

2012-2013 School Improvement Plan

LAKESIDE JUNIOR 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.

The school-based RtI team is composed of Lillian Fehrs (Reading Coach/Facilitator); Sherry Bumpers (follow thru) Language Arts; Michele Gorla (follow thru) Speech; Judy Wearne (follow thru) Guidance; Kristen Heard (Intervention Team Facilitator) ESE Support Facilitator; Diana Hixson (follow thru) School Psychologist; Tracey Kumm (note-taker) Science; Trudi Lawless (follow thru); Kristi Johnson (follow thru) SAC Chair; Jennifer Roach (follow thru) Administrator.

- 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 meets monthly to coordinate efforts to implement RtI strategies. The RtI team works to coordinate the work of the other school teams to insure that the needs of every student are addressed and to increase the efficiency and effectiveness of our school teams across the campus.

- 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?

Members of the RtI Leadership Team provided teachers with their students' test data. Data snapshot forms were provided to assist teachers in tracking students throughout the year and at each assessment window. Strategies were developed based on this data for teachers to implement in supporting the School Improvement Plan.

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.

Several sources were used to summarize the data; however the primary source of data collection is Performance Matters. This data collection system collates and summarizes multiple data points downloaded directly from Focus. Other sources included but were not limited to, Florida Department of Education School Grades, Florida's Comprehensive Assessment Test (FCAT), Florida Department of Education School Accountability Reports, Performance Matters, Compass Learning Odyssey reports, and individual teacher data.

- Describe the plan to train staff on RtI.

The RtI Leadership Team will use a variety of methods to train staff on the RtI process. At monthly faculty meetings, RtI topics will be introduced and discussed. During Data Analysis Meetings, teachers will use data to help identify students needing additional support mechanisms and possible inclusion in RtI support procedures. Teachers with students that have been identified as needing RtI support will be coached through the process individually. In this our third year of implementation, the focus will be on developing better identification strategies for struggling students, fine tuning RtI procedures, and continued enhancement of our Tier 1 interventions.

Literacy Leadership

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

The School-Based Literacy Leadership Team consists of John Green (Administrator), Frances Celis (Administrator), Jennifer Roach (Administrator), Lillian Fehrs (Reading), Kristen Heard (RtI), Julie Hiscox (Science), Tracey Kumm (Science), Sherry Bumpers (Language Arts), Kristi Johnson (Social Studies), Linda Tattersall (Media Specialist), Kathryn Green (Math), Michael Miller (Math), Michelle DuChemin (Fine Arts), Sue Thuy (Career Tech), Mike Williams (PE), Judy Wearne (Guidance).

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

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The LLT meets monthly and discusses ways to enhance reading and reading strategies at Lakeside Junior High School. Each member takes these back to their department meeting for dissemination.

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

In accordance with Common Core, the goal is to make reading a priority in all classes across the campus. Each department will look at ways to enhance reading based on the types of text used in their discipline. These strategies will be presented at department meetings and implemented school wide.

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.

N/A

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.

The school's Literacy Leadership Team meets monthly to discuss ways to incorporate reading in every discipline. Members then take the information back to their departments during department meetings. The school is implementing its third year of reading strategies across all content areas.

Our Literacy Leadership Team is also implementing a "Gator Time" program that allows students to receive academic tutoring in a structured environment or read for twenty six minutes daily.

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

- Early Childhood Education
- Family Engagement
- Early Literacy Development

Making the Most of Instruction

- Professional Development
- Active Learning

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- Educational Technology
- Individualized Instruction
- Making the Most of the Wider Community**
- Systemic Renewal
- School-Community Collaboration
- Career and Technical Education
- Safe Schools

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

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

N/A

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<p style="text-align: center;">Smart Goals</p> <p style="text-align: center;">Smart = Specific Measurable Attainable Realistic Timely</p>					
<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></p> <p>Goal 5: <u>Parental Involvement</u> Goal 6: <u>School Climate</u></p>					
<p>Goal 1: By the end of the 2012-2013 academic year, the number of non-proficient readers on FCAT 2.0 will decrease by 10% at each grade level and subgroup currently not meeting proficiency targets.</p>					
<p style="text-align: center;">Strategies, Indicators and Progress Measures</p>					
<p>I. Strategy 1: Implement the research-based strategy of using diagnostic student data from formative assessments to develop differentiated instruction and strategies to monitor student learning based on individual student needs.</p>					
<p>*progress measures are for the purpose of reaching your 3-5 year school improvement goals and amo's.</p>	<p style="text-align: center;">Baseline Measure August 2012 *Perceptual Data</p>	<p style="text-align: center;">Progress Measure August 2013</p>	<p style="text-align: center;">Progress Measure August 2014</p>	<p style="text-align: center;">Progress Measure August 2015</p>	<p style="text-align: center;">Progress Measure August 2016</p>
<p>II. Adult Implementation Indicator (s): 100% of teachers will implement the research-based strategy of using diagnostic student data from formative assessments to develop differentiated instruction and strategies to monitor student learning based on individual student needs.</p>	<p>Grades 7-8: 50%</p>	<p>Grades 7-8: 65%</p>	<p>Grades 7-8: 80%</p>	<p>Grades 7-8: 95%</p>	<p>Grades 7-8: 100%</p>

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	New FCAT Data from 2012	August 2013	August 2014	August 2015	August 2016
III. STUDENT PERFORMANCE Indicator (s): Lakeside Junior High will consistently increase FCAT Reading scores by reducing the % of non-proficient by at least 50% by 2016.	7th: 71% (29%) 8th: 69% (31%)	7th: 74.6% (25.375%) 8th: 72.875% (27.125%)	7th: 78.25% (21.75%) 8th: 76.75% (23.25%)	7th: 81.875% (18.125%) 8th: 80.625% (19.375%)	7th: 85.5% (14.5) 8th: 84.5% (15.5%)

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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>1. <i>Data Analysis Meetings</i> Task 1: LJH faculty will meet after each benchmark assessment by department to analyze data for their students and subject area using FAIR test results and FCAT Test Maker Pro. This data will be used to drive lesson planning for students and curriculum decisions for the department.</p>	<p>Performance Matters Reports, FAIR test results, FCAT Test Maker Pro reports, department meeting agendas</p>	<p>Department chair, teachers, administrators</p>	<p>2012-2013 school year</p>	<p>Apperson Advantage 1200 Scanner, scantrons, substitutes for data meetings, training for faculty will be provided by administrators and teacher committee which consists of one teacher from each department, subs for training</p>	<p>FCAT Test Maker Pro training</p>	<p>SAC Funds \$3700 Budget Strip: 0100.5100.0510.0351.118 2 PD Funds \$700 Budget Strip: 0100.6400.0310.0351.000 0</p>
<p>1.2 <i>School-wide Implementation of Reading Strategies</i> Task 1: Literacy Leadership Team will meet monthly to plan and discuss ways to enhance reading in all classes. Team members will provide "Reading Strategies" instructional lessons at monthly faculty meetings. Teachers will then implement the content area reading strategies in their classes. Task 2: Faculty will receive training on Kagan Strategies and Close Reading strategies by District Curriculum Specialist, Thomas Gerds.</p>	<p>Task 1: Lesson Plans, meeting agendas, Administrator walk-throughs Task 2: Sign in sheets, follow-up forms, lesson/unit plans/student samples</p>	<p>Task 1: LLT, teachers Task 2: administrators, teachers</p>	<p>Task 1: 2012-2013 school year Task 2: 2012-2013 school year</p>	<p>Task 1: copies, supplemental reading materials, various teachers will provide training to faculty Task 2: handouts provided by curriculum specialist, Kagan Foldables, training provided by Thomas Gerds</p>	<p>Task 1: LLT Strategies at Faculty Meetings Task 2: Kagan Strategies by Thomas Gerds. Presentation will take place on 09/19/2012.</p>	<p>Task 1: No cost Task 2: PD Funds - Kagan Foldables \$60 Budget Strip: 0100.6400.0310.0351.000 0</p>

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<p>3. "Gator Time" The faculty will implement a specific, common reading/peer-tutoring time each day for all students.</p>	Administrator walk-throughs	Classroom teachers	2012-2013 school year	reading material (on hand)	None	No cost
<p>4. Vocabulary Acquisition Teachers will use an interactive word wall to facilitate the acquisition of content specific terms and concepts.</p>	Lesson Plans, Administrator walk-throughs, Word Wall	Classroom teachers	2012-2013 school year	bulletin board materials	None	No cost
<p>5. Book Club The faculty will implement a book club to increase recreational reading on campus. The book club will meet weekly to discuss books read.</p>	Book Club attendance	Media Tech Assistant, teachers	2012-2013 School year	Books	None	SAC Funds \$350 Budget Strip: 0100.5100.0510.0351.118 1
<p>6. READ/Scope Magazine The Language Arts department will utilize this magazine's paired texts (fiction/nonfiction) to teach students to think critically and build core language arts skills.</p>	Administrator walk-throughs, lesson plans	Language Arts department	2012-2013 school year	Subscriptions (25) to Scholastic READ/Scope magazine	None	SAC Funds \$250 Budget Strip: 0100.5100.0510.0351.118 3

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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>School Climate</u>					
Goal 2 By the end of the 2012-2013 academic year, the number of non-proficient students on FCAT Math 2.0 will decrease by 10% at each grade level and subgroup currently not meeting proficiency targets.					
Strategies, Indicators and Progress Measures					
I. Strategy 2: 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.					
*progress measures are for the purpose of reaching your 3-5 year school improvement goals and amo's.	Baseline Measure August 2012 *Perceptual Data	Progress Measure August 2013	Progress Measure August 2014	Progress Measure August 2015	Progress Measure August 2016
II. Adult Implementation Indicator (s): 100% of teachers will implement the research based strategy of using diagnostic student data from formative assessments to develop differentiated instruction and strategies to monitor student learning based on individual student needs.	Grades 7-8: 50%	Grades 7-8: 65%	Grades 7-8: 80%	Grades 7-8: 95%	Grades 7-8: 100%
	FCAT Data from 2011-2012	August 2013	August 2014	August 2015	August 2016

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<p>III. Student Performance Indicator (s): Lakeside Junior High will consistently increase their FCAT Math scores by reducing the % of non-proficient by at least 50% by 2016.</p>	<p>7th: 70% (30%) 8th: 72% (28%)</p>	<p>7th: 73.75% (26.25%) 8th: 75.5% (24.5%)</p>	<p>7th: 77.5% (22.5%) 8th: 79% (21%)</p>	<p>7th: 81.25% (18.75%) 8th: 82.5% (17.5%)</p>	<p>7th: 85% (15%) 8th: 86% (14%)</p>
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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>2.1 Data Analysis Meetings </p> <p>LJH faculty will meet after each benchmark assessment by department to analyze data for their students and subject area using Performance Matters and FCAT Test Maker Pro. This data will be used to drive lesson planning for students and curriculum decisions for the department. </p>	Performance Matters Reports, FCAT Test Maker Pro reports, department meeting agendas	Department chair, teachers, administrators	2012-2013 school year	Apperson Advantage 1200 Scanner, scantrons, substitutes for data meetings, training for faculty will be provided by administrators and teacher committee which consists of one teacher from each department, subs for training	FCAT Test Maker Pro training	<p>SAC Funds \$3700 Budget Strip: 0100.5100.0510.0351.118 2</p> <p>PD Funds \$700 Budget Strip: 0100.6400.0310.0351.000 0</p>
<p>2.2 Math Tutoring</p> <p>Math department teachers with the NJHS student volunteers will provide morning "Help Sessions" two mornings per week to support and supplement classroom instruction. Sessions will be available to all students.</p>	Sign-in sheets, Help Session Attendance	Teachers, NJHS volunteers	2012-2013 school year	Sign-in sheets for participants and volunteers, Adam's lab two mornings a week.	None	No cost
<p>2.3 Vocabulary Acquisition</p> <p>Teachers will use an interactive word wall to facilitate the acquisition of math terms and concepts.</p>	Lesson Plans, Administrator Walk-throughs, Word Wall	Math Teachers	2012-2013 school year	Bulletin board or wall space	None	No cost

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<p>2.4 Calculators Math teachers will have students use calculators weekly so students will be comfortable using them before FCAT testing.</p>	<p>Lesson plans, administrator walk-throughs</p>	<p>Math Teachers, Math Department Head</p>	<p>2012-2013 school year</p>	<p>Calculators</p>	<p>None</p>	<p>SAC Funds \$500 Budget Strip: 0100.5100.0510.0351.118 3</p>
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Goal 3: By the end of the 2012-2013 academic year, the number of non-proficient students on FCAT Writing will decrease by 10% at each grade level and subgroup currently not meeting proficiency targets.					
Strategies, Indicators and Progress Measures					
I. Strategy 3: Implement the research-based strategy of relating and integrating the subject matter with other disciplines during instruction.					
*progress measures are for the purpose of reaching your 3-5 year school improvement goals and amo's.	Baseline Measure August 2012 *Perceptual data	Progress Measure August 2013	Progress Measure August 2014	Progress Measure August 2015	Progress Measure August 2016
II. Adult Implementation Indicator (s): 100% of teachers will implement the research-based strategy of relating and integrating the subject matter with other disciplines during instruction.	Grades 7-8: 40%	Grades 7-8: 55%	Grades 7-8: 70%	Grades 7-8: 85%	Grades 7-8: 100%
	FCAT Data from 2011-2012	August 2013	August 2014	August 2015	August 2016

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<p>III. Student Performance Indicator(S): Lakeside Junior High will consistently increase their FCAT Writing scores by reducing the % of non-proficient by at least 50% by 2016.</p>	<p>8th: 46% (scored 4.0 or higher) (54%)</p>	<p>8th: 52.75% (47.25%)</p>	<p>8th: 59.5% (40.5%)</p>	<p>8th: 66.25% (33.75%)</p>	<p>8th : 73% (27%)</p>
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Action Steps	Evidence/ Data Sources	Person(s) Responsible / Group(s)	Implementatio n Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p>3.1 Data Analysis Meetings</p> <p>LJH Language Arts teachers will meet after each writing assessment to analyze data for their students and subject area using FCAT Test Maker Pro. This data will be used to drive lesson planning for students and curriculum decisions for the department.</p>	<p>FCAT Test Maker Pro reports, Data Analysis Meeting Agendas, Clay Writes results</p>	<p>Department chair, classroom teachers, administrators</p>	<p>2012-2013 school year</p>	<p>Apperson Advantage 1200 Scanner, scantrons, substitutes for data meetings, training for faculty will be provided by administrator s and teacher committee which consists of one teacher from each department, subs for training</p>	<p>FCAT Test Maker Pro training</p>	<p>SAC Funds \$3700 Budget Strip: 0100.5100.0510.0351.118 2</p> <p>PD Funds \$700 Budget Strip: 0100.6400.0310.0351.000 0</p>
<p>2. Writing Absolutes</p> <p>Continued use of LJHS Writing Absolutes in all core content areas with an emphasis on using response type 3 (Extended Response Paragraph) on a quarterly basis.</p>	<p>Lesson Plans, classroom visuals, Clay Writes</p>	<p>Classroom teachers, Administrators</p>	<p>2012-2013 school year</p>	<p>Posters of LJH Writing Absolutes</p>	<p>None</p>	<p>No cost</p>

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Goal 4: By the end of the 2012-2013 academic year, the number of non-proficient students on FCAT Science will decrease by 10% at each grade level and subgroup currently not meeting proficiency targets.					
Strategies, Indicators and Progress Measures					
I. Strategy 4: 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.	Baseline Measure August 2012 *Perceptual data	Progress Measure August 2013	Progress Measure August 2014	Progress Measure August 2015	Progress Measure August 2016
II. Adult Implementation Indicator (s): 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.	Grades 7-8: 50%	Grades 7-8: 65%	Grades 7-8: 80%	Grades 7-8: 95%	Grades 7-8: 100%

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	FCAT Data from 2011-2012	August 2013	August 2014	August 2015	August 2016
III. Student Performance Indicator (s): Lakeside Junior High will consistently increase their FCAT Science scores by reducing the % of non-proficient by at least 50% by 2016.	8th: 60% (40%)	8th: 65% (35%)	8th: 70% (30%)	8th: 75% (25%)	8th: 80% (20%)

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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>4.1 Data Analysis Meetings LJH faculty will meet after each benchmark assessment by department to analyze data for their students and subject area using Performance Matters and FCAT Test Maker Pro. This data will be used to drive lesson planning for students and curriculum decisions for the department.</p>	<p>Performance Matters Reports, FCAT Test Maker Pro reports, Department Meeting Agendas</p>	<p>Department head, teachers, administrators</p>	<p>2012-2013 school year</p>	<p>Apperson Advantage 1200 Scanner, scantrons, substitutes for data meetings, training for faculty will be provided by administrators and teacher committee which consists of one teacher from each department, subs for training</p>	<p>FCAT Test Maker Pro training</p>	<p>SAC Funds \$3700 Budget Strip: 0100.5100.0510.0351.118 2 PD Funds \$700 Budget Strip: 0100.6400.0310.0351.000 0</p>
<p>4.2 Weekly hands-on lab experiments Utilize hands-on lab experiments and activities once per week in all science classes applying the steps of the scientific method.</p>	<p>Lesson Plans, lab reports</p>	<p>Department chair, teachers</p>	<p>2012-2013 school year</p>	<p>lab equipment</p>	<p>None</p>	<p>SAC Funds \$500 Budget Strip: 0100.5100.0510.0351.118 2</p>

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<p>4.3 School-Wide Science Projects Each student will identify a problem related to Science, design an experiment, carry out the experiment and draw conclusions. This long term project will require students to implement the steps of the scientific method as well as conduct research, analyze data, construct graphs and draw conclusions based on their observations.</p>	Lesson Plans, Science Project Grading Rubrics	Department chair, teachers	2012-2013 school year	grading rubrics, presentation materials, substitutes	None	SAC Funds \$1000 Budget Strip: 0100.5100.0510.0351.118 1
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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>School Climate</u>					
goal 5: By the end of the 2012-2013 school year, 80% of parents will have access to the web-based parent portal (Focus) and will be able to keep track of their student's progress.					
Strategies, Indicators and Progress Measures					
I. Strategy 5: Implement the research-based strategy of fostering two-way home/school communication with all stakeholders to promote student learning.					
*progress measures are for the purpose of reaching your 3-5 year school improvement goals and amo's.	Baseline Measure August 2012 *Perceptual data	Progress Measure August 2013	Progress Measure August 2014	Progress Measure August 2015	Progress Measure August 2016
II. Adult Implementation Indicator (s): 100% of teachers will implement the research-based strategy of fostering two-way home/school communication with all stakeholders to promote student learning.	Grades 7-8: 55%	Grades 7-8: 66%	Grades 7-8: 78%	Grades 7-8: 89%	Grades 7-8: 100%
	Data from 2011-2012	August 2013	August 2014	August 2015	August 2016

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<p>III. Student Performance Indicator (s): Lakeside Junior High will consistently increase their parent access to the web-based parent portal by reducing the % of non-users by at least 50% by 2016.</p>	<p>7th: 68% (32%) 8th: 68% (32%)</p>	<p>7th: 72% (28%) 8th: 72% (28%)</p>	<p>7th: 76% (24%) 8th: 76% (24%)</p>	<p>7th: 80% (20%) 8th: 80% (20%)</p>	<p>7th: 84% (16%) 8th: 84% (16%)</p>
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Implementation Details

Action Steps	Evidence/ Data Sources	Person(s) Responsible / Group(s)	Implementatio n Timeline	Resources Needed: Material / Technolog y / Trainer	Relate d PD	Funding/ Funding Source
<p>5.1 Parent Training on Internet Support</p> <p>Training will be offered to parents on how to access and use the web based Focus Parent Portal to access student grades, Blackboard, and My School Bucks to add money to a student lunch account.</p>	Web based Parent Portal Report	Teachers, administrators	October 16, 2012 (Overflow day of October 23, 2012 if necessary)	Facilities, Presentation Equipment, various teachers will train parents	None	No cost
<p>5.2 Timely Information Available for Parents</p> <p>Teachers will input grades into the web-based grading program on a weekly basis.</p>	Web based grading program report	Administrators, Classroom Teachers	2012-2013 school year	Web-based grading program	None	No cost

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Goal 1: Student Performance Content Area: <u>Reading</u> Goal 2: Student Performance Content Area: <u>Math</u> Goal 3: Student Performance: Content Area: <u>Writing</u> Goal 4: Student Performance Content Area: <u>Science</u> Goal 5: <u>Parental Involvement</u> Goal 6: <u>School Climate</u>					
Goal 6a: By the end of the 2012-2013 academic year, all teachers will increase the usage of technology in the classroom to improve student engagement for increased monitoring of students performance data.					
Strategies, Indicators and Progress Measures					
I. Strategy 6a: Implement the research based strategy of increasing access to and implementation of technology resources to increase student engagement and performance.					
*progress measures are for the purpose of reaching your 3-5 year school improvement goals and amo's.	Baseline Measure August 2012 * Perceptual Data	Progress Measure August 2013	Progress Measure August 2014	Progress Measure August 2015	Progress Measure August 2016
II. Adult Implementation Indicator (s) : 100% of teachers will implement the research based strategy of increasing access to and implementation of technology resources to increase student engagement and performance.	Grades 7-8: 50%	Grades 7-8: 63%	Grades 7-8: 75%	Grades 7-8: 88%	Grades 7-8: 100%
	2012	August 2013	August 2014	August 2015	August 2016

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III. Student Performance Indicator (s):					
<p>Lakeside Junior High will consistently increase their teachers' technology usage by reducing the % of non-users by at least 50% by 2016.</p>	<p>7th: 68% (32%) 8th: 68% (32%)</p>	<p>7th: 72% (28%) 8th: 72% (28%)</p>	<p>7th: 76% (24%) 8th: 76% (24%)</p>	<p>7th: 80% (20%) 8th: 80% (20%)</p>	<p>7th: 84% (16%) 8th: 84% (16%)</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>6A.1 Technology Support Team</p> <p>Creation of a tech support team to help with minor technology problems to decrease the response time for problem resolution.</p>	Issue Track Reports	Rachel Tiling, David Bradley, District Technical Specialist	2012-2013 school year	None	None	No cost
<p>6A.2 Technology Thursdays</p> <p>Teacher committee will provide ongoing professional development once a month on various types of technology, including FOCUS, Audience Response Systems, Performance Matters, troubleshooting, enhanced classrooms, and other topics as requested by faculty members.</p>	Sign-in sheets	Technology Advisory Committee	2012-2013 school year	No resources needed. Technology Advisory Committee members will provide training.	Technology Thursdays (ongoing) presented by members of the Technology Advisory Committee	No cost

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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>School Climate</u>					
Goal 6b: By the end of the 2012-2013 academic year, discipline referrals will decrease as a result of teachers implementing strategies to promote positive choices.					
Strategies, Indicators and Progress Measures					
I. Strategy 6b: Implement the research based strategy of creating a safe, organized, flexible, inclusive, collaborative, student-centered learning environment that maintains an atmosphere of respect for all levels of diversity.					
*progress measures are for the purpose of reaching your 3-5 year school improvement goals and amo's.	Baseline Measure August 2012 * Perceptual Data	Progress Measure August 2013	Progress Measure August 2014	Progress Measure August 2015	Progress Measure August 2016
II. Adult Implementation Indicator (s) : 100% of teachers will implement the research based strategy of creating a safe, organized, flexible, inclusive, collaborative, student-centered learning environment that maintains an atmosphere of respect for all levels of diversity.	Grades 7-8: 50%	Grades 7-8: 63%	Grades 7-8: 75%	Grades 7-8: 88%	Grades 7-8: 100%
	2012	August 2013	August 2014	August 2015	August 2016

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III. Student Performance Indicator (s): Lakeside Junior High will consistently increase the number of students who do not receive discipline referrals by reducing the % of referrals by at least 50% by 2016.	7 th : 75% did not receive referrals (25% received referrals)	7 th : 78.1% (21.9%)	7 th : 81.25% (18.75%)	7 th : 84.5% (15.5%)	7 th : 87.75% (12.25%)
	8 th : 75% did not receive referrals (25% received referrals)	8 th : 78.1% (21.9%)	8 th : 81.25% (18.75%)	8 th : 84.5% (15.5%)	8 th : 87.75% (12.25%)

Implementation Details

Action Steps	Evidence/ Data Sources	Person(s) Responsible / Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
6B.1 Gator Great Program Continue implementation of school-wide/team specific discipline support program (Gator Greats) to encourage and support positive behavior choices.	Referral Data	Teachers, administrators	2012-2013 School Year	Celebration Items	None	No cost
6B.2 School Radios Administrators and various staff members will be equipped with handheld radios to improve communication promoting school safety/reducing discipline issues.	Referral Data	Administrators	2012-2013 School Year	6 - Motorola BPR40 Handheld Radios (\$148.96 each) 5 - Replacement batteries for existing radios (\$14.96 each)	None	SAC Funds \$1100 Budget Strip: 0100.5100.0510.0351.118 1

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6B.3 Time to Teach School-wide training on Time to Teach strategies will be provided during pre-planning to address “teach to” ideas that will teach students how to perform various day-to-day activities in the classroom and on campus in a manner that meets faculty expectations and complies with the rules in the Student Handbook.	Sign-in sheets, lesson plans, decrease in number of referrals	Administrators , teachers	2012-2013 School Year (Training will take place on August 8, 2012.)	Presentation materials/ equipment, John Green to provide training.	“Time to Teach” PD presented by John Green, principal.	No cost
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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 (SIP funds allocated to your school) 2010-11 SIP Proj1181 – \$2552.57 2011-12 SIP Proj1182 - \$4291.67 2012-13 SIP Proj1183 - \$4335.00
Goal 1 (Reading)/Action Step 1.1, Goal 2 (Math)/ Action Step 2.1, Goal 3 (Writing)/ Action Step 3.1, Goal 4 (Science)/ Action Step 4.1	Apperson Advantage 1200 Scanner - \$900 Scantrons - \$300 Substitutes for data meetings - \$2500	2011-12 SAC Funds 0100.5100.0510.0351.1182	\$3, 700.00
Subtotal: \$3,700.00			
Professional Development			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount (include all allocations in function 6400) FTE – No Project \$1237.45 SIP – Project 1183 \$4335.00

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Conference/Workshop/Seminar/Institute/Online PD Goal and Action Step #(s) Title : Location: Dates: Sponsoring Educational Institution:	Mileage Meals Room Registration Substitute(s)	Budget Strip	
Professional Learning Community Goal and Action Step #(s) Navigator Plus Activity Title:	Materials List and Cost:	Budget Strip	
Lesson Study Goal and Action Step #(s): Navigator Plus Activity Title:	Materials List & Cost:	Budget Strip	
School Workshop 1 Goal and Action Step #(s): Goal 1/Action Step 1.2 Navigator Plus Activity Title: Common Core Implementation Strategies	Materials List/ Cost: Kagan Foldables \$60 Consultant Fee: \$0 Consultant Travel Expenses: \$0 Substitutes: \$0 Stipends: \$0	Budget Strip PD Funds 0100.6400.0310.0351.0000	\$60.00
School Workshop 2 Goal and Action Step #(s): Goal 1/Action Step 1.1, Goal 2/Action Step 2.1, Goal 3/Action Step 3.1, Goal 4/Action Step 4.1 Navigator Plus Activity Title: FCAT Test Maker Pro Focus Group Training	Materials List/ Cost: \$0 Consultant Fee: \$0 Consultant Travel Expenses: \$0 Substitutes: \$700 Stipends: \$0	Budget Strip PD Funds 0100.6400.0310.0351.0000	\$700.00
To Be Determined and added at a later date			\$477.45
Subtotal: \$1237.45			
Other			
Goal Area and Action Step Number	Description of Resources	Budget Strip	Available Amount 2010-11 SIP Proj1181 – \$2552.57 2011-12 SIP Proj1182 - \$4291.67 2012-13 SIP Proj1183 - \$4335.00
Goal 1 (Reading)/Action Step 1.6	READ/Scope Magazine subscription (25)	SAC Funds 5100.0510.0351.1183	\$250.00
Goal 1 (Reading)/Action Step 1.5	Books for Book Club	SAC Funds 5100.0510.0351.1181	\$350
Goal 2 (Math)/Action Step 2.4	Calculators	SAC Funds 5100.0510.0351.1183	\$500

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Goal 4 (Science)/Action Step 4.3	Science Fair substitutes	SAC Funds 5100.0510.0351.1181	\$1000
Goal 4 (Science)/Action Step 4.2	Equipment for weekly hands-on labs	SAC Funds 5100.0510.0351.1182	\$500
Goal 6B(School Climate)/Action Step 6B.2	6 - Motorola BPR40 Handheld Radios (\$148.96 each) 5 - Replacement batteries for existing radios (\$14.96 each)	SAC Funds 5100.0510.0351.1181	\$1100
Subtotal: \$3700			
Grand Total (Available): \$12,416.69			

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:	NA		
Objectives			
	Ye s	No	Comments
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.			
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.			
Who will be trained?			
Date(s), Location			
Total Cost			

2012-2013 School Improvement Plan

Complete budget line for expenses			
Name of facilitator/person responsible			
Timelines			
	Ye s	No	Comments
Start Date			
End Date			
Budget			
Local FTE (function 6400-no project)			NA
Project -			NA
Project -			NA
Project -			NA
Total External PD Budget (no project & project funds)			NA

Approvals: (Signature's required)

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

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

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

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

2012-2013 School Improvement Plan