

2012 – 2013 School Improvement Plan

**SCHOOL NAME: Montclair Elementary School**

**School Based Leadership Team**

## 2012 – 2013 School Improvement Plan

### ***Response to Instruction/Intervention (RtI)***

Identify the school-based RtI Leadership Team.

- Principal: provides a common vision for the use of data-based decision making and assists in communication with parents regarding school-based RtI plans and activities
  - Assistant Principal: Ensures the School Based Leadership Team is implementing RtI, assists in professional development with RtI procedures, communicates with parents regarding school-based RtI activities, ensures implementation of intervention support, materials, and proper documentation
  - Guidance Counselor: Communicates with parents regarding school-based RtI activities, assists in the implementation of intervention support and documentation.
  - Technology Coach: Supports staff with PMP, RTI Star, and technology initiatives.
  - ESE Teachers: Participates in student data collection, and planning student directed interventions.
  - RtI Coach: Facilitates and supports data collection activities, assists in data analysis, provides professional development to staff regarding procedures, ensures implementation of Teir 1, Tier 2, and Tier 3 interventions.
  - School Psychologist: Participates in collection, interpretation, and analysis of data. Provides supports for intervention fidelity and documentation. Provides support and professional development for RtI, including behavior plans.
  - Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction. Helps teachers plan language interventions.
- **Describe how the school-based RtI Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate RtI efforts?**

The school-based RtI Leadership team will focus meetings around developing and maintaining a problem solving system to assist teachers with providing strategic, need based interventions.

The team will meet once per week to engage in the following activities:

Review universal screening data to pinpoint areas of concern. Review progress monitoring data to identify student that are at risk of meeting grade level benchmarks. The team will identify professional development and resources needed at the classroom level. The team will also facilitate the process of building infrastructure and common language about the implementation of RtI.

- 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 School-based Leadership Team met with the School Advisory Council to help develop the SIP. The team provided data on Tier 1, 2 and 3 academic targets, as well as social areas that needed addressed; provided professional development needs survey results; Team members will assist SAC in the monitoring of the SIP and provide updates to SAC on the implementation of RtI goals.

### ***RtI Implementation***

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

Baseline Data: FAIR Data for grades 1-3, FCAT data for grades 4-6, Clay Writes data for 4<sup>th</sup> grade writing, Science Benchmark Tests for Grade 5, Performance Matters Testing for grades K-6. Clay Bus results were used for behavior summaries.

- Describe the plan to train staff on RtI.

Professional Development will be provided during teachers' common planning time through professional learning communities and general workshops which will occur throughout the year. A district intervention specialist (RtI coach) will be assigned to school for 2-3 days per week. The SBLT will provide trainings as needed throughout the year as determined by data collection procedures and implementation concerns.

### ***Literacy Leadership***

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- Identify the school-based Literacy Leadership Team (LLT).
- Principal: Provides a common vision for the use of data-based decision making, ensures implementation of reading intervention support and documentation, ensures assessments are conducted as required, ensures adequate professional development to support reading instruction, and communicates with parents regarding reading plans and activities.
- Assistant Principal: Ensures adequate professional development to support reading instruction, ensures assessments are conducted as required.
- Grade Level Chairs: provide information about core and supplemental reading instruction, participates in student data collection, delivers instruction /intervention, collaborates with other staff to implement K-12 reading plan.
- ESE Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction.
- District Intervention Coach: Provides Guidance on K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teacher regarding data-based instructional planning.
- **Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).**

The team meets on the 4<sup>th</sup> Wednesday of every month. A team member meets weekly with the SBLT.

The team reviews universal screening data and discusses school concerns to link to instructional decisions. The team will also collaborate regularly to solve problems as they arise, share effective practices, evaluate implementation, and practice new processes. The team will help identify professional development needs and provide support for implementing professional learning communities.

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

The LLT will work to effectively integrate the RtI process to ensure that “At-Risk” (specifically lower quartile) students in math and reading receive intensive and immediate interventions to make appropriate learning gains.

### ***NCLB Public School Choice (If Applicable)***

Notification of School in Need of Improvement (SINI) Status

*Attach a copy of the Notification of SINI Status to Parents*

Public School Choice with Transportation (CWT) Notification

*Attach a copy of the CWT Notification to Parents*

Supplemental Educational Services (SES) Notification

*Attach a copy of the SES Notification to Parents*

### ***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 Montclair Elementary School, all incoming Kindergarten students are assessed prior to the beginning of the school year in order to identify individual and group needs and to

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assist the development of instructional and early intervention programs. All students are assessed with the Florida Kindergarten Reading Screener (FLKRS) within the first 30 days of school. ECHOS will serve as a screener for social/emotional development and overall school readiness. The FAIR (Florida Assessment in Reading) will be administered one-on-one to all kindergarten students to determine their initial success probability in reading. Screening data will be collected prior to September 10, 2011. Data will be used to plan daily academic and social/emotional instruction for all students and for students who may need intervention beyond core instruction. Core Kindergarten instruction will include daily explicit instructions, modeling, guided practice and independent practice for all skills identified as a weakness in screening data. Social skill instruction will occur daily and will be reinforced throughout the day through the use of common language and positive reinforcement.

### ***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.

School administrators will visit classrooms regularly to evaluate the extent that reading instruction is being integrated. All departments will review reading data and will receive professional development in higher-order thinking techniques to assist with reading strategies in other content areas.

### ***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**

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

**4 Elements/15 Strategies:**

**The Basic Core Strategies**

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

**Early Interventions**

- Early Childhood Education
- Family Engagement
- Early Literacy Development

**Making the Most of Instruction**

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

**Making the Most of the Wider Community**

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

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

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

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<p><b>Smart Goals</b></p> <p><b>Smart = Specific Measurable</b></p> <p><b>Attainable Realistic Timely</b></p>					
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<p><b>Goal 1:</b> Student Performance Content Area: <u>Reading</u> <b>Goal 2:</b> Student Performance Content Area: <u>Math</u> <b>Goal 3:</b> Student Performance: Content Area: <u>Writing</u> <b>Goal 4:</b> Student Performance Content Area: <u>Science</u> <b>Goal 5:</b> <u>Parental Involvement</u> <b>Goal 6:</b> <u>Other: Ex. School Climate, Attendance, other measureable school-specific goal.</u></p>					
<p><b>Goal 1:</b> By 2013, 75% of students in grades 4-6 will make learning gains on the FCAT 2.0. Students in grade K-2 will decrease the number of non-proficient readers by 10% as shown as “at risk” on FAIR when compared to last year’s FAIR Data. Students in Grade 3-6 will also increase the percentage of students scoring at or above proficient to 71% on FCAT 2.0.</p>					
<p><b>Strategies, Indicators and Progress Measures</b></p>					
<p><b>I. Strategy 1:</b> Implement the Research-based strategy of cooperative learning experiences by utilizing a variety of instructional strategies and resources, including appropriate technology, that requires students to demonstrate a variety of relevant skills.</p>					
	<p><b>Baseline Measure</b> August 2012 <b>*Perceptual Data</b></p>	<p><b>Progress Measure</b> August 2013</p>	<p><b>Progress Measure</b> August 2014</p>	<p><b>Progress Measure</b> August 2015</p>	<p><b>Progress Measure</b> August 2016</p>
<p><b>II. Adult Implementation Indicator (s):</b> <i>“Cause Data”</i></p> <p>100% of teachers will implement the research-based strategy of developing learning experiences utilizing a variety of instructional strategies and resources, including appropriate technology, that requires students to demonstrate a variety of relevant skills and competencies.</p>	<p>Grades K-3 75%</p> <p>Grades 4-6 60% (10)</p>	<p>Grades K-3 81%</p> <p>Grades 4-6 70%</p>	<p>Grades K-3 87%</p> <p>Grades 4-6 80%</p>	<p>Grades K-3 93%</p> <p>Grades 4-6 90%</p>	<p>Grades K-3 100%</p> <p>Grades 4-6 100%</p>
	<p>FCAT Data from 2011-2012</p>	<p>FCAT August 2012</p>	<p>FCAT August 2013</p>	<p>PARCC August 2014</p>	<p>PARCC August 2015</p>

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<b>III. Student Performance Indicator (s):</b> <i>“Effect Data”</i>  Montclair students will consistently increase their FCAT Reading scores until we reduce the % of students who are non-proficient by at least 50% by 2016. (% of non-proficient)	3 <sup>rd</sup> 65% (35%)	3 <sup>rd</sup> 69.38% (30.63%)	3 <sup>rd</sup> 73.75% (26.25%)	3 <sup>rd</sup> 78.13% (21.88)	3 <sup>rd</sup> 82.5% (17.5%)
	4 <sup>th</sup> 61% (39%)	4 <sup>th</sup> 65.875% (34.125%)	4 <sup>th</sup> 70.75% (29.25%)	4 <sup>th</sup> 75.625% (24.375%)	4 <sup>th</sup> 80.5% (19.5%)
	5 <sup>th</sup> 61% (39%)	5 <sup>th</sup> 65.875% (34.125%)	5 <sup>th</sup> 70.75% (29.25%)	5 <sup>th</sup> 75.625% (24.375%)	5 <sup>th</sup> 80.5% (19.5%)
	6 <sup>th</sup> 62% (38%)	6 <sup>th</sup> 66.75% (33.25%)	6 <sup>th</sup> 71.5% (28.5%)	6 <sup>th</sup> 76.25% (23.75%)	6 <sup>th</sup> 81% (19%)

### IMPLEMENTATION DETAILS

Action Steps	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material/ Technology/ Trainer	Related PD	Funding/Funding Source
<b>1. Teacher identifies common core standard/ benchmark for lesson</b>  <b>Task 1:</b> Teacher participates in monthly Professional Learning Community (PLC)	Follow-up forms	Common Core Implementation Team	2012-2013 school year	Math curriculum coach, projector, others TBD.	<i>MCE 2012-2013 Common Core PLC; County Common Core Implementation Team Seminars</i>	<i>School Improvement (0100.5100.0510.0381.1183)</i>

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<p><b>2. Teacher shows plan for small group and individual student conferences</b></p> <p><b>Task 1:</b> Teachers will establish a plan for pulling small groups. This will ensure that lower quartile students will be pulled daily. Other students will be pulled twice a week for enrichment and/or reteach.</p> <p><b>Task 2:</b> Teachers will utilize FCAT Ready books in small groups.</p> <p><b>Task 3:</b> Administration will conduct monthly data meetings with each grade level.</p>	<p>Lesson plans</p> <p>Completed books. Lesson plans.</p> <p>Sig-in Sheets</p>	<p>Teacher, Principal, Assistant Principal</p> <p>Teacher, Principal, Assistant Principal</p> <p>Principal, Assistant Principal</p>	<p>2012-2013 school year</p> <p>2012-2013 school year</p> <p>2012-2013 school year</p>	<p>Lesson plans, walkthroughs</p> <p>FCAT Ready Books</p> <p>Performance Matters and FAIR data</p>	<p></p> <p><i>MCE 2012-2013 Data Meetings</i></p>	<p><i>School Improvement (0100.5100.0510.0381.1183)</i></p>
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<p><b>3. Teachers utilize enhanced classroom technology</b></p> <p><b>Task 1:</b> Teachers will receive training on using projector in the classroom with Easi-Teach software</p>	<p>Sign in sheets, Feedback</p>	<p>Assistant Principal</p>	<p>1<sup>st</sup> semester of the 2012-2013 school year.</p>	<p>Appropriate functioning technology in all classrooms.</p>	<p>Technology workshop: <i>MCE 2012-2013 Technology Integration.</i></p>	
<p><b>4. Teachers engage students in problem solving, experimental inquiry, and/or investigation tasks.</b></p> <p><b>Task 1:</b> Teachers can volunteer to participate in weekly “Activities Day” to promote team building, cooperative learning, and reading enrichment.</p> <p><b>Task 2:</b> Teachers develop question stems to support close reading. Teachers will develop question stem lists for classroom discussion incorporating 50% informational text into the literacy block, including Social Studies.</p>	<p>Sign in sheets, observations, walkthroughs.</p> <p>Lesson plans, copies of question stems, student work samples</p>	<p>Principal, assistant principal, volunteering teachers.</p> <p>Teachers, Common Core Implementation Team</p>	<p>October 2012 – April 2013</p> <p>2012-2013 school year</p>	<p>School bus (after hours)</p>	<p><i>MCE 2012-2013 Common Core PLC</i></p>	<p><i>School Improvement (0100.5100.0510.0381.1183 )</i></p> <p><i>School Improvement (0100.5100.0510.0381.1183 )</i></p>

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<b>Smart Goals</b> <b>Smart = Specific Measurable Attainable</b> <b>Realistic Timely</b>					
<b>Goal 1:</b> Student Performance Content Area: <u>Reading</u> <b>Goal 2:</b> Student Performance Content Area: <u>Math</u> <b>Goal 3:</b> Student Performance: Content Area: <u>Writing</u> <b>Goal 4:</b> Student Performance Content Area: <u>Science</u> <b>Goal 5:</b> <u>Parental Involvement</u> <b>Goal 6:</b> <u>Other: Ex. School Climate, Attendance, other measureable school-specific goal.</u>					
<b>Goal 2.</b> By 2013, 75% of students identified in the lower quartile will make adequate learning gains as measured on FCAT 2.0. By 2013, 65% of students will achieve proficiency on the FCAT 2.0 by scoring a Level 3 or above.					
<b>Strategies, Indicators and Progress Measures</b>					
<b>I. Strategy 2:</b> Implement the research-based strategy of using higher order questioning techniques in order to increase the higher order thinking of students in math.					
	<b>Baseline Measure</b> August 2012 <b>*Perceptual Data</b>	<b>Progress Measure</b> August 2013	<b>Progress Measure</b> August 2014	<b>Progress Measure</b> August 2015	<b>Progress Measure</b> August 2016
<b>IV. Adult Implementation Indicator (s):</b> <i>"Cause Data"</i>  100% of teachers will implement the research-based strategy of using higher order questioning techniques in order to increase the higher order thinking of students in Math	Grades K-3 40% (13)  Grades 4-6 40% (15)	Grades K-3 55%  Grades 4-6 55%	Grades K-3 70%  Grades 4-6 70%	Grades K-3 85%  Grades 4-6 85%	Grades K-3 100%  Grades 4-6 100%
	New FCAT Data from 2010-2011	August 2012	August 2013	August 2014	August 2015

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<b>V. Student Performance Indicator (s):</b> <i>“Effect Data”</i>  Montclair students will consistently increase their FCAT Math scores until we reduce the % of students who are non-proficient by at least 50% by 2016. (% of non-proficient)	3 <sup>rd</sup> 48% (52%)	3 <sup>rd</sup> 54.5% (45.5%)	3 <sup>rd</sup> 61% (39%)	3 <sup>rd</sup> 67.5% (32.5%)	3 <sup>rd</sup> 74% (26%)
	4 <sup>th</sup> 52% (48%)	4 <sup>th</sup> 58% (42%)	4 <sup>th</sup> 64% (36%)	4 <sup>th</sup> 70% (30%)	4 <sup>th</sup> 76% (24%)
	5 <sup>th</sup> 63% (37%)	5 <sup>th</sup> 67.625% (32.375%)	5 <sup>th</sup> 72.25% (27.75%)	5 <sup>th</sup> 76.875% (23.125%)	5 <sup>th</sup> 81.5% (18.5%)
	6 <sup>th</sup> 55% (45%)	6 <sup>th</sup> 60.625% (39.375%)	6 <sup>th</sup> 66.25% (33.75%)	6 <sup>th</sup> 71.875% (28.125%)	6 <sup>th</sup> 77.5% (22.5%)

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### Implementation Details

Action Steps	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
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<p><b>1. Teacher identifies common core standard/ benchmark for lesson</b></p> <p><b>Task 1:</b> Teacher participates in monthly Professional Learning Community (PLC)</p>	<p>Sign in sheets</p>	<p>Principal, Assistant Principal, SAC Committee</p>	<p>October 2012 – June 2013</p>	<p>Manipulatives, classroom enhancement, others TBD</p>	<p><i>TEACH Conference (9/15/2912)</i></p> <p><i>MCE 2012-2013 Common Core PLC;</i></p> <p><i>County Common Core Implementation Team Seminars</i></p>	<p><i>School Improvement (0100.5100.0510.0381.1183)</i></p>
<p><b>2.2 Teachers can identify lower quartile students and their specific needs</b></p> <p><b>Task 1:</b> Teachers will meet monthly with administration for data meetings to discuss progress of lower quartile students, monitor student progress and to develop and adapt strategies to increase student achievement</p>	<p>Performance Matters Test data</p>	<p>Principal, assistant principal, teachers</p>	<p>2012-2013 school year</p>	<p>Performance Matters, FAIR data</p>	<p><i>MCE 2012-2013 Data Meetings</i></p>	
<p><b>Task 2:</b> Teachers will utilize FCAT Ready books for supplemental instruction , weekly for grades 3- 6 to support test</p>	<p>Walkthroughs, books completed</p>	<p>Principal, assistant principal, teachers</p>	<p>September 2012-April 2013</p>	<p>FCAT Ready books</p>		<p><i>School Improvement (0100.5100.0510.0381.1183)</i></p>

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<p>taking strategies as well in the classroom.</p> <p><b>Task 3:</b> 2<sup>nd</sup>-6<sup>th</sup> grade students will utilize <i>Successmaker</i> math software program.</p> <p><b>Task 4:</b> Before school tutoring will be offered for 5<sup>th</sup> and 6<sup>th</sup> grade students scoring a level 1 or 2 on FCAT Math or those identified as lowest quartile.</p>	<p>Score results from computer, lab schedule</p> <p>Lower Quartile Gains</p>	<p>Assistant Principal, Teachers</p> <p>Teachers, Assistant Principal</p>	<p>September 2012 – June 2013</p> <p>September 2012 – June 2013</p>	<p>Successmaker Licenses, computer lab.</p> <p>Two tutors will be paid by the school</p>	<p><i>MCE 2012-2013 Successmaker online training</i></p> <p><i>Non PD funds.</i></p>	<p><i>School Improvement (0100.5100.0510.0381.1183) Capital Improvement funds, 0100.5100.0692.0381.1523</i></p> <p><i>0100.5100.0125.0381.1113</i></p>
<p><b>2.3 Teachers will use academic games to promote critical thinking</b></p> <p><b>Task 1:</b> Teachers can volunteer to participate in weekly “Activities Day” to promote team building, cooperative learning, and reading enrichment.</p>	<p>Sign in sheets, observations, walkthroughs.</p>	<p>Principal, assistant principal, volunteering teachers.</p>	<p>October 2012 – April 2013</p>	<p>School bus (after hours)</p>		<p><i>School Improvement (0100.5100.0510.0381.1183)</i></p>

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<p><b>4. Teachers will model and promote importance of learning and academic achievement.</b></p> <p><b>Task 1:</b> Math teams will be available to students after school. Morning tutoring will be made available to 6<sup>th</sup> grade students and computer lab will be open</p>	<p>Sign in sheets, observations, walkthroughs.</p>	<p>Principal, assistant principal, teachers.</p>	<p>2012 – 2013 school year</p>	<p>Appropriate functioning technology in all classrooms, Thursday afterschool trainings</p>	<p><i>MCE 2012-2013 Technology Integration.</i></p>	
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<b>Smart Goals</b> <b>Smart = Specific Measurable</b> <b>Attainable Realistic Timely</b>					
<b>Goal 1:</b> Student Performance Content Area: <u>Reading</u> <b>Goal 2:</b> Student Performance Content Area: <u>Math</u> <b>Goal 3:</b> Student Performance: Content Area: <u>Writing</u> <b>Goal 4:</b> Student Performance Content Area: <u>Science</u> <b>Goal 5:</b> <u>Parental Involvement</u> <b>Goal 6:</b> <u>Other: Ex. School Climate, Attendance, other measureable school-specific goal.</u>					
<b>Goal 3:</b> By 2013, 4 <sup>th</sup> grade students will improve proficiency of the FCAT by scoring a Level 4.0 or higher by 5%.					
<b>Strategies, Indicators and Progress Measures</b>					
I. <b>Strategy 3: Implement the research-based strategy of integrating writing into other disciplines (especially reading and science) during instruction.</b>					
	<b>Baseline Measure</b> August 2012 <b>*Perceptual data</b>	<b>Progress Measure</b> August 2013	<b>Progress Measure</b> August 2014	<b>Progress Measure</b> August 2015	<b>Progress Measure</b> August 2016
<b>VI. Adult Implementation Indicator (s):</b> <b>“Cause Data”</b>  100% of teachers will implement the research-based strategy of relating and integrating the subject matter with other disciplines during instruction	Grades K-3 70% (8) Grades 4-6 60% (10)	Grades K-3 78% Grades 4-6 70%	Grades K-3 86% Grades 4-6 80%	Grades K-3 94% Grades 4-6 90%	Grades K-3 100% Grades 4-6 100%
	New FCAT Data from 2011-2012	August 2013	August 2014	August 2015	August 2016



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<b>VII. Student Performance Indicator (s):</b> <i>“Effect Data”</i>					
Montclair students will consistently increase their FCAT Writing scores until we reduce the % of students who are non-proficient by at least 50% by 2016. (% of non-proficient)	4 <sup>th</sup> 64% (36%)	4 <sup>th</sup> 68.5% (31.5%)	4 <sup>th</sup> 73% (27%)	4 <sup>th</sup> 77.5% (22.5%)	4 <sup>th</sup> 82% (18%)

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**Implementation Details**

Action Steps	Evidence/ Data Sources	Person(s) Responsible / Group(s)	Implementatio n Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p><b>3.1 Teacher will volunteer resources and guidance as needed</b></p> <p><b>Task 1:</b> Teacher will hold afterschool writing club on Tuesdays during Activities Day to provide additional support and content enrichment for 4<sup>th</sup> graders.</p>	Attendance sheets, walkthroughs	Principal, Assistant Principal, teachers	October 2012 – April 2013	School bus (after hours)		<i>School Improvement (0100.5100.0510.0381.1183)</i>
<p><b>3.2 Teacher identifies common core standard/benchmark for lesson</b></p> <p><b>Task 1:</b> Teachers will incorporate 50% information text into the reading block with additional social studies and non-fiction response. Teacher will incorporate more writing into the literacy block.</p>	Sing-up sheets	Teacher	2012-2013 school year	Articles, copies, prizes, consumable supplies	<i>MCE 2012-2013 Common Core PLC</i>	<i>School Improvement (0100.5100.0510..0381.1183 )</i>

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<b>Smart Goals</b> <b>Smart = Specific Measurable</b> <b>Attainable Realistic Timely</b>					
<b>Goal 1:</b> Student Performance Content Area: <u>Reading</u> <b>Goal 2:</b> Student Performance Content Area: <u>Math</u> <b>Goal 3:</b> Student Performance: Content Area: <u>Writing</u> <b>Goal 4:</b> Student Performance Content Area: <u>Science</u> <b>Goal 5:</b> <u>Parental Involvement</u> <b>Goal 6:</b> <u>Other: Ex. School Climate, Attendance, other measureable school-specific goal.</u>					
<b>Goal 4:</b> By 2013, 5 <sup>th</sup> grade student’s academic performance in science will improve by 7% over last year’s results as measured by the FCAT Science Test.					
<b>Strategies, Indicators and Progress Measures</b>					
I. <b>Strategy 4: Implement the research based strategy of engaging students in cognitively complex tasks involving hypothesis generation and testing in order to deepen student understanding and address preconceptions and misconceptions.</b>					
	<b>Baseline Measure</b> August 2012 <b>*Perceptual data</b>	<b>Progress Measure</b> August 2013	<b>Progress Measure</b> August 2014	<b>Progress Measure</b> August 2015	<b>Progress Measure</b> August 2016
<b>VIII. Adult Implementation Indicator (s):</b> <i>“Cause Data”</i>  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	Grades K-3 50% (13) Grades 4-6 60% (10)	Grades K-3 63% Grades 4-6 70%	Grades K-3 76% Grades 4-6 80%	Grades K-3 89% Grades 4-6 90%	Grades K-3 100% Grades 4-6 100%
	FCAT Data from 2011-2012	FCAT August 2013	FCAT August 2014	PARCC August 2015	PARCC August 2016

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<p><b>IX. Student Performance Indicator (s):</b>  <i>“Effect Data”</i></p> <p>Montclair students will consistently increase their FCAT Science scores until we reduce the % of students who are non-proficient by at least 50% by 2016.                  (% of non-proficient)</p>	<p>5<sup>th</sup> 65%                  (35%)</p>	<p>5<sup>th</sup> 69.375%                  (30.625%)</p>	<p>5<sup>th</sup> 73.75%                  (26.25%)</p>	<p>5<sup>th</sup> 78.125%                  (21.875%)</p>	<p>5<sup>th</sup> 82.5%                  (17.5%)</p>
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### Implementation Details

Action Steps	Evidence/ Data Sources	Person(s) Responsible/ Group(s)	Implementatio n Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p><b>1. Teacher will identify common core/benchmark for lesson</b></p> <p><b>Task 1:</b> Incorporate inquiry project based learning in daily instruction by students participating in the Science Fair activities and allotting 10 days in 1<sup>st</sup> semester for students to work on projects.</p>	Lesson plans, 6 <sup>th</sup> grade curriculum map	Teachers, administration, Curriculum Specialist	September 2012- March 2013	Science Project Boards, Curriculum Map	<i>PD 12/13 Science Fair Director Training</i>	<i>School Improvement (0100.5100.0510..0381.1183)</i>
<p><b>2. Teacher ask students to explain their thinking to determine misconceptions</b></p> <p><b>Task 1:</b> Students in grades 5-6 will work weekly with Science Misconception Probes.</p> <p><b>Task 2:</b> Students in grade 2-6 will utilize science notebooks to organize materials and develop a resource and portfolio of inquiry projects.</p>	Lesson plans, walkthroughs  Walkthroughs, observations	Teachers, administration , bookkeeper  Teachers, Principal, Assistant Principal	2012-2013 school year  2012-2013 school year	<i>Science Misconceptions</i> by Paige Keeley  notebooks	<i>Curriculum 12/13 Science District Leaders Training - Elementary (K-5)</i>	NA

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<b>Smart Goals</b> <b>Smart = Specific Measurable</b> <b>Attainable Realistic Timely</b>					
<b>Goal 1:</b> Student Performance Content Area: <u>Reading</u> <b>Goal 2:</b> Student Performance Content Area: <u>Math</u> <b>Goal 3:</b> Student Performance: Content Area: <u>Writing</u> <b>Goal 4:</b> Student Performance Content Area: <u>Science</u> <b>Goal 5:</b> <u>Parental Involvement</u> <b>Goal 6:</b> <u>Other: Ex. School Climate, Attendance, other measureable school-specific goal.</u>					
<b>Goal 5:</b> By 2013, Parent Involvement will improve by 6% over the previous year as measured by parent attendance at School/Family Events					
<b>Strategies, Indicators and Progress Measures</b>					
<b>I. Strategy 5: Implement the research-based strategy of fostering two-way home/school communication with all stakeholders to support student learning.</b>					
	<b>Baseline Measure</b> August 2012 <b>*Perceptual data</b>	<b>Progress Measure</b> August 2013	<b>Progress Measure</b> August 2014	<b>Progress Measure</b> August 2015	<b>Progress Measure</b> August 2016
<b>X. Adult Implementation Indicator (s):</b> <b>“Cause Data”</b>  100% of teachers will implement the research-based strategy of fostering home/school communication with all stakeholders to support student learning.	75%	81%	87%	94%	100%
	Data from 2011-2012	August 2013	August 2014	August 2015	August 2016

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<p><b>XI. Student Performance Indicator (s):</b>  <i>“Effect Data”</i></p> <p>Montclair Staff will consistently increase parent involvement until we reduce the % of parents who are not involved by at least 50% by 2016. This will increase student achievement in all content areas by 2016.                  (% of non-participative)</p>	75% (25%)	78.125% (21.875%)	81.25% (18.75%)	84.375% (15.625%)	87.5% (12.5%)
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### Implementation Details

Action Steps	Evidence/ Data Sources	Person(s) Responsible/ Group(s)	Implementatio n Timeline	Resources Needed: Material / Technolog y / Trainer	Relate d PD	Funding/Funding Source

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<p><b>5.1 Teacher volunteer resources and guidance as needed</b></p> <p><b>Task 1:</b> Students will be given a student planner for writing down assignments.</p> <p><b>Task 2:</b> Parents will be greeted with an ice cream social during open house.</p> <p><b>Task 3:</b> Staff will plan a Fall and Spring-end of the year carnival with staff, students, parents, and community members.</p> <p><b>Task 4:</b> Staff will compete in a PFA membership drive at the beginning of the school year to increase PFA family memberships. A PFA discount card will be created.</p>	<p>Student planners</p> <p>Flyers</p> <p>Team minutes, Curriculum Council meeting minutes</p> <p>PFA membership count</p>	<p>Principal, teachers</p> <p>All staff</p> <p>Principal, PFA, Teachers</p> <p>Principal, PFA, Teachers</p>	<p>2012-2013 School Year.</p> <p>2012-2013</p> <p>(mid-year)</p>	<p>planners</p> <p>ice cream and supplies</p> <p>Food, events, auction items</p> <p>PFA Discount Card</p>	<p><i>School Improvement (0100.5100.0510.0381.1183)</i></p> <p><i>School Improvement (0100.5100.0510.0381.1183)</i></p>
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<p><b>Smart Goals</b></p> <p><b>Smart = Specific Measurable</b></p> <p><b>Attainable Realistic Timely</b></p>					
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## 2012 – 2013 School Improvement Plan

<p><b>Goal 1:</b> Student Performance Content Area: <u>Reading</u></p> <p><b>Goal 2:</b> Student Performance Content Area: <u>Math</u></p> <p><b>Goal 3:</b> Student Performance: Content Area: <u>Writing</u></p> <p><b>Goal 4:</b> Student Performance Content Area: <u>Science</u></p> <p><b>Goal 5:</b> <u>Parental Involvement</u>    <b>Goal 6:</b> <u>Other: Ex. School Climate, Attendance, other measureable school-specific goal.</u></p>					
<p><b>Goal 6:</b> By 2013, Montclair Elementary School will improve school climate by decreasing discipline referrals by 10% as compared to last years' referral data</p>					
<b>Strategies, Indicators and Progress Measures</b>					
<p><b>I. Strategy 6: Implement school-wide and classroom procedures that are clearly established and understood by students.</b></p>					
	<b>Baseline Measure</b> August 2012 <b>* Perceptual Data</b>	<b>Progress Measure</b> August 2013	<b>Progress Measure</b> August 2014	<b>Progress Measure</b> August 2015	<b>Progress Measure</b> August 2016
<p><b>XII. Adult Implementation Indicator (s):</b> <i>"Cause Data"</i></p> <p>100% of teachers will implement MCE 101 to make sure school wide discipline procedures and routines are understood.</p>	<b>70% (8)</b>	<b>78%</b>	<b>86%</b>	<b>94%</b>	<b>100%</b>
	Discipline Data from 2011-2012	August 2013	August 2014	August 2015	August 2016
<p><b>XIII. Student Performance Indicator (s):</b> <i>"Effect Data"</i></p> <p>Montclair students will consistently increase their discipline rate until we reduce the % of students who receive a referral by at least 50% by 2016. (% not meeting standard)</p>	<p>K- 92% (8%) 1<sup>st</sup>- 92% (8%) 2<sup>nd</sup>- 92% (8%) 3<sup>rd</sup>- 88% (12%) 4<sup>th</sup>- 88% (12%) 5<sup>th</sup>- 92% (8%) 6<sup>th</sup>- 84% (16%)</p>	<p>K- 93% (7%) 1<sup>st</sup>- 93% (7%) 2<sup>nd</sup>- 93% (7%) 3<sup>rd</sup>- 89.5% (10.5%) 4<sup>th</sup>- 89.5%(10.5%) 5<sup>th</sup>- 93% (7%) 6<sup>th</sup>- 86% (14%)</p>	<p>K- 94% (6%) 1<sup>st</sup>- 94% (6%) 2<sup>nd</sup>- 94% (6%) 3<sup>rd</sup>- 91% (9%) 4<sup>th</sup>- 91% (9%) 5<sup>th</sup>- 94% (6%) 6<sup>th</sup>- 88% (12%)</p>	<p>K- 95% (5%) 1<sup>st</sup>- 95% (5%) 2<sup>nd</sup>- 95% (5%) 3<sup>rd</sup>- 92.5% (7.5%) 4<sup>th</sup>- 92.5% (7.5%) 5<sup>th</sup>- 95% (5%) 6<sup>th</sup>- 90% (10%)</p>	<p>K- 96% (4%) 1<sup>st</sup>- 96% (4%) 2<sup>nd</sup>- 96% (4%) 3<sup>rd</sup>- 94% (6%) 4<sup>th</sup>- 94% (6%) 5<sup>th</sup>- 96% (4%) 6<sup>th</sup>- 92% (8%)</p>

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**Implementation Details**

Action Steps	Evidence/ Data Sources	Person(s) Responsible / Group(s)	Implementatio n Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p><b>1. Teachers proactively engage behavior</b></p> <p><b>Task 1:</b> All students will receive MCE 101 with administration at the beginning of the school year.</p> <p><b>Task 2:</b> All new students will receive individual MCE- 101 contracts.</p> <p><b>Task 3:</b> School Cafeteria employees and assistants will implement behavior rating system for lunchroom behavior</p>	<p>Signed student contracts</p> <p>Signed students contracts</p> <p>Daily behavior sheets, ongoing point summary</p>	<p>Principal, Assistant Principal</p> <p>Principal, Assistant Principal</p> <p>Principal, Assistant Principal</p>	<p>August, 2012</p> <p>2012-2013 school year</p> <p>2012-2013 school year</p>	<p>Paper contracts</p> <p>Paper contracts</p> <p>Overhead projector</p>	<p>MCE 101 paper contracts</p>	<p><i>School Improvement (0100.5100.0510.0381.1183)</i></p>

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Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount SIP SIP Proj- \$2,665
			Capital Funds- \$7,000
		Total Funds available for SIP related objectives:	\$9,665
Goal- Parent Involvement- Action Step 5.1.2	Consumable suplies for open house.	0100.5100.0510.0381.118 3	\$50.00
Goal- Parent Involvement- Action Step 5.1.1	Student planners provided in grades 3-6	0100.5100.0510.0381.118 3	\$300.00
Goal -School Climate- Action Step 6.1.1	MCE 101 contracts	0100.5100.0510.0381.118 3	\$20.00
		<b><i>SUBTOTAL</i></b>	<b>\$370.00</b>
<b>Professional Development</b>			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	
<b>Conference Workshop</b>			
Goal- Math- Action Step 2.1.1	Registration: \$20		\$20.00
Title: TEACH Conference	Wendi Warner will attend the conference and	0100.5100.0510.0381.118 3	
Location: Hyatt, Downtown Jacksonville	share with staff.		
Date: 9/15/2012			
Sponsoring Educational Institution: WJCT			
<b>School Workshop</b>			
Goal- Math- Action Step- 2.4.1			
Goal- Reading- Action Step- 1.3.1	Using Easi-Teach to plan and execute lessons		\$0.00
Navigator Plus Activity: MCE 2012-2013 Tech Integration			
Goal- Math- Action Step- 2.2.3			

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Navigator Plus Activity Title: MCE 2012-2013 Successmaker online Training	Successmaker online training, how to read data reports, identify student needs	Paid in Feb, 2012	\$0.00
Goal- Math- Action Step- 2.2.1. & Goal- Reading- Action Step- 1.2.3	Teachers will review data with administrators To determine strategies and misconceptions.		\$0.00
Navigator Plus Activity Title: MCE 2012-2013 Data Implementation			
<b>Professional Learning Community</b>			
Goal- Math- Action Step- 2.1.1 & Goal- Reading- Action Step- 1.1.1, 1.4.2	Teachers will be introduced to standards and best practice teaching standards.	0100.5100.0510.0381.118 3	\$100.00
& Goal- Writing- Action Step- 3.2.1	Consumable supplies for varios articles will be used.		
Navigator Plus Activity: MCE 2012-2013 Common Core PLC		<b><i>SUBTOTAL</i></b>	\$120.00
<b>Other</b>			
Goal- Math- Action Step- 2.2.2 & Goal- Reading- Action Step- 1.2.2	FCAT Ready Books	0100.5100.0510.0381.118 3	\$1,000.00
Goal- Math- Action Step- 2.3.1 & Goal- Reading- Action Step- 1.4.1 & Goal- Writing- Action Step- 3.1.1	A school bus will be provided to transport bus students home after Activities Day	0100.5100.0510.0381.118 3	\$1,000.00
Goal- science- Action Step 4.1.1	Science Fair Boards	0100.5100.0510.0381.118 3	\$40.00
Goal- Math- Action Step- 2.2.3	Computer Software Program: Sucessmaker	0100.5100.0510.0381.118 3	\$7,000.00

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		0100.5100.0692.0381.152 3	
		<b><i>SUBTOTAL</i></b>	\$9,040.00
		<b>Grand Total</b>	\$9,530.00