

2012-2013 School Improvement Plan

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| <b>SCHOOL NAME: Coppergate Elementary School</b> |
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| <b>School Based Leadership Team</b> |
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## 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.

David Nix, Principal; Debra Gaynes, Assistant Principal; Pam Kennett, VE and ITF; Christy Gemmill, RtI Coach; Liz Crane, K & SAC Co-Chair; Laurie Taylor and Linda White, 1st Grade; Tracy Burris, 2nd Grade; Denise Carmichael, 3rd Grade; June Hildebrandt, 4th Grade; Teresa Roe, 5th Grade; Jennifer Moore, 6th Grade & SAC Co-Chair; Jim Hughes, Technology Instructor; Lisa Barbetti, School Psychologist; Jennifer Zimmerman, Staffing Specialist; Donna Halcomb, Guidance Counselor.

Mr. Nix, Principal, 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.

Mrs. Gaynes, Assistant Principal, meets with the grade levels during the school year and summer to discuss student progress toward academic goals and other issues which arise with our students. She also oversees the assessment schedules, the implementation of curriculum, as well as ensuring implementation and documentation for interventions occurs. She also plans and develops professional development appropriate for the needs of the staff of CGE. Mrs. Gaynes knows the students and their families and is able to guide the teachers and staff as to the appropriate services for the children.

Ms. Crane, Mrs. Taylor, Mrs. White, Mr. Burris, Mrs. Carmichael, Mrs. Hildebrandt, Ms. Roe, and Mrs. Moore represent the primary and intermediate teachers providing information about core instruction, participating in student data collection, delivering Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrating Tier 1 materials/instruction with Tier 2/3 activities.

Ms. Kennett, represents the Exceptional Student Education (ESE) teachers and serves as the Intervention Team Facilitator (ITF), participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching. Also representing ESE is our staffing specialist with a myriad of behavior experience with students is Mrs. Zimmerman. She brings a wealth of behavior strategies and interventions into the process.

Ms. Barbetti, School Psychologist, participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation, facilitates data-based decision-making activities.

Jim Hughes, the Technology Specialist, 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.

Speech Language Pathologist, Mr. Godwin, educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for

## 2012-2013 School Improvement Plan

appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

Student Services Personnel, Mrs. Suzanne Church and Mrs. Halcomb, provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Also, on staff, two days per week, is the RtI Coach, Ms. Gemmill. Her role encompasses many of the roles listed above in assisting with data, interventions, etc.

- 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 Team meets every 1st Tuesday of the month at 7:40 am in the RtI room 111. We discuss pertinent data of students who are in the RtI process or entering the RtI process for academic areas of reading and math as well as for behavior. The determination is made during the monthly meetings with the Assistant Principal and grade level teams. The teams meet with the Assistant Principal on the first Tuesday of the month during the team's resource time. During those discussions, data is presented to determine what students are in academic or behavior danger of not meeting academic and behavior standards of CGE as well as the state/nation. During these meeting students are identified and strategies are implemented either in Tier 1 or Tier 2 depending upon the process timeline established. These students are then brought before the SBLT for discussion by grade level representatives. Also, attendance data and discipline data are also discussed in relation to these students. Strategies are developed and implemented by the classroom teacher. As school-wide concerns are brought before the SBLT, the team assigns the problem-solving to the appropriate committee depending upon the area of concern. For instance our school has academic core teams that meet regularly as well as attendance teams that meet to brainstorm strategies and solutions to the problem area, review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem-solve, share effective practices evaluate implementation, make decision, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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

The SBLT has been involved in reviewing the work of the Core Teams in developing the SIP for their academic areas as well as participating in the

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development of the Reading portion of the SIP. The SBLT will have a working knowledge of all areas of the SIP from development to conclusion of the plan at the end of the year.

### ***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.

The data sources utilized are and were FCAT Reading, Math, Writing, Science and Clay BUS data for the past year(s) as well as FAIR data for this school year and past performance of students on FAIR; Performance Matters data for math (K-6), Go Math (K-5), and Science (K-6) and Clay Writes data for grade 4. The data management systems utilized is FOCUS, PMP Star, RtI Star, FCAT Star, ESE Star, and Performance Matters.

- Describe the plan to train staff on RtI.

Training for the staff of CGE will occur during team meeting with the Assistant Principal. Also training will occur with the RtI Coach assigned to CGE during team meetings at the request of the teams as well as during faculty meetings and via e-mail information.

### ***Literacy Leadership***

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

David Nix, Principal; Debra Gaynes, Assistant Principal; Lisa Allen, K, Liz Crane, K & SAC Co-SAC; Linda White, 1st Grade; Kelly Phillips, 2nd Grade; Sherry Tracz, 3rd Grade; Ilah Breen, 4th Grade; Kristi Stracner, 5th Grade; Joann Dentel and Sandy Groves, 6<sup>th</sup>; Jennifer Moore, 6th Grade & SAC Co-Chair; Kim Miskowski, Media Specialist.

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

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The LLT meets on the second Friday of each month at 7:40 am in Room 111, the RtI room. The function of the team is to troubleshoot areas of concerns in reading and all aspects of literacy. Areas are identified via collective data and recommendations are made from this committee.

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

One of the major functions of the group is to ensure books are placed in the hands and homes of students and families without books in their homes. We have been collecting books for all ages that will be given to students and families at our Fall Festival and other times throughout the year. Also, other major initiatives are to increase the number of words read by each student and the grade levels, as well as increase the traffic in the media center through check-outs not only of students but also of parents and grandparents. The most major initiative is to increase the number of students **READING** for information as well as pleasure.

### ***STEM Leadership***

- Identify the school-based STEM Leadership Team (SLT).

David Nix, Principal; Debra Gaynes, Assistant Principal; Kelli Warren, K, Laurie Taylor, 1st Grade; Sarah Hanson, 2nd Grade; Denise Carmichael, 3rd Grade; June Hildebrandt, 4th Grade; Teresa Roe, 5th Grade; Kim Bowie and Heather Turner, 6th.

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

The SLT meets on the second Friday of each month at 7:40 am in Room 111, the RtI room. The function of the team is to troubleshoot areas of concerns in reading and all aspects of literacy. Areas are identified via collective data and recommendations are made from this committee.

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

The STEM Leadership Team combines the areas of math, science and technology to communicate initiatives of CGE among the grade levels. One of our initiatives again this year is to have a school-wide science fair in conjunction with our Writing Night. This year we will have our night in May culminating with the Science/Writing Celebration. This year holds many adventures for science education at CGE. Another initiative of the STEM Team is to increase the desire to excel in mathematics as much as students desire to excel in reading. Several mathematic competitions within grade levels and individual goals for mathematics are beginning with fourth grade and expanding into other grade levels.

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### ***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.

Most of our kindergarten students have been in preschool. In order to assist these students in the transition from preschool to an elementary school setting, during registration, tours of the school are conducted upon request. The first two days of kindergarten are staggered enrollment with the first day for students whose birthday occurs before February 1st of the current school year and day two for the remainder of the students. During their staggered enrollment days, the students are oriented to the school, introduced to the staff, the cafeteria procedures, drop-off and pick-up procedures. Students also have sentence strip hats with their name and student number to help all of the staff identify them. These are worn all year during lunch to assist with identifying students who are purchasing lunch. Before school opens, orientation is conducted for the parents and students to meet the teacher, see the classroom and the entire school, and meet most of the remainder of the staff. We also conduct a parent only night for parents of kindergarteners. During the parent night, the parents meet the teacher who explains the rituals and routines. The teachers also introduce the Common Core Standards the students will be learning throughout the year to the parents.

### ***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?

#### **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**

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

## 2012-2013 School Improvement Plan

### Early Interventions

- Early Childhood Education
- Family Engagement
- Early Literacy Development

### Making the Most of Instruction

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

### Making the Most of the Wider Community

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

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

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

## School District of Clay County

### Smart Goals

## Smart

## 2012-2013 School Improvement Plan

= **Specific**  
**M**easurable  
**A**ttainable  
**R**ealistic  
**T**imely

**Goal 1:** Student

Performance

Content Area:

Reading **Goal**

**2:** Student

Performance

Content Area: \_

Math **Goal**

**3:** Student

Performance:

Content Area:

Writing

**Goal 4:** Student

Performance

Content Area:

Science **Goal**

**5:** Parental

Involvement

**Goal 6:** Other:

Ex. School

Climate.

Attendance, other

measureable

school-specific

goal.



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**Goal 1:** : Based on the data from SY 2011, by the end of SY 2012, CGE students in grades 3-6 will improve in the area of reading by 15% over last year's results as measured by FCAT 2.0 Reading with an emphasis on SWD and LSE.

**Strategies,  
Indicators  
and Progress  
Measures**

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### I. I. Strategy

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## 2012-2013 School Improvement Plan

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**\*Progress  
measures are for  
the purpose of  
reaching your  
3-5 year school  
improvement  
goals AND  
AMO's.**

| <b>Progr<br/>ess<br/>Meas<br/>ure</b> | <b>Prog<br/>ress<br/>Mea<br/>sure</b> | <b>Pr<br/>ogr<br/>ess<br/>Mea<br/>sure</b> | <b>Prog<br/>ress<br/>Mea<br/>sure</b> | <b>Prog<br/>ress<br/>Mea<br/>sure</b> |
|---------------------------------------|---------------------------------------|--|---------------------------------------|---------------------------------------|
| August<br>2012                        | August<br>2013                        | August<br>2014                             | August<br>2015                        | August<br>2016                        |

## 2012-2013 School Improvement Plan

**II. Adult  
Implem  
entation  
Indicato  
r (s):**

|                       |                           |                           |                           |                            |
|-----------------------|---------------------------|---------------------------|---------------------------|----------------------------|
| Grades<br>PK-3<br>84% | Gra<br>des<br>PK-3<br>88% | Gra<br>des<br>PK-3<br>92% | Gra<br>des<br>PK-3<br>96% | Gra<br>des<br>PK-3<br>100% |
|-----------------------|---------------------------|---------------------------|---------------------------|----------------------------|

**“CAUSE  
DATA”**

|                      |                          |                          |                          |                        |
|----------------------|--------------------------|--------------------------|--------------------------|------------------------|
| Grades<br>4-6<br>84% | Gra<br>des<br>4-6<br>88% | Gra<br>des<br>4-6<br>92% | Gra<br>des<br>4-6<br>96% | Grad<br>es 4-6<br>100% |
|----------------------|--------------------------|--------------------------|--------------------------|------------------------|

100% of teachers will implement the scientifically research-based strategies 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.

|                |                    |                    |                    |                    |
|----------------|--------------------|--------------------|--------------------|--------------------|
| FCAT<br>/EOC   | FC<br>AT/<br>EOC   | FC<br>AT/<br>EOC   | FC<br>AT/<br>EOC   | FC<br>AT/<br>EOC   |
| August<br>2012 | Aug<br>ust<br>2013 | Aug<br>ust<br>2014 | Aug<br>ust<br>2015 | Aug<br>ust<br>2016 |

## 2012-2013 School Improvement Plan

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| <b>III. STUDENT PERFORMANCE INDICATOR(S): “EFFECT DATA”</b>  | 3 <sup>rd</sup> | 3 <sup>rd</sup> | 3 <sup>rd</sup> | 3 <sup>rd</sup> | 3 <sup>rd</sup>    |
|  | 71%(2)          | 74.6            | 8.26            | 81.8            | .52%               |
|  | 9)              | 3%(             | %(2             | 9%(             | (14.5              |
|  |                 | 25.3            | 1.75            | 18.1            | )                  |
|  | 4 <sup>th</sup> | 5)              | )               | 2)              |                    |
|  | 67%(3           |                 |                 |                 | 4 <sup>th</sup> 83 |
|  | 3)              | 4 <sup>th</sup> | 4 <sup>th</sup> | 4 <sup>th</sup> | .52%               |
|  |                 | 71.1            | 5.26            | 79.3            | (16.5              |
|  | 5 <sup>th</sup> | 3%(             | %(2             | 9%(             | )                  |
|  | 54%(4           | 28.8            | 4.74            | 28.7            |                    |
| Students will consistently increase their FCAT Reading scores until reaching 100% proficiency in all grade levels by 2015. | 6)              | 7)              | )               | 5)              | 5 <sup>th</sup> 77 |
|  |                 |                 |                 |                 | %(23               |
|  | 6 <sup>th</sup> | 5 <sup>th</sup> | 5 <sup>th</sup> | 5 <sup>th</sup> | )                  |
|  | 74%(2           | 59.7            | 65.5            | 71.2            |                    |
|  | 6)              | 5%(             | %(3             | 5%(             | 6 <sup>th</sup> 87 |
|  |                 | 40.2            | 4.5)            | 28.7            | %(13               |
|  |                 | 5)              |                 | 5)              | )                  |
|  |                 |                 | 6 <sup>th</sup> | 6 <sup>th</sup> |                    |
|  |                 | 77.2            | %(1             | 83.7            |                    |
|  |                 | 5%(             | 9.5)            | 5%(             |                    |
|  | 22.7            |                 | 16.2            |                 |                    |
|  | 5)              |                 | 5)              |                 |                    |

### IMPLEMENTATION DETAILS

|                     |                              |                                       |                                |   |                   |                               |
|---------------------|------------------------------|---------------------------------------|--------------------------------|---|-------------------|-------------------------------|
| <b>Action Steps</b> | <b>Evidence/Data Sources</b> | <b>Person(s) Responsible/Group(s)</b> | <b>Implementation Timeline</b> | <b>Resources Needed: Material/Techn</b> | <b>Related PD</b> | <b>Funding/Funding Source</b> |
|---------------------|------------------------------|---------------------------------------|--------------------------------|---|-------------------|-------------------------------|

## 2012-2013 School Improvement Plan

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## 2012-2013 School Improvement Plan

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| <b>Task 1</b> | <p>Accelerated Reader (AR) Assessment/AR Home Connect; Word Count Thermometers outside cafeteria; Lesson Plans</p> | <p>Miskowski/K-6 Teachers; LLT</p> | <p>August 2012 – June 2013</p> | <p>Accelerated Reader/Home Connect</p> | <p>Training for teachers</p> | <p>N/A</p> |
|---------------|--|------------------------------------|--------------------------------|--|------------------------------|------------|

## 2012-2013 School Improvement Plan

and students in grades 3-6 will achieve a goal of reading a minimum of 1 million words each. The goal is for reading in all academic areas.

|                               |   |   |   |
|-------------------------------|---|---|---|
| <i>AR<br/>Asses<br/>sment</i> | <i>Mo<br/>ore/<br/>Misk<br/>owski;<br/><br/>LLT</i> | <i>Aug<br/>201<br/>2 –<br/>June<br/>201<br/>3</i> | <i>Accel<br/>erated<br/>Reader<br/>(AR)<br/>/AR<br/>Home<br/>Conne<br/>ct</i> |
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## 2012-2013 School Improvement Plan

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## 2012-2013 School Improvement Plan

### ***1.2 Teacher models expectations***

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| <b><i>Task 1</i></b>  |                 |                  |                                |   |             |            |
| Book Giveaways for students/parents/families without books available for reading at home. | <i>Handouts</i> | <i>Miskowski</i> | <i>August 2012 – June 2013</i> | <i>Donated books from faculty, staff, PFA, book stores, literacy coalition, public and private libraries, and retired teachers/administrators</i> | <i>None</i> | <i>N/A</i> |

### ***Task 2***

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## 2012-2013 School Improvement Plan

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| <b>Task 2</b><br><br>Implementation of Passport to Reading program during class and outside of class | <i>completed by students in grades K-2, bulletin board display</i> | 2013                             | <i>certificates</i>                           | <i>given for teachers implementing the Passport to Reading program during class and outside of class</i> |                       |                       |  |
|  | <i>Miskow/Hurler</i>   | August 2012-2013                 | <i>Reading Passages, judges, certificates</i> | <i>Reading Program</i>   | <i>Library Budget</i> |                       |  |
|  | <i>Actual Bee conducted and winner announced for Grade 3</i>       | <i>Miskow/Grade 4-5 Teachers</i> | August 2012-2013                              | <i>Sunshine State Young Reader books, judges, certificates</i>   | <i>None</i>           | <i>Library Budget</i> |  |
|  | <i>Class</i>   |                                  |   |  |                       |                       |  |
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**Task 7**

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2012-2013 School Improvement Plan  
School District of Clay County

**Smart Goals**

**Smart**

= **Specific**

**Measurable**

**Attainable**

**Realistic**

**Timely**

**Goal 1:** Student  
Performance

Content Area:

Reading      **Goal**

**2:** Student

Performance

Content Area: Math

**Goal 3:** Student

Performance:

Content Area:

Writing

**Goal 4:** Student

Performance

Content Area:

Science      **Goal**

**5:** Parental

Involvement

**Goal 6:** Other: Ex.

School Climate.

Attendance, other

measurable school-

specific goal.



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**Goal 2.** By the close of School Year (SY) 2013, 78% of students (with an emphasis on LQ) will achieve proficiency (FCAT Level 3 or above) in MATH and 75% of 4<sup>th</sup> and 5<sup>th</sup> grade students will make learning gains compared to the previous year FCAT data.

**Strategies,  
Indicators and  
Progress Measures**

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### I. Strategy

2: To implement the scientifically research-based strategies of planning and designing 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 | Progress Measure | Progress Measure | Progress Measure | Progress Measure |
|------------------|------------------|------------------|------------------|------------------|
| August 2012      | August 2013      | August 2014      | August 2015      | August 2016      |

## 2012-2013 School Improvement Plan

### II. Adult

#### Implementation Indicator (s):

#### “CAUSE DATA”

100% of teachers will implement the scientifically research-based strategies of planning and designing engaging, challenging and relevant lessons and using higher order questioning techniques (with an emphasis on Lesson Study Cycle), in order to increase the higher order thinking of students in Mathematics.

|              |              |              |              |              |
|--------------|--------------|--------------|--------------|--------------|
| Gra des PK-3 | Gra des PK-3 | Gra des PK-3 | Gra des PK-3 | Gra des PK-3 |
| 80%          | 85%          | 90%          | 95%          | 100%         |
| Gra des 4-6  | Gra des 4-6  | Gra des 4-6  | Gra des 4-6  | Gra des 4-6  |
| 86%          | 85%          | 90%          | 95%          | 100%         |
| FC AT/EOC    | FC AT/EOC    | FC AT/EOC    | FC AT/EOC    | FC AT/EOC    |
| August 2012  | August 2013  | August 2014  | August 2015  | August 2016  |

## 2012-2013 School Improvement Plan

### III. Student Performance

| Indicator (s):   | 3 <sup>rd</sup>    | 3 <sup>rd</sup> 7 | 3 <sup>rd</sup> 8 | 3 <sup>rd</sup> 8 | 3 <sup>rd</sup> 8 |
|--|--------------------|-------------------|-------------------|-------------------|-------------------|
|  | 75%(25)            | 8.13              | 1.26              | 4.39              | 7.52              |
|  |                    | 1.87              | 8.74              | 5.61              | 2.5)              |
| “EFFECT DATA”  | 4 <sup>th</sup> 47 | )                 | )                 | )                 | 4 <sup>th</sup> 7 |
|  | %(53)              |                   |                   |                   | 4 <sup>th</sup> 7 |
|  | )                  | 4 <sup>th</sup> 5 | 4 <sup>th</sup> 6 | 4 <sup>th</sup> 6 | 3.52              |
|  |                    | 3.63              | 0.26              | 6.89              | %(2               |
| Students will consistently increase their FCAT Math scores until we reduce the % of students who are non-proficient by at least 50% by 2016. | 5 <sup>th</sup> 51 | %(4               | %(3               | %(3               | 6.5)              |
|  | %(49               | 6.37              | 9.74              | 3.11              |                   |
|  | )                  | )                 | )                 | )                 | 5 <sup>th</sup> 7 |
|  |                    |                   |                   |                   | 5.52              |
|  | 6 <sup>th</sup> 73 | 5 <sup>th</sup> 5 | 5 <sup>th</sup> 6 | 5 <sup>th</sup> 6 | %(2               |
|  | %(27               | 7.13              | 3.26              | 9.39              | 4.5)              |
|  | )                  | %(5               | %(4               | %(4               |                   |
|  |                    | 2.87              | 6.74              | 0.61              | 6 <sup>th</sup> 8 |
|  |                    | )                 | )                 | )                 | 6.52              |
|  |                    |                   |                   |                   | %(1               |
|  |                    | 6 <sup>th</sup> 7 | 6 <sup>th</sup> 7 | 6 <sup>th</sup> 8 | 3.5)              |
|  |                    | 6.38              | 9.76              | 3.14              |                   |
|  |                    | %(2               | %(2               | %(1               |                   |
|  |                    | 3.62              | 0.24              | 6.86              |                   |
|  |                    | )                 | )                 | )                 |                   |

## 2012-2013 School Improvement Plan

### Implementation Details

| Action Steps | Evidence/<br>Data<br><br>Sources | Person<br>(s)<br>Responsible/<br>Group(s)<br>) | Implementation<br>Timeline | Resources<br>Needed:<br>Material /<br>Technology /<br>Trainer | Related<br>PD | Funding/<br>Funding<br>Source |
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2012-2013 School Improvement Plan

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## 2012-2013 School Improvement Plan

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| <p style="text-align: center;">, e x p e r i m e n t a l i n q u i r y , a n d / o r i n v e s t i g</p> |             |            |               | <i>lms</i>     |              |            |
|  |             | <i>Aug</i> |               | <i>iCPal</i>   | <i>Com</i>   |            |
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2012-2013 School Improvement Plan

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## 2012-2013 School Improvement Plan

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# 2012-2013 School Improvement Plan

## School District of Clay County Smart Goals

**Smart**

= **Specific**

**Meas**

**urable**

**Attainable**

**Realistic**

**Timely**

**Goal 1:** Student  
Performance  
Content Area:

Reading **Goal**

**2:** Student  
Performance

Content Area: Math

**Goal 3:** Student  
Performance:

Content Area:  
Writing

**Goal 4:** Student  
Performance  
Content Area:

Science **Goal**

**5:** Parental  
Involvement

**Goal 6:** Other: Ex.  
School Climate.

Attendance, other  
measurable school-  
specific goal.



## 2012-2013 School Improvement Plan

**Goal 3:** By the close of SY 2013, all students in grade 4 will increase the number of students scoring a 4.0 to 6.0 on the FCAT Writing 2.0 by at least 5% over the 2012 FCAT Writing 2.0.

### **Strategies, Indicators and Progress Measures**

- 1. Strategy 3:**  
Implement scientifically research-based strategy of relating and integrating the subject matter with other disciplines during instruction.

## 2012-2013 School Improvement Plan

| *Progress measures are for the purpose of reaching your 3-5 year school improvement goals and AMO's. | Progress Measure | Progress Measure | Progress Measure | Progress Measure | Progress Measure |
|--|------------------|------------------|------------------|------------------|------------------|
|  | August 2012      | August 2013      | August 2014      | August 2015      | August 2016      |

**II. Adult Implementation Indicator (s):**

**“CA USE DATA”**

|                    |                     |                    |                     |                     |
|--------------------|---------------------|--------------------|---------------------|---------------------|
| Grades PK-3<br>84% | Grades PK-3<br>88%  | Grades PK-3<br>92% | Grades PK-3<br>96%  | Grades PK-3<br>100% |
| Grades 4-6<br>90%  | Grades 4-6<br>92.5% | Grades 4-6<br>95%  | Grades 4-6<br>97.5% | Grades 4-6<br>100%  |

100% of teachers will implement scientifically research-based strategy of relating and integrating the subject matter with other disciplines during instruction.

## 2012-2013 School Improvement Plan

| FCAT<br>/EOC   | FC<br>AT/<br>EOC | FC<br>AT/<br>EO<br>C | FCAT/<br>EOC   | FCAT/<br>EOC   |
|----------------|------------------|----------------------|----------------|----------------|
| August<br>2012 | August<br>2013   | August<br>2014       | August<br>2015 | August<br>2016 |

### III. Student Performance Indicator(S):

|                          |                 |                           |                          |                       |                 |
|--------------------------|-----------------|---------------------------|--------------------------|-----------------------|-----------------|
| “EFF<br>ECT<br>DATA<br>” | 4 <sup>th</sup> | 4 <sup>th</sup>           | 4 <sup>th</sup>          | 4 <sup>th</sup>       | 4 <sup>th</sup> |
|                          | 73%(<br>27)     | 76.3<br>8%(<br>23.6<br>2) | 9.76<br>%(2<br>0.24<br>) | 83.14<br>%(16.<br>86) | 52%(1<br>3.5)   |

Students will consistently increase their FCAT Writing scores until we reduce the % of students who are non-proficient by at least 50% by 2016.

## 2012-2013 School Improvement Plan

### Implementation Details

| Action Steps | Evidence/<br>Data<br>Sources | Person<br>(s)<br>Responsible/<br>Group(s)<br>) | Implementation<br>Timeline | Resources/<br>Materials/<br>Technology/<br>Trainer | Risks/<br>Potential<br>Problems | Funding/<br>Funding<br>Sources/<br>District |
|--------------|------------------------------|--|----------------------------|--|---------------------------------|---|
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2012-2013 School Improvement Plan

**3.1 Uses strategies to review information**

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**Task 1**

Teachers will design a writing checklist appropriate for each grade level

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## 2012-2013 School Improvement Plan

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2012-2013 School Improvement Plan

**3.2 Uses peer conferencing strategies**

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| <b>Task 2</b> |         |     | Ma   | edu  | e |     |
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## 2012-2013 School Improvement Plan

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## 2012-2013 School Improvement Plan

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School District of Clay County

**Smart Goals**

**Smart**

= **Specific**

**Measurable**

**Attainable**

**Realistic**

**Timely**

## 2012-2013 School Improvement Plan

**Goal 1:** Student  
Performance

Content Area:

Reading      **Goal**

**2:** Student

Performance

Content Area:         

Math      **Goal**

**3:** Student

Performance:

Content Area:

Writing

**Goal 4:** Student  
Performance

Content Area:

Science      **Goal**

**5:** Parental

Involvement

**Goal 6:** Other: Ex.

School Climate.

Attendance, other

measurable

school-specific

goal.

**Goal 4:** By the end of SY 2013, students' academic performance in SCIENCE will improve by 15% over last years' results as measured by the feat science assessment.

**Strategies,  
Indicators  
and Progress  
Measures**

## 2012-2013 School Improvement Plan

- I. **Strategy 4:  
Implement scientifically research-based strategy to design and modify instruction to deepen students' understanding of content area and advance student learning while addressing preconceptions or misconceptions.**

|   |                         |                         |                         |                         |                         |
|---|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| <b>*Progress measures are for the purpose of reaching your 3-5 year school improvement goals and AMO's.</b> | <b>Progress Measure</b> | <b>Progress Measure</b> | <b>Progress Measure</b> | <b>Progress Measure</b> | <b>Progress Measure</b> |
|   | August 2012             | August 2013             | August 2014             | August 2015             | August 2016             |

## 2012-2013 School Improvement Plan

**II. Adult  
Implementation  
Indicator  
(s):  
  
“CAUSE  
DATA”**

|                       |                        |                               |                        |                        |
|-----------------------|------------------------|-------------------------------|------------------------|------------------------|
| Grades<br>PK-3<br>28% | PK-3<br>46%            | Gra<br>des<br>PK-3<br>64%     | PK-3<br>72%            | Grades<br>PK-3<br>100% |
| Grades<br>4-6<br>100% | Grad<br>es 4-6<br>100% | Gra<br>des<br>4-6<br>100<br>% | Grad<br>es 4-6<br>100% | Grades<br>4-6<br>100%  |

100% of teachers K – 6 will implement scientifically research-based strategy to design and modify instruction (with a focus on STEM) to deepen students’ understanding of content area and advance student learning while addressing preconceptions or misconceptions.

|                |                  |                  |                  |                |
|----------------|------------------|------------------|------------------|----------------|
| FCAT/<br>EOC   | FC<br>AT/<br>EOC | FC<br>AT/<br>EOC | FC<br>AT/<br>EOC | FCAT/<br>EOC   |
| August<br>2012 | August<br>2013   | August<br>2014   | August<br>2015   | August<br>2016 |

## 2012-2013 School Improvement Plan

**III. Student Performance Indicator (s):**

|                      | 5 <sup>th</sup> | 5 <sup>th</sup> 48. | 5 <sup>th</sup> 55. | 5 <sup>th</sup> 63. | 5 <sup>th</sup> 70.5 |
|----------------------|-----------------|---------------------|---------------------|---------------------|----------------------|
| <b>“EFFECT DATA”</b> | 41%(59)         | 38%(51.62)          | 76%(44.24)          | 14%(36.86)          | 2%(29.5)             |

Students will consistently increase FCAT Science scores until we reduce the % of students who are non-proficient by 50% by 2016



## 2012-2013 School Improvement Plan

### Implementation Details

| Action Steps | Evidence/<br>Date | Personnel/<br>Group(s) | Implementation<br>Timeline | Resources/<br>Technology/<br>Training | Related<br>PD | Funding/<br>Funding<br>Source |
|--------------|-------------------|------------------------|----------------------------|---------------------------------------|---------------|-------------------------------|
|              |                   |                        |                            |                                       |               |                               |

2012-2013 School Improvement Plan

**4.1 Ask students to explain their thinking to determine misconceptions**

|   |                         |                                    |                                |                                      |  |   |
|---|-------------------------|------------------------------------|--------------------------------|--------------------------------------|--|---|
| <b>Task 1</b>   | <i>Journals</i>         | <i>Administrations</i>             | <i>August 2012 – June 2013</i> | <i>Compositions</i>                  | <i>Journaling in Science through National Geographic/Pearson</i> | <i>Money from Administration budget</i> |
| JOURNALS for students/teachers grade K- 6.  |                         |                                    |                                |                                      |  |   |
| <b>Task 2</b>   | <i>Science journals</i> | <i>Books, Role, Misconceptions</i> | <i>January 2012- June 2013</i> | <i>Videos, tapes, student notes,</i> | <i>K-6 new science standards training;</i>                       | <i>Library budget</i>                   |
| Misconception Mondays filmed prior to Monday by the 6 <sup>th</sup> grade students and the news crew. |                         |                                    |                                |                                      |  |   |

## 2012-2013 School Improvement Plan

|                               |   |                         |            |   |      |     |
|-------------------------------|---|-------------------------|------------|---|------|-----|
|                               |   |                         |            | so<br>ns<br>to<br>tap<br>e,<br>inf<br>or<br>ma<br>tio<br>n                          |      |     |
| <b>Task 3</b>                 | Scie<br>nce<br>jou<br>rnal                      |                         | Sept<br>20 | to<br>be  |      | N/A |
| Science<br>Word of the<br>Day | Bo<br>wi<br>e,<br>Ro<br>e,<br>Mis<br>kow<br>ski | 12-<br>June<br>201<br>3 |            | pr<br>ovi<br>de<br>d<br>to<br>all<br><br>tea<br>ch<br>ers                           | None |     |
|                               |   |                         |            | Sci<br>en<br>ce<br>vo<br>ca<br>bu<br>la<br>ry<br>for<br>all<br>gr<br>a<br>de<br>lev |      |     |

## 2012-2013 School Improvement Plan

*els*

## 2012-2013 School Improvement Plan

**4.2 Engages students in problem solving, experimental inquiry, and/or investigation tasks**

|               |      |         |      |        |
|---------------|------|---------|------|--------|
|               |      |         | Prim | N/A    |
|               |      |         | Sci  |        |
|               | En   | Aug     | en   | grade  |
|               | trie | 201     | ce   | traini |
| <b>Task 2</b> | s in | SST 2 – | kit  | ng for |
|               | cou  | June    | su   | class  |
| Science Fair  | nty  | 201     | ppl  | proje  |
| Projects      | scie | 3       | ies  | cts    |
| – School-     | nce  |         |      |        |
| wide:         | fair |         |      |        |
| Individual/   | in   |         |      |        |
| Group         | Jan  |         |      |        |
| Projects      | ua   |         |      |        |
| for grade     | ry;  |         |      |        |
| 6 (Aug –      | Sch  |         |      |        |
| Nov 2012);    | ool- |         |      |        |
| Individual/   | wi   |         |      |        |
| Group for     | de   |         |      |        |
| grade 5       | scie |         |      |        |
| and class     | nce  |         |      |        |
| projects for  | fair |         |      |        |
| K – 6 (April  | in   |         |      |        |
| – May) with   | and  |         |      |        |
| school-wide   | M    |         |      |        |
|               | ay;  |         |      |        |
|               | Sig  |         |      |        |
|               | n in |         |      |        |
|               | she  |         |      |        |

## 2012-2013 School Improvement Plan

science fair exhibit in November for grade 6 and in May for grades K – 5.

### ***4.3 Uses peer conferencing strategies***

#### ***Task 1***

|   |   |                                 |  |   |             |            |
|---|---|---------------------------------|--|---|-------------|------------|
| Science Buddies:<br>grade 6<br>advanced<br>science<br>students are<br>paired with<br>a first grade<br>class to go<br>in and teach<br>a lesson<br>during<br>science<br>time. | <i>St<br/>ud<br/>ent<br/>sch<br/>edu<br/>les<br/>for<br/>clas<br/>sro<br/>om<br/>less<br/>ons</i> | <i>Bo<br/>wi<br/>e/<br/>SST</i> | <i>Sept<br/>201<br/>2 –<br/>June<br/>201<br/>3</i> | <i>Va<br/>ri<br/>es<br/>p<br/>er<br/>les<br/>so<br/>n</i> | <i>none</i> | <i>N/A</i> |
|---|---|---------------------------------|--|---|-------------|------------|

## 2012-2013 School Improvement Plan

### Smart Goals

**Smart**

= **Specific**

**Measurable**

**Attainable**

**Realistic**

**Timely**

## 2012-2013 School Improvement Plan

**Goal 1:** Student  
Performance

Content Area:

Reading      **Goal**

**2:** Student

Performance

Content Area:         

Math      **Goal**

**3:** Student

Performance:

Content Area:

Writing

**Goal 4:** Student  
Performance

Content Area:

Science      **Goal**

**5:** Parental

Involvement

**Goal 6:** Other: Ex.

School Climate.

Attendance, other

measurable

school-specific

goal.

**Goal 5:** By the end of SY 2013, parental involvement will improve by 20% over the previous year as measured by DOCUMENTED attendance at events before-, during-, after-school and community events.

**Strategies,  
Indicators  
and Progress  
Measures**



## 2012-2013 School Improvement Plan

### I. Strategy

#### 5:

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.**

| <b>Progress Measure</b> | <b>Progress Measure</b> | <b>Progress Measure</b> | <b>Progress Measure</b> | <b>Progress Measure</b> |
|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| August 2012             | August 2013             | August 2014             | August 2015             | August 2016             |



## 2012-2013 School Improvement Plan

### III. Student

#### Performance Indicator (s):

|              |               |               |               |              |
|--------------|---------------|---------------|---------------|--------------|
| Grades PK-6: | Grade s PK-6: | Gra des PK-6: | Grade s PK-6: | Grades PK-6: |
| 60%(40)      | 65%(35)       | 70%(30)       | 75%(25)       | 80%(20)      |

#### “EFFEC T DATA”

Grade levels will consistently increase parental involvement until reaching at least 50% improvement in attendance at all events which will positively impact student academic achievement in all tested grades and content by 2016.

### Implementation Details

|                     |                                    |  |                                 |   |                        |                                   |
|---------------------|------------------------------------|--|---------------------------------|---|------------------------|-----------------------------------|
| <b>Action Steps</b> | <b>Evi den ce/ Dat a Sou rce s</b> | <b>Per son (s) Re spo nsi ble/ Gro up(s)</b> | <b>Imp lem en ta tion Tim e</b> | <b>R es ou rc es N ee de d: Ma te r ial /</b> | <b>R el a te d P D</b> | <b>Fun ding/ Fun ding Sour ce</b> |
|---------------------|------------------------------------|--|---------------------------------|---|------------------------|-----------------------------------|

## 2012-2013 School Improvement Plan

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## 2012-2013 School Improvement Plan

### **Task 3**

Information will be sent home with students in their Tuesday Folders as well as signs posted, marquee will be kept up-to-date regarding upcoming events

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*ion,* *Aug*  
*tea* *20*  
*che* *12-*  
*rs,* *June*  
*PFA* *201*  
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### **Smart Goals**

**Smart**  
**= Specific**

## 2012-2013 School Improvement Plan

**M** measurable  
**A** attainable  
**R** realistic  
**T** timely

**Goal 1:** Student  
Performance  
Content Area:

Reading      **Goal**

**2:** Student  
Performance  
Content Area: \_

Math      **Goal**

**3:** Student  
Performance:  
Content Area:

Writing

**Goal 4:** Student  
Performance  
Content Area:

Science      **Goal**

**5:** Parental  
Involvement

**Goal 6:** Other: Ex.  
School Climate.  
Attendance, other  
measurable  
school-specific  
goal.

## 2012-2013 School Improvement Plan

**Goal 6:** Based on the 2012 SY data, students with 10 or more absences/tardies will participate in a school-wide attendance incentive program to reduce the number of absences/tardies by 2%.

**Strategies,  
Indicators  
and Progress  
Measures**

**I. Strategy 6:**

Implement research-based strategy to model and promote the importance of learning and academic achievement to all students

**\*Progress measures are for the purpose of reaching your 3-5 year school improvement goals AND AMO's.**

| Progress Measure | Progress Measure | Progress Measure | Progress Measure | Progress Measure |
|------------------|------------------|------------------|------------------|------------------|
| August           | August           | August           | August           | August           |
| 2012             | 2013             | 2014             | 2015             | 2016             |



## 2012-2013 School Improvement Plan

**II. Adult  
Implem  
entation  
Indicator  
(s) :**

**“CAUSE DATA”**

100% of teachers will implement research-based strategy to model and promote the importance of learning and academic achievement to all students.

|   |   |   |   |   |
|---|---|---|---|---|
| Gra<br>des<br>PK-3<br>100%                            | Gra<br>des<br>PK<br>-3<br>100<br>%                                    | Gra<br>des<br>PK-<br>3<br>100<br>%                                | Gra<br>des<br>PK-<br>3<br>100<br>%                                | Gra<br>des<br>PK-<br>3<br>100<br>%                                |
| Gra<br>des<br>4-6<br>100<br>%                         | Gra<br>des<br>4-6<br>100<br>%   | Gra<br>des<br>4-6<br>100<br>%                                     | Gra<br>des<br>4-6<br>100<br>%                                     | Gra<br>des<br>4-6<br>100<br>%                                     |
| Atten<br>dance<br>Data<br>Augu<br>st<br>2011-<br>2012 | Atte<br>nda<br>nce<br>Dat<br>a<br>Aug<br>ust<br>20<br>12-<br>201<br>3 | Atte<br>nda<br>nce<br>Data<br>Augu<br>st<br>20<br>13-<br>201<br>4 | Atte<br>nda<br>nce<br>Data<br>Aug<br>ust<br>20<br>14-<br>201<br>5 | Atte<br>nda<br>nce<br>Data<br>Aug<br>ust<br>20<br>15-<br>201<br>6 |

## 2012-2013 School Improvement Plan

|   |   |   |   |
|---|---|---|---|
| III. Student Performance Indicator (s): | ■ | ■ | ■ |
|   | ■ | ■ | ■ |
|   |   | ■ | ■ |

**“EFFEC  
T DATA”**

Students will consistently decrease tardies, absences, and early dismissal occurrences until reaching 100% attendance by 2016.

### Implementation Details

| Action Steps | Evi<br>den<br>ce/<br>Dat<br>a | Pe<br>rs<br>on<br>(s)<br>Re<br>sp<br>on<br>sib<br>le/<br>Gr<br>ou<br>p(s)<br>) | Imp<br>lem<br>enta<br>tion<br>Tim<br>elin<br>e | Re<br>so<br>ur<br>ces<br>Ne<br>ed<br>ed:<br>M<br>at<br>eri<br>al/<br>Te<br>ch<br>no<br>log<br>y/<br>Tr<br>ain | Re<br>lat<br>ed<br>PD | Fun<br>ding/<br>Fun<br>ding<br>Sour<br>ce |
|--------------|-------------------------------|--|--|---|-----------------------|---|
|--------------|-------------------------------|--|--|---|-----------------------|---|

## 2012-2013 School Improvement Plan

er



2012-2013 School Improvement Plan

|  |   |                             |                                      |  |                             |
|--|---|-----------------------------|--------------------------------------|--|-----------------------------|
| Nine week Attendance Incentive Program | FOCUS                                   | Bu<br>rne<br>y              | June<br>201<br>3                     | aw<br>ard  | unt                         |
| <b>Task 3</b>                          | atte<br>nda<br>nce<br>dat<br>a          | Le<br>vo,<br>Bu<br>rne<br>y | Oct<br>20<br>12-<br>June<br>201<br>3 | Ass<br>em<br>bli<br>es,<br>D<br>J,<br>Ref<br>res<br>hm<br>ent<br>s                   | Non<br>e                    |
| Year-long incentive program            | FOCUS<br>atte<br>nda<br>nce<br>dat<br>a |                             |                                      | Li<br>mo<br>ri<br>de<br>to<br>lun<br>ch<br>wi<br>th<br>Pr<br>inc<br>ipa<br>l at<br>a | Inte<br>rnal<br>Acco<br>unt |

2012-2013 School Improvement Plan

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2012/2013 School Improvement Plan/Professional Development Plan Budget  
Internal Checklist – Training Provided by School

| P.D.Activity   | Details   | Y        | N | Comments |
|--|---|----------|---|----------|
| <b>IF IT IS A:</b>   |   |          |   |          |
| <b>School-wide Training</b>  | <b>Professional Development Details</b>   | <b>X</b> |   |          |
| CGE 12/13 Common Core ELA grades 3 – 6<br><br>CGE 12/13 Common Core Kindergarten<br><br>CGE 12/13 Common Core 1 <sup>st</sup> Grade<br><br>CGE 12/13 Common Core 2 <sup>nd</sup> Grade<br><br>CGE 12/13 Passport to Reading Program grades K - 2 | <b>Goal the Activity is Supporting <u>Reading/Writing/Math</u></b><br><br><ul style="list-style-type: none"> <li>● Action Step # 1.2, 1.3, 3.1, 3.2, 2.1</li> <li>● Name of Activity CGE 12/13 Common Core State Standards</li> <li>● Dates of Activity every ½ day</li> <li>● Name of Consultant or Facilitator (if applicable) Teachers on staff</li> <li>● Consultant Services Agreement (if applicable) N/A</li> <li>● Materials given at the train the trainer sessions</li> </ul> |          |   |          |
|  | <b>Budget Items Required</b>  |          |   |          |

2012-2013 School Improvement Plan

|  |  |  |  |  |
|--|--|--|--|--|
|  | <ul style="list-style-type: none"> <li>• Action Step #</li> <li>• Name of Activity</li> <li>• Funding Source</li> <li>• Cost of Consultant</li> <li>• Cost of Materials</li> <li>• Cost of Substitutes (if applicable)</li> </ul>  |  |  |  |
| <b>Learning Community</b>  | <b>Professional Development Details</b>  |  |  |  |
|  | <b>Goal the Activity is Supporting Reading/Writing</b>   |  |  |  |
| K-6 teachers and administrators will participate in the PLC <u>Pathways to the Common Core</u> by Lucy Calkins. The PLC will begin upon receipt of the book. | <ul style="list-style-type: none"> <li>• Action Step # 1.3, 1.3, 3.1, 3.2</li> <li>• Name of Activity CGE 12/13 PLC Pathways to the Common Core grades K - 6</li> <li>• Dates of Activity 2<sup>nd</sup> Tuesday of every month</li> <li>• Title of Book or Focus Pathways to the Common core</li> </ul> |  |  |  |
|  | <b>Budget Items Required</b>   |  |  |  |
|  | <ul style="list-style-type: none"> <li>• Action Step # 1.2, 1.3, 3.1, 3.2</li> <li>• Cost of Book/Teacher Materials 30.00/ea</li> </ul>  |  |  |  |
| <b>Lesson Study/Action Research</b>  | <b>Professional Development Details</b>  |  |  |  |
|  | <b>Goal the Activity is Supporting Math</b>  |  |  |  |

## 2012-2013 School Improvement Plan

|  |   |  |  |  |
|--|---|--|--|--|
| <p>K-2 teachers and administrators will participate in a PLC/Lesson Study based on the Debbie Diller book, <u>Math Work Stations Independent Learning You Can Count On</u>. Implementation of math work stations within each of the classrooms will result in the Lesson Study and the effectiveness of the work stations on student learning.</p> | <ul style="list-style-type: none"> <li>● Action Step # 2.1</li> <li>● Name of Activity CGE 12/13 Math PLC/Lesson Study Math Work Stations K - 2</li> <li>● Dates of Activity 3<sup>rd</sup> Tuesday of the month</li> <li>● Teaching strategy or method to be researched<br/><br/>Math Work Stations</li> </ul> |  |  |  |
|  | <p><b>Budget Items Required</b></p>   |  |  |  |
|  | <ul style="list-style-type: none"> <li>● Action Step # 2.1</li> <li>● Cost of Teacher Materials (If applicable)<br/><br/>34.00 ea.</li> </ul>   |  |  |  |
| <p><b>Timelines</b></p>  |   |  |  |  |
| <p>Start Date:<br/><br/>August 2, 2012</p>   | <p>October, 2012</p>  |  |  |  |
| <p>End date:<br/><br/>September 21, 2012</p>   | <p>May 2013</p>   |  |  |  |
|  |   |  |  |  |
| <p><b>Budget</b></p>   |   |  |  |  |



2012-2013 School Improvement Plan

|   |   |  |  |  |
|---|---|--|--|--|
| Local FTE (function 6400-no project)<br><br>Project - 0000<br><br>Project – 1183 SIP<br><br>Project - | \$1410.00 <u>Pathways to the Common Core</u> by Lucy Calkins(47 books)<br><br>\$ 714.00 <u>Math Work Stations Independent Learning You Can Count On</u> by Debbie Diller (22 books) |  |  |  |
| <b>Total Internal PD Budget (no project &amp; project funds)</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> |  |  |  |
|-------------------|--|--|--|

## 2012-2013 School Improvement Plan

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

## 2012-2013 School Improvement Plan

|                   |  |           |                 |
|-------------------|--|-----------|-----------------|
|                   | ren<br>t<br>inst<br>ruct<br>ion<br>al<br>stra<br>tegi<br>es<br>to<br>imp<br>rov<br>e<br>the<br>per<br>for<br>ma<br>nce<br>of<br>the<br>stu<br>den<br>ts<br>ass<br>ign<br>ed<br>to<br>the<br>m. |           |                 |
| <b>Objectives</b> |  |           |                 |
|                   | <b>Ye<br/>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   |            |           |                 |

## 2012-2013 School Improvement Plan

|   |                 |           |                 |
|---|-----------------|-----------|-----------------|
| Complete budget line for expenses                     |                 |           |                 |
| Name of facilitator/person responsible                |                 |           |                 |
|   |                 |           |                 |
|   |                 |           |                 |
|   |                 |           |                 |
| <b>Timelines</b>                                      |                 |           |                 |
|   | <b>Ye<br/>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:** \_\_\_/\_\_\_/\_\_\_

## 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    |                  |
| Reading 1.2, 1.3 Math 2.1  | Tutoring grades 3 – 6  | 0100.5100.0390.0601.1183 | 1302.00          |
| <b>Subtotal: \$1302.00</b>   |  |                          |                  |
| Professional Development   |  |                          |                  |
| Goal Area and Action Step Number   | Description of Resources   | Funding Source           | Available Amount |
|  |  | Complete Budget Strip    |                  |
| <b>Conference/Workshop/Seminar/Institute/Online PD</b>                               | Mileage 2 x 350=700x0.50= \$350  | Budget Strip             |                  |
| Goal and Action Step #(s) Reading/Writing/Math 1.2, 1.3, 3.1, 3.2, 2.1               | Meals 37x4x3=444   | 0100.5100.0390.0601.1183 | 1370.00          |
| Title : Countdown to Common Core State Conference                                    | Room 4x119.00 = 476  |                          |                  |
| Location:TBD   | Registration 100.00  |                          |                  |
| Dates:TBD  | Substitute(s)  |                          |                  |
| Sponsoring Educational Institution:FLDOE   | Total: 1370.00   |                          |                  |
|  | If this conference does not occur, SIP \$ will be spent on tutoring for reading and math grades 3 – 6. |                          |                  |
| <b>Professional Learning Community</b>   | Materials List & Cost:   | Budget Strip             |                  |
| Goal and Action Step #(s) Reading/Writing 1.2, 1.3, 3.1, 3.2                         | Pathways to the Common Core 30.00 ea.(47 copies)   | 0100.6400.0510.0601.0000 | 1410.00          |
| Navigator Plus Activity Title:CGE 12/13 Pathways to the Common Core PLC grades K - 6 |  |                          |                  |

## 2012-2013 School Improvement Plan

|  |   |   |                             |
|--|---|---|-----------------------------|
| <p><b>Lesson Study</b></p> <p>Goal and Action Step #(s) Math 2.1</p> <p>Navigator Plus Activity Title: CGE 12/13 PLC/<br/>Lesson Study Math Work Stations grades K - 2</p>   | <p>Materials List &amp; Cost:</p> <p>Math work Stations Independent Learning You Can Count On 34.00 ea.(22 copies)</p> <p>Substitutes: \$231.60</p> | <p>Budget Strip</p> <p>0100.5100.0510.0601.1183</p> <p>0100.6400.0510.0601.0000</p> | <p>748.00</p> <p>231.60</p> |
| <p><b>School Workshop</b></p> <p>Goal and Action Step #(s)Reading</p> <p>Navigator Plus Activity Title:</p> <p>CGE 12/13 Common Core ELA grades 3 – 6</p> <p>CGE 12/13 Common Core Kindergarten</p> <p>CGE 12/13 Common Core 1<sup>st</sup> Grade</p> <p>CGE 12/13 Common Core 2<sup>nd</sup> Grade</p> <p>CGE 12/13 Passport to Reading Program gr. K - 2</p> | <p>Materials List and Cost: \$0</p> <p>Consultant Fee: \$0</p> <p>Consultant Travel Expenses: \$0</p> <p>Substitutes: \$0</p> <p>Stipends:\$0</p>   | <p>Budget Strip</p>   |                             |
| <p><b>Subtotal: \$3759.06</b></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><b>Subtotal: \$1302.00</b></p>  |   |   |                             |
| <p><b>Grand Total: \$5061.60</b></p>   |   |   |                             |