

2012-2013 School Improvement Plan

**SCHOOL NAME: Lake Asbury Junior High**

**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.
- Catherine Richardson (Principal)
- Christina Cornwell (Vice Principal)
- David Burke (Assistant Principal)
- Bonnie King (ESE Support Facilitator)
- Jenie Shepard (Reading Coach)
- Ellen Suedkamp (Guidance)
- Dana Brock (Guidance)

Administration is included on this team because they are the instructional leaders of the school and are responsible for implementing school-wide initiatives and conducting Observations and Walkthroughs. Guidance is essential due to their close relationship with the students and teachers. They are among the first to identify a student concern and work directly with the team of teachers finding solutions. Our Support facilitator and Reading Coach are part of the Response to Instruction/Intervention team because they are essential to training staff through in-services and are a direct support system for our teachers.

- 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 school-based RtI Leadership Team meets weekly to discuss school-wide data, identify areas of strength and weakness, and devise a plan for addressing the weaknesses. When appropriate department members are included to collaborate with SBLT members.
- 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?  
Four members of the SBLT collaborated with each department head in the writing of the SIP. The SBLT, in conjunction with the departments, analyzed student performance data from multiple sources, identifying weakness and created action steps to correct the deficit.

### ***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.  
Performance Matters, Universal Screeners, Common Assessments, FCAT, FOCUS and FAIR.
- Describe the plan to train staff on RtI.  
Bonnie King (ITF) and Jenie Shepard (Intervention/Reading Coach) will provide continued staff-wide training on the RtI process, including the required paperwork. They, along with Administration, will meet monthly with each Team to review student data and monitor progress of students needing RtI intervention.

### ***Literacy Leadership***

- Identify the school-based Literacy Leadership Team (LLT).  
Charles Maner, Greer Yacavone, Bonnie King, Gary Bonds, Jim Crosby, Helen Williams, Haley Scheuerman, Maria Behnken, Lisa Wehner, Debbie Baye, Cathy Richardson, Christina Cornwell, Jenie Shepard, Kelly Watt, Jason Lipsitz and David Burke.
- Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).  
The school-based Literacy Leadership Team meets monthly.

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- What will be the major initiatives of the LLT this year?  
Promote the use of Complex Text and Literacy Strategies school-wide..

### **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.  
Reading through the content area is heavily stressed and will be a focus of the weekly departmental PLCs. Teachers will also be highly encouraged to take and implement CAR-PD to understand research based strategies and techniques to use in textbook reading, outlining strategies, vocabulary instruction and the effective use of graphic organizers.

### School District of Clay County

<b>Smart Goals</b> <b>Smart = Specific Measurable</b> <b>Attainable Realistic Timely</b>						
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<p><b>Goal 1:</b> Student Performance Content Area: <u>Reading</u> <b>Goal 2:</b> Student Performance Content Area: <u>Math</u> <b>Goal 3:</b> Student Performance Content Area: <u>Writing</u> <b>Goal 4:</b> Student Performance Content Area: <u>Science</u> <b>Goal 5:</b> <u>Parental Involvement</u> <b>Goal 6:</b> <u>Other: Ex. School Climate, Attendance, other measureable school-specific goal.</u></p>					
<p><b>Goal 1:</b> By FCAT 2013, 72% of our students will score a Level 3 or above on the FCAT Reading. 72% of our Economically Disadvantaged students will score a Level 3 or above and 49% of our Students with Disabilities will score a Level 3 or above.</p>					
<p><b>Strategies, Indicators and Progress Measures</b></p>					
<p><b>I. Strategy 1:</b> Implement a research-based strategy that utilizes the routine use of content-area reading strategies, including the use of appropriate technology, that require students to demonstrate a variety of relevant skills and competencies.</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></p> <p>100% of teachers will implement a research-based strategy that utilizes the routine use of content-area reading strategies, including the use of appropriate technology, that require students to demonstrate a variety of relevant skills and competencies.</p>	<p><b>72%</b></p>	<p><b>79%</b></p>	<p><b>86%</b></p>	<p><b>93%</b></p>	<p><b>100%</b></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
<b>III. STUDENT PERFORMANCE INDICATOR(S): “EFFECT DATA”</b>	68%(32%)	72% (28%)	76% (24%)	80% (20%)	84% (16%)

### IMPLEMENTATION DETAILS

Action Steps	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material/ Technology/ Trainer	Related PD	Funding/Funding Source
<p><i>1.1 Teachers will explicitly teach close reading strategies for complex texts.</i></p> <p><i>Task A: Students will cite specific textual evidence that support conclusions drawn from reading complex text.</i></p>	<p><i>Student work samples, lesson plans, walkthroughs</i></p>	<p><i>teacher</i></p>	<p><i>On-going</i></p>	<p><i>N/A</i></p>	<p><i>CAR-PD and PLCs</i></p>	<p><i>N/A</i></p>

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<p><b><i>1.2 Teachers will appropriately utilize research-based vocabulary strategies to reinforce vocabulary development.</i></b></p> <p><i>Task A: Teachers will explicitly teach and routinely facilitate parallel vocabulary acquisition strategies.</i></p> <p><i>Task B: Teachers will provide explicit vocabulary instruction for pre-determine words prior to reading a complex text.</i></p>	<p><i>Student work samples, lesson plans and walkthrough.</i></p> <p><i>Student work samples, lesson plans and walkthroughs</i></p>	<p><i>Teacher</i></p> <p><i>Teacher</i></p>	<p><i>On-going</i></p> <p><i>On-going</i></p>	<p><i>N/A</i></p> <p><i>N/A</i></p>	<p><i>CAR-PD and PLCs</i></p> <p><i>CAR-PD and PLCs</i></p>	<p><i>N/A</i></p> <p><i>N/A</i></p>
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<p><b>1.3 Teachers will participate in departmental professional learning communities focused on pedagogy that supports the implementation of literacy standards</b></p> <p><b>Task A:</b> All teachers will actively participate in collaborative lesson planning through weekly PLC meetings.</p> <p><b>Task B:</b> All teachers will receive professional development on the research-based strategy of setting objectives and providing feedback.</p>	<p>PLC Agenda, walkthroughs, monitoring of lesson plans</p> <p>PLC Agenda, walkthroughs, monitoring of lesson plans</p>	<p>Teachers, Instructional Coaches</p> <p>Teachers, Instructional Coaches</p>	<p>On-going</p> <p>September 2012</p>	<p>N/A</p> <p>Classroom Instruction that Works by Marzano (2<sup>nd</sup> Ed.)</p>	<p>Lesson Study and PLCs</p> <p>PLCs</p>	<p>N/A</p> <p>\$631.05 0100.6400.0590.0481.000 0</p>
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<b>Smart Goals</b> <b>Smart = Specific Measurable Attainable</b> <b>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 2.</b> By FCAT 2013, 69% of our students will score 3 or above on the Math FCAT. 67% of our Economically Disadvantaged will score a level 3 or above and 49% of our Students with Disabilities will score a level three or above.					
<b>Strategies, Indicators and Progress Measures</b>					
<b>Strategy 2:</b> 100% of teachers will consistently implement research-based strategies that demonstrate a deep and comprehensive knowledge of the subject taught.					
<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>I. Adult Implementation Indicator (s):</b> <b>“CAUSE DATA”</b> 100% of teachers will consistently implement research-based strategies that demonstrate a deep and comprehensive knowledge of the subject taught.	63%	72%	81%	90%	100%
	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> Students will consistently increase FCAT Math scores until reaching 50% reduction in non-proficiency in all tested grade levels by 2016.	65% (35%)	69% (31%)	74% (26%)	78% (22%)	83% (17%)



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### Implementation Details

Action Steps	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p><b>2.1</b>  <b>Teachers will collaboratively develop and implement common assessments for each math level to ensure correlation with rigor and scope of the NGSSS.</b></p> <p>Task A: Teachers will develop common chapter, unit, and semester assessments and use the Universal Screener form as a discussion point for analyzing the results of these common assessments.</p>	<p><i>Common chapter/unit assessments for each math level</i></p>	<p><i>All Math teachers</i></p>	<p><i>August 2012 - June 2013</i></p>	<p><i>N/A</i></p>	<p><i>Weekly PLC Meetings</i></p>	<p><i>N/A</i></p>

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<p><b>2.2</b>  <i>Teachers will participate in departmental professional learning communities focused on pedagogy that supports NGSSS while moving toward CCS, including real-world examples and small group instruction.</i></p> <p><i>Task A: All teachers will actively participate in collaborative lesson planning through weekly PLC meetings.</i></p> <p><i>Task B: All teachers will receive professional development on the research-based strategy of setting objectives and providing feedback.</i></p>	<p><i>PLC Agenda, walkthroughs, monitoring of lesson plans</i></p> <p><i>Walkthroughs, In-service follow-up forms and Lesson Plans</i></p>	<p><i>Teachers</i></p> <p><i>ESE Support Facilitator</i></p>	<p><i>On-going</i></p> <p><i>October 2012</i></p>	<p><i>N/A</i></p> <p><i>Classroom Instruction that Works by Marzano (2<sup>nd</sup> Ed.)</i></p>	<p><i>PLCs, Lesson Study</i></p> <p><i>PLCs</i></p>	<p><i>N/A</i></p> <p><i>\$631.05</i>  <i>0100.6400.0590.0481.000</i>  <i>0</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 3:</b> By FCAT 2013, 84% of our students will be proficient on FCAT Writing.					
<b>Strategies, Indicators and Progress Measures</b>					
<b>1. Strategy 3: Implement a scientifically based research strategy of developing learning experiences utilizing a variety of instructional strategies and resources, including appropriate technology, that require students to demonstrate a variety of relevant skills and competencies related to writing.</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

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<p><b>II. Adult Implementation Indicator (s):</b>  <b>“CAUSE DATA”</b></p> <p><b>Implement a scientifically based research strategy of developing learning experiences utilizing a variety of instructional strategies and resources, including appropriate technology, that require students to demonstrate a variety of relevant skills and competencies related to writing.</b></p>	63%	72%	81%	90%	100%
	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 FCAT Writing scores until reaching 50% reduction in non-proficiency in all tested grade levels by 2016.</p>	84% (16%)	86% (14%)	88% (12%)	90% (10%)	92% (8%)

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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>1. <i>Teachers will implement Step-Up to Writing instruction.</i></p> <p>Task A: Teachers will routinely utilize the IVF (or alternate summary strategy) to synthesize and distill information.</p> <p>Task B: Teachers will routinely utilize the Step-Up to Writing program to teach and facilitate the Writing Process.</p>	<p>Student work samples, lesson plans and walkthroughs.</p> <p>Student work samples, lesson plans and walkthroughs.</p>	<p>Teacher/Crews</p> <p>Teacher/Crews</p>	<p><i>On-going</i></p> <p><i>On-going</i></p>	<p>N/A</p> <p>N/A</p>	<p><i>Training in Social Studies, Science, Electives and LA departments</i></p> <p><i>New Teachers and Science department will be trained on Step-Up to writing process.</i></p>	<p><i>N/A</i></p> <p><i>N/A</i></p>

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<p><b>2. All teachers will receive professional development on the research-based strategy of setting objectives and providing feedback.</b></p> <p>Task A: Teachers will create and employ writing rubrics effectively.</p> <p>Task B: Students will self and peer assess their writing through the effective use of rubrics.</p>	<p>Student work samples that correlate to rubric expectations.</p> <p>Lesson Plans and Walkthroughs</p>	<p>Teachers</p> <p>Teachers</p>	<p><i>On-going</i></p> <p><i>On-going</i></p>	<p><i>N/A</i></p> <p><i>N/A</i></p>	<p>PLCs</p> <p>PLCs</p>	<p><i>N/A</i></p> <p><i>N/A</i></p>
<p><b>3. Students will be able to cite textual evidence when writing to support conclusions/central ideas.</b></p> <p>Task A: Teachers will provide learning opportunities for students to gather data from multiple sources in order to integrate the information into text-based responses.</p>	<p>Student work samples, lesson plans, walkthroughs</p>	<p>Teachers</p>	<p><i>On-going</i></p>	<p><i>DBQ and complex text from multiple sources.</i></p>	<p>PLCs</p>	<p><i>N/A</i></p>



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<b>Goal 4:</b> By FCAT 2013, 66% of our students will score a Level 3 or above on the FCAT Science test as compared to the previous year's results.					
<b>Strategies, Indicators and Progress Measures</b>					
I. <b>Strategy 4: Implement a scientifically based research strategy of designing and modifying instruction to deepen students understanding of content area and advance student learning while addressing preconceptions or misconceptions.</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
II. <b>Adult Implementation Indicator (s):</b> <b>“CAUSE DATA”</b>  100% of teachers will implement a scientifically based research strategy of designing and modifying instruction to deepen students understanding of content area while addressing preconceptions or misconceptions.	<b>58%</b>	68%	78%	88%	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>Students will consistently increase FCAT Science scores until reaching 81% proficiency in all tested grade levels by 2015.</b>	61% (39%)	66% (34%)	71% (29%)	76% (24%)	81%(+19%)

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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>  <b>Students are organized into groups to practice a skill, strategy, or process in labs, and other activities.</b></p> <p>Task A: Incorporate inquiry based projects and lab experiments in weekly instruction which will include the use of the scientific method, data collection, graphing results, and analyzing data to draw inferences and make conclusions.</p>	<p><i>Lesson plans will demonstrate the grouping of students for the purpose of labs or activities.</i></p>	<p><i>Teachers and Students</i></p>	<p><i>August 2012 – June 2013</i></p>	<p><i>lab tables and lab equipment</i></p>	<p><i>PLCs</i></p>	<p><i>\$1000.00</i>  <i>0100.5100.0649.0481.000</i>  <i>0</i></p>

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<p><b>4.2</b></p> <p><b>Fostering academic conversations in the classroom by rephrasing questions and requiring students to explain their thinking after giving an incorrect response to determine misconceptions.</b></p> <p>Task A: Teachers will be modifying questions and breaking them into smaller and simpler parts during class lessons to ensure student understanding.</p> <p>Task B: Student work will demonstrate the use of Venn diagrams, concept maps, pictures/drawings, cartoons, acrostics, or poems 2-3 times a week to show their understanding of science content for teacher review and remediation.</p>	<p><i>Walkthroughs</i></p> <p><i>Inter-active notebooks, student work samples, lesson plans and walkthroughs</i></p>	<p><i>Teacher</i></p> <p><i>Teacher and Students</i></p>	<p><i>On-going</i></p> <p><i>On-going</i></p>	<p><i>N/A</i></p> <p><i>Classroom Instruction that Works by Marzano (2<sup>nd</sup> Ed.)</i></p>	<p><i>1. Clicker response system training.</i></p> <p><i>2. Setting Objectives and Providing Feedback training.</i></p> <p><i>PLC training on which graphic organizers correlate with High Yield Strategies according to Marzano..</i></p>	<p><i>\$7,994.00</i> <i>Internal Account 3700</i></p> <p><i>\$631.05</i> <i>0100.6400.0590.0481.0000</i></p> <p><i>\$1,893.15</i> <i>0100.6400.0590.0481.0000</i></p>
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<p><b>4.3</b></p> <p><b>All teachers will incorporate content-area reading and writing strategies into lesson design using complex texts.</b></p> <p><b>Task A:</b> Student work will demonstrate the use of content-area reading and writing strategies a minimum of 2 times a week to show their understanding of science content for teacher review and remediation.</p> <p><b>Task B:</b> Student written and oral responses must incorporate grade-level vocabulary to demonstrate understanding of the content.</p>	<p><i>Lesson Plans, student work samples, walkthroughs, sharing at PLCs CAR-PD/reading/vocabulary lesson</i></p> <p><i>Lesson Plans, student work samples, walkthroughs, sharing at PLCs CAR-PD/reading/vocabulary lesson</i></p>	<p><i>Teachers</i></p> <p><i>Teachers</i></p>	<p><i>On-going</i></p> <p><i>On-going</i></p>	<p><i>N/A</i></p> <p><i>N/A</i></p>	<p><i>PLCs</i></p> <p><i>PLCs</i></p>	<p><i>N/A</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 5:</b> By Spring 2013, 50% of our parents will actively participated in school-related activities.					
<b>Strategies, Indicators and Progress Measures</b>					
<b>I. Strategy 5: Implement a scientifically based research strategy of fostering two-way home/school communication with all stake holders to support student learning.</b>					
<b>*Progress measures are for the purpose of reaching your 3-5 year school improvement goals and AMO's.</b>	<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 teachers and mentors will model and promote the importance of learning and academic achievement to all students.	30%	47%	64%	81%	100%
	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>  We will reduce office referrals by at least 50% by 2016.	20%	17%	15%	13%	10%

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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> <i>50% of our parents will utilize the FOCUS Parent Portal system.</i></p> <p><i>Task A: Parents will create a FOCUS Parent Portal account.</i></p>	<p><i>Accounts created in FOCUS</i></p>	<p><i>Teachers and Estevez</i></p>	<p><i>On-going</i></p>	<p><i>N/A</i></p>	<p><i>N/A</i></p>	<p><i>N/A</i></p>
<p><b>5.2</b> <i>5% of our parents will participate in a Data Night Informational meeting.</i></p> <p><i>Task A: Attend and participate in the Data Night provided by the school faculty.</i></p>	<p><i>Number of parents that attend the Data Night Informational meeting.</i></p>	<p><i>Richardson</i></p>	<p><i>October</i></p>	<p><i>List of resources and/or activities parents can use to help their student be successful in class.</i></p>	<p><i>N/A</i></p>	<p><i>N/A</i></p>
<p><b>5.3</b> <i>2% of our parents and faculty will participate in the Parent Volunteer Organization (PVO).</i></p> <p><i>Task A : Parents and faculty will attend monthly PVO meetings or respond to requests for volunteers.</i></p>	<p><i>PVO E-Newsletter</i></p>	<p><i>Cornwell</i></p>	<p><i>Monthly meetings</i></p>	<p><i>N/A</i></p>	<p><i>N/A</i></p>	<p><i>N/A</i></p>
<p><b>5.4</b> <i>We will contact 100% of our parents through various communication channels.</i></p>	<p><i>EDU-Link, Marquee, Focus Parent/ Student Access, Planner</i></p>	<p><i>Administration, Teachers, Custodians, Parents</i></p>	<p><i>On-going</i></p>	<p><i>N/A</i></p>	<p><i>N/A</i></p>	<p><i>N/A</i></p>



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**Include only school-based funded activities/materials and exclude district funded activities /materials.**

Resources Needed: Material / Technology / Trainer			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount = 2,495.50
Science – 4.1 task A	Lab tables and lab equipment	0100.5100.0649.0481.0000	\$1,000.00 (not SIP funded)
Science – 4.2 task A	Clicker Response systems	Internal Account 3700	\$7,994.00 (not SIP funded)
<b>Subtotal: \$2,495.50 (SIP funds) \$11,489.50 (total funds)</b>			
Professional Development			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount
<b>Professional Learning Community</b> Goal and Action Step #(s) Reading – 1.3 task B Math – 2.2 task B Science- 4.2 task A - PD #2 and task B	Materials List and Cost: Book – <u>Classroom Instruction that Works Ed. 2</u> By Dean, Hubble, Pilter and Stone	0100.6400.0950.0481.0000	\$1,863.15 = <u>Classroom Instruction that Works Ed. 2</u>
Writing-3.1 tasks A and B Navigator Plus Activity Title: LAJ12-13 Professional Learning Community	Step up to Writing manual	N/A	N/A
<b>Lesson Study</b> Goal and Action Step #(s) Reading – 1.3 Task A Math – 2.2 Task A Navigator Plus Activity Title: LAJ12-13 Lesson Study	Materials List & Cost: Facilitator’s Kit Substitute Teachers	0100.6400.0950.0481.0000	\$632.35
<b>School Workshop</b> Goal and Action Step #(s) Navigator Plus Activity Title:	Materials List and Cost: Consultant Fee: Consultant Travel Expenses: Substitutes: Stipends:	Budget Strip	
<b>Subtotal:</b>			
Other			
Goal Area and Action Step Number	Description of Resources	Budget Strip	Available Amount

## 2012-2013 School Improvement Plan

<b>Subtotal:</b>			
<b>Grand Total:</b>			

Resources Needed: Material / Technology / Trainer			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount
<b>Subtotal:</b>			
Professional Development			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount
<b>Conference/Workshop/Seminar/Institute/Online PD</b> Goal and Action Step #(s) Title : Location: Dates: Sponsoring Educational Institution:	Mileage Meals Room Registration Substitute(s)	Budget Strip N/A	
<b>Conference/Workshop/Seminar/Institute/Online PD</b> Goal and Action Step #(s) Title : Location: Dates: Sponsoring Educational Institution:	Mileage Meals Room Registration Substitute(s)	Budget Strip N/A	
<b>Professional Learning Community</b> Goal and Action Step #(s) Navigator Plus Activity Title:	Materials List and Cost:	Budget Strip	
<b>Lesson Study</b> Goal and Action Step #(s) Navigator Plus Activity Title:	Materials List & Cost:	Budget Strip	
<b>School Workshop</b> Goal and Action Step #(s) Navigator Plus Activity Title:	Materials List and Cost: Consultant Fee: Consultant Travel Expenses: Substitutes: Stipends:	Budget Strip	
<b>Subtotal:</b>			

## 2012-2013 School Improvement Plan

Other			
Goal Area and Action Step Number	Description of Resources	Budget Strip	Available Amount

2012-2013 School Improvement Plan

P.D.Activity	Details	Y	N	Comments
<b>IF IT IS A:</b>				
<b>School-wide Training</b>	<b>Professional Development Details</b> Goal the Activity is Supporting _____			
	<b>Budget Items Required</b>			
<b>Learning Community</b>	<b>Professional Development Details</b> Goal the Activity is Supporting <b>Reading(1), Math(2) and Writing (3) and Science (4)</b>			
(collaborative teams that gathers research and studies new programs or topics and shares their findings-must use Learning Community form)	<ul style="list-style-type: none"> <li>● Action Steps - #1.3.B, 2.2.B,4.2.A and B, 3.1.A and B</li> <li>● Name of Activity- LAJ12-13 Professional Learning Community</li> <li>● Dates of Activity-weekly-August through May 2012/13</li> <li>● Title of Book or Focus - <u>Classroom Instruction that Works Ed. 2</u> By Dean, Hubble, Pilter and Stone and Step-Up to Writing</li> </ul>			
	<b>Budget Items Required</b> <ul style="list-style-type: none"> <li>● Book for each teacher - \$1,863.15</li> </ul>			
<b>Lesson Study/Action Research</b>	<b>Professional Development Details</b> Goal the Activity is Supporting <b>-Reading(1) and Math (2)_</b>			
(a teacher-driven and student-focused team who does research and development by carefully studying what actually goes on in the classroom. -must use Lesson Study form)	<ul style="list-style-type: none"> <li>● Action Step # - 1.3.A and 2.2.A</li> <li>● Name of Activity - LAJ12-13 Lesson Study</li> <li>● Dates of Activity – Oct. 3, 2012 – June 6,2013</li> <li>● Teaching strategy or method to be researched – High Yield Teaching Strategies and Effective Feedback and Goal Setting</li> <li>● Materials – Lesson Study Kit</li> </ul>			
	<b>Budget Items Required</b> <ul style="list-style-type: none"> <li>● Substitute Teachers - \$632.35</li> </ul>			
<b>Timelines</b>				
Start Date:August 2, 2012				
End date:June 6, 2013				

2012-2013 School Improvement Plan

Budget				
Local FTE (function 6400-no project)	\$ 2,495.50			
<b>Total Internal PD Budget (no project &amp; project funds)</b>	<b>\$2, 495.50</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

<p>Background: None being offered at this time.</p>	<p>Professional Development is an integral part of the School Improvement Plan. Teachers need proven , cur</p>	
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2012-2013 School Improvement Plan

	<p>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.</p>		
<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>Yes</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>Yes</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:** \_\_\_/\_\_\_/\_\_\_