

2012-2013 School Improvement Plan

SCHOOL NAME: RideOut Elementary School

School Based Leadership Team

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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?**

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**

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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.

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.

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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 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.

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

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- 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.

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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 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.					

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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
<p style="text-align: center;">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>	74%	80.5%	87%	93.5%	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>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.</p> <p>BOLD represents growth over 11-12 (Percent of non-proficient)</p>	3 rd 62% (38%) 4 th 65% (35%) 5 th 68% (32%) 6 th 78% (22%)	3 rd 71.5 (28.5%) 4 th 73.75% (26.5%) 5 th 76% (24%) 6 th 83.2% (16.8%)	3 rd 81% (19%) 4 th 82.5 (17.5%) 5 th 84% (16%) 6 th 89% (11%)	3 rd 90.5 (9.5%) 4 th 91.25% (8.75%) 5 th 92% (8%) 6 th 94.5% (5.5%)	3 rd 100% (0%) 4 th 100% (0%) 5 th 100 (0%) 6 th 100% (0%)

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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

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<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 differentiated learning centers.</p>	<p><i>FAIR & PM Data; lesson plan; PD360 Observational Walkthroughs</i></p>	<p><i>Laura Johnson</i></p>	<p><i>September (after FAIR & PM Data)- on-going</i></p>	<p><i>Common planning time schedule; data</i></p>	<p><i>Technology Training: Interpreting FAIR reports</i></p> <p><i>You’re Going to Love this Kid! PLC</i></p>	<p><i>\$0.00</i></p> <p><i>\$327.08 (0100.6400.0310.0541.0000)</i></p>
	<p><i>FAIR & PM Data; lesson plans; PD360 Observational Walkthroughs</i></p>	<p><i>Laura Johnson</i></p>	<p><i>September (after FAIR & PM Data)- on-going</i></p>	<p><i>Common planning time schedule; data</i></p>	<p><i>Carla Charbonneau will present faculty training on FAIR</i></p>	<p><i>\$0.00</i></p>

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<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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1.4	<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>
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<p>1.5</p> <p>Implement Lesson Study across all grade levels</p> <p>Task 1: Lesson studies with a focus on implementing Common Core Standards</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 Kagan SmartCards; Kagan Cooperative Learning Books</i></p>	<p><i>Lesson Study Training</i></p> <p><i>On-Site Common Core Training</i></p>	<p><i>\$0.00</i></p> <p><i>\$330.00</i></p> <p><i>(0100.5100.0510.0541.1183)</i></p>
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<p>1.6</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 Reading Block</p>	<p><i>Sign-in sheets, feedback</i></p>	<p><i>Assistant Principal</i></p>	<p><i>Pre-planning On-going</i></p>	<p><i>Appropriate functioning technology in all classrooms</i></p>	<p><i>IS department for training on Enhanced classroom technology</i></p>	<p><i>\$0.00</i></p>
	<p><i>Meeting minutes, lesson plans, PD360 Observational Walkthroughs</i></p>	<p><i>Teachers, grade level chairs and principal</i></p>	<p><i>October 2012-ongoing</i></p>	<p><i>Common planning time schedule</i></p>	<p><i>\$0.00</i></p>	

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<p>Smart Goals</p> <p>Smart = Specific Measurable Attainable</p> <p>Realistic Timely</p>					
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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 2. By 2013, 78% of students (with an <i>emphasis on LQ</i>) 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.</p>					
Strategies, Indicators and Progress Measures					
<p>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</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 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</p>	50%	62.5%	74.7%	86.9%	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” 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)</p>	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%)

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<p>2.2</p> <p>Implement Lesson Study across all grade levels</p> <p>Task 1: Lesson studies with a focus on implementing Common Core Standards</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>	<p><i>How to Give Effective Feedback to Your Students PLC</i></p> <p><i>Common Core Presentation</i></p> <p><i>Lesson Study Training</i></p>	<p><i>\$291.17 (0100.6400.0310.0541.0000)</i></p>
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<p>2.3</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: Math</i></p>	<p><i>\$407.50 (0100.5100.0510.0541.1183)</i></p> <p><i>\$0.00</i></p> <p><i>\$0.00</i></p>
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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>Differentiated Instruction in Math (FDLRS)</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>\$0.00</p> <p>\$0.00</p> <p>\$428.18 (0100.6400.0310.0541.0000)</p>
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<p>2.5</p> <p>Teachers will use STAR Math to assess students' strengths and weaknesses to tailor instruction to individual needs.</p> <p>Task 1: Teachers will use the reports from STAR Math to remediate with students through small group instruction</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>
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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 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 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	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

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<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> <p>BOLD represents growth from 11-12 (Percent increase needed per year)</p>	<p>4th 66% (34%)</p>	<p>4th 74.5% (25.5%)</p>	<p>4th 83% (17%)</p>	<p>4th 90.5% (9.5%)</p>	<p>100% (0%)</p>
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2012-2013 School Improvement Plan

Implementation Details

Action Steps	Evidence/ Data Sources	Person(s) Responsible / Group(s)	Implementatio n Timeline	Resources Needed: Material / Technolog y / 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>

2012-2013 School Improvement Plan

<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 0100.6400.0330.0541.000 0 (Instructional Staff Trng.)</i></p>
<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>		

2012-2013 School Improvement Plan

<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</i></p> <p><i>360</i></p>	<p><i>Laura Johnson</i></p> <p><i>Adele Reed</i></p>	<p><i>September – on going</i></p>	<p><i>1. Discussion Based Questions with Kevin Smith</i></p> <p><i>2. Statewide Online Tobacco Prevention & Intervention Teacher Training</i></p> <p><i>3. Step Up To Writing (FDLRS, Primary & Intermediate)</i></p>	<p><i>\$0.00</i></p> <p><i>\$0.00</i></p> <p><i>\$0.00</i></p>
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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 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 August 2012	Progress Measure August 2013	Progress Measure August 2014	Progress Measure August 2015	Progress Measure August 2016
II. Adult Implementation Indicator (s): “CAUSE DATA” 100% of teachers K – 12 will implement the research-based strategy of designing and modifying instruction 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

2012-2013 School Improvement Plan

<p>III. Student Performance Indicator (s): “EFFECT DATA”</p> <p>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.</p> <p>BOLD represents growth from 11-12 (Percent increase needed per year)</p>	5 th 56% (44%)	5 th 67% (33%)	5 th 78% (22%)	5 th 88% (12%)	100% (0%)
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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</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 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 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 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 communication through the use of planners and daily folders as appropriate per grade level.	85%	90%	92%	95%	100%	

2012-2013 School Improvement Plan

	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/ EOC August 2016	
<p>III. Student Performance Indicator (s): “EFFECT DATA”</p> <p>Students will track parent involvement in data notebooks or student digital data notebook and use the planner daily.</p>	85%	90%	92%	95%	100%	

Implementation Details

Action Steps	Evidence/ Data Sources	Person(s) Responsible / Group(s)	Implementatio n Timeline	Resources Needed: Material / Technolog y / 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>	<i>Forms in Data Notebooks</i>	<i>Teachers, Adele Reed, Laura Johnson</i>	<i>October 2012</i>	<i>Word Processor</i>		
<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>	<i>Planners, Purchase, Orders, Invoices</i>	<i>Adele Reed, Laura Johnson</i>	<i>August 2012</i>			

2012-2013 School Improvement Plan

<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>	<i>Lesson Plans</i>	<i>Teachers</i>	<i>Ongoing starting in August 2012</i>	<i>Planners</i>	<i>Planner Training (Internal)</i>	<p><i>\$1000.00</i> <i>(0100.5100.0510.0541.1183)</i></p>
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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

2012-2013 School Improvement Plan

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> Goal and Action Step #(s) Reading 1.3 Navigator Plus Activity Title: <i>ROE 12/13 – The Book Whisperer by Miller</i> 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> Goal and Action Step #(s) Math 2.4 Navigator Plus Activity Title: <i>ROE 12/13 – Visible Learning for Teachers by Hattie</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
	10 Books @ \$14.74 each = \$147.40 +23.57 Shipping = \$170.97	0100.6400.0310.0541.0000	\$170.97
	20 Books @ \$13.38 each = \$267.60 + 23.57 Shipping = \$291.17	0100.6400.0310.0541.0000	\$291.17
	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) Navigator Plus Activity Title: N/A	Materials List and Cost: Consultant Fee: Consultant Travel Expenses: Substitutes: Stipends:	Budget Strip N/A	
Subtotal: \$1401.40			
School Improvement			
Goal Area and Action Step Number	Description of Resources	Budget Strip	Available Amount

2012-2013 School Improvement Plan

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			

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: Writing 3.2			

2012-2013 School Improvement Plan

	<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 		
<p>Learning Community</p>	<p>Professional Development Details Goal the Activity is Supporting: Reading 1.2</p>		
<p>(collaborative teams that gathers research and studies new programs or topics and shares their findings-must use Learning Community form)</p>	<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 		
<p>Learning Community</p>	<p>Professional Development Details Goal the Activity is Supporting: Reading 1.3</p>		
<p>(collaborative teams that gathers research and studies new programs or topics and shares their findings-must use Learning Community form)</p>	<ul style="list-style-type: none"> ● 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” <p>Budget Items Required</p> <ul style="list-style-type: none"> ● Action Step #: 1.3.1 ● Cost of Book/Teacher Materials: \$170.97 ● 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: **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

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”

Budget Items Required

- Action Step #: 2.4.2
- Cost of Book/Teacher Materials: \$428.18
- Funding Source: 0100.6400.0310.0541.0000

Lesson Study/Action

Research

(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)

Professional Development Details

Goal the Activity is Supporting: **Reading 1.5**

- 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.

Budget Items Required

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- Action Step # 1.5
- Cost of Teacher Materials: N/A

Timelines

Start Date:
August 2, 2012
End date:
September 21, 2012

Budget

Local FTE (function 6400-no project)	\$1401.40
Project -	
Project -	
Project -	

Total Internal PD Budget (no project & project funds)	\$1401.40
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Approvals: (Signature's required)

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

Date: ___/___/___
 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

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Background:

Professional Development is an integral part of the School Improvement Plan. Teachers need to

2012-2013 School Improvement Plan

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Objectives	Ye s	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.	Ye s	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.	Ye s	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			
	Ye s	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:** ___/___/___