

## 2012-2013 School Improvement Plan

**SCHOOL NAME:** Lakeside Elementary 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.

**Principal:** Katina Allen – Ms. Allen 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.

**Select General Education Teachers (Primary and Intermediate):** Lucille Halifko (K), Carol Sebesta (1<sup>st</sup>), Jane Weldon (2<sup>nd</sup>), Laura Askelson (3<sup>rd</sup>), Lara Libretto (4<sup>th</sup>), Meghan Grybb (5<sup>th</sup>), Scott Torrens (6<sup>th</sup>), Kim Tracanna-Breault (Resource) – These primary and intermediate teachers provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.

**Exceptional Student Education (ESE) Teachers:** Priscilla Dupelle – Ms. Dupelle participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers.

**District Intervention Specialist:** Stephanie McRae – Ms. McRae comes to our school three times a week and 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 1, Tier 2, and Tier 3 intervention plans, and assists grade levels in the development of Professional Learning Communities and/or Lesson Studies.

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

**Technology Specialist:** Tim Wells – Mr. Wells develops or brokers technology necessary to manage and display data and provides professional development and technical support to teachers and staff regarding data management and display.

**Speech Language Pathologist:** Tammy Avery – Ms. Avery educates the team in the role language plays in curriculum, assessment, and instruction as a basis for appropriate program design. She also assists in the selection of screening measures, and helps identify systemic patterns of student need with respect to language skills.

**Student Services Personnel:** Susan Mazzella (Guidance Counselor), Suzanne Hall (Social Worker), Kelly Jernigan (Intervention Team Facilitator (ITF)) – Ms. Mazzella, Ms. Hall, and Ms. Jernigan provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, our school social worker continues to link child-serving and community agencies to the school 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 meet nine times this year and will be the coordinating body that identifies resources, collects and analyzes data, arranges professional development for the staff, and ensures implementation of the Problem Solving/Response to Intervention model so that all student needs are identified and met. The school-based RtI Leadership Team works with grade level teams and subject area committees (which include SAC chairpersons) to discuss information about core instruction, review collected data, and discuss Tier 1, 2, and 3 instruction/interventions and activities/materials.

- 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 will work collaboratively with grade level and vertical subject area committee teams to share data and student needs in order to develop the School Improvement Plan, and will be a collaborative partner in its implementation. The key role of the RtI Leadership Team is to ensure that the percentage of students meeting proficiency in core instruction (Tier 1) is 75-80%, the percentage of students requiring supplemental intervention with strategic instruction (Tier 2) is 10-15%, and the percentage of students needing intensive intervention (Tier 3) is no more than 5%. Additionally, at Tier 1, the team will ensure that student achievement is monitored to determine when standard classroom differentiation/intervention is needed. At Tier 2, the team will ensure that strategic intervention consists of targeted, supplemental, and evidence-based instruction that is provided when data diagnostic assessments indicate a need for additional intervention in small groups. Tier 2 instruction will be progress monitored at least

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monthly. At Tier 3, the team will ensure that intensive intervention is prescriptive, diagnostic, and evidence-based. Instruction will be provided in very small groups and will be progress monitored at least three times per week. It is essential that this instructional time be in addition to the normally scheduled time for the content area.

### ***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: Kindergarten Screening (data is maintained by homeroom teachers), FLKRS – Kindergarten (data is maintained by homeroom teachers and sent to the FLDOE), FAIR – K-6 (data is managed in the Progress Monitoring and Reporting Network, or PMRN), FCAT (data is managed in Dashboard, DataStar, Performance Matters, and FOCUS), Performance Matters (data for math and science tests are managed in Performance Matters), Clay Writes (data is managed by homeroom teachers)

End of Year: FAIR, FCAT, Florida Writes, Performance Matters

Frequency of Data Days: Monthly for data analysis

- Describe the plan to train staff on RtI.

Extensive professional development must take place to implement RtI. The ITF and School Psychologist will initially be responsible for professional development to ensure school-wide implementation of RtI. The training will start with large group instruction, followed by small group instruction (grade levels), and, as needed, one on one.

### ***Literacy Leadership***

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

**Principal:** Katina Allen – Ms. Allen provides a common vision for the use of data-based decision making, ensures that the school-based team is implementing Clay County’s K-12 Reading Plan, ensures assessments are conducted as required, ensures implementation of reading intervention support and documentation as seen in teacher lesson plans, ensures adequate professional development to support effective reading implementation, and communicates with parents and the SAC committee regarding reading plans and activities.

**Select General Education Teachers (Primary and Intermediate):** Sheryl Wetherill (K), Carol Sebesta and Gale Winn (1<sup>st</sup>), Bryn Lane (2<sup>nd</sup>), Marcy Pellett (3<sup>rd</sup>), Lara Libretto and Pam Beery (4<sup>th</sup>), Amanda Davis and Meghan Grybb (5<sup>th</sup>), Alayne Bylock (6<sup>th</sup>) – These primary and intermediate teachers provide information about core and supplemental reading instruction, participate in student data collection, deliver instruction/intervention, and collaborate with other staff to implement Clay County’s K-12 Reading Plan.

**Exceptional Student Education (ESE) Teachers:** Sandra Garrett and Deborah Nee – These teachers participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers through activities such as co-teaching, PLCs (Professional Learning Communities), and Lesson Studies.

**District Intervention Specialist:** Stephanie McRae – Ms. McRae provides guidance on the 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, and supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

**Media Specialist:** Kelly Jernigan – Ms. Jernigan promotes reading throughout the school using a variety of formats. She collaborates with parents, students, and teachers in establishing the media center as a place that fosters a community of learning, literacy, and inquiry that leads to high student achievement.

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

The team meets once a month to review baseline data used to drive classroom instruction and reviews progress monitoring data at the grade level and classroom level. 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. In addition, the team will provide K-3 parents with strategies that will help their children with reading

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skills at an annual literacy night event.

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

The LLT will work to effectively integrate the RtI process to ensure that all students receive appropriate reading instruction and interventions.

### ***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 Lakeside Elementary School, all incoming Kindergarten students are assessed prior to or upon entering Kindergarten in order to ascertain individual 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. 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 used to plan daily academic instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Core Kindergarten academic instruction will include daily explicit instruction, modeling, guided practice, and independent practice of all academic skills identified by screening data. FAIR will be re-administered mid-year and again at the end of the year in order to determine student learning gains and 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
- Alternative Schooling
- After School Opportunities

##### **Early Interventions**

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<ul style="list-style-type: none"> <li>■ Early Childhood Education</li> <li>■ Family Engagement</li> <li>■ Early Literacy Development</li> </ul> <p><b>Making the Most of Instruction</b></p> <ul style="list-style-type: none"> <li>■ Professional Development</li> <li>■ Active Learning</li> <li>■ Educational Technology</li> <li>■ Individualized Instruction</li> </ul> <p><b>Making the Most of the Wider Community</b></p> <ul style="list-style-type: none"> <li>■ Systemic Renewal</li> <li>■ School-Community Collaboration</li> <li>■ Career and Technical Education</li> <li>■ Safe Schools</li> </ul>
<p><i>Postsecondary Transition</i> Note: <b><u>Required for High School</u></b> – Sec. 1008.37(4), F.S.</p> <ul style="list-style-type: none"> <li>• Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the <u>High School Feedback Report</u>.</li> </ul>

### School District of Clay County

<b>Smart Goals</b> <b>Smart = Specific Measurable</b> <b>Attainable Realistic Timely</b>					
<b>Goal 1:</b> Student Performance Content Area: <u>Reading</u> <b>Goal 2:</b> Student Performance Content Area: <u>Math</u> <b>Goal 3:</b> Student Performance Content Area: <u>Writing</u> <b>Goal 4:</b> Student Performance Content Area: <u>Science</u> <b>Goal 5:</b> <u>Parental Involvement</u> <b>Goal 6:</b> <u>Technology</u> <b>Goal 7:</b> <u>Fitness</u>					

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<p><b>Goal 1:</b> By 2013, 80% of students (emphasis on students with disabilities, economically disadvantaged, minority, and the lowest 25%) will achieve proficiency (FCAT Level 3 or above) in <b>Reading</b>, which is a 4% increase over last year, and 75% of 4th, 5th, and 6th grade students will make learning gains compared to the previous year FCAT data, which is also a 4% increase.</p>					
<p><b>Strategies, Indicators and Progress Measures</b></p>					
<p><b>I. Strategy 1:</b> Implement the research-based strategy of using diagnostic student data from formative assessments to develop differentiated instruction and strategies to monitor student learning based on individual student needs in reading.</p>					
<p><b>*Progress measures are for the purpose of reaching your 3-5 year school improvement goals AND AMO's.</b></p>	<p><b>Progress Measure</b> August 2012</p>	<p><b>Progress Measure</b> August 2013</p>	<p><b>Progress Measure</b> August 2014</p>	<p><b>Progress Measure</b> August 2015</p>	<p><b>Progress Measure</b> August 2016</p>
<p><b>II. Adult Implementation Indicator (s):</b> <b>“CAUSE DATA”</b> 100% of reading teachers will implement the research-based strategy of using diagnostic student data from formative assessments to develop differentiated instruction and strategies to monitor student learning based on individual student needs in reading.</p>	<p>Grades PK-2 97% Grades 3-6 93.25%</p>	<p>Grades PK-2 97.75% Grades 3-6 94.94%</p>	<p>Grades PK-2 98.50% Grades 3-6 96.63%</p>	<p>Grades PK-2 99.25% Grades 3-6 98.31%</p>	<p>Grades PK-2 100% Grades 3-6 100%</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>
<p><b>III. STUDENT PERFORMANCE INDICATOR(S): “EFFECT DATA”</b> Students will consistently increase their FCAT reading scores until we reduce the % of students who are non-proficient by at least 50% by 2016.</p>	<p>3rd 73% (27%) 4th 73% (27%) 5th 68% (32%) 6th 84% (16%)</p>	<p>3rd 76.375% (23.625%) 4th 76.375% (23.625%) 5th 72% (28%) 6th 86% (14%)</p>	<p>3rd 79.75% (20.25%) 4th 79.75% (20.25%) 5th 76% (24%) 6th 88% (12%)</p>	<p>3rd (83.125%) (16.875%) 4th 83.125% (16.875%) 5th 80% (20%) 6th 90% (10%)</p>	<p>3rd 86.5% (13.5%) 4th 86.5% (13.5%) 5th 84% (16%) 6th 92% (8%)</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><b>1.1</b></p> <p><i>Teachers will use FAIR data reports to record and monitor student progress.</i></p> <p><b>Task 1:</b> Reading committee members will analyze FAIR data by grade level and identify the range of student abilities.</p>	<p>Reading Committee Meeting Minutes, Grade Level Team Meeting Minutes</p>	<p>Administrators, Reading Committee</p>	<p>September 2012 – June 2013</p>	<p>Scheduled committee meeting time, scheduled common planning time with grade level</p>	<p>(1)Data Analysis meetings (weekly)</p> <p>(2)FAIR training</p>	<p>(1)N/A</p> <p>(2)N/A</p>

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<p><b>1.2</b></p> <p><b>Teachers will meet with small groups of students based upon need.</b></p> <p><b>Task 1:</b> Teachers will use the identified range of student abilities to form small groups and differentiate instruction (especially for students with disabilities, economically disadvantaged, minority, and the lowest 25%).</p> <p><b>Task 2:</b> Teachers will increase the use of complex text to engage students in higher level thinking to meet the CCSS.</p>	<p>Lesson Plans, Learning Walks/ Observations, Data Notebooks</p> <p>Lesson Plans, Learning Walks/ Observations</p>	<p>Administrators, Reading Teachers</p> <p>Administrators, Teachers</p>	<p>September 2012 – June 2013</p> <p>September 2012 – June 2013</p>	<p>FAIR reports, Macmillan Treasures Universal Screener, leveled readers, Florida Ready (grades 3-6), teacher-made FCAT 2.0 questions, FCAT Explorer (grades 3-6), Starfall (grades K-2), Accelerated Reader, FCRR center activities, literacy stations, TumbleBooks, TrueFlix</p> <p>Teacher read-alouds, Complex Text Bank, Stephanie McRae, Media Center, classroom libraries</p>	<p>(1)Data Analysis meetings (weekly)</p> <p>(2)Classroom Instruction That Works (Marzano) PLC</p> <p>(3)Reading Workshop TBD</p> <p>(4)Reading Workshop TBD</p> <p>(1)LES English/ Language Arts Common Core PLC</p> <p>(2)High-Effect Instructional Strategies workshop</p>	<p>(1)N/A</p> <p>(2)0100.6400.0590.0352.0000</p> <p>(3)0100.6400.0510.0352.0000</p> <p>(4)0100.5100.0510.0352.1183</p> <p>(1)N/A</p> <p>(2)0100.6400.0590.0352.0000</p> <p>1.</p>
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<p><b>1.3</b> <b>Teachers will identify lower quartile students and their specific needs.</b></p> <p><b>Task 1:</b> Using multiple data sources (FAIR, Weekly Assessments, and teacher-made assessments) teachers will focus on the lowest 25% of students struggling in a particular reading area.</p> <p><b>Task 2:</b> Teachers will implement Tier 2 and/or Tier 3 interventions with the identified students.</p>	<p>Lesson Plans, Learning Walks/ Observations, Data Notebooks</p> <p>Lesson Plans, Learning Walks/ Observations, Tier 2 and/or 3 data collection forms</p>	<p>Administrators, Reading Teachers</p> <p>Administrators, Reading Teachers, RtI Team</p>	<p>2012-2013 School Year</p> <p>2012-2013 School Year</p>	<p>Teacher data, scheduled time for small groups differentiated instruction, SRA's Language for Learning (grades PK-K), Teach Your Child to Read in 100 Easy Lessons (grade K), Early Interventions in Reading (grades 1-2), activity bus transportation and funds for after-school FCAT tutoring</p> <p>Various interventions, RtI Leadership Team</p>	<p>(1)Data Analysis meetings (weekly)</p> <p>(1)Lesson Study (2) Data Analysis meetings (weekly)</p>	<p>(1)N/A</p> <p>Activity Bus - SIP funds 0100.5100.0510.035 2 .1182 and 0100.5100.0510.035 2 .1183</p> <p>(used for academic tutoring)</p> <p>(1,2)N/A</p>
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<b>Smart Goals</b> <b>Smart = Specific Measurable Attainable</b> <b>Realistic Timely</b>					
<b>Goal 1:</b> Student Performance Content Area: <u>Reading</u> <b>Goal 2:</b> Student Performance Content Area: <u>Math</u> <b>Goal</b> <b>3:</b> Student Performance Content Area: <u>Writing</u> <b>Goal 4:</b> Student Performance Content Area: <u>Science</u> <b>Goal</b> <b>5:</b> <u>Parental Involvement</u> <b>Goal 6:</b> <u>Technology</u> <b>Goal 7:</b> <u>Fitness</u>					
<b>Goal 2:</b> By 2013, 80% of students (emphasis on students with disabilities, economically disadvantaged, minority, and the lowest 25%) will achieve proficiency (FCAT Level 3 or above) in <b>Math</b> , which is a 4% increase over last year, and 80% of 4th, 5th, and 6th grade students will make learning gains compared to the previous year FCAT data, which is a 2% increase.					
<b>Strategies, Indicators and Progress Measures</b>					
<b>I. Strategy 1:</b> Implement the research-based strategy of using higher-order questioning techniques in math.					
<b>*Progress measures are for the purpose of reaching your 3-5 year school improvement goals AND AMO's.</b>	<b>progress Measure</b> August 2012	<b>Progress Measure</b> August 2013	<b>Progress Measure</b> August 2014	<b>Progress Measure</b> August 2015	<b>Progress Measure</b> August 2016
<b>II. Adult Implementation Indicator (s):</b> <b>“CAUSE DATA”</b> 100% of math teachers will implement the research-based strategy of using higher-order questioning techniques in math.	Grades PK-2 97% Grades 3-6 88.75%	Grades PK-2 97.75% Grades 3-6 91.56%	Grades PK-2 98.50% Grades 3-6 94.38%	Grades PK-2 99.25% Grades 3-6 97.19%	Grades PK-2 100% Grades 3-6 100%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016

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<b>III. Student Performance Indicator (s):</b> <b>“EFFECT DATA”</b> Students will consistently increase their FCAT math scores until we reduce the % of students who are non-proficient by at least 50% by 2016.	3rd 71% (29%)	3rd 74.625%	3rd 78.25%	3rd 81.875%	3rd 85.5%
	4th 71% (29%)	(25.375%)	(21.75%)	(18.125%)	(14.5%)
	5th 70% (30%)	4th 74.625%	4th 74.625%	4th 81.875%	4th 85.5%
	6th 92% (8%)	(25.375%)	(25.375%)	(18.125%)	(14.5%)
	5th 73.75%	5th 77.5%	5th 81.25%	5th 85% (15%)	
	(26.25%)	(22.5%)	(18.75%)		
	6th 93% (7%)	6th 94% (6%)	6th 95% (5%)	6th 95% (5%)	6th 96% (4%)

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### Implementation Details

<b>Action Steps</b>	<b>Evidence/Data Sources</b>	<b>Person(s) Responsible/ Group(s)</b>	<b>Implementation Timeline</b>	<b>Resources Needed: Material / Technology / Trainer</b>	<b>Related PD</b>	<b>Funding/Funding Source</b>
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<p><b>2.1</b> <b>Teachers will ask explicit questions that require students to infer.</b></p> <p><b>Task 1:</b> Math committee members will share CCSS information and discuss questioning techniques that can be used to facilitate better understanding of math concepts in the classroom.</p> <p><b>Task 2:</b> Teachers will plan to integrate the use of questioning techniques that help students become better problem solvers (especially with students with disabilities, economically disadvantaged, minority, and the lowest 25%).</p>	<p>Math Committee Meeting Minutes, Grade Level Team Meeting Minutes</p> <p>Lesson Plans, Learning Walks/ Observations</p>	<p>Math Committee, Math Teachers</p> <p>Administrators, Math Teachers</p>	<p>September 2012 – June 2013</p> <p>2012-2013 School Year</p>	<p>CCSS Training and assistance from District Curriculum Specialist</p> <p>CCSS Training and assistance from District Curriculum Specialist</p>	<p>(1)LES Math Common Core PLC</p> <p>(2)Data Analysis meetings</p> <p>(3)Lesson Study</p> <p>(4)High-Effect Instructional Strategies workshop</p> <p>(1)LES Math Common Core PLC</p> <p>(2)TBD (book based math PLC)</p>	<p>(1-3)N/A</p> <p>(4) 0100.6400.0590.0352.0000</p> <p>(1)N/A</p> <p>(2) 0100.6400.0590.0352.0000</p>
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<b>Smart Goals</b> <b>Smart = Specific Measurable</b> <b>Attainable Realistic Timely</b>					
<b>Goal 1:</b> Student Performance Content Area: <u>Reading</u> <b>Goal 2:</b> Student Performance Content Area: <u>Math</u> <b>Goal 3:</b> Student Performance Content Area: <u>Writing</u> <b>Goal 4:</b> Student Performance Content Area: <u>Science</u> <b>Goal 5:</b> <u>Parental Involvement</u> <b>Goal 6:</b> <u>Technology</u> <b>Goal 7:</b> <u>Fitness</u>					
<b>Goal 3:</b> By 2013, 80% of 4 <sup>th</sup> grade students will achieve proficiency (FCAT Level 3.5 or above) in <b>Writing</b> , which is a 1% increase over last year.					
<b>Strategies, Indicators and Progress Measures</b>					
I. <b>I. Strategy 3:</b> Implement the research-based strategy of modeling and promoting the importance of learning and academic achievement to all students in writing.					
<b>*Progress measures are for the purpose of reaching your 3-5 year school improvement goals and AMO's.</b>	<b>Progress Measure</b> August 2012	<b>Progress Measure</b> August 2013	<b>Progress Measure</b> August 2014	<b>Progress Measure</b> August 2015	<b>Progress Measure</b> August 2016
<b>II. Adult Implementation Indicator (s):</b> <b>“CAUSE DATA”</b> 100% of writing teachers will implement the research-based strategy of modeling and promoting the importance of learning and academic achievement to all students in writing.	73%	79.75%	86.5%	93.25%	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><b>III. Student Performance Indicator(S):</b>  <b>“EFFECT DATA”</b>          Students will consistently increase their FCAT Writing scores until we reduce the % of students who are non-proficient by at least 50% by 2016.</p>	4th 79% (21%)	4th 81.625% (18.375%)	4th 84.25% (15.75%)	4th 86.875% (13.125%)	4th 89.5% (10.5%)
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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><b>3.1</b></p> <p><i>Teachers will meet with students to establish specific learning goals.</i></p> <p><b>Task 1:</b> <i>Writing teachers will receive support on how to introduce specific learning goals in order to implement strategies that allow students to achieve mastery of the objectives stated in the Kathryn Robinson curriculum.</i></p>	<p><i>Writing Committee Meeting Minutes, Lesson Plans, Kathryn Robinson Curriculum</i></p>	<p><i>Administrators, Writing Committee, Writing Teachers</i></p>	<p><i>Present in August 2012, Implement September to March 1st, Assess from March to June 2013</i></p>	<p><i>Kathryn Robinson curriculum, scheduled time to meet with writing committee members during common planning time, Kathryn Robinson for professional development</i></p>	<p><i>(1) Kathryn Robinson Writing Workshop during preplanning</i></p>	<p><i>(1)</i></p> <p><i>a. Workshop 0100.6400.0310.0352.0000</i></p> <p><i>b. classroom materials 0100.6400.0510.0352.0000</i></p>
<p><b>3.2</b></p> <p><b>Students will explain the goal of the lesson and why it is important.</b></p> <p><b>Task 1:</b> <i>All students school-wide will show progress towards achieving mastery of the Kathryn Robinson writing objectives by writing across the content areas.</i></p>	<p><i>Writing Committee Meeting Minutes, Lesson Plans, Kathryn Robinson curriculum, Clay Writes, Student Writing Samples</i></p>	<p><i>Administrators, Writing Committee Members, Teachers</i></p>	<p><i>2012-2013 School Year</i></p>	<p><i>Kathryn Robinson curriculum, scheduled time to meet with writing committee members during common planning time</i></p>	<p><i>N/A</i></p>	<p><i>N/A</i></p>



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<p><b>3.3</b></p> <p><i>Teachers will meet with students regularly to discuss individual student progress.</i></p> <p><i><b>Task 1:</b> Teachers will assess student writing samples to determine whether specific Kathryn Robinson learning goals are met and will hold one-to-one conferences with students to remediate weaknesses and implement necessary strategies for improvement.</i></p>	<p><i>Lesson Plans, Learning Walks/ Observations, Student Writing Samples</i></p>	<p><i>Administrators, Writing Teachers</i></p>	<p><i>2012-2013 School Year</i></p>	<p><i>Kathryn Robinson curriculum, scheduled time to conference with students, scoring rubrics</i></p>	<p><i>N/A</i></p>	<p><i>N/A</i></p>
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## 2012-2013 School Improvement Plan

### School District of Clay County

<b>Smart Goals</b> <b>Smart = Specific Measurable</b> <b>Attainable Realistic Timely</b>					
<b>Goal 1:</b> Student Performance Content Area: <u>Reading</u> <b>Goal 2:</b> Student Performance Content Area: <u>Math</u> <b>Goal 3:</b> Student Performance Content Area: <u>Writing</u> <b>Goal 4:</b> Student Performance Content Area: <u>Science</u> <b>Goal 5:</b> <u>Parental Involvement</u> , <b>Goal 6:</b> <u>Technology</u> <b>Goal 7:</b> <u>Fitness</u>					
<b>Goal 4:</b> By 2013, 80% of students will achieve proficiency (FCAT Level 3 or above) in Science, which is a 10% increase over last year.					
<b>Strategies, Indicators and Progress Measures</b>					
I. <b>I. Strategy 4:</b> Implement the research-based strategy of planning and designing engaging, challenging, and relevant lessons to achieve student mastery based on state-adopted standards appropriate to the level of rigor in science.					
<b>*Progress measures are for the purpose of reaching your 3-5 year school improvement goals and AMO's.</b>	Progress Measure August 2012	Progress Measure August 2013	Progress Measure August 2014	Progress Measure August 2015	Progress Measure August 2016
<b>II. II. Adult Implementation Indicator (s):</b> <b>“CAUSE DATA”</b> 100% of science teachers will implement the research-based strategy of planning and designing engaging, challenging, and relevant lessons to achieve student mastery based on state-adopted standards appropriate to the level of rigor in science.	65.5%	74.125%	82.75%	91.375%	100%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016

## 2012-2013 School Improvement Plan

<p><b>III. III. Student Performance Indicator (s):</b>  <b>“EFFECT DATA”</b>                  Students will consistently increase their FCAT Science scores until we reduce the % of students who are non-proficient by at least 50% by 2016.</p>	<p>5th 70% (30%)</p>	<p>5th 73.75% (26.25%)</p>	<p>5th 77.5% (22.5%)</p>	<p>5th 81.25% (18.75%)</p>	<p>5th 85% (15)</p>
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## 2012-2013 School Improvement Plan

### Implementation Details

Action Steps	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p><b>4.1</b> <i>Teachers will engage students in problem solving, experimental inquiry, and/or investigation tasks.</i></p> <p><i>Task 1: Science committee members will use resources that allow for projects for all students school-wide that follow the scientific method and share techniques during common planning time.</i></p>	<p><i>Science Committee Meeting Minutes, Grade Level Team Meeting Minutes</i></p>	<p><i>Science Committee, Science Teachers</i></p>	<p><i>2012-2013 School Year</i></p>	<p><i>Scheduled committee meeting time, scheduled common planning time with grade level, sharing of science materials, science closet</i></p>	<p><i>Science Fair training for 6th grade science teachers, online textbook video training</i></p>	<p><i>N/A</i></p>
<p><b>4.2</b> <i>Teachers will use technology as appropriate.</i></p> <p><i>Task 1: Teachers will encourage students' use of online resources for reinforcing concepts.</i></p>	<p><i>National Geographic Online Science Site (grades K-5), myscienceonline.com (grade 6)</i></p>	<p><i>Science Teachers</i></p>	<p><i>2012-2013 School Year</i></p>	<p><i>Classroom computers, scheduled computer lab time, Tim Wells (instructional technology teacher) to introduce students to sciencebuddies.org</i></p>	<p><i>Data Analysis meetings</i></p>	<p><i>N/A</i></p>

## 2012-2013 School Improvement Plan

<b>Smart Goals</b> <b>Smart = Specific Measurable</b> <b>Attainable Realistic Timely</b>					
<b>Goal 1:</b> Student Performance Content Area: <u>Reading</u> <b>Goal 2:</b> Student Performance Content Area: <u>Math</u> <b>Goal 3:</b> Student Performance Content Area: <u>Writing</u> <b>Goal 4:</b> Student Performance Content Area: <u>Science</u> <b>Goal 5:</b> <u>Parental Involvement</u> <b>Goal 6:</b> <u>Technology</u> <b>Goal 7:</b> <u>Fitness</u>					
<b>Goal 5:</b> By 2013, all Lakeside Elementary School teachers and staff will improve Parental Involvement by 1% over the previous year as measured by the District School Climate survey for parents regarding receiving adequate information about their child's performance.					
<b>Strategies, Indicators and Progress Measures</b>					
<b>I. I. Strategy 5:</b> Implement the research-based strategy of fostering two-way home/school communication with all stakeholders to support student learning.					
<b>*Progress measures are for the purpose of reaching your 3-5 year school improvement goals and AMO's.</b>	<b>Progress Measure</b> August 2012	<b>Progress Measure</b> August 2013	<b>Progress Measure</b> August 2014	<b>Progress Measure</b> August 2015	<b>Progress Measure</b> August 2016
<b>II. II. Adult Implementation Indicator (s):</b> <b>"CAUSE DATA"</b> 100% of teachers will implement the research-based strategy of fostering two-way home/school communication with all stakeholders to support student learning with parental involvement.	92.5%	94.375%	96.25%	98.125%	100%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016

## 2012-2013 School Improvement Plan

<p><b>III. III. Student Performance Indicator (s):</b>  <b>“EFFECT DATA”</b>                  Lakeside Elementary School will consistently increase parental involvement until we reduce the % of parents who are not involved by at least 50% by 2016.</p>	<p>*89.4% (10.6%)                   *Data is from question #10 on the District School Climate survey for parents.</p>	<p>90.725% (9.275%)</p>	<p>92.05% (7.95%)</p>	<p>93.375% (6.625%)</p>	<p>94.7% (5.3%)</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
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## 2012-2013 School Improvement Plan

<p><b>5.1</b> <b>Teachers will improve parental involvement.</b></p> <p><b>Task 1:</b> Teachers will send home letters with students' scores on progress monitoring assessments.</p> <p><b>Task 2:</b> Teachers will conference with parents about their child's academic performance when necessary.</p>	<p><i>FAIR, Performance Matters, STAR, Clay Writes and FCAT Letters, Improvements in District School Climate Survey for Parents</i></p>	<p><i>Administrators , Teachers</i></p>	<p><i>2012-2013 School Year</i></p>	<p><i>Paper, ink, summer help from Mary Barth to input student data into the PMRN</i></p>	<p><i>Classroom Management workshop for new teachers facilitated by Pauline Jackson</i></p>	<p><i>Summer work hours - Mary Barth 0100.5100.0510.0352 .118 3</i></p>
	<p><i>Parent/Teacher Conference Logs, PMP Signature Pages, Data Notebooks, Improvements in District School Climate Survey for Parents</i></p>	<p><i>Administrators , Teachers</i></p>	<p><i>2012-2013 School Year</i></p>	<p><i>Copies, DataStar for PMPs</i></p>	<p><i>N/A</i></p>	<p><i>N/A</i></p>

<p><b>Smart Goals</b> <b>Smart = Specific Measurable</b> <b>Attainable Realistic Timely</b></p>					
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## 2012-2013 School Improvement Plan

<p><b>Goal 1:</b> Student Performance Content Area: <u>Reading</u></p> <p><b>Goal 2:</b> Student Performance Content Area: <u>Math</u></p> <p><b>Goal 3:</b> Student Performance Content Area: <u>Writing</u></p> <p><b>Goal 4:</b> Student Performance Content Area: <u>Science</u></p> <p><b>Goal 5:</b> <u>Parental Involvement</u> <b>Goal 6:</b> <u>Technology</u></p> <p><b>Goal 7:</b> <u>Fitness</u></p>					
<p><b>Goal 6:</b> By 2016, 100% of all students will increase their educational Technology skills through weekly instruction in technology resource class and through hands-on technology use in enhanced classrooms and school computer labs.</p>					
<p><b>Strategies, Indicators and Progress Measures</b></p>					
<p><b>I. Strategy 6:</b> 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><b>*Progress measures are for the purpose of reaching your 3-5 year school improvement goals AND AMO's.</b></p>	<p><b>Progress Measure</b> August 2012</p>	<p><b>Progress Measure</b> August 2013</p>	<p><b>Progress Measure</b> August 2014</p>	<p><b>Progress Measure</b> August 2015</p>	<p><b>Progress Measure</b> August 2016</p>
<p><b>II. Adult Implementation Indicator (s) :</b> <b>“CAUSE DATA”</b> 100% of teachers will implement the research-based strategy of developing learning experiences utilizing a variety of instructional strategies and resources, including appropriate technology, that require students to demonstrate a variety of relevant skills and competencies in technology.</p>	79%	84.25%	89.5%	94.75%	100%
	<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><b>III. Student Performance Indicator (s):</b>  <b>“EFFECT DATA”</b>                  Students will consistently increase their educational technology skills until we reduce the % of students who are non-proficient by at least 50% by 2016.</p>	<p>Grades K-2                  70% (30%)                  Grades 3-6                  83.2% (16.8%)</p>	<p>Grades K-2                  73.75% (26.25%)                  Grades 3-6                  85.3% (14.7%)</p>	<p>Grades K-2                  77.5% (22.5%)                  Grades 3-6                  87.4% (12.6%)</p>	<p>Grades K-2                  81.25% (18.75%)                  Grades 3-6                  89.5% (10.5%)</p>	<p>Grades K-2                  85% (15%)                  Grades 3-6                  91.6% (8.4%)</p>
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## 2012-2013 School Improvement Plan

### Implementation Details

Action Steps	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p><b>6.1</b> <i>Teachers will use enhanced classroom technology.</i></p> <p><b>Task 1:</b> <i>Teachers will plan to integrate the use of various software programs to enhance classroom technology.</i></p> <p><b>Task 2:</b> <i>Students will receive weekly instruction in technology through their scheduled technology resource time.</i></p>	<p><i>Lesson Plans, Learning Walks/ Observations, Teachers' Follow-Up Forms</i></p> <p><i>Lesson Plans, Learning Walks/ Observations</i></p>	<p><i>Administrators, Teachers</i></p> <p><i>Administrators, Technology Teacher</i></p>	<p><i>2012-2013 School Year</i></p> <p><i>2012-2013 School Year</i></p>	<p><i>Trainer for Professional Development</i></p> <p><i>Student Computers, Scheduled Resource Time</i></p>	<p><i>Professional development for teachers on utilizing various software programs</i></p> <p><i>N/A</i></p>	<p><i>N/A</i></p> <p><i>N/A</i></p>

2012-2013 School Improvement Plan

<b>Smart Goals</b> <b>Smart = Specific Measurable</b> <b>Attainable Realistic Timely</b>					
<b>Goal 1:</b> Student Performance Content Area: <u>Reading</u> <b>Goal 2:</b> Student Performance Content Area: <u>Math</u> <b>Goal 3:</b> Student Performance Content Area: <u>Writing</u> <b>Goal 4:</b> Student Performance Content Area: <u>Science</u> <b>Goal 5:</b> <u>Parental Involvement</u> <b>Goal 6:</b> <u>Technology</u> <b>Goal 7:</b> <u>Fitness</u>					
<b>Goal 7:</b> By 2013, all students will improve their Physical Fitness by 10% over the previous year as measured by the physical fitness test.					
<b>Strategies, Indicators and Progress Measures</b>					
<b>I. Strategy 7:</b> Implement the research-based strategy of planning and designing engaging, challenging, and relevant lessons to achieve student mastery based on stated-adopted standards appropriate to the level of rigor.					
<b>*Progress measures are for the purpose of reaching your 3-5 year school improvement goals AND AMO's.</b>	<b>Progress Measure</b> August 2012	<b>Progress Measure</b> August 2013	<b>Progress Measure</b> August 2014	<b>Progress Measure</b> August 2015	<b>Progress Measure</b> August 2016
<b>II. Adult Implementation Indicator (s) :</b> <b>“CAUSE DATA”</b> 100% of the physical education department will implement the research-based strategy of planning and designing engaging, challenging, and relevant lessons to achieve student mastery based on state-adopted standards appropriate to the level of rigor.	81%	85.75%	90.5%	95.25%	100%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016

## 2012-2013 School Improvement Plan

<b>III. Student Performance Indicator (s):</b> <b>“EFFECT DATA”</b> Students will consistently increase their physical fitness until we reduce the % of students who are non-proficient by at least 50% by 2016.	KG 26% (74%)	KG 35.25% (64.75%)	KG 44.5% (55.5%)	KG 53.75% (46.25%)	KG 63% (37%)
	1st 22% (78%)	1st 31.75% (68.25%)	1st 41.5% (58.5%)	1st 51.25% (48.75%)	1st 61% (39%)
	2nd 33% (67%)	2nd 41.375% (58.625%)	2nd 49.75% (50.25%)	2nd 58.125% (41.875%)	2nd 66.5% (33.5%)
	3rd 38% (62%)	3rd 45.75% (54.25%)	3rd 53.5% (46.5%)	3rd 61.25% (38.75%)	3rd 69% (31%)
	4th 38% (62%)	4th 45.75% (54.25%)	4th 53.5% (46.5%)	4th 61.25% (38.75%)	4th 69% (31%)
	5th 33% (67%)	5th 41.375% (58.625%)	5th 49.75% (50.25%)	5th 58.125% (41.875%)	5th 66.5% (33.5%)
	6th 34% (66%)	6th 42.25% (57.75%)	6th 50.5% (49.5%)	6th 58.75% (41.25%)	6th 67% (33%)

### Implementation Details

Action Steps	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<b>7.1</b> <i>The physical education teacher will use physical movement.</i>  <b>Task 1:</b> <i>The physical education teacher will incorporate wellness strategies during resource classes.</i>	<i>Lesson Plans, Learning Walks/ Observations,</i>	<i>Administrators , P.E. Teacher</i>	<i>2012-2013 School Year</i>	<i>FitStat to document students' fitness levels, training on ways to enhance physical fitness levels in grades K-6</i>	<i>FAHPERD State Conference in Orlando, FL on October 19-20, 2012, Share the Wealth Physical Education Conference in Jekyll Island, GA on January 25-26, 2013</i>	<i>N/A</i>

## 2012-2013 School Improvement Plan

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

Professional Development			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount
<b>Professional Learning Community</b> Goal and Action Step #(s): Reading 1.2 Navigator Plus Activity Title: LES 2012-2013 Common Core English/ Language Arts Implementation PLC	Materials List and Cost: N/A	Budget Strip N/A	N/A
<b>Professional Learning Community</b> Goal and Action Step #(s): Math 2.1 Navigator Plus Activity Title: LES 2012-2013 Common Core Math Implementation PLC	Materials List and Cost: N/A	Budget Strip N/A	N/A
<b>Professional Learning Community</b> Goal and Action Step #(s): Reading 1.2 Navigator Plus Activity Title: LES 2012-2013 PLC: Classroom Instruction That Works – Robert Marzano	Materials List and Cost: 10 copies of <i>Classroom Instruction                      That Works</i> by Robert Marzano	Budget Strip 0100.6400.0590.0352.0000	\$292.60
<b>Professional Learning Community</b> Goal and Action Step #(s): Math 2.1 Navigator Plus Activity Title: TBD (book based math PLC)	Materials List and Cost: 10 copies of math related book (approximately \$30 each)	Budget Strip 0100.6400.0590.0352.0000	\$323.40

## 2012-2013 School Improvement Plan

<b>Lesson Study</b> Goal and Action Step #(s): Reading 1.3 and Math 2.1 Navigator Plus Activity Title: LES 2012-2013 Lesson Study – Reading and Math Strategies	Materials List & Cost: N/A	Budget Strip N/A	N/A
<b>School Workshop</b> Goal and Action Step #(s): Reading 1.1, 1.2, 1.3 and Math 2.1 Navigator Plus Activity Title: LES 2012-2013 Differentiating Instruction Through Data Analysis	Materials List and Cost: N/A	Budget Strip N/A	N/A
<b>School Workshop</b> Goal and Action Step #(s): Writing 3.1 Navigator Plus Activity Title: LES 2012-2013 Kathryn Robinson - Best Practices in Writing	Materials List and Cost: Consultant Fee: \$1500 – Kathryn Robinson (split between 10 schools) Classroom curriculum books: Just Science Grammar – 3 binders	Budget Strip 0100.6400.0310.0352.0000  0100.6400.0510.0352.0000	\$396.00  \$99.00
<b>School Workshop</b> Goal and Action Step #(s): Reading 1.2 and Math 2.1 Navigator Plus Activity Title: LES 2012-2013 High Effect Instructional Strategies	Materials List and Cost: 2 books by John Hattie: <i>Visible Learning</i> (\$59.35) <i>Visible Learning for Teachers</i> (\$47.25)	Budget Strip 0100.6400.0590.0352.0000	\$106.60
<b>School Workshop</b> Goal and Action Step #(s): Technology 6.1 Navigator Plus Activity Title: LES 2012-2013 Workshop: Technology in the Classroom	Materials List and Cost: N/A	Budget Strip N/A	N/A
<b>School Workshop</b> Goal and Action Step #(s): Parental Involvement 5.1 Navigator Plus Activity Title: LES 2012-2013 Workshop: Managing the Classroom Environment	Materials List and Cost: N/A	Budget Strip N/A	N/A
<b>School Workshop</b> Goal and Action Step #(s): Reading 1.2 Navigator Plus Activity Title: TBD (reading workshop)	Materials List and Cost: TBD	Budget Strip 0100.6400.0510.0352.0000	\$700

## 2012-2013 School Improvement Plan

<b>School Workshop</b> Goal and Action Step #(s): Reading 1.2 Navigator Plus Activity Title: TBD (reading workshop)	Materials List and Cost: TBD	Budget Strip 0100.5100.0510.0352.1183	\$1390.19
<b>Subtotal: \$3307.79</b>			
Other			
Goal Area and Action Step Number	Description of Resources	Budget Strip	Available Amount
Reading 1.3	Activity Bus provided for students staying after school for tutoring and other activities	0100.5100.0510.0352.1182	\$883.25
		0100.5100.0510.0352.1183	\$1396.75
Parental Involvement 5.1	Summer work hours – Mary Barth	0100.5100.0510.0352.1183	\$1208.06
<b>Subtotal: \$3488.06</b>			
<b>Grand Total: \$6795.85</b>			

### Internal Checklist – Training Provided by School

P.D. Activity	Details	Y	N	Comments
<b>IF IT IS A:</b>				
<b>School-wide Training</b>	<b>Professional Development Details</b> <b>Goal the Activity is Supporting <u>Reading (1), Math (2)</u></b>			
	<ul style="list-style-type: none"> <li>● Action Step # - 1.1, 1.2, 1.3, 2.1</li> <li>● Name of Activity - LES 2012-2013 Differentiating Instruction Through Data Analysis</li> <li>● Dates of Activity -</li> <li>● Name of Consultant or Facilitator -</li> <li>● Consultant Services Agreement - N/A</li> <li>● Materials - N/A</li> </ul>			
	<b>Budget Items Required</b>			
	<ul style="list-style-type: none"> <li>● Action Step # - 1.1, 1.2, 1.3, 2.1</li> <li>● Name of Activity - LES 2012-2013 Differentiating Instruction Through Data Analysis</li> <li>● Funding Source - N/A</li> <li>● Cost of Consultant - N/A</li> <li>● Cost of Materials - N/A</li> <li>● Cost of Substitutes - N/A</li> </ul>			
<b>School-wide Training</b>	<b>Professional Development Details</b> <b>Goal the Activity is Supporting <u>Reading (1), Math (2)</u></b>			

## 2012-2013 School Improvement Plan

	<ul style="list-style-type: none"> <li>● Action Step # - 1.2, 2.1</li> <li>● Name of Activity - LES 2012-2013 High Effect Instructional Strategies</li> <li>● Dates of Activity -</li> <li>● Name of Consultant or Facilitator -</li> <li>● Consultant Services Agreement - N/A</li> <li>● Materials - 2 books by John Hattie -- <i>Visible Learning</i> and <i>Visible Learning for Teachers</i></li> </ul>			
	<b>Budget Items Required</b>			
	<ul style="list-style-type: none"> <li>● Action Step # - 1.2, 2.1</li> <li>● Name of Activity - LES 2012-2013 High Effect Instructional Strategies</li> <li>● Funding Source - 0100.6400.0590.0352.0000 (\$106.60)</li> <li>● Cost of Consultant - N/A</li> <li>● Cost of Materials - 2 books by John Hattie (\$59.35 &amp; \$47.25)</li> <li>● Cost of Substitutes - N/A</li> </ul>			
<b>School-wide Training</b>	<b>Professional Development Details</b> <b>Goal the Activity is Supporting <u>Technology (6)</u></b>			
	<ul style="list-style-type: none"> <li>● Action Step # - 6.1</li> <li>● Name of Activity - LES 2012-2013 Workshop: Technology in the Classroom</li> <li>● Dates of Activity -</li> <li>● Name of Consultant or Facilitator -</li> <li>● Consultant Services Agreement - N/A</li> <li>● Materials - N/A</li> </ul>			
	<b>Budget Items Required</b>			
	<ul style="list-style-type: none"> <li>● Action Step # - 6.1</li> <li>● Name of Activity - LES 2012-2013 Workshop: Technology in the Classroom</li> <li>● Funding Source - N/A</li> <li>● Cost of Consultant - N/A</li> <li>● Cost of Materials - N/A</li> <li>● Cost of Substitutes - N/A</li> </ul>			
<b>School-wide Training</b>	<b>Professional Development Details</b> <b>Goal the Activity is Supporting <u>Parental Involvement (5)</u></b>			



## 2012-2013 School Improvement Plan

<b>LES 2012-2013 Workshop: Managing the Classroom Environment</b>	<ul style="list-style-type: none"> <li>● Action Step # - 5.1</li> <li>● Name of Activity - LES 2012-2013 Workshop: Managing the Classroom Environment</li> <li>● Dates of Activity -</li> <li>● Name of Consultant or Facilitator -</li> <li>● Consultant Services Agreement - N/A</li> <li>● Materials - N/A</li> </ul>			
	<b>Budget Items Required</b>			
	<ul style="list-style-type: none"> <li>● Action Step # - 5.1</li> <li>● Name of Activity - LES 2012-2013 Workshop: Managing the Classroom Environment</li> <li>● Funding Source - N/A</li> <li>● Cost of Consultant - N/A</li> <li>● Cost of Materials - N/A</li> <li>● Cost of Substitutes - N/A</li> </ul>			
<b>School-wide Training</b>	<b>Professional Development Details Goal the Activity is Supporting <u>Reading (1)</u></b>			
	<ul style="list-style-type: none"> <li>● Action Step # - 1.2</li> <li>● Name of Activity - TBD (reading workshop)</li> <li>● Dates of Activity -</li> <li>● Name of Consultant or Facilitator -</li> <li>● Consultant Services Agreement - N/A</li> <li>● Materials - TBD</li> </ul>			
	<b>Budget Items Required</b>			
	<ul style="list-style-type: none"> <li>● Action Step # - 1.2</li> <li>● Name of Activity - TBD (reading workshop)</li> <li>● Funding Source - 0100.6400.0510.0352.0000 (\$700) 0100.5100.0510.0352.1183 (\$1390.19)</li> <li>● Cost of Consultant - N/A</li> <li>● Cost of Materials - TBD (\$700 &amp; \$1390.19)</li> <li>● Cost of Substitutes - N/A</li> </ul>			
<b>Learning Community</b>	<b>Professional Development Details Goal the Activity is Supporting <u>Reading (1)</u></b>			
(collaborative teams that gathers research and studies new programs or topics and shares their findings- must use Learning Community form)	<ul style="list-style-type: none"> <li>● Action Step # - 1.2</li> <li>● Name of Activity - LES 2012-2013 Common Core English/ Language Arts Implementation PLC</li> <li>● Dates of Activity -</li> <li>● Title of Book or Focus - English/Language Arts Focus</li> </ul>			
	<b>Budget Items Required</b>			

## 2012-2013 School Improvement Plan

	<ul style="list-style-type: none"> <li>Action Step # - 1.2</li> <li>Cost of Book/Teacher Materials - N/A</li> </ul>			
<b>Learning Community</b>	<b>Professional Development Details</b> <b>Goal the Activity is Supporting <u>Math (2)</u></b>			
(collaborative teams that gathers research and studies new programs or topics and shares their findings- must use Learning Community form)	<ul style="list-style-type: none"> <li>Action Step # - 2.1</li> <li>Name of Activity - LES 2012-2013 Common Core Math Implementation PLC</li> <li>Dates of Activity -</li> <li>Title of Book or Focus - Math Focus</li> </ul>			
	<b>Budget Items Required</b>			
	<ul style="list-style-type: none"> <li>Action Step # - 2.1</li> <li>Cost of Book/Teacher Materials - N/A</li> </ul>			
<b>Learning Community</b>	<b>Professional Development Details</b> <b>Goal the Activity is Supporting <u>Reading (1)</u></b>			
(collaborative teams that gathers research and studies new programs or topics and shares their findings- must use Learning Community form)	<ul style="list-style-type: none"> <li>Action Step # - 1.2</li> <li>Name of Activity - LES 2012-2013 PLC: Classroom Instruction that Works - Robert Marzano</li> <li>Dates of Activity -</li> <li>Title of Book or Focus -</li> </ul>			
	<b>Budget Items Required</b>			
	<ul style="list-style-type: none"> <li>Action Step # - 1.2</li> <li>Cost of Book/Teacher Materials - \$292.60</li> </ul>			
<b>Learning Community</b>	<b>Professional Development Details</b> <b>Goal the Activity is Supporting <u>Math (2)</u></b>			
(collaborative teams that gathers research and studies new programs or topics and shares their findings- must use Learning Community form)	<ul style="list-style-type: none"> <li>Action Step # - 2.1</li> <li>Name of Activity - TBD (book based math PLC)</li> <li>Dates of Activity -</li> <li>Title of Book or Focus - TBD (math related book)</li> </ul>			
	<b>Budget Items Required</b>			
	<ul style="list-style-type: none"> <li>Action Step # - 2.1</li> <li>Cost of Book/Teacher Materials - \$323.40</li> </ul>			
<b>Lesson Study/Action Research</b>	<b>Professional Development Details</b> <b>Goal the Activity is Supporting <u>Reading (1), Math (2)</u></b>			

## 2012-2013 School Improvement Plan

(a teacher-driven and student-focused team who does research and development by carefully studying what actually goes on in the classroom. -must use Lesson Study form)	<ul style="list-style-type: none"> <li>● Action Step # - 1.3, 2.1</li> <li>● Name of Activity - LES 2012-2013 Lesson Study - Reading and Math Strategies</li> <li>● Dates of Activity -</li> <li>● Teaching strategy or method to be researched -</li> </ul>			
	<b>Budget Items Required</b>			
	<ul style="list-style-type: none"> <li>● Action Step # - 1.3, 2.1</li> <li>● Cost of Teacher Materials - N/A</li> </ul>			
<b>Timelines</b>				
Start Date: August 2, 2012				
End date: September 21, 2012				
<b>Budget</b>				
Local FTE (function 6400-no project)	\$			
Project -				
Project -				
Project -				
<b>Total Internal PD Budget (no project &amp; project funds)</b>				

**Approvals: (Signature's required)**

Principal: \_\_\_\_\_  
 SAC Chair: \_\_\_\_\_  
 Hilda Manning: \_\_\_\_\_  
 Shannah Kosek: \_\_\_\_\_

Date: \_\_\_/\_\_\_/\_\_\_  
 Date: \_\_\_/\_\_\_/\_\_\_  
 Date: \_\_\_/\_\_\_/\_\_\_  
 Date: \_\_\_/\_\_\_/\_\_\_

## External Checklist Training Not Provided by School/District

**School Improvement Plan Supervisor:** Shannah Kosek

**Professional Development Assistant:** Hilda Manning

**Approval:**        \_\_\_ Yes \_\_\_ No (For office use only)

<b>Background</b>			
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## 2012-2013 School Improvement Plan

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

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<b>Objectives</b>			
	<b>Yes</b>	<b>No</b>	<b>Comments</b>
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.			<p><b>LES 2012-2013 Kathryn Robinson - Best Practices in Writing</b></p> <p>Common Core standards emphasize content-area writing. This workshop covered narrative and expository writing skills as well as strategies for writing across the curriculum.</p>
<b>Training Details - Consultants</b>			

## 2012-2013 School Improvement Plan

Please use the comments section to provide the information requested.	<b>Yes</b>	<b>No</b>	<b>Comments</b>
Consultant Name and Organization – Please provide the trainers name and the organization with which they are affiliated.			Kathryn Robinson - Just Write Enterprises
Who will be trained?			Grade 3-6 teachers
Date(s), Time(s), Location			8/10/12; 8:00-3:30; LES
Total Cost			\$1500 shared among 10 schools (LES portion \$396)
Needs School Board approval			No
Complete budget line for expenses			0100.6400.0310.0352.0000 Approximate cost was \$23 per teacher. The following schools provided the same budget line as above, with the exception of the cost center (LES=0352). AES; GPE; ROE; OVE; DIS; LAE; SBJ; MBE; MRE
Name of facilitator/person responsible			Jeff Schriver
<b>Training Details – Conferences, Workshops, Seminars, Institutes, Online PD</b>			
Please use the comments section to provide the information requested.	<b>Yes</b>	<b>No</b>	<b>Comments</b>
Name of educational organization providing the training.			
Who will be trained?			
Date(s), Location			
Total Cost			
Complete budget line for expenses			
Name of facilitator/person responsible			

## 2012-2013 School Improvement Plan

<b>Timelines</b>			
	<b>Yes</b>	<b>No</b>	<b>Comments</b>
Start Date August 2, 2012			
End Date September 21, 2012			
<b>Budget</b>			
Local FTE (function 6400-no project)			\$
Project -			
Project -			
Project -			
Total External PD Budget (no project & project funds)			

**Approvals: (Signature's required)**

**Principal:** \_\_\_\_\_ **Date:** \_\_\_/\_\_\_/\_\_\_

**SAC Chair:** \_\_\_\_\_ **Date:** \_\_\_/\_\_\_/\_\_\_

**Hilda Manning:** \_\_\_\_\_ **Date:** \_\_\_/\_\_\_/\_\_\_

**Shannah Kosek:** \_\_\_\_\_ **Date:** \_\_\_/\_\_\_/\_\_\_