

2012-2013 School Improvement Plan

SCHOOL NAME: Middleburg High School

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.

Rachel Crane (Intervention Team Facilitator): Facilitates a common vision based upon data to be used in decision-making. Ensures implementation of RtI through assessments of school staff, provides communication between RtI Leadership Team, staff, parents and community stakeholders.

Select Administrators: Provide support for the principal's vision. Facilitates assessments of school staff to ensure implementation of RtI plans and activities. Provides communication to RtI Leadership team, staff, parents and community stakeholders.

Reading/Intervention Coach—Rachel Crane: Provides support and guidance for implementation of RtI in the school. Analyzes data to identify at-risk students in order to provide intervention strategies, progress monitoring, professional development and support for implementing Tier 1, Tier 2 and tier 3 intervention plans. Assists classroom teachers in the implementation of the suggested strategies and intervention plans.

Department Head Teachers: A representative from each content area will provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials and instruction with Tier 2 and 3 activities.

Select Guidance Counselors: Participate in collection, interpretation and analysis of data. Facilitate development of intervention plans along with providing support for professional development, interpretation of collected data, problem solving activities, and program evaluation.

School Psychologist: Participates in collection, interpretation and analysis of data. Facilitate development of intervention plans along with providing support for professional development, interpretation of collected data, problem solving activities, and program evaluation.

- 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 is the coordinating body that develops and implements the action plan to best meet the needs of all learners. The RtI Team will identify resources, collect and analyze data, arrange professional development for all discerned staff, and ensure implementation of the Problem-solving/Response to Intervention model so that all students' needs are identified and addressed.

The RtI Team will meet monthly in concurrence with the Curriculum Council for the analysis of collected data and to make instructional decisions, progress monitor data to identify all possible tiers of students. The Team will share researched strategies to enhance professional development and instructional modes of delivery to enhance the implementation and success of RtI intervention.

- 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.

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The RtI Leadership Team plays a vital role in the development and implementation of the SIP. The Team participates in data-based decision making and promotes ongoing professional development activities. The Team also leads the cross-curricular PLCs, encouraging the integration of the new Common Core standards into lesson plans. The RtI Leadership Team focuses on issues relating to Reading, Writing and Math as well as addresses Behavior Issues (from Inattentiveness to Disruption). As an additional service to instructors, the RtI Leadership Team provides intervention strategies to enhance student success in all areas of student achievement.

The Team also utilizes proactive problem-solving by reviewing the pertinent data, holding stakeholder meetings and providing positive reinforcement based upon Behavioral Plans. The RtI Leadership Team is a critical component in the creation and successful implementation of the SIP.

RtI Implementation

- Describe the data source(s) and the data management systems(s) used to summarize data at each tier for reading, mathematics, science writing, and behavior. Baseline and mid-year data collected, analyzed and reported in Reading, Math, Writing and Science for students in the 9th and 10th grades.

Baseline Data: Clay Writes, Compass, FAIR, Performance Matters and Reading Diagnostic Assessment

Mid-year Data: Clay Writes, FAIR, Performance Matters and Reading Diagnostic Assessment

Post-year Data: Performance Matters and FCAT

Tier 1 data sources include, but not limited to:

- Florida Comprehensive Assessment Test (FCAT) for 9th and 10th graders (Performance Matters)
- Algebra I prerequisite test (Class Roll)
- FAIR Testing
- Report Card and Interim grades (FOCUS)
- End of Course Exams (Performance Matters)
- Review of Dashboard Discipline Records (Dashboard)
- Science baseline assessments through Performance Matters

Tier 2 data sources include:

- Reading Diagnostic Assessment for students scoring a Level 1 or 2 on FCAT in 11th and 12th grade
- Intensive Reading courses for students scoring less than 300 on FCAT in 11th and 12th grade
- Progress Monitoring tools from Read 180 (Reading 180 Teachers and Management System)
- Intensive Reading Data collection Compass pre- and mid-year assessments.
- Math Diagnostic assessments
- Data from after-school tutoring programs (i.e. FCAT Workshops) (Workshop Teachers)
- Student Assistance Program (SAP) from Clay Behavioral
- FAIR data monitors progress of Level 2 students placed with CAR-PD teachers and Level 2 students who used a “Bad Day Waiver” to be exempt from Intensive Reading.

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Tier 3 data sources include:

- Progress monitoring data from Tier 3 interventions (RtI documentation logs)
- Performance Matters subtest data for grades 9, 10 and students scoring a Level 1 or 2 in 11th and 12th grade
- Cool Tools (Classroom Teachers)
- Precision teaching (Classroom Teachers)
- Diagnostic Assessment in Reading (DAR) (Intensive Reading Teachers and Reading Coach)
- Functional Behavioral Assessment (Classroom Teacher, School Psychologist or Intervention Team Facilitator)
- Students Assistance Program (SAP) from Clay Behavioral

- Describe the plan to train staff on RtI.
Professional development will be provided to all staff during pre-planning to share the goals and strategies developed by the RtI Leadership Team. Technology training will be provided to targeted academic teachers to incorporate new programs vital to the implementation of Tier 2 and Tier 3 strategies. Professional development will be provided through department meetings to share instructional research-based strategies, progress-monitoring techniques, and intervention implementations developed by the RtI Team to meet all needs of Tier 1, Tier 2 and Tier 3 learners.

Literacy Leadership

- Identify the school-based Literacy Leadership Team (LLT).
Rachel Crane (Team Facilitator): Facilitates a common vision based upon data to be used in decision-making. Ensures implementation of LLT through assessments of school staff, provides communication between the Leadership Team, staff, parents and community stakeholders.

Principal/Assistant Principals: Provide support for the principal's vision. Facilitates assessments of school staff to ensure implementation of LLT plans and activities. Provides communication to LLT Leadership team, staff, parents and community stakeholders.

Reading/Intervention Coach: Provides reading plan through evaluation of school core content standards, identified student needs, and research-based strategies. Analyzes data to identify at-risk students in order to provide intervention strategies, progress monitoring and professional development. Assist teachers with strategy implementation.

All Department Chairs: A representative from each content area will provide information about core instruction, participate in student data collection and implement initiatives of the LLT.

- Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).
The Literacy team will meet with teachers during their department meetings and/or one-on-one throughout the year in order to discuss assessment results and student reading. These meetings will involve going over the teachers' lesson plans and other vital data in order to address individual student needs. As a result of these meetings, the Literacy Team will be able to document the teaching of reading. Each year, a group of teachers undergoes the NG CAR-PD training and is encouraged to share knowledge with other faculty members.

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- What will be the major initiatives of the LLT this year?
The Literacy Leadership Team will be focusing on reading strategies across all subject areas. We have incorporated the essential reading skills into all lessons so all students practice the skills they need. In addition, we have also developed a summer reading assignment that extends learning throughout the school year. Sharing knowledge and strategies gained via the NG CAR-PD training.

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.

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

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

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

- How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?
Middleburg High School has implemented a “Bronco 101” class for all incoming 9th grade students in an effort to enable students to see the relationship between school and their future. Students complete a 10-year plan and track their progress in future years. All teachers are encouraged to emphasize the relevance of their curriculum to the students in “real life.” Middleburg High School also offers many Career and Technical courses. Along with these courses, MHS has the Academy of Architecture and Interior Design and the Academy of Agriscience. All courses within these programs are designed to actively engage students in a particular field of study. Core academic content is integrated in these courses along with skills and practice in the specified career field. In addition, the NG CAR-PD trained staff utilizes reading strategies across the content areas to help students apply and generalize the skills.

Additional information: Dropout Prevention

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

4 Elements/15 Strategies:

The Basic Core Strategies (see Goal 6, pgs. 24-25)

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

Early Interventions (N/A)

- Early Childhood Education
- Family Engagement
- Early Literacy Development

Making the Most of Instruction (See Goals 1, 2, 3 and 4, pgs. 7-20)

- Professional Development
- Active Learning

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<ul style="list-style-type: none"> ■ Educational Technology ■ Individualized Instruction <p>Making the Most of the Wider Community (See Goal 5, pgs. 22-23)</p> <ul style="list-style-type: none"> ■ Systemic Renewal ■ School-Community Collaboration ■ Career and Technical Education ■ Safe Schools
<p><i>Postsecondary Transition</i> Note: Required for High School – Sec. 1008.37(4), F.S.</p> <ul style="list-style-type: none"> • Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the <u>High School Feedback Report</u>. <p>A continual annual increase of students at Middleburg High School are participating in Advanced Placement and Dual Enrollment courses for the purpose of earning college credit while in high school and also as readiness for postsecondary transition. In addition, several programs are made available to students who meet the qualifying criteria for postsecondary transition assistance. These programs include, but are not limited to: CTE Industry Certifications, Design for Success and Take Stock in Children. Post-graduation indicators show that students scored at or above the state average in entry-level courses taken at Florida’s state universities.</p>

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Smart Goals Smart = Specific Measurable Attainable Realistic Timely					
Goal 1: Student Performance Content Area: <u>Reading</u> Goal 2: Student Performance Content Area: <u>Math</u> Goal 3: Student Performance: Content Area: <u>Writing</u> Goal 4: Student Performance Content Area: <u>Science</u> Goal 5: <u>Parental Involvement</u> Goal 6: <u>Other: Ex. School Climate, Attendance, other measureable school-specific goal</u>					
Goal 1: 59% of the 9 th grade students and 52% of 10 th grade students at middleburg high school will meet high standards with a score of 3 or higher on reading fcats 2.0 by the end of the 2012/2013 school year.					
Strategies, Indicators and Progress Measures					

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<p>I. Strategy 1.1: <i>Implement the research based strategy of using diagnostic student data from formative assessments to develop differentiated instruction and strategies to monitor student learning based on individual student needs.</i></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 will implement the research-based strategy of using diagnostic student data from formative assessments to develop differentiated instruction and strategies to monitor student learning based on individual student needs.</p>	<p>9th-82% 10th-81% 11th-81% 12th- 79%</p>	<p>9th- 86% 10th-85% 11th-85% 12th-84%</p>	<p>9th-91% 10th-90% 11th- 90% 12th-89%</p>	<p>9th-96% 10th-95% 11th-95% 12th-94%</p>	<p>9th-100% 10th-100% 11th-100% 12th-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”—</p> <p>1. MHS will consistently improve results in Reading every year in order to reduce the % of non proficient students by 50% by 2016.</p>	<p>9th-53% (47%) 10th-45% (55%)</p>	<p>9th-58.9% (41.1%) 10th-51.9% (48.1%)</p>	<p>9th-64.8% (35.2%) 10th-58.8% (41.2%)</p>	<p>9th-70.6% (29.4%) 10th-65.6% (34.4%)</p>	<p>9th- 76.5% (23.5%) 10th-72.5% (27.5%)</p>

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 <i>Teachers can identify learning needs of all students.</i> Task 1: Teachers will implement the use of “Core Concepts” in classroom instruction. Task 2: Teachers will document the use of MHS “Core Concepts” at least two times per week in lesson plans.</p>	<p>Lesson Plans and Administrator Learning Walks</p>	<p>Teachers and Evaluating Administrator</p>	<p>2012-2013 school year</p>	<p>MHS “Core Concepts” Document kept in teacher lesson plan binders</p>	<p>PLC Related training as provided by reading Coach Quest Education System</p>	<p>\$125 0100.6400.0330. 0391.1182 \$40 0100.6400.0330. 0391.1182</p>
<p>1.2 <i>Teacher uses strategies to review information.</i> Task 1: Teachers will utilize Marzano’s 9 instructional strategies and CC Standards to drive classroom instruction. Task 2: Teachers will document the use of Marzano’s instructional strategies and the CC standards within their lesson plans.</p>	<p>Lesson Plans and Administrator Learning Walks</p>	<p>Teachers and Evaluating Administrator</p>	<p>2012-2013 school year</p>	<p>Department Head copies of Marzano’s <u>Classroom Instruction that Works</u> IPADs with adapters Lemov’s <u>Teach Like a Champion</u> (2 copies per department for PD) Simple K-12 registration</p>	<p>PLC PD on Marzano’s <u>Classroom Instruction that Works</u> and <u>Teach Like a Champion</u> PD on IPAD uses for the classroom</p>	<p>(\$125/\$125) 0100.6400.0330. 0391.1182 (\$840) 0100.5100.0390. 0391.1182 (\$5,320) 0100.5100.0390. 0391.1182 (\$147) 0100.5100.0390. 0391.1182</p>
<p>1.3 <i>Teachers use NGSSS/Core for content & grade level.</i> Task 1: Teachers will implement the use of FCAT 2.0 question stems in assessment creation as based on NGSSS and CC Task 2: Teachers will use FCAT 2.0 question stems to create assessments based on NGSSS and CC</p>	<p>Lesson Plans and Administrator Learning Walks</p>	<p>Teachers, Department Head and Evaluating Administrator</p>	<p>2012-2013 school year</p>	<p>FCAT 2.0 question stems and Teacher copies of NGSSS and CC Standards</p>	<p>PLC Related training as provided by Reading Coach</p>	<p>(\$125) 0100.6400.0330. 0391.1182</p>

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<p>1.4 <i>Teachers integrate reading across the content areas.</i> Task 1: Teachers will implement the use of Reading Enrichment activities within all content areas. Task 2: Teachers will document use of Reading Enrichment activities for 20 minutes per day in daily lesson plans.</p>	<p>Lesson Plans and Administrator Learning Walks</p>	<p>Teachers, Department Head and Evaluating Administrator</p>	<p>2012-2013 school year</p>	<p>Various Enrichment activities as provided by Reading Coach</p>	<p>PLC Related training as provided by Reading Coach and AP College Board training</p>	<p>(\$30) 0100.6400.0330.0391.1182 (\$915) 0100.6400.0330.0391.1182 (\$248) 0100.6400.0330.0391.1182</p>
<p>1.5 <i>Teachers will utilize Performance Matters data reports to record and monitor student progress.</i> Task 1: Teachers will gather data on every student in their classes from Performance Matters. This data will be printed and kept in their lesson plan books.</p>	<p>Lesson Plans and Administrator Learning Walks</p>	<p>Reading and English Department Heads and Evaluating Administrator</p>	<p>2012-2013 school year</p>	<p>Performance Matters access for all teachers</p>	<p>PD on Performance Matters</p>	<p>N/A</p>

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Smart Goals Smart = Specific Measurable Attainable Realistic Timely					
Goal 1: Student Performance Content Area: <u>Reading</u> Goal 2: Student Performance Content Area: <u>Math</u> Goal 3: Student Performance: Content Area: <u>Writing</u> Goal 4: Student Performance Content Area: <u>Science</u> Goal 5: <u>Parental Involvement</u> Goal 6: <u>Other: Ex. School</u> <u>Climate, Attendance, other measureable school-specific</u> <u>goal.</u>					
Goal 2. 65% of the 9 th grade students and 41% of 10 th grade students taking the Algebra I and Geometry End of Course (EOC) exams will satisfy standards set by the State and District for passing by the end of the 2012-2013 school year.					
Strategies, Indicators and Progress Measures					
I. Strategy 2.1: <i>Implement the research based strategy of using diagnostic student data from formative assessments to develop differentiated instruction and strategies to monitor student learning based on individual student</i>					
*Progress measures are for the purpose of reaching your 3-5 year school improvement goals AND AMO's.	progress Measure August 2012	Progress Measure August 2013	Progress Measure August 2014	Progress Measure August 2015	Progress Measure August 2016
II. Adult Implementation Indicator (s): “CAUSE DATA” -- 100% of teachers will implement the research based strategy of using diagnostic student data from formative assessments to develop differentiated instruction and strategies to monitor student learning based on individual student needs.	9th - 83% 10th - 83% 11th - 80% 12th-78%	9th-87% 10th-87% 11th-85% 12th-83%	9th-92% 10th-92% 11th-90% 12th-88%	9th-96% 10th-96% 11th-95% 12 th -94%	9th-100% 10th-100% 11th-100% 12th-100%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016

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<p>III. Student Performance Indicator (s): “EFFECT DATA”— MHS will consistently improve results in Math every year in order to reduce the % of non proficient students by 50% by 2016.</p>	<p>9th -60% (40%) 10th-32% (68%)</p>	<p>9th -65% (35%) 10th – 40.5% (59.5%)</p>	<p>9th -70% (30%) 10th -49% (51%)</p>	<p>9th - 75% (25%) 10th - 57.5% (42.5%)</p>	<p>9th – 80% (20%) 10th – 66% (34%)</p>
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Implementation Details

Action Steps	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/ Funding Source
<p>2.1 <i>Teachers can identify learning needs of all students.</i> Task 1: Teachers will implement the use of “Core Concepts” in classroom instruction. Task 2: Teachers will document the use of MHS “Core Concepts” at least two times per week in lesson plans.</p>	Lesson Plans & Administrator Learning Walks	Teachers & Evaluating Administrator	2012-2013 school year	MHS “Core Concepts” Document kept in teacher lesson plan binders	PLC Related training as provided by Reading Coach Quest Education System	See Goal 1.1
<p>2.2 <i>Teachers use strategies to review information.</i> Task 1: Teachers will utilize Marzano's 9 instructional strategies and CC to drive classroom instruction. Task 2: Teachers will document the use of Marzano's instructional strategies and CC within their lesson plans.</p>	Lesson Plans & Administrator Learning Walks	Teachers & Evaluating Administrator	2012-2013 school year	Department Head copies of Marzano's <u>Classroom Instruction that Works</u> IPADs with adapters Lemov’s <u>Teach Like a Champion</u> (2 copies per department for PD) Simple K-12 registration	PLC PD on Marzano's <u>Classroom Instruction That Works</u> and <u>Teach Like a Champion</u> PD on IPAD uses for the classroom	See Goal 1.2

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<p style="text-align: center;">2.3</p> <p><i>Teachers will use district curriculum map/pacing guides as provided.</i></p> <p>Task 1: Teachers will utilize group planning to ensure all same subject teachers cover the same material at the same pace.</p> <p>Task 2: Teachers will meet twice monthly for group planning and sharing of instructional strategies</p>	<p>Lesson Plans & Administrator Learning Walks</p>	<p>Math Department Head, Evaluating Administrator & District Math contact</p>	<p>2012-2013 school year</p>	<p>PLC, Shared Planning Time & Curriculum Map</p>	<p>PLC District-wide and School-wide training on Curriculum Map</p>	<p>(\$150) 0100.6400.0330. 0391.1182</p>
<p>2.4</p> <p><i>Teacher will utilize Performance Matters data reports to record and monitor student progress.</i></p> <p>Task 1: Teachers will gather data on every student in their classes from Performance Matters. This data will be printed and kept in their lesson plan books.</p>	<p>Lesson Plans & Administrator Learning Walks</p>	<p>Math Department Head & Evaluating Administrator</p>	<p>2012-2013 school year</p>	<p>Performance Matters access for all teachers & Individual student data</p>	<p>PD on Performance Matters</p>	<p>N/A</p>

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Smart Goals Smart = Specific Measurable Attainable Realistic Timely					
<p>Goal 1: Student Performance Content Area: <u>Reading</u> Goal 2: Student Performance Content Area: <u>Math</u> Goal 3: Student Performance: Content Area: <u>Writing</u></p> <p>Goal 4: Student Performance Content Area: <u>Science</u> Goal 5: <u>Parental Involvement</u> Goal 6: <u>Other: Ex. School Climate, Attendance, other measureable school-specific goal.</u></p>					
Goal3: 41% of 10th grade students taking the Writing FCAT 2.0 exam will achieve a proficiency score of 4.0 or higher by the end of the 2012/2013 school year.					
Strategies, Indicators and Progress Measures					
<p>1. <i>Strategy 3.1: Implement the research based 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.</i></p>					
*Progress measures are for the purpose of reaching your 3-5 year school improvement goals and AMO's.	Progress Measure August 2012	Progress Measure August 2013	Progress Measure August 2014	Progress Measure August 2015	Progress Measure August 2016

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<p>II. Adult Implementation Indicator (s): “CAUSE DATA”--100% of teachers will implement the research based 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.</p>	9th -82 % 10th - 84% 11th- 80% 12th-81%	9th-86% 10 th -88% 11th-85% 12th-86%	9th-92% 10th-93% 11th-90% 12th-91%	9th-96% 10th-96% 11th-95% 12th-96%	9th-100% 10th-100% 11th-100% 12th-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>MHS will consistently improve results in Writing every year in order to reduce the % of non proficient students by 50% by 2016.</p>	10th - 32% (68%)	10th-40.5% (59.5%)	10th-49% (51%)	10th-57.5% (42.5%)	10th-66% (34%)

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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 <i>Teachers can identify learning needs of all students.</i> Task 1: Teachers will implement the use of “Core Concepts” in classroom instruction. Task 2: Teachers will document the use of MHS “Core Concepts” at least two times per week in lesson plans.</p>	Lesson Plans & Administrator Learning Walks	Teachers & Evaluating Administrator	2012-2013 school year	MHS “Core Concepts” document kept in teacher lesson plan binders	PLC Related training as provided by Reading Coach Quest Education System	See Goal 1.1
<p>3.2 <i>Teachers use strategies to review information.</i> Task 1: Teachers will utilize Marzano's 9 instructional strategies and CC to drive classroom instruction. Task 2: Teachers will document the use of Marzano's instructional strategies and CC within their lesson plans.</p>	Lesson Plans & Administrator Learning Walks	Teachers & Evaluating Administrator	2012-2013 school year	Department Head copies of Marzano's <u>Classroom Instruction that Works</u> IPADs with adapters Lemov's <u>Teach Like a Champion</u> (2 copies per department for PD) Simple K-12	PLC PD on Marzano's <u>Classroom Instruction That Works</u> and <u>Teach Like a Champion</u> PD on IPAD uses for the classroom	See Goal 1.2
<p>3.3 <i>Teachers will identify needs of all students.</i> Task 1: English teachers will utilize Clay Writes scores to determine needed areas of instructional focus. Task 2: Teachers will analyze Clay Writes scores for all of their students 3 times per year.</p>	Lesson Plans & Administrator Learning Walks	English Department Head and Evaluating Administrator	2012-2013 school year	Clay Writes score data on each student	Possible PD in writing instruction	N/A

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<p>3.4 <i>Teachers will integrate writing across content areas.</i></p> <p>Task 1: Teachers demonstrate knowledge of research based best practices of writing across the curriculum.</p> <p>Task 2: Teachers from all content areas will implement the use of writing across the curriculum.</p>	<p>Lesson Plans & Administrator Learning Walks</p>	<p>English Department Head and Evaluating Administrator, LA demo teacher</p>	<p>2012-2013 school year</p>	<p>PLC</p>	<p>PD on Janet Allen's <u>Writing Across the Curriculum</u> and PD on Marzano's Instructional Strategies</p>	<p>(\$30) 0100.6400.0330. 0391.1182</p>
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Smart Goals Smart = Specific Measurable Attainable Realistic Timely					
Goal 1: Student Performance Content Area: <u>Reading</u> Goal 2: Student Performance Content Area: <u>Math</u> Goal 3: Student Performance: Content Area: <u>Writing</u> Goal 4: Student Performance Content Area: <u>Science</u> Goal 5: <u>Parental Involvement</u> Goal 6: <u>Other: Ex. School Climate, Attendance, other measureable school-specific goal.</u>					
Goal 4: 35% of the 9th grade students taking the Biology EOC exam will meet high standards as set by the State and District by the end of the 2012/2013 school year.					
Strategies, Indicators and Progress Measures					
I. <i>Strategy 4.1: Implement the research based strategy of using diagnostic student data from formative assessments to develop differentiated instruction and strategies to monitor student learning based on individual student needs.</i>					
*Progress measures are for the purpose of reaching your 3-5 year school improvement goals and AMO's.	Progress Measure August 2012	Progress Measure August 2013	Progress Measure August 2014	Progress Measure August 2015	Progress Measure August 2016
II. Adult Implementation Indicator (s): "CAUSE DATA" 100% of science teachers will implement the research based strategy of using diagnostic student data from formative assessments to develop differentiated instruction and strategies to monitor student learning based on individual student needs.	9th - 83%	9th-86%	9th-91%	9th-96%	9th-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
<p>III. Student Performance Indicator (s): “EFFECT DATA”</p> <p>MHS will consistently improve results in Science every year in order to reduce the % of non proficient students by 50% by 2016.</p>	9 th -26% (74%)	9 th -35.25% (64.75%)	9 th -44.5% (46.25%)	9 th -53.75% (46.25%)	9 th -63% (37%)

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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>4.1 <i>Teachers can identify learning needs of all students.</i> Task 1: Teachers will implement the use of “Core Concepts” in classroom instruction. Task 2: Teachers will document the use of MHS “Core Concepts” at least two times per week in lesson plans.</p>	Lesson Plans & Administrator Learning Walks	Evaluating Administrator	2012-2013 school year	MHS “Core Concepts” Document kept in teacher lesson plan binders	PLC Related training as provided by Reading Coach Quest Education System	See Goal 1.1
<p>4.2 <i>Teachers use strategies to review information.</i> Task 1: Teachers will utilize Marzano's 9 instructional strategies and CC to drive classroom instruction. Task 2: Teachers will document the use of Marzano's instructional strategies and CC within their lesson plans.</p>	Lesson Plans & Administrator Learning Walks	Teachers & Evaluating Administrator	2012-2013 school year	Department Head copies of Marzano's <u>Classroom Instruction that Works</u> IPADs with adapters Lemov’s <u>Teach Like a Champion</u> (2 copies per department for PD)	PLC PD on Marzano's <u>Classroom Instruction That Works</u> and <u>Teach Like a Champion</u> PD on IPAD uses for the classroom	See Goal 1.2

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<p>4.3 <i>Teachers will utilize Performance Matters data reports to record and monitor student progress.</i> Task 1: Teachers will gather data on every student in their classes from Performance Matters. This data will be printed and kept in their lesson plan books.</p>	<p>Lesson Plans & Administrator Learning Walks</p>	<p>Science Department Head & Evaluating Administrator</p>	<p>2012-2013 school year</p>	<p>Performance Matters access for all teachers & Individual student data</p>	<p>PD on Performance Matters</p>	<p>N/A</p>
<p>4.4 <i>Teachers will engage students in problem solving, experimental inquiry, and/or investigation tasks.</i> Task 1: Teachers will model inquiry-based instruction in all science classrooms. Task 2: Teachers will document the use of inquiry-based instruction within their lesson plans.</p>	<p>Lesson Plans & Administrator Learning Walks</p>	<p>Science Department Head and Evaluating Administrator</p>	<p>2012-2013 school year</p>	<p>Various activities using Inquiry-based strategies as provided by department head.</p>	<p>PLC Possible PD on Inquiry-based instruction</p>	<p>N/A</p>

<p style="text-align: center;">Smart Goals Smart = Specific Measurable</p>					
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2012-2013 School Improvement Plan

Attainable Realistic Timely					
Goal 1: Student Performance Content Area: <u>Reading</u> Goal 2: Student Performance Content Area: <u>Math</u> Goal 3: Student Performance: Content Area: <u>Writing</u> Goal 4: Student Performance Content Area: <u>Science</u> Goal 5: <u>Parental Involvement</u> Goal 6: <u>Other: Ex. School Climate, Attendance, other measurable school-specific goal.</u>					
I. Goal 5: Middleburg High School will increase the total number of parents using FOCUS by 10% by the end of the 2012/2013 school year.					
Strategies, Indicators and Progress Measures					
II. Strategy 5.1: Implement the research based strategy of fostering two-way home/school communication with all stakeholders to support student learning.					
*Progress measures are for the purpose of reaching your 3-5 year school improvement goals and AMO's.	Progress Measure August 2012	Progress Measure August 2013	Progress Measure August 2014	Progress Measure August 2015	Progress Measure August 2016
III. Adult Implementation Indicator (s): “CAUSE DATA” —Teachers will implement the research based strategy of fostering two-way home/school communication with all stakeholders to support student learning.	9th - 87% 10th - 85% 11th- 84% 12th-81%	9th-90% 10th-89% 11th-88% 12th-85%	9th-93% 10th-92% 11th-91% 12th-90%	9th-96% 10th-96% 11th-95% 12th-95%	9th-100% 10th-100% 11th-100% 12th-100%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
IV. Student Performance Indicator (s): “EFFECT DATA” — Students will educate and inform parents in the use of FOCUS until 100% of parents utilize their own accounts in the parent portal by August 2016. (percent needed to reach goal)	9 th -12 th - 67% (33%)	9 th -12 th - 77% (23%)	9 th -12 th - 85% (15%)	9 th -12 th - 93% (7%)	9 th -12 th - 100% (0%)

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	Relate d PD	Funding/ Funding Source
<p>5.1 <i>Teachers will practice two-way communication between school and home.</i> Task 1: Teachers will establish communication with parents to emphasize use of FOCUS. Task 2: Teachers will send letter home at beginning of courses and at Open House outlining procedures for obtaining and using a FOCUS account.</p>	<p>FOCUS Vendor Activity Report & Permission forms returned to school secretary</p>	<p>All Teachers & School Secretary</p>	<p>2012-2013 school year</p>	<p>Parent registration in FOCUS & parent permission forms for electronic communication</p>	<p>Possible PD for teachers in FOCUS Parent Portal & Training for parents in use of parent portal</p>	<p>(\$104) 0100.6400.0330. 0391.1182</p>
<p>Task 3: Homeroom teachers will contact by phone the parents of any student who does not have a FOCUS account.</p>	<p>FOCUS Vendor Activity Report & Permission forms returned to school secretary</p>	<p>Homeroom Teachers</p>	<p>2012-2013 school year</p>	<p>Print-out of all students and all parents with and without active FOCUS accounts</p>	<p>NA</p>	<p>(\$30) 0100.5100.0390. 0391.1182</p>

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Task 4: Guidance Counselors will provide parent training on use of FOCUS Parent Portal.	School Calendar Guidance Department Agenda	Guidance Counselors	2012-2013 school year	Printed instructions detailing access and procedures for use of FOCUS Parent Portal	NA	(\$30) 0100.6400.0330. 0391.1182
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Smart Goals Smart = Specific Measurable Attainable Realistic Timely					
Goal 1: Student Performance Content Area: <u>Reading</u> Goal 2: Student Performance Content Area: <u>Math</u> Goal 3: Student Performance: Content Area: <u>Writing</u> Goal 4: Student Performance Content Area: <u>Science</u> Goal 5: <u>Parental Involvement</u> Goal 6: <u>Other: Ex. School Climate, Attendance, other measureable school-specific goal.</u>					
Goal6: Middleburg High School will decrease the total number of students with OSS by8% from previous school year by the end of the 2012/2013 school year.					
Strategies, Indicators and Progress Measures					
I. Strategy 6.1: Implement the research based strategy of conveying high expectations and providing immediate and specific feedback to students to promote student achievement.					
*Progress measures are for the purpose of reaching your 3-5 year school improvement goals AND AMO's.	Progress Measure August 2012	Progress Measure August 2013	Progress Measure August 2014	Progress Measure August 2015	Progress Measure August 2016
II. Adult Implementation Indicator (s) : “CAUSE DATA” --100% of teachers will implement the research based strategy of conveying high expectations and providing immediate and specific feedback to students to promote student achievement.	88%	91%	94%	97%	100%

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	Discipline Data August 2011-2012	Discipline Data August 2012-2013	Discipline Data August 2013-2014	Discipline Data August 2014-2015	Discipline Data August 2015-2016
III. Student Performance Indicator (s): “EFFECT DATA” -- The total number of students serving Out of School Suspensions will consistently decrease until no students require this discipline measure by August of 2016. (Percent decrease)	*% of occurrences by grade level 434students	401 (8)	279 (26)	139 (50)	0 (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>6.1 <i>Teacher engages in informal communication with student not related to academics.</i> Task 1: Teachers will utilize the MHS "Minor Offense" sheet to identify undesirable behaviors that can be deescalated and handled at the classroom level. Task 2: Teachers will handle all "Minor Offenses" at the classroom behavior and minimize use of referrals except in escalated situations. Task 3: Teachers will document use of alternative behavioral consequences.</p>	Teacher plan books and individual classroom student files	All Teachers	2012-2013 school year	Copy of MHS "Minor Offense" sheet to be kept in all teacher plan books	Possible PD on positive behavior modification Strategies and relationship building	(\$100) 0100.5100.0390. 0391.1182
<p>6.2 <i>Staff provides resources and guidance as needed.</i> Task 1: Administrators and Guidance Counselors will place referred students with undesirable behaviors on behavior modification contracts in an attempt to minimize need for Out of School Suspensions.</p>	Guidance Department sign-in sheets & Administrative copies of student referrals	Guidance Counselors and Administrators	2012-2013 school year	Behavior Contracts	PD on Drug, Alcohol and Tobacco Prevention	NA
<p>6.3 <i>Tier 2 and Tier 3 RtI Behavior Intervention Plans will be initiated if needed.</i></p>	Teacher Observations, Psycho-educational testing, Office Discipline Referrals	Reading/ Intervention Coach, Classroom Teachers, School Psychologist	2012-2013 school year	RtI Star	PD on RtI provided by Reading/ Intervention Coach	NA

2012-2013 School Improvement Plan

P. D. Activity	Details	Y	N	Comments
IF IT IS A:				
School-wide Training	Professional Development Details Goals the Activity is Supporting (1-4)			
	<ul style="list-style-type: none"> ● Action Step # -1.2, 2.2, 3.2, 4.2 ● Name of Activity-<i>Classroom Instruction that Works and Teach Like a Champion</i> ● Dates of Activity-ongoing PLCs ● Name of Consultant or Facilitator (if applicable) ● Consultant Services Agreement (if applicable) ● Materials-copies of texts 			
	Budget Items Required			
	<ul style="list-style-type: none"> ● Action Step # -1.2, 2.2, 3.2, 4.2 ● Name of Activity-<i>Classroom Instruction that Works and Teach Like a Champion</i> ● Funding Source-0100.5100.0390.0391.1182 ● Cost of Consultant –N/A ● Cost of Materials- Texts (\$840) Activity Materials (\$150) ● Cost of Substitutes (if applicable) 			
School-wide Training	Professional Development Details Goal the Activity is Supporting (1-4)			
	<ul style="list-style-type: none"> ● Action Step # - 1.2, 2.2, 3.2, 4.2 ● Name of Activity-Simple K-12 Learning Community ● Dates of Activity-ongoing ● Name of Consultant or Facilitator (if applicable) ● Consultant Services Agreement (if applicable) ● Materials- Registration Fee 			
	Budget Items Required			
	<ul style="list-style-type: none"> ● Action Step # 1.2, 2.2, 3.2, 4.2 ● Name of Activity- Simple K-12 Learning Community ● Funding Source-0100.6400.0330.0391.1182 ● Cost of Consultant -NA ● Cost of Materials- Registration Fee (\$147) ● Cost of Substitutes (if applicable) 			
School-wide Training	Professional Development Details Goal the Activity is Supporting (6)			

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	<ul style="list-style-type: none"> Action Step # -6.1 Name of Activity- Positive Behavior Support Training Dates of Activity-ongoing Name of Consultant or Facilitator (if applicable) Consultant Services Agreement (if applicable) Materials-positive behavior strategies/minor offense sheets 			
	Budget Items Required			
	<ul style="list-style-type: none"> Action Step # -6.1 Name of Activity-Positive Behavior Support Training Funding Source-0100.5100.0390.0391.1182 Cost of Consultant -NA Cost of Materials- positive behavior strategies/minor offense sheets (\$100) Cost of Substitutes (if applicable) 			
School-wide Training	Professional Development Details Goal the Activity is Supporting (3)			
	<ul style="list-style-type: none"> Action Step # -3.4 Name of Activity-Writing Across the Curriculum Dates of Activity-ongoing Name of Consultant or Facilitator (if applicable) Consultant Services Agreement (if applicable) Materials-Janet Allen and Marzano strategies copied 			
	Budget Items Required			
	<ul style="list-style-type: none"> Action Step # -3.4 Name of Activity- Writing Across the Curriculum Funding Source-0100.6400.0330.0391.1182 Cost of Consultant –NA Cost of Materials- Janet Allen/Marzano strategies copied (\$30) Cost of Substitutes (if applicable) 			
School-wide Training	Professional Development Details Goal the Activity is Supporting (1-4)			
	<ul style="list-style-type: none"> Action Step # -1.1, 2.1, 3.1, 4.1 Name of Activity-Reading Skills Training w/ Reading Coach Dates of Activity-ongoing Name of Consultant or Facilitator (if applicable) Consultant Services Agreement (if applicable) Materials-Training Materials (\$140) 			
	Budget Items Required			

2012-2013 School Improvement Plan

	<ul style="list-style-type: none"> Action Step # 1.1, 2.1, 3.1, 4.1 Name of Activity—Reading Skills Training w/Reading Coach Funding Source-0100.5100.0390.0391.1182 Cost of Consultant –NA Cost of Materials- Training Materials (\$140) Cost of Substitutes (if applicable) 			
School-wide Training	Professional Development Details Goal the Activity is Supporting (1-4)			
	<ul style="list-style-type: none"> Action Step # -1.2, 2.2, 3.2, 4.2 Name of Activity-IPAD for classroom usage Dates of Activity-ongoing Name of Consultant or Facilitator (if applicable) Consultant Services Agreement (if applicable) Materials-IPADs with adapters 			
	Budget Items Required			
	<ul style="list-style-type: none"> Action Step # -1.2, 2.2, 3.2, 4.2 Name of Activity- IPAD for classroom usage Funding Source-0100.5100.0390.0391.1182 Cost of Consultant –NA Cost of Materials- (\$5,320) Cost of Substitutes (if applicable) 			
School-wide Training	Professional Development Details Goal the Activity is Supporting (6)			
	<ul style="list-style-type: none"> Action Step # -6.2, 6.3 Name of Activity-Drug, Alcohol and Tobacco Prevention Dates of Activity-2012-2013 school year Name of Consultant or Facilitator (if applicable) Consultant Services Agreement (if applicable) Materials-NA 			
	Budget Items Required			
	<ul style="list-style-type: none"> Action Step # -6.2, 6.3 Name of Activity- Drug, Alcohol and Tobacco Prevention Funding Source-0100.6400.0330.0391.1182 Cost of Consultant –NA Cost of Materials- NA Cost of Substitutes (if applicable) 			
Learning Community	Professional Development Details Goal the Activity is Supporting (1-4)			

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	<ul style="list-style-type: none"> Action Step # 1.1, 2.1, 3.1, 4.1 Name of Activity—Quest Education System Dates of Activity August 30, 2012 Title of Book or Focus—Quest Education System 			
	Budget Items Required			
	<ul style="list-style-type: none"> Action Step # 1.1, 2.1, 3.1, 4.1 Cost of Book/Teacher Materials—Registration (\$684) Substitutes (\$330) 			
Learning Community	Professional Development Details Goal the Activity is Supporting (1)			
	<ul style="list-style-type: none"> Action Step # 1.4 Name of Activity—CARPD Dates of Activity-ongoing Title of Book or Focus—CARPD 			
	Budget Items Required			
	<ul style="list-style-type: none"> Action Step # 1.4 Cost of Book/Teacher Materials—CARPD materials copied (\$30) 			
Learning Community	Professional Development Details Goal the Activity is Supporting (1)			
	<ul style="list-style-type: none"> Action Step # 1.4 Name of Activity—AP College Board Training Dates of Activity—Oct 2012, Summer 2013 Title of Book or Focus—AP College Board Training 			
	Budget Items Required			
	<ul style="list-style-type: none"> Action Step # 1.4 Cost of Book/Teacher Materials—Registration (\$915) Substitutes (\$248) 			
Learning Community	Professional Development Details Goal the Activity is Supporting (5)			
	<ul style="list-style-type: none"> Action Step # 5.1 Name of Activity—FOCUS Training Dates of Activity-2012-2013 school year Title of Book or Focus—FOCUS Parent training 			
	Budget Items Required			
	<ul style="list-style-type: none"> Action Step # 5.1 Cost of Book/Teacher Materials— materials copied (\$30) Teacher Stipends (\$104) 			

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Lesson Study/Action Research	Professional Development Details Goal the Activity is Supporting _____			
(a teacher-driven and student-focused team who does research and development by carefully studying what actually goes on in the classroom. -must use Lesson Study form)	<ul style="list-style-type: none"> ● Action Step # ● Name of Activity ● Dates of Activity ● Teaching strategy or method to be researched 			
	Budget Items Required			
	<ul style="list-style-type: none"> ● Action Step # ● Cost of Teacher Materials (If applicable) 			
Timelines				
Start Date: August 2, 2012				
End date: September 21, 2012				
Budget				
Local FTE (function 6400-no project) Project - Project - Project -	\$			
Total Internal PD Budget (no project & project funds)	\$3,861.00			

Approvals: (Signature's required)

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

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

External Checklist Training Not Provided by School/District

School Improvement Plan Supervisor: Shannah Kosek

Professional Development Assistant: Hilda Manning

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

Background			
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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.			N/A
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.			N/A
Who will be trained?			N/A
Date(s), Time(s), Location			N/A
Total Cost			N/A
Needs School Board approval			N/A
Complete budget line for expenses			N/A
Name of facilitator/person responsible			N/A
Training Details – Conferences, Workshops, Seminars, Institutes, Online PD			
Please use the comments section to provide the information requested.	Yes	No	Comments
Name of educational organization providing the training.			N/A
Who will be trained?			N/A
Date(s), Location			N/A
Total Cost			N/A
Complete budget line for expenses			N/A
Name of facilitator/person responsible			N/A

2012-2013 School Improvement Plan

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

Approvals: (Signature's required)

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

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

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

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

2012-2013 School Improvement Plan

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	Available Amount
		Complete Budget Strip	
Goal and Action Step #(s): 1,2,3,4 & 1			\$4,284.00
Reading Skills training with Rding Coach	MHS CORE Concepts and lesson plans	\$40	
	FCAT 2.0 question stems	\$0	
	Enrichment Activities	\$100	\$4,424.00
Professional Development			
Goal Area and Action Step Number	Description of Resources	Funding Source	Available Amount
		Complete Budget Strip	
Conference / Workshop Seminar / Institute / Online PD	Mileage	Budget Strip	\$1,077.00
Goal and Action Step #(s)	Meals		
Title:	Room		
Location:	Registration		
Dates:	Substitute(s)		
Sponsoring Educational Institution:			
Professional Learning Community	Materials List and Cost:	Budget Strip	

2012-2013 School Improvement Plan

Goal and Action Step #(s)			
Navigator Plus Activity Title:			
Lesson Study	Materials List and Cost:	Budget Strip	
Goal and Action Step #(s)			
Navigator Plus Activity Title:			
School Workshop	Materials List and Cost:	Budget Strip	
Goal and Action Step #(s)	Consultant Fee:		
Navigator Plus Activity Title:	Consultant Travel Expenses:		
	Substitutes:		
	Stipends:		
Other			
Goal Area and Action Step Number	Description of Resources	Funding Source	Available Amount
		Complete Budget Strip	
		Grand Total: \$140	\$5,501.00