

School District of Clay County  
2012 – 2013 School Improvement Plan

**SCHOOL NAME: Middleburg Elementary School**

**School Based Leadership Team**

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

### *Identify the school-based Rtl Leadership Team.*

**Principal:** Provides a common vision for the use of data-based decision making. Provides for professional development for faculty on the Rtl process and effective educational and behavioral instructional practices. Participates in Rtl meetings and provides data needed in order to make data-based decisions such as: discipline data, assessment data, professional development data, etc.

**Assistant Principal:** Assists the principal with sharing the vision for the school, scheduling professional development, ordering materials necessary for implementation of Tier 1, Tier 2 and Tier 3 instruction/interventions, participates in Rtl meetings and assists with gathering data needed in order to make data-based decisions.

**Rtl Coach:** Incorporates the Rtl process into the everyday classroom rituals and routines to support Tier 1, Tier 2, and Tier 3 students, evaluates data, provides professional development, supports teachers by monitoring and evaluating intervention plans and procedures, develops and evaluates instruction and interventions in academic and behavior areas, and models effective intervention strategies to use by classroom teachers. Assists grade levels in the development of Professional Learning Communities and/or Lesson Study.

**Select General Education Teachers:** Provides information about core instruction, serves as the teacher leaders in the Rtl process, serves as a liaison between the administration and teachers with disseminating information regarding Rtl and asking questions, helps in gathering student data, delivers Tier 1 and Tier 2 instruction/interventions, helps in identifying effective Tier 1, 2, and 3 strategies.

### **Exceptional Student Education**

Provides information about interventions and Tier 3 instruction, serves as the ESE teacher leader in the Rtl process, serves as a liaison between the administration and teachers with disseminating information regarding Rtl and asking questions, helps in gathering student data, delivers Tier 2 and Tier 3 instruction/interventions, helps in identifying effective Tier 1, 2, and 3 strategies, collaborates with general education teachers through such activities as co-teaching.

**Instructional Coaches:** Incorporates the Rtl process into the everyday classroom rituals and routines to support Tier 1, Tier 2, and Tier 3 students, evaluates data, provides professional development, supports teachers by monitoring and evaluating intervention plans and procedures, develops and evaluates instruction and interventions in academic and behavior areas, models effective intervention strategies to be used by classroom teachers. Assists grade levels in the development of Professional Learning Communities and whole school screening programs that provide early intervening services for children to be considered “at risk”; assists in the design and implementation monitoring, data collection and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

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

**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, serves as

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a liaison between the district office and the school with disseminating information regarding the Rtl process and asking questions.

**Describe how the school-based Rtl Leadership Team functions. How does it work with other school teams to coordinate Rtl efforts?**

The school-based Rtl Leadership Team collects and analyzes data; implements the Problem Solving/Response to Intervention model to ensure all students are identified, and provide professional development for staff. The team will develop and maintain a problem-solving system to bring out the best in our school, our teachers and our students. The team will meet monthly to 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.

**Describe the role of the school-based Rtl Leadership Team in the development and implementation of the school improvement plan.**

**Describe how the Rtl Problem solving process is used in developing and implementing the SIP?**

The Rtl leadership team meets monthly to review school data and Tier 1, Tier 2 and Tier 3 percentages. The team will look for strengths and weaknesses as well as trends. Plans will be developed based on student achievement and behavioral data for any areas that are in need of improvement. The Rtl Leadership Team members will disseminate this information with their team members; meet with the School Advisory Council (SAC) and the principal to help develop the SIP. The team was provided general information on Rtl, including the definition and state wide emphasis of the process. Tier 1, 2, and 3 interventions were explained along with examples of interventions and the tier relationship to student achievement based on the content area benchmarks. Professional development was provided to the faculty by the Response to Intervention Coach on the Rtl process and frequent feedback sessions will be held. SAC members will be provided information by the Rtl team on the process in place to ensure best instructional practices including following district curriculum maps, presentation of content; and regular collaboration among teachers and staff.

***Rtl Implementation***

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

Baseline data:

- Florida Assessment for Instruction in Reading (FAIR) for grade K-6 via Progress Monitoring and Reporting Network
- Florida Comprehensive Assessment Test (FCAT) for grades 3-6
- Performance Matters in Math for grades K-6
- Performance Matters in Science for 2nd-6<sup>th</sup> grade
- Clay Writes for K-6
- Dashboard and FOCUS (discipline)

Progress Monitoring data:

- Florida Assessment for Instruction in Reading (FAIR)
- Diagnostic Reading Assessment (DAR)
- Running Records
- Performance Matters in Math and Science
- Progress Monitoring tables and/or charts maintained by teachers as results of strategies implemented

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- Success Maker

End of Year:

- FAIR
- FCAT
- Performance Matters
- Success Maker

**Describe the plan to train staff on Rtl.**

Professional development training will be provided by the Rtl Coach at the beginning of the year and supplemental training will be provided as needed throughout the year. Analysis of data and classroom interventions will be used during monthly School Curriculum Council meetings to guide discussions regarding the implementation of the Rtl model. School administrators will be available to help and guide teachers with Rtl implementation. The Rtl Coach, Kim Wood, will guide workshops and relay new information for all staff members concerning Rtl throughout the school year. The School Based Leadership Team will serve as a liaison for each grade level and lead the professional development for their team.

***Literacy Leadership***

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

**Principal:** Provides a shared vision for the use of data-based decision-making, ensures the school-based team is following the K-12 Reading Plan, ensures assessments are conducted as required, ensures implementation of reading intervention and documentation ensures research-based professional development is provided to support effective reading implementation, and communicates with parents regarding reading plans and activities.

**Assistant Principal:** Assists the principal with sharing the vision, conducting Reading Walk-Throughs to monitor the implementation of the K-12 Reading Plan, updates and maintains the PMRN and develops schedules to ensure assessments are conducted as required, develops master schedule to ensure adequate time for immediate intensive interventions, and manages professional development activities.

**Select General Education Teachers:** Provides information about core and supplemental reading instruction, participates in student data collection and analysis, delivers instruction and interventions, and collaborates with other faculty to implement the K-12 Reading Plan.

**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, PLC's and Lesson Study.

**Media/Technology Specialist:** Assists in the use of technology, technology resources and the Media Center to support the implementation of the K-12 Reading Plan.

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

The LLT meets monthly to review student achievement data including Progress Monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk, or high risk for not meeting benchmarks. Based on data analysis the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, act as model classrooms, and practice new processes and skills. The team assists with writing the Reading portion of the SIP and ensures the strategies listed in the SIP are being implemented. Assists in planning school-wide literacy activities including Publix Literacy Night, Reading Mega Party and Literacy Week. Disseminates information from the LLT meetings to their grade level members and facilitates professional development in the form of PLC's and Lesson Study.

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

The LLT will work closely with the RtI Leadership Team to ensure students not meeting benchmarks will receive intensive and immediate reading interventions as well as appropriate Tier 1, 2, and 3 instruction, professional development will focus on the reading of complex text, increasing the use of informational text to 50%, and writing in response to reading across the content areas.

***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 Middleburg Elementary School, all incoming Kindergarten students are assessed prior to or upon entering Kindergarten 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.

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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.** All teachers are participating in professional development on the Common Core Standards with an emphasis on Reading and writing strategies across all content areas. Science and math journals will be utilized to help with the integration. Two of our 6<sup>th</sup> grade teachers are participants in NGCAR-PD professional development and implementing those strategies in their content area.

**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

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<ul style="list-style-type: none"> <li>■ Family Engagement</li> <li>■ Early Literacy Development</li> <li><b>Making the Most of Instruction</b></li> <li>■ Professional Development</li> <li>■ Active Learning</li> <li>■ Educational Technology</li> <li>■ Individualized Instruction</li> <li><b>Making the Most of the Wider Community</b></li> <li>■ Systemic Renewal</li> <li>■ School-Community Collaboration</li> <li>■ Career and Technical Education</li> <li>■ Safe Schools</li> </ul>

<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 1:</b> By 2013, all students in grades 3-6 (emphasis on students in the lower quartile, ESE and lower socioeconomic) will decrease the number of non-proficient readers who score a level 1 or 2 on the <b>Reading</b> FCAT 2.0 by 5% over the previous year. 58% of students will make learning gains in the lower quartile.					
Strategies, Indicators and Progress Measures					
I. <b>Strategy 1:</b> <i>Teachers will use higher-order questioning techniques</i>					

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*Progress measures are for the purpose of reaching your 3-5 year school improvement goals and amo's.	Baseline Measure August 2012 <b>*Perceptual Data</b>	Progress Measure August 2013	Progress Measure August 2014	Progress Measure August 2015	Progress Measure August 2016
<b>II. Adult Implementation Indicator (s):</b> <b>“CAUSE DATA”</b>  100% of reading teachers will implement the research based strategy of using higher-order questioning techniques.	Grades K-3: 50% Grades 4-6: 50%	Grades K-3: 62.5% Grades 4-6: 62.5%	Grades K-3: 75% Grades 4-6: 75%	Grades K-3: 87.5% Grades 4-6: 87.5%	Grades K-3: 100% Grades 4-6: 100%
	New FCAT Data from 2011-2012	August 2013	August 2014	August 2015	August 2016
<b>I. Student performance indicator (s):</b> <b>“EFFECT DATA”</b>  Middleburg Elementary School students will consistently increase FCAT Reading scores by decreasing the number of non-proficient students who score a level 1 or 2 by 50% by 2016.	3 <sup>rd</sup> -61% (39%) 4 <sup>th</sup> -65% (35%) 5 <sup>th</sup> -52% (48%) 6 <sup>th</sup> -57% (43%)	3 <sup>rd</sup> -65% (34%) 4 <sup>th</sup> -69% (31%) 5 <sup>th</sup> -58% (42%) 6 <sup>th</sup> -62% (38%)	3 <sup>rd</sup> -71% (29%) 4 <sup>th</sup> -73% (26%) 5 <sup>th</sup> -65% (36%) 6 <sup>th</sup> -67% (32%)	3 <sup>rd</sup> -76% (24%) 4 <sup>th</sup> -76% (22%) 5 <sup>th</sup> -70% (30%) 6 <sup>th</sup> -72% (27%)	3 <sup>rd</sup> -81% (20%) 4 <sup>th</sup> -82% (18%) 5 <sup>th</sup> -76% (24%) 6 <sup>th</sup> -78% (22%)

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><i>1.1</i> Teacher asks explicit questions that require students to infer.</p> <p><i>Task 1: Teachers will promote academic conversations through the “turn and talk” Common Core strategy</i></p>	<p><i>Lesson plans, walk throughs, anchor charts present in the classroom</i></p>	<p><i>All content based and reading teachers, Administration</i></p>	<p><i>2012-2013</i></p>	<p><i>Lesson plan template, chart paper</i></p>	<p><i>Common Core Standards Training</i></p> <p><i>Kagan Strategies</i></p>	<p><i>District Funds</i></p> <p><i>School Professional Development budge</i></p>
<p><i>1.2</i> Teacher asks students to explain and defend their inferences.</p> <p><i>Task 1: Teachers will have students provide evidence through written response journals to defend and/or prove their inferences.</i></p>	<p><i>Student work samples, student journals, lesson plans, walk throughs, inference anchor charts</i></p>	<p><i>All content based and reading teachers, Administration</i></p>	<p><i>2012-2013</i></p>	<p><i>Student journals, lesson plans, chart paper, reading anchor charts</i></p>	<p><i>Common Core Standards Training</i></p>	<p><i>District Funds</i></p>
<p><i>1.3</i> Teacher models higher-level thinking through think-alouds.</p> <p><i>Task 1: Teachers will pre-read complex text to determine how to incorporate background knowledge and questioning strategies.</i></p>	<p><i>Lesson plans, walk throughs, reading anchor charts</i></p>	<p><i>All content based and reading teachers, Administration</i></p>	<p><i>2012-2013</i></p>	<p><i>Lesson plan template, higher level read alouds, reading anchor charts</i></p>		

<p style="text-align: center;"><b>Smart Goals</b></p> <p style="text-align: center;"><b>Smart = Specific Measurable Attainable</b></p> <p style="text-align: center;"><b>Realistic Timely</b></p>					
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<p><b>Goal 1:</b> Student Performance Content Area: <u>Reading</u>  <b>Goal 2:</b> Student Performance Content Area: <u>Math</u>    <b>Goal 3:</b> Student Performance: Content Area: <u>Writing</u>  <b>Goal 4:</b> Student Performance Content Area: <u>Science</u>  <b>Goal 5:</b> <u>Parental Involvement</u>    <b>Goal 6:</b> <u>Other: Ex. School Climate, Attendance, other measureable school-specific goal.</u></p>					
<p><b>Goal 2.</b> By 2013, 65% of students (with an emphasis on the lower quartile, ESE and lower socioeconomic) will achieve proficiency at a level 3 or above on FCAT <b>Math</b> and 65% of our 4<sup>th</sup> and 5<sup>th</sup> grade students will make learning gains compared to the previous year FCAT data.</p>					
<b>Strategies, Indicators and Progress Measures</b>					
<p>I. <b>Strategy 2: Teachers will use diagnostic student data from formative assessments to develop differentiated instruction and strategies to monitor student learning based on individual student needs.</b></p>					
<p><b>*Progress measures are for the purpose of reaching your 3-5 year school improvement goals and amo’s.</b></p>	<p><b>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>  <b>“CAUSE DATA”</b>            100% of teachers will use diagnostic student data from formative assessments to develop differentiated instruction and strategies to monitor student learning based on individual student needs.</p>	<p>Grades K-3 52% Grades 4-6 50%</p>	<p>Grades K-3 64% Grades 4-6 64%</p>	<p>Grades K-3 76% Grades 4-6 76%</p>	<p>Grades K-3 88% Grades 4-6 89%</p>	<p>Grades K-3 100% Grades 4-6 100%</p>
	<p>New FCAT Data from 2011-2012</p>	<p>August 2013</p>	<p>August 2014</p>	<p>August 2015</p>	<p>August 2016</p>

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<p><b>iii. Student Performance Indicator (s): “EFFECT DATA”</b></p> <p>Students will consistently increase their FCAT Math scores, by decreasing the percentage of nonproficient students who score below a level 1 or 2 by 50% by the year 2016.</p>	<p>3<sup>rd</sup> -71% (29%) 4<sup>th</sup> - 52% (48%) 5<sup>th</sup> - 47% (53%) 6<sup>th</sup> -64% (36%)</p>	<p>3<sup>rd</sup> -75% (25%) 4<sup>th</sup> - 60% (42%) 5<sup>th</sup> - 54% (46%) 6<sup>th</sup> -69% (32%)</p>	<p>3<sup>rd</sup> -79% (21%) 4<sup>th</sup> -65% (36%) 5<sup>th</sup> - 60% (40%) 6<sup>th</sup> -74% (27%)</p>	<p>3<sup>rd</sup> -83% (17%) 4<sup>th</sup> -70% (30%) 5<sup>th</sup> - 67% (34%) 6<sup>th</sup> -78% (26%)</p>	<p>3<sup>rd</sup> -86% (15%) 4<sup>th</sup> -76% (24%) 5<sup>th</sup> -74% (26%) 6<sup>th</sup> -82% (18%)</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><i>2.1 Teachers will maintain a data notebook that will drive instruction</i></p> <p><i>Task 1: K-6 teachers will use performance matters and progress monitoring assessments</i></p>	<p>Data Notebooks, Monthly Data Meeting , Walk Throughs, Lesson Plans</p>	<p>Math Teachers Administration</p>	<p>By December, 2012</p>	<p>Data Notebook Performance Matters Success Maker Lab Chapter Assessments Progress Monitoring Assessments</p>	<p><i>Monthly Data Meetings</i></p> <p><i>Weekly Team Meetings</i></p>	
<p><i>2.2 Teachers will meet with small groups of students based upon need and show a plan for small group instruction.</i></p>	<p>Lesson Plans Walk Throughs</p>	<p>Math Teachers Administration</p>	<p>by October 2012</p>	<p>Lesson Plan Book Small Group Manipulatives/Hands-on materials</p>	<p>Monthly Data Meetings</p>	
<p><i>2.3 Teachers will be able to identify lower quartile students and their specific needs</i></p>	<p>Data Notebook Lesson Plans Walk Throughs</p>	<p>Math Teachers</p>	<p>by September 2012</p>	<p>Data Notebooks Chapter Assessments Progress Monitoring Assessments Success Maker reports</p>	<p>Monthly Data Meetings</p>	

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<b>Goal 1:</b> Student Performance Content Area: <u>Reading</u> <b>Goal 2:</b> Student Performance Content Area: <u>Math</u> <b>Goal 3:</b> Student Performance: Content Area: <u>Writing</u> <b>Goal 4:</b> Student Performance Content Area: <u>Science</u> <b>Goal 5:</b> <u>Parental Involvement</u> <b>Goal 6:</b> <u>Other: Ex. School Climate, Attendance, other measureable school-specific goal.</u>					
<b>Goal 3:</b> By 2013, all students (emphasis on students who are economically disadvantaged and ESE) in grade 4 will increase the percentage of students scoring a 4.0 or above on <b>Writing</b> FCAT 2.0 by at least 5% over the previous year.					
<b>Strategies, Indicators and Progress Measures</b>					
<b>I. Strategy 3: Implement the research based strategy of relating and integrating the subject matter with other disciplines during instruction</b>					
<b>*Progress measures are for the purpose of reaching your 3-5 year school improvement goals and amo's.</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

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<p><b>ii Adult Implementation Indicator (s):</b> <b>“CAUSE DATA”</b></p> <p>100% of teachers will implement the research-based strategy of relating and integrating the subject matter with other disciplines during instruction</p>	45%	60%	75%	90%	100%
	New FCAT Data from 2011-2012	August 2013	August 2014	August 2015	August 2016
<p><b>iii. Student Performance Indicator(S):</b> <b>“EFFECT DATA</b> Students in 4<sup>th</sup> grade including economically disadvantaged students and ESE students will increase their FCAT writing scores by decreasing the number of nonproficient students who score a level 1, 2, or 3 by 50% by 2016.</p>	32% (68%)	40% (60%)	48% (51%)	56% (43%)	64% (34%)

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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><i>3.1 Teachers demonstrate knowledge of the research-based best practice of writing across the content areas.</i></p> <p><i>Task 1: Provide professional development and support to all staff on how to use writing across the content areas. (Being a Writer)</i></p>	<p>Agendas</p> <p>Sign In Sheets</p>	<p>SAC, Teachers, Curriculum Specialists, Writing Committee, Principal</p>	<p>January 2013</p>	<p>Paper Ink Books Professional dev. days Substitutes demonstrations</p>	<p>Being a Writer</p> <p>NG CAR PD</p> <p>Faculty Mtg.</p> <p>Common Core</p>	<p>District Funds</p> <p>District Funds</p> <p>District Funds</p>
<p><i>3.2 Students are organized into groups to practice skills, strategies and process writing.</i></p> <p><i>Task 1: Students will work with a partner/small group to implement writing strategies modeled by teacher using Kagan Structures and rubrics to self-assess and peer assess writing as well as edit and revise writing</i></p>	<p>Lesson Plans</p> <p>Walk throughs</p> <p>Student work samples</p>	<p>Teachers</p>	<p>2012-2013</p>	<p>Title I teachers Curriculum Specialists Teachers Kagan Tri-folds</p>	<p>Kagan Strategies</p> <p>Being a writer</p> <p>Common core</p>	<p>School Professional Development Budget</p> <p>District Funds</p> <p>District Funds</p>
<p><i>3.3 Teachers will attend training on <u>Being a Writer</u></i></p>	<p>Agenda</p> <p>Sign in Sheets</p>	<p>Teachers</p> <p>Curriculum Specialists</p> <p>Principal</p>	<p>January 2013</p>	<p>Title I teachers</p> <p>Curriculum Specialists</p> <p>Being a Writer curriculum materials</p>	<p>Being a Writer</p> <p>Common Core</p>	<p>District Funds</p> <p>District Funds</p>



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<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 students' academic performance, in <b>Science</b> , will improve by 10% over last years' results as measured by the FCAT science test.					
<b>Strategies, Indicators and Progress Measures</b>					
i. <b>Strategy 4:</b> 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.					
<b>*Progress measures are for the purpose of reaching your 3-5 year school improvement goals and amo's.</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
ii <b>Adult Implementation Indicator (s): "CAUSE DATA"</b> 100% of teachers K-6 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.	50%	70%	80%	90%	100%
	New FCAT Data from 2011-2012	August 2013	August 2014	August 2015	August 2016

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<p><b>III. Student Performance Indicator (s): “EFFECT DATA”</b></p> <p>Fifth grade students will consistently increase FCAT Science scores by decreasing the number of non-proficient students who score a level 1 or 2 by 50% by 2016.</p>	57% (43%)	67% (38%)	70% (33%)	75% (27%)	79% (22%)
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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><i>4.1</i> Teachers ask students to explain their thinking to determine misconceptions.</p> <p><i>Task 1: Students in grades 3-6 will utilize Science Notebooks to organize materials and develop a resource for inquiry projects.</i></p>	<p><i>Observation through weekly progress checks</i> <i>Walk throughs</i></p>	<p><i>Teachers</i></p>	<p><i>2012-2013 school year</i></p>	<p><i>Notebooks</i></p>	<p><i>Science Focus training</i></p>	
<p><i>4.2</i> Teachers will engage students in activities that are generated by student-driven data.</p> <p><i>Task 1: Identify lower quartile students and their specific needs to plan lesson/activities</i></p>	<p><i>Performance Matters, lesson plans, walk through</i></p>	<p><i>Administration, Science Teachers</i></p>	<p><i>August 2012-June 2013</i></p>	<p><i>Performance Matters Data, Computers</i>  <i>Paige Keely Books</i></p>	<p><i>Science Misconception Training</i></p>	<p><i>District Funds and School Professional Development budget</i></p>
<p><i>4.3</i> Teachers engage students in problem solving, experimental inquiry, and/or investigation tasks.</p> <p><i>Task 1: Utilize Science notebooks to organize and record information, observations, and questions</i></p>	<p><i>Observation, Student Notebooks, lesson plans</i></p>	<p><i>Administration, Science Teachers</i></p>	<p><i>August 2012-2013</i></p>	<p><i>Science Notebooks, Science materials/ tools</i></p>		<p><i>District Funds</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 measurable school-specific goal.</u>					
Goal 5: By 2013, <b>parental involvement</b> will improve by 20% over the previous year as measured by attendance at after-school and community events.					
Strategies, Indicators and Progress Measures					
i. <b>Strategy 5: Implement the research-based strategy of fostering two-way home/school communication with all stakeholders to support student learning.</b>					
<b>*Progress measures are for the purpose of reaching your 3-5 year school improvement goals and amo's.</b>	Baseline Measure August 2012 <b>*Perceptual data</b>	Progress Measure August 2013	Progress Measure August 2014	Progress Measure August 2015	Progress Measure August 20156
<b>ii Adult Implementation Indicator (s):</b> <b>“CAUSE DATA”</b>  100% of teacher will implement the research-based strategy of fostering two-way home/school communication with all stakeholders to support student learning.	<b>80%</b>	85%	90%	95%	100%

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	New FCAT Data from 2011-2012	August 2013	August 2014	August 2015	August 2016
<b>iii Student Performance Indicator (s):</b> <b>“EFFECT DATA”</b> Grade levels will consistently increase parental involvement until 100% of our parents attend after school events, which will positively impact academic achievement in all tested grades and content area by 2016.	41% (59%)	50% (52%)	60% (44%)	75% (37%)	100% (30%)

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><i>5.1 Teachers will volunteer resources and guidance and provide guidance as needed.</i></p> <p><i>Task 1: Staff will create a yearly calendar of events to add to the monthly newsletter, marquee, parent phone messaging system.</i></p> <p><i>Task 2: Grade levels will divide up responsibilities for events to attract parents from various grade levels to attend events.</i></p> <p><i>Task 3: Staff will plan Publix Literacy Night, Family Reading Night, Buns for Books to involve students, parents, and community members in improving student achievement.</i></p> <p><i>Task 4: All teachers or grade levels will create a website and keep it updated to keep parents informed of upcoming events</i></p> <p><i>Task 5: Teachers will utilize agenda and Tuesday folders to keep parents informed of student performance and upcoming events.</i></p>	<p><i>Calendar Newsletter Parent phone messages</i></p>	<p><i>Teachers Administratio n</i></p>	<p><i>Ongoing</i></p>	<p><i>Paper ink</i></p>	<p><i>Title I funds</i></p>	
	<p><i>Sign in sheets Notes from committee meetings. Teachers, Business Partners, Administratio n</i></p>	<p><i>Teachers</i></p>	<p><i>Ongoing</i></p>	<p><i>paper, ink, clipboards, pencils, crayons, cinnamon buns, coffee , juice ,r eading materials</i></p>		
	<p><i>Websites</i></p>	<p><i>Teachers</i></p>	<p><i>Ongoing</i></p>			
	<p><i>Agendas, Tuesday folders</i></p>	<p><i>Teachers, Administratio n</i></p>	<p><i>Ongoing</i></p>	<p><i>Agendas, Tuesday folders</i></p>		<p><i>SIP Title I funds</i></p>

**Implementation Details**

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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 6:</b>					
<b>Strategies, Indicators and Progress Measures</b>					
<b>I. Strategy 6:</b>					
	<b>Baseline Measure</b> August 2011 <b>* Perceptual Data</b>	<b>Progress Measure</b> August 2012	<b>Progress Measure</b> August 2013	<b>Progress Measure</b> August 2014	<b>Progress Measure</b> August 2015
<b>II. Adult Implementation Indicator (s):</b>					
	Discipline Data from 2010 – 2011	August 2012	August 2013	August 2014	August 2015
<b>III. Student Performance Indicator (s):</b>	<b>*% of occurrences by grade level</b>				

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

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**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 School Improvement \$3,175.00
<b>Subtotal:</b>			
Professional Development			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount Title 1-Proj 4013 \$10,032.26 FTE - No Project \$1,555.75
<b>Conference/Workshop/Seminar/Institute/Online PD</b> Goal and Action Step #(s) 1.1, 1.2, 2.2 Title : Common Core Location: Panama City, FL Dates: July 9-12, 2012 Sponsoring Educational Institution:	Mileage Meals Room \$543.24 Registration Substitute(s)	Budget Strip 0100.6400.0330.0271.0000	
Goal and Action Step #(s) 1.1, 2.1, 2.2 Title : AdvancED Florida Fall Training 2012 Location: Orlando, FL Dates: October 8-9, 2012 Sponsoring Educational Institution:	Mileage \$166.50 Meals \$91.00 Room \$294.98 Registration \$300.00 Substitute(s) N/A      Budget Strip	0100.6400.0330.0271.4013	
<b>Professional Learning Community</b> Goal and Action Step #(s) Navigator Plus Activity Title:	Materials List and Cost:	Budget Strip	
<b>Lesson Study</b> Goal and Action Step #(s) 3.1 Navigator Plus Activity Title: MBE 12/13 Faculty Lesson Study Training	Materials List & Cost: Materials Provided by District Title 1 Substitutes: \$250.56	Budget Strip 0420.6400.0140.0271.4013	



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<b>To Be Determined: School Improvement</b> <b>\$3,175.00</b> <b>No Project \$72.17</b> <b>Title 1 Professional</b> <b>Development \$8,929.18</b> <b>Grand Total: \$14,763.01</b>			
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P.D.Activity	Details	Y	N	Comments
<b>IF IT IS A:</b>				
<b>School-wide Training</b>	<b>Professional Development Details</b> <b>Goal the Activity is Supporting <u>Reading &amp; Writing</u></b>			
	<ul style="list-style-type: none"> <li>● Action Step # 1.2, 3.2</li> <li>● Name of Activity : Kagan Strategies</li> <li>● Dates of Activity : October 10, 2012</li> <li>● Materials: Kagan Publishing, Think-Pair-Share Smart Card, Cooperative Learning Structures, Cooperative Learning, Math-Higher Level Thinking; LA Higher Order Thinking, Higher Level Think + Class set</li> </ul>			
	<b>Budget Items Required</b>			
	<ul style="list-style-type: none"> <li>● Action Step # 1.2, 3.1</li> <li>● Name of Activity: Kagan Strategies</li> <li>● Funding Source – 0100.6400.0510.0271.0000</li> <li>● Cost of Materials – Various (661.41)</li> <li>● Cost of Substitutes NA</li> </ul>			
<b>School-wide Training</b>	<b>Professional Development Details</b> <b>Goal the Activity is Supporting <u>Science</u></b>			
	<ul style="list-style-type: none"> <li>● Action Step # 4.1</li> <li>● Name of Activity : Science Misconceptions</li> <li>● Dates of Activity :</li> <li>● Name of Facilitator – Kathy Schofield</li> <li>● Materials – Paige Keeley – Science Misconceptions (2 sets) Uncovering Student Ideas in Life Science (2 sets)</li> </ul>			
	<b>Budget Items Required</b>			

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	<ul style="list-style-type: none"> <li>● Action Step # 4.1</li> <li>● Name of Activity: Science Misconceptions</li> <li>● Funding Source – 0100.6400.0590.0271.0000</li> <li>● Cost of Materials – Books, (232.83)</li> <li>● Cost of Substitutes NA</li> </ul>			
<b>Learning Community</b>	<b>Professional Development Details</b>			
	<b>Goal the Activity is Supporting _____</b>			
(collaborative teams that gathers research and studies new programs or topics and shares their findings-must use Learning Community form)	<ul style="list-style-type: none"> <li>● Action Step #</li> <li>● Name of Activity</li> <li>● Dates of Activity</li> <li>● Title of Book or Focus</li> </ul>			
	<b>Budget Items Required</b>			
	<ul style="list-style-type: none"> <li>● Action Step #</li> <li>● Cost of Book/Teacher Materials</li> </ul>			
<b>Lesson Study/Action Research</b>	<b>Professional Development Details</b>			
	<b>Goal the Activity is Supporting __Writing_____</b>			
(a teacher-driven and student-focused team who does research and development by carefully studying what actually goes on in the classroom. - must use Lesson Study form)	<ul style="list-style-type: none"> <li>● Action Step # 3.1</li> <li>● Name of Activity - Lesson Study</li> <li>● Dates of Activity – Sept 5-Oct 18, 2012</li> <li>● Teaching strategy or method to be researched – how to use writing across the content areas.</li> </ul>			
	<b>Budget Items Required</b>			
	<ul style="list-style-type: none"> <li>● Action Step # 3.1</li> <li>● Cost of Teacher Materials NA</li> <li>● Cost of Substitutes – 250.56</li> <li>● Funding Source - 0420.6400.0140.0271.04013</li> </ul>			
<b>Timelines</b>				
Start Date: August 2, 2012				
End date: September 21, 2012				

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

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

Principal: \_\_\_\_\_  
 SAC Chair: \_\_\_\_\_  
 Hilda Manning: \_\_\_\_\_  
 Shannah Kosek: \_\_\_\_\_

Date: \_\_\_/\_\_\_/\_\_\_  
 Date: \_\_\_/\_\_\_/\_\_\_  
 Date: \_\_\_/\_\_\_/\_\_\_  
 Date: \_\_\_/\_\_\_/\_\_\_

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