

2012-2013 School Improvement Plan

SCHOOL NAME: Fleming Island High School

School Based Leadership Team

2012-2013 School Improvement Plan

Response to Instruction/Intervention (RtI)

Identify the school-based RtI Leadership Team.

- Indicate who is on the team and their position. Also explain why they have been included on the team.

Vice Principal: (Teresa Hankel) Appoints Intervention Team Facilitator, establishes meeting days and times, ensures support for successful intervention fidelity, works to build consensus and consistency of implementation at the school level, designs RtI Leadership Team schedule, creates staff development opportunities to support the implementation of RtI, allocates school resources needed to implement RtI, and informs all administration of current RtI updates and progression.

General Education Teachers: The committee consists of teachers from each content area: English (Judy Denio), Math (Kimberli Repper), Science (Marsha Otti), and Social Studies (Calvin Malone and Jacqueline Jenkins-CAR PD certified). Members contribute information about Next Generation Sunshine State Standards, Common Core Standards, and curriculum, analyze screening data to determine whether students are meeting benchmarks, identify students by Tiers to determine focus for team members regarding intervention, implement Tier I interventions and Progress Monitoring, help develop “common assessments” among course/subjects within the grade level or subject area, and share and implement interventions with the students.

Exceptional Student Education (ESE) Teachers: The committee also consists of two teachers who are dually certified in ESE and regular education subject areas Language Arts (Judy Denio) and Science (Marsha Otti). They participate in co-teaching and small group instruction. They share intervention ideas and strategies with regular education teachers to help Tier 2/3 students reach mastery benchmark assessments, collect data for Tiers, and incorporate specific strategies they have been trained in such as Strategic Instruction Model (SIM) to help facilitate Tier 3 data collection.

Reading/Intervention Coach: (Joann Henning) Assists in gathering data for SBLT meetings, recommend interventions for Tier I and Tier 2, provides professional development on RtI and interventions to RtI members and faculty, assists with RtI paperwork, serves as a liaison between RtI and district office, provides support in monitoring intervention plans, and screens Progress Monitoring Plans to ensure they coincide with RtI.

Intervention Teacher Facilitator: (Jennifer Blackwood) Uses information gained at RtI meetings to work with and to support teachers on intervention teams for Tier 3 data, coordinates activities, consults with teachers and Intervention Team members, maintains all record keeping to ensure that all collected data are available, facilitates team problem-solving process by assisting in the development, monitoring, data collection, and evaluation of Intervention Plans and activities, keeps and up-to-date electronic log of Intervention Team activities that is sent to the Director of Student Services, and ensures all paperwork is completed when submitting an ESE referral if necessary.

School Psychologist: Consults on cases involving students when requested by school personnel, conducts classroom observations, completes psycho-educational assessments/evaluations, provides recommendations based on evaluations, provides interagency collaboration, and serves as an expert on assessment and diagnostic criteria for ESE categories and Section 504 categories.

- **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 global purpose of the RtI team is to modify instructional environments to support student progress, make recommendations that have been determined to provide a high probability of success given the problem identified, collect relevant data and monitor student progress frequently to assess the response to the implementation recommended. To reach this goal the team will meet once a month to ensure the fidelity of implementation occurs at school, oversee the implementation of universal screening/progress monitoring, identify students who need interventions, analyze and interpret the data collected, identify potential reasons for non-responsiveness to interventions, recommend interventions and to ensure they are being implemented consistently and accurately, and to monitor intervention effectiveness and student progress. The following dates have been scheduled for these meetings to take place: September 25th, October 11th, November 13th, December 12th, January 15th, February 5th, April 9th, and May 21st.

We will work with the county and other schools by having all reading/intervention coaches and the intervention team facilitators meeting quarterly with the district to discuss the RtI progression throughout the year at schools. We will share intervention ideas, programs that are available through the county and how to obtain access. The entire district will use the same universal screener.

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- **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 school improvement plan addresses improving the scores of the lowest 25% of the student population. When the universal screener is given and the data is gathered the team will be able to identify Tier 2 and Tier 3 students. Once the tiers have been determined the RtI team will use the Problem Solving Process to identify and prioritize concerns, develop hypothesis on why these problems are occurring, develop interventions, and then monitor the interventions for a success rate. The students in Tier 2 will receive small group instruction with seven or fewer students, supplemental programs and/or instructional practices specifically identified and used for the individual student needs, and their progress will be monitored over a minimum four week period. If the interventions are working, the student's data points will increase showing improvements/ mastery of the benchmark. If the student continues to struggle, he or she will be moved to Tier 3. In Tier 3, the RtI team, the Instructional Team Facilitator and the teacher will work together to specifically identify area(s) of concern. The team will create a specific, measureable long and short term goal. The teacher will implement interventions for a specific duration (days), length of time (minutes), and in a group of no more than three students. The progress will be documented at least bi-weekly for a minimum of 16 weeks with progress monitoring checks every four weeks. The goal is to provide the student with the most intense instruction possible to improve their scores to the benchmark standards.

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.**

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- **Describe the plan to train staff on RtI.**

The RtI committee received two full days of instruction during the 2010-2011 school year. Since that time, the ITF and reading coach have continued receiving quarterly professional development by the district. After their training, the ITF and reading coach have shared professional development with the RtI committee. In addition, the team has educated and will continue to educate the faculty at monthly faculty meetings. A majority of the faculty completed a voluntary five hour online training course defining and describing RtI provided by the Department of Education.

Literacy Leadership

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

Vice Principal: (Teresa Hankel) highly qualified reading endorsed, provides the vision for the use of data-based decision-making, verifies that the school based team is following the K-12 Reading Plan, confirms reading intervention support and documentation is taking place, verifies that all testing is conducted as required, ensures professional development is adequate for teachers to implement reading strategies, communicates with all stakeholders including parents regarding strategies and plans.

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Select General Education Teachers:

Math: (Cherelle Lapinski) highly qualified, works with lower 25% in math, serves as LLT secretary, delivers interventions to the math team to implement the K-12 Reading Plan

Science: (Marsha Otti) highly qualified, serves on the critical thinking committee, teaches Biology Honors, delivers interventions to peer teachers in her department

Social Studies: (Jacqueline Jenkins and Michelle Flynn) highly qualified, teaches AICE and AP course, delivers interventions to peer teachers to implement K-12 Reading Plan

Reading Department:

(Jan Clifton) highly qualified, ESE endorsed, ESOL endorsed, media specialist certified, Read 180 teacher, works with the lower 25% of students for 9th and 10th grade reading, participates in lesson study, co-teaches for a portion of her schedule. (Jordan Bright) – ESE endorsed, Reading Endorsed, ESOL endorsed, works with the lower 25% of juniors and seniors for reading, participates in lesson study

Media Specialist:

(Carol Papuga): highly qualified, Reading Endorsed, implements reading strategies with students during media center presentations and orientations, facilitates the student/parent/faculty book club monthly. (Janet Hallstrom): Media Specialist, technology support – Highly Qualified, implements reading strategies when presenting to students in the library for specific lessons and orientations.

Career and Tech Ed. (CTE):

(Teresa Cornett) highly qualified, Child Daycare Facility coordinator on site, Child Care Certification, Interior Design, Fashion Design, collaborates with peers to implement the K-12 Reading Plan.

Exceptional Student Education (ESE) Teachers:

(MaryBeth Ferguson) highly Qualified – SIMS Learning strategy teacher, participates in student data collection, facilitates lesson study, integrates core standards into instructional activities collaborates with other faculty members to ensure the K-12 Reading plan is implemented. (Jennifer Blackwood) ESE Support Facilitator, Intervention Team Facilitator of RTI, co-teach with Science and Math teachers to provide support for the lower 25% of students.

Instructional Coach Reading:

(JoAnn Henning) Highly qualified, NG-CAR-PD facilitator, RTI coach, Intervention Coach, Reading Endorsed, Masters in Curriculum and Instruction, develops, leads and analyzes current literature and develops strategies for implementing reading strategies across content areas, Collaborates with faculty to ensure K-12 Reading plan is implemented, assists with student data collection, coordinates administration of Performance Matters, data analysis, identifies systematic patterns in student need while working to identify and implement appropriate researched-based strategies, participates in designing and delivering professional development, provides support and models lessons that incorporate reading strategies specific to student needs.

Technology Specialist:

(Janet Hallstrom) highly qualified, media specialist, technology support, develops and/or recommends technology necessary to display data, provides professional development on using technology in the classroom to support reading strategies targeted for all learners, Discovery Education contact for implementing videos into classrooms, teaches orientation classes to incoming freshman on how to use the resources available in the media center, troubleshoots and repairs enhanced classrooms.

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

The school-based literacy leadership team (LLT) meets the first Wednesday of each month from 2:00-3:00 P.M. Cherelle Lapinski is the secretary. Teresa Hankel is the data coordinator. JoAnn Henning is the meeting coordinator. Michelle Flynn is the public relations with staff coordinators. Team members will consult with each other to create

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training sessions to be presented at the monthly faculty meetings. After each presentation, we will reflect and prepare for the next training session.

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

The major initiatives for SY 2012-2013 LLT include targeting the lowest 25% of students. While increasing learning gains for the lowest 25% from 53% to 57% during the last school year, our white and economically disadvantaged subgroups did not meet the 79% benchmark. We will continue to target these two subgroups as well as continue to support all learners at our school. We will attempt to increase the percentage of students making learning gains from 57% to 67.5% during SY 2012-2013. Our first strategy to support the lowest 25% as well as our entire student body, is the addition of NG-CAR-PD professional development for our content area teachers. This training program will take place throughout the entire school year and includes a practicum for integrating reading and comprehension strategies across content areas. Our reading coach will facilitate, model and support these teachers as they progress through the program. Our second focus is to support our entire staff by providing ongoing training regarding reading strategies for our entire faculty during our monthly meetings which will focus on Reference and Research skills. These continuing sessions presented by members of the LLT will discuss, and model strategies to be implemented across all content area classrooms.

Elementary Schools Only: Pre-School Transition

- Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

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

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

Professional Development will be a critical factor in ensuring that reading skills and strategies are infused across all departments. School administrators will visit classrooms regularly to evaluate the extent that reading instruction is being integrated. All departments will review data collected from Performance Matters and Compass Learning Assessments to determine reading strategies which are most in need of remediation. Teachers will be encouraged to participation in the NGCAR-PD.

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?

All students meet with the school guidance counselors twice annually to discuss performance and course options. Using ePEP, students work with counselors to develop an individual education plan.

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-National Honor Society and Spanish Honor Society students provide tutoring to level 1 and 2 students after school in the media center
- Service Learning-Students are presented community service opportunities via daily news and guidance bulletin board announcements
- Alternative Schooling-Students with multiple level 3 and 4 student code of conduct violations are recommended to the alternative school Bannerman Learning Center
- After School Opportunities- A seventh period Compass Day is offered for grade recovery

Early Interventions

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- Early Childhood Education-N/A
- Family Engagement –N/A
- Early Literacy Development-N/A

Making the Most of Instruction

- Professional Development –Teachers are provided professional development with reading and math students not meeting high school graduation assessment criteria
- Active Learning- Students struggling with emotional and/or behavioral concerns are referred to the community based SAP counselor
- Educational Technology- Students are given career technology opportunities to participate in digital design and web design courses
- Individualized Instruction-Reading 1.2.3 (page 9)

Making the Most of the Wider Community

- Systemic Renewal –Critical thinking activities are engaged with real life problem solving skills (i.e. reading a lease, buying a car, purchasing insurance)
- School-Community Collaboration-Outside speakers and business partners are brought into the school to speak with Government/Economic students about decision making and career choices
- Career and Technical Education-Students have the option of two academy opportunities: 1)Business and Finance 2)TV and Photo Journalism
- Safe Schools-Students have the option of talking with the school resource officer for problem resolution. Video cameras are also in place to secure safety and monitored by teachers.

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.**

FIHS is reviewing its course offerings to develop a more rigorous course directory in alignment with changing high school graduation requirements and accountability. The school provides opportunities to participate in Career and Technical Education programs, AP, AICE, Dual Enrollment, and honors-level courses. Teachers are encouraged to discuss these courses, and each student speaks with a guidance counselor to discuss their post-secondary plans. This includes sharing information and requirements to become eligible for Bright Futures. During common planning, teachers will review charts tracking graduation requirements and Bright Future requirements and intervene as necessary. Course and credit recovery opportunities are available through the on-line Compass Learning lab.

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Smart Goals Smart = Specific Measurable Attainable Realistic Timely					
Goal 1: Student Performance Content Area: <u>Reading</u> Goal 2: Student Performance Content Area: <u>Math</u> Goal 3: Student Performance: Content Area: <u>Writing</u> Goal 4: Student Performance Content Area: <u>Science</u> Goal 5: <u>Parental Involvement</u> Goal 6: <u>Other: Ex. School Climate, Attendance, other measureable school-specific goal.</u>					

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<p>Goal 1: By 2013, 78.5% of students will score a level 3 or higher in reading while decreasing the number of non-proficient readers on FCAT 2.0 at each grade level and subgroup currently not meeting proficiency targets based on previous year's FCAT data.</p>					
<p>Strategies, Indicators and Progress Measures</p>					
<p>I. I. Strategy 1: Implement the research-based strategy of developing learning experiences utilizing a variety of instructional strategies and resources, including appropriate technology, that require students to demonstrate a variety of relevant skills and competencies.</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>75% (6)</p>	<p>81%</p>	<p>87%</p>	<p>93%</p>	<p>100%</p>
	<p>FCAT/EOC August 2012</p>	<p>FCAT/EOC August 2013</p>	<p>FCAT/EOC August 2014</p>	<p>FCAT/EOC August 2015</p>	<p>FCAT/EOC August 2016</p>
<p>III. STUDENT PERFORMANCE INDICATOR(S): “EFFECT DATA” Students will consistently increase their FCAT Reading scores until reading 100% proficiency by 2016.</p>	<p>74% (26%)</p>	<p>80.5% (19.5%)</p>	<p>87% (13%)</p>	<p>93.5% (6.5%)</p>	<p>100%</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. Teachers will use strategies such as: K-W-L, anticipation guides, advance organizers, and preview questions to provide students with an opportunity to activate/preview content prior to the presentation of the actual content in class.</p> <p>Task 1: Teachers will establish a common ritual of utilizing K-W-L charts, anticipation guides, advance organizers, and preview questions in a pre-reading experience before reading/learning new content. This will allow students to make predictions about the text.</p>	<p><i>K-W-L charts, advance organizers, anticipation guides, preview questions</i></p>	<p><i>Reading Coach, Department chairs, administration</i></p>	<p><i>2012-2013 school year</i></p>	<p><i>Copies, examples of advance organizers, anticipation guides, preview questions, K-W-L chart</i></p>	<p><i>Possible PD for using K-W-L charts, anticipation guides, advance organizers, and preview questions effectively</i></p>	<p><i>No cost</i></p>

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<p>2. Teachers will hold data meetings following each benchmark and progress monitoring assessment to evaluate student progress and plan for instruction.</p> <p>Task 1: Teachers will utilize Performance Matters to gather data on students</p> <p>Task 2: Teachers will create a Data Notebook to track and monitor student progress.</p> <p>Task 3: Teachers will meet during common planning time to discuss student's strengths and weaknesses and use the data to drive instruction.</p>	<p>Sign-in sheet, data notebooks</p>	<p>Administration</p>	<p>2012-2013 school year</p>	<p>Computers, Performance Matters, paper</p>	<p>Administration will provide PD on Performance Matters to new teachers through our New Teacher Orientation and will provide assistance to teachers as needed.</p>	<p>No cost</p>
	<p>Data notebooks</p>	<p>Administration</p>	<p>2012-2013 school year</p>	<p>Notebooks, copies, paper</p>	<p>Possible PD on utilizing data notebooks</p>	<p>No cost</p>
	<p>Meeting notes, lesson plans</p>	<p>Department chairs, administration</p>	<p>2012-2013 school year</p>	<p>Data Notebooks</p>	<p>Support Facilitators Kimberly Hockersmith and Jennifer Blackwood to provide support for differentiated instruction</p>	<p>No cost</p>

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<p>3. Teachers will infuse Reading NGSSS into all core content areas as well as look ahead to integrating Common Core</p>						
<p>Task 1: Administration will provide professional development to facilitate an effective research-based lesson study for content area teachers.</p>	<p>Sign-in sheets, follow-up forms</p>	<p>Administration</p>	<p>2012-2013 school year</p>	<p>copies, possible books on content-area reading, substitutes</p>	<p>PD on various lesson study groups facilitated by content area teachers</p>	<p>0100.6400.0391.0551.000 0 \$672.00</p>
<p>Task 2: Teachers will be given the opportunity to participate in a lesson study in terms of reading across the content areas.</p>	<p>Sign-in sheet, agendas, follow-up forms</p>	<p>Teachers involved in the various lesson study groups, administration</p>	<p>2012-2013 school year</p>	<p>Substitutes</p>	<p>Lesson study groups will complete PD on reading in their content areas.</p>	<p>No Cost</p>
<p>Task 3: English teachers will participate in a PLC on transitioning to the Common Core.</p>	<p>Sign-in sheet, agendas, follow-up forms, student samples of work</p>	<p>English teachers, administration</p>	<p>2012-2013 school year</p>	<p>Copies, Book - transitioning to the Common Core</p>	<p>PLC on English and the Common Core</p>	<p>0100.6400.0391.0551.000 0 \$800.00</p>
<p>Task 4: Administrators will assist teachers in understanding the transition to the Common Core.</p>	<p>Sign-in sheets, follow-up forms</p>	<p>Administration</p>	<p>2012-2013 school year</p>	<p>Book:</p>	<p>PLC using the book</p>	<p>0100.6400.0391.0551.000 0 \$80.00</p>

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<p>4. Teachers will provide direct and explicit comprehension strategy instruction.</p> <p>Task 1: <i>Teachers (completing the NGCAR-PD) will be provided ongoing professional development.</i></p> <p>Task 2: <i>Reading Coach will support all teachers in using direct and explicit comprehension strategy instruction.</i></p>	<p><i>lesson plans, sign-in sheets, observations</i></p> <p><i>lesson plans, reading coach documentation observations</i></p>	<p><i>Reading coach, participating teachers, administration</i></p> <p><i>Reading coach, all teachers, administration</i></p>	<p><i>2012-13 school year</i></p> <p><i>2012-13 school year</i></p>	<p><i>Copies</i></p> <p><i>Copies</i></p>	<p><i>NGCAR-PD</i></p> <p><i>PD by the reading coach on direct and explicit comprehension strategy instruction</i></p>	<p><i>No Cost</i></p> <p><i>No cost</i></p>
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<p>5. Teachers will ask higher-order explicit questions that require elaborate inferences that go beyond what is explicitly taught.</p> <p>Task 1: Teachers will participate in bi-monthly Critical Thinking Time with students in all grade levels to promote the use of higher-order questions as well as infuse higher-order questioning in their classrooms</p> <p>Task 2: Teachers will be provided the opportunity to participate in a lesson study specific to their content area in regards to asking higher-order explicit questions.</p> <p>Task 3: Teachers will use effective feedback strategies with students.</p> <p>Task 4: Elective Teachers will utilize reading strategies</p>	<p>Critical Thinking lesson plans; student work; observation</p>	<p>Critical Thinking Committee, all teachers, administration</p>	<p>2012-2013 school year</p>	<p>copies, paper weekly time for school-wide Critical Thinking</p>	<p>PD on higher-order questioning techniques; Reading Coach</p>	<p>No cost</p>
	<p>Sign-in sheet, agendas, follow-up forms, lesson plans</p>	<p>Administration</p>	<p>2012-2013 school year</p>	<p>copies, possible books on higher-order questioning</p>	<p>PD in content area in regards to using higher-order explicit questioning in the classroom.</p>	<p>No cost</p>
	<p>Sign-in sheets; follow-up forms</p>	<p>Administration; teachers</p>	<p>October 2012; on-going</p>	<p>Book: <u>Influences on Student Learning</u> by John Hattie</p>	<p>PD on using feedback effectively</p>	<p>0100.6400.0391.0551.0000 \$38.95</p>
	<p>Hard to Measure Assessment Project</p>	<p>Kim Pereira</p>	<p>September 13th and 14th, 2012 Orlando, FL</p>	<p>Substitute</p>	<p>Follow Up Forms: SCH 1-2178 and SCH-1-2150</p>	<p>0100.6400.0391.0551.0000 \$240.00</p>

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<p><i>across the content areas to assist students in passing state assessments</i></p> <p>Task 5: <i>New teachers to AICE will use strategies to develop critical thinking skills within their class syllabus</i></p>	<p><i>Follow-up form; syllabus</i></p>	<p><i>Jason Poole</i></p>	<p><i>October 28th – 30th, 2012, Rockledge High School, FL</i></p>	<p><i>Substitute, registration, hotel, mileage, food</i></p>	<p><i>Cambridge & Cambridge International AS and A Level Professional Development</i></p>	<p>Registration/Hotel: <i>100.6400.0330.0551.1662</i> <i>\$560.00</i></p> <p>Remaining expenses: <i>0100.6400.0391.0551.000</i> <i>0</i> <i>\$240.00</i></p>
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Smart Goals Smart = Specific Measurable Attainable Realistic Timely					
Goal 1: Student Performance Content Area: <u>Reading</u> Goal 2: Student Performance Content Area: <u>Math</u> Goal 3: Student Performance: Content Area: <u>Writing</u> Goal 4: Student Performance Content Area: <u>Science</u> Goal 5: <u>Parental Involvement</u> Goal 6: <u>Other: Ex. School Climate, Attendance, other measureable school-specific goal.</u>					
Goal 2. By 2013, 75% of students will achieve a level 3 or above on the Algebra EOC while decreasing the number of non-proficient students at each sub-group currently not meeting proficiency targets based on previous year EOC data. By 2013, our mean student score for the Geometry EOC will increase to 58 from 56 with an emphasis on decreasing the number of non-proficient students across all sub-groups.					
Strategies, Indicators and Progress Measures					
I. Strategy 2: Implement the research-based strategy of developing learning experiences utilizing a variety of instructional strategies and resources, including appropriate technology, that require students to demonstrate a variety of relevant skills and competencies.					
*Progress measures are for the purpose of reaching your 3-5 year school improvement goals AND AMO's.	progress Measure August 2012	Progress Measure August 2013	Progress Measure August 2014	Progress Measure August 2015	Progress Measure August 2016

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<p>II. Adult Implementation Indicator (s): “CAUSE DATA” 100% of teachers will implement the research-based strategy of developing learning experiences utilizing a variety of instructional strategies and resources, including appropriate technology that requires students to demonstrate a variety of relevant skills and competencies.</p>	85% (3.75)	88.75%	92.5%	96.25%	100%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
<p>III. Student Performance Indicator (s): “EFFECT DATA” Students will consistently increase their performance on the Algebra 1 EOC and the Geometry EOC until reaching 100% of students performing proficiently in 2016.</p>	56% (44%)	67% (33%)	78% (22%)	89% (11%)	100%

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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 hold data meetings following each benchmark and progress monitoring assessment to evaluate student progress and plan for instruction.</p> <p>Task 1: Teachers will utilize Performance Matters to gather Data on students</p> <p>Task 2: Teachers will create a Data Notebook to track and monitor student progress.</p> <p>Task 3: Teachers will meet during common planning time to discuss student's strengths and weaknesses and use the data to drive instruction.</p>	<p>Sign-in sheet, data notebooks</p> <p>Data notebooks</p> <p>Meeting notes, lesson plans</p>	<p>Administration</p> <p>Administration</p> <p>Department chairs, administration</p>	<p>2012-13 school year</p> <p>2012-2013 school year</p> <p>2012-2013 school year</p>	<p>Computers, Performance Matters</p> <p>Notebooks, copies</p> <p>Data reports, copies, paper</p>	<p>Reading Coach will provide PD on Performance Matters to new teachers through our New Teacher Orientation and will provide assistance to teachers as needed.</p> <p>Possible PD on utilizing data notebooks</p> <p>Support Facilitators: Kimberly Hockersmith And Jennifer Blackwood to provide support for differentiating instruction</p>	<p>No Cost</p> <p>No Cost</p> <p>No Cost</p>

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<p>2.2 Teachers will ask higher-order explicit questions that require elaborate inferences that go beyond what is explicitly taught.</p> <p>Task 1: Teachers will participate in weekly Critical Thinking Time with students in all grade levels to promote the use of higher-order questions as well as infuse higher-order questioning in their classrooms</p> <p>Task 2: Teachers will be provided the opportunity to participate in a PLC specific to the content area of math that they instruct in regards to asking higher-order explicit questions.</p> <p>Task 3: Teachers will use effective feedback strategies with students.</p>	<p>Critical Thinking lesson plans; student work; observation</p>	<p>Critical Thinking Committee, all teachers, administration</p>	<p>2012-2013 school year</p>	<p>copies, paper weekly time for school-wide Critical Thinking</p>		<p>No Cost</p>
	<p>Sign-in sheet, agendas, follow-up forms, lesson plans</p>	<p>Administration; teachers involved in lesson study groups</p>	<p>2012-2013 school year</p>	<p>possible books on higher-order questioning</p>	<p>PLC in their content area in math in regards to using higher-order explicit questioning in the classroom.</p>	<p>No cost</p>
	<p>Sign-in sheets; follow-up forms; walk-throughs/ observations</p>	<p>Administration ; teachers</p>	<p>October 2012; on-going</p>	<p>Book: <u>Influences on Student Learning</u> by John Hattie</p>	<p>PD on using feedback effectively</p>	<p>0100.6400.0391.0551.000 0 \$38.95</p>

2012-2013 School Improvement Plan

School District of Clay County

Smart Goals Smart = Specific Measurable Attainable Realistic Timely					
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2012-2013 School Improvement Plan

<p>Goal 1: Student Performance Content Area: <u>Reading</u> Goal 2: Student Performance Content Area: <u>Math</u> Goal 3: Student Performance: Content Area: <u>Writing</u></p> <p>Goal 4: Student Performance Content Area: <u>Science</u> Goal 5: <u>Parental Involvement</u></p> <p>Goal 6: <u>Other: Ex. School Climate, Attendance, other measureable school-specific goal.</u></p>					
<p>Goal 3: By 2013, 60% of students in tenth grade (emphasis on high performing students) will score a 4.0 or above on the Writing portion of the FCAT.</p>					
<p>Strategies, Indicators and Progress Measures</p>					
<p>I. Strategy 3: Implement research-based writing strategies into curriculum across the content areas.</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 research-based writing strategies in their disciplines during instruction</p>	<p>84% (4)</p>	<p>88%</p>	<p>92%</p>	<p>96%</p>	<p>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>

2012-2013 School Improvement Plan

<p>III. Student Performance Indicator(S): “EFFECT DATA”</p> <p>Students will consistently increase their FCAT Writing scores until reaching 100% proficiency by 2016.</p>	<p>47% (53%)</p>	<p>60.25% (39.75%)</p>	<p>73.5% (26.5%)</p>	<p>86.75% (13.25)</p>	<p>100%</p>
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2012-2013 School Improvement Plan

Implementation Details

Action Steps	Evidence/ Data Sources	Person(s) Responsible/ Group(s)	Implementatio n Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p>3. 9th and 10th grade English teachers will hold Data meetings following each benchmark and progress monitoring assessment to evaluate student progress and plan for instruction.</p> <p><i>Task 1: Teachers will meet during common planning time to discuss student’s strengths and weaknesses and use that to create a writing plan for the 9th and 10th grade English classes.</i></p>	<p><i>Meeting minutes, writing plan, lesson plans, observations</i></p>	<p><i>Administration & 9th and 10th grade English teachers</i></p>	<p><i>Pre-planning; on-going 2012-13 school year</i></p>	<p><i>Copies, Student assessments</i></p>	<p><i>Possible PD on writing strategies</i></p>	<p><i>No Cost</i></p>
<p>3. Teachers will demonstrate knowledge of research-based practices of writing across the content areas.</p> <p><i>Task 1: Provide job-embedded professional development and support to all teachers on how to implement text-based writing across the content areas</i></p> <p><i>Task 2: Provide professional development and support to all teachers on how to use effective feedback with students in regards to their writing.</i></p>	<p><i>Sign-in sheet, department minutes</i></p> <p><i>Sign-in sheets; follow-up forms</i></p>	<p><i>Administration/ Roger Dailey</i></p> <p><i>Administrations</i></p>	<p><i>On-going monthly department meetings</i></p> <p><i>2012-2013</i></p>	<p><i>Copies</i></p> <p><i>copies, Book: <u>Influences on Student Learning</u> by John Hattie</i></p>	<p><i>PD on Document-Based Questioning</i></p> <p><i>PD on using feedback effectively</i></p>	<p><i>No Cost</i></p> <p><i>0100.6400.0391.0551.0000 \$38.95</i></p>

2012-2013 School Improvement Plan
School District of Clay County

Smart Goals Smart = Specific Measurable Attainable Realistic Timely					
Goal 1: Student Performance Content Area: <u>Reading</u> Goal 2: Student Performance Content Area: <u>Math</u> Goal 3: Student Performance: Content Area: <u>Writing</u> Goal 4: Student Performance Content Area: <u>Science</u> Goal 5: <u>Parental Involvement</u> Goal 6: <u>Other: Ex. School Climate, Attendance, other measureable school-specific goal.</u>					
Goal 4: By 2013, we will increase our Mean Scale Score on the Biology EOC from 54 to 58.					
Strategies, Indicators and Progress Measures					
I. Strategy 4: 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.					
*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 (with a focus on STEM opportunities) to deepen students' understanding of content area and advance student learning while addressing preconceptions or misconceptions.	70% (7.5)	77.5%	85%	92.5%	100%

2012-2013 School Improvement Plan

	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” Students will consistently increase their performance on the Biology EOC until reaching 100% of students performing in the high range by 2016.	53% (47%)	64.75% (35.25%)	76.5% (23.5%)	88.25% (11.75%)	100%

Implementation Details

Action Steps	Evidence/ Data Sources	Person(s) Responsible/ Group(s)	Implementatio n Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source

2012-2013 School Improvement Plan

<p>1. Teachers will hold data meetings following each benchmark and progress monitoring assessment to evaluate student progress and plan for instruction.</p> <p><i>Task 1: Teachers will create a Data Notebook to track and monitor student progress.</i></p> <p><i>Task 2: Teachers will meet during common planning time to discuss student's strengths and weaknesses and use the data to drive instruction.</i></p>	<p><i>Sign-in sheet, data notebooks</i></p> <p><i>Meeting minutes, writing plan, lesson plans, observations</i></p>	<p><i>Administration</i></p> <p><i>Administration science teachers</i></p>	<p><i>2012-13 school year</i></p> <p><i>2012-13 school year</i></p>	<p><i>Notebooks, copies</i></p> <p><i>Copies, Student assessment data</i></p>	<p style="text-align: center;"><i>P o s s i b l e D o n u s i n g d a t a n o t e b o o k s</i></p>	<p><i>No Cost</i></p> <p><i>No Cost</i></p>
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2012-2013 School Improvement Plan

<p>2. Teachers ask students to explain their thinking to determine misconceptions.</p> <p><i>Task 1: Teachers will break lessons into chunks for student or group discussion regarding the content being taught.</i></p> <p><i>Task 2: Provide professional development and support to all teachers on how to use effective feedback with students.</i></p>	<p><i>Lesson plans, observations</i></p> <p><i>Sign-in sheets; follow-up forms</i></p>	<p><i>Science teachers, administration</i></p> <p><i>administration</i></p>	<p><i>2012-13 school year</i></p> <p><i>2012-2013 school year</i></p>	<p><i>Copies</i></p> <p><i>Book: <u>Influences on Student Learning</u> by John Hatti</i></p>	<p><i>Possible PD on the strategy of chunking</i></p> <p><i>PD on using feedback effectively</i></p>	<p><i>No Cost</i></p> <p><i>0100.6400.0391.0551.0000</i></p> <p><i>\$38.95</i></p>
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<p>Smart Goals</p> <p>Smart = Specific Measurable Attainable Realistic Timely</p>					
<p>Goal 1: Student Performance Content Area: <u>Reading</u></p> <p>Goal 2: Student Performance Content Area: <u>Math</u></p> <p>Goal 3: Student Performance: Content Area: <u>Writing</u></p> <p>Goal 4: Student Performance Content Area: <u>Science</u></p> <p>Goal 5: <u>Parental Involvement</u> Goal 6: <u>Other: Ex. School Climate, Attendance, other measureable school-specific goal.</u></p>					
<p>Goal 5: By 2013, Parent Involvement will increase by 10% as measured by attendance at after-school and community events as compared to previous year's data.</p>					
<p>Strategies, Indicators and Progress Measures</p>					
<p>I. Strategy 5: Implement the research-based strategy of fostering two-way home/school communication with all stakeholders to support student learning.</p>					

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 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.	85% (3.75)	88.75%	92.5%	96.25%	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 until reaching 100% improvement in attendance at all events, which will also positively impact academic achievement in all grades and content areas by 2016.	65% (35%)	73.75% (26.25%)	82.5% (17.5%)	91.25% (8.75%)	100%

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

2012-2013 School Improvement Plan

<p>1. Teachers volunteer resources and guidance as needed</p> <p><i>Task 1: Staff will create a yearly calendar of events to add to the monthly newsletter informing parents of upcoming events.</i></p> <p><i>Task 2: Guidance will provide parents with up-to-date information on requirements for Florida Universities as well as Financial AID requirements and guidelines.</i></p>	<p><i>Newsletter, website, improvement in parent involvement</i></p> <p><i>Guidance newsletters, parent survey, parent/student conference notes</i></p>	<p><i>Administration teachers</i></p> <p><i>Guidance, teachers, administration</i></p>	<p><i>Summer 2012; on-going monthly</i></p> <p><i>2012-2013 school year</i></p>	<p><i>Copies,</i></p> <p><i>Copies</i></p>		<p><i>No Cost</i></p> <p><i>No Cost</i></p>
<p>2. Teachers will utilize batch e-mails to update parents on upcoming class projects/events.</p> <p><i>Task 1: Train teachers (if needed) on the use of batch e-mails.</i></p>	<p><i>Parent Survey, sample batch e-mails</i></p>	<p><i>teachers, administration</i></p>	<p><i>2012-13 school year</i></p>	<p><i>Technology</i></p>	<p><i>Possible PD on creating batch e-mails</i></p>	<p><i>No Cost</i></p>

<p style="text-align: center;">Smart Goals</p> <p>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> Goal 2: Student Performance Content Area: <u>Math</u> Goal 3: Student Performance: Content Area: <u>Writing</u> Goal 4: Student Performance Content Area: <u>Science</u> Goal 5: <u>Parental Involvement</u> Goal 6: <u>Other: Ex. School Climate, Attendance, other measurable school-specific goal</u></p>					
<p>Goal 6: By 2013, FIHS will improve School Climate by decreasing the number of discipline occurrences by 25% and providing a safe and secure learning environment 100% of the time.</p>					
<p>Strategies, Indicators and Progress Measures</p>					
<p>I. Strategy 6: Implement the research-based strategies for effective classroom management and provide a safe and secure learning environment.</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 research-based strategies for effective classroom management and safe and secure learning environment in order to improve the overall climate of the school.</p>	<p>90% (2.5)</p>	<p>92.5%</p>	<p>95%</p>	<p>97.5%</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>

2012-2013 School Improvement Plan

<p>III. Student Performance Indicator (s): “EFFECT DATA”</p> <p>100% of teachers will implement research-based strategies for effective classroom management and safe and secure learning environment in order to improve the overall climate of the school.</p>	<p>9th Grade=188(47) 10thGrade=150(38)) 11thGrade=136(34)) 12thGrade=243(61))</p>	<p>9thGrade=141(47) 10thGrade=112(38)) 11thGrade=102(34)) 12thGrade=182(61))</p>	<p>9thGrade=94(47) 10thGrade=74(38) 11thGrade=68(34) 12thGrade=121(61))</p>	<p>9thGrade=47(47) 10thGrade=36(36)) 11thGrade=34(34)) 12thGrade=61(60))</p>	<p>9th Grade= 0 10th Grade=0 11th Grade=0 12th Grade=0</p>
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2012-2013 School Improvement Plan

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>1. Teachers will proactively address behavior.</p> <p><i>Task 1: Teachers will receive professional development on research-based practices for effective teaching.</i></p>	<p><i>#of referrals; teacher observations</i></p>	<p>Administratio n</p>	<p><i>Pre-planning</i></p>	<p><i>Copies</i></p>	<p><i>PD on effective classroom strategies</i></p>	<p><i>No Cost</i></p>
<p>2. All faculty and staff will provide a safe and secure learning environment 100% of the time.</p> <p><i>Task 1: Teachers and staff will be provided with the opportunity to take CPR, First Aid, and AED training.</i></p> <p><i>Task 2: Teachers and staff will receive training on pro-active behaviors to minimize misbehaviors while on quarterly duty.</i></p>	<p><i>Sign-in sheets, follow-ups</i></p> <p><i>Sign-in sheets, follow-up</i></p>	<p><i>All teachers and staff, administration</i></p> <p><i>All teachers and staff, administration</i></p>	<p><i>2012-13 school year</i></p> <p><i>Pre-planning 2012</i></p>	<p>Trainers: Teresa Cornett Toni Padgett, copies</p> <p>Becky Murphy, copies</p>	<p><i>PD on CPR, First Aid, and AED training</i></p> <p><i>PD on effective pro-active behavior to reduce misbehavior</i></p>	<p><i>No Cost</i></p> <p><i>No Cost</i></p>

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 Complete Budget Strip	Available Amount FTE - \$10, 185.00
Reading 1.1.1, 1.2.2, 1.3.1, 1.3.3, 1.4.1, 1.5.1, 1.5.2	TBD	0100.5100.0551.1183	TBD
Math 2.1.1, 2.1.3, 2.2.1, 2.2.2	TBD	0100.5100.0551.1183	TBD
Writing 3.1.1, 3.2.1	TBD	0100.5100.0551.1183	TBD
Science 4.1.1, 4.1.2, 4.2.1, 4.2.2	TBD	0100.5100.0551.1183	TBD
Parent Involvement 5.1.1, 5.1.2	TBD	0100.5100.0551.1183	TBD
School Climate 6.1.1, 6.1.2	TBD	0100.5100.0551.1183	TBD
Subtotal: \$ TBD			
Professional Development			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount 6400 - \$3500.00 1662 - \$863.39 Total PF Available: \$4363.39
Conference/Workshop/Seminar/Institute/Online PD Goal and Action Step #(s) 1.5.4 Title : Hard to Measure Assessment Project Location: Orlando, FL Dates: 9-13-12; 9-14-12 Sponsoring Educational Institution: FLDOE	Mileage NA – pd by Hard to Measure Assessment Grant Meals NA – pd by Hard to Measure Assessment Grant Room NA – pd by Hard to Measure Assessment Grant Registration NA – pd by Hard to Measure Assessment Grant Substitute(s) 2 days – \$205.24 (2 days x \$102.62)	Budget Strip 0100.6400.0391.0551.0000	\$205.24
	Mileage NA – \$169.39 Meals NA – \$50 Room NA – \$198 Registration NA – \$450 Substitute(s) 2 days - \$205.24 (102.62 x 2)	Budget Strip Substitutes only: 0100.6400.0391.0551.0000	\$205.24
Goal and Action Step #(s) 1.5.5 Title : AICE Best Practices Location: Rockledge High School, FL Dates: 10-28-12; 10-29-12; 10-30-12 Sponsoring Educational Institution: Cambridge International	Mileage NA – \$169.39 Meals NA – \$50 Room NA – \$198 Registration NA – \$450 Substitute(s) 2 days - \$205.24 (102.62 x 2)	Room, registration, meals, mileage: 0100.6400.0330.0551.1662	\$863.39

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<p>Professional Learning Community Goal and Action Step#(s) – Reading / Action Step 1.3.3 Navigator Plus Activity Title: School 0551 2012-13 – Common Core Professional Development English I, I Honors, II, II Honors, III, III Honors PLC— Common Core English Implementation</p> <p>Goal and Action Step#(s) – Reading / Action Step 1.3.4 Navigator Plus Activity Title: School 0551 2012-13 – Common Core Administration PLC-- Common Core Administrator Implementation</p>	<p>Materials List & Cost: Professional Book: <u>Common Core for the English Classroom</u> for each participant - \$38.95 x 20 = \$779.00 Substitutes: NA</p> <p>Materials List & Cost: Professional Book: <u>Making the Common Core Standards Work</u> for each participant - \$38.95 x 2 = \$77.90 Substitutes: NA</p>	<p>Budget Strip 0100.6400.0391.0551.0000</p> <p>Budget Strip 0100.6400.0391.0551.0000</p>	<p>\$779.00</p> <p>\$77.90</p>
<p>Lesson Study Goal and Action Step #(s) 1.3.1 Navigator Plus Activity Title: FIH-12/13 Lesson Study Biology</p>	<p>Materials List & Cost: NA Substitutes: 102.62 a day for 6 teachers x 2 days = \$1231.44</p>	<p>Budget Strip 0100.6400.0391.0551.0000</p>	<p>\$1231.44</p>
<p>School Workshop Goal and Action Step #(s) 1.5.3; 2.2.3; 3.2.2; 4.2.2 Navigator Plus Activity Title: FIH-12/13 Effective Feedback Strategies in the Classroom</p>	<p>Materials List and Cost: Professional Book for presenters: <u>Influences on Student Learning</u> (38.95) Consultant Fee: NA Consultant Travel Expenses: NA Substitutes: NA Stipends: NA</p>	<p>Budget Strip 0100.6400.0391.0551.0000</p>	<p>\$38.95</p>
<p style="text-align: center;">Subtotal: \$3401.16</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 style="text-align: center;">Subtotal: \$</p>			
<p style="text-align: center;">Grand Total: \$3401.16</p>			

2012-2013 School Improvement Plan

P.D.Activity	Details	Y	N	Comments
IF IT IS A:				
School-wide Training	Professional Development Details Goal the Activity is Supporting <u>Reading (1)</u>			
	<ul style="list-style-type: none"> ● Action Step # - 1.5.3; 2.2.3; 3.2.2; 4.2.2 ● Name of Activity – Effective Feedback Strategies in the Classroom ● Dates of Activity – November 2012 ● Name of Consultant or Facilitator – Teresa Hankel/Becky Murphy ● Consultant Services Agreement - NA ● Materials: - Book: <u>Influence on Student Learning</u> by John Hatti (1 book) 			
	Budget Items Required			
	<ul style="list-style-type: none"> ● Action Step # - 1.5.3; 2.2.3; 3.2.2; 4.2.2 ● Name of Activity - Effective Feedback Strategies in the Classroom ● Funding Source – 0100.6400.0391.0551.0000 ● Cost of Consultant – NA ● Cost of Materials – \$38.95 ● Cost of Substitutes – NA ● Teacher Stipends - NA 			
Learning Community	Professional Development Details Goal the Activity is Supporting <u>Reading (1)</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 ● Name of Activity – School 0551 2012-13 – PLC- Common Core Professional Development English I, English I Honors, English II, English II Honors, English III ● Dates of Activity -- 2012-2013 school year ● Title of Book or Focus – Book: <u>Common Core for the English Classroom</u> (38.95 x20) 			

2012-2013 School Improvement Plan

	Budget Items Required			
	<ul style="list-style-type: none"> ● Action Step # - 1.3.3 ● Cost of Book/Teacher Materials - \$779.00 ● Funding Source – 0100.6400.0391.0551.0000 			
Learning Community	Professional Development Details			
	Goal the Activity is Supporting <u>Reading (1)</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 # - 1.3.4 ● Name of Activity – School 0001 2012-13 – PLC— Common Core Administrators ● Dates of Activity – 2012-13 school year ● Title of Book or Focus – <u>Making the Common Core Standards Work</u> (38.95 x 2) 			
	Budget Items Required			
	<ul style="list-style-type: none"> ● Action Step # - 1.3.4 ● Cost of Book/Teacher Materials - \$77.90 ● Funding Source – 0100.6400.0391.0551.0000 			
Lesson Study/Action Research	Professional Development Details			
	Goal the Activity is Supporting <u>Reading (1)</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 # - 1.3.1 ● Name of Activity – School 05511 2012-13 – Lesson Study- Biology ● Dates of Activity – 2012-2013 school year ● Teaching strategy or method to be researched – reading strategies used by NGCARP teachers will be used to assist with student understanding of biology passages both in textbook and on the EOC. 			
	Budget Items Required			
	<ul style="list-style-type: none"> ● Action Step # - 1.3.1 ● Cost of Teacher Materials – NA ● Substitutes - \$1231.44 (102.62 a day for 6 teachersx 6days) ● Funding Source – 0100.6400.039.0551.0000 			
Timelines				
Start Date: August 2, 2012				

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End date: June 6, 2013			
Budget			
Local FTE (function 6400-no project)	\$3500.00		
Project – 4013 (Title I) Project - Project -			
Total Internal PD Budget (no project & project funds)	\$3500.00		

Approvals: (Signature's required)

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

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

External Checklist

Training Not Provided by School/District

School Improvement Plan Supervisor: Shannah Kosek

Professional Development Assistant: Hilda Manning

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

Background			
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2012-2013 School Improvement Plan

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

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

2012-2013 School Improvement Plan

How is the training aligned to a research-based strategy for the Goal? In the comments section, please provide Goal and source of research-based strategy.			Reading, Action Step 1.5.5 Source – Cambridge International/AICE Best Practices
Training Details - Consultants			
Please use the comments section to provide the information requested.	Yes	No	Comments
Consultant Name and Organization – Please provide the trainers name and the organization with which they are affiliated.			
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			
Training Details – Conferences, Workshops, Seminars, Institutes, Online PD			
Please use the comments section to provide the information requested.	Yes	No	Comments
Name of educational organization providing the training.			Cambridge International
Who will be trained?			One Social Studies Teacher – Brian Gartner
Date(s), Location			October 28-30, 2012, Rockledge High School, FL
Total Cost			\$1068.63

2012-2013 School Improvement Plan

Complete budget line for expenses			0100.6400.0391.0551.0000 for substitutes (205.24) 0100.6400.0330.0551.1662 for registration, hotel, mileage, and food (863.39)
Name of facilitator/person responsible			Assistant Principal
Timelines			
	Ye s	No	Comments
Start Date October 28, 2012			
End Date October 30, 2012			
Budget			
Local FTE (function 6400-no project)			\$240.00
Project - 1662			\$560.00
Project -			NA
Project -			NA
Total External PD Budget (no project & project funds)			\$800.00

Approvals: (Signature's required)

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

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

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

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

External Checklist

Training Not Provided by School/District

School Improvement Plan Supervisor: Shannah Kosek

Professional Development Assistant: Hilda Manning

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

Background			
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2012-2013 School Improvement Plan

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

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Objectives			
	Ye s	No	Comments

2012-2013 School Improvement Plan

How is the training aligned to a research-based strategy for the Goal? In the comments section, please provide Goal and source of research-based strategy.			Reading, Action Step 1.5.3 Source – FL Dept. of Education – Hard to Measure Assessment Project
Training Details - Consultants			
Please use the comments section to provide the information requested.	Ye s	No	Comments
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			
Training Details – Conferences, Workshops, Seminars, Institutes, Online PD			
Please use the comments section to provide the information requested.	Ye s	No	Comments
Name of educational organization providing the training.			Florida Department of Education
Who will be trained?			One PE Teacher – Kim Periera
Date(s), Location			September 13-14, 2012, Orlando, FL
Total Cost			\$205.24
Complete budget line for expenses			0100.6400.0391.0551.0000
Name of facilitator/person responsible			Assistant Principal

2012-2013 School Improvement Plan

Timelines			
	Ye s	No	Comments
Start Date September 13, 2012			
End Date September 14, 2012			
Budget			
Local FTE (function 6400-no project)			\$205.24
Project -			NA
Project -			NA
Project -			NA
Total External PD Budget (no project & project funds)			\$205.24

Approvals: (Signature's required)

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

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

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

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