

2012-2013 School Improvement Plan

SCHOOL NAME: Argyle Elementary School

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.

Principal, Theresa Roman: 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 intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Intervention Team Facilitator: Karen Frazier, trains staff on RTI procedures, facilitates meetings with the Leadership Team, serves as the liaison between district leadership staff and the school, and ensures the fidelity of all interventions. Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students.

Karen Frazier: District Intervention Coach visits the school on a weekly basis. She guides teachers through the process of data collection for various assessments and using the data to determine instructional needs of the entire class, small groups and individual students.

General Education Teachers, Kindergarten Terry Runte; 1st Grade Vicki Kidwell; 2nd Grade Rena Smith; 3rd Grade Nancy Gresser; 4th Grade Jessica Hollis; 5th Grade: Kate Ray., ESE: Melissa Cordo-Shaw, Page Sohl, and Mandy Sad. The SBLT provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Jessi Pullen, assistant principal and Page Sohl: 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.

- 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?

Argyle's SBLT team meets weekly. Depending on the time of year and the focus of ideas for infrastructure for the group, the team discusses: needed and/or planned staff training, interpretation of data collected from teachers or assessments, methods for data collection, and district guidelines for implementation of the RTI process from Karen Frazier.

The team has the following roles: facilitator, note taker, time keeper, and resource manager.

- 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?

Each member of the team serves on a committee that is responsible for writing the school improvement goals for reading, writing, math, and science. Input is given to the assessments used to identify and monitor students.

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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

•Universal screening data:

- *Florida Assessment for Instruction in Reading (FAIR) – three times per year in grades K-5; results are summarized on the state PMRN (Progress Monitoring & Reporting Network)
- * Florida Comprehensive Assessment Test- annually in grades 3-5-; results are summarized on Performance Matters on the district’s website
- *Performance Matters math and science K-5,
- *Computer based instruction reports which include: Waterford Reading (Gr. K-1), Orchard, Accelerated Reader

•Diagnostic Data

- *FAIR – as needed when students in grades K-2 are having difficulties; results are maintained by the teacher
- *Rigby Running Record Reading Placement Assessments or DRA placement tests- administered beginning and end of the year (in the middle if needed) monitor reading level achievement
- * Treasures Benchmark Tests

•Progress Monitoring data:

- * FAIR – as needed when students in grades K-2 are having difficulties; results are summarized.
- *Progress Monitoring charts, tables, and/or graphs maintained by the teacher as a result of specific program/materials implementation.

MATH

•Universal screening data:

- * Performance Matters tests K-5
- *Florida Comprehensive Assessment Test- annually in grades 3-10, results are summarized on Dashboard on the district’s website

•Diagnostic Data

- *Performance Matters
- *FCAT released tests- administered to all students beginning of year and mid year, results are used for assisting struggling students and predicting success on FCAT tests.

•Progress Monitoring Data

- *Teacher created curriculum based measurements
- *Go Math chapter tests and assessments

BEHAVIOR

•Universal screening data:

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*Discipline history from TERMS

*Teacher anecdotal data

•Diagnostic data:

*Daily behavior charts, graphs, or tables maintained by classroom teacher

•Progress Monitoring data:

*Behavior charts, graphs, or tables maintained by classroom teacher documenting the results of the implementation of individualized positive behavior interventions

* Implementation of FOUNDATIONS

- Describe the plan to train staff on RtI.

The SBLT along with the Intervention Coach train staff on RTI initiatives and district policies and procedures for implementing Response to Intervention. Training takes place using two methods:

Members of the School Based Leadership Team are trained and are expected to train and pass information to their respective teams during team meetings.

Periodically, the Intervention Coach trains teachers during their 70 minute planning period. This occurs about every 6 weeks.

Literacy Leadership

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

The Reading Leadership Team consists of one member from each grade level and representatives from Exceptional Student Education and administration.

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

The LLT meets at least monthly. The team makes recommendations to grade levels, subgroups, or grade groupings regarding materials, scheduling, resources available for remediation and monitoring the reading section of the SIP

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

The LLT will use data from Performance Matters and FAIR to provide additional literacy support for Tier students. In addition, the LLT will help support the Project In-sync involving reading teachers in 4th and 5th grade. This project will help support Tier 2 and Tier 3 interventions and incorporate reading skills into other content areas.

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.

Students that register early for kindergarten are scheduled for a kindergarten screening over the summer. The data collected from these screenings

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helps appropriately balance kindergarten classes. In addition, Argyle has a pre-kindergarten 3 year-old and 4 year-old class. These classes are made of 4 model students and the other students are exceptional student education (ESE) students. These pre-kindergarten classes help with the transition to kindergarten.

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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></p> <p>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></p> <p>Goal 6: <u>Other: Ex. School Climate, Attendance, other measureable school-specific goal.</u></p>					
<p>Goal 1: By the end of the 2012-2013 school year, students in primary grades K-2 will achieve proficiency on standardized tests and will increase their overall score by 10% on FAIR from the baseline to the end of year. Students in grades 3-5 will increase the percentage on FCAT at or above proficiency (69%) by 3% and overall reading gains (73%) by 3%.</p>					
<p>Strategies, Indicators and Progress Measures</p>					
<p>I. Strategy 1: Implement the research-based strategy: plans and designs engaging, challenging, and relevant lessons to achieve student mastery based on state-adopted standards appropriate to the level of rigor</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): "CAUSE DATA" 100% of teachers in K-5 will implement the research-based strategy: plans and designs engaging, challenging, and relevant lessons to achieve student mastery based on state-adopted standards appropriate to the level of rigor</p>	<p>PreK-2 60%</p> <p>3-5 60%</p>	<p>PreK-2 70%</p> <p>3-5 70%</p>	<p>PreK-2 80%</p> <p>3-5 80%</p>	<p>PreK-2 90%</p> <p>3-5 90%</p>	<p>PreK-2 100%</p> <p>3-5 100%</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>III. STUDENT PERFORMANCE INDICATOR(S): "EFFECT DATA" Students will consistently increase FCAT reading scores until we reduce the % of student who are non-proficient by at least 50% proficiency by 2016.</p>	<p>3rd 68% (32%)</p> <p>4th 70% (30%)</p> <p>5th 65% (35%)</p>	<p>3rd 72% (28%)</p> <p>4th 73.75% (26.25%)</p> <p>5th 69.375% (30.625%)</p>	<p>3rd 76% (24%)</p> <p>4th 77.5% (22.50%)</p> <p>5th 76.75% (26.25%)</p>	<p>3rd 80% (20%)</p> <p>4th 81.25% (18.75%)</p> <p>5th 78.125% (21.875%)</p>	<p>3rd 84% (16%)</p> <p>4th 85% (15%)</p> <p>5th 82.5% (17.50%)</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
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<p>1.1 Teachers organize students into leveled groups for lessons based on need and acquired data.</p> <p>TASK 1: Acquisition of a consistent diagnostic tool for K-5. Use of DRA will provide adequate information for leveling groups.</p> <p>TASK 2: Teachers will use differentiated instruction tailored to the leveled groups by means of level readers, technology, and reading series Approaching, On, and Beyond Level intervention guides.</p> <p>TASK 3: Teachers will differentiate presentation of materials to include a variety of individual learning modalities.</p>	DRA	Teachers	2012/2013 School year-ongoing	DRA Kits for all classes across all grades	Training for giving assessment consistently school wide.	0100.5100.0510.0591.118 2	
					CARS/STARS with ZOOM In and Phonics for Reading		0100.5100.0510.0591.167 2
	CARS/STARS				Reading A-Z for grades 1-3		0100.5100.0510.0591.158 2
	Waterford				Starfall in tech lab for PK-K	Training available for technology resources.	0100.5100.0510.0591.167 2
					BrainPop grades 3-5 Brain Pop Jr PK-2		0100.5100.0510.0591.118 2
	Printed Performance Matters tests	teachers			Printed Performance Matters tests		
			Book of the Quarter for each classroom		0100.5100.0391.0591.118 3 0100.5100.0391.0591.118 1 0100.5100.0391.0591.118 2		

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<p>1.2 Teachers will teach higher order thinking skills across a variety of texts by modeling think alouds, explicit questioning, and requiring students to explain and defend their answers.</p> <p>TASK 1: Teachers will produce anchor charts during lessons to model and reinforce thinking practices of good readers.</p> <p>TASK 2: Students will maintain meaningful reading response journals with answers to question stems such as, “what do you think...”, “explain how/why...”, “compare/contrast...”, “tell in your own words...”, etc.</p> <p>TASK 3: Teachers will incorporate fiction, non-fiction and informational text into everyday reading.</p>	<p>Post anchor charts in classroom</p> <p>Student response journals</p> <p>Admin walkthroughs/ Classroom libraries</p>	<p>Teachers</p>	<p>2012/2013 School year-ongoing</p>	<p>Continued use and updating leveled library</p>	<p>Use SIP Wednesday to share ideas related to think alouds & questioning, anchor charts, reading journals & increasing non-fiction</p>	
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<p>I.3 All stake holders will celebrate learning success through student recognition.</p> <p>TASK 1: AES will offer incentives for students who read and maintain a reading log throughout the summer</p> <p>TASK 2: BOB-Battle of the Books challenge for 4th grade students will be monitored per class percentage and encouraged via media center</p> <p>TASK 3: AES will offer a school wide reading program and incentive for all grades and levels.</p>	<p>Reading Logs</p> <p>School and district BOB competition</p> <p>Signs and charts showing progress towards goal</p>	<p>Teachers</p> <p>Teachers</p>	<p>Summer 2013</p> <p>September 2012-May 2013</p> <p>October-2013</p>	<p>Funding for ice cream party incentive</p> <p>incentives</p>	<p><i>Teach Like a Champion (PLC/ Lesson Study)</i></p>	<p><i>0100.6400.0140.0591.0000</i></p> <p><i>internal</i></p> <p><i>0100.5100.0510.0591.1183</i></p>
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<p align="center">Smart Goals</p> <p>Smart = Specific Measurable Attainable</p> <p>Realistic Timely</p>					
<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 2. By the end of the 2012-2013 school year, the 3rd-5th grade students at or above proficiency(67%) will increase by 3% and the overall percentage of students making math gains (78%) will increase by 3%.</p>					
<p>Strategies, Indicators and Progress Measures</p>					
<p>I. Strategy 2: Implement the research-based strategy: plans and designs engaging, challenging, and relevant lessons to achieve student mastery based on state-adopted standards appropriate to the level of rigor</p>					
<p>*Progress measures are for the purpose of reaching your 3-5 year school improvement goals AND AMO's.</p>	<p align="center">progress Measure August 2012</p>	<p align="center">Progress Measure August 2013</p>	<p align="center">Progress Measure August 2014</p>	<p align="center">Progress Measure August 2015</p>	<p align="center">Progress Measure August 2016</p>

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<p>II. Adult Implementation Indicator (s): “CAUSE DATA” 100% of teachers in K-5 will implement the research-based strategy: plans and designs engaging, challenging, and relevant lessons to achieve student mastery based on state-adopted standards appropriate to the level of rigor</p>	80%	85%	90%	95%	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): “EFFECT DATA” Students will consistently increase FCAT math scores until we reduce the % of students who are non-proficient by at least 50% by 2016.</p>	3 rd 68% (32%) 4 th 65% (35%) 5 th 61% (39%)	3 rd 72% (28%) 4 th 69.375% (30.625%) 5 th 65.875% (34.125%)	3 rd 76% (24%) 4 th 76.75% (26.25%) 5 th 70.75% (29.25%)	3 rd 80% (20%) 4 th 78.125% (21.875%) 5 th 75.625% (24.375%)	3 rd 84% (16%) 4 th 82.5% (17.5%) 5 th 80.5% (19.5%)

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<p>2.2 Teacher models expectations</p> <p>TASK 1: Teachers will utilize manipulatives to introduce and practice math practices</p> <p>TASK 2: Increase the knowledge of small group instruction and how to model for various learning styles through the use of professional literature</p> <p>Task 3: Establish math game library</p>	<p>Walk-through</p> <p>Anchor Charts</p> <p>Walk-throughs</p>	<p>Teachers</p> <p>Teachers</p> <p>Math committee and math teachers</p>	<p>2012-2013</p> <p>2012-2013</p> <p>2012-2013</p>	<p>Math Work Stations by Debbie Diller PLC/ LESSON STUDY</p> <p>Classroom Discussions K-6 by Suzanne Chapin PLC/ LESSON STUDY</p> <p>Increase math games</p>	<p>Intel Math training</p>	<p><i>0100.5100.0510.0591.0000</i></p> <p><i>0100.5100.0510.0591.0000</i></p> <p><i>0100.5100.0520.0591.2013</i></p>
<p>2.3<i>Teacher celebrates student successes</i></p> <p>Task 1: Grade levels will implement fact family fluency with incentives for student mastery.</p>	<p>Incentives</p>	<p>Grade level teachers</p>	<p>2012-2013</p>	<p>Incentives</p>	<p>N/A</p>	<p><i>0100.5100.0510.0591.1183</i></p>

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Goal 3: By the end of the 2012-2013 year, 4th grade students scoring a satisfactory score or higher on the writing FCAT (81%) will increase by 3%.					
Strategies, Indicators and Progress Measures					
I. Strategy 3: Implement the research-based strategy: plans and designs engaging, challenging, and relevant lessons to achieve student mastery based on state-adopted standards appropriate to the level of rigor					
*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”</p> <p>100% of teachers in K-5 will implement the research-based strategy: plans and designs engaging, challenging, and relevant lessons to achieve student mastery based on state-adopted standards appropriate to the level of rigor</p>	60%	70%	80%	90%	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): “EFFECT DATA”</p> <p>Students will consistently increase FCAT writing scores until we reduce the % of students who are non-proficient by at least 2016.</p>	4 th 81% (19%)	4 th 83.375% (16.625%)	4 th 85.75% (14.25%)	4 th 88.125% (11.875%)	4 th 90.5% (9.5%)

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Implementation Details

Action Steps	Evidence/ Data Sources	Person(s) Responsible / Group(s)	Implementatio n Timeline	Resources Needed: Material / Technolog y / Trainer	Related PD	Funding/Funding Source
<p>3.1 Demonstrate knowledge of research based practices of writing across content areas.</p> <p>TASK 1: Continue use of prompts for Clay Writes and Argyle Writes.</p> <p>TASK 2: develop and implement grade level rubrics to ensure consistency in expectation and scoring.</p> <p>TASK 4: Writing teachers will implement research based writing practices and strategies.</p>	<p>K-5 will complete 2 school wide writing assessments</p> <p>Rubrics</p> <p>observations</p>	<p>Writing teachers</p> <p>Writing teachers and writing committee</p> <p>Writing teachers</p>	<p>1st assessment-September 2012, 2nd assessment-January 2013</p> <p>September 2012</p> <p>2012-2013 School year/ ongoing</p>	<p>Resources (books) from Kathryn Robinson writing workshop</p>	<p>Kathryn Robinson writing workshop, grades 3-5</p>	<p>0100.6400.0310.0591.0000</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.</u> <u>School Climate, Attendance, other measureable school-specific goal.</u>					
Goal 4: By the end of the year 2011-2012, students academic performance in science will improve by 8% in 5th grade over last year's FCAT results with 35% scoring satisfactory or higher.					
Strategies, Indicators and Progress Measures					
I. Strategy 4: Implement the research-based strategy: plans and designs engaging, challenging, and relevant lessons to achieve student mastery based on state-adopted standards appropriate to the level of rigor					
*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”</p> <p>100% of teachers in K-5 will implement the research-based strategy: plans and designs engaging, challenging, and relevant lessons to achieve student mastery based on state-adopted standards appropriate to the level of rigor</p>	65%	75%	90%	95%	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): “EFFECT DATA”</p> <p>Students will consistently increase FCAT science scores until we reduce the % of students who are non-proficient by at least 50% of all 5th graders by 2016.</p>	5 th 35% (65%)	5 th 43.125% (56.875%)	5 th 51.25% (48.75%)	5 th 59.375% (40.625%)	5 th 67.5% (32.5%)

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Implementation Details

Action Steps	Evidence/ Data Sources	Person(s) Responsible/ Group(s)	Implementatio n Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p>4.1 Integrate Reading Across the content areas</p> <p>TASK 1: PreK-2nd will utilize more books to expose students to non-fiction and information text via literacy centers and science centers</p> <p>TASK 2: 2nd-5th will utilize leveled science readers from National Geographic series during the reading block.</p>	<p><i>Lessons plans, walk throughs</i></p>	<p><i>teachers</i></p>	<p><i>2012-2013</i></p>	<p><i>Increase non-fiction books related to science strands</i></p>	<p><i>n/a</i></p>	<p><i>0100.5100.0520.0591.2013</i></p>
<p>4.2 Quality of Instruction: ask students to reflect on their understanding or what they are still confused about</p> <p>TASK 1: K-5th students will utilize science journals to summarize and clarify learning</p>	<p><i>Science journals</i></p>	<p><i>Administratio n</i></p>	<p><i>2012-2013</i></p>	<p><i>Paper copies of Performan ce Matters tests</i></p>	<p><i>n/a</i></p>	<p><i>0100.5100.0391.0591.1183</i></p>

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<p>4.2 Engages students in problem solving, experimental inquiry, and/ or investigation tasks.</p> <p>Task 1: K-2nd grade teachers will coordinate five labs activities per year.</p> <p>Task 2: 3-5th grade teachers will coordinate at least four lab activities or demonstrations per grading period with demonstrates the scientific process.</p>	Lesson plans, attendance sheets for science lab	Teachers		Sustainable materials for the science lab	3-5 Teacher training on the new science text	0100.5100.0510.0591.118 3
<p>4.3 Teachers will use enhanced classroom technology.</p> <p>Task 1: The teachers will utilize technology during their lessons such as internet resources, online textbook resources, and videos. 3-5th grade teachers will use Brain Pop as a science technology resource during their lessons.</p> <p>Task 2: During Technology class (resource class), 5th grade students will use websites to complete science lessons matching the curriculum being taught in their science classes.</p>	Lesson plans	Teachers 5 th grade teachers, Technology teacher	2011-2012 school year	Brain Pop Brain Pop Jr Science websites, online resources	Teacher technology training on Brain Pop if needed by team members	0100.5100.0510.0591.118 2 0100.5100.0510.0591.118 3 0100.5100.0510.0591.118 1

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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></p> <p>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 5: By the end of the 2012-2013 school year, parent involvement will be at 50% of the student population at before, during, and after school and community events.</p>					
<p>Strategies, Indicators and Progress Measures</p>					
<p>I. Strategy 5: Implement the research-based strategy of fostering two-way home/school communication with all stakeholders to support student learning and parent involvement.</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): “CAUSE DATA”</p> <p>100% of teachers will implement the research-based strategy of fostering two-way home/school communication with all stakeholders to support student learning.</p>	60%	75%	90%	95%	100%
	<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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<p>III. Student Performance Indicator (s): “EFFECT DATA”</p> <p>Grade levels will consistently increase parental involvement until reaching 100% improvement in attendance at all events, which will also positively impact academic achievement in all tested grades and content area by 2016.</p>	60%	75%	80%	90%	100%
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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>5.1 Teachers and staff volunteer resources and guidance as needed.</p> <p>Task1: Staff will create a yearly calendar of events to add to the monthly newsletter and website informing parents of upcoming events.</p> <p>Task 2: Grade levels will conduct parent nights to foster a connection between parents and the school (examples: 3-5th FCAT night, K-2nd Reading/ Math Night, Open House, Award Ceremonies, and 5th grade Promotion Ceremony)</p> <p>Task 3: Classroom teachers will maintain contact with parents (examples: newsletters, phone calls, planners, email distribution lists)</p>	<p>Newsletters, School Website, Volunteer sign in sheets, Meeting agenda</p>	<p>Administration, teachers, staff, Parents in Education Group (PIE)</p>	<p>2012-2013</p>	<p>Paper, donated door prizes,</p>		

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Goal 6: By the end of the 2012-2013 school year, there will be a reduction of discipline referrals due to a school-wide participation in Foundations.					
Strategies, Indicators and Progress Measures					
I. Strategy 5: Implement the research-based strategy of fostering two-way home/school communication with all stakeholders to support student learning and parent involvement.					
*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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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 and behavior	70%	75%	90%	95%	100%
	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” Grade levels will consistently increase parental involvement in academics and behavioral goals.	70%	75%	80%	90%	100%

Action Steps	Evidence/ Data Sources	Person(s) Responsible/ Group(s)	Implementatio n Timeline	Resources Needed: Material / Technolog y / Trainer	Relate d PD	Funding/Funding Source
6.1 Teachers and staff volunteer resources and guidance as needed. Task1: Argyle will send a representative from each grade level to the county Foundations meeting. The team will come back to AES and disseminate information. The school will select targeted areas to improve behavior.	Faculty meetings, team meetings, rituals of school	Foundations team, faculty, and staff	2012-2013	walkies		<i>0100.5100.0642.0591.1183</i>

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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
			2010-2011 SIP budget 1181-639.43 2011-2012 SIP budget 1182-818.33 2012-2013 SIP budget 1183-2965.00

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Reading 1.1.1	DRA Kits	0100.5100.0510.0591.1182	324.00
	Brain Pop/ Brain Pop Jr	0100.5100.0510.0591.1182	494.33
		0100.5100.0510.0591.1181	639.43
		0100.5100.0510.0591.1183	500.00
Reading 1.3.3 & Math 2.3.1	Paper to copy Performance Matters	0100.5100.0391.0591.1183	107.40
Science 4.2.1	Incentives	0100.5100.0510.0591.1183	300.00
	Science lab resources	0100.5100.0510.0591.1183	150.00
Subtotal: 2515.16			
Professional Development			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount
Conference/Workshop/Seminar/Institute/Online PD Goal and Action Step #(s) Title : Kathryn Robinson Writing Training Location: Lakeside Elementary Dates: August 10, 2012 Sponsoring Educational Institution: Lakeside Elementary	Mileage N/A Meals N/A Room N/A Registration N/A Substitute(s) N/A	Budget Strip 0100.6400.0310.0591.0000	138.00
Professional Learning Community Goal and Action Step #(s) Goal 1 Action Step 1.3 – Teach Like a Champion; Motivating Kids Who Don't Care Goal 2 Action Step 2.2- MathWork Stations; Classroom Discussion K-6 Navigator Plus Activity Title: AES 12-13 PLC/ Lesson Study	Materials List and Cost: Books, substitutes,	Budget Strip 0100.6400.0510.0591.0000 0100.5100.0510.0591.1183 0100.6400.0140.0591.0000	500.00 435.90 544.50

2012-2013 School Improvement Plan

<p>Lesson Study Goal and Action Step #(s) Goal 1 Action Step 1.3 – Teach Like a Champion Goal 2 Action Step 2.2- MathWork Stations; Classroom Discussion K-6 Navigator Plus Activity Title: AES 12-13 PLC/ Lesson Study</p>	<p>Materials List & Cost:</p>	<p>Budget Strip 0100.5100.0510.0591.1183 0100.6400.0140.0591.0000</p>	<p>(same as above) groups will meet as a PLC, but may continue further into a lesson study if they choose.</p>
<p>School Workshop Goal and Action Step #(s) 1.1.1 and 2.1.1 Navigator Plus Activity Title: AES 11/12 School Improvement/ Common Core</p>	<p>Materials List and Cost: Consultant Fee: Consultant Travel Expenses: Substitutes: Stipends:</p>	<p>Budget Strip 0100.5100.0510.0591.1183 0100.6400.0390.0591.0000</p>	<p>300.00 300.00</p>
<p>Subtotal:2218.40</p>			
<p>Other</p>			
<p>Goal Area and Action Step Number</p>	<p>Description of Resources</p>	<p>Budget Strip</p>	<p>Available Amount</p>
<p>Safety & Discipline 6.1.1</p>	<p>walkies</p>	<p>0100.5100.0642.0591.1183</p>	<p>1171.70</p>
<p>Subtotal:</p>			
<p>Grand Total: 5905.26</p>			

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School-wide Training	Professional Development Details Goal the Activity is Supporting <u>Writing</u>			
	<ul style="list-style-type: none"> ● Action Step # 3.1.4 ● Name of Activity LES 2012-2013 Kathryn Robinson Best Practices in Writing Training ● Dates of Activity 8/10/12 ● Name of Consultant or Facilitator (if applicable) Kathryn Robinson ● Consultant Services Agreement (if applicable) handled by LSE ● Materials 			
	Budget Items Required			
	<ul style="list-style-type: none"> ● Action Step # 3.1.4 ● Name of Activity LES 2012-2013 Kathryn Robinson Best Practices in Writing Training ● Funding Source 0100.6400.0310.0591.0000 ● Cost of Consultant AES portion \$138 ● Cost of Materials ● Cost of Substitutes (if applicable) 			
Learning Community	Professional Development Details Goal the Activity is Supporting <u>Reading</u>			
(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 # reading 1.2.3 ● Name of Activity AES 12-13 PLC/ Lesson Study ● Dates of Activity 2012-2013 ● Title of Book or Focus <i>Teach Like a Champion</i> and <i>Motivating Kids Who Don't Care</i> 			Our teachers will begin in various PLC's. If the PLC or a smaller number of teachers in the PLC desire to extend their PD into a lesson study, then they will be supported.
	Budget Items Required books, substitutes			
	<ul style="list-style-type: none"> ● Action Step # 1.2.3 ● Cost of Book/Teacher Materials 935.90 			
Learning Community	Professional Development Details Goal the Activity is Supporting <u>math</u>			
(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 # reading 2.2.2 ● Name of Activity AES 12-13 PLC/ Lesson Study ● Dates of Activity 2012-2013 ● Title of Book or Focus <i>Math Work Stations and Classroom Discussions K-6</i> <i>Using Math Talk to Help Students Learn</i> 			Our teachers will begin in various PLC's. If the PLC or a smaller number of teachers in the PLC desire to extend their PD into a lesson study, then they will be supported.
	Budget Items Required books, substitutes			
	<ul style="list-style-type: none"> ● Action Step # 2.3.1 ● Cost of Book/Teacher Materials 544.50 			

2012-2013 School Improvement Plan

Timelines				
Start Date: August 2, 2012	Ongoing during 2012-2013			
End date: September 21, 2012				
Budget				
Local FTE (function 6400-no project)	\$1482.50			
Project -				
Project -				
Project -				
Total Internal PD Budget (no project & project funds)				

Approvals

Principal: _____
 SAC Chair: _____
 Hilda Manning: _____
 Shannah Kosek: _____

Date: ___/___/___
 Date: ___/___/___
 Date: ___/___/___
 Date: ___/___/___

2012-2013 School Improvement Plan
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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2012-2013 School Improvement Plan

Background:	Professional Development is an integral part of the School Improvement Plan. Teachers need proven,	cur
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2012-2013 School Improvement Plan

	ren t inst ruc tion al str ate gie s to imp rov e the per for ma nce of the stu de nts ass ign ed to the m.		
Objectives			
	Ye s	No	Comments

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.			Goal 3- Task 1-3 School-wide writing prompts aligned with Clay Writes, common rubrics by grade level teachers. Goal 2.2.2- Excel training related to monitoring student data.
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.			Kathryn A. Robinson WriteMath Enterprises Inc. Excel- consultant to be determined
Who will be trained?			Instructional (one- 2 nd , two- 3 rd , and three- 4 th , language arts teachers) Excel- all instructional
Date(s), Time(s), Location			August 10, 2012 Preplanning 8-3PM (Lakeside Elementary) Excel- 2013
Total Cost			138.00/ 300.00
Needs School Board approval			Handled by Lakeside
Complete budget line for expenses			0100.6400.0310.0591.0000

2012-2013 School Improvement Plan

Name of facilitator/person responsible			Jeff Schriver Jessi Pullen
Training Details – Conferences, Workshops, Seminars, Institutes, Online PD			
Please use the comments section to provide the information requested.	Ye s	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			
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)			

2012-2013 School Improvement Plan

Approvals

Principal: _____ Date: __/__/__

SAC Chair: _____ Date: __/__/__

Hilda Manning: _____ Date: __/__/__

Shannah Kosek: _____ Date: __/__/__