%)	3 rd 66.25% (33.75%) 4 th 71.25% (28.5%) 5 th 68.5% (31.5%) 6 th 79% (21%)	3 rd 79.5% (20.5%) 4 th 81% (19%) 5 th 79% (21%) 6 th 86% (14%)	3 rd 89.75% (10.25%) 4 th 90.5% (9.5%) 5 th 89.5% (10.5%) 6 th 93% (7%)	3 rd 100% (0%) 4 th 100% (0%) 5 th 100% (0%) 6 th 100% (0%)

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
<p>2.1</p> <p>Teachers utilize enhanced classroom technology</p> <p>Task 1: Teachers will receive training (if needed) on using enhanced classroom technology in their classroom</p> <p>Task 2: During common planning time, teachers will plan common quarterly lessons and assessments in reading that integrate the use of the enhanced technology during the Math Block</p>	<p><i>Sign-in sheets, feedback</i></p> <p><i>Meeting minutes, lesson plans, PD360 Observational Walkthroughs</i></p>	<p><i>Assistant Principal</i></p> <p><i>Teachers, grade level chairs and principal</i></p>	<p><i>Pre-planning On-going</i></p> <p><i>October 2012-ongoing</i></p>	<p><i>Appropriate functioning technology in all classrooms</i></p> <p><i>Common planning time schedule</i></p>	<p><i>IS department for training on Enhanced classroom technology</i></p>	<p><i>\$0.00</i></p> <p><i>\$0.00</i></p>
<p>2.2</p> <p>Implement Lesson Study across all grade levels</p>	<p><i>Training Sign-In, Follow-Up Task Completion, PD360 Observational Walkthroughs, Lesson Plans</i></p>	<p><i>Laura Johnson; Common Core and Lesson Study Facilitator</i></p>	<p><i>Pre-planning-on-going</i></p>	<p><i>Lesson Study Tool Kit; Common Core Standards; Common Core and Lesson Study Facilitator</i></p>		

2012-2013 SCHOOL IMPROVEMENT PLAN

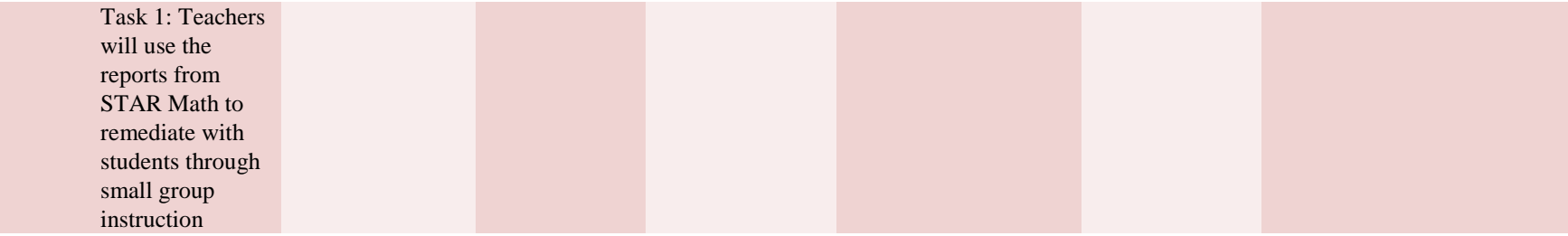
2.3	Task 1: Lesson studies with a focus on implementing Common Core Standards				<i>How to Give Effective Feedback to Your Students PLC</i> <i>Common Core Presentation</i> <i>Lesson Study Training</i>	\$291.17 (0100.6400.0310.0541.0000)
	Before or After school tutoring will be provided to students who are consider “ <i>at risk</i> ” in Reading.				<i>Florida Ready Practice & Instruction: Math</i>	\$407.50 (0100.5100.0510.0541.1183)
	Task 1: Peggy Roberts will provide tutoring with SuccessMaker in the computer lab before/after school to students identified “ <i>at-risk</i> ”	<i>Roster; SuccessMaker Reports; student grade reports</i>	<i>Peggy Roberts; Adele Reed</i>	<i>October –March</i>	<i>Computer Lab; SuccessMaker;</i>	\$0.00
Task 2: Tutoring Teachers will provide research-based interventions during the tutoring session before or after school	<i>Roster; SuccessMaker Reports; student grade reports</i>	<i>Peggy Roberts; Adele Reed</i>	<i>October - March</i>	<i>Tutoring Teachers; Intervention materials;</i>	\$0.00	

2012-2013 SCHOOL IMPROVEMENT PLAN

2.4	<p>Teachers will implement Reteach and Enrich (R&E) during a 20-30 minute daily schedule.</p> <p>Task 1: Teachers will receive opportunities for learning through exemplars from edutopia.org and vertical team discussions.</p> <p>Task 2: Teachers will establish a common ritual of utilizing R&E and high-effect size strategies to focus instruction on student achievement.</p>	<p><i>Sign-in sheets, feedback</i></p> <p><i>Meeting Minute, lesson plans, PD360 Observational Walkthroughs</i></p>	<p><i>Laura Johnson, Grade level chair(s)</i></p> <p><i>Laura Johnson, Grade level chair(s)</i></p>	<p><i>Pre-planning-on-going</i></p> <p><i>September – on-going</i></p>	<p><i>Appropriate functioning technology to view edutopia.org clips, Common meeting times</i></p> <p><i>Common planning, common grade level concept assessments, interventions and enrich materials</i></p>	<p><i>Possible PD for the implementation of R&E procedures</i></p> <p><i>Visible Learning for Teachers PLC</i></p>	<p><i>\$0.00</i></p> <p><i>\$428.18 (0100.6400.0310.0541.0000)</i></p>
2.5	<p>Teachers will use STAR Math to assess students' strengths and weaknesses to tailor instruction to individual needs.</p>	<p><i>STAR Math; lesson plans, PD360 Observational Walkthroughs</i></p>	<p><i>Laura Johnson</i></p>	<p><i>September – on-going</i></p>	<p><i>Renaissance Learning-STAR Math, Computers, Internet Access</i></p>	<p><i>Representative from Renaissance Learning will be leading the faculty in a training on STAR Math Reports</i></p>	<p><i>\$715.00 (0100.5100.0510.0541.1183)</i></p>

2012-2013 SCHOOL IMPROVEMENT PLAN

Task 1: Teachers will use the reports from STAR Math to remediate with students through small group instruction



2012-2013 SCHOOL IMPROVEMENT PLAN

School District of Clay County

SMART GOALS

SMART = Specific Measurable Attainable Realistic Timely

Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal.

GOAL 3: By 2013, all students in grades 4 will increase the number of students scoring a 4.0 or above on FCAT 2.0 Writing by at least 5% over the previous year

STRATEGIES, INDICATORS AND PROGRESS MEASURES

I. **Strategy 3:** Implement the research- based strategy of relating and integrating the subject matter with other disciplines during instruction

*PROGRESS MEASURES ARE FOR THE PURPOSE OF REACHING YOUR 3-5 YEAR SCHOOL IMPROVEMENT GOALS AND AMO'S.	PROGRESS MEASURE	PROGRESS MEASURE	PROGRESS MEASURE	PROGRESS MEASURE	PROGRESS MEASURE
	August 2012	August 2013	August 2014	August 2015	August 2016
<p>II. ADULT IMPLEMENTATION INDICATOR(S): “CAUSE DATA”</p> <p>100% of teachers will implement the research-based strategy of relating and integrating the subject matter with other disciplines during instruction</p>	50%	62.5%	74.7%	86.9%	100%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
<p>III. STUDENT PERFORMANCE INDICATOR(S): “EFFECT DATA”</p> <p>ROE will decrease the percentage on non-proficient students in Writing as demonstrated by FCAT 2.0 Writing scores until we increase the % of students who are proficient by at least 40% by 2016.</p>	4 th 66% (34%)	4 th 74.5% (25.5%)	4 th 83% (17%)	4 th 90.5% (9.5%)	100% (0%)
<p>BOLD represents growth from 11-12 (Percent increase needed per year)</p>					

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
<p>3.1</p> <p>Teachers in all grade levels will increase rigorous instruction on spelling, grammar skills, and conventions on a daily basis in all content areas.</p> <p>Task 1: Teachers (K-2) will learn and use the RIGGS program to reinforce spelling rules.</p> <p>Task 2: Teachers (3-6) will utilize Daily Oral Language to reinforce spelling, grammar and correct usage of conventions.</p>	<p><i>Lesson Plans; Observation 360</i></p>	<p><i>Laura Johnson, Adele Reed, Grade Level Teachers</i></p>	<p><i>2012-2013 School Year</i></p>	<p><i>Drops in the Bucket Language, D.O.L.; Tara Burrell will train K-2 faculty in the RIGGS program</i></p>	<p><i>Site-based training: RIGGS</i></p>	<p><i>\$0.00</i></p>
<p>3.2</p> <p>Teachers demonstrate knowledge of research-based best practices of writing across the content areas.</p> <p>Task 1: 4th Grade teachers will participate in the Kathryn Robinson Just Writes Training.</p> <p>Task 2: 4th Grade teachers will participate in a share session with other teachers that have consistently demonstrated high writing achievement scores from other local schools to gain a better understanding of the writing expectations and strategies.</p>	<p><i>Navigator registration and follow up completion</i></p> <p><i>Sign in sheets and grade level discussion minutes</i></p>	<p><i>Laura Johnson Adele Reed</i></p> <p><i>Laura Johnson Adele Reed</i></p>	<p><i>August 10, 2012</i></p> <p><i>August 8 and on-going</i></p>	<p><i>Kathryn Robinson Just Writes Training</i></p> <p><i>Teachers in Clay County</i></p>	<p><i>Kathryn Robinson Just Writes Training at LES</i></p>	<p><i>\$184.00 0100.6400.0330.0541.0000 (Instructional Staff Trng.)</i></p>

2012-2013 SCHOOL IMPROVEMENT PLAN

<p>3.3</p> <p>Students are organized into groups to practice skills, strategy or process.</p> <p>Task 1: Teachers will use data sheets to track the progress of students' writing skills and develop small group instruction targeted to student's specific needs.</p>	<p><i>Lesson Plans/Data Notebooks: Writing Plan for Success & Writing Sub-Skill Data Sheets</i></p>	<p><i>Laura Johnson Adele Reed</i></p>	<p><i>September – on going</i></p>	<p><i>Writing Plan for Success and Writing Sub-Skill Data Sheets</i></p>	
<p>3.4</p> <p><i>Teachers will participate in the development and follow through of a school wide writing plan incorporating Common Core.</i></p> <p><i>Task 1: Teachers will incorporate Discussion Based Questions in Science, Social Studies and Reading.</i></p>	<p><i>Lesson Plans; Observation 360</i></p>	<p><i>Laura Johnson Adele Reed</i></p>	<p><i>September – on going</i></p>	<p><i>Discussion Based Questions with Kevin Smith</i></p>	

2012-2013 SCHOOL IMPROVEMENT PLAN

School District of Clay County

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 at least 11% in 5 th grade over last years’ results as measured by the FCAT Science					
STRATEGIES, INDICATORS AND PROGRESS MEASURES					
I. Strategy 4: Implement the research-based strategy of designing and modifying instruction to deepen students’ understanding of content area and advance student learning while addressing preconceptions or misconceptions					
*PROGRESS MEASURES ARE FOR THE PURPOSE OF REACHING YOUR 3-5 YEAR SCHOOL IMPROVEMENT GOALS AND AMO’S.	PROGRESS MEASURE	PROGRESS MEASURE	PROGRESS MEASURE	PROGRESS MEASURE	PROGRESS MEASURE
	August 2012	August 2013	August 2014	August 2015	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 to deepen students’ understanding of content area and advance student learning while addressing preconceptions or misconceptions.	50%	62.5%	74.7%	86.9%	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” ROE will decrease the percentage of non-proficient students in Science as demonstrated by FCAT Science scores until we increase the % of students who are proficient by at least 50% by 2016. BOLD represents growth from 11-12 (Percent increase needed per year)	5 th 56% (44%)	5 th 67% (33%)	5 th 78% (22%)	5 th 88% (12%)	100% (0%)

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
<p>4.1</p> <p>Teachers engage students in activities that require comparison and/or clarification</p> <p>Task 1: Incorporate inquiry project based learning in daily instruction by students participating in the Science Fair activities</p> <p>Task 2: Schedule preliminary judging and events throughout the year to prepare students for the final event (Science Fair)</p>	<p><i>Weekly schedule, progress checks through weekly grade level meetings minutes</i></p>	<p><i>Laura Johnson, Adele Reed Science Department Head</i></p>	<p><i>August - March</i></p>	<p><i>Science Project Boards, schedule</i></p>		
<p>4.2</p> <p>Teachers will ask students to explain their thinking to determine misconceptions and explore higher level ideas/concepts.</p> <p>Task 1: Students in K-6 will utilize hands-on science curriculum through in class guided discovery and inquiry-based methods.</p>	<p><i>Observation 360, Lesson plans, Student Science Notebooks</i></p>	<p><i>Laura Johnson, Adele Reed</i></p>	<p><i>2012-2013 School Year</i></p>	<p><i>Science Kits; Student Science Notebooks (Teacher-Created)</i></p>		<p><i>\$0.00</i></p>
<p>4.3</p> <p>RideOut Elementary will participate in a school wide Science day to implement the Common Core practice of connecting sciences with other content areas.</p> <p>Task 1: Students will participate in a class room hands on experiences that will support the scientific method.</p>	<p><i>Lesson Plans indicating thematic science activities</i></p>	<p><i>Laura Johnson, Adele Reed, Grade Level Teachers</i></p>	<p><i>May 15, 2013</i></p>	<p><i>Science Kits</i></p>		

2012-2013 SCHOOL IMPROVEMENT PLAN

SMART GOALS

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Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal.

GOAL 5: By May 2013, at least 90% of ROE parents will attend a minimum of two school events, including at least one student-led, face-to-face conference.

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	PROGRESS MEASURE	PROGRESS MEASURE	PROGRESS MEASURE	PROGRESS MEASURE	PROGRESS MEASURE
August 2012	August 2013	August 2014	August 2015	August 2016	August 2016

**II. ADULT IMPLEMENTATION INDICATOR (S):
"CAUSE DATA"**

100% of teachers will implement the research-based strategy of fostering two-way communication through the use of planners and daily folders as appropriate per grade level.

85%	90%	92%	95%	100%
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FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
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**III. STUDENT PERFORMANCE INDICATOR (S):
"EFFECT DATA"**

Students will track parent involvement in data notebooks or student digital data notebook and use the planner daily.

85%	90%	92%	95%	100%
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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
<p>5.1</p> <p>Design and distribute data collection form for student tracking of parental involvement in data notebooks and presentation at student-led conferences.</p> <p>Task 1: Grade levels will develop forms which will enhance instructional decision making</p>	<p><i>Forms in Data Notebooks</i></p>	<p><i>Teachers, Adele Reed, Laura Johnson</i></p>	<p><i>October 2012</i></p>	<p><i>Word Processor</i></p>		
<p>5.2</p> <p>Acquire student planners with 7 Habits theme for all students to facilitate daily communication between school and home.</p> <p>Task 1: Grade levels will choose planners specific to their grade level.</p>	<p><i>Planners, Purchase, Orders, Invoices</i></p>	<p><i>Adele Reed, Laura Johnson</i></p>	<p><i>August 2012</i></p>			
<p>5.3</p> <p>Implement classroom routines that facilitate the daily completion of written agendas/assignments and review by teachers and parents.</p> <p>Task 1: Teachers will ensure parental communication through the planner by writing a daily agenda for the students to enter each day.</p>	<p><i>Lesson Plans</i></p>	<p><i>Teachers</i></p>	<p><i>Ongoing starting in August 2012</i></p>	<p><i>Planners</i></p>	<p><i>Planner Training (Internal)</i></p>	<p><i>\$1000.00 (0100.5100.0510.0541.1183)</i></p>

2012-2013 SCHOOL IMPROVEMENT PLAN

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

Resources Needed: Material / Technology / Trainer			
Professional Development			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount
Conference/Workshop/Seminar/Institute/Online PD Goal and Action Step #(s) Writing: 3.2 Title : <i>Kathryn Robinson Writing</i> Location: Lakeside Elementary School Dates: 08/10/12 Sponsoring Educational Institution: N/A	Mileage: N/A Meals: N/A Room: N/A Registration: \$184.00 Substitute(s): N/A	0100.6400.0310.0541.0000	\$184.00
Professional Learning Community Goal and Action Step #(s) Reading 1.2 Navigator Plus Activity Title: <i>ROE 12/13 – You’re Going to Love this Kid! By Kluth</i>	Materials List and Cost: 10 Books @ \$30.35 each = \$303.51 +23.57 Shipping = \$327.08	Budget Strip 0100.6400.0310.0541.0000	\$327.08
Goal and Action Step #(s) Reading 1.3 Navigator Plus Activity Title: <i>ROE 12/13 – The Book Whisperer by Miller</i>	10 Books @ \$14.74 each = \$147.40 +23.57 Shipping = \$170.97	0100.6400.0310.0541.0000	\$170.97
Goal and Action Step #(s) Math 2.2 Navigator Plus Activity Title: <i>ROE 12/13 – How to Give Effective Feedback to Your Students</i>	20 Books @ \$13.38 each = \$267.60 + 23.57 Shipping = \$291.17	0100.6400.0310.0541.0000	\$291.17
Goal and Action Step #(s) Math 2.4 Navigator Plus Activity Title: <i>ROE 12/13 – Visible Learning for Teachers by Hattie</i>	10 Books @ \$40.46 each = \$404.60 + 23.58 Shipping= \$428.18	0100.6400.0310.0541.0000	\$428.18
Lesson Study Goal and Action Step #(s): Reading 1/6 Navigator Plus Activity Title: ROE 12/13 – Lesson Study	Materials List & Cost: N/A	Budget Strip N/A	
School Workshop Goal and Action Step #(s)	Materials List and Cost: Consultant Fee:	Budget Strip	

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Navigator Plus Activity Title: N/A	Consultant Travel Expenses: Substitutes: Stipends:	N/A	
			Subtotal: \$1401.40
School Improvement			
Goal Area and Action Step Number	Description of Resources	Budget Strip	Available Amount
Reading: 1.4	Florida Ready Practice & Instruction: Reading	0100.5100.0510.0541.1183	\$407.50
Reading: 1.5	Kagan SmartCards/Cooperative Learning Books (with shipping)	0100.5100.0510.0541.1183	\$330.00
Math: 2.3	Florida Ready Practice & Instruction: Math	0100.5100.0510.0541.1183	\$407.50
Math: 2.5	STAR Math Assessment	0100.5100.0510.0541.1183	\$715.00
Parental Involvement: 5.3	Premier Planners	0100.5100.0510.0541.1183	\$1000.00
			Subtotal: \$2860.00
			Grand Total: \$4261.40

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Internal Checklist – Training Provided by School

P.D.Activity	Details	Y	N	Comments
IF IT IS A: School-wide Training	<p>Professional Development Details Goal the Activity is Supporting: Writing 3.2</p>			
	<ul style="list-style-type: none"> • Action Step #: 3.2.1 • Name of Activity: <i>Kathryn Robinson Writing</i> • Dates of Activity: 08/10/12 • Name of Consultant or Facilitator: J. Schriver • Consultant Services Agreement: N/A • Materials: N/A 			
	<p>Budget Items Required</p> <ul style="list-style-type: none"> • Action Step #: 3.2.1 • Name of Activity: <i>Kathryn Robinson Writing</i> • Funding Source: 0100.6400.0310.0541.0000 (\$184.00) • Cost of Consultant: Katherine Robinson (\$184) • Cost of Materials: N/A • Cost of Substitutes: N/A 			
Learning Community	<p>Professional Development Details Goal the Activity is Supporting: Reading 1.2</p>			
(collaborative teams that gathers research and studies new programs or topics and shares their findings- must use Learning Community form)	<ul style="list-style-type: none"> • Action Step #: 1.2.1 • Name of Activity: ROE 12/13 – “You’re Going to Love This Kid!” by Kluth • Dates of Activity: 10/18/12 – 11/22/12 • Title of Book or Focus: “You’re Going to Love This Kid!” by Kluth 			
	<p>Budget Items Required</p> <ul style="list-style-type: none"> • Action Step #: 1.2.1 • Cost of Book/Teacher Materials: \$327.08 • Funding Source: 0100.6400.0310.0541.0000 			

2012-2013 SCHOOL IMPROVEMENT PLAN

Learning Community

(collaborative teams that gathers **research and studies new programs or topics and shares their findings- must use Learning Community form**)

Professional Development Details

Goal the Activity is Supporting: Reading 1.3

- Action Step #: 1.3.1
- Name of Activity: ROE 12/13 – “The Book Whisperer” by Miller
- Dates of Activity: 10/11/12-11/22/12
- Title of Book or Focus: “The Book Whisperer”

Budget Items Required

- Action Step #: 1.3.1
- Cost of Book/Teacher Materials: \$170.97
- Funding Source: 0100.6400.0310.0541.0000

Learning Community

(collaborative teams that gathers **research and studies new programs or topics and shares their findings- must use Learning Community form**)

Professional Development Details

Goal the Activity is Supporting: Math 2.2

- Action Step #: 2.2.1
- Name of Activity: ROE 12/13 – “How to Give Effective Feedback to Your Students” by Brookhart
- Dates of Activity: 10/11/12-11/22/12
- Title of Book or Focus: “How to Give Effective Feedback to Your Students”

Budget Items Required

- Action Step #: 2.2.1
- Cost of Book/Teacher Materials: \$291.17
- Funding Source: 0100.6400.0310.0541.0000

Learning Community

(collaborative teams that gathers **research and studies new programs or topics and shares their findings- must use Learning Community form**)

Professional Development Details

Goal the Activity is Supporting: Math 2.4

- Action Step #: 2.4.2
- Name of Activity: ROE 12/13 – “Visible Learning for Teachers” by Hattie
- Dates of Activity: 10/11/12-11/22/12
- Title of Book or Focus: “Visible Learning for Teachers”

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	<p>Budget Items Required</p> <ul style="list-style-type: none"> Action Step #: 2.4.2 Cost of Book/Teacher Materials: \$428.18 Funding Source: 0100.6400.0310.0541.0000 			
<p>Lesson Study/Action Research</p> <p>(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)</p>	<p>Professional Development Details</p> <p>Goal the Activity is Supporting: Reading 1.5</p> <ul style="list-style-type: none"> Action Step #1.5 Name of Activity: ROE 12/13 – Lesson Study Dates of Activity: 10/11/12 – 04/15/13 Teaching strategy or method to be researched: Strategies for improving reading comprehension in the reading block. 			
	<p>Budget Items Required</p> <ul style="list-style-type: none"> Action Step # 1.5 Cost of Teacher Materials: N/A 			
<p>Timelines</p>				
<p>Start Date:</p>				
<p>August 2, 2012</p>				
<p>End date:</p>				
<p>September 21, 2012</p>				
<p>Budget</p>				
<p>Local FTE (function 6400-no project)</p>	<p>\$1401.40</p>			
<p>Project -</p>				
<p>Project -</p>				
<p>Project -</p>				
<p>Total Internal PD Budget (no project & project funds)</p>	<p>\$1401.40</p>			

Approvals: (Signature's required)

Principal: _____

Date: ___/___/___

2012-2013 SCHOOL IMPROVEMENT PLAN

SAC Chair: _____
Hilda Manning: _____
Shannah Kosek: _____

Date: ___/___/___
Date: ___/___/___
Date: ___/___/___



External Checklist
Training Not Provided by School/District
ROE WILL NOT BE UTILITIZING EXTERNAL TRAINING
FOR THE 2012-2013 SCHOOL YEAR.

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

2012-2013 SCHOOL IMPROVEMENT PLAN

	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.	<input type="checkbox"/>	<input type="checkbox"/>	
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.	<input type="checkbox"/>	<input type="checkbox"/>	
Who will be trained?	<input type="checkbox"/>	<input type="checkbox"/>	
Date(s), Time(s), Location	<input type="checkbox"/>	<input type="checkbox"/>	
Total Cost	<input type="checkbox"/>	<input type="checkbox"/>	
Needs School Board approval	<input type="checkbox"/>	<input type="checkbox"/>	
Complete budget line for expenses	<input type="checkbox"/>	<input type="checkbox"/>	
Name of facilitator/person responsible	<input type="checkbox"/>	<input type="checkbox"/>	
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.	<input type="checkbox"/>	<input type="checkbox"/>	
Who will be trained?	<input type="checkbox"/>	<input type="checkbox"/>	
Date(s), Location	<input type="checkbox"/>	<input type="checkbox"/>	
Total Cost	<input type="checkbox"/>	<input type="checkbox"/>	
Complete budget line for expenses	<input type="checkbox"/>	<input type="checkbox"/>	
Name of facilitator/person responsible	<input type="checkbox"/>	<input type="checkbox"/>	
Timelines			

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	Yes	No	Comments
Start Date August 2, 2012	<input type="checkbox"/>	<input type="checkbox"/>	
End Date September 21, 2012	<input type="checkbox"/>	<input type="checkbox"/>	
Budget			
Local FTE (function 6400-no project)	<input type="checkbox"/>	<input type="checkbox"/>	\$
Project -	<input type="checkbox"/>	<input type="checkbox"/>	
Project -	<input type="checkbox"/>	<input type="checkbox"/>	
Project -	<input type="checkbox"/>	<input type="checkbox"/>	
Total External PD Budget (no project & project funds)	<input type="checkbox"/>	<input type="checkbox"/>	

Approvals: (Signature's required)

Principal: _____ Date: ___/___/___

SAC Chair: _____ Date: ___/___/___

Hilda Manning: _____ Date: ___/___/___

Shannah Kosek: _____ Date: ___/___/___

2012-2013 SCHOOL IMPROVEMENT PLAN

SCHOOL NAME: RIDGEVIEW ELEMENTARY

School Based Leadership Team

Response to Instruction/Intervention (RtI)

Identify the school-based RtI Leadership Team.

- Indicate who is on the team and their position. Also explain why they have been included on the team.

Mr. Dana Archibald (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 intervene support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

General Education Teachers: Provides information about core instruction, participates in student data collection, delivers Tier I instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

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

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.

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.

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.

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 systematic patterns of student need with respect to language skills.

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 SBLT meets at least monthly with the Literacy Leadership Team. These teams analyze student data and recommend interventions to help the struggling child succeed.

2012-2013 SCHOOL IMPROVEMENT PLAN

SCHOOL NAME: RIDGEVIEW ELEMENTARY

School Based Leadership Team

- 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 SBLT analyzed school-wide standardized test scores identifying strengths and weaknesses. The areas in need of improvement were targeted in the SIP's smart goals. Once these goals were established, data from the Universal Screener's from each grade level will be monitored to ensure the teachers and students are staying on track.

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), Running Records, Performance Matters in all grades for math and science, Clay BUS for behavior, Early Reading Diagnostic Assessment (ERDA), Diagnostic Reading Assessment (DAR), and Compass Learning. End of Year: FAIR, and FCAT.

- Describe the plan to train staff on RtI.

Our Intervention Specialist, Jody Tennant, and Intervention Team Facilitator, Stephanie Moran will train the faculty and staff at Ridgeview Elementary. Ms. Tennant and/or Ms. Moran meet with each team every other week during the teams' common planning time to analyze individual student data and recommend specific interventions. Ms. Moran and Ms. Tennant provide individual teacher training as the need arises.

Literacy Leadership

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

Mr. Dana Archibald (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.

General Education Teachers: 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.

Exceptional Student Education teacher (ESE): Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through activities such as co-teaching, PLC's and Lesson Study.

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.

Technology Specialist: Develops or brokers 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.

2012-2013 SCHOOL IMPROVEMENT PLAN

SCHOOL NAME: RIDGEVIEW ELEMENTARY

School Based Leadership Team

- Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).
The LLT meets monthly with the School Based Leadership Team. These teams analyze student data and recommend interventions to help the struggling child succeed.
- What will be the major initiatives of the LLT this year?
This year the LLT will concentrate on assisting the lower 25% of readers in grades 4-6 as identified on the 2012 FCAT.

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.

Upon entering Ridgeview Elementary, each student is screened to assist the teachers in to plan the most appropriate curriculum based on each students' need. FLKRS, ECHOS and FAIR are administered to each child on a one-on-one basis to determine their probability of initial reading success. Data from these screenings will be used to plan daily academic instruction for all students. It students are identified as need assistance outside of the core curriculum; their names will be given to the SBLT.

FAIR will be re-administered mid-year and at the end of the year to determine student learning gains and 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.

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:

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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.

2012-2013 SCHOOL IMPROVEMENT PLAN

School District of Clay County

SMART GOALS

SMART = Specific Measurable Attainable Realistic Timely

Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal.

GOAL 1: GOAL 1: By 2013, K-2 students will increase the percentage of students meeting the RVE end-of-year recommended **Reading** goals by 10 percent. Students in grades 3-6 will decrease the number of non-proficient readers on FCAT 2.0 by 10 percent at each grade level. Grades 3-6 will also increase the percentage of students scoring at or above proficient on FCAT 2.0, equal to or beyond the performance levels of the highest-performing districts. Grades 4-6 will also increase the percentage of students making learning gains on FCAT 2.0 Reading.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

I. STRATEGY 1: : Implement the research-based strategy of developing learning experiences utilizing a variety of instructional practices 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
II. ADULT IMPLEMENTATION INDICATOR (S): 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 K-3 50% *Grades 4-6 40%	Grades K-3 62.5% Grades 4-6 55%	Grades K-3 75% Grades 4-6 70%	Grades K-3 87.5% Grades 4-6 85%	Grades K-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): Based on DOE requirements, we will reduce the percent of non-proficient students in reading by 50% by 2016.	3 rd 83% (17%) 4 th 63% (37%) 5 th 69% (31%) 6 th 76% (24%)	3 rd 85.13% (14.88%) 4 th 67.63% (32.37%) 5 th 72.88% (27.12%) 6 th 79% (21%)	3 rd 87.26% (12.76%) 4 th 72.26% (27.74%) 5 th 76.76% (23.24%) 6 th 82% (18%)	3 rd 89.39% (10.64%) 4 th 76.89% (23.11%) 5 th 80.64% (19.36%) 6 th 85% (15%)	3 rd 91.5% (8.5%) 4 th 81.5% (18.5%) 5 th 84.5% (15.5%) 6 th 88% (12%)

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
<p>I.1 Task 1: Teachers will establish a common ritual of using graphic organizers in a pre-reading experience during independent reading time for students each time they begin a new story. This will allow students to use prior/background knowledge and make predictions.</p>	<p><i>Graphic organizers, student responses, meeting minutes</i></p>	<p><i>Grade level chair, principal</i></p>	<p><i>2012-2013 school year</i></p>	<p><i>Copies, <u>The Daily Five</u>, Time for Kids, Weekly Reader</i></p> <p><i>Graphic organizer training for teachers as needed</i></p>	<p><i>Possible PD for staff on using graphic organizers</i></p> <p><i>Book Study: <u>The Daily Five</u></i></p>	<p><i>Building budget</i></p> <p><i>Professional Development</i></p>
<p>I.2 Teachers will utilize enhanced classroom technology</p> <p>Task 1: Teachers will receive training (if needed) on using the smart board/projector in their classroom.</p> <p>Task 2: During common planning time, teachers will plan consistent quarterly lessons in reading that integrate the use of the enhanced technology during the Reading Block.</p>	<p><i>Sign-in sheets, feedback</i></p> <p><i>Meeting minutes, Lesson plans, observation</i></p>	<p><i>Principal</i></p> <p><i>Teachers, grade level chairs and principal</i></p>	<p><i>Pre-planning, On-going</i></p> <p><i>October 2012 - ongoing</i></p>	<p><i>Appropriate functioning technology in all classrooms</i></p> <p><i>Common planning time schedule</i></p>	<p><i>IS dept. for training on smart board and projector</i></p> <p><i>Possible demonstrations for students needing assistance</i></p>	<p><i>Professional Development, School Improvement</i></p>

2012-2013 SCHOOL IMPROVEMENT PLAN

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material/ Technology/ Trainer	Related PD	Funding/Funding Source
<p>1.3 Teachers will match students to “just right” books by using leveled readers. Task 1: Teachers will check out bags of books from the Literacy Lab for students to use as independent readers.</p>	<p><i>Googledoc log of Literacy Lab book bag check outs</i></p>	<p><i>Principal, Reading Assistant</i></p>	<p><i>August 2012-ongoing</i></p>	<p><i>High interest leveled readers</i></p>	<p><i>Training on how to administer the DRA to find student reading levels</i></p>	<p><i>School Improvement</i></p>
<p>1.4 Teachers will utilize a running record of student performance. Task 1: Teachers will use Unique Learning to track student progress.</p>	<p><i>Unique Learning Checklists</i></p>	<p><i>Administration/InD Teachers</i></p>	<p><i>August 2012-ongoing</i></p>	<p><i>Access to Unique Learning Resources</i></p>	<p><i>Unique Learning Lesson Study</i></p>	<p><i>Professional Development</i></p>
<p>1.5 Teachers will utilize Common Core ELA Standards. Task 1: Teachers will design lessons that align with the Common Core Standards.</p>	<p><i>Lesson Plans</i></p>	<p><i>Teachers, grade level chairs and principal</i></p>	<p><i>September 2012-ongoing</i></p>	<p><i>Common Core Standards, Common Planning Time</i></p>	<p><i>Common Core Training and lesson observations</i></p>	<p><i>Professional Development</i></p>

2012-2013 SCHOOL IMPROVEMENT PLAN

School District of Clay County

SMART GOALS

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Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal,

GOAL 2. By 2013, 100% of students will achieve proficiency (FCAT Level 3 or above) in Math and 75% of 4-6 grade students will make learning gains compared to the previous year FCAT data.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

I. **STRATEGY 2: Implement the researched-based strategy of using higher order questioning techniques in order to increase the higher order thinking of students in Math.**

*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): 100% of teachers will implement the researched-based strategy of using higher order questioning techniques in order to increase the higher order thinking of students in Math.	Grades K-3 50% Grades 4-6 50%	Grades K-3 60% Grades 4-6 60%	Grades K-3 75% Grades 4-6 75%	Grades K-3 85% Grades 4-6 85%	Grades K-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): Based on DOE requirements, we will reduce the percent of non-proficient students in math by 50% by 2016.	3 rd 78% (22%) 4 th 70% (30%) 5 th 64% (36%) 6 th 63% (37%)	3 rd 80.75% (19.25%) 4 th 73.75% (26.25%) 5 th 68.5% (31.5%) 6 th 67.63% (32.37%)	3 rd 83.5% (16.5%) 4 th 77.5% (22.5%) 5 th 73% (27%) 6 th 72.26% (27.74%)	3 rd 86.25% (13.75%) 4 th 81.25% (18.75%) 5 th 77.5% (22.5%) 6 th 76.89% (23.11%)	3 rd 89% (11%) 4 th 85% (15%) 5 th 82% (18%) 6 th 81.5% (18.5%)

2012-2013 SCHOOL IMPROVEMENT PLAN

IMPLEMENTATION DETAILS

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p>2.1 Teachers will model higher-level thinking through Think-Alouds</p> <p>Task 1: Teachers will attend an Exemplars training on higher level thinking and questioning techniques during common planning time.</p>	<p><i>Sign-in, evaluation forms, and feedback from grade level team meetings</i></p>	<p><i>Principal, Grade Level Chair persons</i></p>	<p><i>September 19 and January Date TBD</i></p>	<p><i>Exemplars, notebooks, Exemplars Trainer</i></p>	<p><i>Initial Exemplars training</i></p>	<p><i>Professional Development</i></p>
<p>2.2 Teachers will utilize peer conferencing strategies in order to allow students to explain, summarize or clarify their thinking to a higher-order question.</p> <p>Task 1: Teachers will devise a grade-level wide “model” or process of strategies for students to use with their peer partner in order to ensure fluidity and comfort of the peer conferencing process.</p>	<p><i>Use of the appropriate model of strategies in math classrooms; meeting minutes</i></p>	<p><i>Grade Level Chairs, Principal, Teachers</i></p>	<p><i>September 19 - ongoing</i></p>	<p><i>Projector, copies, math journals</i></p>	<p><i>Follow-up Exemplars training</i></p>	
<p>2.3 Teachers will utilize Common Core Math Standards.</p> <p>Task 1: Teachers will design lessons that align with the Common Core Standards.</p>	<p><i>Lesson Plans</i></p>	<p><i>Teachers, grade level chairs and principal</i></p>	<p><i>September 2012-ongoing</i></p>	<p><i>Common Core Standards, Common Planning Time</i></p>	<p><i>Common Core Training and lesson observations</i></p>	<p><i>Professional Development</i></p>

2012-2013 SCHOOL IMPROVEMENT PLAN

School District of Clay County

SMART GOALS

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Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measurable school-specific goal.

GOAL 3:

By 2013, students in grade 4 will increase the number of students scoring a 4.0 or above on **Writing** FCAT by at least 5% over the previous year.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

I. Strategy 3: Implement the researched-based strategy of relating and integrating the subject matter with other disciplines during instruction.

*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
<p>II. ADULT IMPLEMENTATION INDICATOR(S): 100% of teachers will implement the researched-based strategy of relating and integrating the subject matter with other disciplines during instruction.</p>	50%	62%	75%	88%	100%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
<p>III. STUDENT PERFORMANCE INDICATOR(S): Based on DOE requirements, we will reduce the percent of non-proficient students in writing by 50% by 2016.</p>	66% (34%)	70.25% (29.75%)	74.5% (25.5%)	78.75% (21.25%)	83% (17%)

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
<p>3.1 <i>Teachers demonstrate knowledge of research-based best practices of writing across the content areas</i></p> <p><i>Task 1: Provide job-embedded professional development and support to staff on how to implement the use of writing across the content areas by holding 3 hours of training s for teachers of Math.</i></p>	<p><i>Extended Learning Opportunity Documentation</i></p>	<p><i>Classroom Teachers; Administrator</i></p>	<p><i>September 2012- March 2013</i></p>	<p><i>Technology; Performance Matters; Assessment Tools</i></p>	<p><i>Exemplars Training</i></p>	<p><i>Professional Development</i></p>
<p>3.2 <i>Students are organized into groups to practice skill, strategy or process</i></p> <p><i>Task 1: Provide systemic and systematic interventions for students failing or at-risk of academic failure. Focus: K-6 Compass Focus: 5-6 Study Island</i></p>	<p><i>SAC Documentation; Staff Meeting Documentation; Extended Learning Opportunity Documentation</i></p>	<p><i>Classroom Teachers; Special Education Teachers/Admin</i></p>	<p><i>September 2012- March 2013</i></p>	<p><i>Technology; Performance Matters; Assessment Tools; Training for identified staff in the implementation of systemic and systematic interventions K-12;</i></p>		<p><i>Technology Budget</i></p>

2012-2013 SCHOOL IMPROVEMENT PLAN

School District of Clay County

SMART GOALS					
SMART = Specific Measurable Attainable Realistic Timely					
<p>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></p>					
<p>GOAL 4: By 2013, students' academic performance in Science will improve by 10% in 5th grade over last years' results as measured by the FCAT Science.</p>					
STRATEGIES, INDICATORS AND PROGRESS MEASURES					
<p>Strategy 4: Implement the research-based strategy of designing and modifying instruction to deepen students' understanding of content area and advance student learning while addressing preconceptions or misconceptions.</p>					
*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
<p>I. ADULT IMPLEMENTATION INDICATOR (S): 100% of teachers K-6 will implement the research-based strategy of designing and modifying instruction to deepen students' understanding of content area and advance student learning while addressing preconceptions or misconceptions.</p>	25%	40%	50%	75%	100%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
<p>II. STUDENT PERFORMANCE INDICATOR (S): Based on DOE requirements, we will reduce the percent of non-proficient students in science by 50% by 2016.</p>	42% (58%)	49.25% (50.75%)	56.5% (43.5%)	63.75% (36.25%)	71% (29%)

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
<p>4.1 Teachers engage students in activities that require comparison and/or clarification.</p> <p>Task 1: Incorporate inquiry project based learning in daily instruction by students participating in the Science Fair.</p> <p>Task 2: Schedule preliminary judging and events throughout the year to prepare students for the final event (Science Fair)</p>	<p><i>Weekly schedule, progress checks through weekly grade level meeting minutes, participation numbers in the Science Fair</i></p> <p><i>Science Fair Projects, feedback, observation</i></p>	<p><i>Principal, Teachers</i></p> <p><i>Principal, Teachers</i></p>	<p><i>August 2012 – January 2013</i></p>	<p><i>Science project boards, schedule</i></p>		
<p>4.2 Teachers ask students to explain their thinking to determine misconceptions.</p> <p>Task 1: Students in grades 2 – 5 will utilize Science Notebooks to organize materials and develop a resource for inquiry projects.</p>	<p><i>Observation, progress checks through weekly grade level minutes</i></p>	<p><i>Principal, Teachers</i></p>	<p><i>2012-2013 school year</i></p>	<p><i>Notebooks</i></p>		<p><i>Professional Development & School improvement</i></p>

2012-2013 SCHOOL IMPROVEMENT PLAN

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 5: By 2013, Parental Involvement will improve by 10% over the previous year as measured by attendance at after-school and community events.					
STRATEGIES, INDICATORS AND PROGRESS MEASURES					
I. Strategy 5: Implement 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): 100% of teachers will implement the research-based strategy of fostering two-way home/school communication with all stakeholders to support student learning.	50%	70%	80%	90%	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): Grade levels will consistently increase parental involvement until we reduce the percent of non-participation by 50% by 2016. Improvement in attendance at all events, will positively impact academic achievement in all tested grades and content by 2016.	KG 60% (40%) 1 st 60% (40%) 2 nd 60% (40%) 3 rd 48% (52%) 4 th 48% (52%) 5 th 40% (60%) 6 th 40% (60%)	KG 65% (35%) 1 st 65% (35%) 2 nd 65% (35%) 3 rd 54.5% (45.5%) 4 th 54.5% (45.5%) 5 th 47.5% (52.5%) 6 th 47.5% (52.5%)	KG 70% (30%) 1 st 70% (30%) 2 nd 70% (30%) 3 rd 61% (39%) 4 th 61% (39%) 5 th 55% (45%) 6 th 55% (45%)	KG 75% (25%) 1 st 75% (25%) 2 nd 75% (25%) 3 rd 67.5% (32.5%) 4 th 67.5% (32.5%) 5 th 62.5% (37.5%) 6 th 62.5% (37.5%)	KG 80% (20%) 1 st 80% (20%) 2 nd 80% (20%) 3 rd 74% (26%) 4 th 74% (26%) 5 th 70% (30%) 6 th 70% (30%)

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
<p>5.1 Teachers volunteer resources and guidance as needed</p> <p>Task 1: Staff will create a yearly calendar of events to add to newsletters and electronic calendar informing parents of upcoming events.</p> <p>Task 2: Grade Levels will divide up responsibilities for events to attract parents from various grade levels to attend events.</p> <p>Task 3: Staff will communicate with parents via home-school agendas (planners) for daily needs and the Thursday folder.</p>	<p><i>Newsletters, Improvements in Parent Involvement</i></p> <p><i>Meeting Agendas and Minutes</i></p> <p><i>Improvements on parent communication, Increased Parent Involvement</i></p>	<p><i>Principal, Teachers</i></p> <p><i>Principals, Teachers</i></p> <p><i>Principals, Teachers</i></p>	<p><i>Summer 2012 and each month after through May 2013</i></p> <p><i>September 2012</i></p> <p><i>August 2012 – June 2013</i></p>	<p><i>Paper, copies</i></p> <p><i>Agendas (planners), Thursday Folders</i></p>		<p><i>School Budget</i></p> <p><i>School Improvement</i></p>

2012-2013 SCHOOL IMPROVEMENT PLAN

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

Resources Needed: Material / Technology / Trainer			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount 2010-11 SIP Proj 1181-\$1,007.41 2012-13 SIP Proj 1183-\$2,750.00 Total SIP Available: \$3,757.41
Goal – Reading – Action Step 1.1.1	Weekly reading periodical for students to improve their skills in reading - \$1,136.96	0100.5100.0510.0401.1183	\$1,136.96
Goal – Math – Action Step 2.2.2	Weekly reading periodical for students to improve their skills in math - \$1,613.04	0100.5100.0510.0401.1183	\$1,613.04
Goal – Parent Involvement – Action Step 5.1.3	Student planners and weekly folders to foster school/home communication - \$1,007.41	0100.5100.0510.0401.1181	\$1,007.41
			Subtotal: \$3,757.41
Professional Development			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount FTE – No Proj 0000 - \$1,347.50 Total PD Available: \$1,347.50
Conference/Workshop/Seminar/Institute/Online PD Goal and Action Step #(s) NA Title : NA Location: NA Dates: NA Sponsoring Educational Institution: NA	Mileage Meals Room NA Registration Substitute(s)	Budget Strip NA	NA
Professional Learning Community Goal and Action Step #(s) – Reading /Action Step 1.1.1 Navigator Plus Activity Title: RVE 12-13 – PLC—The Daily Five	Materials List and Cost: Professional Book (The Daily Five) for each participant - \$20 X 5=\$100.00	Budget Strip 0100.6400.0590.0001.0000	\$100.00
Lesson Study Goal and Action Step #(s) –Reading/Action Step 1.4.1 Navigator Plus Activity Title RVE 12-13 – Lesson Study – InD Unique Learning	Materials List & Cost: Substitutes for Lesson presentation and observation – 4 x \$25 x 1 hr = \$100.00	Budget Strip 0420.6400.0140.0401.4013	\$100.00

2012-2013 SCHOOL IMPROVEMENT PLAN

<p>School Workshop Goal and Action Step #(s) – Math/Action Step 2.1.1 Navigator Plus Activity Title: RVE 12-13 – Exemplars by Connie Lee, Curriculum Coach</p> <p>Goal and Action Step #(s) – Reading/Action Step 1.5.1 & Math/Action Step 2.1.2 Navigator Plus Activity Title: Title I RVE 12-13 Common Core by Steve Doughty, Chris Roberts, Sue Tullous & Kristin Makar</p>	<p>Materials List and Cost: Math training materials - \$297.50 Consultant Fee: NA Consultant Travel Expenses: NA Substitutes: NA Stipends: 29 participants for 2 hours (29 x \$24 = \$696...plus SS & Workmen’s Comp)</p> <p>Materials List and Cost: Math training materials: Consultant Fee: NA Consultant Travel Expenses: NA Substitutes: Substitutes for lesson observations – 5 x \$25 x 1 hr = \$125 Stipends:</p>	<p>Budget Strip 0100.6400.0510.0401.0000</p> <p>0100.6400.0120.0401.000</p> <p>0420.6400.0140.0401.4013</p>	<p>\$297.50</p> <p>\$725.00</p> <p>\$125.00</p>
Subtotal: \$1,347.50			
Other			
Goal Area and Action Step Number	Description of Resources	Budget Strip	Available Amount
Subtotal: \$0.00			
Grand Total: \$5,104.91			

2012-2013 SCHOOL IMPROVEMENT PLAN

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 <u>Math 2 & Writing 3</u>			
	<ul style="list-style-type: none"> • Action Step # 2.1.1 & 3.1.1 • Name of Activity: RVE 12-13 – Exemplars • Dates of Activity: 9/19/2012 through ongoing • Name of Consultant or Facilitator: Connie Lee • Consultant Services Agreement - No • Materials – Exemplar Notebooks & Copies 			
	Budget Items Required			
	<ul style="list-style-type: none"> • Action Step # 2.1.1 & 3.1.1 • Name of Activity: RVE 12-13 – Exemplars • Funding Source: 0100.6400.0510.0401.0000 (\$297.50) 0100.6400.0120.0401.0000 (\$725.00) • Cost of Consultant - NA • Cost of Materials - \$297.50 • Cost of Substitutes NA • Cost of Stipends: \$725.00 			
School-wide Training	Professional Development Details Goal the Activity is Supporting <u>Reading 1 & Math 2</u>			
	<ul style="list-style-type: none"> • Action Step # 1.5.1 & 2.1.2 • Name of Activity: RVE 12-13 – Common Core • Dates of Activity: 9/25/2012 through ongoing • Name of Consultant or Facilitator: Steve Doughty, Chris Roberts, Sue Tullous & Kristin Makar • Consultant Services Agreement - No • Materials – NA 			

2012-2013 SCHOOL IMPROVEMENT PLAN

	Budget Items Required		
	<ul style="list-style-type: none"> Action Step # 1.5.1 & 2.1.2 Name of Activity: RVE 12-13 – Common Core Funding Source: 0420.6400.0140.0401.4013 (\$125) Cost of Consultant - NA Cost of Materials - NA Cost of Substitutes \$125 		
Learning Community	Professional Development Details Goal the Activity is Supporting <u>Reading 1</u>		
	<ul style="list-style-type: none"> Action Step # 1.1.1 Name of Activity: RVE 12-13 – PLC – The Daily Five Dates of Activity: 10/1/2012 – 4/9/2013 Title of Book: <u>The Daily Five</u> 		
	Budget Items Required		
	<ul style="list-style-type: none"> Action Step # 1.1.1 Cost of Book: \$100.00 Source of Funding: 0100.6400.0590.0001.0000 		
Lesson Study	Professional Development Details Goal the Activity is Supporting <u>Reading 1</u>		
	<ul style="list-style-type: none"> Action Step # 1.4.1 Name of Activity: RVE 12-13 – Lesson Study InD Unique Learning Dates of Activity: 9/19/2012 – 9/20/2012 Teaching strategy or method to be researched: Unique Learning 		
	Budget Items Required		
	<ul style="list-style-type: none"> Action Step # 1.4.1 Cost of Teacher Materials: NA Substitutes: \$125.00 Funding Source: 0100.6400.0140.0401.0000 		

2012-2013 SCHOOL IMPROVEMENT PLAN

Timelines				
Start Date: August 2, 2012				
End date: May 15, 2013				
Budget				
Local FTE (function 6400-no project)	\$ 1,347.50			
Project -				
Project -				
Project -				
Total Internal PD Budget (no project & project funds)	\$1,347.50			

Approvals: (Signature's required)

Principal: _____
 SAC Chair: _____
 Hilda Manning: _____
 Shannah Kosek: _____

Date: ___/___/___
 Date: ___/___/___
 Date: ___/___/___
 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

2012-2013 SCHOOL IMPROVEMENT PLAN

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.	<input type="checkbox"/>	<input type="checkbox"/>	
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.	<input type="checkbox"/>	<input type="checkbox"/>	
Who will be trained?	<input type="checkbox"/>	<input type="checkbox"/>	
Date(s), Time(s), Location	<input type="checkbox"/>	<input type="checkbox"/>	
Total Cost	<input type="checkbox"/>	<input type="checkbox"/>	
Needs School Board approval	<input type="checkbox"/>	<input type="checkbox"/>	
Complete budget line for expenses	<input type="checkbox"/>	<input type="checkbox"/>	
Name of facilitator/person responsible	<input type="checkbox"/>	<input type="checkbox"/>	
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.	<input type="checkbox"/>	<input type="checkbox"/>	
Who will be trained?	<input type="checkbox"/>	<input type="checkbox"/>	
Date(s), Location	<input type="checkbox"/>	<input type="checkbox"/>	
Total Cost	<input type="checkbox"/>	<input type="checkbox"/>	
Complete budget line for expenses	<input type="checkbox"/>	<input type="checkbox"/>	
Name of facilitator/person responsible	<input type="checkbox"/>	<input type="checkbox"/>	

2012-2013 SCHOOL IMPROVEMENT PLAN

Timelines			
	Yes	No	Comments
Start Date August 2, 2012	<input type="checkbox"/>	<input type="checkbox"/>	
End Date September 21, 2012	<input type="checkbox"/>	<input type="checkbox"/>	
Budget			
Local FTE (function 6400-no project)	<input type="checkbox"/>	<input type="checkbox"/>	\$
Project -	<input type="checkbox"/>	<input type="checkbox"/>	
Project -	<input type="checkbox"/>	<input type="checkbox"/>	
Project -	<input type="checkbox"/>	<input type="checkbox"/>	
Total External PD Budget (no project & project funds)	<input type="checkbox"/>	<input type="checkbox"/>	

Approvals: (Signature's required)

Principal: _____ Date: ___/___/___

SAC Chair: _____ Date: ___/___/___

Hilda Manning: _____ Date: ___/___/___

Shannah Kosek: _____ Date: ___/___/___

2012-2013 SCHOOL IMPROVEMENT PLAN

SCHOOL NAME: S. Bryan Jennings

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.

Mrs. Outman-Principal: provides a common vision for the use of data-base 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.

Ms. Dyal-Assistant Principal: provides professional development and technical support to teachers and staff regarding data management and display.

Ms.Dockery-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, she will continue to link child-service and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Mrs.Arvin-Staffing Specialist-provides consultative assistance regarding ESE curriculum and procedures; provides technical ssistance on ESE staffing and IEP reviews; supports and promotes inclusion activities.

Mrs.Jones-Curriculum Coach- develops, leads, and evaluates core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches.

Mrs. Sease-Curriculum Coach-develops and implements, and evaluates core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches.

Mrs.Hagen-Grades 4-6 Liaison-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.

2012-2013 SCHOOL IMPROVEMENT PLAN

SCHOOL NAME: S. Bryan Jennings

School Based Leadership Team

Mrs.Reid-Grades 2-3 Liaison-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.

Mrs.O'Neil-Grades K-2 and ESE Liaison-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.

Ms. Tennant-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.

Mrs. Williamson-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.

- **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?**

Weekly meetings with grade level teams to discuss data trends and specific interventions/high effect strategies for students in tier 2 and tier 3. The leadership team is composed of representatives across the grade levels.

- **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 team disaggregates needs based upon the current data and trends to develop high effect strategies for school-wide and/or grade level implementation reflecting the needs of the stakeholders.

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.**

2012-2013 SCHOOL IMPROVEMENT PLAN

SCHOOL NAME: S. Bryan Jennings

School Based Leadership Team

READING:

Universal screening data:

Florida Assessments for Instruction in Reading (FAIR) 3x per year in grades K-6; results are summarized on the state PMRN (Progress Monitoring and Reporting Network)

K-5 also uses Treasures FCAT Weekly assessments and GoMath mid-chapter checkpoints and chapter tests.

Florida Comprehensive Assessment Test-annually in grades 3-6

Computer based instruction reports which may include:

Waterford Reading

SuccessMaker

Diagnostic Data:

FAIR-as needed when students in grades K-6 are having difficulties; results are maintained by teacher

Progress Monitoring data:

FAIR-as needed when students in grades K-6 are summarized and maintained by the teacher.

Progress monitoring charts, tables, and/or graphs maintained by the teacher as a result of specific program/materials implementation.

Performance Matters disaggregates lagging data (FCAT) to inform of particular areas of strengths and weaknesses for students in areas assessed in reading.

MATH-

Universal screening data:

Performance Matters K-6; results are summarized on the website

FCAT-annually in grades 3-6

2012-2013 SCHOOL IMPROVEMENT PLAN

SCHOOL NAME: S. Bryan Jennings

School Based Leadership Team

Diagnostic data:

Performance Matters administered at beginning of year and students can be remediated in areas of weakness; results summarized on computer and maintained by teacher.

FCAT-annually in grades 3-6

Diagnostic data:

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

Progress Monitoring data:

Interventions may be customized as needed for students in grades K-6 when teachers have concerns regarding students who are having difficulties

Teacher-created curriculum-based measures

Universal screener sheets for math documenting Tier 1, Tier 2, and Tier 3 data

Progress monitoring charts, tables, and/or graphs maintained by the teacher as a result of specific program/materials implementation.

Performance Matters disaggregates lagging data (FCAT) to inform of particular areas of strengths and weaknesses for students in areas assessed in math.

Behavior-

Universal screening data:

Discipline history (Performance Matters) or cumulative folder

Teacher anecdotal data

Clay BUS

Diagnostic data-

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

Progress Monitoring data-

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

- **Describe the plan to train staff on RtI.**

The district RTI coach, Jody Tennant, is housed in our school 2- 3 times weekly depending on her schedule. She offers individual or group sessions regarding specific students. She is also responsible for training the staff in either whole or small group settings. She attends monthly district meetings and shares this information with staff at either faculty or team meetings.

2012-2013 SCHOOL IMPROVEMENT PLAN

SCHOOL NAME: S. Bryan Jennings

School Based Leadership Team

Literacy Leadership

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

Ms. Dyal-Assistant Principal

Mrs. Jones-Curriculum Coach

Mrs. Sease-Curriculum Coach

Mrs. O'Neil-ESE

Ms. Santa Maria-ESE

Mrs. Hagen-4th grade

Mrs. Reid-2nd grade

Mrs. Dockery-guidance

Mrs. Hudson-Media Specialist

Mrs. Tennent-District Intervention Coach

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

The team meets every other week 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 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 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/SBLT will work to effectively integrate the RTI process to ensure that students most "at risk" receive intensive and immediate intervention services. We have created an "Information Hideaway" that is used for posting and tracking students and the high effect strategies being implemented with students. The dissemination of information regarding common core is a focus as well.

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.**

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

At S. Bryan Jennings Elementary School, all incoming Kindergarten students are screened using the Florida Kindergarten Readiness Screener (FLKRS) to determine student readiness. Staggered start enrollment is used to ease the transition to Kindergarten. Student needs are assessed using FAIR and reading placement diagnostics. Pre-K teachers serve on the School Readiness Committee.

Area daycares are provided educational brochures with strategies they can use to prepare students for Kindergarten, and the district provides a District Parent Seminar. In the Spring of 2013, Kindergarten teachers will meet with the parents of incoming Kindergarten students for 2013-2014 school year providing suggestions and strategies to work on over the summer to prepare for Kindergarten.

Screening data will be collected and aggregated prior to September 30, 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 instruction, 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.

After the beginning of the year test, FAIR and Performance Matters will be re-administered mid-year and at the end of the year in order to determine student learning gains to drive 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.**

To ensure that reading strategies are integrated throughout the curriculum (Science, Social Studies, and Reading/Language Arts), we have two teachers currently enrolled in the NG-CARPD class. They also have a common planning time that allows the teachers to collaborate, to ensure Reading Strategies are integrated seamlessly throughout the day.

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?**

2012-2013 SCHOOL IMPROVEMENT 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 High School Feedback Report.

2012-2013 SCHOOL IMPROVEMENT PLAN

School District of Clay County

SMART GOALS

SMART = Specific Measurable Attainable Realistic Timely

Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal.

GOAL 1: By 2013, students in grades 3-6 will decrease the # of non-proficient students on FCAT 2.0 by 10 percent at each grade level and subgroup currently not meeting proficiency targets. Grades 3-6 will also increase the percentage of students scoring at or above proficiency on FCAT 2.0, equal to or beyond the performance levels of our school district

STRATEGIES, INDICATORS AND PROGRESS MEASURES

I. STRATEGY 1: *Our strategy will be to utilize the researched based strategy of delivering timely feedback to monitor instructional needs of students*

*PROGRESS MEASURES ARE FOR THE PURPOSE OF REACHING YOUR 3-5 YEAR SCHOOL IMPROVEMENT GOALS AND AMO'S.	PROGRESS MEASURE August 2012	PROGRESS MEASURE August 2013	PROGRESS MEASURE August 2014	PROGRESS MEASURE August 2015	PROGRESS MEASURE August 2016
II. ADULT IMPLEMENTATION INDICATOR (s): “CAUSE DATA” 100% of teachers will implement the research-based strategy of utilizing timely feedback to monitor instructional needs of each student.	62%	71%	80%	89%	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” S. Bryan Jennings will consistently increase FCAT Reading scores by reducing the % of non -proficient students by at least 50% by 2016	3 rd -59% (41%) 4 th -62% (38%) 5 th -56% (44%) 6 th -67% (33%)	3 rd -64.125% (35.875%) 4 th -66.75% (33.25%) 5 th - 61.5% (38.5%) 6 th -71.125% (28.875%)	3 rd -69.25% (30.75%) 4 th -71.5% (28.5%) 5 th -67% (33%) 6 th -75.25% (24.75%)	3 rd - 74.375% (25.625%) 4 th -76.25% (23.75%) 5 th -72.5% (27.5%) 6 th -79.375% (20.625%)	3 rd -79.5% (20.5%) 4 th -81% (19%) 5 th -78% (22%) 6 th -83.5% (16.5%)

2012-2013 SCHOOL IMPROVEMENT PLAN

IMPLEMENTATION DETAILS

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material/ Technology/ Trainer	Related PD	Funding/Funding Source
1.1 Teachers will organize students into fluid groups based on strengths and weaknesses through on-going progress monitoring and benchmark assessments	<i>Differentiated lesson plans and/or group rotation schedule posted</i>	<i>classroom teacher /reading coach</i>	<i>2012-2013 school year</i>	<i>Benchmark data</i>	<i>None</i>	<i>None</i>
1.2 Teachers convey high expectations and provides immediate and specific feedback to students to promote student achievement	<i>Student's self-assessment logs; FAIR and Performance Matter pages showing dates of conferencing with students and goals set</i>	<i>Classroom teacher/administration</i>	<i>2012-2013 school year</i>	<i>Benchmark data and ongoing assessments Incentives for Awards Assemblies</i>	<i>None</i>	<i>0100.5100.0510.0331.1183 \$700 incentives</i>
1.3 Teachers modeling their lesson focus on one or more research-based high yield strategies	<i>Lesson plans and observations</i>	<i>Classroom teacher/reading coach/administration</i>	<i>2012-2013</i>	<i>Assembly addressing the importance of education and setting goals</i>	<i>None</i>	<i>0100.5100.0510.0331.1183 \$1805 Assembly</i>

2012-2013 SCHOOL IMPROVEMENT PLAN

School District of Clay County

SMART GOALS

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Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal,

GOAL 2. By 2013, 65% of students will achieve proficiency (FCAT Level 3 or above) in Math with an emphasis on number sense, geometry, fractions, and Base 10.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

I. **STRATEGY 2:** Implement the research-based strategy of using higher order questioning techniques (with an emphasis on using small groups to facilitate Math instruction), in order to increase the higher order thinking of students in Math.

*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
<p>II. ADULT IMPLEMENTATION INDICATOR (S): “CAUSE DATA”</p> <p>100 % of teachers will implement the research-based strategy of using higher order questioning techniques (with an emphasis on using small groups to facilitate math instruction), in order to increase the higher order thinking of students in Math</p>	61%	70%	79%	88%	100%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
<p>III. STUDENT PERFORMANCE INDICATOR (S): “EFFECT DATA”</p> <p>Students will consistently increase their FCAT Math scores until we reduce the % of students who are non-proficient by at least 50% 2016.</p>	3 rd - 66% (34%) 4 th - 40% (60%) 5 th - 54% (46%) 6 th -67% (33%)	3 rd – 70.25% (29.75%) 4 th - 47.5% (52.5%) 5 th – 59.75% (40.25%) 6 th – 71.125% (28.875%)	3 rd -74.5% (25.5%) 4 th -55% (45%) 5 th -65.5% (34.5%) 6 th -75.25% (24.75%)	3 rd -78.75% (21.25) 4 th – 62.5% (37.5%) 5 th - 71.25% (28.75%) 6 th – 79.375% (20.625%)	3 rd -83% (17%) 4 th -70% (30%) 5 th -77% (23%) 6 th -83.5% (16.5%)

2012-2013 SCHOOL IMPROVEMENT PLAN

IMPLEMENTATION DETAILS

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
2.1 Teacher will organize students into fluid groups based on strengths and weaknesses through on-going progress monitoring and benchmark assessments	<i>Differentiated lesson plans and/or group rotation schedule posted</i>	<i>classroom teacher /math coach</i>	<i>2012-2013 school year</i>	<i>Benchmark data (no cost)</i>	<i>None</i>	<i>None</i>
2.2 Teachers will require students to explain their thinking to determine misconceptions	<i>Written and/or oral questioning based on lesson plans and observations</i>	<i>Classroom teacher/math coach/administration</i>	<i>2012-2013 school year</i>	<i>Lesson Plans with questions (no cost)</i>	<i>None</i>	<i>None</i>
2.3 Teachers will model problem solving and higher order thinking through Think Alouds.	<i>Observations/lesson plans</i>	<i>Classroom teacher/math coach</i>	<i>2012-2013</i>	<i>Lesson Plans (no cost)</i>	<i>None</i>	<i>None</i>

2012-2013 SCHOOL IMPROVEMENT PLAN

School District of Clay County

SMART GOALS

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Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measurable school-specific goal.

GOAL 3: By 2013, the number of students scoring a 4.0 or above on Writing FCAT will increase by at least 36% over the previous year.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

I. Strategy 3: Implement the research-based strategy of relating and integrating the subject matter with other disciplines during instruction
Missing words in the Strategy- see teal highlight below in II.

*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 teacher will implement the research-based strategy of relating and integrating subject matter with other disciplines during instruction	25%	43%	61%	80%	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” S. Bryan Jennings will consistently increase their FCAT Writing scores by reducing the % of non-proficient writers by at least 50% by 2016.	14% (86%)	24.75% (75.25%)	35.5% (64.5%)	46.25% (53.75%)	57% (43%)

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
3.1 Teachers will model using a variety of organizers that are relevant to the writing in that content area	Organizers appropriate to content area	Classroom teacher	2012-2013	Kathryn Robinson (consultant fee)	LES 2012 – 2013 Kathryn Robinson – Best Practices in Writing	0100.6400.0310.0331.0000 \$276 (consultant fee)
3.2 Teachers will use the DBQ method and require students to respond in writing to defend their responses in content areas	Lesson plans/writing samples	Classroom teacher	2012-2013	Curriculum Coach will facilitate DBQ materials Substitutes for implementation days	SBJ 12 – 13 DBQ Lesson Study	0420.6400.0590.0331.4013 \$3000 DBQ materials 0420.6400.0140.0331.4013 \$1200 substitutes for PD 0420.6400.0220.0331.4013 \$49.50 Social Security for Subs 0420.6400.0391.0331.4013 \$200printing 0420.6400.0510.0331.4013 \$200 supplies
3.3 Provide professional development to teachers utilizing Common Core to enhance students' writing across the content areas	Sign-in sheets/follow-up forms	Classroom teacher/District Curriculum specialist/administration	2012-2013	None	None	None

2012-2013 SCHOOL IMPROVEMENT PLAN

School District of Clay County

SMART GOALS					
SMART = Specific Measurable Attainable Realistic Timely					
<p>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></p>					
GOAL 4: BY 2013, STUDENTS' ACADEMIC PERFORMANCE IN SCIENCE WIL IMPROVE BY 10% OVER LAST YEARS' RESULTS AS MEASURED BY THE FCAT SCIENCE TEST					
STRATEGIES, INDICATORS AND PROGRESS MEASURES					
I. Strategy 4: Implement the research-based strategy of designing and modifying instruction to deepen students' understanding of content area and advance student learning while addressing preconceptions or misconceptions					
*PROGRESS MEASURES ARE FOR THE PURPOSE OF REACHING YOUR 3-5 YEAR SCHOOL IMPROVEMENT GOALS AND AMO'S.	PROGRESS MEASURE August 2012	PROGRESS MEASURE August 2013	PROGRESS MEASURE August 2014	PROGRESS MEASURE August 2015	PROGRESS MEASURE August 2016
II. ADULT IMPLEMENTATION INDICATOR (S): "CAUSE DATA" 100% of teachers will Implement the research-based strategy of designing and modifying instruction to deepen students' understanding of content area and advance student learning while addressing preconceptions or misconceptions.	55%	66%	77%	88%	100%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016

2012-2013 SCHOOL IMPROVEMENT PLAN

SMART GOALS					
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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 WIL IMPROVE BY 10% OVER LAST YEARS' RESULTS AS MEASURED BY THE FCAT SCIENCE TEST					
STRATEGIES, INDICATORS AND PROGRESS MEASURES					
I. Strategy 4: Implement the research-based strategy of designing and modifying instruction to deepen students' understanding of content area and advance student learning while addressing preconceptions or misconceptions					
*PROGRESS MEASURES ARE FOR THE PURPOSE OF REACHING YOUR 3-5 YEAR SCHOOL IMPROVEMENT GOALS AND AMO'S.	PROGRESS MEASURE August 2012	PROGRESS MEASURE August 2013	PROGRESS MEASURE August 2014	PROGRESS MEASURE August 2015	PROGRESS MEASURE August 2016
II. ADULT IMPLEMENTATION INDICATOR (S): "CAUSE DATA" 100% of teachers will Implement the research-based strategy of designing and modifying instruction to deepen students' understanding of content area and advance student learning while addressing preconceptions or misconceptions.	55%	66%	77%	88%	100%
III. STUDENT PERFORMANCE INDICATOR (S): "EFFECT DATA" S. Bryan Jennings will consistently increase their FCAT Science scores by reducing the % of non-proficient writers by at least 50% by 2016.	55% (45%)	60.625% (39.375%)	66.25% (33.75%)	71.875% (28.125%)	77.5% (22.5%)

2012-2013 SCHOOL IMPROVEMENT PLAN

IMPLEMENTATION DETAILS

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
4.1 Teachers will focus on planning lessons that promote the modeling of generating and testing hypotheses	<i>Lesson plans/scientific investigations</i>	<i>Science teacher</i>	<i>2012-2013 school year</i>	<i>Larry Chew professional books</i>		<i>0420.6400.0590.0331.4013 \$300 (Larry Chew prof. books)</i>
4.2 Teachers will require students to summarize and clarify their learning through the use of a science notebook	<i>Science notebooks</i>	<i>Science teacher</i>	<i>2012-2013 School year</i>	<i>None</i>	<i>None</i>	<i>None</i>
4.3 Teachers will provide immediate feedback, when possible, to students addressing their scientific thinking and possible misconceptions	<i>Observations/written remarks in science notebooks</i>	<i>Science teacher</i>	<i>2012-2013 School year</i>	<i>None</i>	<i>None</i>	<i>None</i>

2012-2013 SCHOOL IMPROVEMENT PLAN

SMART GOALS					
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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 5: By 2013, SBJ parental involvement will improve by 10% over the 2012 as measured by attendance at school related activities.					
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	75%	85%	90%	95%	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" Increased parental involvement at school functions will impact and increase student achievement. We will increase our parental involvement by reducing the number of non-participatory parents by at least 50% by 2016	9% (91%)	20.375% (79.625%)	31.75% (68.25%)	43.125% (56.875%)	54.5% (45.5%)

2012-2013 SCHOOL IMPROVEMENT PLAN

IMPLEMENTATION DETAILS

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
5.1 Faculty and staff will participate in a parental involvement in-service	<i>Sign-in sheets</i>	<i>Lisa Goodwin</i>	<i>2012-2013 school year</i>	<i>None</i>	<i>None</i>	<i>None</i>
5.2 Administration will utilize the school’s automated phone system to inform parents of upcoming school related events	<i>Log of scheduled automated calls</i>	<i>Administration</i>	<i>2012-2013</i>	<i>EduLink and Log (no cost)</i>	<i>None</i>	<i>None</i>
5.3 Staff will utilize Wednesday folders/planners, the Jag Journal and where appropriate, classroom newsletters to establish a two-way communication between home and school	<i>Wednesday folders, student planners, classroom newsletters, and the Jag Journal</i>	<i>Classroom teacher, administration, and Vickie Engelhardt,</i>	<i>2012-2013</i>	<i>None</i>	<i>None</i>	<i>None</i>

2012-2013 SCHOOL IMPROVEMENT PLAN

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 6: OPTIONAL					
STRATEGIES, INDICATORS AND PROGRESS MEASURES					
I. STRATEGY 6:					
*PROGRESS MEASURES ARE FOR THE PURPOSE OF REACHING YOUR 3-5 YEAR SCHOOL IMPROVEMENT GOALS AND AMO'S.	PROGRESS MEASURE August 2012	PROGRESS MEASURE August 2013	PROGRESS MEASURE August 2014	PROGRESS MEASURE August 2015	PROGRESS MEASURE August 2016
II. ADULT IMPLEMENTATION INDICATOR (S): "CAUSE DATA"					
	Discipline Data August 2011-2012	Discipline Data August 2012-2013	Discipline Data August 2013-2014	Discipline Data August 2014-2015	Discipline Data August 2015-2016
III. STUDENT PERFORMANCE INDICATOR (S): "EFFECT DATA"					

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
6.1						
6.2						
6.3						

2012-2013 SCHOOL IMPROVEMENT PLAN

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

Resources Needed: Material / Technology / Trainer			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount 2012-2013 SIP Proj 1183: \$2505
Goal 4 (Science) and Action Step 4.1	Larry Chew Science Inquiry Resources (professional books)	0420.6400.0590.0331.4013 \$300	\$300
Goal 1 and Action Step 1.2	Incentives for Awards Assemblies (i.e., pencils, pins, certificates)	0100.5100.0510.0331.183 \$700	\$700
Goal 1 and Action Step 1.2	Assembly addressing character education and the importance of education	0100.5100.0510.0331.183 \$1805	\$1805
			Subtotal:\$2805.00
Professional Development			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount FTE - No Proj 0000: \$1252.50 Title Proj 4013:\$ 5048.90
Conference/Workshop/Seminar/Institute/Online PD Goal and Action Step #(s) Goal 4 and Action Step 4.3 Title : Bolles Location: Bolles High School Dates: October 29' 2012 Sponsoring Educational Institution: Bolles High School	Mileage: na Meals:na Room : na Registration:\$100.00 Substitute(s): \$100.00 1 x 100/per day = \$100	Budget Strip 0100.6400.0330.0331.0000 \$100 registration 0420.6400.0140.0331.4013 \$100 for the substitute	\$100 \$100
Professional Learning Community Goal 1 and Action Step 1.3 Navigator Plus Activity Title: SBJ 12 - 13 Effective Teaching Professional Learning Community	Materials List and Cost: \$240.50: professional books "The First Days of School" "Visible Learning for Teachers" "Visible Learning Relating to Achievement" \$350.25: supplies \$300.00: printing	Budget Strip 0100.6400.0590.0331.0000 0100.6400.0510.0331.0000 0420.6400.0391.0331.4013	\$240.50 \$350.25 \$300
Lesson Study	Materials List & Cost:	Budget Strip	

2012-2013 SCHOOL IMPROVEMENT PLAN

Goal 3 and Action Step 3.2 Navigator Plus Activity Title: SBJ 12 - 13 DBQ LESSON STUDY	DBQ materials: \$3000 Substitutes for LS implementation: 12x 100\$/per day=\$1200 Social Security for Subs: \$45.90 Printing: \$200 Supplies: \$200	0420.6400.0590.0331.4013 0420.6400.0140.0331.4013 0420.6400.0220.0331.4013 0420.6400.0391.0331.4013 0420.6400.0510.0331.4013	\$3000 \$1200 \$45.90 \$200 \$200
School Workshop Goal 3 and Action Step 3.1 Navigator Plus Activity Title: LES 2012-2013 Kathryn Robinson - Best Practices in Writing	Materials List and Cost:na Consultant Fee:\$276.00 Consultant Travel Expenses: na Substitutes: na Stipends: na	Budget Strip 0100.6400.0310.0331.0000	\$276.00
Subtotal:\$6, 012.15			
Other			
Goal Area and Action Step Number	Description of Resources	Budget Strip	Available Amount
Subtotal: \$0			
Grand Total:\$8,817.15			

2012-2013 SCHOOL IMPROVEMENT PLAN

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 <u>3</u>			
	<ul style="list-style-type: none"> • Action Step # 1 • Name of Activity ~ Katherine Robinson's Best Practices in Writing • Dates of Activity ~ 8/2012 • Name of Consultant or Facilitator (if applicable) Katherine Robinson • Consultant Services Agreement (if applicable) See LES • Materials ~ None were provided 			
	Budget Items Required			
	<ul style="list-style-type: none"> • Action Step # 1 • Name of Activity ~ Katherine Robinson's Best Practices in Writing • Funding Source ~ 0100.6400.0310.0331.0000 • Cost of Consultant ~ 276.00 • Cost of Materials ~ 0 • Cost of Substitutes (if applicable) ~ 0 			
Learning Community	Professional Development Details Goal the Activity is Supporting <u>1</u>			
(collaborative teams that gathers research and studies new programs or topics and shares their findings-must use Learning Community form)	<ul style="list-style-type: none"> • Action Step # 3 • Name of Activity ~ Effecitve Teaching PLC • Dates of Activity ~ 8/2012-6/2013 • Title of Book or Focus ~ Effective Teaching Practices 			
	Budget Items Required			
	<ul style="list-style-type: none"> • Action Step # 3 • Cost of Book/Teacher Materials ~ \$890.75 			
Lesson Study/Action Research	Professional Development Details Goal the Activity is Supporting <u>3</u>			
(a teacher-driven and student-focused team who does research and development by carefully studying what	<ul style="list-style-type: none"> • Action Step # 2 • Name of Activity ~ SBJ 12-13 DBQ Lesson Study • Dates of Activity ~ TBD 			

2012-2013 SCHOOL IMPROVEMENT PLAN

actually goes on in the classroom. - must use Lesson Study form)	<ul style="list-style-type: none"> Teaching strategy or method to be researched ~ DBQ 			
Budget Items Required				
	<ul style="list-style-type: none"> Action Step # 2 Cost of Teacher Materials (If applicable) ~ \$4,645.90 			
Timelines				
Start Date: August 2, 2012				
End date: June 6, 2013				
Budget				
Local FTE (function 6400-no project)	\$1,252.50			
Project - 4013	\$5,048.90			
Project -				
Project -				
Total Internal PD Budget (no project & project funds)	6,301.40			

Approvals: (Signature's required)

Principal: _____
 SAC Chair: _____
 Hilda Manning: _____
 Shannah Kosek: _____

Date: ___/___/___
 Date: ___/___/___
 Date: ___/___/___
 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.	<input type="checkbox"/>	<input type="checkbox"/>	Goal 4 Action Step #3 This teacher teaches health and science standards where she addresses many

2012-2013 SCHOOL IMPROVEMENT PLAN

			misconceptions.
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.	<input type="checkbox"/>	<input type="checkbox"/>	
Who will be trained?	<input type="checkbox"/>	<input type="checkbox"/>	
Date(s), Time(s), Location	<input type="checkbox"/>	<input type="checkbox"/>	
Total Cost	<input type="checkbox"/>	<input type="checkbox"/>	
Needs School Board approval	<input type="checkbox"/>	<input type="checkbox"/>	
Complete budget line for expenses	<input type="checkbox"/>	<input type="checkbox"/>	
Name of facilitator/person responsible	<input type="checkbox"/>	<input type="checkbox"/>	
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.	<input type="checkbox"/>	<input type="checkbox"/>	Bolles High School
Who will be trained?	<input type="checkbox"/>	<input type="checkbox"/>	P.E. Coach Monica Claridge
Date(s), Location	<input type="checkbox"/>	<input type="checkbox"/>	October 29, 2012, Bolles High
Total Cost	<input type="checkbox"/>	<input type="checkbox"/>	\$200.00
Complete budget line for expenses	<input type="checkbox"/>	<input type="checkbox"/>	0100.6400.0330.0331.0000 0420.6400.0140.0331.4013
Name of facilitator/person responsible	<input type="checkbox"/>	<input type="checkbox"/>	Dawn Puckett, J.D. Hughes

2012-2013 SCHOOL IMPROVEMENT PLAN

Timelines			
	Yes	No	Comments
Start Date August 2, 2012	<input type="checkbox"/>	<input type="checkbox"/>	
End Date September 21, 2012	<input type="checkbox"/>	<input type="checkbox"/>	
Budget			
Local FTE (function 6400-no project)	<input type="checkbox"/>	<input type="checkbox"/>	\$1252.50 Available
Project - 4013	<input type="checkbox"/>	<input type="checkbox"/>	\$5048.90 Available
Project -	<input type="checkbox"/>	<input type="checkbox"/>	
Project -	<input type="checkbox"/>	<input type="checkbox"/>	
Total External PD Budget (no project & project funds)	<input type="checkbox"/>	<input type="checkbox"/>	

Approvals: (Signature's required)

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

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

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

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

2012-2013 SCHOOL IMPROVEMENT PLAN

SCHOOL NAME: Shadowlawn 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.

Nancy Crowder (Principal) and Sharon Joca (Assistant 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.

Sexton, Bragg, Bretz, Anderson, Sullivan, Schmidt, Lee, Hillis, Adair (Select General Education Teachers: Primary and Intermediate and SAC Chair): 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.

Patricia Wright (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 as co-teaching.

Kim Wood (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.

Cindy Gray (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.

Twila Houston (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.

Patricia Wright (Intervention Team Facilitator): Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation.

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

The Leadership Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our school, 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.

2012-2013 SCHOOL IMPROVEMENT PLAN

SCHOOL NAME: Shadowlawn Elementary School

School Based Leadership Team

- 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 team provides data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that need to be addressed; helps set clear expectations for instruction (Rigor, Relevance, Relationship); facilitates the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligns processes and procedures. At Tier 1, the team will ensure that student achievement is monitored to determine when standard classroom differential/intervention is needed. At Tier 2, the team will ensure that strategic intervention consists of targeted, supplemental, and evidence based instruction that is provided when diagnostic assessments indicate a need for additional intervention in small groups. At Tier 3, the team will ensure that intensive interventions are prescriptive, diagnostic, and evidence based. Team members will assist the School Advisory Committee in the monitoring of the SIP and provide updates to 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.

READING:

Three times per year- Florida Assessment in Reading (FAIR, K-6)

Once per year- Assessment and Information Management System (DataStar, 4-6), FCAT (3-6), Florida Kindergarten Readiness Screener (FKLRS, K)

As needed- Accelerated Reader (AR, K-6), Star Test (AR, 1-6), FCAT Diagnostic (3rd Grade), DAR, Probes from Performance Matters, Running Records (Fluency Checks)

MATH:

Three times per year- Performance Matters (K-6); Go Math (K-5)

Once per year- FCAT (3-6)

As needed- Probes from Performance Matters

SCIENCE:

Twice per year- Performance Matters (K-1); Three times per year (2-6)

Once per year- FCAT Science (Fifth Grade)

WRITING:

Three times per year- Clay Writes (K-6)

Once per year- FCAT Writes (Fourth Grade)

As needed- Classroom timed writing

Frequency of Data Days: The team will formally meet monthly to analyze/disaggregate data. The team will communicate on an ongoing basis and will schedule additional meetings as needed.

2012-2013 SCHOOL IMPROVEMENT PLAN

SCHOOL NAME: Shadowlawn Elementary School

School Based Leadership Team

- Describe the plan to train staff on RtI.

Professional Development will be provided during teachers' common planning time. There will be 5 sessions held during the first quarter of the school year. Sessions will cover how to access data, document student progress and the RtI process. The RtI process will also be covered during data meetings with each grade level. The RtI team will also evaluate additional staff PD needs monthly during the regular RtI Leadership Team meetings.

Literacy Leadership

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

Nancy Crowder (Principal) and Sharon Joca (Assistant Principal): Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing 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.

Sexton, Bragg, Bretz, Anderson, Sullivan, Schmidt, Lee, Hillis, Adair (Select General Education Teachers and SAC Chair) (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.

Patricia Wright (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.

Kim Wood (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.

Twila Houston (Technology Specialist): Develops or brokers 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 once a month 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 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 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.

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.

At Shadowlawn Elementary School, all incoming Kindergarten students are assessed 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. Specifically, the Florida Kindergarten Readiness Screener (FLKRS) will be used to assess basic academic skill development and academic school readiness of incoming students; teacher-created assessments are all utilized to determine reading growth and placement. In addition, questionnaire(s) will be completed by the parent/guardian of all incoming Kindergarten students. Questionnaire results will provide valuable information regarding student development and need for instruction/intervention regarding pro-social behavior, self-regulation, self-concept, and self-efficacy. Screening data will be collected and aggregated prior to September 25th, 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 instruction, 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. Teacher-created and District Benchmark assessments will be administered throughout the year in order to determine student learning gains and determine the need for change(s) to the instructional/intervention programs implemented to meet individual student needs.

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. Two 6th grade teachers will be trained in CAR-PD.

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.***

2012-2013 SCHOOL IMPROVEMENT PLAN

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.

2012-2013 SCHOOL IMPROVEMENT PLAN

School District of Clay County

SMART GOALS

SMART = Specific Measurable Attainable Realistic Timely

Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal.

GOAL 1: By 2013, the number of proficient students on the FCAT 2.0 in grades 3-6 will increase from 67% to 70% with an emphasis on the lowest quartile as indicated by previous FCAT results.

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 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” 80% 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.	K-6 and ESE-60%	K-6 and ESE- 65%	K-6 and ESE- 70%	K-6 and ESE- 75%	K-6 and ESE- 80%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
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.	3 rd 59% (41%) 4 th 68% (32%) 5 th 66% (34%) 6 th 73% (27%)	3 rd 64.1% (35.9%) 4 th 72% (28%) 5 th 70.3% (29.7%) 6 th 76.4% (23.6%)	3 rd 69.2% (30.8%) 4 th 76% (24%) 5 th 74.6% (25.4%) 6 th 79.8% (20.2%)	3 rd 74.3% (25.7%) 4 th 80% (20%) 5 th 78.9% (21.1%) 6 th 83.2% (16.8%)	3 rd 79.5% (20.5%) 4 th 84% (16%) 5 th 83.2% (16.8%) 6 th 86.5% (13.5%)

2012-2013 SCHOOL IMPROVEMENT PLAN

IMPLEMENTATION DETAILS

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material/ Technology/ Trainer	Related PD	Funding/Funding Source
<p>1.1 Teachers utilize enhanced classroom technology</p> <p>Task 1: Teachers will create effective lessons that include the use of the technology available in the smart classrooms.</p>	Walkthroughs, lesson plans	Crowder and Joca	2012-2013 school year	Appropriate functioning technology in all classrooms	Training by technology specialist (Twila Houston) as needed	N/A
<p>1.2 Teachers can identify the learning needs of all students</p> <p>Task 1: Teachers will use AR to assess student reading levels and areas of opportunity.</p> <p>Task 2: Teachers will use FAIR testing to assess student reading success and areas of opportunity.</p> <p>Task 3: Teachers will differentiate instruction and provide small group and individualized assistance as dictated by Performance Matters and classroom assessments.</p>	<p>Soaring Falcons, STAR test reports, and AR report printouts per semester</p> <p>PMRN reports</p> <p>Lesson Plans, walkthroughs, PLC minutes, teachers using common planning, data meetings</p>	<p>All teachers</p> <p>All teachers</p> <p>Crowder and Joca</p>	<p>2012-2013 school year</p> <p>2012-2013 school year</p> <p>2012-2013 school year</p>	<p>Site license for AR and appropriate technology (i.e. computers)</p> <p>FAIR access</p> <p>Leveled readers, leveled classroom library</p>	<p>Possible demonstrations for teachers needing assistance</p> <p>Possible demonstrations for teachers needing assistance</p> <p>Professional Learning Community</p>	<p>AR- County Funds Start Test- Media Funds 0100.6200.0730.0631.0000</p> <p>N/A</p> <p>N/A</p>

2012-2013 SCHOOL IMPROVEMENT PLAN

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material/ Technology/ Trainer	Related PD	Funding/Funding Source
<p>Task 4: Teachers will identify and monitor the progress of the lowest quartile and provide differentiated instruction as needed.</p>	<p>Lesson Plans, walkthroughs, PLC minutes, teachers using common planning, data meetings</p>	<p>Crowder and Joca</p>	<p>2012-2013 school year</p>	<p>FAIR PMRN data reports and classroom assessment data</p>	<p>PD as needed for individuals and PD 360</p>	<p>N/A</p>
<p>1.3 Teachers will increase nonfiction reading opportunities</p> <p>Task 1: Teachers will use Time for Kids (TFK) or Weekly Reader (WR) to increase student exposure to nonfiction reading selections.</p>	<p>Lesson Plans</p>	<p>Teachers</p>	<p>2012-2013 school year</p>	<p>Time for Kids and Weekly Reader subscriptions</p>	<p>Team Collaboration, Possible PD as needed for individuals, PD 360</p>	<p>\$1783.04 0100.5100.0510.0631.0000</p>

2012-2013 SCHOOL IMPROVEMENT PLAN

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material/ Technology/ Trainer	Related PD	Funding/Funding Source
<p>1.4 Teachers will model higher level thinking through think aloud</p> <p>Task 1: Teachers will effectively model, through think aloud, reading comprehension strategies (How to think while reading)</p> <p>Activating Prior Knowledge/predicting Questioning Visualizing Drawing inferences Monitoring</p>	<p>Lesson Plans, walkthroughs, PLC minutes, teachers using common planning</p>	<p>Crowder and Joca</p>	<p>2012-2013 school year</p>	<p>N/A</p>	<p>Team collaboration, PD 360 videos, and lesson studies</p>	<p>N/A</p>
<p>1.5 Teachers will integrate Common Core literacy standards into instruction</p> <p>Task 1: Teachers will implement the use of revised District curriculum maps and pacing guides.</p>	<p>Lesson Plans, walkthroughs, teachers using common planning, vertical team</p>	<p>Crowder and Joca</p>	<p>2012-2013 school year</p>	<p>N/A</p>	<p>Team collaboration, PD 360 videos</p>	<p>N/A</p>

2012-2013 SCHOOL IMPROVEMENT PLAN

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material/ Technology/ Trainer	Related PD	Funding/Funding Source
<p>Task 2: Teachers will continue the use of question stems that align with CCSS.</p>	<p>meetings</p> <p>Lesson Plans, walkthroughs, teachers using common planning, vertical team meetings</p>	<p>Crowder and Joca</p>	<p>2012-2013 school year</p>	<p>N/A</p>	<p>Team collaboration, PD 360 videos</p>	<p>N/A</p>
<p>1.6 Teachers will embed writing across all core curriculum subjects using CCSS as a reference to develop integrated lessons</p> <p>Task 1: Teachers will model analysis of substantive texts.</p> <p>Task 2: Teachers will model citing text evidence (text complexity) to support analysis of the text and draw inferences.</p> <p>Task 3: Teachers will model citing specific textual evidence when responding in writing or speaking.</p>	<p>Classroom walkthroughs</p> <p>Classroom walkthroughs</p> <p>Classroom walkthroughs</p>	<p>Crowder and Joca</p> <p>Crowder and Joca</p> <p>Crowder and Joca</p>	<p>2012-2013 school year</p> <p>2012-2013 school year</p> <p>2012-2013 school year</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	<p>Lesson studies led by District Curriculum Specialist</p> <p>Lesson studies led by District Curriculum Specialist</p> <p>Lesson studies led by District Curriculum Specialist</p>	<p>\$1718.40 0100.6400.0590.0631.0000</p>

2012-2013 SCHOOL IMPROVEMENT PLAN

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

2012-2013 SCHOOL IMPROVEMENT PLAN
School District of Clay County

SMART GOALS

SMART = Specific Measurable Attainable Realistic Timely

Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal.

GOAL 2. By 2013, 58% of students in grades 3-6 will achieve proficiency on the Math FCAT 2.0 with an emphasis on the lowest quartile as indicated on previous FCAT data results.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

I. STRATEGY 2: Implement the research-based strategy of appropriately sequencing lesson and concepts to ensure coherence and required prior knowledge.

	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” 75% of teachers will implement the research-based strategy of appropriately sequencing lesson and concepts to ensure coherence and required prior knowledge.	K-6 and ESE-55%	K-6 and ESE-60%	K-6 and ESE-65%	K-6 and ESE-70%	K-6 and ESE-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 2.0 Math scores until we reduce the % of students who are non-proficient by at least 50% by 2016.	3 rd 53% (47%) 4 th 69% (32%) 5 th 63% (37%) 6 th 66% (34%)	3 rd 58.9% (41.1%) 4 th 73% (27%) 5 th 67.6% (32.4%) 6 th 70.3% (29.7%)	3 rd 64.8% (35.2%) 4 th 77% (23%) 5 th 72.2% (27.8%) 6 th 74.6% (25.4%)	3 rd 70.7% (29.3%) 4 th 81% (19%) 5 th 76.8% (23.2%) 6 th 78.9% (21.1%)	3 rd 76.5% (23.5%) 4 th 84% (16%) 5 th 81.5% (18.5%) 6 th 83% (17%)

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
<p>2.1 Teachers will provide guided and independent practice</p> <p>Task 1: Teachers will allow for small and whole group instruction while providing individualized practice for all students.</p>	<p>Lesson Plans, walkthroughs, PLC minutes, teachers using common planning, data meetings</p>	<p>Teachers and administrators</p>	<p>2012-2013 school year</p>	<p>Manipulatives</p>	<p>Possible PD as needed for individuals, PD 360</p>	<p>N/A</p>
<p>2.2. Teachers will use strategies to review information (summarize, demonstrate, brief practice)</p> <p>Task1: Teachers will use think aloud to model each step of the problem solving process.</p>	<p>Walkthroughs</p>	<p>Crowder and Joca</p>	<p>2012-2013 school year</p>	<p>N/A</p>	<p>Possible PD as needed for individuals, PD 360</p>	<p>N/A</p>

2012-2013 SCHOOL IMPROVEMENT PLAN

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p>2.3 Teachers will meet with small groups of students based on need</p> <p>Task 1: Teachers will establish small groups based on student needs as identified by Performance Matters and classroom assessments and observations.</p> <p>Task 2: Teachers will identify the lowest quartile students, monitor progress, and differentiate instruction as needed.</p>	<p>Lesson Plans, walkthroughs, PLC minutes, teachers using common planning, data meetings</p> <p>Lesson Plans, walkthroughs, PLC minutes, teachers using common planning, data meetings</p>	<p>Crowder and Joca</p> <p>Crowder and Joca</p>	<p>2012-2013 school year</p> <p>2012-2013 school year</p>	<p>PM reports and classroom assessment data</p> <p>PM reports and classroom assessment data</p>	<p>Possible PD as needed for individuals and PD 360</p> <p>Possible PD as needed for individuals, PD 360</p>	<p>N/A</p> <p>N/A</p>
<p>2.4 Teachers will integrate Common Core Math Standards into instruction</p> <p>Task 1: Teachers will focus on the Common Core 8 Standards for Mathematical Practice beginning with Practice 4: Model with Mathematics.</p>	<p>Lesson Plans, walkthroughs, PLC minutes, teachers using common planning, data meetings, vertical team meetings</p>	<p>Crowder and Joca</p>	<p>2012-2013 school year</p>	<p>N/A</p>	<p>Lesson Studies led by District Curriculum Specialist</p>	<p>\$1718.40 0100.6400.0590.0631.0000</p>

2012-2013 SCHOOL IMPROVEMENT PLAN

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p><i>Task 2: Teachers will model applying mathematical solutions to real world situations. (Practice 4: Model with Mathematics)</i></p>	<p><i>Lesson Plans, walkthroughs, PLC minutes, teachers using common planning, data meetings, vertical team meetings</i></p>	<p><i>Crowder and Joca</i></p>	<p><i>2012-2013 school year</i></p>	<p><i>N/A</i></p>	<p><i>Lesson Studies led by District Curriculum Specialist</i></p>	

2012-2013 SCHOOL IMPROVEMENT PLAN
School District of Clay County

SMART GOALS

SMART = Specific Measurable Attainable Realistic Timely

Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal

GOAL 3: By 2013, 83% of fourth grade students will score a 3 or higher on the FCAT Writes as indicated on previous FCAT results.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

I. Strategy 3: Implement the research- based strategy of relating and integrating the subject matter with other disciplines during instruction

	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” 90% of teachers will implement the research-based strategy of relating and integrating the subject matter with other disciplines during instruction	K-6 and ESE teachers- 80%	K-6 and ESE teachers- 83%	K-6 and ESE teachers- 85%	K-6 and ESE teachers- 88%	K-6 and ESE teachers- 90%
	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” Fourth grade students will consistently increase their FCAT Writing scores until we reduce the % of students who are non-proficient by at least 50% by 2016.	4 th 81% (19%)	4 th 83.4% (16.6%)	4 th 85.8% (14.2%)	4 th 88.2% (11.8%)	4 th 90.5% (9.5%)

2012-2013 SCHOOL IMPROVEMENT PLAN

IMPLEMENTATION DETAILS

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p>3.1</p> <p><i>Teachers will create lessons that make connections with other content areas and explain how the two might interrelate</i></p> <p>Task 1: Teachers will provide opportunities for students to express themselves through writing reflections, responses, and personal enjoyment across content areas.</p>	<p>Lesson plans, student writing samples</p>	<p>Teachers</p>	<p>2012-2013 school year</p>	<p>Composition books, writing journals</p>	<p>Possible PD as needed for individuals and PD 360</p>	<p>N/A</p>
<p>3.2 <i>Teacher is aware of student interest and makes connections between interest and class content</i></p> <p>Task 1: Fourth grade students will have opportunities to write relating their personal experiences to specific prompts and share writing samples with students in grades K-3.</p>	<p>Lesson plans, student writing samples</p>	<p>Teachers</p>	<p>2012-2013 school year</p>	<p>N/A</p>	<p>Step Up to Writing at Schultz Center (4teachers), PD as needed for individuals, and PD 360</p>	<p>\$439.60 0100.6400.0590.0631.0000</p>

2012-2013 SCHOOL IMPROVEMENT PLAN
School District of Clay County

SMART GOALS					
SMART = Specific Measurable Attainable Realistic Timely					
<p style="text-align: center;">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></p>					
GOAL 4: By 2013, 65% of all fifth grade students will score a level 3 or higher on the FCAT Science as indicated on previous FCAT results.					
STRATEGIES, INDICATORS AND PROGRESS MEASURES					
I. Strategy 4: Implement the research-based strategy of designing and modifying instruction to deepen students' understanding of content area and advance student learning while addressing preconceptions or misconceptions.					
	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” 80% of teachers will implement the research-based strategy of designing and modifying instruction to deepen students' understanding of content area and advance student learning while addressing preconceptions or misconceptions	K-6 and ESE teachers- 60%	K-6 and ESE teachers- 65%	K-6 and ESE teachers- 70%	K-6 and ESE teachers- 75%	K-6 and ESE teachers- 80%
	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” Fifth grade students will consistently increase FCAT Science scores until we reduce the % of students who are non-proficient by at least 50% by 2016.	5 th 62% (38%)	5 th 66.8% (33.2%)	5 th 71.6% (28.4%)	5 th 76.4% (23.6%)	5 th 81.2% (18.8%)

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
<p>4.1</p> <p><i>Teachers engage students in activities that require comparison and/or clarification</i></p> <p><i>Task 1: Sixth grade science teacher will incorporate inquiry project based learning in daily instruction by students participating in the Science Fair activities.</i></p> <p><i>Task 2: Teacher guided inquiry within the classroom setting.</i></p>	<p><i>Lesson plans and student logs</i></p> <p><i>Science journal and lesson plans</i></p>	<p><i>LaRue</i></p> <p><i>Teachers</i></p>	<p><i>August 2012- January 2013</i></p> <p><i>2012-2013 school year</i></p>	<p><i>Computer Lab</i></p> <p><i>Composition notebooks</i></p>	<p><i>Possible PD as needed for individuals and PD 360</i></p> <p><i>Possible PD as needed for individuals and PD 360</i></p>	<p><i>N/A</i></p> <p><i>N/A</i></p>
<p>4.2</p> <p><i>Teachers ask students to explain their thinking to determine misconceptions</i></p> <p><i>Task 1: Students in grades K-6 will utilize Science Notebooks to organize materials and develop a resource for inquiry projects.</i></p>	<p><i>Science journals</i></p>	<p><i>Teachers</i></p>	<p><i>2012-2013 school year</i></p>	<p><i>Journal supplies- vary by teacher</i></p>	<p><i>Possible PD as needed for individuals and PD 360</i></p>	<p><i>N/A</i></p>

2012-2013 SCHOOL IMPROVEMENT PLAN
School District of Clay County

SMART GOALS

SMART = Specific Measurable Attainable Realistic Timely

Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal,

GOAL 5: By 2013, **Parental Involvement** will increase by 3% as indicated by the previous year volunteer hours.

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 MEASURE August 2012	PROGRESS MEASURE August 2013	PROGRESS MEASURE August 2014	PROGRESS MEASURE August 2015	PROGRESS MEASURE August 2016
II. ADULT IMPLEMENTATION INDICATOR (S): “CAUSE DATA” 100 % of teachers will implement the research-based strategy of fostering two-way home/school communication with all stakeholders to support student learning	K-6 and ESE teachers- 85%	K-6 and ESE teachers- 88%	K-6 and ESE teachers- 91%	K-6 and ESE teachers- 94%	K-6 and ESE teachers- 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” All grade levels will consistently increase parental involvement and volunteerism until reaching 100% participation, which will also positively impact academic achievement in all tested grades and content areas by 2016.	Pre K-6 grade and ESE- 72%	Pre K-6 grade and ESE- 79%	Pre K-6 grade and ESE- 86%	Pre K-6 grade and ESE- 93%	Pre K-6 grade and ESE- 100%

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
<p>5.1</p> <p><i>Teachers volunteer resources and guidance as needed</i></p> <p>Task 1: SLE will maintain a yearly calendar of events and an electronic monthly newsletter informing parents of upcoming events.</p> <p>Task 2: Teachers (K-6) will utilize Tuesday Folders to maintain and enhance two way communication.</p> <p>Task 3: Grades K-1 will utilize Falcon Folders to foster two way communications between home and school.</p> <p>Task 4: Grades 2-6 will utilize school planners to foster two way communications between home and school.</p> <p>Task 5: SLE will hold events aimed to increase parent participation.</p> <p>Orientation/Open House Conference Night Bedtime Stories (K-4) Halloween Parade Fall Festival Monthly musical performances Christmas Around the World Boo Hoo Kindergarten Breakfast</p>	<p>Website</p> <p>Parent signature sheets</p> <p>Parent signature sheets</p> <p>Planners</p> <p>Sign in sheets as appropriate</p>	<p>Houston and Youmans</p> <p>Teachers</p> <p>Teachers</p> <p>Teachers</p> <p>All faculty and staff</p>	<p>2012-2013 school year</p> <p>2012-2013 school year</p> <p>2012-2013 school year</p> <p>2012-2013 school year</p> <p>2012-2013 school year</p>	<p>Computer-website</p> <p>Tuesday Folders-school provided</p> <p>Notebooks or folders-teacher provided</p> <p>Planners-supplied by school</p> <p>Various supplies for each event</p>	<p>Possible PD as needed for individuals</p> <p>Possible PD as needed for individuals</p> <p>Possible PD as needed for individuals</p> <p>N/A</p> <p>Possible PD as needed for individuals</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p> <p>\$3,580.00 0100.5100.0510.0631.1283</p> <p>Funded through PFA, school site funding, or grants</p>

2012-2013 SCHOOL IMPROVEMENT PLAN

Resources Needed: Material / Technology / Trainer			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount
Reading Goal #1- Action Step 1.3	Time for Kids and Weekly Readers	0100.5100.0510.0631.0000	\$1,783.04
Parental Involvement Goal #5-Action Step 5.1	Student Planners	0100.5100.0510.0631.1283	\$3,580.00
Subtotal: \$5,363.04			
Professional Development			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount Project 1283- \$1,718.40
Conference/Workshop/Seminar/Institute/Online PD Goal and Action Step #(s) NA Title : NA Location: NA Dates: NA Sponsoring Educational Institution: NA	Mileage Meals Room NA Registration Substitute(s)	Budget Strip NA	NA
Professional Learning Community Goal and Action Step #(s) NA Navigator Plus Activity Title: NA	Materials List and Cost: NA	Budget Strip NA	NA
Lesson Study Goal and Action Step #(s) Reading 1.6; Math 2.4 Navigator Plus Activity Title: SLE Common Core Lesson Studies	Materials List and Cost: 0 Consultant Fee: 0 Consultant Travel Expenses: 0 Substitutes: 6 to rotate among classes Stipends: 0	Budget Strip 0100.6400.0590.0631.0000	\$1,718.40
School Workshop Goal and Action Step #(s) NA Navigator Plus Activity Title: NA	Materials List and Cost: NA	Budget Strip NA	NA
Subtotal: \$1,718.40			
Other			
Goal Area and Action Step Number	Description of Resources	Budget Strip	Available Amount
NA	NA	NA	NA
			Subtotal:
			Grand Total: \$7,081.44

2012-2013 SCHOOL IMPROVEMENT PLAN

P.D.Activity	Details	Y	N	Comments
IF IT IS A:				
School-wide Training	Professional Development Details Goal the Activity is Supporting _____			
	<ul style="list-style-type: none"> • Action Step # - • Name of Activity – • Dates of Activity – NA • Name of Consultant or Facilitator – • Consultant Services Agreement – • Materials – 			
	Budget Items Required			
	<ul style="list-style-type: none"> • Action Step # - • Name of Activity – • Funding Source – • Cost of Consultant – NA • Cost of Materials – • Cost of Substitutes – 			
School-wide Training	Professional Development Details Goal the Activity is Supporting _____			
	<ul style="list-style-type: none"> • Action Step # - • Name of Activity – • Dates of Activity – • Name of Consultant or Facilitator – NA • Consultant Services Agreement – • Materials – 			
	Budget Items Required			
	<ul style="list-style-type: none"> • Action Step # - • Name of Activity – • Funding Source – • Cost of Consultant – NA • Cost of Materials – • Cost of Substitutes – 			
School-wide Training	Professional Development Details Goal the Activity is Supporting _____			

2012-2013 SCHOOL IMPROVEMENT PLAN

	<ul style="list-style-type: none"> Action Step # - Name of Activity – Dates of Activity – Name of Consultant or Facilitator - NA Consultant Services Agreement - Materials – 			
	Budget Items Required			
	<ul style="list-style-type: none"> Action Step # - Name of Activity - Funding Source – Cost of Consultant – NA Cost of Materials – Cost of Substitutes – Teacher Stipends - 			
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)	<ul style="list-style-type: none"> Action Step # - Name of Activity – Dates of Activity – NA Title of Book or Focus – 			
	Budget Items Required			
	<ul style="list-style-type: none"> Action Step # - Cost of Book/Teacher Materials - NA Funding Source – 			
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)	<ul style="list-style-type: none"> Action Step # - Name of Activity – NA Dates of Activity – 			

2012-2013 SCHOOL IMPROVEMENT PLAN

	<ul style="list-style-type: none"> Title of Book or Focus – 			
	Budget Items Required			
	<ul style="list-style-type: none"> Action Step # - Cost of Book/Teacher Materials – NA 			
Lesson Study/Action Research	Professional Development Details			
	Goal the Activity is Supporting Reading (1) & Math (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)	<ul style="list-style-type: none"> Action Step # - 1.1.6 & 2.2.4 Name of Activity – 2012-13 SLE Common Core Lesson Studies Dates of Activity – October 2012-April 2013 Teaching strategy or method to be researched – Develop lessons using Common Core standards that are integrated into all core instruction. 			
	Budget Items Required			
	<ul style="list-style-type: none"> Action Step # - 1.1.6 & 2.2.4 Cost of Teacher Materials – NA Substitutes - \$1,718.40 Funding Source – 0100.6400.0590.0631.0000 			
Timelines				
Start Date: August 2, 2012				
End date: September 21, 2012				
Budget				
Project – 1283	\$1,718.40			

2012-2013 SCHOOL IMPROVEMENT PLAN

Total Internal PD Budget (no project & project funds)	\$1,718.40		

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.	<input type="checkbox"/>	<input type="checkbox"/>	NA
Training Details - Consultants			
Please use the comments section to provide the information requested.	Yes	No	Comments

2012-2013 SCHOOL IMPROVEMENT PLAN

Consultant Name and Organization – Please provide the trainers name and the organization with which they are affiliated.	<input type="checkbox"/>	<input type="checkbox"/>	NA
Who will be trained?	<input type="checkbox"/>	<input type="checkbox"/>	NA
Date(s), Time(s), Location	<input type="checkbox"/>	<input type="checkbox"/>	NA
Total Cost	<input type="checkbox"/>	<input type="checkbox"/>	NA
Needs School Board approval	<input type="checkbox"/>	<input type="checkbox"/>	NA
Complete budget line for expenses	<input type="checkbox"/>	<input type="checkbox"/>	NA
Name of facilitator/person responsible	<input type="checkbox"/>	<input type="checkbox"/>	NA
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.	<input type="checkbox"/>	<input type="checkbox"/>	NA
Who will be trained?	<input type="checkbox"/>	<input type="checkbox"/>	NA
Date(s), Location	<input type="checkbox"/>	<input type="checkbox"/>	NA
Total Cost	<input type="checkbox"/>	<input type="checkbox"/>	NA
Complete budget line for expenses	<input type="checkbox"/>	<input type="checkbox"/>	NA
Name of facilitator/person responsible	<input type="checkbox"/>	<input type="checkbox"/>	NA
Timelines			
	Yes	No	Comments
Start Date August 2, 2012	<input type="checkbox"/>	<input type="checkbox"/>	NA
End Date September 21, 2012	<input type="checkbox"/>	<input type="checkbox"/>	NA

2012-2013 SCHOOL IMPROVEMENT PLAN

Budget			
Local FTE (function 6400-no project)	<input type="checkbox"/>	<input type="checkbox"/>	NA
Project -	<input type="checkbox"/>	<input type="checkbox"/>	NA
Project -	<input type="checkbox"/>	<input type="checkbox"/>	NA
Project -	<input type="checkbox"/>	<input type="checkbox"/>	NA
Total External PD Budget (no project & project funds)	<input type="checkbox"/>	<input type="checkbox"/>	NA

Approvals: (Signature's required)

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

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

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

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

2012-2013 SCHOOL IMPROVEMENT PLAN

SCHOOL NAME: Swimming Pen Creek Elementary

School Based Leadership Team

Response to Instruction/Intervention (RtI)

Identify the school-based RtI Leadership Team.

- Indicate who is on the team and their position. Also explain why they have been included on the team.

Tracy McLaughlin, Principal: Provides a common vision for the use of data-based decision making, ensures that the school based team is implementing RTI, 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.

Vicki Padgett, Assistant Principal: Ensures adherence to timelines and provides a supportive school environment that encourages collaboration.

Jackie Welch, Guidance and Intervention Team Facilitator: Implements a data -driven comprehensive school counseling program designed to improve student achievement and behavior for all students, collaborates with administrators about RTI design and includes the identification of students who are at- risk for not meeting academic and behavioral expectations. Provides cognitive screenings for students making limited progress as requested by the Intervention Team.

Renee Taylor, Response to Intervention Coach: Works with and supports the classroom teacher by providing intervention strategies that are appropriate for teaching students from diverse backgrounds with different learning styles and special needs. Monitors the effectiveness of these strategies, makes presentations, and models intervention strategies for staff.

Sara Blickley, School Psychologist: Uses assessment and instructional support tools that foster academic competence and links assessment to intervention and realistic IEP goals.

Amy Bucci, Behavior Resource Teacher: Provides differentiated instruction in an inclusive environment. Accesses training and gains proficiency needed to assist general educators with interventions. Works collaboratively with families and teachers until effective interventions have been implemented and the student makes positive progress to his/her goals.

Holly Nover, Speech: Conducts relevant, comprehensive evaluations, identifies children with disabilities, and provides needed instruction

- 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 on changing instruction for struggling students to help them improve academic skills and behaviors. This will call for early identification of learning and behavior needs, close collaboration among teachers, special education personnel, parents, and related service providers to ensure students make progress.

The School-based RtI Leadership Team will meet once a month 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 high risk for not meeting benchmarks. Based on the above information, the team will utilize collective resources to intervene early and provide appropriate interventions and supports to address learning and behavioral problems. The team will engage in new and expanded roles that incorporate prevention and identification of at risk students prior to special education referral. The team will also provide direct and indirect services to support struggling students, children with disabilities, school personnel, and families. More time will be spent on consultation, classroom- based intervention, and progress monitoring assessment.

- 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 assists with the analysis of school, classroom, and student level data in order to identify areas for school improvement. Additionally, the team assists with the evaluation of the student response to current interventions, curricula, and school systems by offering input as to potential barriers to reaching each goal and strategies that can help in attaining each goal. Members of the team will assist the School Advisory Committee in the monitoring of the SIP and provide updates to the SAC on the implementation of the RtI goals.

2012-2013 SCHOOL IMPROVEMENT PLAN

SCHOOL NAME: Swimming Pen Creek Elementary

School Based Leadership Team

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: Progress Monitoring and Reporting Network (PMRN), Florida Assessments for Instruction in Reading (FAIR), Florida Comprehensive Assessment Test (FCAT), Phonics Screener from McMillan-McGraw Hill, STAR Reading and Math, Performance Matters, Clay Writes, Running Records

Progress Monitoring: FAIR, FCAT, STAR Reading and Math, Clay Writes, Performance Matters

End Of Year: Fair, FCAT, Clay Writes, STAR, Performance

- Describe the plan to train staff on RtI.

The Response to Intervention coach, Intervention Team Facilitator, and administration will meet with each grade level team to review Tier 1 and 2 requirements. The RtI coach will give examples of Tier 2 data. The RtI coach and ITF plan to continue to provide examples of appropriate data and interventions throughout the year. The team plans to address Tier 3 requirements more in depth as the year progresses. The School-based RtI Leadership team will provide training throughout the year as determined by data collection and implementation concerns. The RtI team will also evaluate additional staff professional development needs during the RtI monthly meetings.

Literacy Leadership

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

Tracy McLaughlin, Principal: Provides a common vision for the use of data-based decision-making, ensures assessments are conducted as required, ensures implementation of reading intervention support and documentation, and ensures adequate professional development to support effective reading implementation.

General Education Teachers (at least one representative from each grade level): Provides information about core and supplemental reading instruction, participates in student data collection, delivers instruction/intervention, and collaborates and engages in regular, ongoing literacy professional development.

Emotionally Handicapped Self-Contained Teachers: Provides differentiated instruction in an inclusive environment. Accesses training and gains proficiency needed to assist general educators with interventions. Works collaboratively with families and teachers until effective interventions have been implemented and the student makes positive progress to his/her goals.

Gail Ardis 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 such as co-teaching, PLC's and Lesson Study

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

The team meets once a month to engage in the following activities:

Review universal screening data, diagnostic data, and progress monitoring data. Based on the data, the team identifies the professional development activities needed to create effective learning environments. The team will review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks and those that are at moderate or high risk who are not meeting benchmarks. The LLT creates a capacity of reading knowledge within the school building and focuses on areas of literacy concern across the school. Agenda topics include the discussion of the team's goals and progress, as well as identification of new strategies and activities to implement. As additional needs and concerns arise, the LLT investigates the concerns, studies and develops a course of action, implements the action, analyzes its effectiveness, and reflects on the process. This is a continuous process throughout the entire school year.

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

The Literacy Leadership Team will work to effectively integrate the RtI process to ensure that students most "at risk" in reading receive intensive and immediate intervention services. Additionally, the LLT will research and discuss strategies that will fully engage average and higher level readers. Literacy Leadership Team members will also train teachers to provide enrichment to average and higher level readers. The team will also monitor and support the implementation of the Comprehensive Intervention Reading Programs and scientifically based reading instruction and strategies with fidelity

2012-2013 SCHOOL IMPROVEMENT PLAN

SCHOOL NAME: Swimming Pen Creek Elementary

School Based Leadership Team

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 Swimming Pen Creek 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 rigorous instructional/intervention programs. These assessments will determine their knowledge of letters and sounds, numbers and counting, and other pre-academic skills. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/ Letter Knowledge, and Phonological Awareness/Processing. The Florida Assessment in Reading (FAIR) will be administered one-to-one to all Kindergarten students to determine their initial success probability in reading.

Screening data will be collected and aggregated prior to September 17, 2012. Teachers will use this data to create classrooms that are comprised of students with varying experiences and abilities. Core Kindergarten academic and behavioral instruction will include differentiated instruction according to student needs based on assessment. The teacher will provide students with ample practice opportunities, corrective feedback, and positive reinforcement. Teachers will scaffold instruction, provide guided and independent practice, model instruction and provide ample support.

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

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

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

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

Additional information: Dropout Prevention

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

4 Elements/15 Strategies:

The Basic Core Strategies

- Mentoring/Tutoring
- Service Learning
- Alternative Schooling
- After School Opportunities

2012-2013 SCHOOL IMPROVEMENT PLAN

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.

2012-2013 SCHOOL IMPROVEMENT PLAN

School District of Clay County

SMART GOALS

SMART = Specific Measurable Attainable Realistic Timely

Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal.

GOAL 1: By 2013, non-proficient students (as measured by the Fall 2012 FAIR assessment for Kindergarten- 6th grade and the Spring FAIR test) at Swimming Pen Creek Elementary students will improve their reading skills by an increase in the difficulty of passage read. All Students in grades 3-6 will improve reading application skills by 1% as measured by an increase in the percentage of students scoring level 3 or above on the 2012-2013 FCAT reading assessment.

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
II. ADULT IMPLEMENTATION INDICATOR (s): "CAUSE DATA" <i>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</i>	Grades K-3 62% Grades 4-6 55%	Grades K-3 75% Grades 4-6 70%	Grades K-3 87% Grades 4-6 85%	Grades K-3 100% Grades 4-6 100%	Grades K-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 Reading scores until we reduce the % of students who are non-proficient by at least 50% by 2016.	3rd 69% (31%) 4th 79% (21%) 5th 74% (26%) 6th 67% (33%)	3rd 72.875% (27.125%) 4th 81.625% (18.375%) 5th 77.25% (22.75%) 6th 71.125% (28.875%)	3rd 76.75% (23.25%) 4th 84.25% (15.75%) 5 th 80.5 % (19.5%) 6th 75.25% (24.75%)	3rd 80.625% (19.375%) 4th 86.875% (13.125%) 5th 83.7% (16.25%) 6th 79.375% (20.625%)	3rd 84.5% (15.5%) 4th 89.5% (10.5%) 5th 87% (13%) 6th 83.5% (16.5%)

2012-2013 SCHOOL IMPROVEMENT PLAN

IMPLEMENTATION DETAILS

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material/ Technology/ Trainer	Related PD	Funding/Funding Source
<p><i>1.1 Teachers will plan and design engaging, challenging and relevant lessons to achieve student mastery based on state-adopted standards appropriate to the level of rigor.</i></p> <p><i>Task 1: Teachers will incorporate reading strategies to include close reading of text.</i></p> <p><i>Task 2: Teachers will utilize a variety of high yield instruction strategies.</i></p> <p><i>Task 3: Teachers will utilize resources to increase the amount of informational text presented to students.</i></p>	<p><i>Lesson Plans</i> <i>Walk-thru</i> <i>Media/Tech</i> <i>Sources</i></p>	<p><i>Administration</i> <i>Media/Technology</i> <i>Specialist</i></p>	<p><i>2012-2013</i> <i>School Year</i></p>	<p><i>Informational Text,</i> <i>Titles TBD.</i></p>	<p><i>PLC on the common core standards</i> <i>Ongoing through the 2012-2013 school year.</i></p> <p><i>PLC on the use of instructional text from the media/technology specialist.</i></p>	<p>No funding needed</p>
<p><i>1.2 Teachers will select sequence and modify engaging; relevant standards based content and then will design and teach lessons that are relevant to individual students learning needs.</i></p> <p><i>Task 1: Teachers will engage students in learning through a climate of openness, inquiry and</i></p>	<p><i>Lesson Plans</i> <i>Walk-Thru</i></p>	<p><i>Administration</i></p>	<p><i>2012-2013</i> <i>School Year</i></p>	<p><i>“<u>Common Core Lesson Book Grades K-5</u>”</i></p>	<p><i>PLC on the common core standards</i> <i>Ongoing through the 2012-2013 school year</i></p>	<p><i>0100510005101183</i></p> <p><i>\$354.00</i></p>

2012-2013 SCHOOL IMPROVEMENT PLAN

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material/ Technology/ Trainer	Related PD	Funding/Funding Source
<p><i>support to accommodate the differing needs and diversity of students.</i> <i>Task 2: Teachers will utilize prior knowledge to appropriately scaffold instruction to meet the needs of all students.</i> <i>Task 3: Teachers will organize students into fluid groups based on strengths and weakness identified through ongoing progress monitoring and benchmark assessment.</i></p>						
<p>1.3 Teachers will use vocabulary enrichment activities to expand critical grade level vocabulary and to improve reading comprehension. <i>Task 1: Teachers will provide guided reading to meet the varying instructional needs of all students in the class.</i> <i>Task 2: Teachers will provide students with meaningful connections to new words.</i> <i>Task 3: Teachers will use more complex and informational text as a read aloud text.</i> <i>Task 4: Teachers will</i></p>	<p><i>Lesson Plans</i> <i>Walk-Thru</i> <i>Word Walls</i></p>	<p><i>Administration</i> <i>Literacy</i> <i>Leadership Team</i></p>	<p><i>2012-2013</i> <i>School Year</i></p>	<p><i>“Wordly Wise”</i> <i>Consumable</i> <i>vocabulary workbooks,</i> <i>and various</i> <i>intervention materials</i></p>	<p><i>None</i></p>	<p>No funding needed purchased prior year.</p>

2012-2013 SCHOOL IMPROVEMENT PLAN

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material/ Technology/ Trainer	Related PD	Funding/Funding Source
<i>teach affixes using the district vocabulary articulation plan.</i>						
<p>1.4 Teachers will engage students in complex thinking both orally and in writing through effective modeling and questioning.</p> <p><i>Task 1: Teachers will use higher –level questions to guide students into critical thinking skills.</i></p> <p><i>Task 2: Teachers will use the 6 levels of Bloom’s taxonomy question stems in their classroom.</i></p> <p><i>Task 3: Teachers will ask students to summarize and clarify meaning.</i></p> <p><i>Task 4: Teachers will meet with students to establish specific learning goals.</i></p>	<p><i>Lesson Plans</i> <i>Walk-thrus</i></p>	<p><i>Administration</i> <i>Literacy</i> <i>Leadership Team</i></p>	<p><i>2012-2013</i> <i>School Year</i></p>	<p><i>none</i></p>	<p><i>none</i></p>	<p>No funding needed</p>

2012-2013 SCHOOL IMPROVEMENT PLAN

School District of Clay County

SMART GOALS

SMART = Specific Measurable Attainable Realistic Timely

Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal.

GOAL 2. By 2013, 80% of students will achieve proficiency (FCAT level 3 or above) in Math and 60% of 3rd, 4th, 5th, and 6th graders will make learning gains compared to the previous year FCAT data.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

I. STRATEGY 2:

*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
<p>II. ADULT IMPLEMENTATION INDICATOR (S): “CAUSE DATA” <i>100% of teachers will implement the research-based strategy of using higher order questioning techniques in order to increase the higher order thinking of students in Math.</i></p>	Grades 3 60% Grades 4-6 60%	Grades 3 75% Grades 4-6 75%	Grades 3 85% Grades 4-6 85%	Grades 3 100% Grades 4-6 100%	Grades 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
<p>III. STUDENT PERFORMANCE INDICATOR (S): “EFFECT DATA” <i>Students will consistently increase their FCAT Math scores until we reduce the % of students who are non-proficient by at least 50% by 2016.</i></p>	3rd 70% (30%) 4th 69% (31%) 5th 65% (35%) 6th 63% (37%)	3 rd 73.75% (26.25%) 4th 72.875% (27.125%) 5th 69.375% (30.625%) 6th 67.675% (32.375%)	3rd 77.5% (22.5%) 4th 76.75% (23.25%) 5th 73.75% (26.25%) 6th 72.35% (27.7%)	3rd 81.25% (18.75%) 4 th 80.625% (19.375%) 5th 78.125% (21.875%) 6th 77.025% (23.025%)	3rd 85% (15%) 4th 84.5% (15.5%) 5 th 82.5% (17.5%) 6th 81.7% (18.5%)

2012-2013 SCHOOL IMPROVEMENT PLAN

IMPLEMENTATION DETAILS

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p>2.1 Teachers will engage students in complex thinking both orally and in writing through effective modeling and questioning. <i>Task 1: Teachers will display the 6 levels of Bloom's Taxonomy question stems in their classroom.</i> <i>Task 2: During Common planning time teachers will generate higher order questions that correlate with relevant math concepts.</i></p>	<p><i>Student Work Samples</i> <i>Lesson Plans</i> <i>Grade level minutes</i></p>	<p><i>Administration</i> <i>Grade Level Representatives</i></p>	<p><i>2012-2013 School Year</i></p>	<p><i>none</i></p>	<p><i>Intel Math Training On-Going Aug.-May 2012.</i></p>	<p><i>County Funded</i></p>
<p>2.2 Teachers will focus on incorporating the 8 CCSS for mathematical practice into all math instruction. <i>Task 1: Teachers will model the extended discussion process regularly.</i> <i>Task 2: Teachers will engage students in higher level thinking through modeling.</i></p>	<p><i>Lesson Plans</i> <i>Observations</i> <i>Walk-thru</i></p>	<p><i>Administration</i></p>	<p><i>2012-2013 School Year</i></p>	<p><i>Math Mysteries Kids</i> <i>Can't Resist Grades 4-8</i></p>	<p><i>none</i></p>	<p><i>0100510005201183</i> <i>\$50.00</i></p>
<p>2.3 Teachers will utilize peer conferencing strategies in order to allow students to explain</p>	<p><i>Lesson Plans</i> <i>Observations</i> <i>Walk-thru</i></p>	<p><i>Administration</i></p>	<p><i>2012-2013 School Year</i></p>	<p><i>none</i></p>	<p><i>none</i></p>	<p>No funding needed</p>

2012-2013 SCHOOL IMPROVEMENT PLAN

School District of Clay County

SMART GOALS

SMART = Specific Measurable Attainable Realistic Timely

Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal.

GOAL 3: By 2013, all 4th grade students will increase the number of students scoring a 4.0 or above on **Writing** FCAT by at least 5% over the previous year.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

I. Strategy 3:

*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
<p>II. ADULT IMPLEMENTATION INDICATOR(S): “CAUSE DATA”</p> <p><i>100% of teachers will implement the research-based strategy of the writing process, relating and integrating the subject matter with other disciplines during instruction</i></p>	60%	75%	90%	100%	100%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
<p>III. STUDENT PERFORMANCE INDICATOR(S): “EFFECT DATA”</p> <p>Students will consistently increase their FCAT Writing scores until we reduce the % of students who are non-proficient by at least 50% by 2016</p>	4 th 76% (24%)	4 th 79% (21%)	4 th 82% (18%)	4 th 85% (15%)	4 th 88% (12%)

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
<p>3.1 Teachers demonstrate knowledge of research-based best practices of writing across the content areas. Task 1: Provide professional development and support on how to implement the use of writing across the content areas. Task 2: Provide professional development and support on how to grade writing based on the FCAT Writes Rubric. Task 3: Provide Grammar Articulation Plan</p>	<p>Clay Writes assessments, student work samples, Sign-Ins</p>	<p>administration, Literacy Leadership Committee</p>	<p>2012-2013 School Year</p>	<p>TBD</p>	<p>Step-Up-To Writing PLC</p>	<p>No Funding needed</p>
<p>3.2 Teachers will use standards and benchmarks for content and grade level Task1: Students will utilize organizational tools and strategies for the prewriting process (e.g., technology, outline, chart, web, story map graph). Task 2: Students will draft writing by organizing information into a logical sequence. Task 3: Students will revise their draft for clarity by using transitional words and variation in sentence structure. Task 4: Students will edit and correct their writing for standard language conventions. Task 5: Students will write a final product for the intended audience.</p>	<p>Writing samples, lesson plans, graphic organizers</p>	<p>Teachers, Administration</p>	<p>2012-2013 School Year</p>	<p>TBD</p>	<p>Step-Up-To Writing PLC</p>	<p>No Funding needed</p>

2012-2013 SCHOOL IMPROVEMENT PLAN

School District of Clay County

SMART GOALS					
SMART = Specific Measurable Attainable Realistic Timely					
<p>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></p> <p>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></p>					
GOAL 4: By 2013, Students' academic performance on Science will improve by 15% in 5 th grade over last years' results as measured by FACT Science.					
STRATEGIES, INDICATORS AND PROGRESS MEASURES					
I. Strategy 4:					
*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
<p>II. ADULT IMPLEMENTATION INDICATOR (S): "CAUSE DATA"</p> <p><i>100% of science teachers will implement the research based strategy of using hands-on materials and real world examples in order to ensure student understanding of concepts.</i></p>	40%	50%	75%	100%	100%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
<p>III. STUDENT PERFORMANCE INDICATOR (S): "EFFECT DATA"</p> <p>Students will consistently increase their FCAT Science scores until we reduce the % of students who are non-proficient by at least 50% by 2016</p>	5 th 62% (38%)	5 th 66.75% (33.25%)	5 th 71.5% (28.5%)	5 th 76.25% (23.75%)	5 th 80% (19%)

2012-2013 SCHOOL IMPROVEMENT PLAN

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p>4.1 Teachers will conduct hands-on inquiry- based investigations throughout the school year in order for students to comprehend science concepts.</p> <p>Task 1: To reinforce a skill and provide for an interactive visual, teachers will use labs and centered activities during skills block.</p>	<p>Observation, Science notebooks Student work samples</p>	<p>Science Teachers</p>	<p>2012-2013 School Year</p>	<p>Misconceptions In Science</p>	<p>PLC Misconceptions in Science Training Grades k-6 Sept. 2012.</p>	<p>PASS Grant</p>
<p>4.2 Teachers will use spiral reviews in order to ensure mastery and retention of previously taught concepts.</p> <p>Task 1: Teachers will ask explicit questions that require students to infer. Task 2: Students are asked to explain and defend their inferences.</p>	<p>Focus Walks, lesson plans</p>	<p>Science Teachers</p>	<p>2012-2013 School Year</p>	<p>none</p>	<p>none</p>	<p>No funding needed</p>

2012-2013 SCHOOL IMPROVEMENT PLAN

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 5: <i>By 2013, Swimming Pen Creek Elementary will increase the number of parents completing the parent survey by 10% In 2012, Swimming Pen Creek Elementary had 23 responses recorded 70% where parents agreed that they had opportunities to collaborate with school leadership and share the responsibility for ensuring student success by increasing the number of parents completing the survey, it will give a more accurate assessment of parental involvement.</i>					
STRATEGIES, INDICATORS AND PROGRESS MEASURES					
I. Strategy 5:					
*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" <i>100% of school support personnel will implement the research-based strategy of fostering two-way home/school communication with all stakeholders to support student learning and completion of parent survey</i>	70%	80%	90%	100%	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" <i>Grade levels will consistently decrease the number of parents not completing parental surveys by 50% by 2016 with this increasing parental involvement.</i>	10% (90%)	22.25% (78.75%)	33.5% (67.5%)	44.75% (56.25%)	56% (45%)

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
<p>5.1 Teachers volunteer resources and guidance as needed <i>Task 1: Teachers will send home hard copies of parent surveys in Tuesday folders.</i></p> <p><i>Task 2: Staff will create a yearly calendar of events to add to the monthly newsletter.</i></p> <p><i>Task 3: Staff will add an informative link on our school's web page for parent survey information</i></p>	<p><i>Newsletters, Improvements in Parent Involvement</i></p>	<p><i>Administration, Teachers</i></p>	<p><i>2012-2013 School Year</i></p>	<p><i>Sample Copies of Parent Surveys, Paper, Ink</i></p>		
<p>5.2 Teachers will promote the completion of the surveys to parents. <i>Task 1: Teachers will incorporate the use of agendas as a means of daily parent-teacher communication.</i></p> <p><i>Task 2: Administration will use in-house incentives like competitions to motivate teachers to promote the surveys to parents.</i></p> <p><i>Task 3: Administration will allow parents access to the Media Center for parents to complete the survey online</i></p>	<p><i>Agendas, Teacher Data</i></p>	<p><i>Administration, Teachers</i></p>	<p><i>2012-2013 School Year</i></p>	<p><i>Agendas, Prizes, Access to Media Center</i></p>		<p><i>0100/5100/0520/1183</i> <i>\$1,717.70</i></p>
<p>5.3 Staff will promote a fundraiser opportunity to emphasize the completion of the survey which could be filled out at the event. <i>Task 1: Staff will hold a Spaghetti Dinner/ Meet and Greet which gives parents an opportunity to socialize with each other and talk to the teachers in an informal setting.</i></p>	<p><i>Teachers and Parent Surveys for the 2012-2013 school year</i></p>	<p><i>Administration, Teachers, Support Personnel</i></p>	<p><i>2012-2013 School Year</i></p>	<p><i>Copies, food, beverages, surveys</i></p>		

2012-2013 SCHOOL IMPROVEMENT PLAN

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>					
STRATEGIES, INDICATORS AND PROGRESS MEASURES					
I. STRATEGY 6:					
*PROGRESS MEASURES ARE FOR THE PURPOSE OF REACHING YOUR 3-5 YEAR SCHOOL IMPROVEMENT GOALS AND AMO'S.	PROGRESS MEASURE August 2012	PROGRESS MEASURE August 2013	PROGRESS MEASURE August 2014	PROGRESS MEASURE August 2015	PROGRESS MEASURE August 2016
II. ADULT IMPLEMENTATION INDICATOR (S): "CAUSE DATA"					
	Discipline Data August 2011-2012	Discipline Data August 2012-2013	Discipline Data August 2013-2014	Discipline Data August 2014-2015	Discipline Data August 2015-2016
III. STUDENT PERFORMANCE INDICATOR (S): "EFFECT DATA"	*% of occurrences by grade level				

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

2012-2013 SCHOOL IMPROVEMENT PLAN

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

Resources Needed: Material / Technology / Trainer			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount \$2545.00
Goal 5 Action Step 5.2 Task 1	Agenda Books	0100510005101183	- \$1717.70
Goal 2 Action Step 2.2 Task 1	Math Mysteries Kids Can't Resist 4-8	0100510005101183	- 50.00
			\$1767.70 Subtotal:
Professional Development			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount
Goal 1 Action Step 1.2 Goal 2 Action Step 2.1			
Conference/Workshop/Seminar/Institute/Online PD Goal and Action Step #(s) Title : Location: Dates: Sponsoring Educational Institution:	Mileage Meals Room Registration Substitute(s)	Budget Strip	
Professional Learning Community Goal and Action Step #(s) Goal 1 and 2 Action Steps 1.2,2.1 Navigator Plus Activity Title: Common Core (Pathways to CC)	Materials List and Cost: Pathways to the Common Core Book Study	Budget Strip 01005100640001183	 -\$371.67
Lesson Study Goal and Action Step #(s) Navigator Plus Activity Title:	Materials List & Cost:	Budget Strip	
School Workshop Goal and Action Step #(s) Navigator Plus Activity Title:	Materials List and Cost: Consultant Fee: Consultant Travel Expenses: Substitutes: Stipends:	Budget Strip	
			-\$354.00 Subtotal:
Other			
Goal Area and Action Step Number	Description of Resources	Budget Strip	Available Amount \$423.30 (TBD)
Goal 3 Action Step 3.1	Step-Up-To Writing Materials TBD	0100510005101183	TBD
			-2121.70 Subtotal:
			\$2545.00 Grand Total:

2012-2013 SCHOOL IMPROVEMENT PLAN

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 _____		N	
	<ul style="list-style-type: none"> • Action Step # • Name of Activity • Dates of Activity • Name of Consultant or Facilitator (if applicable) • Consultant Services Agreement (if applicable) • Materials 		N	
	Budget Items Required		N	
	<ul style="list-style-type: none"> • Action Step # • Name of Activity • Funding Source • Cost of Consultant • Cost of Materials • Cost of Substitutes (if applicable) 		N	
Learning Community	Professional Development Details Goal the Activity is Supporting _1, 2_____	Y		
(collaborative teams that gathers research and studies new programs or topics and shares their findings-must use Learning Community form)	<ul style="list-style-type: none"> • Action Step # 1.2,2.1 • Name of Activity: Common Core Training • Dates of Activity 10/22-1/30 • Title of Book or Focus Pathways to Common Core 	Y		
	Budget Items Required	Y		0100640005101183
	<ul style="list-style-type: none"> • Action Step # 1.2, 2.1 • Cost of Book/Teacher Materials 	Y		\$371.67
Lesson Study/Action Research	Professional Development Details Goal the Activity is Supporting __3_____	Y		
(a teacher-driven and student-focused team who does research and development by carefully studying what actually goes on in	<ul style="list-style-type: none"> • Action Step # 3.1 • Name of Activity Language Arts/Writing • Dates of Activity 10/22-1/30 	Y		



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.	<input type="checkbox"/>	<input type="checkbox"/>	
Training Details - Consultants			

2012-2013 SCHOOL IMPROVEMENT PLAN

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.	<input type="checkbox"/>	<input type="checkbox"/>	
Who will be trained?	<input type="checkbox"/>	<input type="checkbox"/>	
Date(s), Time(s), Location	<input type="checkbox"/>	<input type="checkbox"/>	
Total Cost	<input type="checkbox"/>	<input type="checkbox"/>	
Needs School Board approval	<input type="checkbox"/>	<input type="checkbox"/>	
Complete budget line for expenses	<input type="checkbox"/>	<input type="checkbox"/>	
Name of facilitator/person responsible	<input type="checkbox"/>	<input type="checkbox"/>	
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.	<input type="checkbox"/>	<input type="checkbox"/>	
Who will be trained?	<input type="checkbox"/>	<input type="checkbox"/>	
Date(s), Location	<input type="checkbox"/>	<input type="checkbox"/>	
Total Cost	<input type="checkbox"/>	<input type="checkbox"/>	
Complete budget line for expenses	<input type="checkbox"/>	<input type="checkbox"/>	
Name of facilitator/person responsible	<input type="checkbox"/>	<input type="checkbox"/>	
Timelines			
	Yes	No	Comments
Start Date August 2, 2012	<input type="checkbox"/>	<input type="checkbox"/>	No External Training
End Date September 21, 2012	<input type="checkbox"/>	<input type="checkbox"/>	

2012-2013 SCHOOL IMPROVEMENT PLAN

Budget			
Local FTE (function 6400-no project)	<input type="checkbox"/>	<input type="checkbox"/>	\$0.00
Project -	<input type="checkbox"/>	<input type="checkbox"/>	
Project -	<input type="checkbox"/>	<input type="checkbox"/>	
Project -	<input type="checkbox"/>	<input type="checkbox"/>	
Total External PD Budget (no project & project funds)	<input type="checkbox"/>	<input type="checkbox"/>	0.00

Approvals: (Signature's required)

Principal: __ Tracy McLaughlin _____ **Date:** 10 / 3 / 12

SAC Chair: __ Trisha Stewart _____ **Date:** 10 / 3 / 12

Hilda Manning: _____ **Date:** / /

Shannah Kosek: _____ **Date:** / /

2012-2013 SCHOOL IMPROVEMENT PLAN

SCHOOL NAME: Thunderbolt Elementary

School Based Leadership Team

Response to Instruction/Intervention (RtI)

Identify the school-based RtI Leadership Team.

- Indicate who is on the team and their position. Also explain why they have been included on the team.

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

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

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

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

Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills

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

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

Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

2012-2013 SCHOOL IMPROVEMENT PLAN

SCHOOL NAME: Thunderbolt Elementary

School Based Leadership Team

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

The RtI Leadership Team provides on going analysis of progress monitoring data. Areas of concern which reflect limited student progress are discussed with grade levels in which improvement is needed. Grade level representatives on academic area committees design a school wide action plan consisting of instructional strategies needed to support achievement of SIP goals. RtI Leadership Team members identify strategies for struggling students to be included in each Action Plan. RtI Leadership Team members will assist the School Advisory Committee in the monitoring of the SIP and provide updates to the SAC on the status of students receiving Tier 2 and Tier 3 interventions.

RtI Implementation

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

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

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

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

Frequency of Data Days: twice a month for data analysis

- Describe the plan to train staff on RtI.

Professional development will be provided during teachers' common planning time and small sessions through professional learning communities which will occur throughout the year. A District Intervention Specialist will be assigned to cluster sites to provide training and support. All school administrators and RTI team members participated in a four-day RTI Team Training in the Spring with a follow-up for all school administrators during the Summer Leadership Academy. Bi-monthly Curriculum Council Meetings will be conducted for school administrators where training will focus on topics such as: Data-based Decision-making, and Supporting and Evaluating Interventions. The School-based RTI Leadership Team will provide training throughout the year as determined by data collection and implementation concerns.

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

2012-2013 SCHOOL IMPROVEMENT PLAN

SCHOOL NAME: Thunderbolt Elementary

School Based Leadership Team

Literacy Leadership

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

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

Select General Education Teachers (K- Cathie Leshner, 1st - Denise Cihlar, 2nd - Tracy Johnston, 3rd - Cathy Palmer, Maria Justus, 4th - Heidi Vidak, 5th - Patricia Rogers, 6th - Arlene Hernandez, Resource - Kathy Dryden): Provides information about core and supplemental reading instruction, participates in student data collection, delivers instruction/intervention, and collaborates with other staff to implement K-12 Reading Plan. Identifies appropriate reading and writing instructional strategies for classroom implementation to ensure attainment of SIP goals.

Exceptional Student Education (ESE) Teachers: (Cassie Hein, Sarah Brennan) Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities such as co-teaching, PLC's and Lesson Study. Identifies appropriate reading and writing instructional strategies for classroom implementation to ensure attainment of SIP goals.

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

The team meets once a month to engage in the following activities:

Review progress monitoring data at grade levels, identify professional development and resources, problem solve, share effective practices, evaluate implementation. The team will also facilitate professional development in the form of Professional Learning Communities and Lesson Study.

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

The LLT will work to effectively disaggregate school wide assessment data to ensure that students most "at risk" in reading receive intensive and immediate intervention services.

Elementary Schools Only: Pre-School Transition

- Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

Each kindergarten teacher is responsible for ensuring that each child successfully transitions to our elementary school program. To provide a smooth transition to school, our school offers two days of staggered enrollment for kindergarten students. Orientation to school begins prior to the start of school. When registering their child, parents are given a copy of the grade level expectations and initial kindergarten readiness skills to work on at home. Parents and students have the opportunity to attend a kindergarten orientation the week before school begins. Children and their parents visit the classroom and meet the teacher. Additionally, a Parent Information Night is held within the first 30 days of school to further inform parents as to how to best help their child during the transition period.

At the beginning of school, kindergarten teachers screen each child to determine the students' acquisition of specific skills and knowledge. On-going progress monitoring tools include FAIR, Performance Matters Assessments, and skills checklists. Students with low reading readiness are given supplemental intensive reading instruction. The Florida Kindergarten Readiness Screener (FLKRS) is used during the first 30 days of school to determine school readiness and the child's ability to form meaningful relationships.

Programs currently in place to assist preschoolers with low readiness rates include Head Start and the State of Florida Voluntary Prekindergarten Program (VPK) and an ESE Pre-K program for students identified as developmentally delayed.

School budgeted funds and district funding are dedicated to ensuring a pleasant and successful transition to our elementary program. The effectiveness of our preschool transition design is determined by data collected from the initial assessments and the FLKRS.

2012-2013 SCHOOL IMPROVEMENT PLAN

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

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

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

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

Additional information: Dropout Prevention

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

4 Elements/15 Strategies:

The Basic Core Strategies

- Mentoring/Tutoring
- Service Learning
- Alternative Schooling
- After School Opportunities

Early Interventions

- Early Childhood Education
- Family Engagement
- Early Literacy Development

Making the Most of Instruction

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

Making the Most of the Wider Community

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

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

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

2012-2013 SCHOOL IMPROVEMENT PLAN

SMART GOALS

SMART = Specific Measurable Attainable Realistic Timely

Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal.

GOAL 1: By 2013, K-2 students will increase the percentage of students meeting the FAIR end of year recommended Reading goals by 3 percent. Students in grades 3-6 (emphasis on SWD and Economically Disadvantaged) will decrease the number of non-proficient readers on FCAT 2.0 by 3 percent at each grade level and subgroup currently not meeting proficiency targets. Grades 3-6 will also increase the percentage of students scoring at or above proficient on FCAT 2.0 by 4 percent.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

I. STRATEGY 1: Implement learning experiences utilizing a variety of instructional strategies and resources, including appropriate technology, that require students to demonstrate a variety of relevant skills and competencies.

*PROGRESS MEASURES ARE FOR THE PURPOSE OF REACHING YOUR 3-5 YEAR SCHOOL IMPROVEMENT GOALS AND AMO'S.	PROGRESS MEASURE August 2012	PROGRESS MEASURE August 2013	PROGRESS MEASURE August 2014	PROGRESS MEASURE August 2015	PROGRESS MEASURE August 2016
II. ADULT IMPLEMENTATION INDICATOR (s): “CAUSE DATA” 100% of teachers will implement learning experiences utilizing a variety of instructional strategies and resources, including appropriate technology, that require students to demonstrate a variety of relevant skills and competencies.	Grade K – 57% Grade 1 – 55% Grade 2 – 81% Grade 3 – 74% Grade 4 – 36% Grade 5 – 54% Grade 6 – 70%	Grade K – 68% Grade 1 – 66% Grade 2 – 86% Grade 3 – 80% Grade 4 – 52% Grade 5 – 65% Grade 6 – 78%	Grade K – 79% Grade 1 – 77% Grade 2 – 91% Grade 3 – 86% Grade 4 – 68% Grade 5 – 76% Grade 6 – 86%	Grade K – 90% Grade 1 – 88% Grade 2 – 96% Grade 3 – 92% Grade 4 – 84% Grade 5 – 87% Grade 6 – 94%	Grade K – 100% Grade 1 – 100% Grade 2 – 100% Grade 3 – 100% Grade 4 – 100% Grade 5 – 100% Grade 6 – 100%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
III. STUDENT PERFORMANCE INDICATOR(S): “EFFECT DATA” Students will consistently increase their FCAT Reading scores until we reduce the % of students who are non-proficient by at least 50% by 2016.	3 rd 77% (23%) 4 th 81% (19%) 5 th 72% (28%) 6 th 78% (22%)	3 rd 79.88% (20.12%) 4 th 83.38% (16.62%) 5 th 75.5% (24.5%) 6 th 80.75% (19.25%)	3 rd 82.76% (17.24%) 4 th 85.76% (14.24%) 5 th 79% (21%) 6 th 83.5% (16.5%)	3 rd 85.64% (14.36%) 4 th 88.14% (11.86%) 5 th 82.5% (17.5%) 6 th 86.25% (13.75%)	3 rd 88.52% (11.5%) 4 th 90.52% (9.5%) 5 th 86% (14%) 6 th 89% (11%)

2012-2013 SCHOOL IMPROVEMENT PLAN

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
<p>1.1 Uses diagnostic student data from formative assessments to develop differentiated instruction.</p> <p>Task 1: Teachers will establish small groups to support and strengthen skills in reading.</p>	<p>Lesson plans, walkthroughs</p>	<p>K-6, ESE teachers</p>	<p>Aug. '12 - June '13</p>			
<p>1.2 Utilizes reflective strategies to summarize and clarify learning.</p> <p>Task 1: Teachers will use the strategies such as: retell, PQRA (Preview, Questions, Read, Answer), Draw and Tell, Summarizing, Response journals, turn and talk, to monitor and measure reading comprehension with emphasis on Non-fiction and more complex texts.</p>	<p>Lesson plans, walkthroughs</p>	<p>K-6, ESE teachers</p>	<p>Aug. '12 - June '13</p>	<p><u>The Common Core Lesson Plan Book K-5</u></p>	<p>PLC on <u>The Common Core Lesson Plan Book K-5</u></p>	<p>20 books at \$35.00 = \$700.00 0100.6400.0590.0531.0000</p>

2012-2013 SCHOOL IMPROVEMENT PLAN

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

2012-2013 SCHOOL IMPROVEMENT PLAN

School District of Clay County

SMART GOALS

SMART = Specific Measurable Attainable Realistic Timely

Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal,

GOAL 2. By 2013, 78% of students (Emphasis on SWD, Economically Disadvantaged students) will achieve proficiency (FCAT Level 3 or above) in **Math**. The percent of ED and SWD students scoring at proficiency will increase by 2 percent.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

I. **STRATEGY 2: Designs and modifies instruction to deepen students' understanding of content area and advance student learning while addressing preconceptions or misconceptions.**

*PROGRESS MEASURES ARE FOR THE PURPOSE OF REACHING YOUR 3-5 YEAR SCHOOL IMPROVEMENT GOALS AND AMO'S.	PROGRESS MEASURE August 2012	PROGRESS MEASURE August 2013	PROGRESS MEASURE August 2014	PROGRESS MEASURE August 2015	PROGRESS MEASURE August 2016
II. ADULT IMPLEMENTATION INDICATOR (S): “CAUSE DATA” Designs and modifies instruction to deepen students' understanding of content area and advance student learning while addressing preconceptions or misconceptions.	Grade K – 57% Grade 1 – 63% Grade 2 – 81% Grade 3 – 67% Grade 4 – 55% Grade 5 – 44% Grade 6 – 63%	K – 67.75% 1 st – 72.25% 2 nd – 85.75% 3 rd – 75.25% 4 th – 66.25% 5 th – 58% 6 th – 72.5%	K – 78.5% 1 st – 81.5% 2 nd – 90.75% 3 rd – 83.5% 4 th – 77.5% 5 th – 72% 6 th – 81.50%	K – 89.25% 1 st – 90.75% 2 nd – 95.25% 3 rd – 91.75% 4 th – 88.75% 5 th – 86% 6 th – 90.75%	K – 100% 1 st – 100% 2 nd – 100% 3 rd – 100% 4 th – 100% 5 th – 100% 6 th – 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.	3 rd 74% (26%) 4 th 75% (25%) 5 th 66% (34%) 6 th 81% (19%)	3 rd 77.25% (22.75%) 4 th 78.12% (2.88%) 5 th 70.25% (29.75%) 6 th 83.38% (16.62%)	3 rd 80.5% (19.5%) 4 th 81.24% (18.76%) 5 th 74.5% (25.5%) 6 th 85.76% (14.24%)	3 rd 83.75% (16.25%) 4 th 84.36% (15.64%) 5 th 78.75% (21.25%) 6 th 88.14% (11.86%)	3 rd 87% (13%) 4 th 87.48% (12.5%) 5 th 83% (17%) 6 th 90.52% (9.5%)

2012-2013 SCHOOL IMPROVEMENT PLAN

IMPLEMENTATION DETAILS

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

2012-2013 SCHOOL IMPROVEMENT PLAN

School District of Clay County

SMART GOALS

SMART = Specific Measurable Attainable Realistic Timely

Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal,

GOAL 3: By 2013, the number of students in grade 4 (Emphasis on SWD) scoring a 4.0 or above on Writing FCAT will increase by 1 percent.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

I. **Strategy 3: Selects, sequences, and modifies engaging relevant, standards-based content, and then designs and teaches lessons that are relevant to individual students' learning needs.**

*PROGRESS MEASURES ARE FOR THE PURPOSE OF REACHING YOUR 3-5 YEAR SCHOOL IMPROVEMENT GOALS AND AMO'S.	PROGRESS MEASURE August 2012	PROGRESS MEASURE August 2013	PROGRESS MEASURE August 2014	PROGRESS MEASURE August 2015	PROGRESS MEASURE August 2016
<p>II. ADULT IMPLEMENTATION INDICATOR(S): “CAUSE DATA”</p> <p>100% of teachers will select, sequence, and modify engaging relevant, standards-based content, and then design and teach lessons that are relevant to individual students' learning needs.</p>	K – 57% 1 st – 55% 2 nd – 81% 3 rd – 58% 4 th – 68% 5 th – 25% 6 th – 25%	K – 67.75% 1 st – 66.95% 2 nd – 85.75% 3 rd – 68.5% 4 th – 76% 5 th – 43.75% 6 th – 43.7%	K – 78.5% 1 st – 77.5% 2 nd – 90.5% 3 rd – 79% 4 th – 84% 5 th – 62.5% 6 th – 62.5%	K – 89.25% 1 st – 88.75% 2 nd – 95.25% 3 rd – 89.5% 4 th – 92% 5 th – 81.25% 6 th – 81.25%	K – 100% 1 st – 100% 2 nd – 100% 3 rd – 100% 4 th – 100% 5 th – 100% 6 th – 100%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
<p>III. STUDENT PERFORMANCE INDICATOR(S): “EFFECT DATA”</p> <p>Students will consistently increase their FCAT Writing scores until we reduce the % of students who are non-proficient by at least 50% by 2016.</p>	4 th – 88% (12%)	4 th 89.5% (10.5%)	4 th 91% (9%)	4 th 92.5% (7.5%)	4 th 94% (6%)

2012-2013 SCHOOL IMPROVEMENT PLAN

IMPLEMENTATION DETAILS

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p>3.1 Teachers will analyze their student's writing to develop explicit lessons.</p> <p><i>Task 1: Teacher models writing explicit lessons.</i></p>	<p><i>lesson plans</i></p>	<p><i>K-6 & ESE teachers</i></p>	<p><i>Aug. '12 - June '13</i></p>			
<p>3.2 Teachers will use data from formative assessments (Clay Writes) to develop student learning based on individual student needs.</p> <p><i>Task 1: Teacher meets with small groups of students based upon need.</i></p>	<p><i>Lesson plans</i></p>	<p><i>K-6 & ESE teachers</i></p>	<p><i>Aug. '12 - June '13</i></p>	<p><i>Clay Writes data</i></p>	<p><i>School-wide training on Feedback</i></p>	<p><i>No cost</i></p>
<p>3.3 Teachers will sequence lessons and concepts to ensure coherence and required prior knowledge</p> <p><i>Task 2: Third and Fourth grade teachers will have grade level writing planning meetings</i></p>	<p><i>Meeting minutes</i></p> <p><i>Writing Plan</i></p>	<p><i>K-6 & ESE teachers</i></p>	<p><i>Aug. '12 - June '13</i></p>	<p><i>Substitutes</i></p>		<p><i>School Improvement Funds for Substitutes</i> <i>\$1250.00</i> <i>0100.5100.0140.0531.1183</i></p>

2012-2013 SCHOOL IMPROVEMENT PLAN

School District of Clay County

SMART GOALS					
SMART = Specific Measurable Attainable Realistic Timely					
<p>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></p> <p>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></p>					
<p>GOAL 4: By 2013, students' academic performance in Science will improve by 3% in 5th grade over last years' results as measured by the FCAT Science.</p>					
STRATEGIES, INDICATORS AND PROGRESS MEASURES					
<p>I. Strategy 4: Implement the research based strategy of inquiry based instruction to deepen students' understanding of content areas and advance student learning of content area and advance student learning while addressing preconceptions or misconceptions.</p>					
*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
<p>II. ADULT IMPLEMENTATION INDICATOR (S): “CAUSE DATA”</p> <p>100% of teachers will implement the research based strategy of inquiry based instruction to deepen students' understanding of content areas and advance student learning of content area and advance student learning while addressing preconceptions or misconceptions.</p>	K – 36% 1 st – 48% 2 nd – 36% 3 rd – 50% 4 th – 37% 5 th – 50% 6 th – 63%	K – 52% 1 st – 61% 2 nd – 52% 3 rd – 62.5% 4 th – 52.75% 5 th – 62.5% 6 th – 72.25%	K – 68% 1 st – 74% 2 nd – 68% 3 rd – 75% 4 th – 68.5% 5 th – 75% 6 th – 81.5%	K – 84% 1 st – 87% 2 nd – 84% 3 rd – 87.5% 4 th – 84.25% 5 th – 87.5% 6 th – 90.75%	K – 100% 1 st – 100% 2 nd – 100% 3 rd – 100% 4 th – 100% 5 th – 100% 6 th – 100%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
<p>III. STUDENT PERFORMANCE INDICATOR (S): “EFFECT DATA”</p> <p>Students will consistently increase FCAT Science scores until we reduce the % of students who are non-proficient by at least 50% by 2016.</p>	5 th - 61% (39%)	5 th – 65.88% (34.12%)	5 th – 70.76% (29.24%)	5 th – 75.64% (24.36%)	5 th – 80.52% (19.5%)

2012-2013 SCHOOL IMPROVEMENT PLAN

IMPLEMENTATION DETAILS

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

2012-2013 SCHOOL IMPROVEMENT PLAN

SMART GOALS					
SMART = Specific Measurable Attainable Realistic Timely					
<p>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></p>					
GOAL 5: By 2013, Parental Involvement will improve by 5% over the previous year as measured by attendance at events which support academics.					
STRATEGIES, INDICATORS AND PROGRESS MEASURES					
I. Strategy 5: Implement the research-based strategy of fostering two-way home/school communication with all stakeholders to support student learning.					
*PROGRESS MEASURES ARE FOR THE PURPOSE OF REACHING YOUR 3-5 YEAR SCHOOL IMPROVEMENT GOALS AND AMO'S.	PROGRESS MEASURE August 2012	PROGRESS MEASURE August 2013	PROGRESS MEASURE August 2014	PROGRESS MEASURE August 2015	PROGRESS MEASURE August 2016
II. ADULT IMPLEMENTATION INDICATOR (S): “CAUSE DATA” 100% of teachers will implement the research based strategy of fostering two-way home/school communication with all stakeholders to support student learning.	K – 66% 1 st – 70% 2 nd – 81% 3 rd – 50% 4 th – 57% 5 th – 44% 6 th – 50 %	K – 74.5% 1 st – 77.5% 2 nd – 85.75% 3 rd – 62.5% 4 th – 67.75% 5 th – 58% 6 th – 62.5%	K – 83% 1 st – 85% 2 nd – 90.5% 3 rd – 75% 4 th – 78.5% 5 th – 72% 6 th – 75%	K – 91.5% 1 st – 92.5% 2 nd – 95.25% 3 rd – 89.5% 4 th – 89.255% 5 th – 86% 6 th – 87.5%	K – 100% 1 st – 100% 2 nd – 100% 3 rd – 100% 4 th – 100% 5 th – 100% 6 th – 100%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
III. STUDENT PERFORMANCE INDICATOR (S): “EFFECT DATA” Grade levels will consistently increase parental involvement until they reduce the % of non-participating parents by at least 50% by 2016.	K 99% (1) 1 96% (4) 2 100% (0) 3 88% (12) 4 93% (7) 5 72% (28) 6 89% (11) InD 83% (17)	K 99.13% (.87%) 1 96.5% (3.5%) 2 100% 3 89.5% (10.5%) 4 93.9% (6.1%) 5 75.5% (24.5%) 6 90.38% (9.62%) InD 85.13% (14.87%)	K 99.26% (.74%) 1 97% (3%) 2 100% 3 91% (9%) 4 94.8% (5.2%) 5 79% (21%) 6 92.76% (8.24%) InD 87.26% (12.74%)	K 99.39% (.61%) 1 97.5% (2.5%) 2 100% 3 92.5% (7.5%) 4 95.7% (4.3%) 5 82.5% (17.5%) 6 93.14% (6.86%) InD 89.39% (10.61%)	K 99.52% (.48%) 1 98% (2%) 2 100% 3 94% (6%) 4 96.6% (3.5%) 5 86% (14%) 6 94.52% (5.5%) InD 91.52% (8.5%)

2012-2013 SCHOOL IMPROVEMENT PLAN

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IMPLEMENTATION DETAILS

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

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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 6:					
STRATEGIES, INDICATORS AND PROGRESS MEASURES					
I. STRATEGY 6:					
*PROGRESS MEASURES ARE FOR THE PURPOSE OF REACHING YOUR 3-5 YEAR SCHOOL IMPROVEMENT GOALS AND AMO'S.	PROGRESS MEASURE August 2012	PROGRESS MEASURE August 2013	PROGRESS MEASURE August 2014	PROGRESS MEASURE August 2015	PROGRESS MEASURE August 2016
II. ADULT IMPLEMENTATION INDICATOR (S): "CAUSE DATA"					
	Discipline Data August 2011-2012	Discipline Data August 2012-2013	Discipline Data August 2013-2014	Discipline Data August 2014-2015	Discipline Data August 2015-2016
III. STUDENT PERFORMANCE INDICATOR (S): "EFFECT DATA"	*% of occurrences by grade level				

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IMPLEMENTATION DETAILS

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

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

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

2012-2013 SCHOOL IMPROVEMENT PLAN

Internal Checklist – Training Provided by School

P.D.Activity	Details	Y	N	Comments
IF IT IS A:				
School-wide Training	Professional Development Details Goal the Activity is Supporting _____ 2 _____			
	<ul style="list-style-type: none"> • Action Step # 2.2 • Name of Activity TBE School Wide Training on Higher Order Questioning • Dates of Activity Sept. '12 – May '12 (ongoing) • Name of Consultant or Facilitator (if applicable) Administration • Consultant Services Agreement (if applicable) • Materials – none needed at this time 			
	Budget Items Required - NA			
	<ul style="list-style-type: none"> • Action Step # • Name of Activity • Funding Source • Cost of Consultant • Cost of Materials • Cost of Substitutes (if applicable) 			
School-wide Training	Professional Development Details Goal the Activity is Supporting _____ 3 _____			
	<ul style="list-style-type: none"> • Action Step # 3.2 • Name of Activity TBE School Wide Training on Feedback • Dates of Activity Sept. '12 – May '12 (ongoing) • Name of Consultant or Facilitator (if applicable) Administration • Consultant Services Agreement (if applicable) • Materials – none needed at this time 			
	Budget Items Required - NA			
	<ul style="list-style-type: none"> • Action Step # • Name of Activity • Funding Source • Cost of Consultant • Cost of Materials 			

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	<ul style="list-style-type: none"> • Cost of Substitutes (if applicable) 			
School-wide Training	Professional Development Details Goal the Activity is Supporting <u>1</u>			
	<ul style="list-style-type: none"> • Action Step # 1.3 • Name of Activity TBE Technology • Dates of Activity Sept. '12 - May '12 • Name of Consultant or Facilitator (if applicable) Technology Coach • Consultant Services Agreement (if applicable) • Materials: none needed at this time 			
	Budget Items Required - NA			
	<ul style="list-style-type: none"> • 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 <u>1</u>			
(collaborative teams that gathers research and studies new programs or topics and shares their findings-must use Learning Community form)	<ul style="list-style-type: none"> • Action Step # 1.3 • Name of Activity TBE Kindergarten Common Core • Dates of Activity TBD • Title of Book or Focus Common Core State Standards 			
	Budget Items Required			
	<ul style="list-style-type: none"> • Action Step # • Cost of Book/Teacher Materials 			
Learning Community	Professional Development Details Goal the Activity is Supporting <u>1</u>			
(collaborative teams that gathers research and studies new programs or topics and shares their findings-must use Learning Community form)	<ul style="list-style-type: none"> • Action Step # 1.3 • Name of Activity TBE First Grade Common Core • Dates of Activity TBD • Title of Book or Focus Common Core State Standards 			
	<ul style="list-style-type: none"> • Budget Items Required 			
	<ul style="list-style-type: none"> • Action Step # • Cost of Book/Teacher Materials 			

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Learning Community	Professional Development Details Goal the Activity is Supporting <u> 1 </u>			
(collaborative teams that gathers research and studies new programs or topics and shares their findings-must use Learning Community form)	<ul style="list-style-type: none"> • Action Step # 1.2 • Name of Activity Common Core Lesson Plan K-5 • Dates of Activity TBD • Title of Book or Focus Common Core Lesson Plan Book K-5 			
	<ul style="list-style-type: none"> • Budget Items Required 			
	<ul style="list-style-type: none"> • Action Step # 1.2 • Cost of Book/Teacher Materials \$700.00 			
Learning Community	Professional Development Details Goal the Activity is Supporting <u> 2 </u>			
(collaborative teams that gathers research and studies new programs or topics and shares their findings-must use Learning Community form)	<ul style="list-style-type: none"> • Action Step # 2.1 • Name of Activity TBE Math Common Core • Dates of Activity TBD • Title of Book or Focus Common Core State Standards 			
	<ul style="list-style-type: none"> • Budget Items Required 			
	<ul style="list-style-type: none"> • Action Step # • Cost of Book/Teacher Materials \$0 			
Lesson Study/Action Research	Professional Development Details Goal the Activity is Supporting <u> 1 </u>			
(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)	<ul style="list-style-type: none"> • Action Step # 1.3 • Name of Activity TBE Kindergarten Lesson Study Common Core • Dates of Activity TBD • Teaching strategy or method to be researched Common Core State Standards 			
	<ul style="list-style-type: none"> • Budget Items Required 			
	<ul style="list-style-type: none"> • Action Step # 1.3 • Cost of Teacher Materials (If applicable) \$500.00 for substitutes 			
Lesson Study/Action Research	Professional Development Details Goal the Activity is Supporting <u> 1 </u>			
(a teacher-driven and student-focused team who does research and	<ul style="list-style-type: none"> • Action Step # 1.3 			

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development by carefully studying what actually goes on in the classroom. - must use Lesson Study form)	<ul style="list-style-type: none"> Name of Activity TBE First Grade Lesson Study Common Core Dates of Activity TBD Teaching strategy or method to be researched Common Core State Standards 			
	<ul style="list-style-type: none"> Budget Items Required - 			
	<ul style="list-style-type: none"> Action Step # 1.3 Cost of Teacher Materials (If applicable) \$500 for substitutes 			
Timelines				
Start Date: August 2, 2012				
End date: September 21, 2012				
Budget				
Local FTE (function 6400-no project)	\$1700.00			
Project -				
Project -				
Project -				
Total Internal PD Budget (no project & project funds)	\$1700.00			

Approvals: (Signature's required)

Principal: _____
 SAC Chair: _____
 Hilda Manning: _____
 Shannah Kosek: _____

Date: ___/___/___
 Date: ___/___/___
 Date: ___/___/___
 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	<input type="checkbox"/>	<input type="checkbox"/>	

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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.	<input type="checkbox"/>	<input type="checkbox"/>	
Who will be trained?	<input type="checkbox"/>	<input type="checkbox"/>	
Date(s), Time(s), Location	<input type="checkbox"/>	<input type="checkbox"/>	
Total Cost	<input type="checkbox"/>	<input type="checkbox"/>	
Needs School Board approval	<input type="checkbox"/>	<input type="checkbox"/>	
Complete budget line for expenses	<input type="checkbox"/>	<input type="checkbox"/>	
Name of facilitator/person responsible	<input type="checkbox"/>	<input type="checkbox"/>	
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.	<input type="checkbox"/>	<input type="checkbox"/>	
Who will be trained?	<input type="checkbox"/>	<input type="checkbox"/>	
Date(s), Location	<input type="checkbox"/>	<input type="checkbox"/>	
Total Cost	<input type="checkbox"/>	<input type="checkbox"/>	
Complete budget line for expenses	<input type="checkbox"/>	<input type="checkbox"/>	
Name of facilitator/person responsible	<input type="checkbox"/>	<input type="checkbox"/>	

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Timelines			
	Yes	No	Comments
Start Date August 2, 2012	<input type="checkbox"/>	<input type="checkbox"/>	
End Date September 21, 2012	<input type="checkbox"/>	<input type="checkbox"/>	
Budget			
Local FTE (function 6400-no project)	<input type="checkbox"/>	<input type="checkbox"/>	\$
Project -	<input type="checkbox"/>	<input type="checkbox"/>	
Project -	<input type="checkbox"/>	<input type="checkbox"/>	
Project -	<input type="checkbox"/>	<input type="checkbox"/>	
Total External PD Budget (no project & project funds)	<input type="checkbox"/>	<input type="checkbox"/>	

Approvals: (Signature's required)

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

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

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

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

2012-2013 SCHOOL IMPROVEMENT PLAN

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:

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SCHOOL NAME: Tynes Elementary School

School Based Leadership Team

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.

2012-2013 SCHOOL IMPROVEMENT PLAN

SCHOOL NAME: Tynes Elementary School

School Based Leadership Team

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.

2012-2013 SCHOOL IMPROVEMENT 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 [High School Feedback Report](#).

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, FI 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.

2012-2013 SCHOOL IMPROVEMENT PLAN

School District of Clay County

SMART GOALS

SMART = Specific Measurable Attainable Realistic Timely

Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal

GOAL 1: By 2013, 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
<p>I. ADULT IMPLEMENTATION INDICATOR (s): “CAUSE DATA”</p> <p>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</p>	<p>Grades PK-3: 77% (23%) Grades 4-6: 46% (54%)</p>	<p>Grades PK-3: 82.75% (17.25%) Grades 4-6: 59.5% (40.5%)</p>	<p>Grades PK-3 : 88.5% (11.5%) Grades 4-6: 73% (27%)</p>	<p>Grades PK-3: 94.75% (5.75%) Grades 4-6: 86.5% (13.5%)</p>	<p>Grades PK-3:100% Grades 4-6:100%</p>
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
<p>II. STUDENT PERFORMANCE INDICATOR(S): “EFFECT DATA”</p> <p>Students will consistently increase their FCAT Reading scores until we reduce the % of students who are non-proficient by at least 50% by 2016.</p> <p>(Percent decrease of non-proficient each year from 2011-2012)</p>	<p>3rd 70% (30%) 4th 67% (33%) 5th 61% (39%) 6th 75% (25%)</p>	<p>3rd 73.75% (26.25%) 4th 71.13% (28.89%) 5th 65.88% (34.13%) 6th 78.13% (21.88%)</p>	<p>3rd 77.5% (22.5%) 4th 72.26% (24.77%) 5th 70.76% (29.25%) 6th 81.25% (18.75%)</p>	<p>3rd 81.25% (18.75%) 4th 76.39% (20.64%) 5th 75.63% (24.38%) 6th 84.38% (15.63%)</p>	<p>3rd 85% (15%) 4th 80.52% (16.5%) 5th 80.51% (19.5%) 6th 87.5% (12.5%)</p>

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
<p>1.1</p> <p><i>Teachers will utilize the District Vocabulary Articulation Plan</i> 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.</p>	<p>Learning walks, lesson plans, meeting minutes and student achievement data.</p>	<p>Administration and classroom teachers</p>	<p>2012-2013 school year</p>	<p>District Vocabulary Articulation Plan, Graphic Organizers Academic Games, Grade Level Specific Vocabulary Lists and Guided Practice Materials.</p>	<p>Utilize PD 360 Videos on: closure, State Common Core Training and District Common Core Training</p>	<p><i>District and State provided funding.</i></p>
<p>1.2</p> <p><i>Teachers will build vocabulary using the complete six step process to teach vocabulary that includes teacher and student</i></p>	<p>Learning walks, lesson plans, meeting minutes and student achievement data.</p>	<p>Administration and classroom teachers</p>	<p>2012-2013 school year</p>	<p>Graphic Organizers Academic Games, Grade Level Specific Vocabulary Lists and Guided Practice Materials.</p>	<p>PLC's on Marzano's Six Step Process for teaching vocabulary</p>	<p><i>No funding needed, school purchased books last year.</i></p>

2012-2013 SCHOOL IMPROVEMENT PLAN

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material/ Technology/ Trainer	Related PD	Funding/Funding Source
<p><i>explanation, student graphic representation, review using comparison activities, discussion of vocabulary terms and use of games.</i> 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 enhanced equipment or computer games as a center activity during skills block</p> <p>1.3 Teachers will build vocabulary by using</p>	<p>Lesson Plans, Walk-throughs,</p>	<p>Classroom teachers,</p>	<p>2012-2013 school year</p>	<p>Passages with greater text complexity.</p>		

2012-2013 SCHOOL IMPROVEMENT PLAN

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material/ Technology/ Trainer	Related PD	Funding/Funding Source
<p><i>passages with greater text complexity.</i></p> <p>Task 1: Teachers will be trained in the Common Core Standards to recognize passages with greater text complexity in order to build students' vocabulary.</p> <p>1.4 Teachers use the Common Common Core for content and Grade Level</p> <p>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</p>	<p>student achievement, student work samples.</p> <p>Grade level meeting minutes, Observation Form; Principals; Demo Classroom Teachers, revised Pacing Guides, lesson plans</p>	<p>administration</p> <p>Principals, Demo Classroom Teachers, Title I Curriculum Coaches</p>	<p>2012-2013 School year</p>	<p>Common Core Standards/notebooks.</p>	<p>State and District Common Core Training/Common Core Standards</p> <p>State and District Common Core Training</p>	<p><i>District/State provided funding.</i></p> <p><i>District/State provided funding.</i></p>

2012-2013 SCHOOL IMPROVEMENT PLAN

School District of Clay County

SMART GOALS

SMART = Specific Measurable Attainable Realistic Timely

Goal 1: Student Performance Content Area: Reading Goal 2: Student Performance Content Area: Math Goal 3: Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science Goal 5: Parental Involvement Goal 6: Other: Ex. School Climate, Attendance, other measureable school-specific goal.

GOAL 2. By 2013, 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
<p>II. ADULT IMPLEMENTATION INDICATOR(S): “CAUSE DATA”</p> <p>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.</p>	<p>Grades PK-3: 77% (23%)</p> <p>Grades 4-6: 80% (20%)</p>	<p>Grades PK-3: 82.75% (17.25%)</p> <p>Grades 4-6: 85% (15%)</p>	<p>Grades PK-3 : 88.5% (11.5%)</p> <p>Grades 4-6: 90% (10%)</p>	<p>Grades PK-3: 94.75% (5.75%)</p> <p>Grades 4-6: 95% (5%)</p>	<p>Grades PK-3 100%</p> <p>Grades 4-6 100%</p>
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
<p>III. STUDENT PERFORMANCE INDICATOR(S): “EFFECT DATA”</p> <p>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.</p> <p>(Percent decrease of non-proficient each year from 2011-2012)</p>	<p>3rd 70% (30%) 4th 57% (43%) 5th 58% (42%) 6th 71% (29%)</p>	<p>3rd 73.75% (26.25%) 4th 62.38% (37.63%) 5th 73.75% (36.75%) 6th 74.63% (25.37%)</p>	<p>3rd 77.5% (22.5%) 4th 67.76% (32.25%) 5th 79% (31.5%) 6th 78.26% (21.74%)</p>	<p>3rd 81.25% (18.75%) 4th 73.14% (26.88%) 5th 84.25% 26.25%) 6th 81.89% (18.11%)</p>	<p>3rd 85% (15%) 4th 78.52% (21.5%) 5th 89.5% (21%) 6th 85.5% (14.48%)</p>

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
<p>2.1</p> <p><i>Teachers will increase mastery of grade appropriate math facts.</i></p> <p>Task 1: Each teacher will implement daily math facts drills utilizing math magician, TenMarks, StudyLadder and other tools designed for daily drills.</p>	<p>Walk-throughs, lesson plans, agendas, evaluation forms, and feedback from grade level team meetings</p>	<p>Classroom teachers</p>	<p>2012-2013 School year</p>	<p>Enhanced Equipment, math fact games</p>	<p>Examples of daily drill tools to share with staff at faculty meetings</p>	<p><i>No funding needed, utilizing on-site resources.</i></p>
<p>2.2. Grade Levels will identify and place students meeting above average standards in math in an enriched math classroom.</p> <p>Task1: Using current data, teachers will identify students meeting above average standards and place them into an advanced math class.</p>	<p>Lesson Plans, Class documentation, FCAT Math Scores, learning walks, student work samples and student performance</p>	<p>Grade Level classroom teachers, administration</p>	<p>2012-2013 School year</p>	<p>Lesson Study Cycles, substitutes for Lesson Study development, common planning time</p>	<p>PLC/ Lesson Study</p>	<p><i>01005100.0140.0501.0000 \$600.00 to cover substitutes</i></p>

2012-2013 SCHOOL IMPROVEMENT PLAN

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p>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.</p> <p>2.3.</p> <p><i>Teachers will identify learning needs of students through data driven instruction.</i></p> <p>Task1: Teachers will utilize classroom and Performance Matters Data to record and monitor student progress.</p> <p>Task 2: Teachers will maintain a data notebook.</p> <p>Task 3: Teachers will identify struggling students and will meet with small groups based on student's needs.</p> <p>Task 4: Students who</p>	<p>Learning walks, lesson plans, data notebooks</p> <p>Performance Matters and classroom data, data notebooks, Tier 1 plans, Lesson Plans, Walk-throughs, evaluation, RTI Tier 2 plan.</p>	<p>Classroom teacher, Administration</p> <p>Administration, RTI Coach, ITF, Classroom Teachers.</p>	<p>2012-2013 School year</p> <p>2012-2013 school year</p>	<p>Performance Matters Data, Data Notebooks</p> <p>Data. Data notebooks, RTI Coach, ITF, PMP STAR, RTI, STAR</p>	<p>PD on how to use Performance Matters data, PD on data notebook organization, PD360 video; examples of active use of data. Lesson Study PD.</p>	<p><i>No funding needed.</i></p> <p><i>No funding needed.</i></p>

2012-2013 SCHOOL IMPROVEMENT PLAN

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p>continue to struggle with Tier 1 interventions will be placed on Progress Monitoring Plans and Tier 2 interventions.</p> <p>2.4 Teachers use the Common Core for content and Grade Level</p> <p>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</p>	<p>Observation Form; Principals; Demo Classroom Teachers, revised Pacing Guides, lesson plans</p>	<p>Principals, Classroom Teachers</p>	<p>2012-2013 school year</p>	<p>Common Core Standards/Notebooks</p>	<p>State and District Level Common Core Training</p>	<p><i>District/State provided funding.</i></p>

2012-2013 SCHOOL IMPROVEMENT PLAN

School District of Clay County

SMART GOALS

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Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal.

GOAL 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
<p>II. ADULT IMPLEMENTATION INDICATOR(S): “CAUSE DATA”</p> <p>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.</p>	<p>PreK-3: 70.8% (29.2%)</p> <p>Grades 4-6: 63% (37%)</p>	<p>PreK-3: 78.1% (21.9%)</p> <p>Grades 4-6: 72.25% (27.25%)</p>	<p>PreK-3: 85.4% (14.6%)</p> <p>Grades 4-6: 81.5% (18.5%)</p>	<p>PreK-3: 92.7% (7.3%)</p> <p>Grades 4-6: 90.75% (9.25%)</p>	<p>PreK-3: 100%</p> <p>Grades 4-6: 100%</p>
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
<p>III. STUDENT PERFORMANCE INDICATOR(S): “EFFECT DATA”</p> <p>Students will consistently increase their FCAT Writing scores until we reduce the % of students who are non-proficient by at least 50% by 2016.</p> <p>Percent decrease of non-proficient each year from 2011-2012)</p>	<p>4th 80% (20%)</p>	<p>4th 82.5% (17.5%)</p>	<p>4th 85% (15%)</p>	<p>4th 87.5% (12.5%)</p>	<p>4th 90% (10%)</p>

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
<p>3.1</p> <p><i>Teachers will implement the “6 plus 1 Writing Traits Curriculum”</i></p> <p>Task 1: Provide Professional Development on how to implement the “6 plus 1 Writing Traits Curriculum” across Grade Levels.</p> <p>Task 2: Grade levels will meet to discuss student writing using rubrics in order to assess student progress.</p> <p>Task 3: Grade levels will implement the writing Traits curriculum as well as pre-writing graphic organizers, modeling editing techniques, proofreading strategies, and publication</p>	<p>Lesson Plans, Learning Walks, Student Work, Progress Monitoring Plans</p>	<p>Classroom teachers, Administration</p>	<p>2012-2013 School Year</p>	<p>6 plus 1 Trait Crate materials, Professional books for each grade level</p>	<p>6 plus 1 Writing Traits workshop from curriculum specialist-ongoing</p>	<p><i>Materials already purchased. No funding needed.</i></p>
<p>3.2</p> <p><i>Teachers use the Common Core for content and grade level</i></p> <p>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 .</p>	<p>Observation Form; Principals; Demo Classroom Teachers, revised Pacing Guides, lesson plans</p>	<p>Principals, Classroom Teachers</p>	<p>2012-2013 school year</p>	<p>Common Core Standard list, Data Notebooks</p>		<p><i>No funding needed.</i></p>

2012-2013 SCHOOL IMPROVEMENT PLAN

School District of Clay Count

SMART GOALS

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Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal,

GOAL 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
<p>II. ADULT IMPLEMENTATION INDICATOR (S): “CAUSE DATA”</p> <p>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</p>	<p>Grades PreK-3: 71.2% (28.8%)</p> <p>Grades 4-6: 80% (20%)</p>	<p>Grades PreK-3: 78.4% (21.6%)</p> <p>Grades 4-6: 85% (15%)</p>	<p>Grades PreK-3: 85.6% (14.4%)</p> <p>Grades 4-6: 90% (10%)</p>	<p>Grades PreK-3: 92.8% (7.2%)</p> <p>Grades 4-6: 95% (5%)</p>	<p>Grades PreK-3: 100%</p> <p>Grades 4-6: 100%</p>
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
<p>III. STUDENT PERFORMANCE INDICATOR (S): “EFFECT DATA”</p> <p>Students will consistently increase FCAT Science scores until we reduce the % of students who are non-proficient by at least 50% by 2016.</p> <p>(Percent decrease of non-proficient each year from 2011-2012)</p>	5 th 42% (58%)	5 th 49.25% (50.75%)	5 th 56.5% (43.5%)	5 th 63.75% (36.25)	5 th 71% (29%)

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
<p>4.1</p> <p><i>Teachers engage students in hands-on activities that require comparison and clarification.</i></p> <p>Task 1: Students will utilize Science Notebooks to organize materials and develop a resource for inquiry projects.</p> <p>Task 2: Students will participate in regular hands-on Science inquiry experiments where they will develop predictions, hypothesis, record evidence, and state end results.</p>	<p>Learning walks, Lesson plans, Science Notebooks</p>	<p>Classroom Teachers, Administration</p>	<p>2012-2013 School year</p>	<p>Science Notebooks, Science Curriculum, Science Experiment materials.</p>		<p><i>No funding needed. Any additional science equipment/resources are being provided through the DOD STEM grant.</i></p>

2012-2013 SCHOOL IMPROVEMENT PLAN

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p>4.2</p> <p><i>Teachers will engage students in problem solving, experimental inquiry, and investigation techniques.</i></p> <p>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.</p> <p>Task 2: A Science Laboratory will be available for teachers to conduct more hands on experiments in Science</p> <p>Task 3: Teachers will utilize the Science Curriculum resources and technology.</p> <p>Task 4: Teachers will use higher-level thinking practices through think-alouds and ask specific questions that require students to infer.</p> <p>Task 5: Teachers will incorporate Reading Comprehension and Vocabulary strategies into Science instruction to increase comprehension of Science Concepts and understanding of Science Vocabulary.</p>	<p>Master Calendar, Grant documentation, Lab sign-up sheet, Lesson plans</p>	<p>Club facilitator, classroom teacher, Administration</p>	<p>2012-2013 school year</p>	<p>Various Robotics materials, Lab materials, NG Science curriculum resources</p>	<p>PD on lab safety/rules</p>	<p><i>No funding needed.</i></p>

2012-2013 SCHOOL IMPROVEMENT PLAN

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

2012-2013 SCHOOL IMPROVEMENT PLAN

SMART GOALS					
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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
III. 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) 1 st : 19 (9.5) 2 nd : 20 (10) 3 rd : 35 (17.5) 4 th : 31 (15.5) 5 th : 44 (22) 6 th : 58 (29)	Pre-K: 2.5 K: 49.87 (7.13) 1 st : 16.62 (2.38) 2 nd : 17.5 (2.5) 3 rd : 30.62 (4.38) 4 th : 27.11 (3.89) 5 th : 38.5 (5.5) 6 th : 50.75 (7.25)	Pre-K: 2 K: 42.74 (14.26) 1 st : 14.24 (4.76) 2 nd : 15 (5.76) 3 rd : 26.24 (8.76) 4 th : 23.22 (7.78) 5 th : 33 (11) 6 th : 43.5 (14.5)	Pre-K: 1.5 K: 35.61 (21.39) 1 st : 11.86 (7.14) 2 nd : 12.5 (7.5) 3 rd : 21.86 (13.14) 4 th : 19.33 (11.67) 5 th : 27.5 (16.5) 6 th : 36.25 (21.75)	Pre-K: 1.5 K: 28.5 (28.5) 1 st : 9.5 (9.5) 2 nd : 10 (10) 3 rd : 17.5 (17.5) 4 th : 15.5 (15.5) 5 th : 22 (22) 6 th : 29 (29)

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
<p><i>6.1 Teachers will proactively participate in the creation of a school-wide discipline plan.</i> 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.</p>	<p>Foundations Project Guidelines and training materials,</p>	<p>Administration, Grade level representatives participating in original training, Tynes Elementary Staff</p>	<p>2012-2013 school year</p>	<p>Training materials</p>	<p>Foundations Training PD</p>	<p><i>Funding provided through the DOD partnership grant.</i></p>

2012-2013 SCHOOL IMPROVEMENT PLAN

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

Resources Needed: Material / Technology / Trainer			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount
			Subtotal
Professional Development			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount
Conference/Workshop/Seminar/Institute/Online PD Goal and Action Step #(s) Title : Location: Dates: Sponsoring Educational Institution:	Mileage Meals Room Registration Substitute(s)	Budget Strip	
Professional Learning Community Goal and Action Step #(s)Reading, 1.2 Navigator Plus Activity Title: 2012-2013 TES Marzano’s Six Step Process for Teaching Vocabulary	Materials List and Cost: All materials purchased last year	Budget Strip n/a	\$0.00
Lesson Study Goal and Action Step #(s) Math, 2.1 Navigator Plus Activity Title: TES Lesson Study	Materials List & Cost: Substitutes \$600.00	Budget Strip 0100.5100.0140.0501.0000	\$600.00
School Workshop Goal and Action Step #(s) Writing, 3.1 Navigator Plus Activity Title: 2012-2013 TES “6 Plus 1 Writing Traits” Training	Materials List and Cost:\$0 Consultant Fee:\$0 Consultant Travel Expenses:\$0 Substitutes:\$0 Stipends:\$0	Budget Strip n/a	\$0.00
			Subtotal
Other			
Goal Area and Action Step Number	Description of Resources	Budget Strip	Available Amount
			Subtotal: \$600.00
			Grand Total: \$600.00

2012-2013 SCHOOL IMPROVEMENT PLAN
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 _____			
	<ul style="list-style-type: none"> • 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			
	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • Action Step #1.2 • Name of Activity: PLC Vocabulary Study • Dates of Activity: ongoing throughout the year • Title of Book or Focus: Marzano's <i>Teaching Academic Vocabulary</i> 			
	Budget Items Required			
	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Action Step #2.2 • Name of Activity: Lesson Study (Math Cycles) 			

2012-2013 SCHOOL IMPROVEMENT PLAN

development by carefully studying what actually goes on in the classroom. - must use Lesson Study form)	<ul style="list-style-type: none"> Dates of Activity: ongoing throughout the year Teaching strategy or method to be researched: Best teaching practices for mathematics incorporating CCSS. 			
Budget Items Required				
	<ul style="list-style-type: none"> 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: _____
 SAC Chair: _____
 Hilda Manning: _____
 Shannah Kosek: _____

Date: ___/___/___
 Date: ___/___/___
 Date: ___/___/___
 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.	<input type="checkbox"/>	<input type="checkbox"/>	

2012-2013 SCHOOL IMPROVEMENT PLAN

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.	<input type="checkbox"/>	<input type="checkbox"/>	
Who will be trained?	<input type="checkbox"/>	<input type="checkbox"/>	
Date(s), Time(s), Location	<input type="checkbox"/>	<input type="checkbox"/>	
Total Cost	<input type="checkbox"/>	<input type="checkbox"/>	
Needs School Board approval	<input type="checkbox"/>	<input type="checkbox"/>	
Complete budget line for expenses	<input type="checkbox"/>	<input type="checkbox"/>	
Name of facilitator/person responsible	<input type="checkbox"/>	<input type="checkbox"/>	
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.	<input type="checkbox"/>	<input type="checkbox"/>	
Who will be trained?	<input type="checkbox"/>	<input type="checkbox"/>	
Date(s), Location	<input type="checkbox"/>	<input type="checkbox"/>	
Total Cost	<input type="checkbox"/>	<input type="checkbox"/>	
Complete budget line for expenses	<input type="checkbox"/>	<input type="checkbox"/>	
Name of facilitator/person responsible	<input type="checkbox"/>	<input type="checkbox"/>	
Timelines			
	Yes	No	Comments

2012-2013 SCHOOL IMPROVEMENT PLAN

Start Date August 2, 2012	<input type="checkbox"/>	<input type="checkbox"/>	
End Date September 21, 2012	<input type="checkbox"/>	<input type="checkbox"/>	
Budget			
Local FTE (function 6400-no project)	<input type="checkbox"/>	<input type="checkbox"/>	\$
Project -	<input type="checkbox"/>	<input type="checkbox"/>	
Project -	<input type="checkbox"/>	<input type="checkbox"/>	
Project -	<input type="checkbox"/>	<input type="checkbox"/>	
Total External PD Budget (no project & project funds)	<input type="checkbox"/>	<input type="checkbox"/>	

Approvals: (Signature's required)

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

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

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

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

2012-2013 SCHOOL IMPROVEMENT PLAN

2012-2013 SCHOOL IMPROVEMENT PLAN

SCHOOL NAME: W.E. Cherry Elementary

School Based Leadership Team

Response to Instruction/Intervention (RtI)

Identify the school-based RtI Leadership Team.

- Indicate who is on the team and their position. Also explain why they have been included on the team.

Angela Whiddon, Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based leadership team is implementing RtI, conducts assessment training of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, conducts monthly motivational meetings to keep up the overall moral of the faculty, and communicates with parents regarding school-based RtI plans and activities.

Amy Vann, Assistant Principal: Ensures adherence to timelines and provides a supportive school environment that encourages collaboration.

General Education Team Leaders: Provides information about core instruction to RtI Leadership Team, has full knowledge of district and state wide benchmarks, Sunshine State Standards and FCAT Data Analysis, participates in student data collection to determine needed differentiated instruction, 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.

ESE Teachers: Provides information about core instruction to RtI Leadership Team, has full knowledge of district and state wide benchmarks, Sunshine State Standards and FCAT Data Analysis, participates in student data collection to determine needed differentiated instruction, 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, and integrates core instruction using the inclusion model within the regular education setting. In addition, to ensure differentiation in the regular education classroom, ESE teachers are knowledgeable of appropriate accommodations, goals, and objectives to meet individual needs of students.

Herta Hoffman, Stacie Lamoureux, Instructional Coaches (Reading, Math): 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; provides support for assessment and implementation monitoring, and provides materials appropriate for instruction.

Kristie Lee, Title 1 Coordinator: Works closely with administration and grade level teams to ensure data and support programs are appropriately being utilized to support the instruction of all students; monitors and schedules all iii groups, and oversees all parent involvement activities. Provides guidance on K-6 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.

Leslie Stubben, 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.

Julie Smithers, Technology Specialist: Develops and implements technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display; provides supplemental curriculum and extracurricular opportunities to enhance student learning and performance on standardized tests.

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.

Dawn Sullivan, 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.

2012-2013 SCHOOL IMPROVEMENT PLAN

SCHOOL NAME: W.E. Cherry Elementary

School Based Leadership Team

- 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 WEC RtI Leadership Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our schools, our teachers, and in our students? The team meets bi-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, at moderate, 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. In addition, the team will oversee the development of professional learning communities focusing on data analysis to ensure differentiated instruction.

- 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 at W. E. Cherry Elementary School helps in the development and implementation of the school improvement plan by collaborating with the School Advisory Council (SAC) in analyzing needs assessments and developing goals, objectives, strategies, and professional development to best meet the individual needs of our students.

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: Progress Monitoring and Reporting Network (PMRN/FAIR), Florida Comprehensive Assessment Test (FCAT), SuccessMaker , DAR, DRA, FLKRS, Benchmark Tests, Clay Writes, Performance Matters

Progress Monitoring: PMRN/ FAIR, Curriculum Based Measurement (CBM), FCAT Simulation, Macmillan McGraw-Hill weekly assessments, SuccessMaker, Performance Matters

Midyear: Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment for Reading (DAR), Early Reading Diagnostic Assessment (ERDA), DEA Math, Benchmark Tests, Clay Writes, Performance Matters

End of year: FAIR, FCAT, SAT 10, Benchmark Tests, Clay Writes, Performance Matters

Frequency of Data Days: Grade level teams will meet bi-monthly to evaluate progress of students and guide instruction appropriately; the RtI Leadership Team will meet bi-monthly to review grade level data and decision making documentation.

2012-2013 SCHOOL IMPROVEMENT PLAN

SCHOOL NAME: W.E. Cherry Elementary

School Based Leadership Team

- Describe the plan to train staff on RtI.

Professional development will be provided during teachers' common planning time and small sessions through professional learning communities which will occur throughout the year. A District Intervention Specialist will be assigned to cluster sites to provide training and support. All school administrators and RTI team members participated in a four-day RTI Team Training in the Spring with a follow-up for all school administrators during the Summer Leadership Academy. Bi-monthly Curriculum Council Meetings will be conducted for school administrators where training will focus on topics such as: Data-based Decision-making, and Supporting and Evaluating Interventions. The School-based RTI Leadership Team will provide training throughout the year as determined by data collection and implementation concerns. The RtI team will also evaluate additional staff PD needs during the bi-monthly RtI Leadership Team meetings.

Literacy Leadership

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

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.

K-6 Team Leads: (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.

ESE Team Lead: 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.

Instructional Coaches: 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.

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.

Technology Specialist: Develops or brokers 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 once a month 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 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 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.

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.

Each kindergarten teacher is responsible for ensuring each child successfully transitions to our elementary school program. To provide a smooth transition to school, W.E. Cherry offers Pre-kindergarten education as well as staggered enrollment for kindergarten students. Orientation to school begins prior to the start of the school year. When registering their child, parents are given a copy of the grade level expectations and initial kindergarten readiness skill to work on at home. Parent and students have the opportunity to attend a kindergarten orientation the week before school begins. Children and their parents visit the classroom and meet the teacher. Additionally, an Open House is held within the first 30 days of school to further inform parents how to best help their child during the transitional period.

At the beginning of the school year, kindergarten teachers screen each child to determine the students' acquisition of specific skills and knowledge. Assessments include MacMillan Placement Test and a General Knowledge Assessment. On-going progress monitoring tools include the Florida Assessments for Instruction in Reading (FAIR) and a Math Diagnostic Test. Students with low reading readiness are given supplemental intensive reading instruction using SRA, Sing Spell, Vocabulary Labs, and/or other research based programs. The Florida Kindergarten Readiness Screener (FLKRS) is used during the first 30 days of school to determine school readiness and the child's ability to form meaningful relationships.

Programs currently in place to assist preschoolers with low readiness rates include Head Start and the State of Florida Voluntary Pre-kindergarten (VPK) and an ESE Pre-K program for students identified as developmentally delayed. All feeder preschools are invited to utilize the Parent Resource Room and materials provided by Title 1 funds.

School budgeted funds and district funding are dedicated to ensuring a pleasant and successful transition to our elementary program. The effectiveness of our preschool transition design is determined by data collected from the initial assessment and the FLKRS.

2012-2013 SCHOOL IMPROVEMENT PLAN

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

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

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

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

Additional information: Dropout Prevention

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

4 Elements/15 Strategies:

The Basic Core Strategies

- Mentoring/Tutoring
- Service Learning
- Alternative Schooling
- After School Opportunities

Early Interventions

- Early Childhood Education
- Family Engagement
- Early Literacy Development

Making the Most of Instruction

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

Making the Most of the Wider Community

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

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

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

2012-2013 SCHOOL IMPROVEMENT PLAN

School District of Clay County

SMART GOALS

SMART = Specific Measurable Attainable Realistic Timely

Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal.

GOAL 1: By 2013, students in grades 3-6 will decrease the number of non-proficient readers on FCAT 2.0 by 10% at each grade level and subgroup currently not meeting proficiency targets. Grades 3-6 will also increase the percentage of students scoring at or above proficiency on FCAT 2.0, equal to or beyond the performance levels of the highest-performing districts.

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
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 requires students to demonstrate a variety of relevant skills and competencies.	K – 6: 88% (3)	91%	94%	97%	100%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
III. STUDENT PERFORMANCE INDICATOR(S): "EFFECT DATA" Students will consistently increase their FCAT Reading scores until reaching 100% proficiency by 2016 while reducing the % of non-proficiency by at least 50% by 2016.	3 rd 60% (40%) 4 th 69% (31%) 5 th 63% (37%) 6 th 61% (39%)	3 rd 70% (35%) 4 th 76.75% (27.14%) 5 th 72.25% (32.38%) 6 th 70.75% (34.2%)	3 rd 80% (30%) 4 th 84.5% (23.26%) 5 th 81.5% (27.75%) 6 th 80.5% (29.3%)	3 rd 90% (25%) 4 th 92.25% (19.38%) 5 th 90.75% (23.13%) 6 th 90.25% (24.4%)	3 rd 100% (20%) 4 th 100% (15.5%) 5 th 100% (18.5%) 6 th 100% (19.5%)

2012-2013 SCHOOL IMPROVEMENT PLAN

IMPLEMENTATION DETAILS

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material/ Technology/ Trainer	Related PD	Funding/Funding Source
<p>1.1 Teachers utilize enhanced classroom technology</p> <p>Task 1: Teachers will receive training (if needed) using all components of the enhanced classroom.</p> <p>Task 2: During quarterly professional development, teachers will receive lesson ideas and/or templates to incorporate into their instruction that are correlated to their curriculum using the Easiteach.NG and PowerPoint programs.</p> <p>Task 3: Teachers will meet quarterly with the RtI coach, administration, guidance counselor, and Curriculum coaches to analyze school and county-wide data regarding RtI students and lower quartile students.</p>	<p><i>Sign-in sheets, feedback</i></p> <p><i>Meeting minutes, lesson plans, observations</i></p> <p><i>Meeting Minutes, data sheets, RtI Documentation records</i></p>	<p><i>Principal, Reading Coach, Technology Instructor</i></p> <p><i>Teachers, grade level chairs, Reading Coach, Administration</i></p> <p><i>RtI coach, Guidance Counselor, K – 6 Teachers, Administration, Curriculum Coaches</i></p>	<p><i>Ongoing</i></p> <p><i>Ongoing</i></p> <p><i>Quarterly</i></p>	<p><i>Appropriate functioning technology in all classrooms</i></p> <p><i>Common planning time</i></p> <p><i>Computer lab/Easiteach NG/PowerPoint, Enhanced Classroom/Herta Hoffman</i></p> <p><i>School wide and county wide data. Substitutes</i></p>	<p><i>IS Dept. or school-based technology teacher will provide needed training</i></p> <p><i>None</i></p> <p><i>School workshop</i></p>	<p><i>No funding needed</i></p> <p><i>None</i></p> <p><i>0100.6400.140.0241</i></p>

2012-2013 SCHOOL IMPROVEMENT PLAN

School District of Clay County

SMART GOALS

SMART = Specific Measurable Attainable Realistic Timely

Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal,

GOAL 2. By 2013, 70% of students in grades 4-6 will make in a gain on their FCAT 2.0 Math.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

I. **STRATEGY 2:** Implement the research-based strategy of modeling math concepts in order to increase the higher order thinking of students in math.

*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
<p>II. ADULT IMPLEMENTATION INDICATOR (S): “CAUSE DATA” 100% of teachers will implement the research-based strategy of modeling mathematical concepts in order to increase the higher order thinking of students in Math.</p>	Grades 4–6: 88% (3)	91%	94%	97%	100%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
<p>III. STUDENT PERFORMANCE INDICATOR (S): “EFFECT DATA” Students will consistently increase their FCAT Math scores until reaching 100% proficiency in all grade levels by 2016 while reducing the % of non-proficiency by at least 50% by 2016.</p>	3 rd 60% (40%) 4 th 74% (26%) 5 th 58% (42%) 6 th 82% (18%)	3 rd 70% (35%) 4 th 80.5% (22.75%) 5 th 68.5% (36.75%) 6 th 86.5% (15.75%)	3 rd 80% (30%) 4 th 87% (19.5%) 5 th 79% (31.5%) 6 th 91% (13.5%)	3 rd 90% (25%) 4 th 93.5% (16.25%) 5 th 89.5% (26.25%) 6 th 95.5% (11.25%)	3 rd 100% (20%) 4 th 100% (13%) 5 th 100% (21%) 6 th 100% (9%)

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
<p>2.1 Teachers will utilize higher order questioning techniques</p> <p>Task 1: Teachers will develop math lessons that incorporate higher order questioning.</p>	<p><i>Lesson plans</i></p>	<p><i>Classroom teachers</i></p>	<p><i>Ongoing</i></p>	<p><i>None</i></p>	<p><i>None</i></p>	<p><i>None</i></p>
<p>2.2 Teachers will model mathematical concepts using appropriate manipulatives and diagrams.</p> <p>Task 1: Teachers will develop math lessons that require students to model mathematical concepts.</p> <p>Task 2: Teachers will develop math lessons that require students to interpret and explain mathematical representations.</p> <p>Task 3: The math coach will meet monthly with math teachers to model and study best practices for math instruction.</p>	<p><i>Lesson plans</i></p> <p><i>Math Journals</i></p> <p><i>Lesson Plans</i></p>	<p><i>Classroom teachers</i></p> <p><i>Classroom teachers</i></p>	<p><i>Ongoing</i> <i>3rd, 5th, 6th grade teachers meet monthly</i></p>	<p><i>“Differentiating Math Instruction: Strategies that Work”</i></p>	<p><i>PLC</i></p>	<p><i>Prior Purchase</i></p>

2012-2013 SCHOOL IMPROVEMENT PLAN

School District of Clay County

SMART GOALS					
SMART = Specific Measurable Attainable Realistic Timely					
<p>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: Parental Involvement Goal 6: Other: Ex. School Climate, Attendance, other measureable school-specific goal, GOAL 3: By 2013, 4th grade students will increase the number of students scoring a 4.0 or above on Writing FCAT by at least 5% over the previous year.</p>					
STRATEGIES, INDICATORS AND PROGRESS MEASURES					
I. Strategy 3: Implement the research-based strategy of integrating writing into the other disciplines during instruction.					
*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 integrating writing into the other disciplines during instruction.	Grades K – 6 80% (5)	85%	90%	95%	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” All 4 th grade students will consistently increase their FCAT Writing scores until reaching 100% proficiency by 2016 while reducing the % of non-proficiency by at least 50% by 2016.	4 th 34% (66%)	4 th 50.5% (57.75%)	4 th 67% (49.5%)	4 th 83.5% (42.25%)	4 th 100% (33%)

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
<p>3.1 Teachers will implement the 6 + 1 Traits writing curriculum into their daily schedule for a block of time.</p> <p>Task 1: Teachers will receive training on how to effectively use the 6+1 Traits writing curriculum.</p>	<p>Lesson Plans; Professional Development Follow Up Forms</p>	<p>Lisa Goodwin, Title I Coordinator;</p> <p>Amy Vann , Assistant Principal</p> <p>K – 6 Teachers</p>	<p><i>Ongoing</i></p>	<p>6+1 Trait Crates</p>	<p><i>N/A</i></p>	<p><i>Paid by District</i></p>
<p>3.2</p> <p>Teachers will incorporate writing into other core subject areas (reading, math, social studies, and science).</p> <p>Task 1: Students will use journals in other subject areas for them to prove their learning through writing and exemplars.</p>	<p>Lesson Plans, Student Math Journals</p>	<p>Lisa Goodwin, Title I Coordinator;</p> <p>Amy Vann, Assistant Principal</p> <p>K – 6 Teachers</p>	<p><i>ongoing</i></p>	<p><i>None</i></p>	<p>None</p>	<p><i>None</i></p>

2012-2013 SCHOOL IMPROVEMENT PLAN

School District of Clay County

SMART GOALS					
SMART = Specific Measurable Attainable Realistic Timely					
<p>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></p>					
<p>GOAL 4: BY 2013, 5TH GRADE STUDENT’S ACADEMIC PERFORMANCE IN SCIENCE WILL IMPROVE BY 14% OVER LAST YEAR’S RESULTS AS MEASURED BY THE FCAT SCIENCE.</p>					
STRATEGIES, INDICATORS AND PROGRESS MEASURES					
<p>I. Strategy 4: Implement the research-based strategy of using hands-on materials and real world examples in order to ensure student understanding of concepts.</p>					
<p>*PROGRESS MEASURES ARE FOR THE PURPOSE OF REACHING YOUR 3-5 YEAR SCHOOL IMPROVEMENT GOALS AND AMO’S.</p>	<p>PROGRESS MEASURE August 2012</p>	<p>PROGRESS MEASURE August 2013</p>	<p>PROGRESS MEASURE August 2014</p>	<p>PROGRESS MEASURE August 2015</p>	<p>PROGRESS MEASURE August 2016</p>
<p>II. ADULT IMPLEMENTATION INDICATOR (S): “CAUSE DATA”</p> <p>100% of science teachers will implement the research based strategy of using hands-on materials and real world examples in order to ensure student understanding of concepts.</p>	<p>Grades K – 6: 52% (12)</p>	<p>64%</p>	<p>76%</p>	<p>88%</p>	<p>100%</p>
	<p>FCAT/EOC August 2012</p>	<p>FCAT/EOC August 2013</p>	<p>FCAT/EOC August 2014</p>	<p>FCAT/EOC August 2015</p>	<p>FCAT/EOC August 2016</p>
<p>III. STUDENT PERFORMANCE INDICATOR (S): “EFFECT DATA”</p> <p>All 5th grade students will consistently increase FCAT Science scores until reaching 100% proficiency by 2016 while reducing the % of non-proficiency by at least 50% by 2016.</p>	<p>5th 43% (57%)</p>	<p>5th 57.25% (49.88%)</p>	<p>5th 71.5%(42.75%)</p>	<p>5th 85.75%(35.6%)</p>	<p>5th 100% (28.5%)</p>

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
<p>4.1 Teachers utilize enhanced classroom technology</p> <p>Task 1: New teachers will receive training on using the enhanced classroom technology in the classroom</p> <p>Task 2: During common planning time, teachers will plan consistent quarterly lessons in science that provide real world applications to the curriculum</p>	<p><i>Feedback</i></p> <p><i>Lesson plans, observation, follow-up forms</i></p> <p><i>Lesson plans, observation</i></p>	<p><i>Technology Instructor</i></p> <p><i>Team Leader, K -6 Teachers</i></p>	<p><i>September 2012 – ongoing</i></p> <p><i>On-going</i></p>	<p><i>Technology in all classrooms,</i></p> <p><i>Common Planning time</i></p>	<p><i>None</i></p>	<p><i>None</i></p>
<p>4.2 Teachers engage students in activities that require comparison and/or clarification</p> <p>Task 1: Incorporate inquiry project based learning in daily instruction</p> <p>Task 2: Students participating in the Science Fair</p>	<p><i>Lesson plans</i></p>	<p><i>Teachers, Administration</i></p>	<p><i>Ongoing</i></p> <p><i>August 2012 - March 2013</i></p>	<p><i>Curriculum Map</i></p>	<p><i>None</i></p>	<p><i>None</i></p>

2012-2013 SCHOOL IMPROVEMENT PLAN

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 5: BY 2013, PARENT INVOLVEMENT WILL IMPROVE BY 5% OVER THE PREVIOUS YEAR AS MEASURED BY PARENT ATTENDANCE AT SCHOOL/FAMILY EVENTS.					
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.	Grades K – 6: 56% (11)	67%	78%	89%	100%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
III. STUDENT PERFORMANCE INDICATOR (S): “EFFECT DATA” Grade levels will consistently increase parental involvement until reaching 100% family-school attendance while reducing the % of non-participating by at least 50% by 2016.	55% (45%)	66% (39.4%)	77% (33.8%)	88% (28.2%)	100% (22.5%)

2012-2013 SCHOOL IMPROVEMENT PLAN

IMPLEMENTATION DETAILS

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p>5.1 Teachers utilize parent volunteers</p> <p>Task 1: Daily volunteers in the classroom to help teachers where needed.</p> <p>Task 2: Offer opportunities for parents to be involved outside of the classroom (take home activities for teachers)</p>	<p><i>Volunteer sign-in sheet</i></p> <p><i>Volunteer log</i></p>	<p><i>L. Kazmierczak</i></p> <p><i>Classroom teachers/ L. Kazmierczak</i></p>	<p><i>Ongoing</i></p> <p><i>Ongoing</i></p>	<p><i>None</i></p>	<p><i>None</i></p>	<p><i>None</i></p>
<p>5.2 Teacher/Parent Communication</p> <p>Task 1: Teachers will send home Tuesday folders weekly</p> <p>Task 2: Monthly newsletter informing parents of upcoming events</p> <p>Task3: Students and teachers will utilize daily planners as a means of communication with parents</p>	<p><i>Tuesday Folders</i></p> <p><i>Newsletters</i></p> <p><i>Student Planners</i></p>	<p><i>Classroom Teachers</i></p> <p><i>R. Harp/Title 1</i></p> <p><i>Teachers Students</i></p>	<p><i>2012-2013 School Year</i></p> <p><i>Ongoing</i></p>	<p><i>Tuesday Folders</i></p> <p><i>Paper copies</i></p> <p><i>Student Planners</i></p>	<p><i>None</i></p>	<p><i>Parent Involvement</i></p> <p><i>0420.6150.0510.0241.4013</i></p>

2012-2013 SCHOOL IMPROVEMENT PLAN

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: BY 2013, W. E. CHERRY ELEMENTARY SCHOOL WILL IMPROVE SCHOOL CLIMATE BY DECREASING DISCIPLINE REFERRALS BY 10% AS COMPARED TO LAST YEAR'S REFERRAL DATA.					
STRATEGIES, INDICATORS AND PROGRESS MEASURES					
I. STRATEGY 6: Implement school-wide and classroom procedures that are clearly established and are understood by students.					
*PROGRESS MEASURES ARE FOR THE PURPOSE OF REACHING YOUR 3-5 YEAR SCHOOL IMPROVEMENT GOALS AND AMO'S.	PROGRESS MEASURE August 2012	PROGRESS MEASURE August 2013	PROGRESS MEASURE August 2014	PROGRESS MEASURE August 2015	PROGRESS MEASURE August 2016
II. ADULT IMPLEMENTATION INDICATOR(S): “CAUSE DATA” 100% of teachers will implement WEC's school-wide policies and procedures to ensure consistent expectations are met by every student.	Grades K – 6: 40% (15)	55%	70%	85%	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
III. STUDENT PERFORMANCE INDICATOR(S): “EFFECT DATA” Students will consistently decrease discipline occurrences until reaching 100% by 2016 while increasing the % of non-occurrences by at least 50% by 2016.	*% of non-occurrences by grade level K 98% (2%) 1st 97% (3%) 2nd 93% (7%) 3rd 85% (15%) 4th 92% (8%) 5th 84% (16%) 6th 86% (14%)	K - 98.5% (1.75%) 1st - 97.75% (2.625%) 2nd 94.75% (6.125%) 3rd 88.75% (13.125%) 4th 94% (7%) 5th 88% (14%) 6th 89.5% (12.25%)	K - 99% (1.50%) 1st 98.5% (2.25%) 2nd 96.5% (5.25%) 3rd 92.5% (11.25%) 4th 96% (6%) 5th 92% (12%) 6th 93% (10.5%)	K - 99.5% (1.25%) 1st 99.25% (1.875%) 2nd 98.25% (4.375%) 3rd 96.25% (9.375%) 4th 98% (5%) 5th 96% (10%) 6th 96.5% (8.75%)	K - 100% (1%) 1st - 100% (1.5%) 2nd - 100% (3.5%) 3rd - 100% (7.5%) 4th - 100% (4%) 5th - 100% (8%) 6th - 100% (7%)

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
<p>6.1 Teachers will proactively address behaviors</p> <p>Task 1: Teachers will use school-wide discipline procedures and guidelines</p> <p>Task 2: Teachers will use effective classroom management strategies</p> <p>Task 3: The school will use quarterly behavior rewards and the weekly “Caught Being Good” Award for students demonstrating appropriate behavior and/or marked improvements in behavior.</p> <p>Task 4: Student will participate in Red Ribbon Week activities to develop a positive self image.</p>	<p><i>Monitoring of discipline data; Observations and Walkthroughs; Lesson Plans; Awards</i></p> <p>FOCUS (# of referrals)</p>	<p><i>Administration, Teachers</i></p> <p><i>Guidance</i></p>	<p><i>Ongoing</i></p> <p><i>Week of October 29th</i></p>	<p><i>Student Awards</i></p> <p><i>Red Ribbon incentives</i></p>	<p><i>N/A</i></p> <p><i>N/A</i></p>	<p><i>None</i></p> <p><i>School Improvement 0100.5100.0510.0241.1183</i></p>

2012-2013 SCHOOL IMPROVEMENT PLAN

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

Resources Needed: Material / Technology / Trainer			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount
Parent Involvement 5.2	Agendas	0420.6150.0510.0241.4013	\$1,855.00
Parent Involvement 5.2	Tuesday Folders	0420.6150.0510.0241.4013	\$840.00
			Subtotal: \$2,695.00
Professional Development			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount
Conference/Workshop/Seminar/Institute/Online PD Goal and Action Step #(s) 1.1 – 1.4 Title : Countdown to Common Core; Florida's 2012 CCSS Summer Institutes Location: Orlando, FL Dates: 6/18/2012-6/21-2012 Sponsoring Educational Institution: Dept. of Ed	Mileage: none Meals: none Room: none Registration: 43587883 Substitute(s) : none	Budget Strip	
Professional Learning Community Goal and Action Step #(s) 1.1 Navigator Plus Activity Title: Reading Strategies	Materials List and Cost: Improving Comprehension with Think-Aloud Strategies by Jeffrey D. Wilhelm PH.D	0420.5100.0510.0241.4013	\$382.81
Lesson Study Goal and Action Step #(s): 3.1 Navigator Plus Activity Title: WEC Trait Crate	Materials List & Cost: n/a	Budget Strip	
School Workshop Goal and Action Step #(s) : 3.1 Navigator Plus Activity Title: WEC Trait Crate	Materials List and Cost: n/a Consultant Fee: n/a Consultant Travel Expenses: n/a Substitutes: per grade level Stipends: n/a	Budget Strip	
			Subtotal: \$382.81
Other			
Goal Area and Action Step Number	Description of Resources	Budget Strip	Available Amount
School Climate 6.1	Red Ribbon Week Activieis	0100 5100 0510 0241 1183	\$300.00
			Subtotal: \$300.00
			Grand Total:\$3,377.81

2012-2013 SCHOOL IMPROVEMENT PLAN

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 Reading			
	<ul style="list-style-type: none"> Action Step # 1.1 Name of Activity: Reading Strategies Dates of Activity: 9/12/12; Ongoing - Quarterly Name of Consultant or Facilitator (if applicable) Herta Hoffman Consultant Services Agreement (if applicable): N/A Materials: improving Comprehension with Think-Aloud Strategies by Jeffrey D. Wilhelm, PH.D.; Easiteach NG 			
	Budget Items Required			
	<ul style="list-style-type: none"> Action Step # 1.1 Name of Activity: Reading Strategies Funding Source:0420; 0100 Cost of Consultant: n/a Cost of Materials: \$382.81; \$361.59 Cost of Substitutes (if applicable): 7 substitutes x \$80 (net) x 4 = \$2240 			
Learning Community	Professional Development Details Goal the Activity is Supporting Writing			
(collaborative teams that gathers research and studies new programs or topics and shares their findings-must use Learning Community form)	<ul style="list-style-type: none"> Action Step # 3.1 Name of Activity: Trait Crates Dates of Activity: 8/30; 9/26; 10/24; 12/5; 2/6; 3/6; 4/10; 5/15 Title of Book or Focus: 6+1 Traits of Writing 			
	Budget Items Required: n/a			
	<ul style="list-style-type: none"> Action Step #3.1 Cost of Book/Teacher Materials: n/a 			
Lesson Study/Action Research	Professional Development Details Goal the Activity is Supporting Math			
(a teacher-driven and student-focused	<ul style="list-style-type: none"> Action Step # 2.2 			

2012-2013 SCHOOL IMPROVEMENT PLAN

team who does research and development by carefully studying what actually goes on in the classroom. - must use Lesson Study form)	<ul style="list-style-type: none"> Name of Activity: Best Practices in Math Instruction Dates of Activity: monthly - TBA Teaching strategy or method to be researched: research based math instruction strategies 			
	Budget Items Required			
	<ul style="list-style-type: none"> Action Step # 2.2 Cost of Teacher Materials (If applicable): \$438.15 			
Timelines				
Start Date: August 7, 2012				
End date: June 9, 2012				
Budget				
Local FTE (function 6400-no project)	\$438.15+361.59=799.74 (\$731.25 TBD for spending)			
Project - 4013	\$382.81			
Project - 1183	\$3,225.00			
Project -				
Total Internal PD Budget (no project & project funds)	\$799.74+\$382.81+\$3,225.00 = \$4407.55			

Approvals: (Signature's required)

Principal: _____
 SAC Chair: _____
 Hilda Manning: _____
 Shannah Kosek: _____

Date: ___/___/___
 Date: ___/___/___
 Date: ___/___/___
 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)

****W.E. Cherry has no trainings that aren't provided by the school/district.****

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.

2012-2013 SCHOOL IMPROVEMENT PLAN

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.	<input type="checkbox"/>	<input type="checkbox"/>	**W.E. Cherry has no trainings that aren't provided by the school/district.**
Training Details - Consultants			
	Yes	No	Comments
Please use the comments section to provide the information requested.	<input type="checkbox"/>	<input type="checkbox"/>	
Consultant Name and Organization – Please provide the trainers name and the organization with which they are affiliated.	<input type="checkbox"/>	<input type="checkbox"/>	
Who will be trained?	<input type="checkbox"/>	<input type="checkbox"/>	
Date(s), Time(s), Location	<input type="checkbox"/>	<input type="checkbox"/>	
Total Cost	<input type="checkbox"/>	<input type="checkbox"/>	
Needs School Board approval	<input type="checkbox"/>	<input type="checkbox"/>	
Complete budget line for expenses	<input type="checkbox"/>	<input type="checkbox"/>	
Name of facilitator/person responsible	<input type="checkbox"/>	<input type="checkbox"/>	
Training Details – Conferences, Workshops, Seminars, Institutes, Online PD			
	Yes	No	Comments
Please use the comments section to provide the information requested.	<input type="checkbox"/>	<input type="checkbox"/>	
Name of educational organization providing the training.	<input type="checkbox"/>	<input type="checkbox"/>	
Who will be trained?	<input type="checkbox"/>	<input type="checkbox"/>	
Date(s), Location	<input type="checkbox"/>	<input type="checkbox"/>	
Total Cost	<input type="checkbox"/>	<input type="checkbox"/>	
Complete budget line for expenses	<input type="checkbox"/>	<input type="checkbox"/>	

2012-2013 SCHOOL IMPROVEMENT PLAN

Name of facilitator/person responsible	<input type="checkbox"/>	<input type="checkbox"/>	
Timelines			
	Yes	No	Comments
Start Date August 2, 2012	<input type="checkbox"/>	<input type="checkbox"/>	
End Date September 21, 2012	<input type="checkbox"/>	<input type="checkbox"/>	
Budget			
Local FTE (function 6400-no project)	<input type="checkbox"/>	<input type="checkbox"/>	\$
Project -	<input type="checkbox"/>	<input type="checkbox"/>	
Project -	<input type="checkbox"/>	<input type="checkbox"/>	
Project -	<input type="checkbox"/>	<input type="checkbox"/>	
Total External PD Budget (no project & project funds)	<input type="checkbox"/>	<input type="checkbox"/>	

Approvals: (Signature's required)

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

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

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

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

2012-2013 SCHOOL IMPROVEMENT PLAN

SCHOOL NAME: J.L. Wilkinson Elementary

School Based Leadership Team

Response to Instruction/Intervention (RtI)

Identify the school-based RtI Leadership Team.

- Indicate who is on the team and their position. Also explain why they have been included on the team.

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

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

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

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

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

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

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

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

2012-2013 SCHOOL IMPROVEMENT PLAN

SCHOOL NAME: J.L. Wilkinson Elementary

School Based Leadership Team

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

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

RtI Implementation

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

Reading Universal Screen Data:

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

Computer based instruction reports which include Waterford Reading and SuccessMaker

Reading Diagnostic Data:

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

Reading Monitoring Data:

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

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

2012-2013 SCHOOL IMPROVEMENT PLAN

SCHOOL NAME: J.L. Wilkinson Elementary

School Based Leadership Team

Math Universal Screen Data:

Performance Matters three times per year in grades K-6,
FCAT annually in grades 3-6; results are analyzed

Math Diagnostic Data:

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

Math progress Monitoring Data:

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

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

Common Assessments

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

Behavior Universal Screening Data:

discipline history (FOCUS)

Teacher anecdotal data

Behavior diagnostic Data:

2012-2013 SCHOOL IMPROVEMENT PLAN

SCHOOL NAME: J.L. Wilkinson Elementary

School Based Leadership Team

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

Behavior Progress Monitoring Data:

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

- Describe the plan to train staff on RtI.

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

Literacy Leadership

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

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

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

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

2012-2013 SCHOOL IMPROVEMENT PLAN

SCHOOL NAME: J.L. Wilkinson Elementary

School Based Leadership Team

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

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

Elementary Schools Only: Pre-School Transition

- Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

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

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

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

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

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

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

2012-2013 SCHOOL IMPROVEMENT 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 High School Feedback Report.

2012-2013 SCHOOL IMPROVEMENT PLAN

School District of Clay County

SMART GOALS

SMART = Specific Measurable Attainable Realistic Timely

Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal.

GOAL 1: BY 2013, STUDENTS IN GRADES 3 – 6 WILL INCREASE THE PERCENTAGE OF STUDENTS SCORING AT OR ABOVE PROFICIENCY ON FCAT 2.0 BY 5.9%

STRATEGIES, INDICATORS AND PROGRESS MEASURES

I. STRATEGY 1: Implement the research-based strategies of stating and tracking learning goals, modeling thinking, and providing feedback to students.

*PROGRESS MEASURES ARE FOR THE PURPOSE OF REACHING YOUR 3-5 YEAR SCHOOL IMPROVEMENT GOALS AND AMO'S.	PROGRESS MEASURE August 2012	PROGRESS MEASURE August 2013	PROGRESS MEASURE August 2014	PROGRESS MEASURE August 2015	PROGRESS MEASURE August 2016
II. ADULT IMPLEMENTATION INDICATOR(S): “CAUSE DATA” 100% of teachers will implement the research based strategy of modeling thinking while reading fiction and non-fiction text.	Grades K - 6 50%	Grades K – 6 62.5%	Grades K – 6 75%	Grades K – 6 87.5%	Grades K – 6 100%
III. STUDENT PERFORMANCE INDICATOR(S): “EFFECT DATA” Students will consistently increase their FCAT Reading Scores until we reduce the % of students who are non-proficient by at least 50% by 2016 (Percent decrease of non-proficient students)	FCAT/EOC August 2012 3 rd 53% (47%) 4 th 62% (38%) 5 th 56% (44%) 6 th 52% (48%)	FCAT/EOC August 2013 3 rd 58.88% (41.1%) 4 th 66.75% (33.25%) 5 th 61.5 % (38.5%) 6 th 58% (42%)	FCAT/EOC August 2014 3 rd 64.75 % (35.35%) 4 th 71.5 % (28.5%) 5 th 67 % (33%) 6 th 64% (36%)	FCAT/EOC August 2015 3 rd 70.63 % (29.38%) 4 th 76.25 % (23.75%) 5 th 72.5 % (27.5%) 6 th 70% (30%)	FCAT/EOC August 2016 3 rd 76.5 % (23.5%) 4 th 81% (19%) 5 th 78 % (22%) 6 th 76% (24%)

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
<p><i>1.1 Teachers will participate in weekly professional development as well as implement strategies in Stating/Tracking Learning Goals. Teachers will develop common three week checkpoints based on the curriculum map/common core standards.</i></p> <p><i>Each student in grades K-6 will keep a data folder as well as set goals and track progress on 3 week reading checkpoints. Each teacher will display class data on 3 week checkpoints as well as set goals to reach 80% proficiency. A schoolwide data wall will be displayed and updated every three weeks to show progress towards the goal of 80% proficiency.</i></p>	<p><i>Sign In Sheets</i></p>	<p><i>Principal</i></p>	<p><i>On-going throughout 2012-13 yr</i></p>	<p><i>Folders for data folders. FCAT 2.0 Testmaker Pro to develop checkpoints.</i></p>	<p><i>Common Assessment Writing</i></p>	<p><i>Title I/General District Funds</i></p>

2012-2013 SCHOOL IMPROVEMENT PLAN

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material/ Technology/ Trainer	Related PD	Funding/Funding Source
<p><i>1. 2 1.1 Teachers will participate in weekly professional development as well as implement strategies in Modeling Thinking. Teachers will receive training/follow up coaching in the Comprehension Toolkit to help with modeling deeper thinking when reading text. The curriculum coach will work with chosen classrooms and coach teachers in the area of modeling deeper thinking to create model Toolkit Classrooms. Classroom walkthroughs will focus on teacher modeling. A new lesson plan format will be required that allows for teachers to plan for modeling their thinking.</i></p>	<p><i>Sign In Sheets/Classroom Walkthroughs</i></p>	<p><i>Principal Curriculum Coach</i></p>	<p><i>Ongoing/ Trainer here once a quarter.</i></p>	<p><i>Comprehension Toolkit Trainer: Angela Schroden, Toolkits,</i></p>	<p><i>Stephanie Harvey January 8, 2013</i></p>	<p><i>Title One</i></p>
<p><i>1. 3 1.1 Teachers will participate in weekly professional development as well as implement</i></p>	<p><i>Sign In Sheets/ Walkthroughs</i></p>	<p><i>Principal</i></p>	<p><i>Ongoing throughout year</i></p>	<p><i>Books on Feedback Videos on conferencing about academics</i></p>		<p><i>General/ Title One</i></p>

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ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material/ Technology/ Trainer	Related PD	Funding/Funding Source
<p><i>strategies in Providing Feedback.</i> <i>Teachers will conference with students utilizing the four types of feedback on progress towards the goal of 80% proficiency.</i></p>						

2012-2013 SCHOOL IMPROVEMENT PLAN

School District of Clay County

SMART GOALS

SMART = Specific Measurable Attainable Realistic Timely

Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal,

GOAL 2. BY 2013, THE NUMBER OF STUDENTS SCORING A LEVEL 3 OR ABOVE ON FCAT MATH WILL INCREASE BY AT LEAST 5.25% OVER THE PREVIOUS YEAR. .

STRATEGIES, INDICATORS AND PROGRESS MEASURES

I. **STRATEGY 2:** Implement the research-based strategies of stating and tracking learning goals, modeling thinking, and providing feedback to students.

*PROGRESS MEASURES ARE FOR THE PURPOSE OF REACHING YOUR 3-5 YEAR SCHOOL IMPROVEMENT GOALS AND AMO'S.	PROGRESS MEASURE August 2012	PROGRESS MEASURE August 2013	PROGRESS MEASURE August 2014	PROGRESS MEASURE August 2015	PROGRESS MEASURE August 2016
II. ADULT IMPLEMENTATION INDICATOR(S): “CAUSE DATA” 100% of teachers will implement the research based strategy of stating and tracking learning goals through 3-week checkpoint, common assessments.	Grades K – 2 Grades 3 – 6 50%	Grades K – 2 Grades 3 – 6 62.5%	Grades K – 2 Grades 3 – 6 75%	Grades K – 2 Grades 3 – 6 87.5%	Grades K – 2 Grades 3 – 6 100%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
III. STUDENT PERFORMANCE INDICATOR(S): “EFFECT DATA” Students will consistently increase their FCAT Math scores until we reduce the % of students who are non-proficient by at least 50% by 2016. (Percent of non-proficient students)	3rd 58% (42%) 4th 68% (32%) 5th 71% (29%) 6th 63% (37%)	3rd 63.25% (36.75%) 4th 72% (28%) 5th 74.63% (25.37%) 6th 67.37% (32.4%)	3rd 68.5% (31.5%) 4th 76% (24%) 5th 78.26% (21.74%) 6th 72.26% (27.8%)	3rd 73.75 % (26.25%) 4th 80% (20%) 5th 81.89 % (18.11%) 6th 76.89% (23.11%)	3rd 79 % (21%) 4th 84% (16%) 5th 85.52% (14.5%) 6th 81.52% (18.5%)

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

2012-2013 SCHOOL IMPROVEMENT PLAN

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p><i>2.2 Teachers will participate in weekly professional development as well as implement strategies in Modeling Thinking. Teachers will receive training/follow up coaching in Exemplars to help with modeling deeper thinking when problem solving. The Title One math teacher will work with chosen classrooms and coach teachers in the area of modeling deeper thinking and problem solving to create model Common Core Math Classrooms. Classroom walkthroughs will focus on teacher modeling during problem solving. A new lesson plan format will be required that allows for teachers to plan for modeling their thinking.</i></p>	<p><i>Sign In Sheets/ Classroom Walkthroughs/ Lesson Plans</i></p>	<p><i>Admin Team</i></p>	<p><i>Ongoing throughout year.</i></p>	<p><i>Exemplars/ Title 1 Math Teacher/ common core math resources</i></p>	<p><i>Exemplars Training and followup</i></p>	

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ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p><i>2.3 Teachers will participate in weekly professional development as well as implement strategies in Providing Feedback. Teachers will conference with students utilizing the four types of feedback on progress towards the goal of 80% proficiency on 3 week common checkpoints as well as problem solving tasks</i></p>	<p><i>Sign In Sheets/ Classroom Walkthroughs/ Lesson Plans</i></p>	<p><i>Admin Team</i></p>	<p><i>Ongoing throughout year</i></p>	<p><i>Books/Videos on conferencing</i></p>		

2012-2013 SCHOOL IMPROVEMENT PLAN

School District of Clay County

SMART GOALS

SMART = Specific Measurable Attainable Realistic Timely

Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing

Goal 4: Student Performance Content Area: Science **Goal 5:** Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal.

GOAL 3: BY 2013, ALL STUDENTS IN GRADE 4, INCLUDING STUDENTS WHO ARE ECONOMICALLY DISADVANTAGED AND ESE, WILL INCREASE THE PERCENTAGE OF STUDENTS SCORING A 4.0 OR MORE ON WRITING FCAT 2.0 BY AT LEAST 4.2% OVER THE PREVIOUS YEAR.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

I. Strategy 3: Implement the research-based strategies of stating and tracking learning goals, modeling thinking, providing feedback.

*PROGRESS MEASURES ARE FOR THE PURPOSE OF REACHING YOUR 3-5 YEAR SCHOOL IMPROVEMENT GOALS AND AMO'S.	PROGRESS MEASURE August 2012	PROGRESS MEASURE August 2013	PROGRESS MEASURE August 2014	PROGRESS MEASURE August 2015	PROGRESS MEASURE August 2016
<p>II. ADULT IMPLEMENTATION INDICATOR(S): "CAUSE DATA"</p> <p>100% of teachers will implement the research based strategy of providing feedback to students through small groups or individual conferencing.</p>	<p>GRADE 4 50%</p>	<p>GRADE 4 62.5%</p>	<p>GRADE 4 75%</p>	<p>GRADE 4 87.5%</p>	<p>GRADE 4 100%</p>
	<p>FCAT/EOC August 2012</p>	<p>FCAT/EOC August 2013</p>	<p>FCAT/EOC August 2014</p>	<p>FCAT/EOC August 2015</p>	<p>FCAT/EOC August 2016</p>
<p>III. STUDENT PERFORMANCE INDICATOR(S): "EFFECT DATA"</p> <p>Wilkinson Elementary School will consistently increase their writing scores by reducing the percentage of 4th grade students scoring below the proficiency level.</p>	<p>4th 67% (33%)</p>	<p>4th 71.125% (28.88%)</p>	<p>4th 75.25% (24.75%)</p>	<p>4th 79.38% (20.63%)</p>	<p>4th 83.5% (16.5%)</p>

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
<p><i>3.1 Teachers will participate in weekly professional development as well as implement strategies in Stating/Tracking Learning Goals.</i></p> <p><i>Teachers will give a common writing prompt each week based on skills modeled that week.</i></p> <p><i>Each student in grades 4 will keep a data folder as well as set goals and track progress on weekly writing prompt.</i></p> <p><i>Each teacher will display class data on weekly writing prompt as well as set goals to reach 4.0 proficiency.</i></p> <p><i>A schoolwide data wall will be displayed and updated every three weeks to show progress towards the goal of 4.0 proficiency.</i></p>	<p><i>Sign In Sheets/ Classroom Walkthroughs/ Lesson Plans</i></p>	<p><i>Admin Team</i></p>	<p><i>Ongoing throughout year</i></p>		<p><i>District Writing Training</i></p>	<p><i>Title 1</i></p>
<p><i>3.2 2Teachers will participate in weekly professional development as well as implement strategies in Modeling Thinking. Classroom walkthroughs will focus on teacher modeling of writing strategies.</i></p> <p><i>A new lesson plan format will be required that</i></p>	<p><i>Sign In Sheets/Classroom Walkthroughs/ Lesson Plans</i></p>	<p><i>Admin Team</i></p>	<p><i>Ongoing throughout year</i></p>	<p><i>Writing Handbooks</i></p>	<p><i>District Writing Training</i></p>	<p><i>Title 1</i></p>

2012-2013 SCHOOL IMPROVEMENT PLAN

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p><i>allows for teachers to plan for modeling their thinking during writing.</i></p> <p><i>Students will utilize writing handbook developed by teachers to leave evidence of deeper thinking during writing.</i></p>						
<p>3.3 <i>Teachers will participate in weekly professional development as well as implement strategies in Providing Feedback.</i> <i>Teachers will conference with students utilizing the four types of feedback on progress towards the goal of 4.0 proficiency on weekly writing prompt as well as daily writing activities.</i></p>	<p><i>Sign in sheets/Classroom Walkthroughs/Lesson Plans</i></p>	<p><i>Admin Team</i></p>	<p><i>Ongoing throughout year</i></p>	<p><i>Books/Videos on conferencing and giving effective feedback.</i></p>	<p><i>District Writing Training</i></p>	<p><i>Title 1</i></p>

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School District of Clay County

SMART GOALS					
SMART = Specific Measurable Attainable Realistic Timely					
<p>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></p>					
<p>I. GOAL 4: BY 2013, 5TH GRADE STUDENT' ACADEMIC PERFORMANCE, IN SCIENCE, WILL IMPROVE BY 7.2% OVER THE PREVIOUS YEAR'S RESULTS AS MEASURED BY FCAT SCIENCE</p>					
STRATEGIES, INDICATORS AND PROGRESS MEASURES					
<p>II. Strategy 4: Implement the research-based strategies of stating and tracking learning goals, modeling thinking, providing feedback.</p>					
*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
<p>III. ADULT IMPLEMENTATION INDICATOR(S): "CAUSE DATA"</p> <p>100% of all fifth grade teachers will implement the research based strategy of modeling while reading and interacting with science concepts.</p>	<p>5TH GRADE 50%</p>	<p>5TH GRADE 62.5%</p>	<p>5TH GRADE 75%</p>	<p>5TH GRADE 87.5%</p>	<p>5TH GRADE 100%</p>
	<p>FCAT/EOC August 2012</p>	<p>FCAT/EOC August 2013</p>	<p>FCAT/EOC August 2014</p>	<p>FCAT/EOC August 2015</p>	<p>FCAT/EOC August 2016</p>
<p>IV. STUDENT PERFORMANCE INDICATOR(S): "EFFECT DATA"</p> <p>Wilkinson Elementary school will consistently increase the number of fifth graders scoring at the proficient level on the FCAT by decreasing the number of non-proficient students.</p>	<p>43% (57%)</p>	<p>50.13% (49.88%)</p>	<p>57.25% (42.75%)</p>	<p>64.38% (35.63%)</p>	<p>71.5% (28.5%)</p>

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
<p><i>4.1 Teachers will participate in weekly professional development as well as implement strategies in Stating/Tracking Learning Goals.</i></p> <p><i>Teachers in 5th grade will give a common 3 week checkpoint based on skills aligned to the FCAT 2.0 assessment.</i></p> <p><i>Each student in grade 5 will keep a data folder as well as set goals and track progress on 3 week common checkpoints. Each teacher will display class data on 3 week common checkpoints as well as set goals to reach 80% proficiency. A school wide data wall will be displayed and updated every three weeks to show progress towards the goal of 80% proficiency.</i></p>	<p><i>Sign In Sheets</i> <i>Classroom Walkthroughs</i> <i>Lesson Plans</i></p>	<p><i>Admin Team</i></p>	<p><i>Ongoing throughout year</i></p>	<p><i>Common Assessments/FCAT 2.0 software</i></p>	<p><i>Common Assessment Writing</i></p>	<p><i>Title 1</i></p>

2012-2013 SCHOOL IMPROVEMENT PLAN

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p><i>4.2 Teachers will participate in weekly professional development as well as implement strategies in Modeling Thinking.</i></p> <p><i>Classroom walkthroughs will focus on teacher modeling during science.</i></p> <p><i>A new lesson plan format will be required that allows for teachers to plan for modeling their thinking.</i></p>	<p><i>Sign in Sheets/ Classroom Walkthroughs/Lesson plans</i></p>	<p><i>Admin Team</i></p>	<p><i>Ongoing throughout the year</i></p>	<p><i>Reading in the Content Areas resources</i></p>	<p><i>Toolkit Training with Angela Schroden on Reading and the Content Areas</i></p>	

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ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p>4.3 <i>Teachers will participate in weekly professional development as well as implement strategies in Providing Feedback.</i> <i>Teachers will conference with students utilizing the four types of feedback on progress towards the goal of 80% proficiency on 3 week common checkpoints.</i></p>	<p><i>Sign In Sheets/ Classroom Walkthroughs/lesson Plans</i></p>	<p><i>Admin Team</i></p>	<p><i>Ongoing throughout the year</i></p>	<p><i>Books/videos on effective feedback</i></p>		

2012-2013 SCHOOL IMPROVEMENT PLAN

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 5: BY 2013, PARENT INVOLVEMENT WILL IMPROVE BY 15% OVER THE PREVIOUS YEAR AS MEASURED BY ATTENDANCE AT AFTER-SCHOOL AND COMMUNITY EVENTS.					
STRATEGIES, INDICATORS AND PROGRESS MEASURES					
I. Strategy 5: Implement the research-based strategy of fostering two-way home/school communication to support student learning.					
*PROGRESS MEASURES ARE FOR THE PURPOSE OF REACHING YOUR 3-5 YEAR SCHOOL IMPROVEMENT GOALS AND AMO'S.	PROGRESS MEASURE August 2012	PROGRESS MEASURE August 2013	PROGRESS MEASURE August 2014	PROGRESS MEASURE August 2015	PROGRESS MEASURE August 2016
II. ADULT IMPLEMENTATION INDICATOR (S): “CAUSE DATA” All teachers will implement the research-based strategy of fostering two-way home/school communication to support student learning	Grades K – 2 60% Grades 3 – 6 50%	Grades K – 2 70% Grades 3 – 6 67.2%	Grades K – 2 80% Grades 3 – 6 75%	Grades K – 2 90% Grades 3 – 6 87%	Grades K – 2 100% Grades 3 – 6 100%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
III. STUDENT PERFORMANCE INDICATOR (S): “EFFECT DATA” Student achievement will be positively impacted by in all content areas and tested grades by increasing parent involvement until reaching 100% of parents attending school events by 2016	Grades K – 2 40% Grades 3 – 6 35%	Grades K – 2 55% Grades 3 – 6 51.25%	Grades K – 2 70% Grades 3 – 6 67.5%	Grades K – 2 85% Grades 3 – 6 83.75%	Grades K – 2 100% Grades 3 – 6 100%

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
<p>5.1 <i>Grade Levels will contribute to the monthly newsletter informing parents of upcoming school sponsored events.</i></p>	<p><i>Newsletters</i></p>	<p><i>Title One, Teachers</i></p>	<p><i>Summer 2012</i></p>	<p><i>Paper copies</i></p>		
<p>5.2 <i>Grade levels will divide up responsibilities for events to attract parents from various grade levels to attend the events. Door prizes will be awarded.</i></p>	<p><i>Minutes from meetings, Sign-in sheets</i></p>	<p><i>Title One, Teachers, Administration</i></p>		<p><i>Food for event, Door Prizes</i></p>		<p><i>School Budget</i></p>
<p>5.3 <i>Staff will plan Literacy week, Science Night, Data Night, and a Pre-K, K Fall festival to involve students, parents, and community members in improving student achievement.</i></p>	<p><i>Minutes from meetings, Sign-in Sheets</i></p>	<p><i>Title One, Teachers, Administration</i></p>		<p><i>Food for event, Copies, Door Prizes</i></p>		<p><i>School Budget</i></p>

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

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

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	Stipends:0		
			Subtotal:
Other			
Goal Area and Action Step Number	Description of Resources	Budget Strip	Available Amount
			Subtotal:
			Grand Total:

Internal Checklist – Training Provided by School

P.D.Activity	Details	Y	N	Comments
IF IT IS A:				
School-wide Training	Professional Development Details Goal the Activity is Supporting _____			
	<ul style="list-style-type: none"> • Action Step # • Name of Activity • Dates of Activity • Name of Consultant or Facilitator (if applicable) • Consultant Services Agreement (if applicable) • Materials 			
	Budget Items Required			
	<ul style="list-style-type: none"> • Action Step # • Name of Activity • Funding Source • Cost of Consultant • Cost of Materials • Cost of Substitutes (if applicable) 			

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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)	<ul style="list-style-type: none"> Action Step # Name of Activity Dates of Activity Title of Book or Focus 			
	Budget Items Required			
	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> Action Step # Name of Activity Dates of Activity Teaching strategy or method to be researched 			
	Budget Items Required			
	<ul style="list-style-type: none"> 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 -				

2012-2013 SCHOOL IMPROVEMENT PLAN

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)

2012-2013 SCHOOL IMPROVEMENT PLAN

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.	<input type="checkbox"/>	<input type="checkbox"/>	
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.	<input type="checkbox"/>	<input type="checkbox"/>	
Who will be trained?	<input type="checkbox"/>	<input type="checkbox"/>	
Date(s), Time(s), Location	<input type="checkbox"/>	<input type="checkbox"/>	
Total Cost	<input type="checkbox"/>	<input type="checkbox"/>	
Needs School Board approval	<input type="checkbox"/>	<input type="checkbox"/>	
Complete budget line for expenses	<input type="checkbox"/>	<input type="checkbox"/>	
Name of facilitator/person responsible	<input type="checkbox"/>	<input type="checkbox"/>	
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	<input type="checkbox"/>	<input type="checkbox"/>	

2012-2013 SCHOOL IMPROVEMENT PLAN

providing the training.			
Who will be trained?	<input type="checkbox"/>	<input type="checkbox"/>	
Date(s), Location	<input type="checkbox"/>	<input type="checkbox"/>	
Total Cost	<input type="checkbox"/>	<input type="checkbox"/>	
Complete budget line for expenses	<input type="checkbox"/>	<input type="checkbox"/>	
Name of facilitator/person responsible	<input type="checkbox"/>	<input type="checkbox"/>	
Timelines			
	Yes	No	Comments
Start Date August 2, 2012	<input type="checkbox"/>	<input type="checkbox"/>	
End Date September 21, 2012	<input type="checkbox"/>	<input type="checkbox"/>	
Budget			
Local FTE (function 6400-no project)	<input type="checkbox"/>	<input type="checkbox"/>	\$
Project -	<input type="checkbox"/>	<input type="checkbox"/>	
Project -	<input type="checkbox"/>	<input type="checkbox"/>	
Project -	<input type="checkbox"/>	<input type="checkbox"/>	
Total External PD Budget (no project & project funds)	<input type="checkbox"/>	<input type="checkbox"/>	

Approvals: (Signature's required)

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

2012-2013 SCHOOL IMPROVEMENT PLAN

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

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

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

**SCHOOL NAME: Wilkinson Junior High School
(0371)**

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.

Dr. David McDonald, 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.

Megan Rexroad and Danny Tarrant provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Ryan Vaughn, Sheree Krause, and Barbra Mackenzie participate in student data collection, integrates core instructional activities/materials into Tier 3 instruction.

Kara Hoffmann, 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. She 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.

Dr. Kimberly Armstead, 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.

Barry Underwood and Ray Bohannon provide 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 RTI team at WJHS meets every 2 weeks and coordinates with the Curriculum Counsel as well as the Literacy Leadership Team (LLT). They coordinate their efforts to improve assessment of data and selection/ implementation of strategies to improve student achievement.

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 RtI Leadership Team have 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, facilitated the development of a systemic approach to teaching, and aligned processes and procedures.

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.

Data is collected in part from each of the following; Student Dashboard, Student Quick Query, Administrator Quick Query, Discipline Dashboard, AYP Safe Harbor, Accelerated Reader, 504 STAR, ESE STAR, FCAT STAR, LEP STAR, Parent Portal, PMP STAR, RTI STAR, and Performance Matters Software.

Describe the plan to train staff on RtI.

Kara Hoffmann (RTI coach) and David McDonald (principal) will instruct the teaching staff on RTI through departmental and faculty meetings as well as meetings with individual staff members.

Literacy Leadership

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

Linda Ford, Jeffery Fowler, Linda Reed, Megan Rexroad, Deborah Smith, Mary Tarrant, Brenda Van Gundy, Laura Wilson, and Sharon Palmatier

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

Sharon Palmatier is the lead mediator for the meetings of the LLT and helped planned for literacy night, she also shares ways to promote reading in every classroom and provides each department with resources and materials to include reading within instruction across all disciplines.

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

The LLT is sponsoring a literacy night at Wilkinson Junior High School. The night has been dubbed “A Novel Night at WJHS” and will provide an interactive environment to help families to include reading at home and make reading fun.



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.

Learning Communities have been established at Wilkinson Junior High School (i.e. The Differentiated Difference and The Interactive Classroom) in order to encourage cross-curricular inclusion of reading skills and strategies. The school wide writing initiative, Wilkinson Junior High Writing Absolutes, is a text-based response system to develop skills in writing across the curriculum. Also, many teachers have attended the Content Area Reading - Professional Development offered by the county. In addition, WJHS includes a 25 minute SSR block into each student’s daily schedule.

1. Reading Goal: By the end of the 2012-2013 school year, grades 7th and 8th will decrease the number of non-proficient readers on FCAT 2.0 by 5 percent while increasing the number of students scoring at or above proficiency.

Strategies, Indicators and Progress Measures

Strategy 1.1: Continued use of the Content Area Reading - Professional Development (CAR-PD) to incorporate best practices in reading instruction.

	Progress Measure August 2012	Progress Measure August 2013	Progress Measure August 2014	Progress Measure August 2015	Progress Measure August 2016	Progress Measure August 2017
Adult Implementation Indicator(s) "Cause Data" 100% of teachers will include research-based strategies utilizing a variety of techniques described within the CAR-PD training.	70%	78%	86%	94%	100%	
	August 2012	August 2013	August 2014	August 2015	August 2016	August 2017
Student Performance Indicator(s) "Effect Data" Students will continue to increase reading competency as measured by their FCAT Reading scores until we reduce the percentage of students who are non-proficient by at least 50% by 2016.	7th 59% (41%) 8th 54% (46%)	7th 64% (36%) 8th 59% (41%)	7th 69% (41%) 8th 64% (36%)	7th 74% (26%) 8th 69% (31%)	7th 80% (20%) 8th 77% (23%)	

IMPLEMENTATION DETAILS

Action Steps	Evidence/Data Sources	Responsible/ Group(s)	Implementation Timeline	Resources Needed:	Related PD	Funding Source
1.1 Implement research based learning strategies across the curriculum to increase student understanding and skill in the areas of reference research and comparisons.	<i>Rubrics for History Fair, Science Fair, and Language Arts Projects</i>	<i>Department Heads for Language Arts, Science, Math, and Social Studies.</i>	<i>2012-2013 School Year</i>	<i>Computer lab/ Library sharing</i>	<i>CAR-PD as offered by the county and the WJHS Common Core Professional Learning Communities</i>	<i>N/A</i>
1.2 Utilize two tiered FCAT tutoring system as a means to provide additional focus on the skills and processes used to identify, understand, and analyze questions and passages encountered across the curriculum.	<i>Teacher generated rubrics and graphic organizers.</i>	<i>Department Head for Language Arts</i>	<i>2012-2013 School Year</i>	<i>Supplemental Pay for Tutors</i>	<i>N/A</i>	<i>2012-2013 WJHS Budget</i>
1.3 Establish and maintain professional learning communities (The Differentiated Common Core Classroom and The Interactive Common Core Classroom) to promote increased ability across the curriculum for reading and critical thinking.	<i>Teachers IPDP</i>	<i>Learning Community Facilitators</i>	<i>2012-2013 School Year, and beyond</i>	<i>TEXTS - 1) Building Literacy Through Classroom Discussion 2) Supporting Students in a time of Core Standards English Language Arts Grades 6-8</i>	<i>CAR-PD as offered by the county</i>	<i>N/A</i>
1.4 Utilize Performance Matters data to pinpoint and target specific areas for improvement in student reading achievement.	<i>Performance Matters data.</i>	<i>Department Head for Language Arts and Language Arts teachers.</i>	<i>2012-2013 School Year</i>		<i>Performance Matters Training</i>	

2. Math Goal: By the end of the 2012-2013 school year, grades 7th and 8th will decrease the number of non-proficient students on FCAT 2.0 Math by 5 percent while increasing the number of students scoring at or above proficiency.

Strategies, Indicators and Progress Measures

Strategy 2.1: Utilize Performance Matters tracking data and indicators and implement research based strategies to improve student achievement.

	Progress Measure August 2012	Progress Measure August 2013	Progress Measure August 2014	Progress Measure August 2015	Progress Measure August 2016	Progress Measure August 2017
Adult Implementation Indicator(s) "Cause Data" 100% of math teachers will implement the use of Performance Matters leading and lagging indicators to increase student achievement in math.	60%	71%	82%	93%	100%	
	August 2012	August 2013	August 2014	August 2015	August 2016	August 2017
Student Performance Indicator(s) "Effect Data" Students will continue to increase math competency as measured by their FCAT Math scores until we reduce the percentage of students who are non-proficient by at least 50% by 2016.	7th 64% (36%) 8th 51% (49%)	7th 69% (31%) 8th 56% (54%)	7th 74% (26%) 8th 61% (39%)	7th 79% (21%) 8th 66% (34%)	7th 84% (16%) 8th 71% (29%)	

IMPLEMENTATION DETAILS

Action Steps	Evidence/Data Sources	Responsible/ Group(s)	Implementation Timeline	Resources Needed:	Related PD	Funding Source
2.1 Incorporate the use of manipulatives in the instruction of math concepts shown to be weaknesses as indicated by data retrieved using Performance Matters.	<i>Teacher generated lesson plans.</i>	<i>Department Head for Math and math teachers.</i>	<i>2012-2013 School Year</i>	<i>Hands on math activities and manipulative activities, Big Ideas Work books,</i>	<i>Training in the use of Performance Matters.</i>	<i>N/A</i>
2.2 Utilize FCAT tutoring as a means to provide additional focus on the skills and processes used to complete research, analyze data, and complete comparison exercises.	<i>Teacher generated rubrics and graphic organizers, Attendance</i>	<i>Department Head for Math/ Math Math Department Teachers</i>	<i>2012-2013 School Year</i>	<i>Supplemental Pay for Tutors, Compass Learning, High interest lessons on Youtube</i>	<i>N/A</i>	<i>2012-2013 WJHS Budget</i>
2.3 Utilize Performance Matters data to pinpoint and target specific areas for improvement in student reading achievement.	<i>Performance Matters data.</i>	<i>Department Head for Language Arts and Language Arts teachers.</i>	<i>2012-2013 School Year</i>	<i>Computer lab space for testing. Testing application on PM/SAM</i>	<i>Department meetings to align needs with remediation</i>	<i>N/A</i>

Smart Goals

3. Writing Goal: By the end of the 2012-2013 school year, WJH will decrease the number 8th grade students who are non-proficient writers on FCAT 2.0 by 4 percent while increasing the number of students scoring at or above proficiency.

Strategies, Indicators and Progress Measures

Strategy 3.1: Implement best practices and research based strategies to incorporate and integrate writing within other core subjects.

	Progress Measure August 2012	Progress Measure August 2013	Progress Measure August 2014	Progress Measure August 2015	Progress Measure August 2016	Progress Measure August 2017
Adult Implementation Indicator(s) "Cause Data" 100% of teachers at WJHS will use research based activities and strategies to incorporate writing within their class room.	80%	85%	90%	95%	100%	
	August 2012	August 2013	August 2014	August 2015	August 2016	August 2017
Student Performance Indicator(s) "Effect Data" Wilkinson Junior High School students will increase in writing proficiency on the FCAT until we reduce the percentage of students who are non-proficient by at least 50% by 2016.	8th 73% (27%)	8th 77% (23%)	8th 81% (19%)	8th 85% (15%)	8th 90% (10%)	

IMPLEMENTATION DETAILS

Action Steps	Evidence/Data Sources	Responsible/ Group(s)	Implementation Timeline	Resources Needed:	Related PD	Funding Source
3.1 Use data collected through Clay Writes assessments to improve student achievement in writing.	<i>Teacher/ Student graded Clay Writes Assessments</i>	<i>Department Head for Language Arts and Language Arts teachers.</i>	<i>2012-2013 School Year</i>	<i>Testing time set aside through home rooms</i>	<i>N/A</i>	<i>N/A</i>
3.2 Utilize FCAT tutoring as a means to provide additional focus on the skills and processes used to complete research, analyze data, and complete comparison exercises.	<i>Teacher generated rubrics and graphic organizers.</i>	<i>Department Head for Language Arts</i>	<i>2012-2013 School Year</i>	<i>Supplemental Pay for Tutors</i>	<i>N/A</i>	<i>2012-2013 WJHS Budget</i>
3.3 Establish and maintain professional learning communities (The Differentiated Common Core Classroom and The Interactive Common Core Classroom) to promote increased proficiency across the curriculum with the connection of the writing process to reading and critical thinking.	<i>Teachers IPDP</i>	<i>Learn Community Facilitator</i>	<i>2012-2013 School Year, and beyond</i>	<i>N/A</i>	<i>CAR-PD as offered by the county</i>	<i>N/A</i>
3.4 Utilize Performance Matters data to pinpoint and target specific areas for improvement in student writing achievement.	<i>Performance Matters data.</i>	<i>Department Head for Language Arts and Language Arts teachers.</i>	<i>2012-2013 School Year</i>	<i>Computer lab space for testing.</i>	<i>Performance Matters Training</i>	<i>N/A</i>

Smart Goals

4. Science Goal: By the end of the 2012-2013 school year, WJH will decrease the number 8th grade students who are non-proficient in Science on FCAT 2.0 by 8 percent while increasing the number of students scoring at or above proficiency.

Strategies, Indicators and Progress Measures

Strategy 4.1: Utilize Performance Matters tracking data and indicators and implement research based strategies to improve student achievement.

	Progress Measure August 2012	Progress Measure August 2013	Progress Measure August 2014	Progress Measure August 2015	Progress Measure August 2016	Progress Measure August 2017
Adult Implementation Indicator(s) "Cause Data" 100% of WJHS science teachers will incorporate labs and hands on activities to increase student proficiency in science, relating them to the new common core standards.	40%	55%	70%	85%	100%	
	August 2012	August 2013	August 2014	August 2015	August 2016	August 2017
Student Performance Indicator(s) "Effect Data" Wilkinson Junior High School students will increase in science proficiency on the FCAT until we reduce the percentage of students who are non-proficient by at least 50% by 2016.	8th 51% (49%)	8th 57% (43%)	8th 63% (37%)	8th 69% (31%)	8th 75% (25%)	

IMPLEMENTATION DETAILS

Action Steps	Evidence/Data Sources	Responsible/ Group(s)	Implementation Timeline	Resources Needed:	Related PD	Funding Source
4.1 Continue to incorporate FCAT labs and hands on activities into instruction to help promote a feeling of connection between the material and the students lives.	<i>Teacher Lesson Plans and samples of student work.</i>	<i>Science Teachers</i>	<i>2012-2013 School Year</i>	<i>Lab Materials</i>	<i>N/A</i>	<i>Departmental Budget</i>
4.2 Continue to utilize and refine FCAT tutoring as a means to provide additional focus on the skills and processes used to complete research, analyze data, and complete comparison excersizes.	<i>Teacher generated rubrics and graphic organizers.</i>	<i>Department Head for Science</i>	<i>2012-2013 School Year</i>	<i>Supplemental Pay for Tutors</i>	<i>N/A</i>	<i>2011-2012 WJHS Budget</i>
4.3 Maintain and Improve a cross-curricular cohort.	<i>Teachers IPDP</i>	<i>Department Heads</i>	<i>2012-2013 School Year</i>	<i>N/A</i>	<i>CAR-PD as offered by the county</i>	<i>N/A</i>
4.4 Utilize Performance Matters data to pinpoint and target specific areas for improvement in student writing achievement.	<i>Performance Matters data.</i>	<i>Department Head for Science</i>	<i>2012-2013 School Year</i>	<i>Computer lab space for testing.</i>	<i>Performance Matters Training</i>	<i>N/A</i>

Smart Goals

5. Parental Involvement Goal: By the end of the 2012-2013 school year, parental involvement at WJHS will increase as measured by the total number of volunteers and volunteer hours logged.

Strategies, Indicators and Progress Measures

Strategy 5.1: Increase the number of opportunities for parental involvement at WJHS, while maintaining the existing opportunities.

	Progress Measure August 2012	Progress Measure August 2013	Progress Measure August 2014	Progress Measure August 2015	Progress Measure August 2016	Progress Measure August 2017
Adult Implementation Indicator(s) "Cause Data" 100% of teachers will implement strategies to increase school/home communication with all community stakeholders to support student learning.	60%	70%	80%	90%	100%	
	August 2012	August 2013	August 2014	August 2015	August 2016	August 2017
Performance Indicator(s) "Effect Data" Parental involvement will increase by 100% at WJHS by 2015 as measured through number of volunteers and volunteer hours logged.	116 Volunteers; 2907 Hours	130 Volunteers; 3000 Hours	145 Volunteers; 3100 Hours	160 Volunteers; 3200 Hours	170 Volunteers; 3300 Hours	

IMPLEMENTATION DETAILS

Action Steps	Evidence/Data Sources	Responsible/ Group(s)	Implementation Timeline	Resources Needed:	Related PD	Funding Source
5.1 Implement a FCAT Science Night.	<i>Parent Turnout and feedback and student "scavenger hunts"</i>	<i>Science Department</i>	<i>2012-2013 School Year</i>	<i>Supplies for demonstrations and labs</i>	<i>N/A</i>	<i>Departmental Budget</i>
5.2 Implement an Astronomy Night.	<i>Parent Turnout and feedback and student "scavenger hunts"</i>	<i>Science Department</i>	<i>2012-2013 School Year</i>	<i>Supplies for demonstrations and labs</i>	<i>N/A</i>	<i>Departmental Budget</i>
5.3 Implement a Novel Night.	<i>Parent Turnout and feedback</i>	<i>Language Arts Department and Literacy Leadership Team</i>	<i>2012-2013 School Year</i>	<i>Supplies for sessions and stations</i>	<i>N/A</i>	<i>Departmental Budget and Donations</i>
5.4 Increase parent volunteer opportunities at sporting events/ out of school activities.	<i>Parent Turnout and feedback, Volunteer Log</i>	<i>Athletic Coaches, Club and Activity Sponsors</i>	<i>2012-2013 School Year</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>

Smart Goals

6. Tardy Goal: By the end of the 2011-2012 school year, WJHS will decrease the number of referrals to tardies by 20 percent.

Strategies, Indicators and Progress Measures

Strategy 6.1: Decrease the incidents of students reaching their 4th tardy (the number resulting in a referral) by calling home after the 2nd tardy to let the parent know.

	Progress Measure August 2012	Progress Measure August 2013	Progress Measure August 2014	Progress Measure August 2015	Progress Measure August 2016	Progress Measure August 2017
Adult Implementation Indicator (s): 100% of teachers will adhere to the WJHS policy of phoning home after a students 2nd tardy.	60%	70%	80%	90%	100%	
	August 2012	August 2013	August 2014	August 2015	August 2016	August 2017
Student Performance Indicator (s): The number of incidents of referral at WJHS due to tardies will decrease each year until there are 100% less incidences by 2015.	51(-12)	39	27	15	0	

IMPLEMENTATION DETAILS

Action Steps	Evidence/Data Sources	Responsible/ Group(s)	Implementation Timeline	Resources Needed:	Related PD	Funding Source
<i>6.1 Teachers will call parents to inform them of tardies after the second incident.</i>	<i>Teacher call logs</i>	<i>All teachers</i>	<i>2012-2013 School Year</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>

2012-2013 Professional Development			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available : 1773.60
Professional Learning Community Goal and Action Step #(s) 1.3, 2.1, 3.3, 4.1, 4.3 Title: WJHS-The Interactive Common Core Classroom Location: WJHS Dates: 2012-2013 Sponsoring Educational Institution: WJHS	Materials List and Cost: Book "Building Literacy Through Classroom Instruction" Book "Supporting Students in a Time of Core Standards" \$800	Budget Strip 0100.6400.0590.0371.0000	\$973.60
Lesson Study/ Action Research Goal and Action Step #(s) 2.1, 2.2, 2.3 Title: WJHS-Math Lesson Study Location: WJHS Dates: 2012-2013 Sponsoring Educational Institution: WJHS	Materials List and Cost: Subs for teachers \$673.60	Budget Strip 0100.6400.0140.0371.0000	\$300.00
Professional Learning Community Goal and Action Step #(s) 1.1, 1.2, 1.3, 2.1, 2.2, 3.3, 4.1, 4.3 Title: WJHS-11/12 The Differentiated Difference Dates: 2012 Sponsoring Educational Institution: WJHS	Materials List and Cost: Book "Student Centered Leadership" \$300	Budget Strip 0100.6400.0590.0371.0000	\$0.00
SIP Project 1183 (Available: \$3695) Goal and Action Step #(s) 5, 6 Title: Student Agenda Initiative Location: WJHS Dates: 2012-2013 Sponsoring Educational Institution: WJHS	Materials List and Cost: Student Agendas Approx: \$3695	Budget Strip 0100.5100.0390.0371.1183	\$0.00
		Grand Total:	\$5,468.60

P.D.Activity	Details	Y	N	Comments
School-wide Training	Professional Development Details Goal the Activity is Supporting 1,2,3,4			
The Differentiated Common Core Classroom	<ul style="list-style-type: none"> • Action Step # - 1.3, 2.1, 3.3, 4.1, 4.3 • Name of Activity – School 0371 2012-13 – Ashley Glover • Dates of Activity – 2012-2013 • Name of Consultant or Facilitator – Chereese Stewart • Funding: \$0.00 			
The Interactive Common Core Classroom	<ul style="list-style-type: none"> • Action Step # - 1.3, 2.1, 3.3, 4.1, 4.3 • Name of Activity – School 0371 2012-13 – Megan Rexroad • Funding Source – 0100.6400.0590.0371.0000 (800.00) • Dates of Activity – 2012-2013 • Name of Consultant or Facilitator – Chereese Stewart • Book "Supporting Students in a Time of Core Standards" • Book "Building Literacy Through Classroom Instruction" 			
Lesson Study	Professional Development Details Goal the Activity is Supporting 2			
Mathematics Lesson Study	<ul style="list-style-type: none"> • Action Step # - 2.1, 2.2, 2.3 • Name of Activity – School 0371 2012-13 – Megan Rexroad • Dates of Activity – 2012-2013 • Substitutes - \$673.60 • Funding Source – 0100.6400.0140.0371.0000 			
Learning Community	Professional Development Details Goal the Activity is Supporting 1,2,3,4			
	<ul style="list-style-type: none"> • Action Step # 1.1, 1.2, 1.3, 2.1, 2.2, 3.3, 4.1, 4.3 • Name of Activity – School 0371 2012-13 – David McDonald • Dates of Activity – 2012 • Title of Book or Focus – Student Centered Leadership \$300.00 • Funding Source – 0100.6400.0590.0371.0000 			

Approvals: (Signature's required)

Principal: _____

Date: ___/___/___

SAC Chair: _____

Date: ___/___/___

Hilda Manning: _____

Date: ___/___/___

Shannah Kosek: _____

Date: ___/___/___