

2012-2013 SCHOOL IMPROVEMENT PLAN

SCHOOL NAME: Orange Park High School

School Based Leadership Team

Response to Instruction/Intervention (RtI)

Identify the school-based RtI Leadership Team.

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

Treasure Pickett, Principal and the OPHS Curriculum Council.

The Curriculum Council is comprised of the Principal, Assistant Principal Anthony Williams (PD Coordinator) and the department heads of the faculty departments at OPHS.

- Ms. Lauren Wolfe (Multi Grades)
- Ms. Laura Mayberry (Social Studies)
- Mr. Dylan Fagan (Language Arts)
- Ms. Debra Johnson (Reading)
- Ms. Kate Castellini (Math)
- Ms. Myra Cassidy (Science)
- Ms. Katie Ruelas (Science)
- Mr. James Martini (Foreign Language)
- Mr. James Howell (Fine Arts)
- Ms. Mandi Matricardi (Physical Education)
- Ms. Kristen Helmerle (Vocational)
- Mr. Mark Myrick (Guidance)
- Mr. Fletcher (Asst. Principal)
- Ms. Klinger (Guidance)
- Ms. Cannon (Reading)

This member selection allows for a structured and varied source of input and decision-making from all corners of the school. The membership distribution insures that multiple representatives are present to present school-wide views and to facilitate the dissemination of information and instructions through the regular monthly department meetings.

This group provides leadership in the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, and ensures implementation of intervention support and documentation.

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

The RtI Leadership Team meets once a month. The meetings focus on analyzing school data and making decisions on how to implement more data-driven instruction, finding effective methods for improving the school's instruction, and analyzing methods and practices for making student accountability a core goal. Each member has been trained in accessing the School Improvement Plan as well as in analyzing relevant components of the SIP for departmental direction.

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- Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?
- The RtI Leadership Team analyzes the School Improvement Plan and use data and goals to guide the implementation of RtI strategies. The RtI Leadership Team provides input into SIP decision-making through the inclusion of department members on the SAC as well as SAC members on the RtI Leadership Team.

RtI Implementation

- Describe the data source(s) and the data management systems(s) used to summarize data at each tier for reading, mathematics, science writing, and behavior.
- Baseline Data: Performance Matters, E.O.C. via Progress Monitoring and Reporting Network (PMRN), Assessment and Information Management System (DataStar), Florida Comprehensive Assessment Test (FCAT), Compass Learning Math, DEA Science, Clay Writes, Performance Matters results.
- End of year: E.O.C., FCAT, AP Exams, Performance Matters, FCAT Writes

- Describe the plan to train staff on RtI.

Through district training, the principal and selected staff members have received RtI training and data; both will receive ongoing training throughout the school year. As the principal and staff members continue to receive data and professional development, conversely they will train the Curriculum Council at the school site on an ongoing basis.

Literacy Leadership

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

The Literacy Leadership Team has been rolled into the RtI Team at OPHS.

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

The RtI Leadership Team meets once a month. The meetings focus on analyzing school data and making decisions on how to implement more data-driven instruction, finding effective methods for improving the school's instruction, and analyzing methods and practices for making student accountability a core goal. Each member has been trained in accessing the School Improvement Plan as well as in analyzing relevant components of the SIP for departmental direction.

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

The Literacy leadership Team will continue the 2011-12 implementation of the Reading Liaison Team concept of school-wide literacy instruction and will increase its efforts to include/ emphasize classroom Higher Order Thinking Skills strategies to move literacy instruction to a more complex cognitive domain for the students of OPHS.

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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.

N/A

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

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

The Reading Liaison team, comprised of cross-curricular teachers was established to address the need for reading across the content which encompasses the implementation of specific reading strategies involving Higher Order Thinking Skills throughout the content areas this year, the Reading Liaison team has adopted the moniker "HOTS Team" to emphasize the implementation of Higher Order Thinking Skills in the classroom. All teachers have created classroom libraries for students to use during the designated 20 minute reading time set aside during fifth period each day. Teachers have access to Reading Coaches for sharing and/or modeling reading strategies. Each department assigns one member to the Reading Liaison team for monthly trainings in one specific strategy for classroom inclusion by all teachers at OPHS. Each department at Orange Park High School offers its members monthly PLCs involving the implementation of specific literacy strategies involving higher order thinking skills.

Teachers at Orange Park High School may receive in-service training once a week on technology, curriculum, and classroom management. The in-services will be provided by National Board Certified Teachers. Mini in-service opportunities are provided for teachers during their planning/duty periods.

The focus the monthly administrative "walk-throughs" is the implementation of the current higher order thinking skill focus.

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

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

OPHS incorporates applied courses in two ways. First we offer direct fields of study welding, carpentry, auto, food services, and business education. Second we offer academy instruction through the fields of engineering, computer science and health. All classes that are offered in applied technology integrate other subject matter through their curriculum.

Non - Academy applied instruction utilizes reading skills and math skills. Teachers integrate these lessons utilizing hands on experiences and must incorporate these skills for students to be industry certified. Teachers are trained by attending PLC and conferencing with academic instructors. Through these processes career and tech education confirms and makes practical application of academic work.

Academy applied instruction utilizes a cohesive team approach. Academic instructors are paired with the academy. Through the use of Thematic Learning Activities (TLA) the teachers coordinate projects and the learning experience. When students need to take coursework outside of what the Academy offers the teachers coordinate with those teachers. In addition the academic experience is enhanced by utilizing professional organizations and mentoring programs.

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Additional information: Dropout Prevention

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

4 Elements/15 Strategies:

The Basic Core Strategies

- Mentoring/Tutoring
- OPHS has implemented the "Four on the Floor" mentoring program for academically at-risk ninth graders.
- Volunteers provide mentoring services for guidance-identified at-risk students of all grades.
- OPHS fully participates in "Take Stock in Children" program in association with the YMCA of Florida's First Coast chapter.
- After school tutoring is offered every Thursday by the OPHS National Honor Society.
- ACT/SAT tutoring is offered quarterly at OPHS free of charge to students (Goal 7, Action Step 5).
- Reading tutoring is offered on Saturdays and Sundays at various times through the school year free of charge to the students.
 - Service Learning
- Service learning opportunities at OPHS take many forms from classroom processes to school organizations activities.
- Students enrolled in the Academy of Health Science regularly engage in service learning activities at local health care institutions.
- Student service organizations such as BETA, NHS, SWAT, Anchor, Be The Change, SAC, FCCLA, FCA, HOSA, REACH, SAVE, and the Peer Mediation program all provide numerous opportunities for students to engage in service activities in plethora of ways.
- OPHS participates in the Presidential Service Award program to recognize students and parents who volunteer their time in service activities
 - Alternative Schooling
- Opportunities are provided through the district in the form of the Bannerman Learning Center which provides educational opportunities for students who do not "fit" into the traditional school environment or meet traditional school expectations.
- Students may also participate in the computer-based Compass/Odyssey program designed as a both an alternative learning environment and a credit recovery system.
- Students may also participate in Florida Virtual School and on-line environment for earning credits.
- Students at OPHS may also complete Dual Enrollment courses which provide opportunities for accelerated post-secondary placement.
 - After School Opportunities
- Students at OPHS are provided with the traditional offerings of after school sports and activities available at most American high schools. Such activities have shown strong positive correlations with drop-out prevention and improved graduation rates.
- Similarly, OPHS also offers over thirty clubs for student participation ranging from academic organizations to service clubs to a student School Advisory Council club.
- The National Honor Society provides academic tutoring to all students on a weekly basis through the year. the SAC (Goal 7, Action Step 2) provides a "success bus" to take students home after school on Thursdays (a designated after school assistance/tutoring day); teachers are available most days after school for student assistance for one complete hour; a seventh period is available for specific elective courses; ACT/SAT tutoring is available quarterly at no charge to the students (Goal 7, Action Step 5); reading strategies tutoring is available on week-end mornings during the school year at no charge to students.

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Early Interventions

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

Making the Most of Instruction

- Professional Development
 - Professional Development opportunities for teachers at OPHS are directly offered or created through directed training in newly mandated/created student assessment systems.
 - Each department at OPHS has converted the traditional monthly department meetings into Professional Learning Communities to create greater professional collegiality and advancement within the departments.
 - When new initiatives are created at OPHS or required by outside agencies, all stakeholders are offered professional development opportunities to learn and master the requirements.
 - Professional development opportunities requested by faculty outside of the school building are supported whenever possible by the OPHS administration within District restraints and capabilities.
 - Active Learning
 - Classroom activities at OPHS are expected, and through administrative observation, employ differentiated instructional practices that foster Active Learning through the implementation of Project-based Learning activities.
 - While varied approaches to learning are regularly employed at OPHS, such classroom activities as class discussions, learning games, interactive technologies, collaborative learning groups, short writing assignments, individualized reading assignments, and virtual learning experiences are developing into the New Traditional Approach to teaching and learning as these practices increase in usage school-wide.
 - Educational Technology
 - Each teacher at OPHS has been trained to use Blackboard, SmartWeb, and CompassLearning Odyssey. Most teachers are invested in the utilization of technology to facilitate communication and learning. OPHS has available six computer labs with internet access for classroom use.
 - Most classrooms at OPHS have basic educational technology equipment and several (all intensive reading classrooms) have "enhanced classroom" technologies. Most reading and foreign language classrooms are equipped with student computer stations to facilitate and enhance instruction.
 - Any classroom teacher needing enhanced technology for classroom instruction can select from a wide range of equipment available for checkout from the Media Center. For the past several years the OPHS SAC has made great strides in building up the technology resources available at OPHS.
 - Students may access computers before and after school in monitored labs as well as attempt academic recovery when approved by the classroom teacher by using CompassLearning Odyssey.
 - Individualized Instruction
 - Classroom activities at OPHS are expected, and through administrative observation, employ differentiated instructional practices that foster Individualized Instruction.
 - Students engage in individualized reading assignments, virtual learning experiences, learning centers, and credit recovery programs along with classroom-based differentiated activities.

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Making the Most of the Wider Community

- Systemic Renewal
- OPHS actively practices a system of Plan-Do-Study-Act. Many initiatives put into place through the School Improvement Plan have been developed through this process.
- A current initiative began as a discussion concerning attendance, evolved into an action research project by teachers involving students with excessive absences, eventually into a two-fold plan to continue to collect and analyze attendance data as well as create a Truancy Prevention Committee to focus on attendance data, research, and develop possible solutions (Goal 6.1, Task 1).
- OPHS consistently monitors student performance through the year and adjusts appropriate instructional practices to best meet the needs of the students.
- Analysis of "nonacademic" school practices drives decisions to maintain or cancel such practices upon further review.
- Through the practice of department-level and other teacher-directed PLCs, OPHS consistently engages in a systemic renewal practice through engaging in research-based investigations, reflections, and decision-making processes.
 - School-Community Collaboration
- A current initiative at OPHS involves the creation of a Truancy Prevention Committee which will involve members of the local community (businesses and community members) to play a role in identifying truancy issues and related solutions.
- The OPHS SAC is another example of school-community collaboration as parents/community members play an active role in proposing initiatives and developing recommendations for school improvement.
- Many local businesses participate in providing "recognitions" for OPHS students who attain academic success throughout the school year.
- OPHS is in the process of creating an Academic Booster Club that will seek out support and membership from the local community.
 - Career and Technical Education
- OPHS offers direct fields of study in welding, carpentry, auto, food services, and business education. Also offered is academy instruction through the fields of engineering, computer science and health.
- Non - Academy applied instruction utilizes reading skills and math skills. Teachers integrate these lessons utilizing hands on experiences and must incorporate these skills for students to be industry certified.
- Through these processes career and tech education confirms and makes practical application of academic work.
- Academy applied instruction utilizes a cohesive team approach where-in academic instructors are paired with the academy instructors.
- Through the use of Thematic Learning Activities (TLA) the teachers coordinate projects and the learning experience.
- In addition the academic experience is enhanced by utilizing professional organizations and mentoring programs.
 - Safe Schools
- OPHS actively follows "Foundations" practices on the campus and within the classroom setting.
- OPHS employs a system of adult campus supervision which provides the maximum amount of coverage without interfering with the sense of an open and relaxed campus atmosphere for students. Teachers are present for the safety of the students, not the regulation of the students.
- School discipline practices are structured to provide the least invasive procedures regarding the learning environment. Tardy "sweeps" ensure students are quickly in the classroom while being held accountable for their timeliness to class.
- OPHS is regularly reviewed by District personnel to ensure that the physical plan meets or exceeds expected safety requirements.

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

- Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report.
Based on the state's most recent High School Feedback Report, Orange Park High School students are below the state average in math for students who earned a 3 or higher. We are also below the state average on the number of graduates who completed a college prep curriculum, percentage of graduates who have completed at least one level 3-math course, and graduates who completed a level-3 science course. Considering post-graduate indicators, OPHS also fell short of the state average for graduates who enrolled in a Florida post-secondary institution (46.9% - 54.7%). These are all areas to be addressed in 2012-2013. Specific areas to address for improvement will include: preparing and encouraging more students to enroll in higher level math courses, expanding the science physics enrollment, and expansion of the AP program while maintaining traditional rigor. We expect that such steps will improve the college preparedness of OPHS students and their eventual enrollment in Florida institutions of higher learning.

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SMART GOALS

SMART = Specific Measurable Attainable Realistic Timely

<p align="center">Goal 1: Student Performance Content Area: <u>Reading</u> Goal 2: Student Performance Content Area: <u>Math</u> Goal 3: Student Performance: Content Area: <u>Writing</u></p> <p align="center">Goal 4: Student Performance Content Area: <u>Science</u> Goal 5: Parental Involvement Goal 6: Other Ex: School Climate Attendance, other measurable school-specific goal</p> <p align="center">GOAL 1: By the end of the 2013 school year, the number of students demonstrating proficiency in reading on the FCAT 2.0 will increase by 6%.</p>						
STRATEGIES, INDICATORS AND PROGRESS MEASURES						
<p>I. STRATEGY 1: Implement the research based teaching strategy of using higher order questioning techniques, which require students to demonstrate reading comprehension and/or higher order thinking skills.</p> <p>*PROGRESS MEASURES ARE FOR THE PURPOSE OF REACHING YOUR 3-5 YEAR SCHOOL IMPROVEMENT GOALS AND AMO'S.</p>						
<p>II. ADULT IMPLEMENTATION INDICATOR (S): "CAUSE DATA" Percentage of teachers currently implementing the strategy effectively</p> <p align="center">Reading Teachers: Content Area Teachers:</p>	<p align="center">100% 75%</p>	<p align="center">100% 80%</p>	<p align="center">100% 85%</p>	<p align="center">100% 90%</p>	<p align="center">100% 100%</p>	<p align="center">100% 100%</p>
<p>III. STUDENT PERFORMANCE INDICATOR(S): "EFFECT DATA" Students will consistently increase their FCAT Reading scores until we reduce the % of students who are non-proficient by at least 50% by 2016.</p>	<p align="center">FCAT/EOC August 2012</p> <p align="center">9th: 52% (48%) 10th: 52% (48%)</p>	<p align="center">FCAT/EOC August 2013</p> <p align="center">9th: 58% (42%) 10th: 58% (42%)</p>	<p align="center">FCAT/EOC August 2014</p> <p align="center">9th: 64% (36%) 10th: 64% (36%)</p>	<p align="center">FCAT/EOC August 2015</p> <p align="center">9th: 70% (30%) 10th: 70% (30%)</p>	<p align="center">FCAT/EOC August 2016</p> <p align="center">9th: 76% (24%) 10th: 76% (24%)</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
<p>1.1 School-wide – Teachers will develop learning experiences utilizing a variety of higher order thinking skills strategies and resources</p>	<p>Administrator observations/walk throughs</p>	<p>Ms. Pickett Mr. Williams Mr. Fletcher Mr. Anderson</p>	<p>2012-2013 Academic Year</p>	<p>Joan Cannon - Trainer</p>	<p>PLC Higher Order Thinking Skills PLC</p>	<p>0100.6400.XXX.1182</p>
<p>1.2 Teachers will utilize reading strategies generated during the 2011-2012 Reading Strategies PLC to continue gains made on standardized tests, such as chunking, finding main idea, determining author's purpose, and other attack strategies.</p>	<p>Administrator observations/walk throughs</p>	<p>Ms. Pickett Mr. Williams Mr. Fletcher Mr. Anderson</p>	<p>2012-2013 Academic Year</p>	<p>PLC materials from 2011-2012 and additional materials generated during the 2012-2013 PLC. Joan Cannon – Trainer, 2011-2012 PLC members, Department Heads</p>	<p>Higher Order Thinking Skills PLC</p>	<p>0100.6400.XXX.1182</p>
<p>1.3 Teachers will utilize resources including original source documents provided for 5th period enrichment</p>	<p>History.org/Articles of the Week</p>	<p>Ms. Pickett Mr. Williams Mr. Fletcher Mr. Anderson,</p>	<p>2012-2013 Academic Year</p>	<p>History.org Articles of the Week A new classroom</p>	<p>Higher Order Thinking Skills PLC</p>	<p>0100.6400.XXX.1182 \$250.00</p>

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ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material/ Technology/ Trainer	Related PD	Funding/Funding Source
<p>to improve phonemic skills where necessary and to ensure all 9th and 10th grade students are given thought provoking materials to facilitate higher order thinking.</p>		<p>Joan Cannon</p>		<p>set of novels will be made available for check-out through the library.</p>		

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

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

GOAL 2: Math: By the end of the 2012-13 school year, the percentage of students demonstrating proficiency on the math FCAT increase by 5%.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

I. STRATEGY 2: Implement the research based teaching strategy of using higher order questioning techniques, which require students to demonstrate reading comprehension and/or higher order thinking skills.

*PROGRESS MEASURES ARE FOR THE PURPOSE OF REACHING YOUR 3-5 YEAR SCHOOL IMPROVEMENT GOALS AND AMO'S.	PROGRESS MEASURE August 2012	PROGRESS MEASURE August 2013	PROGRESS MEASURE August 2014	PROGRESS MEASURE August 2015	PROGRESS MEASURE August 2016
II. ADULT IMPLEMENTATION INDICATOR (S): "CAUSE DATA" 100% of math teachers will collaborate on research based lesson planning, best practices, and use of technology, in order to increase the level of student achievement on EOC.	60%	70%	80%	90%	100%
III. STUDENT PERFORMANCE INDICATOR(S): "EFFECT DATA" Students will consistently increase their FCAT Math scores until we reduce the % of students who are non-proficient by at least 50% by 2016.	FCAT/EOC August 2012 54% (46%)	FCAT/EOC August 2013 59.75% (40.25%)	FCAT/EOC August 2014 65.5% (34.5%)	FCAT/EOC August 2015 71.25% (28.75%)	FCAT/EOC August 2016 77% (23%)

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ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material/ Technology/ Trainer	Related PD	Funding/Funding Source
2.1: Collaborate in whole department formal PLC and subject area mini PLC's.	Sign ins, completed follow up from PLC.	Ms. Pickett Mr. Williams Mr. Fletcher Mr. Anderson Math PLC coordinator.	January, 2012	Trainer/coordinator needed for PLC	Departmental PLC	0100.6400.0330.252.0000
2.2: Create a shared technology resource with hands-on activities accessible to all OPHS math teachers.	Resource created (on line shared drop-box) and items submitted from all teachers.	Ms. Pickett Mr. Williams Mr. Fletcher Mr. Anderson	January, 2012	Shared computer space.	N/A	N/A
2.3: Participate in learning communities for research based teaching strategies that will increase student performance.	Sign in and completion of Performance Matters Training	Ms. Pickett Mr. Williams Mr. Fletcher Mr. Anderson	October 30 th , 2012	Performance Matters Access	Performance Matters Inservice	0100.6400.0330.252.0000
2.4: Identify their lowest quartile students and provide enhanced activities.	-Write binder - Tutoring sign in sheets. Monitoring use of	Ms. Pickett Mr. Williams Mr. Fletcher Mr. Anderson	October, 2012 January, 2013	Performance Matters Access	Performance Matters Inservice	N/A
2.6: Incorporate test taking strategies to familiarize students with	Lesson plans/ homework schedules/ Tests	Ms. Pickett Mr. Williams Mr. Fletcher Mr. Anderson	Oct, 2012	Pearson Resources / Other ACT/SAT resources	Departmental PLC	0100.6400.0330.252.0000

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

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Goal 1: Student Performance Content Area: <u>Reading</u> Goal 2: Student Performance Content Area: <u>Math</u> Goal 3: Student Performance: Content Area: <u>Writing</u> Goal 4: Student Performance Content Area: <u>Science</u> Goal 5: Parental Involvement Goal 6: Other: Ex: School Climate, Attendance, other: measurable school-specific goal GOAL 3: <u>Writing</u> : By the end of the 2012 school year, the percentage of students scoring at proficiency in writing will increase by 6%. STRATEGIES, INDICATORS AND PROGRESS MEASURES					
1. Strategy 3: Implement the research based teaching strategy of using higher order questioning techniques, which require students to demonstrate reading comprehension and/or higher order thinking skills.					
*PROGRESS MEASURES ARE FOR THE PURPOSE OF REACHING YOUR 3-5 YEAR SCHOOL IMPROVEMENT GOALS AND AMO'S.					
II. ADULT IMPLEMENTATION INDICATOR(S): "CAUSE DATA" Teachers will implement research based strategies which promote student achievement and writing development.	PROGRESS MEASURE August 2012 60%	PROGRESS MEASURE August 2013 70%	PROGRESS MEASURE August 2014 80%	PROGRESS MEASURE August 2015 90%	PROGRESS MEASURE August 2016 100%
III. STUDENT PERFORMANCE INDICATOR(S): "EFFECT DATA" Students will consistently increase their writing scores until we reduce the % of students who are non-proficient by at least 50% by 2016.	FCAT/EOC August 2012 76% (24%)	FCAT/EOC August 2013 79% (21%)	FCAT/EOC August 2014 82% (18%)	FCAT/EOC August 2015 85% (15%)	FCAT/EOC August 2016 88% (12%)

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ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p><u>3.1 Action Step:</u> Teachers will share best practices and strategies to improve writing instruction.</p> <p><u>Task 1:</u> Teachers will collaborate in formal and informal PLCs where higher order thinking lesson plans, strategies, and student work samples will be shared.</p> <p><u>Task 2:</u> Teachers will access and update a co-share folder in which lesson plans and resources can be shared electronically.</p> <p><u>3.2 Action Step:</u> Teachers will integrate technology into writing instruction.</p> <p><u>Task 1:</u> Teachers will receive training regarding technology integration.</p> <p><u>Task 2:</u> Teachers will access and utilize computer labs to implement higher order thinking writing instruction.</p> <p><u>Task 3:</u> Teachers will utilize projectors, computers, document cameras, and other enhanced technologies during lessons including writing instruction.</p>	<p>Sign-in sheet, Student samples, Agendas</p>	<p>Mrs. Pickett, Mr. Williams, Department Head</p>	<p>2012-2013 School Year</p>	<p>Paper, Ink, Books/Journals, Demonstration, Technology</p>	<p>Department PLC</p>	<p>0100.6400.XXX.1182</p>
<p><u>Lesson Plans, Computer Lab Sign-In Sheet, Student Samples</u></p>	<p>Mr. Petoskey (lab coordinator); classroom teacher</p>	<p>2012-2013 School Year</p>	<p>Technology, Computer Lab Access, Training</p>	<p>Department PLC</p>	<p>0100.6400.XXX.1182</p>	

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Goal 1: Student Performance Content Area: Reading Goal 2: Student Performance Content Area: Math Goal 3: Student Performance: Content Area: Writing
 Goal 4: Student Performance Content Area: Science Goal 5: Parental Involvement Goal 6: Other: Ex: School Climate, Attendance, other measurable school-specific goal
 GOAL 4: SCIENCE: By 2013 students will demonstrate proficiency in science by having 60% or more of the Biology students successfully complete the End of Course Exam (EOC).

STRATEGIES, INDICATORS AND PROGRESS MEASURES

<p>I. Strategy 4: Implement the research based teaching strategy of using higher order questioning techniques, which require students to demonstrate reading comprehension and/or higher order thinking skills.</p> <p>*PROGRESS MEASURES ARE FOR THE PURPOSE OF REACHING YOUR 3-5 YEAR SCHOOL IMPROVEMENT GOALS AND AMO'S.</p>	<p>PROGRESS MEASURE August 2012</p>	<p>PROGRESS MEASURE August 2013</p>	<p>PROGRESS MEASURE August 2014</p>	<p>PROGRESS MEASURE August 2015</p>	<p>PROGRESS MEASURE August 2016</p>
<p>II. ADULT IMPLEMENTATION INDICATOR(S): “CAUSE DATA”</p> <p>100% of teachers will implement research based teaching strategies which require students to demonstrate reading comprehension and higher order thinking skills</p>	<p>20%</p>	<p>40%</p>	<p>60%</p>	<p>80%</p>	<p>100%</p>
<p>III. STUDENT PERFORMANCE INDICATOR(S): “EFFECT DATA”</p> <p>Students will consistently increase their EOC Science scores until we reduce the % of students who are non-proficient by at least 50% by 2016.</p>	<p>FCAT/EOC August 2012</p> <p>The state mean for the baseline Biology EOC was 49% (51%)</p>	<p>FCAT/EOC August 2013</p> <p>55.375% (44.625%)</p>	<p>FCAT/EOC August 2014</p> <p>61.75% (38.25%)</p>	<p>FCAT/EOC August 2015</p> <p>68.125% (31.875%)</p>	<p>FCAT/EOC August 2016</p> <p>74.5% (25.5%)</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
<p>4.1: Teachers will use research based strategies for reading comprehension requiring students to support their responses with evidence from the text, glean information from charts or graphs, use multiple sources to draw conclusions, and practice chunking material to determine the main idea.</p> <p><u>Task 1:</u> Teachers will participate in a Science PLC which will review and expand upon reading comprehension strategies learned in the 2011-2012 Science PLC</p> <p><u>Task 2:</u> Teachers will search for and acquire resources/training containing reading strategies applicable to the science content area.</p> <p><u>Task 3:</u> Teachers will</p>	<p>PLC agendas and sign in sheets/lesson plans/ "Walk Throughs" by Administrators//Resource List for Department Library</p>	<p>Department heads/PLC leaders/administrators</p>	<p>2012-13 school year</p>	<p>NSTA Publications</p>	<p>Science PLC/FAST or other conferences</p>	<p>0100.6400.XXX.1182 \$500.00</p>

2012-2013 SCHOOL IMPROVEMENT PLAN

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
establish a common ritual of utilizing reading strategies with the course text and supplemental reading materials						

2012-2013 SCHOOL IMPROVEMENT PLAN

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material/ Technology / Trainer	Related PD	Funding/Funding Source
<p>4.2: Teachers will use research based strategies which encourage higher order thinking and require students to compare and contrast, summarize, make inferences, identify cause and effect relationships, and transfer knowledge.</p> <p><u>Task 1:</u> Teachers will participate in a science PLC which includes information on higher order thinking strategies</p> <p><u>Task 2:</u> Teachers will search for and acquire additional resources/training on research based higher order thinking strategies applicable to the science content area</p> <p><u>Task 3</u> Teachers will establish a common ritual of utilizing higher order thinking strategies/activities in their lessons.</p>	<p>PLC agendas and sign in sheets/lesson plans/ "Walk Throughs" by Administrators/ Resource List for Department Library</p>	<p>Department heads/PLC leaders/administrators</p>	<p>2012-13 school year</p>	<p>1. 7 Collision in 2D 2. 1 Van De Graaf Generator Jr 3. 1 Van De Graaf Generator Belt 4. 2 barrels, gutter pieces, and hardware to construct rain water collection unit 5. 2 barrels, lumber, and parts to construct compost barrels 6. Garden Materials</p>	<p>Science PLC/FAST or other conferences</p>	<p>0100.6400.XXX.1182 1. \$98.00 2. \$230.00 3. \$14.00 4. \$120.00 5. \$90.00 6. \$310.00</p>

2012-2013 SCHOOL IMPROVEMENT PLAN

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p>4.3: Teachers will utilize higher order thinking questions in their lessons and on assessments</p> <p><u>Task 1:</u> Teachers will participate in a science PLC to enhance their questioning skills</p> <p><u>Task 2:</u> Biology teachers will utilize questions from the Performance Matters assessments and the Florida EOC Coach book in lessons and assessments</p> <p><u>Task 3:</u> Teachers will search for and acquire additional resources/training for science specific higher order thinking questions</p>	<p>PLC agendas and sign in sheets/lesson plans and assessments/"Walk Throughs" by administrators/Resource List for Department Library</p>	<p>Department heads/PLC leaders/administrators</p>	<p>2012-13 school year</p>	<p>Florida Association of Science Teachers Conference; Registration and room fees for four teachers</p>	<p>DPLC/Fast and other conferences</p>	<p>0100.6400.XXX.1182 \$1114.00</p>

SMART GOALS

SMART = Specific Measurable Attainable Realistic Timely

2012-2013 SCHOOL IMPROVEMENT PLAN

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

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

GOAL 5: By 2013, Parental Involvement will improve by 20% as measured by numbers accessing school information sites.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

<p>I. Strategy 5: Teachers will implement the research-based strategy of fostering two-way home/school communication with all stakeholders to support student learning.</p>	<p>* PROGRESS MEASURES ARE FOR THE PURPOSE OF REACHING YOUR 3-5 YEAR SCHOOL IMPROVEMENT GOALS AND AMO'S.</p>	<p>PROGRESS MEASURE August 2012</p>	<p>PROGRESS MEASURE August 2013</p>	<p>PROGRESS MEASURE August 2014</p>	<p>PROGRESS MEASURE August 2015</p>	<p>PROGRESS MEASURE August 2016</p>
<p>II. ADULT IMPLEMENTATION INDICATOR(S): "CAUSE DATA" 100% of teachers will implement research-based strategies fostering two-way home/school communications with all stakeholders to support student learning.</p>	<p>14%</p>	<p>35%</p>	<p>56%</p>	<p>77%</p>	<p>100%</p>	
<p>III. STUDENT PERFORMANCE INDICATOR(S): "EFFECT DATA" Parents will consistently increase their Involvement rates until we reduce the % of parents who are non-involved by at least 50% by 2016.</p>	<p>FCAT/EOC August 2012 30% (70%)</p>	<p>FCAT/EOC August 2013 38.75% (61.25%)</p>	<p>FCAT/EOC August 2014 47.5% (52.5%)</p>	<p>FCAT/EOC August 2015 56.25% (43.75%)</p>	<p>FCAT/EOC August 2016 65% (35%)</p>	

IMPLEMENTATION DETAILS

2012-2013 SCHOOL IMPROVEMENT PLAN

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p>5.1 Formation of a parental involvement committee to determine:</p> <p>Task 1: Specific types of current and future parental involvement opportunities</p> <p>Task 2: Accurate levels of current parental involvement at/with the school.</p> <p>Task 3: Identify "roadblocks" to effective parental involvement and determine likely solutions.</p>	<p>-creation of committee</p> <p>-committee minutes and reports</p> <p>-recommended solutions</p> <p>-solutions implemented</p>	<p>Ms. Pickett, Mr. Anderson, Dr. Walsh, Ms. Phelps</p>	<p>May, 2013</p>	<p>N/A</p>	<p>N/A</p>	<p>0100.6400.XXX.1182</p>

2012-2013 SCHOOL IMPROVEMENT PLAN

SMART GOALS
SMART = Specific Measurable Attainable Realistic Timely

<p>Goal 1: Student Performance Content Area: <u>Reading</u> Goal 2: Student Performance Content Area: <u>Math</u> Goal 3: Student Performance: Content Area: <u>Writing</u></p> <p>Goal 4: Student Performance Content Area: <u>Science</u> Goal 5: <u>Parental Involvement</u> Goal 6: <u>Other: Ex: School Climate, Attendance, other measurable school-specific goal</u></p> <p>GOAL 6: <u>Graduation Rate</u>: By the end of 2013, the graduation rate at OPHS will improve by 2.5% through the implementation of increased individualized mentoring, instructional, and tutorial programs, improved attendance rates, and increased opportunities for students to connect secondary school activities with life after high school.</p> <p style="text-align: center;">STRATEGIES, INDICATORS AND PROGRESS MEASURES</p>						
<p>I. STRATEGY 6: Implement the research-based strategies for school-based interventions to identify and provide interventions for students at risk of failing to graduate.</p> <p>*PROGRESS MEASURES ARE FOR THE PURPOSE OF REACHING YOUR 3-5 YEAR SCHOOL IMPROVEMENT GOALS AND AMO'S.</p> <p>ADULT IMPLEMENTATION INDICATOR (S): "CAUSE DATA" 100% of all teachers/stakeholders will participate in research-based activities designed to improve the graduation rate.</p>	<p>PROGRESS MEASURE August 2012</p> <p>50%</p>	<p>PROGRESS MEASURE August 2013</p> <p>70%</p>	<p>PROGRESS MEASURE August 2014</p> <p>80%</p>	<p>PROGRESS MEASURE August 2015</p> <p>90%</p>	<p>PROGRESS MEASURE August 2016</p> <p>100%</p>	<p>Discipline Data August 2011-2012</p> <p>Discipline Data August 2012-2013</p> <p>Discipline Data August 2013-2014</p> <p>Discipline Data August 2014-2015</p> <p>Discipline Data August 2015-2016</p>
<p>II. STUDENT PERFORMANCE INDICATOR (S): "EFFECT DATA" Students will consistently increase their graduation rated until we reduce the % of students who are not graduating by at least 50% by 2016.</p>	<p>80% (20%)</p>	<p>82.5% (17.5%)</p>	<p>85% (15%)</p>	<p>87.5% (12.5%)</p>	<p>90% (10%)</p>	

2012-2013 SCHOOL IMPROVEMENT PLAN

IMPLEMENTATION DETAILS

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p>6.1: Identify and Implement early intervention for students</p> <p>Task 1: Identify ninth grade students who after the first grading period are failing at least one class and provide intervention involving multiple mentors.</p> <p>Task 2: Assist students in need by providing a weekly after school academic bus service for students seeking extra academic assistance.</p> <p>Task 3: Provide academically successful 11th ED students with the opportunity to visit and meet with representatives from a local University.</p> <p>Task 4: Offer quarterly ACT/SAT preparation classes at no charge for students signed up to take the examinations.</p> <p>Task 5: "Ladder for Success" booklet for all ninth graders delineating the yearly progress needed for a successful transition from high school to post secondary education or the work force.</p> <p>Task 6: Provide/sponsor a career day</p> <p>Task 7: Provide opportunities for faculty educational and professional development for improved classroom instruction.</p>	<p>-Quarterly grades for identified students.</p> <p>-Numbers of students accessing the bus service</p> <p>-Percent of 11th categorical graders participation in the visit.</p> <p>-Number of students attending classes.</p> <p>-Number of attending students who improve ACT/SAT scores.</p> <p>-Number of booklets distributed.</p> <p>-Number of days identified.</p> <p>-Number of students exposed to career opportunities.</p>	<p>Ms. Pickett, Mr. Fletcher, Mr. Anderson, Mr. Williams, Ms. Nelson Ms. Crosby, Mr. Harbin, Dr. Walsh, Ms. McCrosky Ms. Heimerle All faculty, Ms. Pate Ms. Holmes (P)</p>	<p>October 2012 September 2012 October 2012 February 2013 November 2012</p>	<p>Weekly bus Field trip ACT/SAT materials Booklets Presentation materials</p>	<p>N/A</p>	<p>0100.6400.XXX.1182 T-2: \$800.00 T-3: \$130.00 T-4: \$1,200.00 T-5: \$764.38 T-6: \$300.00 T-7: As determined by Principal</p>

2012-2013 SCHOOL IMPROVEMENT PLAN

SMART GOALS
SMART = Specific Measurable Attainable Realistic Timely

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

Goal 7: By the end of 2013 attendance will be improved by 1% through the implementation of attendance monitoring systems and truancy problem-solving techniques as measured by attendance data.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

I. STRATEGY 7: Implement the research-based strategy to form positive partnership practices to reduce truancy rates.					
*PROGRESS MEASURES ARE FOR THE PURPOSE OF REACHING YOUR 3-5 YEAR SCHOOL IMPROVEMENT GOALS AND AMO'S.	PROGRESS MEASURE	PROGRESS MEASURE	PROGRESS MEASURE	PROGRESS MEASURE	PROGRESS MEASURE
	August 2012	August 2013	August 2014	August 2015	August 2016
	20%	40%	60%	80%	100%
	II. ADULT IMPLEMENTATION INDICATOR(S): "CAUSE DATA" 100% of teachers will engage in proactive, positive problem-solving to address attendance issues.				
	Discipline Data August 2011-2012	Discipline Data August 2012-2013	Discipline Data August 2013-2014	Discipline Data August 2014-2015	Discipline Data August 2015-2016
III. STUDENT PERFORMANCE INDICATOR(S): "EFFECT DATA" Students will consistently increase their attendance until we reduce the % of students who are non-attenders by at least 50% by 2016.					
92% (8%)	93% (7%)	94% (6%)	95% (5%)	96% (4%)	

2012-2013 SCHOOL IMPROVEMENT PLAN

IMPLEMENTATION DETAILS

ACTION STEPS	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material/ Technology / Trainer	Related PD	Funding/Funding Source
<p>7.1: Formation of a community outreach committee through:</p> <p>Task 1: Truancy Prevention Committee</p> <p>Task 2: School personnel will join with appropriate community stakeholders to form a Truancy Prevention Committee</p>	<p>Committee membership lists</p> <p>Committee minutes</p>	<p>Mr. Fletcher, Faculty Chair, SAC personnel</p>	<p>December 2012, May 2013</p>	<p>Meeting place</p>	<p>Proactive Attendance PLC</p>	<p>0100.6400.XXX.1182</p>
<p>7.2: Activate and implement Truancy Prevention Committee activities</p> <p>Task 1: The Truancy Prevention Committee will develop positive rewards for students with good and/or improving attendance.</p> <p>Task 2: The Truancy Prevention Committee will review current school and district attendance policies and recommend improvements/alterations to current school practices.</p>	<p>-Committee minutes,</p> <p>-Committee reports</p> <p>-Rewards given</p>	<p>Mr. Fletcher, Faculty Chair, SAC personnel</p>	<p>December 2012, May 2013</p>	<p>N/A</p>	<p>N/A</p>	<p>0100.6400.XXX.1182</p> <p>\$1000.00</p>
<p>7.3: Research and develop early proactive intervention strategies for improving attendance.</p> <p>Task 1: Teachers will research and implement truancy prevention methods</p>	<p>PLC membership, PLC minutes, PLC reports</p>	<p>Mr. Williams, Mr. Jennings, SAC personnel</p>	<p>September 2012</p>	<p>N/A</p>	<p>Proactive Attendance PLC</p>	<p>0100.6400.XXX.1182</p>
<p>7.4: Coordinate school-wide attendance reports to identify and intervene with those students showing signs of truancy tendencies.</p> <p>Task 1: Employ an "Attendance Coordinator" to identify students demonstrating truancy tendencies.</p>	<p>Employment of Attendance Coordinator, Generated Attendance Reports</p>	<p>Mr. Fletcher, Mr. Jennings, SAC personnel</p>	<p>September 2012</p>	<p>Attendance Coordinator</p>	<p>N/A</p>	<p>0100.6400.XXX.1182</p> <p>\$2,000.00</p>

2012/2013 School Improvement Plan/Professional Development Plan Budget

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

Resources Needed: Material / Technology / Trainer

Goal Area and Action Step Number	Description of Resources	Funding Source	Available Amount
		Complete Budget Strip	
Subtotal:			

Professional Development

Goal Area and Action Step Number	Description of Resources	Funding Source	Available Amount
<p>Conference/Workshop/Seminar/Institute/Online PD Goal and Action Step #(s) 4.1.2, 6.17 Title : Advance Placement Summer Institute: Biology Location: Dates: Sponsoring Educational Institution:</p>	<p>Mileage Meals Room \$395.00 Registration \$625.00 Substitute(s)</p>	<p>Complete Budget Strip Budget Strip 0100.6400.330.0252.1041</p>	
<p>Professional Learning Community Goal and Action Step #(s) 1.1.2</p>	<p>Materials List and Cost:</p>	<p>Budget Strip 0100.6400.330.0252.0000</p>	\$3,715.00
<p>Navigator Plus Activity Title: OPHS 2012-2013 Reading H.O.T.S. (High Order Thinking Strategies) PLC; OPHS 2012-2013 Language Arts (High Order Thinking Strategies) PLC; OPHS 2012-2013 Social Science H.O.T.S. (High Order Thinking Strategies) PLC; OPHS 2012-2013 Career and Technical Education (High Order Thinking Strategies) PLC</p>			
<p>Lesson Study Goal and Action Step #(s) Navigator Plus Activity Title:</p>	<p>Materials List & Cost:</p>	<p>Budget Strip</p>	
<p>School Workshop Goal and Action Step #(s) 1.1.2 Navigator Plus Activity Title: OPHS 2012-2013 Implementing Higher Order Teaching/Thinking Strategies in Content Area</p>	<p>Materials List and Cost: Consultant Fee: Consultant Travel Expenses: Substitutes: Stipends:</p>	<p>Budget Strip 0100.6400.330.0252.0000</p>	\$3,715.00
Subtotal:			

2012/2013 School Improvement Plan/Professional Development Plan Budget

Other			
Goal Area and Action Step Number	Description of Resources	Budget Strip	Available Amount
			Subtotal:
			Grand Total:

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

Resources Needed: Material / Technology / Trainer			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount
Subtotal:			
Professional Development			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount
Conference/Workshop/Seminar/Institute/Online PD Goal and Action Step #(s) 6.1.7 Title : Advance Placement Summer Institute: Spanish Location: Dates: Sponsoring Educational Institution:	Mileage Meals Room \$554.40 Registration \$625.00 Substitute(s)	Budget Strip 0100.6400.330.0252.1041	
Professional Learning Community Goal and Action Step #(s)2.2.1 Navigator Plus Activity Title: OPHS 2012-2013 Math H.O.T.S. (High Order Thinking Strategies) PLC	Materials List and Cost:	Budget Strip 0100.6400.330.0252.0000	\$3,715.00
Lesson Study Goal and Action Step #(s) 2.21 Navigator Plus Activity Title: OPHS 2012-2013 Math Lesson Study Cycle	Materials List & Cost:	Budget Strip 0100.6400.330.0252.0000	\$3,715.00
School Workshop Goal and Action Step #(s) Navigator Plus Activity Title:	Materials List and Cost: Consultant Fee: Consultant Travel Expenses: Substitutes: Stipends:	Budget Strip	

2012/2013 School Improvement Plan/Professional Development Plan Budget

Subtotal:		
Other		
Goal Area and Action Step Number	Description of Resources	Available Amount
	Budget Strip	
Subtotal:		
Grand Total:		

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

Resources Needed: Material / Technology / Trainer			
Goal Area and Action Step Number	Description of Resources	Funding Source	Available Amount
		Complete Budget Strip	
Subtotal:			

Professional Development			
Goal Area and Action Step Number	Description of Resources	Funding Source	Available Amount
		Complete Budget Strip	
		Budget Strip	
Subtotal:			

Conference/Workshop/Seminar/Institute/Online PD			
Goal and Action Step #(s)	Mileage Meals Room Registration Substitute(s)	Budget Strip	
Title :			
Location:			
Dates:			
Sponsoring Educational Institution:			

Professional Learning Community			
Goal and Action Step #(s)	Materials List and Cost:	Budget Strip	
Navigator Plus Activity Title:			

Lesson Study			
Goal and Action Step #(s) 3.1	Materials List & Cost:	Budget Strip	
Navigator Plus Activity Title: OPHS 2012-2013 Writing Lesson Study Cycle			
			\$3,715.00

School Workshop			
Goal and Action Step #(s)	Materials List and Cost:	Budget Strip	
Navigator Plus Activity Title:	Consultant Fee: Consultant Travel Expenses: Substitutes:		

2012/2013 School Improvement Plan/Professional Development Plan Budget

	Stipends:	
Subtotal:		
Other		
Goal Area and Action Step Number	Description of Resources	Budget Strip
		Available Amount
Subtotal:		
Grand Total:		

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

Resources Needed: Material / Technology / Trainer	Description of Resources	Funding Source	Available Amount
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount
Subtotal:			
Professional Development			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount
Conference/Workshop/Seminar/Institute/Online PD Goal and Action Step #(s) Title : Location: Dates: Sponsoring Educational Institution:	Mileage Meals Room Registration Substitute(s)	Budget Strip	
Professional Learning Community Goal and Action Step #(s) OPHS 2012-2013 Science H.O.T.S. (High Order Thinking Strategies) PLC,	Materials List and Cost:	Budget Strip 0100.6400.330.0252.0000	\$3,715.00
Navigator Plus Activity Title:			
Lesson Study Goal and Action Step #(s) Navigator Plus Activity Title:	Materials List & Cost:	Budget Strip	
School Workshop	Materials List and Cost:	Budget Strip	

2012/2013 School Improvement Plan/Professional Development Plan Budget

Goal and Action Step #(s) Navigator Plus Activity Title:	Consultant Fee: Consultant Travel Expenses: Substitutes: Stipends:		
Subtotal:			
Other			
Goal Area and Action Step Number	Description of Resources	Budget Strip	Available Amount
Subtotal:			
Grand Total:			

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

Resources Needed: Material / Technology / Trainer			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount
Subtotal:			
Professional Development			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount
Conference/Workshop/Seminar/Institute/Online PD Goal and Action Step #(s) 6.1.7 Title : 2012 Common Core Summer Institute Location: Ft. Lauderdale Florida Dates: 6/25/2012-6/28/2012 Sponsoring Educational Institution: FLDOE	Mileage \$235.00 Meals \$456.00 Room Registration Substitute(s)	Budget Strip 0100.6400.330.0252.0000	\$3,024.00
Conference/Workshop/Seminar/Institute/Online PD Goal and Action Step #(s) 6.1.7 Title : Advanced Florida Fall Accreditation Training 2012 Location: Orlando, Florida Dates: 10/8-9/2012 Sponsoring Educational Institution: Advanced	Mileage \$162.44 Meals \$31.00 Room \$291.98 Registration \$300.00 Substitute(s)	Budget Strip 0100.6400.330.0252.0000	\$2,238.58

2012/2013 School Improvement Plan/Professional Development Plan Budget

Florida SACS Office/ University of West Florida			
Conference/Workshop/Seminar/Institute/Online PD Goal and Action Step #(s) 6.1.7 Title : 2013 Common Core Summer Institute Location: Jacksonville, Florida Dates: 7/23/2013-7/24/2013 Sponsoring Educational Institution: FLDOE	Mileage Meals Room Registration \$240.00 Substitute(s)	Budget Strip 0100.6400.330.0252.0000	\$1998.58
Conference/Workshop/Seminar/Institute/Online PD Goal and Action Step #(s) 6.1.7 Title : Advanced External Review Training Location: Tallahassee, Florida Dates: 13/11-12/2013 Sponsoring Educational Institution: Advanced Florida SACS Office/ School Workshop Goal and Action Step #(s) Navigator Plus Activity Title:	Mileage \$201.37 Meals \$19.00 Room \$418.00 Registration \$300.00 Substitute(s) Materials List and Cost: Consultant Fee: Consultant Travel Expenses: Substitutes: Stipends:	Budget Strip	
Subtotal:			
Other			
Goal Area and Action Step Number	Description of Resources	Budget Strip	Available Amount
		0100.6400.330.0252.0000	\$2,238.58
Subtotal:			
Grand Total:			

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

Resources Needed: Material / Technology / Trainer			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount
		0100.6400.330.0252.0000	\$1060.21
Subtotal:			
Professional Development			

2012/2013 School Improvement Plan/Professional Development Plan Budget

Goal Area and Action Step Number	Description of Resources	Funding Source	Available Amount
Conference/Workshop/Seminar/Institute/Online PD Goal and Action Step #(s) Title : Location: Dates: Sponsoring Educational Institution:	Mileage Meals Room Registration Substitute(s)	Complete Budget Strip	
Professional Learning Community Goal and Action Step #(s) Navigator Plus Activity Title:	Materials List and Cost:	Budget Strip	
Lesson Study Goal and Action Step #(s) Navigator Plus Activity Title:	Materials List & Cost:	Budget Strip	
School Workshop Goal and Action Step #(s) Navigator Plus Activity Title: Clicker Training	Materials List and Cost: \$1,060.21 Consultant Fee: Consultant Travel Expenses: Substitutes: Stipends:	Budget Strip 0100.6400.330.0252.0000	\$0
Subtotal:			
Grand Total:			
Other			
Goal Area and Action Step Number	Description of Resources	Budget Strip	Available Amount
		0100.6400.330.0252.0000	\$0
Subtotal:			
Grand Total:			

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

Resources Needed: Material / Technology / Trainer	Description of Resources	Funding Source	Available Amount
Goal Area and Action Step Number	Description of Resources	Complete Budget Strip	
Subtotal:			
Professional Development			

2012/2013 School Improvement Plan/Professional Development Plan Budget

Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount
Conference/Workshop/Seminar/Institute/Online PD Goal and Action Step #(s) Title: Location: Dates: Sponsoring Educational Institution:	Mileage Meals Room Registration Substitute(s)	Budget Strip	
Professional Learning Community Goal and Action Step #(s) Navigator Plus Activity Title:	Materials List and Cost:	Budget Strip	
Lesson Study Goal and Action Step #(s) Navigator Plus Activity Title:	Materials List & Cost:	Budget Strip	
School Workshop Goal and Action Step #(s) Navigator Plus Activity Title:	Materials List and Cost: Consultant Fee: Consultant Travel Expenses: Substitutes: Stipends:	Budget Strip	
Subtotal:			
Other			
Goal Area and Action Step Number	Description of Resources	Budget Strip	Available Amount
Subtotal:			
Grand Total:			