

2012-2013 School Improvement Plan

SCHOOL NAME: Clay Hill Elementary
School Based Leadership Team

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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.

Tracey Kendrick-Provides a common vision and goal for steady use of data-based decision-making and discussion/ implementation of data based interventions; ensures RtI is being implemented school-wide; conducts assessment of RtI skills of CHE staff; ensures interventions are implemented and documented; establishes professional development to support RtI implementation and communicates with parents and staff with regard to RtI plans, meetings and activities.

Bonnie Barker- Assists in providing common vision and goal for steady use of data-based decision-making and discussion/ implementation of data based interventions; ensures RtI is being implemented school-wide; conducts assessment of RtI skills of CHE staff; ensures interventions are implemented and documented; establishes professional development to support RtI implementation and communicates with parents and staff with regard to RtI plans, meetings and activities.

Robin Rae, RtI Coach-Assist classroom teachers with the infusing of the RtI process into everyday classroom rituals and routines that will support Tier 1, 2, and 3 students, evaluate data, provide professional development, support teachers in monitoring and evaluating intervention plans and procedures, develop and evaluate instruction and intervention in academic and behavioral areas, and model effective intervention strategies for use by classroom teachers.

General Education Teachers-Provide information about core instruction and curriculum, participates in student data collection and disaggregation, deliver Tier 1 instruction/ intervention, collaborate with other staff to implement Tier 2 interventions and ensure integration of Tier 1 materials/ instruction with Tier 2/3 activities including but not limited to intensive reading and math classes.

Abbie Andrews, Exceptional Student Education (ESE) Teachers-Involved in student data collection and analysis, integration of core instructional activities/ materials into Tier 3 instruction and collaborates with regular education teachers through inclusion model in all content areas.

Cyndi Fitcher, Title 1 Curriculum Coach-Evaluates and provides information on reading content standards/ programs including core materials, intensive materials and materials being used in CAR-PD settings. Analyzes, identifies and provides suggestions on research-based curriculum with relation to implementation of interventions and classroom instruction approach. Works with District personnel on identifying systematic patterns of student need and implementation by teachers of research-based intervention strategies utilizing research-based and district approved materials. Assists with whole school screening and assessment using the FAIR and Performance Matters assessments; assists in the implementation for progress monitoring, data collection and data analysis; assists in indentifying at-risk students and implementation of research-based strategies to improve reading skills; participation in professional development through design and delivery of professional leaning communities; assists teachers with identification of reading strategies and supplemental materials for student at all reading levels.

Lynelle Jackson, School Psychologist- Participates in collection; interpretation and analysis of data; participates in each RtI meeting; provides support for development and implementation of interventions; ensures fidelity of intervention implementation and data collection; assists with professional development with relation to data collection and problem-solving and critical thinking activities; facilitates data-based decision making activities; assists with school-based decision making with regard to data instruments and interpretation.

Kathy Schmidt, Speech Language Pathologist- Provides information to the RtI team on the role language plays in curriculum, assessment and instruction; screens students and provides results of screening instruments; assists in identifying student needs with regard to language skills.

Shelley Bell, Guidance Counselor- Provides services, guidelines and expertise on program design, RtI process, assessments and interventions with individual students as well as background information from cum records, antidotal records, past parent conferences and assessments.

Jean Pease, Social Worker- Serves as link between student, student's family and community agencies; evaluates attendance information; serves as a link between family and school to promote academic, social and behavioral 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 RtI Leadership Team's goal will be to develop procedures for school-wide identification of individual student's academic and behavior needs while implementation processes and guidelines which positively impact the success of the school as a whole. These procedures and guidelines will center on data and research-based decision making.

The team will meet monthly to review data and progress monitoring results as well as classroom level records in order to identify students who appear to be at-risk in meeting benchmarks as well as discussion regarding students who are exceeding expectations. After analysis of data, observations and discussion, decisions will be made with regard to interventions and next steps necessary to facilitate student success. The team will also serve as a source of problem-solving, sharing effective practices and disseminating these practices to staff, evaluating implementation of interventions, discussing research-based best instructional practices and facilitation school-based decision making on future implementations of interventions.

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- Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

The RtI Leadership Team met with the School Advisory Council (SAC) and the principal to help develop the SIP. The team provided general information on RtI including the definition and state wide emphasis of the process. Tier 1, 2, and 3 was explained along with examples of interventions and the tier relationships to expect student achievement based on content area benchmarks. Professional Development was discussed and the team explained that CHE staff will be trained on the RtI process and frequent feedback session will be held. SAC members were provided information by the RtI team on steps in place to ensure best instructional practices including the following: district maps, rigorous presentation of content, modeling of appropriate social interactions for students; collaboration among staff and teacher use of research-based strategies.

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), Performance Matters (Math, Science)

Progress Monitoring: Florida Assessment for Instruction in Reading (FAIR), Performance Matters (Math, Science)

End of Year: FAIR, FCAT, PM

Frequency of Data Days: Monthly department data meetings with principal and assistant principal.

- Describe the plan to train staff on RtI.
Professional development will be provided during common planning time. Professional Learning Communities will be held as well as small sessions centered on respective content areas. District Curriculum Specialists are assigned to school cluster sites and District Leadership Teams will visit schools. School administrators will be available to discuss success and challenges with RtI implementation. Monthly school curriculum council meeting will be held and included in these meetings will be discussions regarding implementation of the RtI process, analysis of data and supporting classroom interventions. The school based RtI team will provide training and updates throughout the year. The RtI team will also evaluate and provide information on staff PD needs as the school year progresses.

Literacy Leadership

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

Administrators (Tracey Kendrick, Principal & Bonnie Barker, Assistant Principal): Provides a common vision for the use of data-based decision-making, ensures that the school based team follows 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.

Team Leaders (K-Susan Adler, 1-Salli Wallace, 2-Victoria Carroll, 3- Ivy Gernhard, 4-Meredith Pittman, 5-Allyson Zangrilli, 6-Besty Ellis): 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.

Curriculum Coach (Cyndi Fitcher): Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; coordinates the administration of the FAIR, assist in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

RtI Coach (Robin Rae): 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.

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

The team meets monthly in collaboration with the RtI team to engage in the following activities:

Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who

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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.

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

The LLT will work to effectively integrate the RtI process to ensure that students most “at risk” in reading receive intensive and immediate intervention services supporting literacy in Math and Science.

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.

Each kindergarten teacher is responsible for ensuring that each child successfully transitions to our elementary school program. To provide a smooth transition to school, our school offers staggered enrollment for kindergarten students. Parents and students have an opportunity to attend an orientation prior to the start of school where they visit the classroom and meet the teacher. Early in the school year, parents are given a parent guide, What Every Kindergarten Child Should Know and the Florida Sunshine State Standards. Additionally, an Open House is held within the first 30 days of school to further inform parents how to best help their child during the transition period.

At the beginning of school, kindergarten teachers screen each child to determine the students’ acquisition of specific skills and knowledge. Assessments include district-made skills tests and FLKRS. On-going progress monitoring tools include the FAIR and county-wide benchmark tests. Students with low reading readiness are given supplemental intensive reading instruction. The Florida Kindergarten Readiness Screener (FLKRS) is used during the first 30 days of school to determine school readiness and the child’s ability to form meaningful relationships.

Programs currently in place to assist preschoolers with low readiness rates include Head Start and the State of Florida Voluntary Prekindergarten Program (VPK) and an ESE Pre-K program for students identified as developmentally delayed. CHE will maintain a Mom and Me program to provide opportunities for pre-schoolers and their parents to participate in quarterly learning opportunities provided by local area early childhood experts.

School budgeted funds and district funding are dedicated to ensuring a pleasant and successful transition to our elementary program. The effectiveness of our preschool transition design is determined by data collected from the initial assessments and the FLKRS.

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.

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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 Climate, Attendance, other measureable school-specific goal.</u>					
Goal 1: By 2013, Students in grades 3-6 will decrease the number of non-proficient readers in the area of vocabulary on district and state-wide assessments (FCAT 2.0) by 10 percent at each grade level and subgroup currently not meeting proficiency targets. Grades 3-6 will also increase the percentage of students scoring at or above proficient on district and state-wide assessments, equal to or beyond the performance levels of the highest-performing districts.					
Strategies, Indicators and Progress Measures					
I. Strategy 1: Implement research-based strategy of using diagnostic student data from formative assessments to develop differentiated instruction and strategies to monitor student learning based on individual student needs.					

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*Progress measures are for the purpose of reaching your 3-5 year school improvement goals AND AMO's.	Progress Measure August 2012	Progress Measure August 2013	Progress Measure August 2014	Progress Measure August 2015	Progress Measure August 2016
II. Adult Implementation Indicator (s): “CAUSE DATA” 100% of teachers will implement research-based strategy of using diagnostic student data from formative assessments to develop differentiated instruction and strategies to monitor student learning based on individual student needs.	65.5% (19)	74.13%	82.76%	91.39%	100% (29)
	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): “EFFECT DATA” Students will consistently increase their reading scores until we reduce the % of students who are non-proficient by at least 50% by 2016.	3 rd 62.0% (9.5) (26) 4 th 81% (4.75) (10) 5 th 55% (11.25) (32) 6 th 67% (8.25) (21)	3 rd 71.5% (22.75) 4 th 85.75% (8.75) 5 th 66.25% (28) 6 th 75.25% (18.4)	3 rd 81.0% (19.5) 4 th 90.5% (7.5) 5 th 77.50% (24) 6 th 83.5% (15.74)	3 rd 90.5% (16.25) 4 th 95.25% (6.25) 5 th 88.75% (20) 6 th 91.75% (13.11)	3 rd 100% (13) 4 th 100% (5) 5 th 100% (16) 6 th 100% (10.5)

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 Teachers will maintain data notebooks	<i>Data notebook binders</i>	<i>Tracey Kendrick, Bonnie Barker, Cyndi Fitcher</i>	<i>2012-2013</i>	<i>Data binder</i>	monthly data meetings	<i>117.54 0420 5100 0510 0411 4012</i>

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<p>1.2</p> <p>Teachers will create student interactive notebooks and perform student conferences</p>	<p><i>Spiral notebooks/binders</i></p>	<p><i>Bonnie Barker</i></p>	<p><i>2012-2013</i></p>	<p><i>Spiral notebooks/binders</i></p>	<p><i>The Book Whisperer by Donalyn Miller; Literacy Work Stations, Making Centers Work, Practice with Purpose by Debbie Diller; What Great Teachers Do Differently by Todd Whitaker</i></p>	<p><i>1459.30 0100 5100 0520 0411 2013</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 Climate,</u> <u>Attendance, other measureable school-specific goal.</u>					
Goal 2. By 2013, Students in grades 3-6 will increase the percentage of students scoring at or above proficient on district and state-wide assessments, equal to or beyond the performance levels of the highest-performing districts.					
Strategies, Indicators and Progress Measures					
I. Strategy 2: Implement research-based strategy of using diagnostic student data from formative assessments to develop differentiated instruction and strategies to monitor student learning based on individual student needs.					
*Progress measures are for the purpose of reaching your 3-5 year school improvement goals AND AMO's.	progress Measure August 2012	Progress Measure August 2013	Progress Measure August 2014	Progress Measure August 2015	Progress Measure August 2016
II. Adult Implementation Indicator (s): “CAUSE DATA” 100% of teachers will implement research-based strategy of using diagnostic student data from formative assessments to develop differentiated instruction and strategies to monitor student learning based on individual student needs.	37.9% (11)	53.4%	68.9%	84.4%	100% (29)
	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): “EFFECT DATA”</p> <p>Students will consistently increase their math scores until we reduce the % of students who are non-proficient by at least 50% by 2016.</p>	3 rd 73.0% (6.75)	3 rd 79.75%	3 rd 86.5%	3 rd 93.25%	3 rd 100%
	(18)	(15.75)	(13.5)	(11.25)	(9)
	4 th 77.0% (5.75)	4 th 82.75%	4 th 88.5%	4 th 94.25%	4 th 100%
	(12)	(10.5)	(9)	(7.5)	(6)
	5 th 61.0% (9.75)	5 th 70.75%	5 th 77.5%	5 th 87.25%	5 th 100%
	(28)	(24.5)	(21)	(17.5)	(14)
6 th 63% (9.25)	6 th 72.25%	6 th 81.5%	6 th 90.75%	6 th 100%	
(24)	(21)	(18)	(15)	(12)	

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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</p> <p>Teachers will maintain data notebooks</p>	<p><i>Data notebook binders</i></p>	<p><i>Tracey Kendrick, Bonnie Barker, Cyndi Fitcher</i></p>	<p>2012-2013</p>	<p><i>Data binder</i></p>	<p>monthly data meetings</p>	<p><i>117.54 0420 5100 0510 0411 4012</i></p>
<p>2.2</p> <p>Teachers will create student interactive notebooks and perform student conferences</p>	<p><i>Spiral notebooks/ binders</i></p>	<p><i>Bonnie Barker</i></p>	<p>2012-2013</p>	<p><i>Spiral notebooks/binders</i></p>	<p><i>Classroom Discussions: Using math talk to help students learn gr. 1-6 by Chapin, O'Connor, and Anderson; Teach Like a Champion by Dough Lemov; Activities to Undo Math Misconceptions by Bamberger and Oberdorf; Mathematical Comprehension by Laney Sammons, Guided Math by Laney Sammons; Teaching Student-Centered Mathematics by Van de Walle and Lovin</i></p>	

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<p style="text-align: center;">Smart Goals</p> <p>Smart = Specific Measurable</p> <p>Attainable Realistic Timely</p>					
<p>Goal 1: Student Performance Content Area: <u>Reading</u> Goal 2: Student Performance Content Area: <u>Math</u> Goal 3: Student Performance: Content Area: <u>Writing</u> Goal 4: Student Performance Content Area: <u>Science</u> Goal 5: <u>Parental Involvement</u> Goal 6: <u>Other: Ex. School Climate, Attendance, other measureable school-specific goal.</u></p>					
<p>Goal 3: By 2013, Students in grade 4 increase the percentage of students scoring at or above proficient on district and state-wide assessments, equal to or beyond the performance levels of the highest-performing districts.</p>					
<p>Strategies, Indicators and Progress Measures</p>					
<p>I. Strategy 3: Implement research-based strategy of using diagnostic student data from formative assessments to develop differentiated instruction and strategies to monitor student learning based on individual student needs.</p>					
<p>*Progress measures are for the purpose of reaching your 3-5 year school improvement goals and AMO's.</p>	<p style="text-align: center;">Progress Measure August 2012</p>	<p style="text-align: center;">Progress Measure August 2013</p>	<p style="text-align: center;">Progress Measure August 2014</p>	<p style="text-align: center;">Progress Measure August 2015</p>	<p style="text-align: center;">Progress Measure August 2016</p>
<p>II. Adult Implementation Indicator (s): “CAUSE DATA”</p> <p>100% of teachers will implement research-based strategy of using diagnostic student data from formative assessments to develop differentiated instruction and strategies to monitor student learning based on individual student needs.</p>	<p>62.1% (18)</p>	<p>71.6%</p>	<p>81.1%</p>	<p>90.6%</p>	<p>100% (29)</p>

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	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): “EFFECT DATA”</p> <p>Students will consistently increase their writing scores until we reduce the % of students who are non-proficient by at least 50% by 2016.</p>	4 th 82.0% (4.5) (9)	4 th 86.5% (7.87)	4 th 92.0% (6.74)	4 th 96.5% (5.61)	4 th 100% (4.5)

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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
<p>3.1 Teachers will maintain data notebooks</p>	<p><i>Data notebook binders</i></p>	<p><i>Tracey Kendrick Bonnie Barker Cyndi Fitcher</i></p>	<p><i>2012-2013</i></p>	<p><i>binder</i></p>	<p>monthly data meetings</p>	<p><i>117.54 0420 5100 0510 0411 4012</i></p>
<p>3.2 Teachers will create student interactive notebooks and perform student conferences</p>	<p><i>Spiral notebooks/ binders</i></p>	<p><i>Tracey Kendrick Bonnie Barker Cyndi Fitcher</i></p>	<p><i>2012-2013</i></p>	<p><i>Spiral notebooks/ binders</i></p>	<p><i>Teach Like a Champion</i> by Doug Lemov, Katherine Robinson Writing; <i>Grammar That Works</i> by James Halverson</p>	<p><i>No Cost</i></p>

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Goal 1: Student Performance Content Area: <u>Reading</u> Goal 2: Student Performance Content Area: <u>Math</u> Goal 3: Student Performance: Content Area: <u>Writing</u> Goal 4: Student Performance Content Area: <u>Science</u> Goal 5: <u>Parental Involvement</u> Goal 6: <u>Other: Ex. School Climate, Attendance, other measureable school-specific goal.</u>					
Goal 4: By 2013, Students in grades K-6 will increase the percentage of students scoring at or above proficient on district and state-wide assessments, equal to or beyond the performance levels of the highest-performing districts.					
Strategies, Indicators and Progress Measures					
I. Strategy 4: Implement research-based strategy of using diagnostic student data from formative assessments to develop differentiated instruction and strategies to monitor student learning based on individual student needs.					
*Progress measures are for the purpose of reaching your 3-5 year school improvement goals and AMO's.	Progress Measure August 2012	Progress Measure August 2013	Progress Measure August 2014	Progress Measure August 2015	Progress Measure August 2016
II. Adult Implementation Indicator (s): “CAUSE DATA” 100% of teachers will implement research-based strategy of using diagnostic student data from formative assessments to develop differentiated instruction and strategies to monitor student learning based on individual student needs.	51.7% (15)	63.8%	75.9%	88.0%	100% (29)

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	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): “EFFECT DATA”</p> <p>Students will consistently increase their writing scores until we reduce the % of students who are non-proficient by at least 50% by 2016.</p>	5 th 57.0% (10.75) (31)	5 th 67.75% (27.12)	5 th 78.5% (23.24)	5 th 89.25% (19.36)	5 th 100% (15.5)

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Action Steps	Evidence/Data Sources	Person(s) Responsible / Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/ Funding Source
4.1 Teachers will maintain data notebooks	<i>Data notebook binders</i>	<i>Tracey Kendrick Bonnie Barker Cyndi Fitcher</i>	2012-2013	<i>binder</i>	monthly data meetings	<i>117.54 0420 5100 0510 0411 4012</i>
4.2 Teachers will create student interactive notebooks and perform student conferences	<i>Spiral notebooks/ binders</i>	<i>Tracey Kendrick Bonnie Barker Cyndi Fitcher</i>	2012-2013	<i>Spiral notebooks/ binders</i>	<i>Uncovering Science Student Ideas in Life Science by Page Keeley; Uncovering Student Ideas in Science by Keeley, Eberle, and Farrin; Misconceptions in Science</i>	<i>No Cost</i>

Smart Goals Smart = Specific Measurable Attainable					
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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 Climate, Attendance, other measureable school-specific goal.</u>					
Goal 5: By 2013, CHE Parent Involvement will improve by 15% over previous years as measured by attendance at parent involvement activities.					
Strategies, Indicators and Progress Measures					
I. Strategy 5: Implement research-based strategies of fostering two-way 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): “CAUSE DATA” 100% of teachers will implement the research-based strategy of fostering two-way home/school communication with all stakeholders to support student learning.	82.7% (24)	87.0%	91.35%	95.7%	100% (29)
	Family Involvement August 2012	Family Involvement August 2013	Family Involvement August 2014	Family Involvement August 2015	Family Involvement August 2016

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III. Student Performance Indicator (s): “EFFECT DATA”	K- 73% (49)	K- 79.75%	K- 86.5%	K- 93.25%	K- 100%
	1 st - 80% (40)	1 st - 85%	1 st - 90%	1 st - 95%	1 st - 100%
	2 nd -75% (52)	2 nd - 81.25%	2 nd -87.5%	2 nd - 93.75%	2 nd - 100%
	3 rd -67% (45)	3 rd -75.25%	3 rd - 83.5%	3 rd - 91.75%	3 rd - 100%
	4 th - 85% (56)	4 th - 88.75%	4 th - 92.5%	4 th - 96.25%	4 th - 100%
	5 th - 74% (74)	5 th - 80.5%	5 th - 87%	5 th - 93.5%	5 th - 100%
	6 th - 48% (31)	6 th - 61%	6 th - 74%	6 th - 87%	6 th - 100%

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>5.1</p> <p>Students will maintain a student agenda</p>	<i>Agendas</i>	<i>Teacher</i>	<i>2012-2013</i>	<i>Binders/ Student Agendas</i>	<i>Monthly faculty meetings</i>	<i>1564.72 0420 5100 0510 0411 4012</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</u> <u>goal.</u>					
Goal6: By 2013, Clay Hill Elementary will improve School Climate through the use of various physical, structural equipment.					
Strategies, Indicators and Progress Measures					
1. Strategy 6: 100% of teachers will implement a plan to utilize the equipment.					
*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) : “CAUSE DATA” 100% of teachers will implement a plan to utilize the equipment.</p>	K-6 51.7% (15)	K-6 63.08%	K-6 75.16%	K-6 87.24%	K-6- 100% (29)
	Discipline Data August 2012-2013	Discipline Data August 2012-2013	Discipline Data August 2012-2013	Discipline Data August 2012-2013	Discipline Data August 2012-201
<p>III. Student Performance Indicator (s): “EFFECT DATA” Students will consistently decrease discipline occurrences that result in discipline referrals during teacher P.E. time will decrease by 50% by 2016. (Percent increase needed per year)</p>	K- 12 1 st - 9 2 nd - 15 3 rd - 12 4 th - 8 5 th - 27 6 th - 31	K- 10.5 1 st - 7.88 2 nd – 13.1 3 rd – 10.5 4 th - 7 5 th - 23.6 6 th - 27.1	K- 9 1 st - 6.76 2 nd – 11.2 3 rd - 9 4 th - 6 5 th - 20.2 6 th - 23.2	K- 7 1 st - 5.64 2 nd – 9.3 3 rd – 7.5 4 th - 5 5 th - 16.8 6 th - 19.3	K- 6 1 st - 4.5 2 nd – 7.5 3 rd - 6 4 th - 4 5 th - 13.5 6 th - 15.5

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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
<i>6.1 Teachers will create organized physical activities utilizing available equipment.</i>	<i>Lesson Plans</i>	<i>Teacher</i>	<i>2012-2013 school year</i>	<i>PE outdoor equipment</i>	<i>Training on the use of the equipment</i>	<i>0100 5100 0510 0411 1183</i>

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 _____			
Data Driven Instruction	<ul style="list-style-type: none"> ● Action Step # ● Name of Activity ● Dates of Activity ● Name of Consultant or Facilitator (if applicable) ● Consultant Services Agreement (if applicable) ● Materials 			
	Budget Items Required			
	<ul style="list-style-type: none"> ● Action Step # ● Name of Activity ● Funding Source ● Cost of Consultant ● Cost of Materials ● Cost of Substitutes (if applicable) 			

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Learning Community	Professional Development Details Goal the Activity is Supporting _____			
(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"> ● Action Step # ● Name of Activity ● Dates of Activity ● Title of Book or Focus 			
	Budget Items Required			
	<ul style="list-style-type: none"> ● Action Step # ● Cost of Book/Teacher Materials 			
Lesson Study/Action Research	Professional Development Details Goal the Activity is Supporting _____			
(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"> ● Action Step # ● Name of Activity ● Dates of Activity ● Teaching strategy or method to be researched 			
	Budget Items Required			
	<ul style="list-style-type: none"> ● Action Step # ● Cost of Teacher Materials (If applicable) 			
Timelines				
Start Date: August 2, 2012				
End date: September 21, 2012				
Budget				

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

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)

2012-2013 School Improvement Plan

Background			
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2012-2013 School Improvement Plan

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.			
Training Details - Consultants			
Please use the comments section to provide the information requested.	Yes	No	Comments
Consultant Name and Organization – Please provide the trainers name and the organization with which they are affiliated.			
Who will be trained?			
Date(s), Time(s), Location			
Total Cost			
Needs School Board approval			
Complete budget line for expenses			
Name of facilitator/person responsible			
Training Details – Conferences, Workshops, Seminars, Institutes, Online PD			
Please use the comments section to provide the information requested.	Yes	No	Comments
Name of educational organization providing the training.			
Who will be trained?			
Date(s), Location			
Total Cost			
Complete budget line for expenses			
Name of facilitator/person responsible			

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

Approvals: (Signature's required)

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

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

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

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