

School District of Clay County  
2012-2013 School Improvement Plan

**SCHOOL NAME: Lake Asbury Elementary**

**School Based Leadership Team**

## School District of Clay County 2012-2013 School Improvement Plan

### ***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.

- 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

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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 5<sup>th</sup> Grade

Writing: Clay Writes; Florida Writes- annually in 4<sup>th</sup> 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.

### ***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

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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.

### ***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.

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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.

<ul style="list-style-type: none"> <li>● How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?</li> </ul> <p><b>Additional information: Dropout Prevention</b> 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.</p> <p><b>4 Elements/15 Strategies:</b> <b>The Basic Core Strategies</b></p> <ul style="list-style-type: none"> <li>■ Mentoring/Tutoring</li> <li>■ Service Learning</li> <li>■ Alternative Schooling</li> <li>■ After School Opportunities</li> </ul> <p><b>Early Interventions</b></p> <ul style="list-style-type: none"> <li>■ Early Childhood Education</li> <li>■ Family Engagement</li> <li>■ Early Literacy Development</li> </ul> <p><b>Making the Most of Instruction</b></p> <ul style="list-style-type: none"> <li>■ Professional Development</li> <li>■ Active Learning</li> <li>■ Educational Technology</li> <li>■ Individualized Instruction</li> </ul> <p><b>Making the Most of the Wider Community</b></p> <ul style="list-style-type: none"> <li>■ Systemic Renewal</li> <li>■ School-Community Collaboration</li> <li>■ Career and Technical Education</li> <li>■ Safe Schools</li> </ul>					
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<p><i>Postsecondary Transition</i> Note: <b><u>Required for High School</u></b> – Sec. 1008.37(4), F.S.</p> <ul style="list-style-type: none"> <li>Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the <u>High School Feedback Report</u>.</li> </ul>					
<p><b>Smart Goals</b> <b>Smart = Specific Measurable</b> <b>Attainable Realistic Timely</b></p>					
<p><b>Goal 1:</b> Student Performance Content Area: <u>Reading</u> <b>Goal 2:</b> Student Performance Content Area: <u>Math</u> <b>Goal 3:</b> Student Performance: Content Area: <u>Writing</u> <b>Goal 4:</b> Student Performance Content Area: <u>Science</u> <b>Goal 5:</b> <u>Parental Involvement</u> <b>Goal 6:</b> <u>Other: Ex. School Climate, Attendance, other measureable school-specific goal.</u></p>					
<p><b>Goal 1:</b> 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.</p>					
<p><b>Strategies, Indicators and Progress Measures</b></p>					
<p><b>I. Strategy 1:</b> <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 skills and competencies.</i></p>					
<p><b>*Progress measures are for the purpose of reaching your 3-5 year school improvement goals AND AMO’s.</b></p>	<p><b>Progress Measure</b> August 2012</p>	<p><b>Progress Measure</b> August 2013</p>	<p><b>Progress Measure</b> August 2014</p>	<p><b>Progress Measure</b> August 2015</p>	<p><b>Progress Measure</b> August 2016</p>

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<p><b>II. Adult Implementation Indicator (s):</b> <b>“CAUSE DATA”</b> 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><b>III. STUDENT PERFORMANCE INDICATOR(S): “EFFECT DATA”</b> 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 <sup>rd</sup> – 67% (33%) 4 <sup>th</sup> – 79% (21%) 5 <sup>th</sup> – 65% (35%) 6 <sup>th</sup> – 76% (24%)	3 <sup>rd</sup> – 71.125% (28.875%) 4 <sup>th</sup> – 81.625% (18.375%) 5 <sup>th</sup> – 69.375% (30.625%) 6 <sup>th</sup> – 79% (21%)	3 <sup>rd</sup> – 75.25% (24.75%) 4 <sup>th</sup> – 84.25% (15.75%) 5 <sup>th</sup> – 73.75% (26.25%) 6 <sup>th</sup> – 82% (18%)	3 <sup>rd</sup> – 79.375% (20.625%) 4 <sup>th</sup> – 86.875% (13.125%) 5 <sup>th</sup> – 78.125% (21.875%) 6 <sup>th</sup> – 85% (15%)	3 <sup>rd</sup> – 83.5% (16.5%) 4 <sup>th</sup> – 89.5% (10.5%) 5 <sup>th</sup> – 82.5% (17.5%) 6 <sup>th</sup> – 88% (12%)

**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><b>1.1</b> 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.</p>	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	

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<p><b>1.2</b> Teachers will provide a daily 20 minute sustained reading time to allow extra independent and/ or whole group reading practice.</p>	<p>Lesson plans, classroom walk-throughs</p>	<p>All teachers</p>	<p>2012-2013 school year</p>	<p>Classroom libraries</p>	<p>N/A</p>	<p>\$500.00 0100.5100.0510.0451.118 3</p>
<p><b>1.3</b> 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.</p>	<p>Graphic organizers, lesson plans, classroom walk-throughs</p>	<p>Grade Level Chairs, Administration</p>	<p>2012-2013 school year</p>	<p>enhanced classroom technologies, charts</p>	<p>Professional Learning Community based on High Yield Strategies, Step Up to Writing, and Lesson Studies</p>	<p>N/A</p>
<p><b>1.4</b> Teachers will utilize enhanced classroom technology.</p>	<p>lesson plans, classroom walk-throughs by administration, logs of teacher visits to other classroom during lesson studies</p>	<p>all teachers</p>	<p>2012-2013 school year</p>	<p>appropriate functioning technologies</p>	<p>Training as needed for new teachers</p>	<p>N/A</p>
<p><b>1.5</b> 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>



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<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>
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<p style="text-align: center;"><b>Smart Goals</b> <b>Smart = Specific Measurable Attainable</b> <b>Realistic Timely</b></p>					
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<p><b>Goal 1:</b> Student Performance Content Area: <u>Reading</u>  <b>Goal 2:</b> Student Performance Content Area: <u>Math</u>    <b>Goal 3:</b> Student Performance: Content Area: <u>Writing</u>  <b>Goal 4:</b> Student Performance Content Area: <u>Science</u>  <b>Goal 5:</b> <u>Parental Involvement</u>    <b>Goal 6:</b> <u>Other: Ex. School Climate, Attendance, other measureable school-specific goal.</u></p>					
<p><b>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.</b></p>					
<p><b>Strategies, Indicators and Progress Measures</b></p>					
<p><b>I. Strategy 2: Implement high-yield research-based strategies in order to increase higher order thinking skills of students in Math.</b></p>					
<p><b>*Progress measures are for the purpose of reaching your 3-5 year school improvement goals AND AMO's.</b></p>	<p><b>progress Measure</b> August 2012</p>	<p><b>Progress Measure</b> August 2013</p>	<p><b>Progress Measure</b> August 2014</p>	<p><b>Progress Measure</b> August 2015</p>	<p><b>Progress Measure</b> August 2016</p>
<p>II. Adult Implementation Indicator (s):  “CAUSE DATA”  100% of teachers will implement high-yield research-based strategies in order to increase the higher order thinking skills of students in Math.</p>	<p>60%</p>	<p>70%</p>	<p>80%</p>	<p>90%</p>	<p>100%</p>
	<p>New FCAT Data from 2011-2012</p>	<p>FCAT/EOC August 2013</p>	<p>FCAT/EOC August 2014</p>	<p>PARCC August 2015</p>	<p>PARCC August 2016</p>

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<b>III. STUDENT PERFORMANCE INDICATOR(S):</b> <b>“EFFECT DATA”</b> 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 <sup>rd</sup> – 73% (27%)	3 <sup>rd</sup> – 76.375% (23.625%)	3 <sup>rd</sup> – 79.75% (20.25%)	3 <sup>rd</sup> – 83.125% (16.875%)	3 <sup>rd</sup> – 86.5% (13.5%)
	4 <sup>th</sup> – 86% (14%)	4 <sup>th</sup> – 87.75 (12.25%)	4 <sup>th</sup> – 89.5% (10.5%)	4 <sup>th</sup> – 91.25% (8.75%)	4 <sup>th</sup> – 93% (7%)
	5 <sup>th</sup> – 51% (49%)	5 <sup>th</sup> – 57.125% (42.875%)	5 <sup>th</sup> – 63.25% (36.75%)	5 <sup>th</sup> – 69.375% (30.625%)	5 <sup>th</sup> – 75.5% (24.5%)
	6 <sup>th</sup> – 64% (37%)	6 <sup>th</sup> – 68.625% (32.375%)	6 <sup>th</sup> – 72.25% (27.75%)	6 <sup>th</sup> – 76.875% (23.125%)	6 <sup>th</sup> – 81.5% (18.5%)

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**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><b>2.1</b> 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>	Sign in agendas, SIP, feedback from grade level meetings	Grade Level Chairs, Administration	2012-2013 school year	Examples of high-yield research based strategies to share with faculty.	Sharing sessions at faculty and grade level meetings, Professional Learning Communities, Lesson Studies	N/A
<p><b>2.2</b> Teachers will utilize small group instruction to allow students to explain, summarize, or clarify their thinking to higher order questions.</p>	Use of appropriate modeling strategies in math classrooms.	Grade Level Chairs, Administration	2012-2013 school year	Enhanced classroom technology		N/A
<p><b>2.3</b> 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>	Grade level data notebooks, team meeting minutes	All teachers, Administration	Monthly and quarterly	Data notebooks, copies of assessments		N/A
<p><b>2.4</b> 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>	Grade reports, student data, lesson plans	All teachers, Administration	2012-2013 school year	Enhanced classroom technology	manipulatives	N/A

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<p><b>2.5</b> Teachers will create teams of students to compete in the Math Field Day in the spring.</p>	<p>Team outcomes at Math Field Day</p>	<p>Math teachers</p>	<p>Spring 2013</p>	<p>Math Field Day entry fees</p>		<p>\$135 0100.5100.0331.0451.118 3</p>
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<b>Smart Goals</b> <b>Smart = Specific Measurable</b> <b>Attainable Realistic Timely</b>					
<b>Goal 1:</b> Student Performance Content Area: <u>Reading</u> <b>Goal 2:</b> Student Performance Content Area: <u>Math</u> <b>Goal 3:</b> Student Performance: Content Area: <u>Writing</u> <b>Goal 4:</b> Student Performance Content Area: <u>Science</u> <b>Goal 5:</b> <u>Parental Involvement</u> <b>Goal 6:</b> <u>Other: Ex. School Climate, Attendance, other measureable school-specific goal.</u>					
<b>Goal 3:</b> 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%.					
<b>Strategies, Indicators and Progress Measures</b>					
I. <b>Strategy 3: Implement the research-based strategy of writing across the curriculum.</b>					
<b>*Progress measures are for the purpose of reaching your 3-5 year school improvement goals and AMO's.</b>	<b>Progress Measure</b> August 2012	<b>Progress Measure</b> August 2013	<b>Progress Measure</b> August 2014	<b>Progress Measure</b> August 2015	<b>Progress Measure</b> August 2016
II. <b>Adult Implementation Indicator (s):</b> 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

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<p><b>III. Student Performance Indicator(S):</b> Students will consistently increase their FCAT Writing scores until we reduce the % of students who are non-proficient by at least 50% in 2016.</p>	<p>4<sup>th</sup>-31% (69%)</p>	<p>4<sup>th</sup>-39.625% (60.375%)</p>	<p>4<sup>th</sup>- 48.25% (51.75%)</p>	<p>4<sup>th</sup>- 56.875% (43.125%)</p>	<p>4<sup>th</sup>- 65.5% (34.5%)</p>
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Action Steps	Evidence/ Data Sources	Person(s) Responsible / Group(s)	Implementatio n Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/ Funding Source
<p><b>3.1</b> 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><b>3.2</b> 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><b>3.3</b> 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 <sup>th</sup> Grade teachers	2012-2013 school year	Supplies	None	N/A
<p><b>3.4</b> 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 <sup>rd</sup> and 4 <sup>th</sup> grade teachers	2012-2013 school year	Kathryn Robinson materials (already have)	Kathryn Robinson training during pre-planning	\$125.00 0100.6400.0310.0451.0000



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<b>Smart Goals</b> <b>Smart = Specific Measurable</b> <b>Attainable Realistic Timely</b>					
<b>Goal 1:</b> Student Performance Content Area: <u>Reading</u> <b>Goal 2:</b> Student Performance Content Area: <u>Math</u> <b>Goal 3:</b> Student Performance: Content Area: <u>Writing</u> <b>Goal 4:</b> Student Performance Content Area: <u>Science</u> <b>Goal 5:</b> <u>Parental Involvement</u> <b>Goal 6:</b> <u>Other: Ex. School Climate, Attendance, other measureable school-specific goal.</u>					
<b>Goal 4: By 2012-2013, students' academic performance in science will improve from 63% to 75%.</b>					
<b>Strategies, Indicators and Progress Measures</b>					
I. <b>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.</b>					
<b>*Progress measures are for the purpose of reaching your 3-5 year school improvement goals and AMO's.</b>	<b>Progress Measure</b> August 2012	<b>Progress Measure</b> August 2013	<b>Progress Measure</b> August 2014	<b>Progress Measure</b> August 2015	<b>Progress Measure</b> August 2016
<b>II. Adult Implementation Indicator (s): "CAUSE DATA"</b> 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%

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	New FCAT Data from 2011-2012	FCAT/EOC August 2013	FCAT/EOC August 2014	PARCC August 2015	PARCC August 2016
<p><b>III. Student Performance Indicator (s):</b> <b>“EFFECT DATA”</b></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 <sup>th</sup> -63% (37%)	5 <sup>th</sup> -67.625% (32.375%)	5 <sup>th</sup> -72.25% (27.75%)	5 <sup>th</sup> - 76.875% (23.125%)	5 <sup>th</sup> - 81.5% (18.5%)

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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><b>4.1</b> 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><b>4.2</b> 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 <sup>th</sup> grade teachers	N/A

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<b>Smart Goals</b> <b>Smart = Specific Measurable</b> <b>Attainable Realistic Timely</b>					
<b>Goal 1:</b> Student Performance Content Area: <u>Reading</u> <b>Goal 2:</b> Student Performance Content Area: <u>Math</u> <b>Goal 3:</b> Student Performance: Content Area: <u>Writing</u> <b>Goal 4:</b> Student Performance Content Area: <u>Science</u> <b>Goal 5:</b> <u>Parental Involvement</u> <b>Goal 6:</b> <u>Other: Ex. School Climate, Attendance, other measureable school-specific goal.</u>					
<b>Goal 5:</b> 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					
<b>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.</b>					
	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
<b>II. Adult Implementation Indicator (s): “CAUSE DATA”</b> Teachers will inform parents of student progress and school improvement efforts on a regular basis.	<b>68%</b>	75%	80%	85%	90%

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	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
<p><b>III. Student Performance Indicator (s):</b> <b>“EFFECT DATA”</b></p> <p>The school will participate in communication between parents and teachers by maintaining Tuesday Folders (all grades) and by utilizing planners (grades 3-6).</p>	66%	75%	80%	85%	90%

**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><b>5.1</b> 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><b>5.2</b> 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

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<p><b>5.3</b> 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><b>5.4</b> 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 0100.5100.0371.0451.118 3

**Internal Checklist – Training Provided by School**

P.D.Activity	Details	Y	N	Comments
<b>IF IT IS A:</b>				
<b>School-wide Training</b>	<b>Professional Development Details</b> Goal the Activity is Supporting <u>  3  </u>	X		
	<ul style="list-style-type: none"> <li>● Action Step #</li> <li>● Name of Activity</li> <li>● Dates of Activity</li> <li>● Name of Consultant or Facilitator (if applicable)</li> <li>● Consultant Services Agreement (if applicable)</li> <li>● Materials</li> </ul>			3.4 LES 12/13: Kathryn Robinson 8/10/2012 Kathryn Robinson Agreement done by LES 0
	<b>Budget Items Required</b>			

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	<ul style="list-style-type: none"> <li>● Action Step #</li> <li>● Name of Activity</li> <li>● Funding Source</li> <li>● Cost of Consultant</li> <li>● Cost of Materials</li> <li>● Cost of Substitutes (if applicable)</li> </ul>			3.4 LES 12/13: Kathryn Robinson 0100.6400.0310.0451.0000 125.00 0 0 (during pre-planning)
<b>Learning Community</b>	<b>Professional Development Details</b>		<b>X</b>	
	<b>Goal the Activity is Supporting ____1&amp;3____</b>			
(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"> <li>● Action Step #</li> <li>● Name of Activity</li> <li>● Dates of Activity</li> <li>● Title of Book or Focus</li> </ul>			3.1, 1.1 LAE 12/13: Writing Across the Curriculum Monthly
	<b>Budget Items Required</b>			
	<ul style="list-style-type: none"> <li>● Action Step #</li> <li>● Cost of Book/Teacher Materials</li> </ul>			3.1, 1.1 Step Up to Writing Materials 0100.6400.0310.0451.0000
<b>Lesson Study/Action Research</b>	<b>Professional Development Details</b>		<b>X</b>	
	<b>Goal the Activity is Supporting ____1.1, 2.1____</b>			
(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"> <li>● Action Step #</li> <li>● Name of Activity</li> <li>● Dates of Activity</li> <li>● Teaching strategy or method to be researched</li> </ul>			1.1, 2.1 LAE 12/13: Lesson Study Cycle 1 September and October 2012 Each lesson study team will choose a research topic relevant to their content area.
	<b>Budget Items Required</b>			None
	<ul style="list-style-type: none"> <li>● Action Step #</li> <li>● Cost of Teacher Materials (If applicable)</li> </ul>			none
<b>Timelines</b>				
Start Date: August 2, 2012				
End date: September 21, 2012				
<b>Budget</b>				

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Local FTE (function 6400-no project)	\$702.43 in 0100.6400.0310.0451.0000			
Project -				
Project -				
Project -				
<b>Total Internal PD Budget (no project &amp; project funds)</b>	<b>\$702.43</b>			

**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			
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Background:	Professional Development is an integral part of the School Improvement Plan. Teachers need proven, current instruction		
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<b>Objectives</b>			
	<b>Yes</b>	<b>No</b>	<b>Comments</b>

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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.			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 area. Studies show that classes/ schools that use Step-Up to Writing have improved writing scores.
<b>Training Details - Consultants</b>			
Please use the comments section to provide the information requested.	<b>Yes</b>	<b>No</b>	<b>Comments</b>
Consultant Name and Organization – Please provide the trainers name and the organization with which they are affiliated.			N/A
Who will be trained?			
Date(s), Time(s), Location			
Total Cost			
Needs School Board approval			
Complete budget line for expenses			
Name of facilitator/person responsible			
<b>Training Details – Conferences, Workshops, Seminars, Institutes, Online PD</b>			
Please use the comments section to provide the information requested.	<b>Yes</b>	<b>No</b>	<b>Comments</b>
Name of educational organization providing the training.			FDLRS Crown

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Who will be trained?			Interested teachers (both regular and special education)
Date(s), Location			Summer 2012 (various dates)
Total Cost			0 (free)
Complete budget line for expenses			NA
Name of facilitator/person responsible			Susan Law, FDLRS
<b>Timelines</b>			
	<b>Yes</b>	<b>No</b>	<b>Comments</b>
Start Date August 2, 2012			
End Date September 21, 2012			
<b>Budget</b>			
Local FTE (function 6400-no project)			\$0
Project -			0
Project -			0
Project -			0
Total External PD Budget (no project & project funds)			0

**Approvals: (Signature's required)**

**Principal:** \_\_\_\_\_ **Date:** \_\_\_/\_\_\_/\_\_\_

**SAC Chair:** \_\_\_\_\_ **Date:** \_\_\_/\_\_\_/\_\_\_

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Hilda Manning: \_\_\_\_\_ Date: \_\_\_/\_\_\_/\_\_\_

Shannah Kosek: \_\_\_\_\_ Date: \_\_\_/\_\_\_/\_\_\_