

2012-2013 School Improvement Plan

SCHOOL NAME: RIDGEVIEW ELEMENTARY

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.

Mr. Dana Archibald (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 intervene support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

General Education Teachers: Provides information about core instruction, participates in student data collection, delivers Tier I 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) Teacher: Participates in student data collection, integrates core instruction activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

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.

Technology Specialist: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

Speech/Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systematic patterns of student need with respect to language skills.

Student Services Personnel: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

- 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 SBLT meets at least monthly with the Literacy Leadership Team. These teams analyze student data and recommend interventions to help the struggling child succeed.

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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 SBLT analyzed school-wide standardized test scores identifying strengths and weaknesses. The areas in need of improvement were targeted in the SIP's smart goals. Once these goals were established, data from the Universal Screener's from each grade level will be monitored to ensure the teachers and students are staying on track.

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 via Progress Monitoring and Reporting Network (PMRN), Assessment and Information Management System (DataStar), Florida Comprehensive Assessment Test (FCAT), Running Records, Performance Matters in all grades for math and science, Clay BUS for behavior, Early Reading Diagnostic Assessment (ERDA), Diagnostic Reading Assessment (DAR), and Compass Learning. End of Year: FAIR, and FCAT.

- Describe the plan to train staff on RtI.

Our Intervention Specialist, Jody Tennant, and Intervention Team Facilitator, Stephanie Moran will train the faculty and staff at Ridgeview Elementary. Ms. Tennant and/or Ms. Moran meet with each team every other week during the teams' common planning time to analyze individual student data and recommend specific interventions. Ms. Moran and Ms. Tennant provide individual teacher training as the need arises.

Literacy Leadership

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

Mr. Dana Archibald (Principal): Provides a common vision for the use of data-based decision-making, ensures that the school-based team is the K-12 reading Plan, ensures assessments are conducted as required, ensures implementation of reading intervention support and documentation, ensures adequate professional development to support effective reading implementation, and communicates with parents regarding reading plans and activities.

General Education Teachers: Provides information about core and supplemental reading instruction, participates in student data collection, delivers instruction/intervention, and collaborates with other staff to implement K-12 Reading Plan.

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

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 teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

Technology Specialist: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data collection from the PMRN and other on-line assessments.

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

The LLT meets monthly with the School Based Leadership Team. These teams analyze student data and recommend interventions to help the struggling child succeed.

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

This year the LLT will concentrate on assisting the lower 25% of readers in grades 4-6 as identified on the 2012 FCAT.

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.

Upon entering Ridgeview Elementary, each student is screened to assist the teachers in to plan the most appropriate curriculum based on each students' need. FLKRS, ECHOS and FAIR are administered to each child on a one-on-one basis to determine their probability of initial reading success. Data from these screenings will be used to plan daily academic instruction for all students. It students are identified as need assistance outside of the core curriculum; their names will be given to the SBLT.

FAIR will be re-administered mid-year and at the end of the year to determine student learning gains and determine the need for changes to the instructional/intervention programs

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

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

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

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<ul style="list-style-type: none"> ■ 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
<p><i>Postsecondary Transition</i> Note: Required for High School – Sec. 1008.37(4), F.S.</p> <ul style="list-style-type: none"> ● Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the <u>High School Feedback Report</u>.

School District of Clay County

Smart Goals Smart = Specific Measurable Attainable Realistic Timely					
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<p>Goal 1: Student Performance Content Area: <u>Reading</u></p> <p>Goal 2: Student Performance Content Area: <u>Math</u> Goal 3: Student Performance: Content Area: <u>Writing</u></p> <p>Goal 4: Student Performance Content Area: <u>Science</u></p> <p>Goal 5: <u>Parental Involvement</u> Goal 6: <u>Other: Ex. School Climate, Attendance, other measureable school-specific goal</u></p>					
<p>Goal 1: Goal 1: By 2013, K-2 students will increase the percentage of students meeting the RVE end-of-year recommended Reading goals 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. Grades 3-6 will also increase the percentage of students scoring at or above proficient on FCAT 2.0, equal to or beyond the performance levels of the highest-performing districts. Grades 4-6 will also increase the percentage of students making learning gains on FCAT 2.0 Reading.</p>					
<p>Strategies, Indicators and Progress Measures</p>					
<p>I. Strategy 1: : Implement the research-based strategy of developing learning experiences utilizing a variety of instructional practices and resources, including appropriate technology that requires students to demonstrate a variety of relevant skills and competencies.</p>					
<p>*Progress measures are for the purpose of reaching your 3-5 year school improvement goals AND AMO's.</p>	<p>Progress Measure August 2012</p>	<p>Progress Measure August 2013</p>	<p>Progress Measure August 2014</p>	<p>Progress Measure August 2015</p>	<p>Progress Measure August 2016</p>
<p>II. Adult Implementation Indicator (s): 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 50% *Grades 4-6 40%</p>	<p>Grades K-3 62.5% Grades 4-6 55%</p>	<p>Grades K-3 75% Grades 4-6 70%</p>	<p>Grades K-3 87.5% Grades 4-6 85%</p>	<p>Grades K-3 100% Grades 4-6 100%</p>
	<p>FCAT/EOC August 2012</p>	<p>FCAT/EOC August 2013</p>	<p>FCAT/EOC August 2014</p>	<p>FCAT/EOC August 2015</p>	<p>FCAT/EOC August 2016</p>

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III. STUDENT PERFORMANCE INDICATOR(S): Based on DOE requirements, we will reduce the percent of non-proficient students in reading by 50% by 2016.	3 rd 83% (17%)	3 rd 85.13% (14.88%)	3 rd 87.26% (12.76%)	3 rd 89.39% (10.64%)	3 rd 91.5% (8.5%)
	4 th 63% (37%)	4 th 67.63% (32.37%)	4 th 72.26% (27.74%)	4 th 76.89% (23.11%)	4 th 81.5% (18.5%)
	5 th 69% (31%)	5 th 72.88% (27.12%)	5 th 76.76% (23.24%)	5 th 80.64% (19.36%)	5 th 84.5% (15.5%)
	6 th 76% (24%)	6 th 79% (21%)	6 th 82% (18%)	6 th 85% (15%)	6 th 88% (12%)

IMPLEMENTATION DETAILS

Action Steps	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material/ Technology/ Trainer	Related PD	Funding/Funding Source
1.1 Task 1: Teachers will establish a common ritual of using graphic organizers in a pre-reading experience during independent reading time for students each time they begin a new story. This will allow students to use prior/ background knowledge and make predictions.	<i>Graphic organizers, student responses, meeting minutes</i>	<i>Grade level chair, principal</i>	<i>2012-2013 school year</i>	<i>Copies, <u>The Daily Five</u>, Time for Kids, Weekly Reader</i> <i>Graphic organizer training for teachers as needed</i>	<i>Possible PD for staff on using graphic organizers</i> <i>Book Study: <u>The Daily Five</u></i>	<i>Building budget</i> <i>Professional Development</i>

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<p>1.2 Teachers will utilize enhanced classroom technology</p> <p>Task 1: Teachers will receive training (if needed) on using the smart board/projector in their classroom.</p> <p>Task 2: During common planning time, teachers will plan consistent quarterly lessons in reading that integrate the use of the enhanced technology during the Reading Block.</p>	<p><i>Sign-in sheets, feedback</i></p> <p><i>Meeting minutes, Lesson plans, observation</i></p>	<p><i>Principal</i></p> <p><i>Teachers, grade level chairs and principal</i></p>	<p><i>Pre-planning, On-going</i></p> <p><i>October 2012 - ongoing</i></p>	<p><i>Appropriate functioning technology in all classrooms</i></p> <p><i>Common planning time schedule</i></p>	<p><i>IS dept. for training on smart board and projector</i></p> <p><i>Possible demonstrations for students needing assistance</i></p>	<p><i>Professional Development, School Improvement</i></p>
<p>1.3 Teachers will match students to “just right” books by using leveled readers.</p> <p>Task 1: Teachers will check out bags of books from the Literacy Lab for students to use as independent readers.</p>	<p><i>Googledoc log of Literacy Lab book bag check outs</i></p>	<p><i>Principal, Reading Assistant</i></p>	<p><i>August 2012-ongoing</i></p>	<p><i>High interest leveled readers</i></p>	<p><i>Training on how to administer the DRA to find student reading levels</i></p>	<p><i>School Improvement</i></p>
<p>1.4 Teachers will utilize a running record of student performance.</p> <p>Task 1: Teachers will use Unique Learning to track student progress.</p>	<p><i>Unique Learning Checklists</i></p>	<p><i>Administration/ InD Teachers</i></p>	<p><i>August 2012-ongoing</i></p>	<p><i>Access to Unique Learning Resources</i></p>	<p><i>Unique Learning Lesson Study</i></p>	<p><i>Professional Development</i></p>

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<p>1.5 Teachers will utilize Common Core ELA Standards. Task 1: Teachers will design lessons that align with the Common Core Standards.</p>	<p><i>Lesson Plans</i></p>	<p><i>Teachers, grade level chairs and principal</i></p>	<p><i>September 2012-ongoing</i></p>	<p><i>Common Core Standards, Common Planning Time</i></p>	<p><i>Common Core Training and lesson observations</i></p>	<p><i>Professional Development</i></p>
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Smart Goals Smart = Specific Measurable Attainable Realistic Timely					
Goal 1: Student Performance Content Area: <u>Reading</u> Goal 2: Student Performance Content Area: <u>Math</u> Goal 3: Student Performance: Content Area: <u>Writing</u> Goal 4: Student Performance Content Area: <u>Science</u> Goal 5: <u>Parental Involvement</u> Goal 6: <u>Other: Ex. School</u> <u>Climate, Attendance, other measureable school-specific goal.</u>					
Goal 2. By 2013, 100% of students will achieve proficiency (FCAT Level 3 or above) in Math and 75% of 4-6 grade students will make learning gains compared to the previous year FCAT data.					
Strategies, Indicators and Progress Measures					
I. Strategy 2: Implement the researched-based strategy of using higher order questioning techniques in order to increase the higher order thinking of students in Math.					
*Progress measures are for the purpose of reaching your 3-5 year school improvement goals AND AMO's.	progress Measure August 2012	Progress Measure August 2013	Progress Measure August 2014	Progress Measure August 2015	Progress Measure August 2016
II. Adult Implementation Indicator (s): 100% of teachers will implement the researched-based strategy of using higher order questioning techniques in order to increase the higher order thinking of students in Math.	Grades K-3 50% Grades 4-6 50%	Grades K-3 60% Grades 4-6 60%	Grades K-3 75% Grades 4-6 75%	Grades K-3 85% Grades 4-6 85%	Grades K-3 100% Grades 4-6 100%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016

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<p>III. Student Performance Indicator (s): Based on DOE requirements, we will reduce the percent of non-proficient students in math by 50% by 2016.</p>	<p>3rd 78% (22%) 4th 70% (30%) 5th 64% (36%) 6th 63% (37%)</p>	<p>3rd 80.75% (19.25%) 4th 73.75% (26.25%) 5th 68.5% (31.5%) 6th 67.63% (32.37%)</p>	<p>3rd 83.5% (16.5%) 4th 77.5% (22.5%) 5th 73% (27%) 6th 72.26% (27.74%)</p>	<p>3rd 86.25% (13.75%) 4th 81.25% (18.75%) 5th 77.5% (22.5%) 6th 76.89% (23.11%)</p>	<p>3rd 89% (11%) 4th 85% (15%) 5th 82% (18%) 6th 81.5% (18.5%)</p>
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Implementation Details

Action Steps	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p>2.1 Teachers will model higher-level thinking through Think-Alouds</p> <p>Task 1: Teachers will attend an Exemplars training on higher level thinking and questioning techniques during common planning time.</p>	<p><i>Sign-in, evaluation forms, and feedback from grade level team meetings</i></p>	<p><i>Principal, Grade Level Chair persons</i></p>	<p><i>September 19 and January Date TBD</i></p>	<p><i>Exemplars, notebooks, Exemplars Trainer</i></p>	<p><i>Initial Exemplars training</i></p>	<p><i>Professional Development</i></p>
<p>2.2 Teachers will utilize peer conferencing strategies in order to allow students to explain, summarize or clarify their thinking to a higher-order question.</p> <p>Task 1: Teachers will devise a grade-level wide “model” or process of strategies for students to use with their peer partner in order to ensure fluidity and comfort of the peer conferencing process.</p>	<p><i>Use of the appropriate model of strategies in math classrooms; meeting minutes</i></p>	<p><i>Grade Level Chairs, Principal, Teachers</i></p>	<p><i>September 19 - ongoing</i></p>	<p><i>Projector, copies, math journals</i></p>	<p><i>Follow-up Exemplars training</i></p>	

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2.3 Teachers will utilize Common Core Math Standards.						
Task 1: Teachers will design lessons that align with the Common Core Standards.	<i>Lesson Plans</i>	<i>Teachers, grade level chairs and principal</i>	<i>September 2012-ongoing</i>	<i>Common Core Standards, Common Planning Time</i>	<i>Common Core Training and lesson observations</i>	<i>Professional Development</i>

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Goal 3: By 2013, 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					
I. Strategy 3: Implement the researched-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 August 2012	Progress Measure August 2013	Progress Measure August 2014	Progress Measure August 2015	Progress Measure August 2016

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<p>II. Adult Implementation Indicator (s): 100% of teachers will implement the researched-based strategy of relating and integrating the subject matter with other disciplines during instruction.</p>	50%	62%	75%	88%	100%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
<p>III. Student Performance Indicator(S): Based on DOE requirements, we will reduce the percent of non-proficient students in writing by 50% by 2016.</p>	66% (34%)	70.25% (29.75%)	74.5% (25.5%)	78.75% (21.25%)	83% (17%)

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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>3.1 Teachers demonstrate knowledge of research-based best practices of writing across the content areas</p> <p>Task 1: Provide job-embedded professional development and support to staff on how to implement the use of writing across the content areas by holding 3 hours of training s for teachers of Math.</p>	<p>Extended Learning Opportunity Documentation</p>	<p>Classroom Teachers; Administrator</p>	<p>September 2012- March 2013</p>	<p>Technology; Performance Matters; Assessment Tools</p>	<p>Exemplars Training</p>	<p>Professional Development</p>
<p>3.2 Students are organized into groups to practice skill, strategy or process</p> <p>Task 1: Provide systemic and systematic interventions for students failing or at-risk of academic failure. Focus: K-6 Compass Focus: 5-6 Study Island</p>	<p>SAC Documentation; Staff Meeting Documentation; Extended Learning Opportunity Documentation</p>	<p>Classroom Teachers; Special Education Teachers/Admin</p>	<p>September 2012- March 2013</p>	<p>Technology; Performance Matters; Assessment Tools; Training for identified staff in the implementation of systemic and systematic interventions K-12;</p>		<p>Technology Budget</p>

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Goal 4: By 2013, students' academic performance in Science will improve by 10% in 5 th grade over last years' results as measured by the FCAT Science.					
Strategies, Indicators and Progress Measures					
Strategy 4: Implement the research-based strategy of designing and modifying instruction to deepen students' understanding of content area and advance student learning while addressing preconceptions or misconceptions.					
*Progress measures are for the purpose of reaching your 3-5 year school improvement goals and AMO's.	Progress Measure August 2012	Progress Measure August 2013	Progress Measure August 2014	Progress Measure August 2015	Progress Measure August 2016
I. Adult Implementation Indicator (s): 100% of teachers K-6 will implement the research-based strategy of designing and modifying instruction to deepen students' understanding of content area and advance student learning while addressing preconceptions or misconceptions.	25%	40%	50%	75%	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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II. Student Performance Indicator (s): Based on DOE requirements, we will reduce the percent of non-proficient students in science by 50% by 2016.	42% (58%)	49.25% (50.75%)	56.5% (43.5%)	63.75% (36.25%)	71% (29%)
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Implementation Details

Action Steps	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
4.1 Teachers engage students in activities that require comparison and/or clarification. Task 1: Incorporate inquiry project based learning in daily instruction by students participating in the Science Fair. Task 2: Schedule preliminary judging and events throughout the year to prepare students for the final event (Science Fair)	<i>Weekly schedule, progress checks through weekly grade level meeting minutes, participation numbers in the Science Fair</i> <i>Science Fair Projects, feedback, observation</i>	<i>Principal, Teachers</i> <i>Principal, Teachers</i>	<i>August 2012 – January 2013</i>	<i>Science project boards, schedule</i>		
4.2 Teachers ask students to explain their thinking to determine misconceptions. Task 1: Students in grades 2 – 5 will utilize Science Notebooks to organize materials and develop a resource for inquiry projects.	<i>Observation, progress checks through weekly grade level minutes</i>	<i>Principal, Teachers</i>	<i>2012-2013 school year</i>	<i>Notebooks</i>		<i>Professional Development & School improvement</i>

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Smart Goals Smart = Specific Measurable Attainable Realistic Timely					
Goal 1: Student Performance Content Area: <u>Reading</u> Goal 2: Student Performance Content Area: <u>Math</u> Goal 3: Student Performance: Content Area: <u>Writing</u> Goal 4: Student Performance Content Area: <u>Science</u> Goal 5: <u>Parental Involvement</u> Goal 6: <u>Other: Ex. School</u> <u>Climate, Attendance, other measureable school-specific goal.</u>					
Goal 5: By 2013, Parental Involvement will improve by 10% over the previous year as measured by attendance at after-school and community events.					
Strategies, Indicators and Progress Measures					
I. Strategy 5: Implement research-based strategy of fostering two-way home/school communication with all stakeholders to support student learning.					
*Progress measures are for the purpose of reaching your 3-5 year school improvement goals and AMO's.	Progress Measure August 2012	Progress Measure August 2013	Progress Measure August 2014	Progress Measure August 2015	Progress Measure August 2016
II. Adult Implementation Indicator (s): 100% of teachers will implement the research-based strategy of fostering two-way home/school communication with all stakeholders to support student learning.	50%	70%	80%	90%	100%

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	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
III. Student Performance Indicator (s): Grade levels will consistently increase parental involvement until we reduce the percent of non-participation by 50% by 2016. Improvement in attendance at all events, will positively impact academic achievement in all tested grades and content by 2016.	KG 60% (40%) 1 st 60% (40%) 2 nd 60% (40%) 3 rd 48% (52%) 4 th 48% (52%) 5 th 40% (60%) 6 th 40% (60%)	KG 65% (35%) 1 st 65% (35%) 2 nd 65% (35%) 3 rd 54.5% (45.5%) 4 th 54.5% (45.5%) 5 th 47.5% (52.5%) 6 th 47.5% (52.5%)	KG 70% (30%) 1 st 70% (30%) 2 nd 70% (30%) 3 rd 61% (39%) 4 th 61% (39%) 5 th 55% (45%) 6 th 55% (45%)	KG 75% (25%) 1 st 75% (25%) 2 nd 75% (25%) 3 rd 67.5% (32.5%) 4 th 67.5% (32.5%) 5 th 62.5% (37.5%) 6 th 62.5% (37.5%)	KG 80% (20%) 1 st 80% (20%) 2 nd 80% (20%) 3 rd 74% (26%) 4 th 74% (26%) 5 th 70% (30%) 6 th 70% (30%)

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>5.1 Teachers volunteer resources and guidance as needed</p> <p>Task 1: Staff will create a yearly calendar of events to add to newsletters and electronic calendar informing parents of upcoming events.</p> <p>Task 2: Grade Levels will divide up responsibilities for events to attract parents from various grade levels to attend events.</p> <p>Task 3: Staff will communicate with parents via home-school agendas (planners) for daily needs and the Thursday folder.</p>	<p><i>Newsletters, Improvements in Parent Involvement</i></p> <p><i>Meeting Agendas and Minutes</i></p> <p><i>Improvements on parent communication, Increased Parent Involvement</i></p>	<p><i>Principal, Teachers</i></p> <p><i>Principals, Teachers</i></p> <p><i>Principals, Teachers</i></p>	<p><i>Summer 2012 and each month after through May 2013</i></p> <p><i>September 2012</i></p> <p><i>August 2012 – June 2013</i></p>	<p><i>Paper, copies</i></p> <p><i>Agendas (planners), Thursday Folders</i></p>	<p><i>School Budget</i></p> <p><i>School Improvement</i></p>
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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 2010-11 SIP Proj 1181-\$1,007.41 2012-13 SIP Proj 1183-\$2,750.00 Total SIP Available: \$3,757.41
Goal – Reading – Action Step 1.1.1	Weekly reading periodical for students to improve their skills in reading - \$1,136.96 Weekly reading periodical for students to improve their skills in math - \$1,613.04 Student planners and weekly folders to foster school/home communication - \$1,007.41	0100.5100.0510.0401.1183	\$1,136.96
Goal – Math – Action Step 2.2.2		0100.5100.0510.0401.1183	\$1,613.04
Goal – Parent Involvement – Action Step 5.1.3		0100.5100.0510.0401.1181	\$1,007.41
Subtotal: \$3,757.41			
Professional Development			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount FTE – No Proj 0000 - \$1,347.50 Total PD Available: \$1,347.50
Conference/Workshop/Seminar/Institute/Online PD Goal and Action Step #(s) NA Title : NA Location: NA Dates: NA Sponsoring Educational Institution: NA	Mileage Meals Room NA Registration Substitute(s)	Budget Strip NA	NA
Professional Learning Community Goal and Action Step #(s) – Reading /Action Step 1.1.1 Navigator Plus Activity Title: RVE 12-13 – PLC—The Daily Five	Materials List and Cost: Professional Book (The Daily Five) for each participant - \$20 X 5=\$100.00	Budget Strip 0100.6400.0590.0001.0000	\$100.00
Lesson Study Goal and Action Step #(s) –Reading/Action Step 1.4.1 Navigator Plus Activity Title RVE 12-13 – Lesson Study – InD Unique Learning	Materials List & Cost: Substitutes for Lesson presentation and observation – 4 x \$25 x 1 hr = \$100.00	Budget Strip 0420.6400.0140.0401.4013	\$100.00

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<p>School Workshop Goal and Action Step #(s) – Math/Action Step 2.1.1 Navigator Plus Activity Title: RVE 12-13 – Exemplars by Connie Lee, Curriculum Coach</p>	<p>Materials List and Cost: Math training materials - \$297.50 Consultant Fee: NA Consultant Travel Expenses: NA Substitutes: NA Stipends: 29 participants for 2 hours (29 x \$24 = \$696...plus SS & Workmen’s Comp)</p>	<p>Budget Strip 0100.6400.0510.0401.0000</p>	<p>\$297.50</p>
<p>Goal and Action Step #(s) – Reading/Action Step 1.5.1 & Math/Action Step 2.1.2 Navigator Plus Activity Title: Title I RVE 12-13 Common Core by Steve Doughty, Chris Roberts, Sue Tullous & Kristin Makar</p>	<p>Materials List and Cost: Math training materials: Consultant Fee: NA Consultant Travel Expenses: NA Substitutes: Substitutes for lesson observations – 5 x \$25 x 1 hr = \$125 Stipends:</p>	<p>0100.6400.0120.0401.000</p>	<p>\$725.00</p>
Subtotal: \$1,347.50			
Other			
Goal Area and Action Step Number	Description of Resources	Budget Strip	Available Amount
Subtotal: \$0.00			
Grand Total: \$5,104.91			

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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>Math 2 & Writing 3</u>			
	<ul style="list-style-type: none"> ● Action Step # 2.1.1 & 3.1.1 ● Name of Activity: RVE 12-13 – Exemplars ● Dates of Activity: 9/19/2012 through ongoing ● Name of Consultant or Facilitator: Connie Lee ● Consultant Services Agreement - No ● Materials – Exemplar Notebooks & Copies 			
	Budget Items Required			
	<ul style="list-style-type: none"> ● Action Step # 2.1.1 & 3.1.1 ● Name of Activity: RVE 12-13 – Exemplars ● Funding Source: 0100.6400.0510.0401.0000 (\$297.50) 0100.6400.0120.0401.000 (\$725.00) ● Cost of Consultant - NA ● Cost of Materials - \$297.50 ● Cost of Substitutes NA ● Cost of Stipends: \$725.00 			
School-wide Training	Professional Development Details Goal the Activity is Supporting <u>Reading 1 & Math 2</u>			
	<ul style="list-style-type: none"> ● Action Step # 1.5.1 & 2.1.2 ● Name of Activity: RVE 12-13 – Common Core ● Dates of Activity: 9/25/2012 through ongoing ● Name of Consultant or Facilitator: Steve Doughty, Chris Roberts, Sue Tullous & Kristin Makar ● Consultant Services Agreement - No ● Materials – NA 			
	Budget Items Required			

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	<ul style="list-style-type: none"> ● Action Step # 1.5.1 & 2.1.2 ● Name of Activity: RVE 12-13 – Common Core ● Funding Source: 0420.6400.0140.0401.4013 (\$125) ● Cost of Consultant - NA ● Cost of Materials - NA ● Cost of Substitutes \$125 			
Learning Community	Professional Development Details Goal the Activity is Supporting <u>Reading 1</u>			
	<ul style="list-style-type: none"> ● Action Step # 1.1.1 ● Name of Activity: RVE 12-13 – PLC – The Daily Five ● Dates of Activity: 10/1/2012 – 4/9/2013 ● Title of Book: <u>The Daily Five</u> 			
	Budget Items Required			
	<ul style="list-style-type: none"> ● Action Step # 1.1.1 ● Cost of Book: \$100.00 ● Source of Funding: 0100.6400.0590.0001.0000 			
Lesson Study	Professional Development Details Goal the Activity is Supporting <u>Reading 1</u>			
	<ul style="list-style-type: none"> ● Action Step # 1.4.1 ● Name of Activity: RVE 12-13 – Lesson Study InD Unique Learning ● Dates of Activity: 9/19/2012 – 9/20/2012 ● Teaching strategy or method to be researched: Unique Learning 			
	Budget Items Required			
	<ul style="list-style-type: none"> ● Action Step # 1.4.1 ● Cost of Teacher Materials: NA ● Substitutes: \$125.00 ● Funding Source: 0100.6400.0140.0401.0000 			
Timelines				

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Start Date: August 2, 2012				
End date: May 15, 2013				
Budget				
Local FTE (function 6400-no project)	\$ 1,347.50			
Project -				
Project -				
Project -				
Total Internal PD Budget (no project & project funds)	\$1,347.50			

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

Professional Development Assistant: Hilda Manning

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

Background			
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Background:	Professional Development is an integral part of the School Improvement Plan. Teachers need pro ven	
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	current instructional strategies to improve the performance of the students assigned to them.		
Objectives			
	Yes	No	Comments

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How is the training aligned to a research-based strategy for the Goal? In the comments section, please provide Goal and source of research-based strategy.	<input type="checkbox"/>	<input type="checkbox"/>	
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.	<input type="checkbox"/>	<input type="checkbox"/>	
Who will be trained?	<input type="checkbox"/>	<input type="checkbox"/>	
Date(s), Time(s), Location	<input type="checkbox"/>	<input type="checkbox"/>	
Total Cost	<input type="checkbox"/>	<input type="checkbox"/>	
Needs School Board approval	<input type="checkbox"/>	<input type="checkbox"/>	
Complete budget line for expenses	<input type="checkbox"/>	<input type="checkbox"/>	
Name of facilitator/person responsible	<input type="checkbox"/>	<input type="checkbox"/>	
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.	<input type="checkbox"/>	<input type="checkbox"/>	
Who will be trained?	<input type="checkbox"/>	<input type="checkbox"/>	
Date(s), Location	<input type="checkbox"/>	<input type="checkbox"/>	
Total Cost	<input type="checkbox"/>	<input type="checkbox"/>	
Complete budget line for expenses	<input type="checkbox"/>	<input type="checkbox"/>	

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Name of facilitator/person responsible	<input type="checkbox"/>	<input type="checkbox"/>	
Timelines			
	Ye s	No	Comments
Start Date August 2, 2012	<input type="checkbox"/>	<input type="checkbox"/>	
End Date September 21, 2012	<input type="checkbox"/>	<input type="checkbox"/>	
Budget			
Local FTE (function 6400-no project)	<input type="checkbox"/>	<input type="checkbox"/>	\$
Project -	<input type="checkbox"/>	<input type="checkbox"/>	
Project -	<input type="checkbox"/>	<input type="checkbox"/>	
Project -	<input type="checkbox"/>	<input type="checkbox"/>	
Total External PD Budget (no project & project funds)	<input type="checkbox"/>	<input type="checkbox"/>	

Approvals: (Signature's required)

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

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

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

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

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