

2012-2013 School Improvement Plan

SCHOOL NAME: Doctors Inlet Elementary

School Based Leadership Team

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Response to Instruction/Intervention (RtI)

Identify the school-based RtI Leadership Team.

- Indicate who is on the team and their position. Also explain why they have been included on the team.
Principal: 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.
General Education Teachers - Primary- Julia Hughes, Sue Jones, Debbie Johnson, Kimberly Petersen and Intermediate-Techla Wellons, Reece Ingold, Diana Burns.
Mary Jane Brown: Provides information about core instruction, participation in school data collection, delivers Tier I instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier I materials instruction with Tier 2/3 activities.
Exceptional Student Education (ESE) Teacher, Janice Bomberger: 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 and inclusion.
District Intervention Specialist, Terri Gooding: Facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier I, Tier 2, and Tier 3 intervention plans. Assists grade levels in the development of Professional Learning Communities and/or Lesson Study.
School Psychologist, Sara Blickly: Participates in school data 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.
Technology Specialist, Nancy Koester: 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, Michelle Gilkey: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for 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: April Senters. 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.
- 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 will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our school, our teachers, and in our students? The RtI Leadership Team will meet weekly to engage in the following activities: 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. The team will identify professional development and resources based on this information. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, 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 RtI Leadership Team met with the School Advisory Council (SAC) and the principal to help develop the SIP. The team provided data on Tier 1, 2, and 3 targets: academic and social/emotional areas that need to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures. Additionally, the Team assisted the school's in-service coordinator in the writing of the professional development priorities to ensure that RtI training is provided to all instructional and support staff members throughout the year. Team members will assist the School Advisory Council in the monitoring of the SIP and provide updates to the SAC on the implementation of the RtI goals.

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 data: FAIR via Progress Monitoring and Reporting Network (PMRN). Assessment and Information Management Systems (Performance Matters), Florida

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Comprehensive Assessment Test (FCAT), Performance Matters Math Benchmark Tests (K-6); Florida Assessments for Instruction in Reading (FAIR Gr. K-2), Performance Matters Reading Benchmark Tests (Gr. 3-6), Running Records, Early Reading Diagnostic Assessment (ERDA), Diagnostic Reading Assessment (DAR), Compass Learning. End of the Year: FAIR, Performance Matters Benchmark Tests. Frequency of Data Days: twice a month for data analysis.

- Describe the plan to train staff on RtI.

Professional Development will be provided during teachers' common planning time and small sessions through professional learning communities and lesson studies which will occur throughout the year. A District Intervention Specialist will be assigned to cluster sites to provide training and support. All school administrators and RtI team members participated in a four-day RtI Team Training in the Spring and with a follow-up for all school administrators during the Summer Leadership Academy. Bi-monthly Curriculum Council meetings will be conducted for school administrators where training will focus on topics such as: Data-Based Decision Making, and Supporting and Evaluation Interventions. The School-based RtI Leadership Team will provide training throughout the year as determined by data collection and implementation concerns. The RtI Leadership Team will also evaluate addition staff professional development needs during the weekly RtI Leadership Team meetings.

Literacy Leadership

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

of data-based decision making; ensures that the school-based team is implementing the K-12 reading Plan; ensures assessments are conducted as required; ensures implementation of the reading intervention support and documentation; ensures adequate professional development to support effective reading implementation; and communicates with parents regarding reading plans and activities.

Select General Education Teachers: Provides information about core and supplemental reading instruction; participates in student data collection; delivers instruction, intervention, and collaborates with other staff to implement K-12 Reading Plan.

Teacher: 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, inclusion, PLCs and Lesson Study.

Guidance on K-12 Reading Plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier1, Tier 2, and Tier 3 intervention plans. Nancy Koester, Technology Specialist: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data collection from the PMRN and other online assessments.

- Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).
The team meets bi-monthly in collaboration with the RtI Leadership Team to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify professional development and 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 decisions, and practice new processes and skills. The team will also facilitate professional development in the form of Professional Learning Communities and Lesson Study.
- What will be the major initiatives of the LLT this year?
The LLT will work effectively to integrate the RtI process to ensure at students most "at risk" in reading receive intensive and immediate intervention services.

NCLB Public School Choice (If Applicable)

Notification of School in Need of Improvement (SINI) Status

Attach a copy of the Notification of SINI Status to Parents

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Public School Choice with Transportation (CWT) Notification

Attach a copy of the CWT Notification to Parents

Supplemental Educational Services (SES) Notification

Attach a copy of the SES Notification to Parents

Elementary Schools Only: Pre-School Transition

- Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.
At Doctors Inlet Elementary School, all incoming Kindergarten students are assessed prior to or upon entering Kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. The Florida Kindergarten Reading Screener (FLKRS) will be given within the first 30 days of school. ECHOS will also serve as a screener for social/emotional development and overall school readiness. The Florida Assessment in Reading (FAIR) will be administered one-on-one to all Kindergarten students to determine their initial success probability in reading. Screening data will be collected and aggregated prior to September 10th, 2012. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instructions, modeling, guided proactive and independent practice of all academic and/or social emotional skills identified by screening data. Social skills instruction will occur daily and will be reinforced throughout the day through the use of a common language, reteaching, and positive reinforcement of pro-social behavior. FAIR will be re-administered mid-year and at the end of the year in order to determine student learning gains in order to determine the need for changes to the instructional/intervention programs.

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

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<ul style="list-style-type: none"> ■ Alternative Schooling ■ After School Opportunities Early Interventions ■ Early Childhood Education ■ Family Engagement ■ Early Literacy Development Making the Most of Instruction ■ Professional Development ■ Active Learning ■ Educational Technology ■ Individualized Instruction Making the Most of the Wider Community ■ Systemic Renewal ■ School-Community Collaboration ■ Career and Technical Education ■ Safe Schools
<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>.

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Smart Goals Smart = Specific Measurable Attainable Realistic Timely					
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<p>Goal 1: Student Performance Content Area: <u>Reading</u> 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></p>					
<p>Goal 1: By 2013, non-proficient students (as measured by the Fall 2012 FAIR Assessment for Kindergarten-6th Grade and the Spring FAIR Assessment) at Doctors Inlet will improve their reading skills by an increase in the difficulty of the passage read. All students in Grades 3-6 will improve reading application skills as measured by an increase in the percentage of students scoring a Level 3 or above on the 2012-2013 FCAT Reading Assessment.</p>					
<p>Strategies, Indicators and Progress Measures</p>					
<p>I. Strategy 1: <i>Implement the research-based strategy of developing learning experiences utilizing a variety of instructional strategies and resources, including appropriate technology that requires students to demonstrate a variety of relevant skills and competencies.</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 developing learning experiences utilizing a variety of instructional strategies and resources, including appropriate technology that requires students to demonstrate a variety of relevant skills and competencies.</p>	<p>* Gr. PK-3 65% * Gr. 4-6 55%</p>	<p>* Gr. PK-3 70% * Gr. 4-6 65%</p>	<p>* Gr. PK-3 80% * Gr. 4-6 80%</p>	<p>* Gr. PK-3 90% * Gr. 4-6 90%</p>	<p>*Gr. PK-3 100% *Gr. 4-6 100%</p>
	<p>FCAT/EOC August 2012</p>	<p>FCAT/EOC August 2013</p>	<p>FCAT/EOC August 2014</p>	<p>FCAT/EOC August 2015</p>	<p>FCAT/EOC August 2016</p>

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<p>III. STUDENT PERFORMANCE INDICATOR(S): “EFFECT DATA”</p> <p>Students will consistently increase their FCAT Reading scores until we reduce the percentage of students who are non-proficient by at least 50% by 2016.</p>	<p>3rd Gr. 75% (25%) 4th Gr. 79% (21%) 5th Gr. 64% (36%) 6th Gr. 62% (38%)</p>	<p>3rd Gr. 78.125% (21.875%) 4th Gr. 81.625% (18.375%) 5th Gr. 68.5% (31.5%) 6th Gr. 66.75% (33.25%)</p>	<p>3rd Gr. 81.25% (18.75%) 4th Gr. 84.25% (15.75%) 5th Gr. 73% (27%) 6th Gr. 71.5% (28.5%)</p>	<p>3rd Gr. 84.375% (15.625%) 4th Gr. 86.875% (13.125%) 5th Gr. 77.5% (22.5%) 6th Gr. 76.25% (23.75%)</p>	<p>3rd Gr. 87.5% (12.5%) 4th Gr. 89.5% (10.5%) 5th Gr. 82% (18%) 6th Gr. 81% (19%)</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>1.1 Teachers will make connections using charts and graphic organizers Task 1: Teachers will establish making text-to-self, text-to-text, and text-to world connections during small group/ independent reading instruction. This will enable students to use prior and background knowledge to improve reading comprehension.</p>	<p>Graphic organizers, reading logs, charts</p>	<p>Administrators, Grade Chairs</p>	<p>2012-2013 school year</p>	<p>Graphic organizers, sticky notes, leveled books PD 360 Video Clips</p>	<p>Professional Learning Communities using “Pathways to the Common Core” and “Café-Daily 5 Alive” DVD and Books Professional Development using PD360 Video Clips</p>	<p>1.1 School Budget Funding. 0100.6400.0590.0261.000 and 0100.06400.0641.0261.000 and Internal Account 5100</p>
<p>1.2 Teachers will model Reading strategies using Think Alouds Task 1: Teachers will model the Think Aloud process in at least one Reading class per week to improve higher-order questioning utilizing Bloom’s Taxonomy.</p>	<p>Observation, Lesson Plans</p>	<p>Administrators</p>	<p>2012-2013 school year</p>	<p>“Strategies That Work” book, charts, Bloom’s Taxonomy Questioning activities; PD 360 Video Clips</p>	<p>Professional Development using high yield reading strategies and PD360 Video Clips</p>	<p>1.2 No Cost</p>

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<p>1.3 Teachers will use differentiated instruction based on student learning needs Task 1: Teachers will use data to design and meet with small groups of children based upon learning needs. Task 2: Teachers will meet collaboratively to develop rubrics and lessons to implement the Common Core standards.</p>	<p>Observation, Lesson Plans</p> <p>Observation, Lesson Plans</p>	<p>Teachers, Administrators</p> <p>Teachers, Administrators</p>	<p>2012-2013 school year</p>	<p>Data/Learning Assessments; PD360 Video Clips</p> <p>Common Core Materials from District Training Sessions; "Pathways to the Common Core" book</p>	<p>Professional Development for using data and differentiating instruction for staff; PD360 Video Clips</p> <p>Professional Development provided by Lead Teachers.</p>	<p>1.3 No cost to school.</p> <p>1.3 Internal Account 5100</p>
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Goal 1: Student Performance Content Area: <u>Reading</u> Goal 2: Student Performance Content Area: <u>Math</u> Goal 3: Student Performance: Content Area: <u>Writing</u> Goal 4: Student Performance Content Area: <u>Science</u> Goal 5: <u>Parental Involvement</u> Goal 6: <u>Other: Ex. School Climate, Attendance, other measureable school-specific goal.</u>					
Goal 2. By 2013, 65% of students (emphasis on Economically Disadvantaged and Minority students) will achieve proficiency (FCAT Level 3 or above) in Math and 67% of 4 th , 5 th , and 6 th grade students will make learning gains compared to the previous year FCAT data.					
Strategies, Indicators and Progress Measures					
I. Strategy 2: Implement the research-based strategy of designing and modifying instruction to deepen students' understanding of Math and advance student learning while addressing preconceptions or misconceptions.					
*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 designing and modifying instruction to deepen students' understanding of Math and advance student learning while addressing preconceptions and misconceptions.	* Gr. PK-3 75% * Gr. 4-6 65%	*Gr. PK-3 80% *Gr. 4-6 75%	*Gr. PK-3 87% *Gr. 4-6 85%	*Gr. PK-3 93% *Gr. 4-6 93%	*Gr. PK-3 100% *Gr. 4-6 100%
	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”</p> <p>Students will consistently increase their FCAT Math scores until we reduce the percentage of students who are non-proficient by at least 50% by 2016.</p>	<p>3rd Gr. 68% (32%) 4th Gr. 64% (36%) 5th Gr. 49% (51%) 6th Gr. 64% (36%)</p>	<p>3rd. Gr. 72 % (28%) 4th Gr. 68.5% (31.5%) 5th Gr. 55.375% (44.625%) 6th Gr. 68.5% (31.5%)</p>	<p>3rd Gr.76% (24%) 4th Gr.73% (27%) 5th Gr. 61.75% (38.25%) 6th Gr. 73% (27%)</p>	<p>3rd Gr. 80% (20%) 4th Gr. 77.5 % (22.5%) 5th Gr. 68.125% (31.875%) 6th Gr. 77.5% (22.5%)</p>	<p>3rd Gr. 84% (16%) 4th Gr. 82% (18%) 5th Gr. 74.5% (25.5%) 6th Gr. 82% (18%)</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 Teachers will use K-W-L Charts Task 1: <i>Teachers will establish a common ritual of utilizing K-W-L Charts during the introduction of a Math concept to assess student preconceptions and misconceptions.</i></p>	<p><i>K-W-L Charts, Grade Level Meeting Minutes</i></p>	<p><i>Administration, Grade Level Chairs</i></p>	<p><i>2012-2013 school year</i></p>	<p><i>K-W-L Charts, copies; "Step by Step Model Drawing" Book and Poster; PD360 Video Clips</i></p>	<p><i>Professional Learning Community using "Step by Step Model"; PD360 Video Clips</i></p>	<p><i>2.1 School Budget Funding Supplies from 0100.6400.0590.0261.000</i></p>
<p>2.2 Teachers utilize enhanced classroom technology Task 1: <i>Teachers will receive training (if needed) on using the enhanced classroom projector, pen pad and document camera in their classroom.</i></p>	<p><i>Sign-in sheets, feedback</i></p>	<p><i>Administration, Technology Teacher, Media Specialist</i></p>	<p><i>2012-2013 school year</i></p>	<p><i>Enhanced classroom technology</i></p>	<p><i>Technology Teacher, Media Specialist</i></p>	<p><i>2.2 No Cost to School District Title II-A funds for equipment.</i></p>

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<p>2.3 Teachers will use a variety of instructional strategies and resources Task 1: <i>Teachers will use manipulatives to require students to demonstrate a variety of skills and competencies. Teachers will learn how to use Intel Math strategies and STEM strategies from grant training.</i></p>	<p><i>Observation, Lesson Plans</i></p>	<p><i>Administration</i></p>	<p><i>2012-2013 school year</i></p>	<p><i>Math manipulatives for the Math Series and Lego manipulative; Intel Math materials; Common Core training materials</i></p>	<p><i>Math Workshop: Intel Math; Lesson Study using Intel Math/Common Core standards</i></p>	<p><i>2.3 District Grant Funds</i></p>
<p>2.4 Teachers will use differentiated instruction based on student learning needs Task 1: <i>Teachers will use data to design and meet with small groups of children based upon learning needs.</i></p>	<p><i>Observation, Lesson Plans</i></p>	<p><i>Administration</i></p>	<p><i>2012-2013 school year</i></p>	<p><i>Performance Matters and Textbook Assessments; PD360 Video Clips</i></p>	<p><i>Professional Development DIS 2012-2013 Data Assessment; PD360 Video Clips</i></p>	<p><i>2.4 No Cost</i></p>

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Goal 1: Student Performance Content Area: <u>Reading</u> Goal 2: Student Performance Content Area: <u>Math</u> Goal 3: Student Performance: Content Area: <u>Writing</u> Goal 4: Student Performance Content Area: <u>Science</u> Goal 5: <u>Parental Involvement</u> Goal 6: <u>Other: Ex. School Climate, Attendance, other measureable school-specific goal.</u>					
Goal 3: By 2013, all students in Grade 4 will increase the number of students scoring a 4.0 on the Writing FCAT by at least 3% over the previous year.					
Strategies, Indicators and Progress Measures					
I. Strategy 3: Implements the research-based strategy of relating and integrating the subject matter with other disciplines during instruction.					
*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 relating and integrating the subject matter with other disciplines during instruction.	*Gr. PK-6 55%	* Gr. PK-6 65%	*Gr. PK-6 80%	*Gr. PK-6 90%	*Gr. PK-6 100%

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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>Students will consistently increase their FCAT Writing scores until we reduce the percentage of students who are non-proficient by at least 50% in Grade 4 by 2016.</p>	Gr. 4 89% (11%)	Gr. 4 90.375% (9.625%)	Gr. 4 91.75% (8.25%)	Gr. 4 93.125% (6.875%)	Gr. 4 94.5% (5.5%)

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Implementation Details

Action Steps	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p>3.1 Teachers demonstrate knowledge of research-based best practices of writing across the content areas Task 1: Teachers will model specific elements of writing through authentic literature across the content areas and will utilize nonfiction texts for common discussion. Task 2: Teachers will provide guided practice through the use of sticky notes and display student's understanding on anchor charts and in writing journals.</p>	<p>Observation, Lesson Plans</p>	<p>Administrators</p>	<p>2012-2013 school year</p>	<p>Literature and Non-fiction Texts</p>	<p>Workshop: "Katherine Robinson Workshop for Writing"</p>	<p>3.1 School Budget Funding 0100.6400.0310.0261.0000</p>
<p>3.2 Teachers use the Common Core Standards for content and grade level expectations Task 1: Provide and support opportunities for teachers to collaborate during common planning time to further revise, develop and extend the current Writing Pacing Guide to ensure alignment of the Common Core Standards.</p>	<p>Observation, Lesson Plans; Demonstration Classroom Teachers; revised Pacing Guides</p>	<p>Administrators, Demonstration Classroom Teachers</p>	<p>2012-2013 school year</p>	<p>Writing Supplies; Student Data; Substitutes; "Writers Workshop for the Common Core" books and "Pathways to the Common Core" books</p>	<p>Professional Learning Community using "Writers Workshop for the Common Core" and "Pathways to the Common Core" books</p>	<p>3.2 School Budget Funding 0100.6400.0590.0261.0000</p>

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<p>3.3 Students are organized into groups to practice skill, strategy or process Task 1: Provide systemic and systematic interventions for students failing or at-risk of academic failure.</p>	<p><i>SAC Documentat ion; Faculty Meeting Documentatio n; Intervention Documentation</i></p>	<p><i>Classroom Teachers; ESE Teachers; Administratio n; Counselors; School Psychologists</i></p>	<p><i>October 2012- March 2013</i></p>	<p><i>Forms provided by RtI Coach</i></p>	<p><i>Performan ce Matters and FAIR Data; Training as needed for interventions and RtI</i></p>	<p><i>No funding needed.</i></p>
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Goal 1: Student Performance Content Area: <u>Reading</u> Goal 2: Student Performance Content Area: <u>Math</u> Goal 3: Student Performance: Content Area: <u>Writing</u> Goal 4: Student Performance Content Area: <u>Science</u> Goal 5: <u>Parental Involvement</u> Goal 6: <u>Other: Ex. School Climate, Attendance, other measureable school-specific goal.</u>					
Goal 4: By 2013, students' academic performance in Science will improve by 15% in the 5th grade over last years' results as measured by the FCAT Science.					
Strategies, Indicators and Progress Measures					
I. Strategy 4: Implement the research-based strategy of using designing and modifying instruction (with a focus on STEM opportunities and Lesson Study) to deepen students' understanding of content area and student learning while addressing preconceptions and misconceptions.					
*Progress measures are for the purpose of reaching your 3-5 year school improvement goals and AMO's.	Progress Measure August 2012	Progress Measure August 2013	Progress Measure August 2014	Progress Measure August 2015	Progress Measure August 2016

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<p>II. Adult Implementation Indicator (s): “CAUSE DATA”</p> <p>100% of teachers, PK-6, will implement the research-based strategy of designing and modifying instruction (with a focus on STEM opportunities) to deepen students' understanding of content area and advance student learning while addressing preconceptions or misconceptions.</p>	<p>* PK-Gr.4 30% * Gr. 5-6 40%</p>	<p>*PK- Gr. 4 45% *Gr. 5-6 55%</p>	<p>*PK-Gr. 4 60% *Gr. 5-6 70%</p>	<p>*PK-Gr.4 85% *Gr. 5-6 85%</p>	<p>*PK-Gr. 4 100% *Gr. 5-6 100%</p>
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
<p>III. Student Performance Indicator(s): “EFFECT DATA”</p> <p>Students will consistently increase FCAT Science scores until w.</p>	Gr.5 46% (54%)	Gr. 5 52.75% (47.25%)	Gr. 5 59.5% (40.5%)	Gr. 5 66.25% (33.75%)	Gr. 5 73% (27%)
<p>IV. Student Performance Indicator (s): “EFFECT DATA”</p> <p>Students will consistently increase FCAT Science scores until we reduce the percentage of students who are non-proficient by at least 50% by 2016.</p>	Gr.5 46% (54%)	Gr. 5 52.75% (47.25%)	Gr. 5 59.5% (40.5%)	Gr. 5 66.25% (33.75%)	Gr. 5 73% (27%)

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>4.1 Teachers will model higher-level questioning and thinking through Think-Alouds Task 1: Teachers will conduct a book study on higher level thinking and questioning techniques and STEM opportunities through common planning time.</p> <p>Task 2: Teachers will plan to integrate the use of higher order questioning and STEM opportunities through a Think Aloud through the Lesson Study cycle in grade level classrooms.</p>	<p>Sign-in, Agendas, Evaluation Forms, Observation</p>	<p>Administration, Grade Level Chair Person</p>	<p>2012-2013</p>	<p>Copies of the book for the Book Study Lesson Study cycles, common planning time, release time to observe</p>	<p>Lesson Study and professional development using examples of higher order questioning, classroom work samples to share with staff.</p>	<p>4.1 District Training utilizing Military Families Grant</p>
<p>4.2 Teachers engage students in activities that require comparison and/or clarification Task 1: Incorporate inquiry project based learning in daily instruction by students participating in the Science Fair activities and allotting one 30 minute block per week for students to work on projects.</p> <p>Task 2: Schedule preliminary judging and events throughout the year to prepare students for the school-wide Science Fair.</p>	<p>Lesson Plans, observations, Science Fair projects, School-wide Science Fair</p>	<p>Administration, Science Committee</p>	<p>2012-2013 school year</p>	<p>Science Fair project boards</p>	<p>District training for the School Science Fair Coordinator</p>	<p>4.2 Awards and Science Fair materials purchased through school budget 0100.5100.0510.0261.1183</p>
<p>4.3 Teachers will ask students to explain their thinking to determine misconceptions Task 1: Students in grades 2-6 will utilize Science Inquiry Notebooks to work in cooperative groups and write observations and explanations.</p>	<p>Lesson Plans, observations, Science Inquiring Notebooks</p>	<p>Administration, Teachers</p>	<p>2012-2013 school year</p>	<p>Science Inquiry Notebooks</p>	<p>STEM training from Grant</p>	<p>4.3 District Training</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.</u> <u>School Climate, Attendance, other measureable school-specific goal.</u>					
Goal 5: By 2013, Parental Involvement at Doctors Inlet will improve by 10% over the previous year as measured by attendance at after-school and community events.					
Strategies, Indicators and Progress Measures					

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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.	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 fostering two-way home/school communication with all stakeholders to support student learning.	*80%	85%	90%	95%	100%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
III. Student Performance Indicator (s): “EFFECT DATA” Grade levels will consistently increase parental involvement by improvement in attendance at all events, which will also positively impact academic achievement in all tested grades by 50% by 2016.	*PK-Gr. 6 60% (40%)	PK- Gr. 6 65% (35%)	PK-Gr. 6 70% (30%)	PK-Gr. 6 75% (25%)	PK- Gr. 6 80% (20%)

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>5.1 Teachers volunteer resources and guidance as needed Task 1: Staff will plan and implement a Reading Festival in October to encourage parental involvement in literacy activities. Task 2: Grade levels will add events monthly to the weekly newsletter to inform parents of upcoming events and will communicate daily through the student planners. Task 3: Grade levels will organize a School-wide Science Fair and Family Fun Night in April. Classes with the highest parent involvement will receive a pizza party.</p>	<p>Reading Festival Committee Minutes, Attendance Sheets, Grade Level Meeting Minutes, Newsletters</p>	<p>Administration, Faculty and Staff</p>	<p>2012-2013</p>	<p>Reading Festival materials, food, prizes, paper, copier, Student Planners, Copies of "The Toughest Cowboy" for teachers for the Reading Festival</p>	<p>None required</p>	<p>5.1 School Budget 0100.5100.0510.0261.1183</p>
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<p>Smart Goals Smart = Specific Measurable Attainable Realistic Timely</p>					
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2012-2013 School Improvement Plan

<p>Goal 1: Student Performance Content Area: <u>Reading</u></p> <p>Goal 2: Student Performance Content Area: <u>Math</u></p> <p>Goal 3: Student Performance: Content Area: <u>Writing</u></p> <p>Goal 4: Student Performance Content Area: <u>Science</u></p> <p>Goal 5: <u>Parental Involvement</u> Goal 6: <u>Other: Ex. School Climate, Attendance, other measureable school-specific goal.</u></p>					
<p>Goal 6: By the end of the 2013 school year, Doctors Inlet students will decrease discipline referral occurrences by 30% by participating in a school-wide discipline program using research-based strategies and positive incentives.</p>					
<p>Strategies, Indicators and Progress Measures</p>					
<p>Strategy 6: Implement the research-based FOUNDATIONS program school-wide to ensure consistent discipline expectations are met by every student.</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>I. Adult Implementation Indicator (s) : “CAUSE DATA” 100% of teachers will implement the research-based FOUNDATIONS program, school-wide to ensure consistent discipline expectations are met by every student.</p>	<p>*60%</p>	<p>70%</p>	<p>80%</p>	<p>90%</p>	<p>100%</p>
	<p>Discipline Data August 2011-2012</p>	<p>Discipline Data August 2012-2013</p>	<p>Discipline Data August 2013-2014</p>	<p>Discipline Data August 2014-2015</p>	<p>Discipline Data August 2015-2016</p>

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<p>II. Student Performance Indicator (s): “EFFECT DATA”</p> <p>Students will consistently decrease discipline occurrences by 50% by 2016.</p>	163 occurrences	152.8125 occurrences	142.675 occurrences	132.4375 occurrences	122.25 occurrences
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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>6.1 Teachers will proactively address behaviors Task 1: Teachers will be using the Foundations School-wide Discipline procedures and Guidelines for Success using classroom lessons developed by the Foundations Team. Task 2: Teachers will use the Round Up procedures for tiered interventions before completing a behavior referral. Task 3: The school will use quarterly behavior rewards and the monthly Student of the Month Award for students demonstrating appropriate behavior and/or marked improvements in behavior. Task 4: Students will use the SNAP Box to reduce bullying behaviors.</p>	<p>Monitoring of discipline data; Observations and Walkthroughs; Lesson Plans; Awards</p>	<p>Administrati on, Teachers, Staff</p>	<p>Task 1: August, 2012 Task 2 and 3: 2012-2013 school year</p>	<p>Foundation Materials, Student Awards</p>	<p>Professional Development on school level from Foundations Team</p>	<p>6.1 School Budget 0100.5100.0510.0261.1183 Internal Account- General and PFA funds</p>

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DIS 2012/2013 School Improvement Plan/Professional Development Plan Budget

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

Resources Needed: Material / Technology / Trainer			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount
5.1 Parent Involvement-Reading Festival	50 copies of "The Toughest Cowboy" book	0100.5100.0590.0261.1183	\$179.50
Subtotal: \$179.50			
Professional Development			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount
Conference/Workshop/Seminar/Institute/Online PD 1. Goal and Action Step #(s) 3.1 Title : <i>Katherine Robinson Workshop for Writing</i> Location: <i>Lakeside Elementary School</i> Dates: <i>August 10, 2012</i> Sponsoring Educational Institution:	Mileage 0 Meals 0 Room 0 Registration \$23.00 per person (C. Clark, G. Drago) Substitute(s) n/a	Budget Strip 0100.6400.0330.0261.0000	\$46.00
Conference/Workshop/Seminar/Institute/Online PD Goal and Action Step #(s) 1.1, 1.2, 1.3, 2.1 Title : <i>DIS 12-13 PD 360 Video Clips</i> Location: <i>Doctors Inlet Elementary School</i> Dates: <i>August 7, 2012 – April 1, 2013</i> Sponsoring Educational Institution :NAESP	Mileage 0 Meals 0 Room 0 Registration 0 Substitute(s) n/a	Budget Strip-No Cost to school	N/A
Professional Learning Community Goal and Action Step #(s) 2.4 Navigator Plus Activity Title: <i>DIS 12-13 Step by Step Model Drawing</i>	Materials List and Cost: <i>6 Books Step by Step Model Drawing</i> <i>1 Draw Poster</i>	Budget Strip 0100.6400.0590.0261.0000	\$188.82
Professional Learning Community Goal and Action Step #(s) 3.2 Navigator Plus Activity Title: <i>DIS 12-13 Writers Workshop for the Common Core</i>	Materials List and Cost: <i>2 Books for Facilitators</i>	Budget Strip 0100.6400.0590.0261.0000	\$82.56
Professional Learning Community Goal and Action Step#(s) 1.2 Navigator Plus Activity Title: <i>DIS 12-13 CAFÉ – Daily 5</i>	Materials List and Cost: <i>DVD The Daily Five Alive</i> <i>5 Books Café</i>	Budget Strip 0100.06400.0590.0261.0000 0100.06400.0641.0261.0000	\$130.00 \$275.00

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Professional Learning Community Goal and Action Step #(s) 1.3, 3.2 Navigator Plus Activity Title: <i>DIS 12-13 Pathways to the Common Core</i>	Materials List and Cost: <i>Books</i>	Budget Strip <i>Internal Account 5100</i>	\$54.00
Lesson Study Goal and Action Step #(s) 1.3 Navigator Plus Activity Title: <i>DIS 12-13 K Lesson Study</i>	Materials List & Cost: "Leading Lesson Study" Book- No cost purchased in 2011-2012	Budget Strip: N/A	0
Lesson Study Goal and Action Step #(s) 2.3 Navigator Plus Activity Title: <i>DIS 12-13 Gr. 2 Lesson Study</i>	Materials List & Cost: : "Leading Lesson Study" Book- No cost purchased in 2011-2012	Budget Strip: N/A	0
Lesson Study Goal and Action Step #(s) 3.2 Navigator Plus Activity Title: <i>DIS 12-13 Gr. 3 Lesson Study</i>	Materials List & Cost: : "Leading Lesson Study" Book- No cost purchased in 2011-2012	Budget Strip: N/A	0
Lesson Study Goal and Action Step #(s) 3.1, 3.2 Navigator Plus Activity Title: <i>DIS 12-13 Gr. 4 Lesson Study</i>	Materials List & Cost: : "Leading Lesson Study" Book- No cost purchased in 2011-2012	Budget Strip: N/A	0
Lesson Study Goal and Action Step #(s) 2.3, 4.1 Navigator Plus Activity Title: <i>DIS 12-13 Gr. 5 Lesson Study</i>	Materials List & Cost: : "Leading Lesson Study" Book- No cost purchased in 2011-2012	Budget Strip: N/A	0
Lesson Study Goal and Action Step #(s) 2.3 Navigator Plus Activity Title: <i>DIS 12-13 Gr. 1 Lesson Study</i>	Materials List & Cost: : "Leading Lesson Study" Book- No cost purchased in 2011-2012	Budget Strip: N/A	0
Lesson Study Goal and Action Step #(s) 2.3, 4.1 Navigator Plus Activity Title: <i>DIS 12-13 Gr. 6 Lesson Study</i>	Materials List & Cost: : "Leading Lesson Study" Book- No cost purchased in 2011-2012	Budget Strip: N/A	0
School Workshop Goal and Action Step #(s) 2.2 Navigator Plus Activity Title: <i>DIS 12-13 Technology</i>	Materials List and Cost: 0 Consultant Fee: 0 Consultant Travel Expenses: 0 Substitutes: 0 Stipends: 0	Budget Strip: N/A	0

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School Workshop Goal and Action Step #(s) 6.1 Navigator Plus Activity Title: <i>DIS 12-13 Foundations</i>	Materials List and Cost: 0 Consultant Fee:0 Consultant Travel Expenses:0 Substitutes: 0 Stipends:	Budget Strip: N/A	0
School Workshop Goal and Action Step #(s) 6.1 Navigator Plus Activity Title: <i>DIS 12-13 Treatment and Care of the Diabetic Child</i>	Materials List and Cost: 0	Budget Strip: N/A	0
Subtotal: \$776.38			
Other			
Goal Area and Action Step Number	Description of Resources	Budget Strip	Available Amount
Subtotal: 0			
Grand Total: \$955.88			

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Internal Checklist – Training Provided by School

P.D.Activity	Details	Y	N	Comments
IF IT IS A:				
School-wide Training	Professional Development Details Goal the Activity is Supporting <u>Discipline</u>			
Foundations Team Training after County Workshops	<ul style="list-style-type: none"> ● Action Step #6.1 ● Name of Activity: Foundations Training ● Dates of Activity: September, 2012-May, 2013 ● Name of Consultant or Facilitator (if applicable)-N/A ● Consultant Services Agreement (if applicable)-N/A ● Materials: N/A 			
	Budget Items Required			
	<ul style="list-style-type: none"> ● Action Step # 6.1 ● Name of Activity: Foundations Training ● Funding Source- 0100.0261.5100.0510 ● Cost of Consultant –N/A ● Cost of Materials-N/A ● Cost of Substitutes (if applicable)-N/A 			
School-wide Training	Professional Development Details Goal the Activity is Supporting <u>Technology, Reading , Math, Writing</u>			
	Budget Items Required			
	<ul style="list-style-type: none"> ● Action Step # 6.1 ● Name of Activity: Technology Training ● Funding Source- N/A ● Cost of Consultant –N/A ● Cost of Materials-N/A ● Cost of Substitutes (if applicable)-N/A 			
School-wide Training	Professional Development Details Goal the Activity is Supporting <u>Discipline</u>			
	Budget Items Required			

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	<ul style="list-style-type: none"> Action Step # 6.1 Name of Activity: Treatment and Care of the Diabetic Child Funding Source- N/A Cost of Consultant –N/A Cost of Materials-N/A Cost of Substitutes (if applicable)-N/A 			
Learning Community	Professional Development Details Goal the Activity is Supporting <u>Math</u>			
(collaborative teams that gathers research and studies new programs or topics and shares their findings-must use Learning Community form)	<ul style="list-style-type: none"> Action Step # 2.4 Name of Activity: DIS12-13 Step by Step Model Drawing Dates of Activity: October, 2012- May, 2013 Title of Book or Focus: "Step by Step Model Drawing" 			
	Budget Items Required			
	<ul style="list-style-type: none"> Action Step # 2.4 Cost of Book/Teacher Materials: \$188.82 0100.6400.0590.0261.0000 			
Learning Community	Professional Development Details Goal the Activity is Supporting <u>Writing</u>			
(collaborative teams that gathers research and studies new programs or topics and shares their findings-must use Learning Community form)	<ul style="list-style-type: none"> Action Step # 3.2 Name of Activity: DIS12-13 Writers Workshop for the Common Core Dates of Activity: October, 2012- May, 2013 Title of Book or Focus: "Writers Workshop for the Common Core" 			
	Budget Items Required			
	<ul style="list-style-type: none"> Action Step # 3.2 Cost of Book/Teacher Materials: \$82.56 0100.6400.0590.0261.0000 			
Learning Community	Professional Development Details Goal the Activity is Supporting <u>Reading</u>			
(collaborative teams that gathers research and studies new programs or topics and shares their findings-must use Learning Community form)	<ul style="list-style-type: none"> Action Step # 1.2 Name of Activity: DIS12-13 CAFÉ - Daily 5 Dates of Activity: October, 2012- May, 2013 Title of Book or Focus: "The Daily Five Alive" DVD 			
	Budget Items Required			
	<ul style="list-style-type: none"> Action Step # 3.2 Cost of Book/Teacher Materials: \$405.00 0100.6400.0590.0261.0000 0100.6400.0641.0261.0000 			

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Learning Community	Professional Development Details Goal the Activity is Supporting <u>Writing, Reading</u>			
(collaborative teams that gathers research and studies new programs or topics and shares their findings-must use Learning Community form)	<ul style="list-style-type: none"> Action Step # 1.3, 3.2 Name of Activity: DIS12-13 Pathways to the Common Core Dates of Activity: October, 2012- May, 2013 Title of Book or Focus: "Pathways to the Common Core" 			
	Budget Items Required			
	<ul style="list-style-type: none"> Action Step # 3.2 Cost of Book/Teacher Materials: \$54.00 Internal Accounts 5100 			
Lesson Study/Action Research	Professional Development Details Goal the Activity is Supporting <u>Reading</u>			
(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 # 1.3 Name of Activity: DIS 12-13 K Lesson Study Dates of Activity: October, 2012-May, 2013 Teaching strategy or method to be researched: Reading Strategies, Questioning, Feedback 			
	Budget Items Required			
	<ul style="list-style-type: none"> Action Step # 1.3 Cost of Teacher Materials (If applicable) N/A 			
Lesson Study/Action Research	Professional Development Details Goal the Activity is Supporting <u>Math</u>			
(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 # 2.3 Name of Activity: DIS 12-13 1 Lesson Study Dates of Activity: October, 2012-May, 2013 Teaching strategy or method to be researched: Math Strategies, Questioning, Feedback 			
	Budget Items Required			
	<ul style="list-style-type: none"> Action Step # 2.3 Cost of Teacher Materials (If applicable) N/A 			
Lesson Study/Action Research	Professional Development Details Goal the Activity is Supporting <u>Math</u>			

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(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 # 2.3 Name of Activity: DIS 12-13 2 Lesson Study Dates of Activity: October, 2012-May, 2013 Teaching strategy or method to be researched: Math Strategies, Questioning, Feedback 			
	Budget Items Required			
	<ul style="list-style-type: none"> Action Step # 2.3 Cost of Teacher Materials (If applicable) N/A 			
Lesson Study/Action Research	Professional Development Details			
	Goal the Activity is Supporting <u>Writing</u>			
(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 # 3.2 Name of Activity: DIS 12-13 3 Lesson Study Dates of Activity: October, 2012-May, 2013 Teaching strategy or method to be researched: Writing Strategies, Questioning, Feedback 			
	Budget Items Required			
	<ul style="list-style-type: none"> Action Step # 3.2 Cost of Teacher Materials (If applicable) N/A 			
Lesson Study/Action Research	Professional Development Details			
	Goal the Activity is Supporting <u>Writing</u>			
(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 # 3.1, 3.2 Name of Activity: DIS 12-13 4 Lesson Study Dates of Activity: October, 2012-May, 2013 Teaching strategy or method to be researched: Writing Strategies, Questioning, Feedback 			
	Budget Items Required			
	<ul style="list-style-type: none"> Action Step # 3.1, 3.2 Cost of Teacher Materials (If applicable) N/A 			
Lesson Study/Action Research	Professional Development Details			
	Goal the Activity is Supporting <u>Math, Science</u>			
(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 # 2.3, 4.1 Name of Activity: DIS 12-13 5 Lesson Study Dates of Activity: October, 2012-May, 2013 Teaching strategy or method to be researched: Math and Science (STEM) Strategies, Questioning, Feedback 			
	Budget Items Required			

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	<ul style="list-style-type: none"> Action Step # 2.3, 4.1 Cost of Teacher Materials (If applicable) N/A 			
Lesson Study/Action Research	Professional Development Details Goal the Activity is Supporting <u>Math, Science</u>			
	<ul style="list-style-type: none"> Action Step # 2.3, 4.1 Name of Activity: DIS 12-13 6 Lesson Study Dates of Activity: October, 2012-May, 2013 Teaching strategy or method to be researched: Math and Science (STEM) Strategies, Questioning, Feedback 			
	Budget Items Required			
	<ul style="list-style-type: none"> Action Step # 2.3, 4.1 Cost of Teacher Materials (If applicable) N/A 			
Timelines				
Start Date: August 2, 2012				
End date: September 21, 2012				
Budget				
Local FTE (function 6400-no project)	\$776.38			
Project - 1183 Project - Project -	\$179.50			
Total Internal PD Budget (no project & project funds)	\$955.88			