

# 2012-2013 School Improvement Plan

**SCHOOL NAME: Orange Park 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.

Principal, Carole McCullough: ensures that the school based team is implementing RtI, works closely with intervention team facilitator and intervention coach, ensures the use of data analysis when making decisions, attends parent meetings where RtI is discussed, ensures implementation of intervention support and documentation. Asst. Principal, Dawn Wolfe: attends parent meetings in the Principal's absence, schedules professional development as needed for RtI implementation, supports teachers in making data analysis decisions, and communicates with the intervention team facilitator and intervention coach. General Education Teachers (one representative from each grade level): Kindergarten-Glenda Reed, Grade 1-Tami Williams, Grade 2- Jennifer Allen, Grade 3- LeeAnne Dougherty, Grade 4 - Kim Hines, Grade 5 – Linda Youngblood, Grade 6 - Marvelle Hopkins: provide information about core instruction, participates in data collection and analysis, Tier 1,2, and 3 strategies are identified and suggested. Exceptional Student Education Teacher, Beth Wilkes: participates in student data collection, collaborates with general education teachers especially in regards to possible Tier 3 strategies. School RtI Intervention Facilitator, Mary Lanham (Guidance Counselor): schedules parent meetings, explains graphs, data and the RtI process to parents. Works collaboratively with the district intervention coach. Attends all RtI Leadership Team meetings to analyze data of specific students. District Intervention Coach, Shelly Dick: collaborates with the school intervention facilitator, helps with data analysis, supports implementation of Tiers 2 and 3 interventions and data collection. Speech Language Pathologist, Kathy Teichert: educates the team in the role language plays in curriculum, assessment and instruction. Helps identify systemic patterns of student need with respect to language skills. School Psychologist, J. Holtzaple: participates in collection, interpretation and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; facilitates data based decision making activities.

- 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 meets monthly with the goal of helping students and teachers to be successful. The team will analyze student data, discuss appropriate Tier 2 and 3 interventions and results of interventions, and provide guidance for teachers with questions. The team will discuss parent communication that has occurred and plan for future parent discussions. The team will discuss professional development as it relates to the RtI process and how to best meet the needs of the staff. The team will also collaborate with the School Advisory Council in the implementation of the School Improvement Plan.

- 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 will provide input to the School Advisory Council regarding the development of the School Improvement Plan. The team will provide data analysis information such as weaknesses and strengths. They will help to guide the setting of targeted goals. They will also provide information on professional development needs. The team will monitor the implementation of the SIP and continue to collaborate with the SAC.

## ***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.

Reading: FAIR thru PMRN grades K-6, FCAT; Math: Math Assessments thru Performance Matters, FCAT, Think Central; Science: Science Assessments through Performance Matters FCAT; Writing: Clay Writes Screenings FCAT Writes; Behavior: CLAY-BUS

- Describe the plan to train staff on RtI.

Professional development in the area of RtI will occur throughout the year. The school based RtI coach will provide training to the staff as needed. Trainings will occur during common planning times. Administrators will receive updated trainings through bimonthly Curriculum Council meetings. The school based guidance counselor will also serve as a resource to help with training of staff members. The school based RtI Leadership Team will provide training throughout the year as determined by data collection and implementation concerns. The RtI team will evaluate additional staff professional development needs during the RtI Leadership Team meetings.

## ***Literacy Leadership***

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

Principal – Carole McCullough – schedules monthly meetings, ensures implementation of district Reading Plan, monitors data from PMRN and Performance Matters, provides and guides discussion

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of data during meetings, ensures implementation of reading intervention support and documentation, receives feedback about professional development and works with Assistant principal for it to be provided. Assistant Principal – Dawn Wolfe – assist in data analysis, helps to arrange for needed professional development. General Education Teachers – Kelly Alfano(K), Wanda Woods (1), Judy Lewis (2), Karen Walker (3), Kim Hines(4), Molly Geeser (5), C. Harris (6) - provide information about core and supplemental reading instruction, participates in student data collection, collaborates with other staff to implement K-12 Reading Plan. ESE Teachers – Holly Walls-Jackson – participates in student data collection, reports progress of ESE students, integrates core instructional activities into Tier 3 instruction and collaborates with general education teachers. Media Specialist- Mary Pat Callihan – participates in student data collection, serves as a resource for reading interventions, Guidance Counselor – Mary Lanham – serves as a liaison between RtI committee and Reading Leadership Committee

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

The team meets once a month to review reading data, identify student strengths and weaknesses, review and suggest Tier 2 and 3 interventions in collaboration with the RtI team. The team will review progress monitoring data at the classroom level as well as the grade level. Based on this information the team will also identify professional development needs and resources.

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

The LLT major initiative for the 2012-2013 school year will be to continue to implement the RtI process so that students who are most at risk in reading will receive intensive and immediate intervention services. Ensure school-wide awareness of the Common Core Standards.

### ***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 Orange Park Elementary all incoming Kindergarten students are assessed prior to or upon entering Kindergarten in order to establish individual or group needs. 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 Screener (FLKRS) will be given within the first 30 days of school. ECHOS will serve as a screener for social/emotional development and overall school readiness. The Florida Assessment in Reading (FAIR) will be administered one to one to all Kindergarten students to determine their initial success probability in reading. Screening data will be collected and analyzed during the month of September. Data will be used to plan daily academic and social/emotional instruction for all students and for groups or individual students who may need intervention beyond the core instruction

### ***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. Sixth grade is departmentalized with one teacher for math, one for science and one for Reading. All sixth grade teachers will be teaching social Studies. Through all content areas teachers will review and implement reading strategies taught in Reading.

### ***High Schools Only Note: Required for High School – Sec. 1008.37(4), F.S., Sec. 1003.413(g)(j) F.S.***

- How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

**Additional information: Dropout Prevention**

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

**4 Elements/15 Strategies:**

**The Basic Core Strategies**

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

**Early Interventions**

- Early Childhood Education
- Family Engagement
- Early Literacy Development

**Making the Most of Instruction**

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

**Making the Most of the Wider Community**

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

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

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

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<p><b>Smart Goals</b></p> <p><b>Smart = Specific Measurable</b></p> <p><b>Attainable Realistic Timely</b></p>						
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<p><b>Goal 1:</b> Student Performance Content Area: <u>Reading</u> <b>Goal 2:</b> Student Performance Content Area: <u>Math</u> <b>Goal 3:</b> Student Performance Content Area: <u>Writing</u></p> <p><b>Goal 4:</b> Student Performance Content Area: <u>Science</u> <b>Goal 5:</b> <u>Parental Involvement</u> <b>Goal 6:</b> <u>Other: Ex. School Climate, Attendance, other measureable school-specific goal.</u></p>					
<p><b>Goal 1:</b> By 2013, 85% of all students in grades 3-6 will achieve proficiency (Level 3 or higher) on the FCAT Reading Assessment, including an increase of 1% over last year's results for the lowest 25% quartile.</p>					
<p><b>Strategies, Indicators and Progress Measures</b></p>					
<p><b>I. Strategy 1:</b> <i>Through the use of county curriculum maps and the county adopted Reading series, Treasures, teachers will implement research based lessons to develop needed strategies and enhance reading instruction in order to achieve mastery of grade level standards.</i></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>Progress Measure</b> August 2012</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 plan and implement engaging, challenging and relevant lessons to achieve student mastery based on state adopted standards and appropriate to the level of rigor.</p>	<p>K-6 Teachers 80%</p>	<p>85%</p>	<p>90%</p>	<p>95%</p>	<p>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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<b>III. STUDENT PERFORMANCE INDICATOR(S): “EFFECT DATA”</b>  Students will consistently increase their FCAT reading scores until we reduce the %of students who are non proficient by at least 50% by 2016	3 <sup>rd</sup> -85% (15%)	3 <sup>rd</sup> -88.8% (13.13%)	3 <sup>rd</sup> -92.5% (11.25%)	3 <sup>rd</sup> - 96.3% (9.38%)	3 <sup>rd</sup> - 100%(7.5%)]
	4 <sup>th</sup> – 92% (8%)	4 <sup>th</sup> - 94% (7%)	4 <sup>th</sup> -96% (6%)	4 <sup>th</sup> – 98% (5%)	4 <sup>th</sup> – 100% (4%)
	5 <sup>th</sup> – 83% (17%)	5 <sup>th</sup> - 87.3% (14.88%)	5 <sup>th</sup> - 91.5% (12.75%)	5 <sup>th</sup> – 95.8%(10.63%)	5 <sup>th</sup> – 100%(8.5%)
	6 <sup>th</sup> – 76% (24%)	6 <sup>th</sup> – 82% (21%)	6 <sup>th</sup> – 88% (18%)	6 <sup>th</sup> – 94% (15%)	6 <sup>th</sup> – 100%(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
<b>1.1</b> <i>Teachers will incorporate the use of differentiated instructional strategies</i>  <i>Task 1- Teachers will build small groups based on needs.</i>  <i>Task 2- Teachers will incorporate learning centers to target specific skills.</i>	<i>Lesson Plans</i>  <i>Classroom Walkthroughs</i>	<i>Classroom Teachers</i>  <i>Administrators</i>	<i>2012-2013 School Year</i>	<i>Resources from Treasures Reading Series</i>	<i>Individual PD through the use of PD 360</i>  <i>PLC-Teaching with Intention by Debbie Miller</i>	<i>N/A</i>  <i>SIP Funds</i> <i>0100.5100.0510.0201.118</i> <i>3</i> <i>\$85.20</i>

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<p><b>1.2</b> <i>Teachers will begin to incorporate the following CCSS standards into the reading curriculum.</i></p> <p><b>Task 1 – Teachers will use question stems that align with Common Core Standards</b></p> <p><b>Task 2 – Teachers will use “Close Reading” as one of their strategies.</b></p> <p><b>Task 3 – Increase students reading of informational text</b></p>	<p><i>Lesson Plans</i></p> <p><i>Classroom Walkthroughs</i></p>	<p><i>Classroom Teachers</i></p> <p><i>Classroom Walkthroughs</i></p>	<p><i>2012-2013 School Year</i></p>	<p><i>Common Core Training Notebooks</i></p> <p><i>Common Core Resources</i></p>	<p><i>School based Common Core PLC</i></p>	<p><i>N/A</i></p>
<p><b>1.3</b> <i>Use of Triple I and tutoring to target those who require intensive instruction and/or remediation in the area of reading.</i></p>	<p><i>Triple I schedule</i> <i>Tutoring Rosters</i> <i>Classroom Assessments</i></p>	<p><i>Administrators</i> <i>Classroom Teachers</i></p>	<p><i>2012-2013 School Year</i></p>	<p><i>Staff needed to conduct tutoring</i></p>		<p><i>Tutoring Funds provided by the county</i></p>

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<p align="center"><b>Smart Goals</b></p> <p><b>Smart = Specific Measurable Attainable</b></p> <p><b>Realistic Timely</b></p>					
<p><b>Goal 1:</b> Student Performance Content Area: <u>Reading</u></p> <p><b>Goal 2:</b> Student Performance Content Area: <u>Math</u>    <b>Goal 3:</b> Student Performance: Content Area: <u>Writing</u></p> <p><b>Goal 4:</b> Student Performance Content Area: <u>Science</u></p> <p><b>Goal 5:</b> <u>Parental Involvement</u>    <b>Goal 6:</b> <u>Other: Ex. School Climate, Attendance, other measureable school-specific goal.</u></p>					
<p><b>Goal 2.</b> By 2013, 87% of students in grades 3-6 will achieve proficiency (Level 3 or higher) on the FCAT Math Assessment, including a 5% increase over last year's results for the lowest 25% quartile making learning gains in math (55%).</p>					
<p align="center"><b>Strategies, Indicators and Progress Measures</b></p>					
<p><b>I. Strategy 2: Through the use of county curriculum maps and the county adopted math series, Go Math, teachers will implement research based lessons that advance student learning in order to achieve mastery of standards.</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 align="center"><b>progress Measure</b> August 2012</p>	<p align="center"><b>Progress Measure</b> August 2013</p>	<p align="center"><b>Progress Measure</b> August 2014</p>	<p align="center"><b>Progress Measure</b> August 2015</p>	<p align="center"><b>Progress Measure</b> August 2016</p>
<p><b>II. Adult Implementation Indicator (s):</b></p> <p align="center"><b>“CAUSE DATA”</b></p> <p>100% of K-6 teachers will plan and design engaging, challenging and relevant lessons to achieve student mastery based on state adopted standards and appropriate to the level of rigor</p>	<p><b>80%</b></p>	<p>85%</p>	<p>90%</p>	<p>95%</p>	<p>100%</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><b>III. Student Performance Indicator (s):</b>  <b>“EFFECT DATA”</b></p> <p>Students will consistently increase their FCAT Math scores until we reduce the % of students who are non proficient by at least 50% by 2016.</p>	3 <sup>rd</sup> -90% (10%)	3 <sup>rd</sup> -92.5%(8.75%)	3 <sup>rd</sup> -95%(7.5%)	3 <sup>rd</sup> - 97.5% (6.25%)	3 <sup>rd</sup> – 100% (5%)
	4 <sup>th</sup> -83% (17%)	4 <sup>th</sup> -87.3%(14.88%)	4 <sup>th</sup> -91.5% (12.75%)	4 <sup>th</sup> -95.8% (10.63%)	4 <sup>th</sup> -100% (8.5%)
	5 <sup>th</sup> -88% (12%)	5 <sup>th</sup> -91% (10.5%)	5 <sup>th</sup> -94% (9%)	5 <sup>th</sup> 97% (7.5%)	5 <sup>th</sup> – 100% (6%)
	6 <sup>th</sup> -85% (15%)	6 <sup>th</sup> -88%(13.13%)	6 <sup>th</sup> - 92.5% (11.25%)	6 <sup>th</sup> 96.3% (9.38%)	6 <sup>th</sup> 100% (7.5%)

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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><b>2.1 Teachers will incorporate the use of differentiated instructional strategies.</b></p> <p><b>Task 1 – Set up small groups for targeted instruction.</b></p> <p><b>Task 2 – Set up learning centers to target specific skills</b></p>	<p><i>Lesson Plans</i></p> <p><i>Classroom Walkthroughs</i></p>	<p><i>K-6 Teachers</i></p> <p><i>Administrators</i></p>	<p><i>2012-2013 School Year</i></p>	<p><i>Math Series Resources</i></p> <p><i>Common Core Standards</i></p>	<p><i>Individual PD through PD 360</i></p> <p><i>Lesson Study</i></p>	
<p><b>2.2 Teachers will begin to focus on incorporating the 8 CCSS Standards for Mathematical Practice beginning with Practice #4 into their daily instruction.</b></p>	<p><i>Lesson Plans</i></p> <p><i>Classroom Walkthroughs</i></p>	<p><i>K-6 Teachers</i></p>	<p><i>2012-2013 School Year</i></p>	<p><i>Common Core Notebooks</i></p>	<p><i>School based Common Core PLC</i></p> <p><i>PLC – Classroom Discussions Using Math Talk to Help Students Learn – S. Chapin</i></p>	<p><i>N/A</i></p> <p><i>SIP Funds 0100.5100.0510.0201.118 3 \$121.25</i></p>

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<b>2.3 Math Assessments provided through Performance Matters will be used as a progress monitoring tool and to determine targeted instruction.</b>	Data reports from Performance Matters  Data Meetings	K-6 Teachers  Administrators	2012-2013 School Year			N/A
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<b>Smart Goals</b> <b>Smart = Specific Measurable Attainable Realistic Timely</b>					
<b>Goal 1:</b> Student Performance Content Area: <u>Reading</u> <b>Goal 2:</b> Student Performance Content Area: <u>Math</u> <b>Goal 3:</b> Student Performance: Content Area: <u>Writing</u> <b>Goal 4:</b> Student Performance Content Area: <u>Science</u> <b>Goal 5:</b> <u>Parental Involvement</u> <b>Goal 6:</b> <u>Other: Ex. School Climate Attendance. other measureable school-specific goal.</u>					
<b>Goal 3:</b> By 2013, 4 <sup>th</sup> grade will increase the number of students scoring a 4.0 or above on FCAT Writes by at least 10% over the previous year's results (28 students).					
<b>Strategies, Indicators and Progress Measures</b>					

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<p><b>I. Strategy 3: Through the use of county curriculum maps and research based strategies teachers will implement engaging and relevant lessons that teach the writing process, so that the students become proficient writers.</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>Progress Measure</b> August 2012</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> "CAUSE DATA"</p> <p>100% of teachers K-6 will incorporate writing opportunities for students into their daily schedules.</p>	<p><b>60%</b></p>	<p>70%</p>	<p>80%</p>	<p>90%</p>	<p>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>
<p><b>III. Student Performance Indicator(S):</b> "EFFECT DATA"</p> <p>Students in 4<sup>th</sup> grade will consistently increase their FCAT Writes scores until we reduce the % of students who are non proficient by at least 50% by 2016.</p>	<p>98% (2%)</p>	<p>98.5% (1.75%)</p>	<p>99% (1.5%)</p>	<p>99.5% (1.25%)</p>	<p>100% (1%)</p>

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### Implementation Details

Action Steps	Evidence/ Data Sources	Person(s) Responsible / Group(s)	Implementatio n Timeline	Resources Needed: Material / Technology / Trainer	Relate d PD	Funding/Funding Source
<p><b>3.1</b></p> <p>Fourth grade teachers will train a group of parents to serve as FCAT Writing coaches.</p> <p>Task 1- Coaches will meet weekly with small groups targeting a previously taught writing skill.</p> <p>Task 2 –Students will use a writing binder to organize and house all writing samples.</p>	<p>Scheduling of FCAT Coaches</p> <p>Writing Binders</p> <p>Pre, mid and post writing samples</p>	<p>4<sup>th</sup> grade teachers</p>	<p><i>October 2012-February 2013</i></p>	<p>Writing binders</p> <p>4<sup>th</sup> grade teachers to train volunteers</p>		<p><i>SIP Funds</i> <i>0100.5100.0510.0201.118</i> <i>2</i> <i>\$100.00</i></p>
<p><b>3.2</b></p> <p>All teachers K-6 will have students participate in a writing activity that has students writing to a prompt. This will be a timed activity. This will be done multiple times during the year to increase student’s exposure to this type of activity.</p>	<p>Writing Prompts</p> <p>Scored writing samples</p>	<p>K-6 Teachers</p>	<p><i>2012-2013 School Year</i></p>	<p><i>Writing Rubrics</i></p>		<p><i>N/A</i></p>
<p><b>3.3</b></p> <p>Teachers will have students explain/ justify their answers for any subject through writing.</p>	<p>Lesson Plans</p> <p>Writing samples</p>	<p>K-6 Teachers</p>	<p><i>2012-2013 School Year</i></p>			<p><i>N/A</i></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 86% of 5 <sup>th</sup> grade students will achieve proficiency(Level 3 or higher) on the feat science assessment					
<b>Strategies, Indicators and Progress Measures</b>					
I. <b>Strategy 4:</b> Through the use of county curriculum maps and the adopted science series, teachers will implement research based lessons to achieve student mastery of appropriate grade level concepts.					
<b>*Progress measures are for the purpose of reaching your 3-5 year school improvement goals and AMO's.</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>Progress Measure</b> August 2016
<b>II. Adult Implementation Indicator (s):</b> <b>“CAUSE DATA”</b>  100% of K-6 teachers will implement the practice of including hands on inquiry based investigations to deepen understanding of science concepts	<b>80%</b>	85%	90%	95%	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
<b>III. Student Performance Indicator (s):</b> <b>“EFFECT DATA”</b>  <b>5<sup>th</sup> grade students will consistently increase their FCAT Science scores until reaching 100% proficiency by 2016.</b>	82% (18%)	86.5% (15.75%)	91% (13.5%)	95.5% (11.25%)	100% (9%)

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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><b>4.1</b></p> <p>K-6<sup>th</sup> grade teachers will implement the use of science notebooks as part of the science curriculum.</p>	<p><i>Science notebooks</i></p>	<p><i>K-6<sup>th</sup> grade teachers</i></p>	<p><i>2012-2013 School Year</i></p>	<p><i>notebooks</i></p>		<p><i>N/A</i></p>
<p><b>4.2</b></p> <p>Students will take science test through Performance Matters (Baseline, mid and EOY). Teachers will analyze scores to guide science instruction.</p>	<p><i>Lesson Plans</i></p> <p><i>Performance Matters Score reports</i></p>	<p><i>K-6<sup>th</sup> grade teachers</i></p>	<p><i>2012-2013 School Year</i></p>	<p><i>Performance Matters</i></p>		<p><i>N/A</i></p>
<p><b>4.3</b></p> <p>K-6 teachers will implement the use of justification/evidence proof of a science answer through writing.</p>	<p><i>Lesson Plans</i></p> <p><i>Writing Samples</i></p>	<p><i>K-6 Teachers</i></p>	<p><i>2012-2013 School Year</i></p>	<p><i>Common Core Notebooks</i></p>	<p><i>School Based Common Core PLC</i></p>	<p><i>N/A</i></p>



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<b>Smart Goals</b> <b>Smart = Specific Measurable</b> <b>Attainable Realistic Timely</b>					
<b>Goal 1:</b> Student Performance Content Area: <u>Reading</u> <b>Goal 2:</b> Student Performance Content Area: <u>Math</u> <b>Goal 3:</b> Student Performance: Content Area: <u>Writing</u> <b>Goal 4:</b> Student Performance Content Area: <u>Science</u> <b>Goal 5:</b> <u>Parental Involvement</u> <b>Goal 6:</b> <u>Other: Ex. School Climate, Attendance, other measureable school-specific goal.</u>					
<b>Goal 5:</b> Throughout the 2012-2013 school year, ope will continue to foster a strong partnership with all our parents, so that the parents volunteer commitment can be met successfully.					
<b>Strategies, Indicators and Progress Measures</b>					
<b>I. Strategy 5: Maximize parental involvement opportunities in order for parents to fulfill volunteer time requirement.</b>					
<b>*Progress measures are for the purpose of reaching your 3-5 year school improvement goals and AMO's.</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>Progress Measure</b> August 2016
<b>II. Adult Implementation Indicator (s):</b> <b>“CAUSE DATA”</b>  OPE staff will involve parents in an organized, ongoing timely manner for all relevant activities.	<b>100%</b>	100%	100%	100%	100%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016

## 2012-2013 School Improvement Plan

<p><b>III. Student Performance Indicator (s):</b>  <b>“EFFECT DATA”</b></p> <p><b>Students will continue to excel academically with strong parental involvement as a contributing factor.</b></p>	<p>84% - Reading              87% - Math              98%- Writing              82%-Science</p>	<p>88%-Reading              90.3%-Math              98.5%-Writing              86.5%-Science</p>	<p>92%-Reading              93.5%-Math              99% -Writing              91%-Science</p>	<p>96%-Reading              96.8%-Math              99.5%-Writing              95.5%-Science</p>	<p>100%-Reading              100%-Math              100% -Writing              100%-Science</p>
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### Implementation Details

Action Steps	Evidence/ Data Sources	Person(s) Responsible/ Group(s)	Implementatio n Timeline	Resources Needed: Material / Technolog y / Trainer	Related PD	Funding/ Funding Source
<p><b>5.1</b></p> <p><i>OPE Staff will plan various school events to encourage parental support and participation (Fall Festival, Honor Roll Cook outs, Family Fun Nights, Field Day)</i></p>	<p><i>Calendar of Events</i></p>	<p><i>OPE Staff</i></p>	<p><i>2012-2013 School Year</i></p>			
<p><b>5.2</b></p> <p><i>In order to foster communication between school and home students will use planners (4-6) and homework folders (K-3) on a daily basis. FOCUS – Parent Portal will also be available for grades 3-6.</i></p>	<p><i>Use of planners and folders</i></p> <p><i>FOCUS Website</i></p>	<p><i>Teachers and students</i></p>	<p><i>2012-2013 School Year</i></p>	<p><i>Planners and Homework Folders</i></p>		

## 2012-2013 School Improvement Plan

<b>5.3</b>  <i>OPE Volunteer will organize and track system of how volunteer hours are recorded.</i>	<i>Volunteer Logs</i>  <i>Sign In Sheets</i>	<i>Volunteer Coordinator</i>	<i>2012-2013 School Year</i>			
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<b>Smart Goals</b> <b>Smart = Specific Measurable</b> <b>Attainable Realistic Timely</b>					
<b>Goal 1:</b> Student Performance Content Area: <u>Reading</u> <b>Goal 2:</b> Student Performance Content Area: <u>Math</u> <b>Goal 3:</b> Student Performance: Content Area: <u>Writing</u> <b>Goal 4:</b> Student Performance Content Area: <u>Science</u> <b>Goal 5:</b> <u>Parental Involvement</u> <b>Goal 6:</b> <u>Other: Ex. School Climate, Attendance, other measureable school-specific goal.</u>					
<b>Goal 6:</b> During the 2012-2013 school year, ope will continue to increase the integration of technology into the curricula.					
<b>Strategies, Indicators and Progress Measures</b>					
<b>I. Strategy 6: Technology will be incorporated into daily lessons and student data analysis.</b>					
<b>*Progress measures are for the purpose of reaching your 3-5 year school improvement goals AND AMO's.</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>Progress Measure</b> August 2016

## 2012-2013 School Improvement Plan

<p><b>II. Adult Implementation Indicator (s) :</b>  <b>“CAUSE DATA”</b>                      100% of K-6 teachers will incorporate enhanced classroom technology into daily academic lessons.</p>	<b>80%</b>	<b>85%</b>	<b>90%</b>	<b>95%</b>	<b>100%</b>
	August 2011-2012	August 2012-2013	August 2013-2014	August 2014-2015	August 2015-2016
<p><b>III. Student Performance Indicator (s):</b>  <b>“EFFECT DATA”</b>                      K-6 students will become more proficient in using technology in their educational activities.</p>	75%	81.3%	87.5%	93.8%	100%

## 2012-2013 School Improvement Plan

### Implementation Details

Action Steps	Evidence/ Data Sources	Person(s) Responsible/ Group(s)	Implementatio n Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/ Funding Source
<p><b>6.1</b> <i>Technology was added back onto the Resource wheel. Students will go to technology class once a week. Students will be engaged in a variety of lessons that incorporate technology into their educational activities.</i></p>	<p><i>Lesson Plans</i></p>	<p><i>Technology Teacher</i></p>	<p><i>2012-2013 School Year</i></p>	<p><i>Computer Lab</i></p>		
<p><b>6.2</b> <i>Fundraising monies will be used to purchase new computers in order to replace outdated computers</i></p>	<p><i>Purchase of new computers</i></p>	<p><i>Administration</i></p>	<p><i>2012-2013 School Year</i></p>	<p><i>Funding</i></p>		<p><i>Fundraising Funds</i></p>
<p><b>6.3</b> <i>Teachers will increase their use of the online resources available to them from the currently adopted textbook series.</i></p>	<p><i>Lesson Plans</i>  <i>Classroom Walkthroughs</i></p>	<p><i>K-6 Teachers Administration</i></p>	<p><i>2012-2013 School Year</i></p>	<p><i>Enhanced Classroom Equipment</i></p>		

2012-2013 School Improvement Plan

**Internal Checklist – Training Provided by School**

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 _____</b>			
	<ul style="list-style-type: none"> <li>● Action Step #</li> <li>● Name of Activity</li> <li>● Dates of Activity</li> <li>● Name of Consultant or Facilitator (if applicable)</li> <li>● Consultant Services Agreement (if applicable)</li> <li>● Materials</li> </ul>			
	<b>Budget Items Required</b>			
	<ul style="list-style-type: none"> <li>● Action Step #</li> <li>● Name of Activity</li> <li>● Funding Source</li> <li>● Cost of Consultant</li> <li>● Cost of Materials</li> <li>● Cost of Substitutes (if applicable)</li> </ul>			
<b>Learning Community</b>	<b>Professional Development Details</b> <b>Goal the Activity is Supporting: Reading &amp; Math</b>			

## 2012-2013 School Improvement Plan

<p>(collaborative teams that gathers research and studies new programs or topics and shares their findings-must use Learning Community form)</p>	<ul style="list-style-type: none"> <li>● Action Step # 1. 2 and 2.2</li> <li>● Name of Activity: OPE 12-13 Introduction to the Common Core</li> <li>● Dates of Activity: September 2012 – May 2013</li> <li>● Title of Book or Focus: Common Core Standards</li> <li>● Action Step # 1.2</li> <li>● Name of Activity: OPE 12-13 PLC Teaching With Intention</li> <li>● Dates of Activity: TBA</li> <li>● Title of Book or Focus: Teaching with Intention by Debbie Miller</li> <li>● Action Steps # 2.2</li> <li>● Name of Activity: OPE 12-13 PLC Classroom Discussions Using Math</li> <li>● Dates of Activity: TBA</li> <li>● Title of Book or Focus: Classroom Discussions Using Talk to Help Student Learn by Suzanne Chapin</li> </ul>			
	<p><b>Budget Items Required</b></p>			
	<ul style="list-style-type: none"> <li>● Action Step # 1.2 and 2.2</li> <li>● Cost of Book/Teacher Materials N/A</li> <li>● Action Step #1.2</li> <li>● Cost of Book/Teacher Materials: \$119.28</li> <li>● Funding Source: 0100.5100.0510.0201.1183</li> <li>● Action Step #2.2</li> <li>● Cost of Book/Teacher Materials: \$169.75</li> <li>● Funding Source: 0100.5100.0510.0201.1183</li> </ul>			
<p><b>Lesson Study/Action Research</b></p>	<p><b>Professional Development Details</b> <b>Goal the Activity is Supporting Math</b></p>			
<p>(a teacher-driven and student-focused team who does research and development by carefully studying what actually goes on in the classroom. - must use Lesson Study form)</p>	<ul style="list-style-type: none"> <li>● Action Step #2.1</li> <li>● Name of Activity OPE 12-13 Lesson Study: Math</li> <li>● Dates of Activity October 2012</li> <li>● Teaching strategy or method to be researched: Math</li> </ul>			
	<p><b>Budget Items Required</b></p>			
	<ul style="list-style-type: none"> <li>● Action Step #</li> <li>● Cost of Teacher Materials (If applicable)</li> </ul>			

2012-2013 School Improvement Plan

<b>Timelines</b>				
Start Date: August 2012				
End date: May 2013				
<b>Budget</b>				
Local FTE (function 6400-no project) -	\$1,260.00			
Project - 1182	\$708.00			
Project - 1183	\$2,250.00			
Project -				
<b>Total Internal PD Budget (no project &amp; project funds)</b>	<b>\$4,218.00</b>			

**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)

<b>Background</b>			
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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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## 2012-2013 School Improvement Plan

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<b>Objectives</b>			
	<b>Ye s</b>	<b>No</b>	<b>Comments</b>

## 2012-2013 School Improvement Plan

How is the training aligned to a research-based strategy for the Goal? In the comments section, please provide Goal and source of research-based strategy.			
<b>Training Details - Consultants</b>			
Please use the comments section to provide the information requested.	<b>Ye s</b>	<b>No</b>	<b>Comments</b>
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			
<b>Training Details – Conferences, Workshops, Seminars, Institutes, Online PD</b>			
Please use the comments section to provide the information requested.	<b>Ye s</b>	<b>No</b>	<b>Comments</b>
Name of educational organization providing the training.			
Who will be trained?			
Date(s), Location			
Total Cost			
Complete budget line for expenses			
Name of facilitator/person responsible			

## 2012-2013 School Improvement Plan

<b>Timelines</b>			
	<b>Ye s</b>	<b>No</b>	<b>Comments</b>
Start Date August 2, 2012			
End Date September 21, 2012			
<b>Budget</b>			
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:** \_\_\_/\_\_\_/\_\_\_