

2012-2013 School Improvement Plan

SCHOOL NAME: S. Bryan Jennings

School Based Leadership Team

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Response to Instruction/Intervention (RtI)

Identify the school-based RtI Leadership Team.

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

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

Ms. Dyal-Assistant Principal: provides professional development and technical support to teachers and staff regarding data management and display.

Ms.Dockery-Student Services Personnel-provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, she will continue to link child-service and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Mrs.Arvin-Staffing Specialist-provides consultative assistance regarding ESE curriculum and procedures; provides technical ssistance on ESE staffing and IEP reviews; supports and promotes inclusion activities.

Mrs.Jones-Curriculum Coach- develops, leads, and evaluates core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches.

Mrs. Sease-Curriculum Coach-develops and implements, and evaluates core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches.

Mrs.Hagen-Grades 4-6 Liaison-provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Mrs.Reid-Grades 2-3 Liaison-provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Mrs.O'Neil-Grades K-2 and ESE Liaison-participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

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Ms. Tennant-District Intervention Specialist- facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans. Assists grade levels in the development of Professional Learning Communities and/or Lesson Study.

Mrs. Williamson-School Psychologist- participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

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

Weekly meetings with grade level teams to discuss data trends and specific interventions/high effect strategies for students in tier 2 and tier 3. The leadership team is composed of representatives across the grade levels.

- **Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?**

The team disaggregates needs based upon the current data and trends to develop high effect strategies for school-wide and/or grade level implementation reflecting the needs of the stakeholders.

RtI Implementation

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

READING:

Universal screening data:

Florida Assessments for Instruction in Reading (FAIR) 3x per year in grades K-6; results are summarized on the state PMRN (Progress Monitoring and Reporting Network)

K-5 also uses Treasures FCAT Weekly assessments and GoMath mid-chapter checkpoints and chapter tests.

Florida Comprehensive Assessment Test-annually in grades 3-6

Computer based instruction reports which may include:

Waterford Reading

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SuccessMaker

Diagnostic Data:

FAIR-as needed when students in grades K-6 are having difficulties; results are maintained by teacher

Progress Monitoring data:

FAIR-as needed when students in grades K-6 are summarized and maintained by the teacher.

Progress monitoring charts, tables, and/or graphs maintained by the teacher as a result of specific program/materials implementation.

Performance Matters disaggregates lagging data (FCAT) to inform of particular areas of strengths and weaknesses for students in areas assessed in reading.

MATH-

Universal screening data:

Performance Matters K-6; results are summarized on the website

FCAT-annually in grades 3-6

Diagnostic data:

Performance Matters administered at beginning of year and students can be remediated in areas of weakness; results summarized on computer and maintained by teacher.

FCAT-annually in grades 3-6

Diagnostic data:

Math series may be customized as needed for students in grades K-6 when teachers have concerns regarding students who are having difficulties; results are summarized and maintained by the teacher.

Progress Monitoring data:

Interventions may be customized as needed for students in grades K-6 when teachers have concerns regarding students who are having difficulties

Teacher-created curriculum-based measures

Universal screener sheets for math documenting Tier 1, Tier 2, and Tier 3 data

Progress monitoring charts, tables, and/or graphs maintained by the teacher as a result of specific program/materials implementation.

Performance Matters disaggregates lagging data (FCAT) to inform of particular areas of strengths and weaknesses for students in areas assessed in math.

Behavior-

Universal screening data:

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Discipline history (Performance Matters) or cumulative folder

Teacher anecdotal data

Clay BUS

Diagnostic data-

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

Progress Monitoring data-

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

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

The district RTI coach, Jody Tennant, is housed in our school 2- 3 times weekly depending on her schedule. She offers individual or group sessions regarding specific students. She is also responsible for training the staff in either whole or small group settings. She attends monthly district meetings and shares this information with staff at either faculty or team meetings.

Literacy Leadership

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

Ms. Dyal-Assistant Principal

Mrs. Jones-Curriculum Coach

Mrs. Sease-Curriculum Coach

Mrs. O'Neil-ESE

Ms. Santa Maria-ESE

Mrs. Hagen-4th grade

Mrs. Reid-2nd grade

Mrs. Dockery-guidance

Mrs. Hudson-Media Specialist

Mrs. Tennent-District Intervention Coach

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

The team meets every other week in collaboration with the RTI team to engage in the following activities:

Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will

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also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will facilitate professional development in the form of Professional Learning Communities and Lesson Study.

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

The LLT/SBLT will work to effectively integrate the RTI process to ensure that students most "at risk" receive intensive and immediate intervention services. We have created an "Information Hideaway" that is used for posting and tracking students and the high effect strategies being implemented with students. The dissemination of information regarding common core is a focus as well.

Elementary Schools Only: Pre-School Transition

- **Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.**

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

At S. Bryan Jennings Elementary School, all incoming Kindergarten students are screened using the Florida Kindergarten Readiness Screener (FLKRS) to determine student readiness. Staggered start enrollment is used to ease the transition to Kindergarten. Student needs are assessed using FAIR and reading placement diagnostics. Pre-K teachers serve on the School Readiness Committee.

Area daycares are provided educational brochures with strategies they can use to prepare students for Kindergarten, and the district provides a District Parent Seminar. In the Spring of 2013, Kindergarten teachers will meet with the parents of incoming Kindergarten students for 2013-2014 school year providing suggestions and strategies to work on over the summer to prepare for Kindergarten.

Screening data will be collected and aggregated prior to September 30, 2012. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Core Kindergarten, academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data. Social skills instruction will occur daily and will be reinforced throughout the day through the use of a common language, re-teaching, and positive reinforcement of pro-social behavior.

After the beginning of the year test, FAIR and Performance Matters will be re-administered mid-year and at the end of the year in order to determine student learning gains to drive the need for changes to the instructional/intervention programs.

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

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

To ensure that reading strategies are integrated throughout the curriculum (Science, Social Studies, and Reading/Language Arts), we have two teachers currently enrolled in the NG-CARPD class. They also have a common planning time that allows the teachers to collaborate, to ensure Reading Strategies are integrated seamlessly throughout the day.

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

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

Additional information: Dropout Prevention

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

4 Elements/15 Strategies:

The Basic Core Strategies

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

Early Interventions

- Early Childhood Education
- Family Engagement
- Early Literacy Development

Making the Most of Instruction

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

Making the Most of the Wider Community

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

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

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

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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, students in grades 3-6 will decrease the # of non-proficient students on FCAT 2.0 by 10 percent at each grade level and subgroup currently not meeting proficiency targets. Grades 3-6 will also increase the percentage of students scoring at or above proficiency on FCAT 2.0, equal to or beyond the performance levels of our school district					
Strategies, Indicators and Progress Measures					
I. Strategy 1: <i>Our strategy will be to utilize the researched based strategy of delivering timely feedback to monitor instructional needs of students</i>					
*Progress measures are for the purpose of reaching your 3-5 year school improvement goals AND AMO's.	Progress Measure August 2012	Progress Measure August 2013	Progress Measure August 2014	Progress Measure August 2015	Progress Measure August 2016

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II. Adult Implementation Indicator (s): “CAUSE DATA” 100% of teachers will implement the research-based strategy of utilizing timely feedback to monitor instructional needs of each student.	62%	71%	80%	89%	100%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
III. STUDENT PERFORMANCE INDICATOR(S): “EFFECT DATA” S. Bryan Jennings will consistently increase FCAT Reading scores by reducing the % of non -proficient students by at least 50% by 2016	3 rd -59% (41%) 4 th -62% (38%) 5 th -56% (44%) 6 th -67% (33%)	3 rd -64.125% (35.875%) 4 th -66.75% (33.25%) 5 th - 61.5% (38.5%) 6 th -71.125% (28.875%)	3 rd -69.25% (30.75%) 4 th -71.5% (28.5%) 5 th -67% (33%) 6 th -75.25% (24.75%)	3 rd - 74.375% (25.625%) 4 th -76.25% (23.75%) 5 th -72.5% (27.5%) 6 th -79.375% (20.625%)	3 rd -79.5% (20.5%) 4 th -81% (19%) 5 th -78% (22%) 6 th -83.5% (16.5%)

IMPLEMENTATION DETAILS

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

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<p>1.1 Teachers will organize students into fluid groups based on strengths and weaknesses through on-going progress monitoring and benchmark assessments</p>	<p><i>Differentiated lesson plans and/or group rotation schedule posted</i></p>	<p><i>classroom teacher / reading coach</i></p>	<p><i>2012-2013 school year</i></p>	<p><i>Benchmark data</i></p>	<p><i>None</i></p>	<p><i>None</i></p>
<p>1.2 Teachers convey high expectations and provides immediate and specific feedback to students to promote student achievement</p>	<p><i>Student's self-assessment logs; FAIR and Performance Matter pages showing dates of conferencing with students and goals set</i></p>	<p><i>Classroom teacher/ administration</i></p>	<p><i>2012-2013 school year</i></p>	<p><i>Benchmark data and ongoing assessments</i> <i>Incentives for Awards Assemblies</i></p>	<p><i>None</i></p>	<p><i>0100.5100.0510.0331.118 3 \$700 incentives</i></p>
<p>1.3 Teachers modeling their lesson focus on one or more research-based high yield strategies</p>	<p><i>Lesson plans and observations</i></p>	<p><i>Classroom teacher/ reading coach/ administration</i></p>	<p><i>2012-2013</i></p>	<p><i>Assembly addressing the importance of education and setting goals</i></p>	<p><i>None</i></p>	<p><i>0100.5100.0510.0331.118 3 \$1805 Assembly</i></p>

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Goal 2. By 2013, 65% of students will achieve proficiency (FCAT Level 3 or above) in Math with an emphasis on number sense, geometry, fractions, and Base 10.					
Strategies, Indicators and Progress Measures					
I. Strategy 2: Implement the research-based strategy of using higher order questioning techniques (with an emphasis on using small groups to facilitate Math instruction), in order to increase the higher order thinking of students in Math.					
*Progress measures are for the purpose of reaching your 3-5 year school improvement goals AND AMO's.	progress Measure August 2012	Progress Measure August 2013	Progress Measure August 2014	Progress Measure August 2015	Progress Measure August 2016
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 using small groups to facilitate math instruction), in order to increase the higher order thinking of students in Math	61%	70%	79%	88%	100%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016

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<p>III. Student Performance Indicator (s): “EFFECT DATA”</p> <p>Students will consistently increase their FCAT Math scores until we reduce the % of students who are non-proficient by at least 50% 2016.</p>	<p>3rd- 66% (34%) 4th - 40% (60%) 5th- 54% (46%) 6th-67% (33%)</p>	<p>3rd – 70.25% (29.75%) 4th- 47.5% (52.5%) 5th – 59.75% (40.25%) 6th – 71.125% (28.875%)</p>	<p>3rd-74.5% (25.5%) 4th-55% (45%) 5th-65.5% (34.5%) 6th-75.25% (24.75%)</p>	<p>3rd-78.75% (21.25) 4th – 62.5% (37.5%) 5th - 71.25% (28.75%) 6th – 79.375% (20.625%)</p>	<p>3rd-83% (17%) 4th-70% (30%) 5th-77% (23%) 6th-83.5% (16.5%)</p>
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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
2.1 Teacher will organize students into fluid groups based on strengths and weaknesses through on-going progress monitoring and benchmark assessments	<i>Differentiated lesson plans and/ or group rotation schedule posted</i>	<i>classroom teacher / math coach</i>	<i>2012-2013 school year</i>	<i>Benchmark data (no cost)</i>	<i>None</i>	<i>None</i>
2.2 Teachers will require students to explain their thinking to determine misconceptions	<i>Written and/or oral questioning based on lesson plans and observations</i>	<i>Classroom teacher/ math coach/ administration</i>	<i>2012-2013 school year</i>	<i>Lesson Plans with questions (no cost)</i>	<i>None</i>	<i>None</i>
2.3 Teachers will model problem solving and higher order thinking through Think Alouds.	<i>Observations/ lesson plans</i>	<i>Classroom teacher/ math coach</i>	<i>2012-2013</i>	<i>Lesson Plans (no cost)</i>	<i>None</i>	<i>None</i>

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Goal 3: By 2013, the number of students scoring a 4.0 or above on Writing FCAT will increase by at least 36% over the previous year.					
Strategies, Indicators and Progress Measures					
I. Strategy 3: Implement the research-based strategy of relating and integrating the subject matter with other disciplines during instruction Missing words in the Strategy- see teal highlight below in II.					
*Progress measures are for the purpose of reaching your 3-5 year school improvement goals and AMO's.	Progress Measure August 2012	Progress Measure August 2013	Progress Measure August 2014	Progress Measure August 2015	Progress Measure August 2016
II. Adult Implementation Indicator (s): "CAUSE DATA" 100% of teacher will implement the research-based strategy of relating and integrating subject matter with other disciplines during instruction	25%	43%	61%	80%	100%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016

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<p>III. Student Performance Indicator(S): “EFFECT DATA”</p> <p>S. Bryan Jennings will consistently increase their FCAT Writing scores by reducing the %of non-proficient writers by at least 50% by 2016.</p>	<p>14% (86%)</p>	<p>24.75% (75.25%)</p>	<p>35.5% (64.5%)</p>	<p>46.25% (53.75%)</p>	<p>57% (43%)</p>
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Implementation Details

Action Steps	Evidence/ Data Sources	Person(s) Responsible/ Group(s)	Implementatio n Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
3.1 Teachers will model using a variety of organizers that are relevant to the writing in that content area	Organizers appropriate to content area	Classroom teacher	2012-2013	Kathryn Robinson (consultant fee)	<i>LES 2012 – 2013 Kathryn Robinson – Best Practices in Writing</i>	0100.6400.0310.0331.0000 \$276 (consultant fee)
3.2 Teachers will use the DBQ method and require students to respond in writing to defend their responses in content areas	Lesson plans/ writing samples	Classroom teacher	2012-2013	<i>Curriculum Coach will facilitate DBQ materials Substitutes for implementation days</i>	SBJ 12 – 13 DBQ Lesson Study	0420.6400.0590.0331.4013 \$3000 DBQ materials 0420.6400.0140.0331.4013 \$1200 substitutes for PD 0420.6400.0220.0331.4013 \$49.50 Social Security for Subs 0420.6400.0391.0331.4013 \$200printing 0420.6400.0510.0331.4013 \$200 supplies

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3.3 Provide professional development to teachers utilizing Common Core to enhance students' writing across the content areas	Sign-in sheets/ follow-up forms	Classroom teacher/District Curriculum specialist/ administration	<i>2012-2013</i>	<i>None</i>	None	<i>None</i>
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<p align="center">Smart Goals Smart = Specific Measurable Attainable Realistic Timely</p>					
<p>Goal 1: Student Performance Content Area: <u>Reading</u> Goal 2: Student Performance Content Area: <u>Math</u> Goal 3: Student Performance: Content Area: <u>Writing</u> Goal 4: Student Performance Content Area: <u>Science</u> Goal 5: <u>Parental Involvement</u> Goal 6: <u>Other: Ex. School Climate, Attendance, other measureable school-specific goal.</u></p>					
<p>Goal 4: by 2013, students' academic performance in Science will improve by 10% over last years' results as measured by the FCAT Science test</p>					
<p align="center">Strategies, Indicators and Progress Measures</p>					
<p>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</p>					
<p>*Progress measures are for the purpose of reaching your 3-5 year school improvement goals and AMO's.</p>	<p align="center">Progress Measure August 2012</p>	<p align="center">Progress Measure August 2013</p>	<p align="center">Progress Measure August 2014</p>	<p align="center">Progress Measure August 2015</p>	<p align="center">Progress Measure August 2016</p>
<p>II. Adult Implementation Indicator (s): "CAUSE DATA" 100% of teachers will Implement the research-based strategy of designing and modifying instruction to deepen students' understanding of content area and advance student learning while addressing preconceptions or misconceptions.</p>	<p align="center">55%</p>	<p align="center">66%</p>	<p align="center">77%</p>	<p align="center">88%</p>	<p align="center">100%</p>

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	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>S. Bryan Jennings will consistently increase their FCAT Science scores by reducing the %of non-proficient writers by at least 50% by 2016.</p>	55% (45%)	60.625% (39.375%)	66.25% (33.75%)	71.875% (28.125%)	77.5% (22.5%)

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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
4.1 Teachers will focus on planning lessons that promote the modeling of generating and testing hypotheses	<i>Lesson plans/ scientific investigations</i>	<i>Science teacher</i>	<i>2012-2013 school year</i>	<i>Larry Chew professional books</i>		<i>0420.6400.0590.0331.4013 \$300 (Larry Chew prof. books)</i>
4.2 Teachers will require students to summarize and clarify their learning through the use of a science notebook	<i>Science notebooks</i>	<i>Science teacher</i>	<i>2012-2013 School year</i>	<i>None</i>	<i>None</i>	<i>None</i>
4.3 Teachers will provide immediate feedback, when possible, to students addressing their scientific thinking and possible misconceptions	<i>Observations/ written remarks in science notebooks</i>	<i>Science teacher</i>	<i>2012-2013 School year</i>	<i>None</i>	<i>None</i>	<i>None</i>

Smart Goals Smart = Specific Measurable					
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Attainable Realistic Timely					
Goal 1: Student Performance Content Area: <u>Reading</u> Goal 2: Student Performance Content Area: <u>Math</u> Goal 3: Student Performance: Content Area: <u>Writing</u> Goal 4: Student Performance Content Area: <u>Science</u> Goal 5: <u>Parental Involvement</u> Goal 6: <u>Other: Ex. School Climate, Attendance, other measureable school-specific goal.</u>					
Goal 5: By 2013, SBJ parental involvement will improve by 10% over the 2012 as measured by attendance at school related activities.					
Strategies, Indicators and Progress Measures					
I. Strategy 5: Implement the research-based strategy of fostering two-way home/school communication with all stakeholders to support student learning					
*Progress measures are for the purpose of reaching your 3-5 year school improvement goals and AMO's.	Progress Measure August 2012	Progress Measure August 2013	Progress Measure August 2014	Progress Measure August 2015	Progress Measure August 2016
II. Adult Implementation Indicator (s): “CAUSE DATA” 100 % of teachers will implement the research-based strategy of fostering two-way home/ school communication with all stakeholders to support student learning	75%	85%	90%	95%	100%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
III. Student Performance Indicator (s): “EFFECT DATA” Increased parental involvement at school functions will impact and increase student achievement. We will increase our parental involvement by reducing the number of non-anticipatory parents by at least 50% by 2016	9% (91%)	20.375% (79.625%)	31.75% (68.25%)	43.125% (56.875%)	54.5% (45.5%)

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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
5.1 Faculty and staff will participate in a parental involvement in-service	<i>Sign-in sheets</i>	<i>Lisa Goodwin</i>	<i>2012-2013 school year</i>	<i>None</i>	<i>None</i>	<i>None</i>
5.2 Administration will utilize the school’s automated phone system to inform parents of upcoming school related events	<i>Log of scheduled automated calls</i>	<i>Administration</i>	<i>2012-2013</i>	<i>EduLink and Log (no cost)</i>	<i>None</i>	<i>None</i>
5.3 Staff will utilize Wednesday folders/planners, the Jag Journal and where appropriate, classroom newsletters to establish a two-way communication between home and school	<i>Wednesday folders, student planners, classroom newsletters, and the Jag Journal</i>	<i>Classroom teacher, administration, and Vickie Engelhardt,</i>	<i>2012-2013</i>	<i>None</i>	<i>None</i>	<i>None</i>

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Goal 1: Student Performance Content Area: <u>Reading</u> Goal 2: Student Performance Content Area: <u>Math</u> Goal 3: Student Performance: Content Area: <u>Writing</u> Goal 4: Student Performance Content Area: <u>Science</u> Goal 5: <u>Parental Involvement</u> Goal 6: <u>Other: Ex. School Climate, Attendance, other measureable school-specific goal.</u>					
Goal 6: OPTIONAL					
Strategies, Indicators and Progress Measures					
I. Strategy 6:					
*Progress measures are for the purpose of reaching your 3-5 year school improvement goals AND AMO's.	Progress Measure August 2012	Progress Measure August 2013	Progress Measure August 2014	Progress Measure August 2015	Progress Measure August 2016
II. Adult Implementation Indicator (s) : “CAUSE DATA”					
	Discipline Data August 2011-2012	Discipline Data August 2012-2013	Discipline Data August 2013-2014	Discipline Data August 2014-2015	Discipline Data August 2015-2016

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III. Student Performance Indicator (s): “EFFECT DATA”					
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Implementation Details

Action Steps	Evidence/ Data Sources	Person(s) Responsible/ Group(s)	Implementatio n Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/ Funding Source
6.1						
6.2						
6.3						

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

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Resources Needed: Material / Technology / Trainer			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount 2012-2013 SIP Proj 1183: \$2505
Goal 4 (Science) and Action Step 4.1	Larry Chew Science Inquiry Resources (professional books)	0420.6400.0590.0331.4013 \$300	\$300
Goal 1 and Action Step 1.2	Incentives for Awards Assemblies (i.e., pencils, pins, certificates)	0100.5100.0510.0331.183 \$700	\$700
Goal 1 and Action Step 1.2	Assembly addressing character education and the importance of education	0100.5100.0510.0331.183 \$1805	\$1805
Subtotal: \$2805.00			
Professional Development			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount FTE - No Proj 0000: \$1252.50 Title Proj 4013:\$ 5048.90
Conference/Workshop/Seminar/Institute/Online PD Goal and Action Step #(s) Goal 4 and Action Step 4.3 Title : Bolles Location: Bolles High School Dates: October 29, 2012 Sponsoring Educational Institution: Bolles High School	Mileage: na Meals:na Room : na Registration:\$100.00 Substitute(s): \$100.00 1 x 100/per day = \$100	Budget Strip 0100.6400.0330.0331.0000 \$100 registration 0420.6400.0140.0331.4013 \$100 for the substitute	\$100 \$100
Professional Learning Community Goal 1 and Action Step 1.3 Navigator Plus Activity Title: SBJ 12 - 13 Effective Teaching Professional Learning Community	Materials List and Cost: \$240.50: professional books "The First Days of School" "Visible Learning for Teachers" "Visible Learning Relating to Achievement" \$350.25: supplies \$300.00: printing	Budget Strip 0100.6400.0590.0331.0000 0100.6400.0510.0331.0000 0420.6400.0391.0331.4013	\$240.50 \$350.25 \$300

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Lesson Study Goal 3 and Action Step 3.2 Navigator Plus Activity Title: SBJ 12 - 13 DBQ Lesson Study	Materials List & Cost: DBQ materials: \$3000 Substitutes for LS implementation: 12x 100\$/per day=\$1200 Social Security for Subs: \$45.90 Printing: \$200 Supplies: \$200	Budget Strip 0420.6400.0590.0331.4013 0420.6400.0140.0331.4013 0420.6400.0220.0331.4013 0420.6400.0391.0331.4013 0420.6400.0510.0331.4013	\$3000 \$1200 \$45.90 \$200 \$200
School Workshop Goal 3 and Action Step 3.1 Navigator Plus Activity Title: LES 2012-2013 Kathryn Robinson - Best Practices in Writing	Materials List and Cost:na Consultant Fee:\$276.00 Consultant Travel Expenses: na Substitutes: na Stipends: na	Budget Strip 0100.6400.0310.0331.0000	\$276.00
Subtotal:\$6, 012.15			
Other			
Goal Area and Action Step Number	Description of Resources	Budget Strip	Available Amount
Subtotal: \$0			
Grand Total:\$8,817.15			

Internal Checklist – Training Provided by School

P.D.Activity	Details	Y	N	Comments
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IF IT IS A:			
School-wide Training	Professional Development Details Goal the Activity is Supporting <u>3</u>		
	<ul style="list-style-type: none"> • Action Step # 1 • Name of Activity ~ Katherine Robinson's Best Practices in Writing • Dates of Activity ~ 8/2012 • Name of Consultant or Facilitator (if applicable) Katherine Robinson • Consultant Services Agreement (if applicable) See LES • Materials ~ None were provided 		
	Budget Items Required		
	<ul style="list-style-type: none"> • Action Step # 1 • Name of Activity ~ Katherine Robinson's Best Practices in Writing • Funding Source ~ 0100.6400.0310.0331.0000 • Cost of Consultant ~ 276.00 • Cost of Materials ~ 0 • Cost of Substitutes (if applicable) ~ 0 		
Learning Community	Professional Development Details Goal the Activity is Supporting <u>1</u>		
(collaborative teams that gathers research and studies new programs or topics and shares their findings-must use Learning Community form)	<ul style="list-style-type: none"> • Action Step # 3 • Name of Activity ~ Effective Teaching PLC • Dates of Activity ~ 8/2012-6/2013 • Title of Book or Focus ~ Effective Teaching Practices 		
	Budget Items Required		
	<ul style="list-style-type: none"> • Action Step # 3 • Cost of Book/Teacher Materials ~ \$890.75 		
Lesson Study/Action Research	Professional Development Details Goal the Activity is Supporting <u>3</u>		
(a teacher-driven and student-focused team who does research and development by carefully studying what actually goes on in the classroom. - must use Lesson Study form)	<ul style="list-style-type: none"> • Action Step # 2 • Name of Activity ~ SBJ 12-13 DBQ Lesson Study • Dates of Activity ~ TBD • Teaching strategy or method to be researched ~ DBQ 		
	Budget Items Required		

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	<ul style="list-style-type: none"> ● Action Step # 2 ● Cost of Teacher Materials (If applicable) ~ \$4,645.90 			
Timelines				
Start Date: August 2, 2012				
End date: June 6, 2013				
Budget				
Local FTE (function 6400-no project)	\$1,252.50			
Project - 4013	\$5,048.90			
Project -				
Project -				
Total Internal PD Budget (no project & project funds)	6,301.40			

Approvals: (Signature's required)

Principal: _____

Date: ____/____/____

SAC Chair: _____

Date: ____/____/____

Hilda Manning: _____

Date: ____/____/____

Shannah Kosek: _____

Date: ____/____/____

External Checklist

Training Not Provided by School/District

School Improvement Plan Supervisor: Shannah Kosek

Professional Development Assistant: Hilda Manning

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

Background			
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Background:	Professional Development is an integral part of the School Improvement Plan. Teachers need pro ven	
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Objectives			
	Ye s	No	Comments

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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.			Goal 4 Action Step #3 This teacher teaches health and science standards where she addresses many misconceptions.
Training Details - Consultants			
Please use the comments section to provide the information requested.	Yes	No	Comments
Consultant Name and Organization – Please provide the trainers name and the organization with which they are affiliated.			
Who will be trained?			
Date(s), Time(s), Location			
Total Cost			
Needs School Board approval			
Complete budget line for expenses			
Name of facilitator/person responsible			
Training Details – Conferences, Workshops, Seminars, Institutes, Online PD			
Please use the comments section to provide the information requested.	Yes	No	Comments
Name of educational organization providing the training.			Bolles High School
Who will be trained?			P.E. Coach Monica Claridge

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Date(s), Location			October 29, 2012, Bolles High
Total Cost			\$200.00
Complete budget line for expenses			0100.6400.0330.0331.0000 0420.6400.0140.0331.4013
Name of facilitator/person responsible			Dawn Puckett, J.D. Hughes
Timelines			
	Ye s	No	Comments
Start Date August 2, 2012			
End Date September 21, 2012			
Budget			
Local FTE (function 6400-no project)			\$1252.50 Available
Project - 4013			\$5048.90 Available
Project -			
Project -			
Total External PD Budget (no project & project funds)			

Approvals: (Signature's required)

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

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

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Hilda Manning: _____ **Date:** __/__/__

Shannah Kosek: _____ **Date:** __/__/__