

2012-2013 School Improvement Plan

SCHOOL NAME: R. M. Paterson Elementary - 0471
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School Based Leadership Team

2012-2013 School Improvement Plan

Response to Instruction/Intervention (RtI)

Identify the school-based RtI Leadership Team.

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

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

Select General Education Teachers: Primary and Intermediate: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Guidance Counselors: Participate in training staff in the RtI process and assisting them in understanding and implementing the data collection, goal setting, strategy implementation and evaluation of the RtI process as well as facilitate the Tier 3 intervention application and guide teachers through the documentation process.

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

Technology Coach/Specialist: Develops or brokers technology necessary to manage and display data; provides professional

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development and technical support to teachers and staff regarding data management and display.

Staffing Specialist – ESE: Facilitates and supports data collection activities, monitoring and implementation of the Individualized Educational Plans (IEP), and reviews data and forms to determine federal and state compliance.

District Intervention Specialist: Facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2 intervention plans; assists grade levels in the implementation and documentation of strategies.

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

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

The team meets monthly to engage in the following activities:

Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

In addition, administrators and guidance counselors meet monthly with grade levels to discuss the progress of students receiving iii services and decide any modifications to their service plan, review data on all students in the grade level, discuss and problem-solve academic or behavioral issues for that grade level.

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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 team provides data on: Tier 1, 2, and 3 targets; ClayBUS data, academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures. Team member representatives will assist the School Advisory Committee in the monitoring of the SIP and provide updates to SAC on the implementation of RTI goals in reading, math, science, and writing.

RtI Implementation

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

Baseline data: Florida Assessments for Instruction in Reading (FAIR) for grades kindergarten -6th grade, Florida Comprehensive Assessment Test (FCAT) grades 3rd -6th in reading and math, Florida Comprehensive Assessment Test (FCAT) 4th grade writing and 5th grade science. Clay County benchmark assessments through Performance Matters in math and science in grades kindergarten - 6th grade.

Midyear data: The Florida Assessments for Instruction in Reading (FAIR) for kindergarten -2nd grade and District Benchmark Tests through Performance Matters in math and science for grades Kindergarten through 6th grades.

End-of-year data: The Florida Assessments for Instruction in Reading (FAIR) for kindergarten -2nd grade and District Benchmark Tests through Performance Matters in math and science for grades Kindergarten through 6th grades.

Frequency of Data Analysis Review: The team will formally meet monthly to analyze/disaggregate data. In addition, each grade level will meet monthly with administrators and guidance counselors to review and discuss the available data, possible interventions, and student progress.

- Describe the plan to train staff on RtI.

Professional development will be provided during faculty meetings by our Intervention Specialist, Stephanie MacRae as well as discussion of RtI processes and students involved in the process at monthly grade level data meetings. The RtI team will also meet monthly to discuss issues involving students in Tiers 1, 2 and 3, implementation of services, evaluate the need for additional training,

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and discussion of future needs or changes in the Rtl process or documentation.

Literacy Leadership

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

The Literacy Leadership Team consists of:

Principal and Assistant Principal: Provide a common vision for the use of data-based decision-making, ensures that the school-based team implements the K-12 reading plan, ensures assessments are conducted as required, ensures implementation of the reading plans and activities.

Team leaders from each general education grade level (primary and intermediate): Provides information about the core and supplemental reading instruction, participating in student data collection, delivers instruction/intervention, and collaborates with other staff to implement the K-12 Reading Plan.

Exceptional Education Teacher(s): Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with the general education teachers through activities such as co-teaching, grade level team meeting, professional learning communities, and lesson study.

Guidance counselors: Participates in student data collection and assists in the planning of intervention strategies and remediation for struggling learners, manages the implementation of portfolio assessment in the area of reading for struggling 3rd graders, monitors and manages the Tier 1 and 2 documentation of services and progress, and provides classroom instruction and behavioral interventions in a group and/or 1:1 setting.

District intervention specialist for the school: Provide guidance on the K-12 reading plan: facilitates and supports data collection activities, assists in data analysis, provides professional development and technical assistance to teachers regarding data-based instructional planning, and supports the implementation of Tier 1, Tier 2 and Tier 3 intervention plans.

Technology specialist: Develops or facilitates technology necessary to manage and display data, provides professional development and technical support to teachers and staff regarding data collection from the PMRN, Performance Matters, Accelerated Reader, Orchard, and FCAT Explorer.

Media Specialist: Provides assistance in the implementation of Accelerated Reader by providing training and support for teachers and students, provides reading incentive programs such as Battle of the Books, Dad's and Donuts and Mom's and Muffins to encourage reading and increased Media Center circulation.

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School representative to the district language arts committee – Attend the district Language Arts Committee meetings and share information presented with the faculty, present Paterson’s concerns, data, and successes with the committee.

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

The Literacy Leadership Team (LLT) meets monthly to discuss school-wide data collected, review testing procedures and analyze data collected, review and discuss classroom instructional issues, analyze remediation results of at risk and moderately at-risk students and modify programming as needed, discuss professional development needs and implementation, and grade level and school-wide activities.

- What will be the major initiatives of the LLT this year?
 1. One of the major initiatives this year will be the implementation of the current district benchmark assessments (FAIR and Performance Matters (PM)) in the areas of reading (FAIR for K-6^d), math and science (PM for K-6th). Teachers have been trained and will continue to participate in ongoing training in the areas of Performance Matters data collection, interpretation and analysis, intervention selection, and administration of the tests.
 2. An additional initiative is the implementation of vertical teams to align and coordinate services and strategies for instruction in reading, math, science and writing and to help facilitate the implementation of the Common Core State Standards. Grade level representatives will meet to discuss strategies, techniques, areas of concern, areas of strength, and grade level needs.

Elementary Schools Only: Pre-School Transition

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

At Paterson Elementary School, all incoming Kindergarten students are assessed prior to or upon entering Kindergarten

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in order to assess individual strengths and weaknesses and to assist in the developmental robust instruction/intervention programs. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness Processing. The Florida Kindergarten Reading Screening (FLKRS) is given within the first 30 days of school. The Florida Assessment in Reading (FAIR) will be administered one-on-one to all kindergarten students to determine their initial success probability in reading.

Parents are invited to Orientation and Open House meetings to meet the teacher, tour the school, become familiar with school policy, procedures, Kindergarten curriculum, and build the home/school communication bridge.

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

FAIR will be administered three times per year in order to determine student learning gains to determine the need for changes of the instructional/intervention programs.

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

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

Professional development will be a critical factor in ensuring that reading skills and strategies are infused across all departments. School administrators will visit classrooms regularly (walk through visits and formal observations) to evaluate the extent that reading instruction is being integrated. All departments will review data collected from FAIR, FCAT, or Performance Matters to determine reading strategies which are most in need of remediation. Teachers will be encouraged to participate in the online reading certification program with courses such as FOR-PD. An in-service Learning Community will be offered on Reading and Writing across the curriculum using the Common Core Standards in the content areas. A reading in the content area course (Social Studies) is offered for 6th grade students that scores a Level 1 on the FCAT. Reading strategies are taught through the content area of Social Studies.

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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

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Making the Most of the Wider Community

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

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

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

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School District of Clay County

Smart Goals

Smart
= **Specific**
Measurable
Attainable
Realistic
Timely

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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

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Goal 1: By 2013, K-2 students will increase the percentage of students scoring in the green area of proficiency on the FAIR end-of-year end of the year reading assessment by 10 percent. Students in grades 3-6 will decrease the number of non-proficient readers on FCAT 2.0 by 10 percent at each grade level and subgroup currently not meeting proficiency targets. Grades 3-6 will also increase the percentage of students scoring at or above proficient (level 3.0) on FCAT 2.0, by 10 percent.

Strategies, Indicators and Progress Measures

I. Strategy

1. Implement the research-based strategy of utilizing testing data to record and monitor student progress, teachers will participate in data collection analysis to record and monitor student progress.

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*Progress measures are for the purpose of reaching your 3-5 year school improvement goals AND AMO's.	Progress Measure	Progress Measure	Progress Measure	Progress Measure	Progress Measure
	August 2012	August 2013	August 2014	August 2015	August 2016
II. Adult Implementation Indicator (s):	K-2 nd – 70%	K-2 nd – 78%	K-2 nd – 86%	K-2 nd – 95%	K-2 nd – 100%
	3 rd – 70%	3 rd – 78%	3 rd – 86%	3 rd – 95%	3 rd – 100%
	4 th – 70%	4 th – 78%	4 th – 86%	4 th – 95%	4 th – 100%
“CAUSE DATA”	5 th – 70%	5 th – 78%	5 th – 86%	5 th – 95%	5 th – 100%
<i>100% of teachers will participate in data collection analysis to record and monitor student progress.</i>	6 th – 70%	6 th – 78%	6 th – 86%	6 th – 95%	6 th – 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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	3 rd – 76% (24%)	3 rd – 79% (21%)	3 rd – 82% (18%)	3 rd – 85% (15%)	3 rd – 88% (12%)
III. STUDENT PERFORMANCE INDICATORS: “EFFECTIVE DATA”	4 th – 77% (23%)	4 th – 80% (20%)	4 th – 83% (17%)	4 th – 86% (14%)	4 th – 89% (11%)
	5 th – 75% (25%)	5 th – 78% (22%)	5 th – 81% (19%)	5 th – 84% (16%)	5 th – 87% (13%)
	6 th – 80% (20%)	6 th – 83% (17%)	6 th – 85% (15%)	6 th – 87% (13%)	6 th – 90% (10%)

Students will consistently increase their FCAT Reading scores until we reduce the % of students who are non-proficient by at least 50% by 2016.

IMPLEMENTATION DETAILS

Action Steps	Evidence/Data	Person(s)	Implementation	Resources Needed	Related PD	Funding/Fun
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Sources	Responsible/Group(s)	Timeline	Material/Technology/Trainer	Cost
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Smart Goals

Smart

= **Specific**

Measurable

Attainable

Realistic

Timely

Goal 1: Student
Performance

Content Area:

Reading **Goal**

2: Student

Performance

Content Area: Math

Goal 3: Student
Performance:

Content Area:

Writing

Goal 4: Student
Performance

Content Area:

Science **Goal**

5: Parental

Involvement

Goal 6: Other: Ex.

School Climate.

Attendance. other

measurable school-
specific goal.

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Goal 2.

By 2013, 74% of students (with an *emphasis on LQ*) will achieve proficiency (FCAT Level 3 or above) in **Math** compared to the previous year FCAT data of 69%.

Strategies, Indicators and Progress Measures

1. Strategy 2:

Implement the research-based strategy of using higher order questioning techniques (with an emphasis on Vertical Team Process), in order to increase the higher order thinking of students in Math

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*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
I. Adult Implementation Indicator (s):	Grades PK-3 50%	Grades PK-3 60%	Grades PK-3 75%	Grades PK-3 90%	Grades PK-3 100%
“CAUSE DATA”	Grades 4-6 50%	Grades 4-6 60%	Grades 4-6 75%	Grades 4-6 90%	Grades 4-6 100%
100% of teachers will implement the research-based strategy of using higher order questioning techniques (with an emphasis on Vertical Team Process), in order to increase the higher order thinking of students in Math					
	FC AT/EOC August 2012	FC AT/EOC August 2013	FC AT/EOC August 2014	FC AT/EOC August 2015	FC AT/EOC August 2016

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III. Student Performance Indicator (s): “EFFECT DATA” Students will consistently increase their FCAT Math scores until we reduce the % of students who are non-proficient by at least 50% by 2016.	3rd	3rd	3rd	3rd	3rd	
	72%	76	80	83%	86%	
	(28%	%)	(24	%)	(14	%)
)	%)	%)	%)	%)	%)
	4 th	4 th	4 th	4 th	4 th	
	66%	70	74%	78%	83%	
	(34%	%)	(26	%)	(17	%)
)	%)	%)	%)	%)	%)
	5 th	5 th	5 th	5 th	5 th	
	68%	72	76	80%	84%	
(32%	%)	(24	%)	(16	%)	
)	%)	%)	%)	%)	%)	
6 th	6 th	6 th	6 th	6 th		
70%	74	78	82%	86%		
(30%	%)	(22	%)	(14%	%)	
)	%)	%)	%)	%)	%)	

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Implementation Details

Action Steps	Evidence/ Data Sources	Person (s) Responsible/ Group(s))	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/ Funding Source
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process		docu	tici	sing		hig	
through		ment	pat	on		her	
the		ation	ing	ques		or	
Lesson		forms	teac	tioni		der	
Study		.	hers	ng		que	
cycle			.	skill		stio	
				s by		ning	
				the		reso	
				end		urce	
Task 1:				of		s	
Teachers				the			
will				scho			
plan to				ol			
integrate				year			
the use							
of higher				201			
order				2-			
questioni				13.			
ng							

2012-2013 School Improvement Plan

2.3	<i>Sign in sheet s and Teacher will partici pate in on-going techn ology integr ation training.</i>	<i>As sist ant Pri nci pal and teac hers</i>	<i>On goin g for the 201 2-13 sch ool year</i>	<i>Compu ter Lab and handou ts</i>	<i>Ong oing data anal ysis meet ings</i>	<i>NA</i>
-----	---	--	--	--	--	-----------

***Task 1:
Training
has been
planned
for
various
data
sources
and
asses
sment
systems
in
order to
demon
strate the
use of
technol
ogy and
improve
their
skills
with
data
manag***

2012-2013 School Improvement Plan

*ement
and
software
applicati
ons.*

2012-2013 School Improvement Plan

School District of Clay County

Smart Goals

Smart

= **S**pecific

Mea-

surable

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.

2012-2013 School Improvement Plan

Goal 3: Writing

By 2013, all students in grade 4 will increase the number of students scoring a 4.0 or above on **Writing** FCAT by at least 5% over the previous year.

Strategies, Indicators and Progress Measures

2012-2013 School Improvement Plan

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

*Progress measures are for the purpose of reaching your 3-5 year school improvement goals and AMO's.	Progress Measure	Progress Measure	Progress Measure	Progress Measure	Progress Measure
	August 2012	August 2013	August 2014	August 2015	August 2016

2012-2013 School Improvement Plan

I. Adult Implementation Indicator (s):

40%	55%	70%	85%	100%
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“CA USE DATA”

100% of teachers will implement the research-based strategy of relating and integrating the subject matter with other disciplines during instruction.

FC AT/ EOC	FC AT/ EOC	FC AT/ EOC	FCAT/ EOC	FCAT /EOC
August 2012	August 2013	August 2014	August 2015	August 2016

2012-2013 School Improvement Plan

II. Student Performance Indicator(S):	4 TH Grade – 35% (65%)	4 TH Grade – 43% (57%)	4 TH Grade – 51% (49%)	4 TH Grade – 59% (41%)	4 TH Grade – 67% (33%)
“EFFECT DATA”					

Students will consistently increase their FCAT Writing scores until we reduce the % of students who are non-proficient by at least 50% by 2016.

2012-2013 School Improvement Plan

Implementation Details

Action Steps	Evidence/ Data Sources	Personnel/ Responsibilities	Implementation Timeline	Resources/ Materials/ Technology/ Training	Responsible Parties	Funding/ Funded Source

2012-2013 School Improvement Plan

Teachers will improve their knowledge and skills at integrating writing across the curriculum.	Ad min istr ator s, Fac ulty of me etin gs, in-ser vice fol low -up for ms, lists of stra teg ies dev eloped	To be con duc ted by the end of the 201 2-13 sch ool year	Te xt bo ok s	C C SS Le ar ni ng C o m m un ity	N/A
Task 1: Provide the opportunity for ALL staff to develop a list of strategies to implement the use of writing across the content areas during ½ day vertical team sessions for teachers of Math, Science, Social Studies as well as reading and language arts.	Sig n-in she ets, min utes of me etin gs, in-ser vice fol low -up for ms, lists of stra teg ies dev eloped	As sist ant Pri nci pal, par tici pat ing teac	Co mp lete Lear ning Co mm	V er tic al te a s	\$1512.00
Task 2: Teachers will have the opportunity to participate in	Sig n-in	As sist ant Pri nci pal, par tici pat ing teac	Co mp lete Lear ning Co mm	V er tic al te a s	\$1000/ \$1000/ \$390/ \$471/ 1181

2012-2013 School Improvement Plan

<p><i>the learning communities</i> <u><i>The Common Core Lesson Book – K-5 and/or– Integrating Language Arts and Social Studies (K-8) to develop strategies to teach writing skills across the curriculum.</i></u></p>	<p>she ets, in- ser vice fol low -up for ms</p> <p>As sist ant Pri nci pal and par tici</p> <p>Sig n-in she ets, in- ser vice fol low -up for ms</p>	<p>hers</p> <p>unit y by Dec em ber 25, 201 2</p> <p>Co mp lete Lear ning Co mm unit y by June 201 3</p> <p>Co pi es of th e bo o ks for ea ch pa nt</p>	<p>an d sh ari ng of \$1512.0 0</p> <p>0100/ 5100/ 0390/ 0471/ 1181</p> <p>m ee tin gs</p> <p>V er tic al te a m s an d sh ari ng of infor m ati</p>
<p>Task 3: <i>Teachers will have the opportunity to participate in the learning community, Awesome Hands-on Activities for Teaching Grammar to develop student skills in the mechanics of writing and add to the teacher’s array of writing strategies.</i></p>	<p>Teachers will have the opportunity to participate in the learning community, Awesome Hands-on Activities for Teaching Grammar to develop student skills in the mechanics of writing and add to the teacher’s array of writing strategies.</p>	<p>unit y by Dec em ber 25, 201 2</p> <p>Co mp lete Lear ning Co mm unit y by June 201 3</p> <p>Co pi es of th e bo o ks for ea ch pa nt</p>	<p>an d sh ari ng of \$1512.0 0</p> <p>0100/ 5100/ 0390/ 0471/ 1181</p> <p>m ee tin gs</p> <p>V er tic al te a m s an d sh ari ng of infor m ati</p>

2012-2013 School Improvement Plan

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School District of Clay County

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 4: By 2013,
students' academic
performance
in **Science** will
improve by 10%
in 5th grade over
last years' results
as measured by the
FCAT Science

**Strategies,
Indicators
and Progress
Measures**

2012-2013 School Improvement Plan

I. Strategy

4:

Implement the research-based strategy of designing and modifying instruction (with a focus on STEM opportunities) to deepen students' understanding of content area and advance student learning while addressing preconceptions or misconceptions.

2012-2013 School Improvement Plan

*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

2012-2013 School Improvement Plan

I. **Adult Implementation Indicator (s):**

40%	55%	70%	85%	100%
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“CAUSE DATA”

100% of teachers K – 12 will implement the research-based strategy of designing and modifying instruction (with a focus on STEM opportunities) to deepen students’ understanding of content area and advance student learning while addressing preconceptions or misconceptions

2012-2013 School Improvement Plan

	FC AT/ EOC	FC AT/ EO C	FC AT/ EO C	FC AT/ EO C	FC AT/ EOC
	Augu st 2012	Aug ust 2013	Aug ust 2014	Aug ust 2015	Augu st 2016
II. Student Performance Indicator(s):	62% (38%)	67% (32%)	72% (27%)	77% (22%)	82% (18%)

“EFFECT DATA”

Students will consistently increase FCAT Science scores until we reduce the % of students who are non-proficient by at least 50% by 2016.

Implementation Details

Action Steps	Evidence/ Data Sources	Persons (s) Responsible	Implementation Timeline	Resources	Responsible Party	Funding/ Funding Source
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2012-2013 School Improvement Plan

ces	sp on sib le/ Gr ou p(s)	elin e	N ee de d: M at er ial / T ec hn ol og y/ Tr ai ne r	ce
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2012-2013 School Improvement Plan

4.1

Teachers ask students to explain their thinking to determine misconceptions

<p>Task 1: Students in grades 3-10 will utilize Science Notebooks to organize materials and develop a resource for inquiry projects</p>	<p>Observation, program assessment checks through weekly grades</p>	<p>Principals, Administrators</p>	<p>2012-2013</p>	<p>Not applicable</p>	<p>Discontinue</p>	<p>N/A</p>
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2012-2013 School Improvement Plan

					fac ulty		
					me etin g(s)		
4.2	Task 2: Teachers will participate in a training related to discussing and analyzing the misconceptions associated with science concepts.	Sign- in sheet, In- ser vice follo w-up form.	As sist ant pri nc ip al, pa rti cip ati ng tea ch ers	Ja nua ry 8, 201 3	H an do uts	Me eti ng wi th dist rict Sci en ce Spe cia list Ka thl een Sch ofie ld	N/A

2012-2013 School Improvement Plan

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%
over the previous
year as measured
by the volunteer
hours log.

**Strategies,
Indicators
and Progress
Measures**

2012-2013 School Improvement Plan

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

*Progress measures are for the purpose of reaching your 3-5 year school improvement goals and AMO's.	Progress Measure	Progress Measure	Progress Measure	Progress Measure	Progress Measure
	August 2012	August 2013	August 2014	August 2015	August 2016

2012-2013 School Improvement Plan

II. Adult Implementation Indicator (s):

90% 92% 94% 97% 100%

“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.

FC AT/ EOC	FC AT/ EOC	FC AT/ EOC	FC AT/ EOC	FC AT/ EOC
August 2012	August 2013	August 2014	August 2015	August 2016

2012-2013 School Improvement Plan

III. **Student Performance Indicator (s):** 25% 35% 60% 80% 100%

“EFFECT DATA”

By June 2013, the percentage of parental involvement until will increase by 10% as compared to the previous year’s attendance as measured by volunteer sign-in logs, PFA meeting logs, parent conference summary form, SAC Survey, and event sign-in logs.

Implementation Details

Action Steps	Evidence/Date	Person(s) Responsible	Implementation Timeline	Resources	Responsible Party	Funding/Source
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2012-2013 School Improvement Plan

Source	ble/ Group(s)	e	eed: Material / Technology/ Trainer	D
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2012-2013 School Improvement Plan

<p>5.1 All teachers will utilize a means of improving communication between home and school by completing Weekly Folders.</p>	<p>Sig nat ure she ets in wee kly fol der sig ned by par ents</p>	<p>Tea cher s Par ents</p>	<p>Ong oing</p>	<p>T ue sd ay Fo ld er s</p>	<p>N/ A</p>	<p>N/A</p>
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Task 1: All classroom teachers will send home weekly folders each Tuesday with graded assignments and information about upcoming school events such as spelling bee, science fair, PFA meetings, school dance, parent workshops, etc.

2012-2013 School Improvement Plan

5.2	<i>Da ta col lec ted fro m com ple ted sur vey s</i>	<i>Sch ool Advi sory Cou ncil Tea cher s Par ents Stud ents</i>	<i>Ong oing</i>	<i>Su rv ey for ms O nli ne lin ks to su rv ey</i>	<i>N/ A</i>	<i>N/A</i>
<i>A Parent Survey will be administered to all parents.</i>						
<i>Task 2: Increase response to parent survey via online and hard copies to gain parent input and feedback on school activities, functions, recommendations, and concerns.</i>						

2012-2013 School Improvement Plan

Smart

= **Specific**

Measurable

Attainable

Realistic

Timely

Goal 1: Student
Performance

Content Area:

Reading **Goal**

2: Student

Performance

Content Area:

Math **Goal**

3: Student

Performance:

Content Area:

Writing

Goal 4: Student
Performance

Content Area:

Science **Goal**

5: Parental

Involvement

Goal 6: Other: Ex.

School Climate.

Attendance, other

measurable

school-specific

goal.

2012-2013 School Improvement Plan

**Goal 6: School
ClimA TE – bY
2013 school
climate will
improve as
documented
by reduction in
behavior referrals
by 10%.**

**Strategies,
Indicators
and Progress
Measures**

2012-2013 School Improvement Plan

I. Strategy 6:

**Implement
research-
based
strategy
of
improvin
g
teachers
classroom**

**managem
ent skills
through
professio
nal
developm
ent and
reinforcin
g
appropria
te
student
behavior
through
the
implemen
tation of
our
character
education
program
Paterson
Pride.**

2012-2013 School Improvement Plan

*Progress measures are for the purpose of reaching your 3-5 year school improvement goals AND AMO's.	Progress Measure	Progress Measure	Progress Measure	Progress Measure	Progress Measure
	August 2012	August 2013	August 2014	August 2015	August 2016
II. Adult Implementation Indicator (s):	60%	70%	80%	90%	100%

“CAUSE DATA”

100% of teachers implement effect classroom management skills with at-risk students.

2012-2013 School Improvement Plan

Discipline Data	Discipline Data	Discipline Data	Discipline Data	Discipline Data
August 2011-2012	August 2012-2013	August 2013-2014	August 2014-2015	August 2015-2016

2012-2013 School Improvement Plan

III. Student Performance Indicator (s):	*% of occurrences by grade level				
“EFFECT DATA”	K-2	K-	K-2	K-2	K-2
	- 5	2- 4	- 2	- 0	- 0
	referrals	referrals	referrals	referrals	referrals
By June 2013 the number of monthly discipline referrals will be reduced by 10%.	K-2	3-4	3-4	3-4	3-4
	- 6	- 4	- 3	- 2	- 0
	referrals	referrals	referrals	referrals	referrals
	3-4	5-6	5-6	5-6	5-6
	- 5	- 5	- 4	- 2	- 0
	referrals	referrals	referrals	referrals	referrals
	5-6				
	- 6				
	referrals				
	als				

2012-2013 School Improvement Plan

Implementation Details

Action Steps	Evidence/ Data Sources	Persons (s) Responsible	Implementation Timeline	Resources Needed: Material/ Technology/ Trainer	Responsible Party	Funding/ Funding Source

2012-2013 School Improvement Plan

6.1

\$343.20

<p>Teachers will participate in a Learning Community.</p> <p>Task 1: Teachers will receive a copy of the book, <u>Lost at School – Why Our Kids with Behavioral Problems Fall Through Cracks.</u></p> <p>—</p> <p>Task 2: <u>Teachers will</u></p>	<p>Sig n in She ets Pri nci pal an vice foll ow up for ms</p> <p>As sist ant Pri nci pal an d pa rti cip ati ng</p> <p>tea ch ers</p>	<p>20 12-2013 sch ool year</p> <p>20 co pie s of the bo ok <u>Lo st at School – Why Our Kids with Behavioral Problems Fall Through Cracks.</u></p>	<p>N A</p>	<p>0100/ 5100/ 0390/ 0471/ 1181</p>
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2012-2013 School Improvement Plan

*meet
on a
regular
basis to
discuss
the
book
and
strateg
ies for
implem
entatio
n. _*

ks

Internal Checklist – Training Provided by School

P.D. Activity	Details	Y	N	Comments
IF IT IS A:				
School-wide Training	Professional Development Details			
	Goal the Activity is Supporting <u>1,2,3</u>			

2012-2013 School Improvement Plan

<p>PES-12-13 - Vertical team content area analysis</p>	<ul style="list-style-type: none"> ● Action Step # 2.1, 3.1, 4.2 ● Name of Activity: Vertical team content area analysis ● Dates of Activity: 10/18/2012, 10/31/2012, 01/08/2013, 03/14/2013 ● Name of Consultant or Facilitator (if applicable): Pam White ● Consultant Services Agreement (if applicable): NA ● Materials: Sign in sheets and follow up forms 		<p>Cross grade level teams will be used to analyze and discuss the teaching of math, science and writing across the grade levels. Data will be analyzed to determine if high yield strategies are being implemented at all grade levels.</p>
<p>Budget Items Required</p>			
<p>PES-12-13- Technology</p>	<ul style="list-style-type: none"> ● Action Step #: 1.3, 2.3 ● Name of Activity: Technology ● Funding Source: NA ● Cost of Consultant: NA ● Cost of Materials: NA ● Cost of Substitutes (if applicable): NA 		<p>Technology training will be used to assist teachers in data analysis and the implementation of technology across the curriculum.</p>
<p>Learning Community</p>	<p>Professional Development Details</p> <p>Goal the Activity is Supporting <u>1.3.6</u></p>		
<p>(collaborative teams that gathers research and studies new programs or topics and shares their findings-must use Learning Community form)</p> <p>PES-12-13 – Lost at School – Why Our Kids with Behavior Problems Fall Through the Cracks</p>	<ul style="list-style-type: none"> ● Action Step # - 6.1 ● Name of Activity: Lost at School – Why Our Kids with Behavior Problems Fall Through the Cracks ● Dates of Activity - 10/23/12 – 01/22/2013 ● Title of Book or Focus - <u>Why Our Kids with Behavior Problems Fall Through the Cracks</u> 		<p>Because the large majority of behavioral referrals are generated by a small minority of students, the group will focus on improving strategies for dealing with these students and assisting them in self-management of their behaviors.</p>

2012-2013 School Improvement Plan

<p>PES-12-13 – Learning Community – Integrated Language Arts and Social Studies K-8 and/or The Common Core Lesson Book, K-5.</p>	<ul style="list-style-type: none"> ● Action Step # - 3.2 ● Name of Activity: Integrated Language Arts and Social Studies K-8 ● Dates of Activities – 11/01/2012 – 02/21/2013 ● Title of Book or Focus - <u>Integrated Language Arts and Social Studies K-8</u> and/or <u>The Common Core Lesson Book, K-5</u> 		<p style="text-align: center;">To facilitate the implementation of Common Core State Standards strategies, teachers will learn techniques for the implementation of writing across the curriculum.</p>
<p>PES – 12-13 – Learning Community – <u>Awesome Hands on Activities for the Teaching Grammar</u></p>	<ul style="list-style-type: none"> ● Action Set 3.1 ● Name of Activity – <u>Awesome Hands On Activities for Teaching Grammar</u> ● Date of Activities: 10/30/12 – 1/29/13 ● Title of Book or Focus: <u>Awesome Hands On Activities for Teaching Grammar</u> ● 		<p style="text-align: center;">To improve teaching strategies for the development of grammar conventions in student writing.</p>
<p>PES-12-13 – 1st Grade Common Core Learning Community and Rubric Development</p>	<ul style="list-style-type: none"> ● Action Step # - 1.2 ● Name of Activity: 1st Grade Common Core Learning Community and Rubric Development ● Dates of Activity – 10/22/2012 – 02/04/2013 ● Title of Book or Focus – Common Core State Standards in Reading 		<p style="text-align: center;">To improve consistency of the assessment of reading skills identified by the Common Core State Standards, first grade teachers will develop rubrics to assess skills and reduce the subjectivity of student evaluations of reading skills such as listening, speaking, etc.</p>
<h3>3.1 writing</h3>	<p>Budget Items Required</p>		
	<ul style="list-style-type: none"> ● Action Step # ● Cost of Book/Teacher Materials 		
<p>Lesson Study/Action Research</p>	<p>Professional Development Details</p> <p>Goal the Activity is Supporting <u> 2 </u></p>		

2012-2013 School Improvement Plan

<p>(a teacher-driven and student-focused team who does research and development by carefully studying what actually goes on in the classroom. - must use Lesson Study form)</p> <p>PES – 12-13 – Lesson Study Related to Higher Order Questioning</p>	<ul style="list-style-type: none"> ● Action Step # - 2.1 ● Name of Activity - Lesson Study Related to Higher Order Questioning ● Dates of Activity – 12/04/2012 – 12/18/2012 ● Teaching strategy or method to be researched – Lesson Study related to high order questioning skills 			<p>To enhance implementation of Common Core State Standards, participating teachers will develop a lesson plan that implements higher order questioning skills and encourages students to progress in their thinking skills as identified by Bloom's Taxonomy.</p>
	<p>Budget Items Required</p>			
	<ul style="list-style-type: none"> ● Action Step # ● Cost of Teacher Materials (If applicable) 			
<p>Timelines</p>				
<p>Start Date: August 2, 2012</p>	<p>Start Date: August 14, 2012</p>			
<p>End date: September 21, 2012</p>	<p>End Date: June 5, 2013</p>			
<p>Budget</p>				

2012-2013 School Improvement Plan

Local FTE (function 6400-no project)	\$			
Project -				
Project -				
Project -				
Total Internal PD Budget (no project & project funds)	\$2063.30			

Approvals: (Signature's required)

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

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

External Checklist
Training Not Provided by School/District

School Improvement Plan Supervisor: Shannah Kosek

2012-2013 School Improvement Plan

Professional Development Assistant: Hilda Manning

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

Background			
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2012-2013 School Improvement Plan

Background:	Professional Development is an integral part of the School Improvement Plan. Teachers need proven,	current	inst
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2012-2013 School Improvement Plan

	ruct ion al stra tegi es to imp rov e the per for ma nce of the stu den ts ass ign ed to the m.		
Objectives			
	Ye s	No	Comments

2012-2013 School Improvement Plan

How is the training aligned to a research-based strategy for the Goal? In the comments section, please provide Goal and source of research-based strategy.			
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.			
Who will be trained?			
Date(s), Location			
Total Cost			
Complete budget line for expenses			
Name of facilitator/person responsible			

2012-2013 School Improvement Plan

Timelines			
	Ye s	No	Comments
Start Date			
August 2, 2012			
End Date			
September 21, 2012			
Budget			
Local FTE (function 6400-no project)			\$
Project -			
Project -			
Project -			
Total External PD Budget (no project & project funds)			\$2063.30

Approvals: (Signature's required)

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

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

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

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