

**2007-2008  
SCHOOL IMPROVEMENT PLAN**

**School Name: CENTRL RIVERSIDE ELEMENTARY  
School Number: 18**

**Date of Public Hearing:** \_\_\_\_\_

**Signatures of Approval**

**Principal:** *Sheridan J. Brown* **Date:** \_\_\_\_\_

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

**Cluster Chief:** \_\_\_\_\_ **Date:** \_\_\_\_\_

# 2007-2008 SCHOOL IMPROVEMENT PLAN

School Name: Central Riverside Elementary

School Number: 18

2007 School Performance Grade: **B**

**Vision/Mission:** The vision of Central Riverside Elementary is to work as a team of parents, staff, and community to provide positive stimulation and a safe learning environment. Every classroom and resource person holds high expectations for every child. Central Riverside's enriched curriculum provides each child with the opportunity to read, write, create, explore and problem solve. All teachers provide learning situations that will prepare each child for academic and social success.

## **School Profile/Demographics:**

Central Riverside Elementary, built in 1916, sits as a jewel on the hill in historic Riverside, Jacksonville, Florida. The sturdy two-story building was refurbished in 1995 and now its digital infrastructure and highly polished floors support a K-5 student body of 400 students. Our special education and economically disadvantaged percentages have remained high and steady over the past five years. Central Riverside is a Gifted and Academically Talented magnet school accredited through the Southern Association of Schools and Colleges and serves students from across the western portion of Jacksonville who come on foot, by car, and on buses. The neighborhood consists mostly of older single-family homes, many recently remodeled. The neighborhood students served by Central Riverside come from boundaries on I-10 North, College Street South, Roosevelt Blvd. west and The St. Johns River south. Other students come from across the county for the Gifted and Academically Talented magnet program.

The students take great pride in being a "dolphin," the PTA has won top honors 2 years in a row, and the custodial staff boasts awards for "Cleanest School." The school is a Title I school and a Gifted and Academically Talented Magnet. A full service cafeteria feeds 71% of the student body free breakfast and free or reduced priced lunches. Parents are actively involved through a PTA, School Advisory Council, and frequent parent training evenings. There is a unique community organization of churches (CEW) that offer after school programs for students two days a week. A variety of safety net practices are in place such as small group instruction, electronic tools, Extended Day tutoring, and community volunteer tutors. Americorps volunteers assist in primary grades. Students may participate in WCRE TV studio activities, in Student Council Association, as TOTs (Teachers of Tomorrow) or Safety Patrol.

The NCEE and Florida Sunshine State Standards based curriculum features student workshops and student performance objectives in reading, writing, and mathematics. Teachers are trained by a Standards Coach and District Staff through professional development to compare student work, boost academic achievement, and remediate students below grade level through alternative math and reading programs, such as READING RECOVERY, KNOWING MATHEMATICS and special education classes.

Gifted and Academically Talented students are served one day a week in inquiry-based learning centers and led through problem solving tasks and units of study. Students in this magnet program feed into one of two gifted and talented Middle Schools and academic high schools. If non-magnet, students feed into neighborhood middle and high schools.

The faculty and Principal are highly qualified and well educated with gifted and ESOL endorsed teachers. Resource specialists include Music, Art, FAST FORWARD reading, Reading Recovery for grade one, Physical Education, Gifted, E.D.G.E. (academically talented), ESE (special education), Speech, Hearing Impaired, Guidance Services, and Media/Library. Four paraprofessionals assist teachers in K-5 classes.

In compliance with Florida mandate, the student teacher ratio is 18:1 in K-3 and 20:1 in grades four and five. We score above average on standardized test scores and in attendance of students. All students need to make gains above their previous year's achievement. All economically disadvantaged students need to make gains in writing.

Needs Assessment/School Profile (Please Note: The data provided in the table below reflect all students in all curriculum groups.)

0181		School Annual Targets										
		2005										
Goal	District Long-range Targets	Gr	% Tot Pop	% Wh	% Blk	% Hisp	% Asian	% Am Ind	% Multi Eth	% Econ Disad	% LEP	% ESE
1.0 Science	All 5 <sup>th</sup> grade students tested will score at level 3 or above on the FCAT Science Standards component (SSS).	5										
		2006										
	All 5 <sup>th</sup> grade students tested will score at level 3 or above on the FCAT Science Standards component (SSS).	5	36	*	25	*	*	*	*	21	*	*
		2007										
	All 5 <sup>th</sup> grade students tested will score at level 3 or above on the FCAT Science Standards component (SSS).	5	34	80	23	*	*	*	*	22	*	*
		2008 PROJECTED										
	All 5 <sup>th</sup> grade students tested will score at level 3 or above on the FCAT Science Standards component (SSS).	5	38	81	27					24		
		2008 ACTUAL										
	All 5 <sup>th</sup> grade students tested will score at level 3 or above on the FCAT Science Standards component (SSS).	5										

\* - Fewer than 10 students

Needs Assessment/School Profile (Please Note: The data provided in the table below reflect all students in all curriculum groups.)

0181		School Annual Targets										
		2005										
Goal	District Long-range Targets	Gr	% Tot Pop	% Wh	% Blk	% Hisp	% Asian	% Am Ind	% Multi Eth	% Econ Disad	% LEP	% ESE
1.0 Reading	All 3 <sup>rd</sup> - 5 <sup>th</sup> grade students tested will score at level 3 or above on the FCAT Reading Standards component (SSS).	3	68	*	64	*	*	*	*	57	*	*
		4	78	100	68	*	*	*	*	55	*	*
		5	62	100	55	*	*	*	*	57	*	*
	All 4 <sup>th</sup> - 5 <sup>th</sup> grade students tested will show at least one year's growth over the previous year's FCAT Reading Standards component (SSS).	3										
		4	78	*	75	*	*	*	*	63	*	*
		5	54	90	49	*	*	*	*	46	*	*
All students will meet the 25-book reading standard.												
		2006										
	All 3 <sup>rd</sup> - 5 <sup>th</sup> grade students tested will score at level 3 or above on the FCAT Reading Standards component (SSS).	3	67	*	64	*	*	*	*	64	*	*
		4	60	73	53	*	*	*	*	54	*	*
		5	72	*	61	*	*	*	*	61	*	*
	All 4 <sup>th</sup> - 5 <sup>th</sup> grade students tested will show at least one year's growth over the previous year's FCAT Reading Standards component (SSS).	3										
		4	60	70	56	*	*	*	*	57	*	*
		5	61	*	52	*	*	*	*	48	*	*
All students will meet the 25-book reading standard.												
		2007										
	All 3 <sup>rd</sup> - 5 <sup>th</sup> grade students tested will score at level 3 or above on the FCAT Reading Standards component (SSS).	3	54	*	51	*	*	*	*	47	*	*
		4	62	*	55	*	*	*	*	58	*	*
		5	76	100	68	*	*	*	*	68	*	*
	All 4 <sup>th</sup> - 5 <sup>th</sup> grade students tested will show at least one year's growth over the previous year's FCAT Reading Standards component (SSS).	3										
		4										
		5	77	100	69	*	*	*	*	75	*	*
All students will meet the 25-book reading standard.												
		2008 PROJECTED										
	All 3 <sup>rd</sup> - 5 <sup>th</sup> grade students tested will score at level 3 or above on the FCAT Reading Standards component (SSS).	3	60		60					52		
		4	65		60					60		
		5	76		69					70		
	All 4 <sup>th</sup> - 5 <sup>th</sup> grade students tested will show at least one year's growth over the previous year's FCAT Reading Standards component (SSS).	3										
		4	60		65					65		
		5	65	100	70					70		
All students will meet the 25-book reading standard.												
		2008 ACTUAL										
	All 3 <sup>rd</sup> - 5 <sup>th</sup> grade students tested will score at level 3 or above on the FCAT Reading Standards component (SSS).	3										
		4										
		5										
	All 4 <sup>th</sup> - 5 <sup>th</sup> grade students tested will show at least one year's growth over the previous year's FCAT Reading Standards component (SSS).	3										
		4										
		5										
All students will meet the 25-book reading standard.												

\* Fewer than 10 students

## School Accountability Report

Needs Assessment/School Profile (Please Note: The data provided in the table below reflect all students in all curriculum groups.)

0181		School Annual Targets										
		2005										
Goal	District Long-range Targets	Gk	% Tot Pop	% Wh	% Blk	% Hisp	% Asian	% Am Ind	% Multi Eth	% Econ Disad	% LEP	% ESE
1.0 Writing	All 4 <sup>th</sup> grade students tested will score 4.0 or higher on FCAT Writing	4	61	50	59	*	*	*	*	50	*	*
	All 4 <sup>th</sup> grade students tested will score 4.0 or higher on FCAT Writing	4	44	55	43	*	*	*	*	44	*	*
	All 4 <sup>th</sup> grade students tested will score 4.0 or higher on FCAT Writing	4	29	*	27	*	*	*	*	23	*	*
		2008 PROJECTED										
	All 4 <sup>th</sup> grade students tested will score 4.0 or higher on FCAT Writing	4	65		40					40		
		2008 ACTUAL										
	All 4 <sup>th</sup> grade students tested will score 4.0 or higher on FCAT Writing	4										

\* - Fewer than 10 students

Needs Assessment/School Profile (Please Note: The data provided in the table below reflect all students in all curriculum groups.)

0181		School Annual Targets											
		2005											
Goal	District Long-range Targets	Gk	% Tot Pop	% Wh	% Blk	% Hisp	% Asian	% Am Ind	% Multi	% Econ Disad	% LEP	% ESE	
1.0 Mathematics	All 3 <sup>rd</sup> - 5 <sup>th</sup> grade students tested will score at level 3 or above on the FCAT Mathematics Standards component (SSS).	3	45	*	38	*	*	*	*	29	*	*	
		4	64	91	56	*	*	*	*	50	*	*	
		5	46	100	32	*	*	*	*	30	*	*	
	All 4 <sup>th</sup> - 5 <sup>th</sup> grade students tested will show at least one year's growth over the previous year's FCAT Mathematics Standards component (SSS).	3											
		4	68	*	70	*	*	*	*	*	65	*	*
		5	61	90	51	*	*	*	*	61	*	*	
		2006											
	All 3 <sup>rd</sup> - 5 <sup>th</sup> grade students tested will score at level 3 or above on the FCAT Mathematics Standards component (SSS).	3	42	*	36	*	*	*	*	38	*	*	
		4	55	64	49	*	*	*	*	51	*	*	
		5	62	*	53	*	*	*	*	52	*	*	
	All 4 <sup>th</sup> - 5 <sup>th</sup> grade students tested will show at least one year's growth over the previous year's FCAT Mathematics Standards component (SSS).	3											
		4	61	70	59	*	*	*	*	*	62	*	*
		5	70	*	62	*	*	*	*	63	*	*	
		2007											
	All 3 <sup>rd</sup> - 5 <sup>th</sup> grade students tested will score at level 3 or above on the FCAT Mathematics Standards component (SSS).	3	66	*	61	*	*	*	*	64	*	*	
		4	71	*	64	*	*	*	*	70	*	*	
		5	56	82	47	*	*	*	*	46	*	*	
	All 4 <sup>th</sup> - 5 <sup>th</sup> grade students tested will show at least one year's growth over the previous year's FCAT Mathematics Standards component (SSS).	3											
		4	85	*	84	*	*	*	*	*	86	*	*
		5	78	91	73	*	*	*	*	74	*	*	
		2008 PROJECTED											
	All 3 <sup>rd</sup> - 5 <sup>th</sup> grade students tested will score at level 3 or above on the FCAT Mathematics Standards component (SSS).	3	68		65					65			
		4	72		65					71			
		5	60	83	55					55			
	All 4 <sup>th</sup> - 5 <sup>th</sup> grade students tested will show at least one year's growth over the previous year's FCAT Mathematics Standards component (SSS).	3											
		4	86		85						87		
		5	80	92	74					75			
		2008 ACTUAL											
	All 3 <sup>rd</sup> - 5 <sup>th</sup> grade students tested will score at level 3 or above on the FCAT Mathematics Standards component (SSS).	3											
		4											
		5											
	All 4 <sup>th</sup> - 5 <sup>th</sup> grade students tested will show at least one year's growth over the previous year's FCAT Mathematics Standards component (SSS).	3											
		4											
		5											

\* Fewer than 10 Students

18	Grade	Total Points	% Meeting High Standards in Reading	% Meeting High Standards in Math	% Meeting High Standards in Writing	% Meeting High Standards in Science	% Making Learning Gains In Reading	% Making Learning Gains In Math	% of Lowest 25% Making Learning Gains in Reading	% of Lowest 25% Making Learning Gains in Math	Percent Tested
Year											
<i>2008</i>	<i>A</i>	<i>570</i>	<i>73</i>	<i>73</i>	<i>53</i>	<i>49</i>	<i>80</i>	<i>86</i>	<i>70</i>	<i>86</i>	<i>100</i>
2007	B	512	66	66	41	36	75	82	63	83	100
2006	C	376	66	53	64		59	66	68		100
2005	B	399	70	53	91		67	65	53		99

### Highly Qualified Certified Administrators/High Performance Management

The school principal is in her fourth year at Central Riverside and comes with advanced education degrees in educational leadership and school administration, and over thirty years of educational experiences in school leadership, professional development, elementary education, and instructional technology across three states. She has served in schools that rank with top FCAT grades.

**Education**

Blacksburg High School, Virginia 1969-diploma  
 James Madison University, Virginia 1973 B.S. - Elementary Education and Music (GPA=3.5)  
 James Madison University, Virginia 1978 M.S. - Administration and Supervision (GPA=3.9)  
 George Washington University, Washington, D.C.1988 - C.A.G.S. Administration and Supervision (GPA=3.9)  
 University of Massachusetts-Lowell, ABD-Ed.D. - Leadership in Schooling (GPA=3.8)

**Certification**

FL (# 739410), MA, and VA certificates, K-6 teaching, School Administration, School Principal, Supervision, and Leadership, Elementary Education.

### \*Recruitment/Retention of Highly Qualified Teachers

Describe strategies to recruit and retain high-quality, highly qualified teachers to high-need academic areas.

All teachers are highly qualified and certified. Some have Master's Degrees and additional certification areas such as ESOL, reading or gifted.

Teachers are recruited on an individual basis based upon their contacting the school or through a large district recruitment fair each summer. Often regular substitutes are invited to join the faculty as a teaching member. Additionally teachers can choose to transfer in and among schools and are recruited at an annual district Transfair event.

Teachers are retained on a three year basis by district policy. We have had a high turn over of teachers in the past year with teachers choosing a new school. We have had one retirement as well.

**Staff list** - Please attach a copy of the Staff List in MS Word .doc format only!

[Name, Area(s) of Certification, Teaching Field(s), Professional or Temporary Certificate, Number of Years Teaching]

Position	Last Name -ESOL *Gifted	First Name	Certification	Expires	Years Tching. 2007
K.1	- Johnston *	Mary Ann	ESE, 1-6, ESOL, gifted	2009	28
K.2	Schurott	Michelle	K-6	2008	4
K.3	Davis	Stacie	K-6 EI Ed.	2012	4
K.4	Swetnam	Eileen	EI. Ed.	2009	4
1.1	-Albino	Nilda	EI. Ed.	2011	1
1.2	Fleming	Natasha	PK-3	2011	8
1.3	Graves*	Georgiana	K-6	2009	2
1.4	Vick	Brigitte	K-6, ESOL	2009	5
2.1	- Bilyk	Diane	1-6 EI Ed, K-12 MH, PI, SS 5-9	2011	27
2.2	- Esteves	Stacey	K-6, ESOL	2011	2
2.3	Sablon	Sandra	1-6	2004	28
2.4	Gaines	Carmen	1-6	2010	30
3.1	- Davis	Elisabeth	1-6, ESOL, R-k-12, Principal	2009	39
3.2	Bachelor	Malinda	EI Ed 1-6	2008	11
3.3	Waters	Stacy	K-6	2007	1
3.4	O'Donnell*	Lisa	K-6	2006	2
4.1	Darga*	Thomas	K-6 FL	2010	3
4.2	Harris	Dee	K-6	2007	6
4.4	- Smithson*	Elaine	1-6, ESOL, gifted	2013	23
5.1	- McMillan	Jackie	1-6	2009	21

<b>5.2</b>	Ritchey	Kristen	1-6	2008	8
<b>5.4</b>	Burrell	David	PreK-3	2009	9
<b>Art</b>	Schmidt	Kathy	K-12 Art, El.Ed. K-6, FL	2009	2
<b>Fast Forwd</b>	Spencer	Alison	PreK-3	2009	7
<b>Guidance</b>	Rich	Tina	Florida Temporary	2012	1
<b>Media</b>	Medina	Jessica	Media Pk-12	2009	7
<b>Music</b>	Franklin	Chelsea	El Ed 1-6, Rding, K-12, SS 5-9	2012	1
<b>PE</b>	Menchan	James	K-6 Physical Education	2009	6
<b>Gifted</b>	Morton*	Lu	1-6, gifted	2012	13
<b>EDGE</b>	David*	Shana	K-12 music	2008	4
<b>ESE</b>	- Shaikh	Fawzia	EH, ESOL	2008	18
<b>ESE</b>	-Leftwich	Patricia	ESE K-12 895910	2010	6
<b>Speech</b>	Roos	Rachel	ESE/SLI (temp.)	2012	1
<b>RR</b>	Vilagi	Kim	Media PreK-12, 1-6	2009	11
<b>Stand. Cch.</b>	Beasley	Bev	El.Ed. 1-6, Reading K-12, SS 5-9	2012	34
<b>Principal</b>	* Brown	Sheridan	Ed Ldrship, 1-6, Principal	2012	34

## ADDITIONAL REQUIREMENTS

### School-Wide Improvement Model

Describe the research-based school improvement model at your school. How is this model being implemented and how has it helped student achievement?

Central Riverside Elementary is using the Florida Sunshine State and New Standards Reform Initiative researched through the National Center on Education and the Economy. A district wide implementation rubric has been developed which outlines the expectations in all subject areas. It clearly defines best practice in delivery model (Readers, Writers, and Math Workshop), performance standards for students, Community Involvement, Accountability, School Safety, and High Performance Management. Professional Development throughout the year is based on the Implementation Rubric and the targets defined by the District Supervisors and School Leadership Team.

**NCLB Public School Choice** – Describe the process used to provide parents with written notification on the academic progress of their child’s school in a format and language parents can easily understand.



Public School Choice Notice to Parents

Attach document (upload online and include in district plan)

May 14, 2007

Dear Parent/Guardian:

Your child attends a Title 1 school. Title 1 schools receive additional funding so that they can provide needed resources for their students. This summer, the Florida Department of Education will identify Title 1 schools that are in need of improvement. This occurs when one or more subgroups of students need to make more progress under the **No Child Left Behind Act** for the third year in a row. The school your child attends might be identified as one of these schools. Choosing to have your child remain in the current school is the best option and parents are encouraged to keep their children in their current school.

However, you have two options if your child attends a school designated for school improvement:

#### Option 1

You may transfer your child to another public school that is not in need of school improvement, and transportation will be provided if your child lives more than one and a half miles from the school that is chosen. Your child may continue to attend the chosen school until he or she graduates from that school. However, if the school from which your child transferred is no longer in need of school improvement, transportation becomes the responsibility of the parent.

If you choose this option, please complete the attached application and return it to the School Choice Office, Duval County Public Schools Administration Building, 1701 Prudential Drive, Jacksonville, Florida 32207. The postmark date must be on or before June 15, 2007. The district will respond to your request with its determination about your child's new school assignment by July 3, 2007.

**If you do not want to request a transfer for your child, you do not need to complete the attached application.**

**Option 2**

Your child may receive Supplemental Educational Services (**free tutoring**) from a provider approved by the Florida Department of Education if your child:

- ❖ **Remains in his current school**
- ❖ Is eligible to receive free or reduced price lunch **and**
- ❖ Is eligible to receive priority based on academic need.

If you choose this option, please complete the *Notice of Intent* form that the Title I Office will mail to you in July and return it to the Title I Office located in Room 406 of Duval County Public Schools Administration Building, 1701 Prudential Drive, Jacksonville, Florida 32207.

It is important for you to know that your involvement as partners with the school is important to a relevant and successful educational experience for your child.

If you need additional information, please call the **School Choice Office at 390-2144**.

Very truly yours,  
Dr. Joseph J. Wise

Superintendent of Schools

May 14, 2007

Dear Parent/Guardian:



Your child attends a Title I school. Title I schools receive additional funding so that they can provide needed resources for their students. This summer, the Florida Department of Education will identify Title I schools that are in need of improvement. This occurs when one or more subgroups of students need to make more progress under the *No Child Left Behind Act* for the second year in a row. The school your child attends might be identified as one of these schools.

If the school your child attends is designated for improvement, you may choose to have your child remain in the current school. However, you may transfer your child to another public school that is not identified for improvement. Transportation will be provided if your child lives more than one and a half miles from the school that you choose. Your child may continue to attend the chosen school until he or she graduates from that school. However, if the school from which your child transferred is no longer in need of school improvement, transportation becomes the responsibility of the parent.

The Duval County Public Schools is committed to improving students' academic achievement, attendance, and/or test participation. We recognize that classroom instructional programs are most important. Therefore, the District implemented new strategies and provided instructional support to improve student academic achievement.

If you choose to transfer your child to another school, please complete the attached application and select your choice by placing a one (1) by your first choice and a two (2) by your second choice. Return this application to the School Choice Office, Duval County Public Schools Administration Building, 1701 Prudential Drive, Jacksonville, FL 32207. The postmark date must be on or before June 15, 2007. The District will respond to your request with its determination about your child's new school assignment by July 3, 2007. **However, if you do not want to request a transfer for your child, you do not need to complete the attached application.**

If you need additional information, please contact our School Choice Office at 390-2144. We will be happy to assist you.

Sincerely, Joseph Wise  
Superintendent of Schools

Enclosures (2): NCLB – Title I Application  
Language Translation Information

August 8, 2006

Dear Parent or Guardian:

The highest priority for Duval County Public Schools is to improve students' achievement. We firmly believe that all children can learn and achieve when parents are involved with their children's education. Help your child succeed in school - sign them up for free tutoring! As a result of the federal *No Child Left Behind Act*, your child may be eligible to receive extra help in the areas of math, reading, and language arts. Your child can receive this free tutoring because he/she is enrolled in an eligible Title I school and qualifies for free or reduced price lunch.

You can now choose a free tutoring program that is best for your child. A list of approved tutoring programs in your area is enclosed. These programs have been approved by the Florida Department of Education and will provide your child with tutoring that is coordinated with what is being taught in school. Free tutoring will be offered to students with the greatest academic need.

When deciding which tutoring program is best for your child, you may want to ask these questions:

- When and where will the tutoring take place (at school, home, or a community center)?
- How often and for how many hours in total will your child be tutored?
- What programs, by grade levels and subject areas, are available for your child?
- What type of instruction will the tutor use (small group, one-on-one, or the computer)?
- Can the tutor help if your child has disabilities, or is learning English?
- Is transportation available to and from where the tutoring will take place?

Please call the Title I Office at 390-2123 if you have any questions about these services. You may also talk to the tutors at the Provider Fairs to help you decide which program is best for your child

If you would like to select a tutor now, you may return the Free Tutoring Application form **on or before September 8, 2006 to one of the following locations:**

- To the designated table at the Supplemental Educational Services Provider Fair, **or**
- Hand deliver or return by U.S. Mail in the enclosed self-addressed stamped envelope to the Title I Office, Room 406, Duval County Public Schools Administration Building, 1701 Prudential Drive, Jacksonville, Florida 32207.

Below is a timeline for selecting a free tutoring provider. The open enrollment period begins August 8 and ends on September 8, 2006.

\_\_\_\_\_ **August 21, 2006**  
**5:00 pm – 7:30 pm**  
Parents attend the Supplemental Educational Services Provider Fair at:  
R.L. Brown Elementary (#148)

1535 Milnor Street  
Jacksonville, Florida 32206

\_\_\_\_\_ **August 22, 2006**

**5:00 pm – 7:30 pm**

Parents attend the Supplemental Educational Services Provider Fair at:  
S.P. Livingston Elementary (#149)  
1128 Barber Street  
Jacksonville, Florida 32209

\_\_\_\_\_ **August 23, 2006**

**5:00 pm – 7:30 pm**

Parents attend the Supplemental Educational Services Provider Fair at:  
Andrew Robinson Elementary (#262)  
101 West 12<sup>th</sup> Street  
Jacksonville, Florida 32206

\_\_\_\_\_ **August 8, 2006 through September 8, 2006**

Return the Free Tutoring Application to the designated table at the Supplemental Educational Services Provider Fair or return the application to the Title I Office, Room 406, between the hours of 7:30 a.m. - 4:30 p.m. **on or before September 8, 2006.**

\_\_\_\_\_ **September 9, 2006 through October 8, 2006**

Parent and provider develop students' Supplemental Educational Services academic plan and agree to the terms of the Parent/District/Provider Agreement on or before October 8, 2006.

\_\_\_\_\_ **October 9, 2006**

Tutoring sessions will start.

Sincerely, Joseph Wise Superintendent of Schools

JW/lm

Enclosure:

Tutoring Application 2006-2007

List of Supplemental Educational Services Providers 2006-2007

Language translation sheet

Notification of SINI Status (upload online and include in district plan)

<b>Preschool Transition</b>
Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs:
There was a Voluntary pre-K summer program 2007 for pre-school students. The objectives for the program are comprehensive and provide a solid foundation for entry into basic kindergarten. Students experience hands on Literacy activities that build pre-reading, oral expression and phonemic awareness skills. Math skills are enhanced through daily living activities that involve matching, sorting and counting.
Central Riverside Elementary offers kindergarten education. Within the first 45 days of enrollment, Kindergarten students are given two assessments: Florida Kindergarten Readiness Assessment (FLKRS) is designed to provide for the

screening of each child's readiness for kindergarten. The FLKRS includes a subset of the *Early Childhood Observation System* (ECHOS) and the first two measures of the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) for kindergarten (Letter Naming Fluency and Initial Sound Fluency) to gather information on a child's development in emergent literacy. The results from these assessments are used to group students for differentiated instruction and to provide immediate intensive intervention.

### **Teacher Mentoring**

Describe your school's Teacher Mentoring Program.

The Principal, Reading Recovery teacher, Standards Coach and Guidance Counselor serve as the Leadership Team for Central Riverside Elementary School. The school's Shared Decision-Making Team consists of one representative from each grade level and/or department, as well as a representative from the Leadership Team, and the Paraprofessionals. Through these two Teams' leadership and open communication, learning communities are established and direct support is provided to all members of the staff.

Mentors are provided for new teachers through the district - based Teacher Induction Program (TIP), administered by a professional development facilitator on site and two consultants from the district level. We call our TIP program the GREEN TEAM at Central Riverside and meet often for support and training through March 2007. New teachers are observed 4 times before October using the FPMS scale and two times with the district Classroom Observation Instrument. Informal classroom visitations are also conducted, as well as lesson plan reviews, and a review of grade level minutes. New teachers not performing to standards are asked to leave in the first 97 days of school after being given experiences to observe, coached by experts, and counseled through steps needing improvement.

Teachers meet on grade level with experienced teachers and also as a group with the standards coach. The mentoring teachers have Master's degrees and excellent evaluations as they serve in modeling/counseling capacity with mentees.

## **Extended Learning Opportunities/Safety Nets**

The **extended learning opportunities** for students include volunteers who work with students, R.S.V.P.-grandparent readers, Summer Reading Camp, Special Education services, outside assemblies, and a variety of PTA Activities. Each of the programs carries an element of extending student learning for the body and mind. Reading is conducted in every activity for comprehension, practical application, and enjoyment. All teachers are highly qualified and use a wide variety of methods and materials to research learners based on their learning style and area in need of strengthening. All teachers provide internal safety nets through individual and small group instruction in classrooms. Special Education students are taught through an inclusion model at each grade level.

**C.E.W.** (Children's Education Workshop) is a unique community coalition that offers after school classes to students once a week in the following areas: swimming, basketball, chess, drama, soccer, arts and crafts, volleyball, Life Skills, and tutoring. Parents are notified of activities on a regular basis.

**Supplemental Educational Services:** Through the Title I office, students are eligible to receive free tutoring services from outside agencies. These services are offered after school, and a variety of private education providers are available from which parents can choose.

Regular **parent nights** have been placed on the calendar for the year and parents are invited to parent workshops around reading, math, FCAT testing, and make and take activities. Students in grades 3-5 will have access to a summer reading camp to improve skills if at risk of failing. Extended Day allows students homework time each afternoon with adult tutors available. Tutors are available for others students two hours a week after school free of charge.

**KNOWING MATHEMATICS** is used with Level 1 and 2 students in grades 4 & 5 at the end of the day during December through February.

DIBELS testing is conducted on each kindergarten student and low performing students at all grade levels.

**In-School Immediate Intensive Intervention (iii):** In-school extended learning opportunities include differentiated instruction through a targeted Skills Block, Readers Workshop, Writers Workshop, and Math Investigations. If students continue to have academic difficulty, additional time has been allocated in each teacher's schedule to provide students with 15 – 30 minutes of immediate intensive intervention (iii). Using continuous data analysis, specific academic needs are addressed for all subgroups including ESE and SES students.

**Progress Monitoring Plans:** All students who scored a Level 1 or 2 on the FCAT will receive a PMP with specific strategies designated to provide intensive remediation for deficit areas.

**Summer Reading School:** Duval County provides a district summer reading program for all third through fifth grade students who did not score a Level 2 or higher on the FCAT Reading test. First and Second grade students who scored in the intensive range on the DIBELS assessment received extensive reading instruction, also through Summer Reading School.

**Saturday School:** Tutoring by certificated teachers is offered every Saturday each month, January through February, for all Level 1 and 2 students. Instruction will follow the students' specific PMPs, with focus on individual needs. Simultaneous training and instruction for parents will be offered in the areas of Math Investigations, Readers and Writers Workshops.

**Reading Recovery:** is offered by one teacher to qualifying first grade students.

Note: Please refer to the District K-12 Comprehensive Reading Plan – for content related questions.

## **GOALS**

### **Goal 1: Academic Performance (Reading)**

#### **District/School Target(s) for All Students in All Curriculum Groups:**

- All students tested will score at level 3 or above on the FCAT Reading Standards component (SSS).
- All students tested will show at least one year's growth over the previous year on the FCAT Reading Standards component (SSS).

**Needs Assessment:**  
 Based on the FCAT data from 2007:  
 54% of the 3rd grade students scored a level 3 or above.  
 62% of the 4th grade students scored a level 3 or above.  
 76% of the 5th grade students scored a level 3 or above.  
 Third grade students scored below the District Average in all sub tests. 3rd grade students scored above the district average in Reference and Research. Lowest area was Main Idea.  
 Fourth grade students scored below the district average in all subtests. The lowest scoring subtest was Words and Phrases and Comparisons.  
 Fifth grade students scored above the district average in all subtests. The lowest scoring area was Main Idea.  
 All student subgroups showed gains and met AYP in Reading. 75% of student made reading gains. 63% of students in the lowest quartile made reading gains.

List objectives that have been developed to address specific problems, identified as needs based on the analysis of student performance and other data disaggregated by NCLB subgroups, FCAT level, and FCAT strands/clusters/elements.

**1. Objective:** Based on school test data students are struggling in the area of Words and Phrases on the FCAT test. An enhanced vocabulary will help increase their scores in the area of Words and Phrases as well as aid in the area of comprehension (main idea); therefore 60% of our students in grades 3-5 will show gains in the area of Words and Phrases with the December bench mark tests and FCAT scores, spring, 2007.

Strategies (including timeline)	Lead Person/Team	Resources Needed
Vocabulary strategies will be implemented during the skills block throughout the year to assist students in forming background knowledge and to increase comprehension.	Standards Coach, Teachers District Standards Coach	SAC SAI Funds
The book of the month program will be enhanced to include explicit vocabulary instruction as featured in <u>Bringing Words to Life</u> by Isabelle Beck and implemented school wide. This will provide students activities for enhancing vocabulary in the area of word phrases.	Standards Coach and Principal Media Specialist	SAC District <u>Bringing Words to Life</u> by Isabelle Beck
Parent Literacy Nights	Principal Standards Coach SIP Reading/Writing Team Classroom Teachers	Parent Invitation Standards Brochure Parent Feedback Form

Evaluation/Accountability:		
Conference Logs	Focus Walks	Reading Recovery, grade 1
Lesson Plans	Student Readers Notebooks	
Student Work	Fall, winter Benchmarks	
Teaching Charts	FCAT	
DRA	ELA, Math, Science Standards Brochure	
Parent Feedback Form	Fast Forward Weekly Reports	

**2. Objective:** 70% of all 3<sup>rd</sup>-5<sup>th</sup>-grade students tested will score a level 3 or higher of the SSS component of the FCAT Reading test. 67% of all students will make learning gains in the area of reading and 70% of the first quartile students will make gains in the area of reading. Evidence will be available with the December bench mark tests and FCAT scores, spring, 2007.

Strategies (including timeline)	Lead Person/Team	Resources Needed
<ul style="list-style-type: none"> <li>Analyze district AIDE data, DIBELS, Benchmarks, formative assessments and student progress quarterly. Results are used to plan instruction to meet the needs of the students.</li> <li>Train Teachers in the use of Differentiated Instruction and use of best practices in order to better meet the needs of all learners.</li> </ul>	Administration, coaches, classroom teachers  School Standards Coach DeSensi School Coaches Teachers, Technology Coordinator	AIDE data, DIBELS, Benchmarks, formatives  Differentiated Instruction video tapes and professional books

<ul style="list-style-type: none"> <li>▪ Use FCAT Explorer throughout the year in 3<sup>rd</sup>-5<sup>th</sup> grades to enhance growth and test-taking skills.</li> <li>▪ Use flexible grouping for literacy centers during reading block, so as to maximize student gains.</li> <li>▪ Implement Fast Forward Lab for students K-5</li> <li>▪ Use Leap Track School House programs for individualized remediation and reinforcement of skills taught in Readers Workshop</li> <li>▪ Implement Reading Recovery in grade one.</li> <li>▪ Use Accelerated Reader computer program to monitor student comprehension of independent reading.</li> <li>▪ Increase the classroom libraries with sets of leveled books to accommodate and match levels of all readers, including non-fiction text.</li> <li>▪ Teach students to find and use books of varying genres continuously throughout the year</li> <li>▪ Develop literacy centers in all K-3<sup>rd</sup> grade classrooms in order to differentiate instruction and meet the academic needs of all students.</li> </ul>	Standards Coach Teachers Principal Standards Coach Fast Forward Teacher Teachers  Reading Recovery Teacher Technology Contact Standards Coach Teachers Principal Standards Coach Reading Recovery Teachers Teachers School Technology Contact Teachers	Magnet  SAC-classroom books, non-fiction magazines
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**Evaluation/Accountability: Evaluation/Accountability:**

1. Unit tests in Scott Foresman Reading Series are administered regularly.
2. FCAT Benchmark, DRA's, DIBELS, FCAT Explorer and Leap Track will be used to track student progress and plan for remediation.
3. Administration will use Data Assessment Form to collect data from all K-5<sup>th</sup> grade classes. The data is analyzed during grade level meetings and used to plan the next month's instruction.
4. Teachers assess student work and conference with students weekly.
5. Teachers collaboratively examine student work to assist in the establishment of best practices-Professional Learning Community Meetings held the first early release day of each month.
6. Teachers keep running records to track student progress.
7. Focus walks will be conducted by administration and coaches regularly.
8. Lesson plans will be reviewed by administration.
9. Accelerated Reader use will increase as a result of increased independent reading by students in grades 2-5

**Research-Based Program:**

Readers Workshop, NCEE Resources, Scott Foresman Reading Series, Sunshine State Standards, Accelerated Reader, FCAT Explorer, Leap Track School House, Reading Recovery, DIBELS

**Professional Development aligned with this objective/Learning Communities** (Must address planning, delivery, follow up and evaluation strands):

**Planning:** The Standards Coach will provide differentiation workshops and meet bi-monthly to help with planning instruction and analyzing student work. Teachers will plan together weekly by grade level.

**Delivery:** The Readers Workshop will be used as a delivery system, providing teachers opportunity to work with individuals and small groups during the work period. .

**Follow-up:** Each teacher will maintain a Data Notebook for his or her class. Each teacher will participate in bi-monthly training with the focus on differentiation, modeling, demonstration lessons and individualized teacher coaching.

**Evaluation:** Formative and summative assessments will be included in Data Notebooks. Evidence of individualization of instructional practices in reading will be seen on focus walks and in lesson plans.

**Budget:**

Issues to Address	Describe Resources	Funding Sources	Total (funds)Available
*Research-Based Program(s) (Instructional Materials)	Resources on Differentiated Instruction, books.  Classroom Libraries and Non-Fiction magazines	SAC  SAC, Magnet	500.00  500.00

<b>*Research-Based Resource(s)</b>			
<b>Technology</b>			
<b>Professional Development</b>	Differentiated Instruction, Substitutes		\$300
		<b>Total:</b>	1300

**\*Highly Qualified Certified In-Field Instructors:** List instructors, paraprofessionals, and/or teachers who are teaching out-of-field that are **NOT** highly qualified. Describe the support and professional development being planned and provided for these professionals.

Central Riverside's Professional Development Facilitator (PDF) will work with all teachers who are beginning teachers or not highly qualified or are having difficulty in any area pertaining to their teaching assignment.

The school standards coach as well as district coaches will provide training to teachers considered less than highly qualified.

**Goal 1: Academic Performance (Mathematics)**

**District/School Target(s) for All Students in All Curriculum Groups:**

- All students tested will score at level 3 or above on the FCAT Mathematics Standards component (SSS).
- All students tested will show at least one year’s growth over the previous year on the FCAT Mathematics Standards component (SSS).

**Needs Assessment:**

Based on the FCAT data from 2007:

66% of the 3rd grade students scored a level 3 or above

71% of the 4th grade students scored a level 3 or above

56% of the 5th grade students scored a level 3 or above

Third grade students scored below the District Average in all Measurement and Data Analysis. 3rd grade students scored above the district average in all other subtests. Lowest area was Data Analysis.

Fourth grade students scored below the district average in Number Sense, Measurement, Algebra, and Data Analysis subtests. The lowest scoring subtests were Algebra and Data Analysis.

Fifth grade students scored below the district average in all subtests except Number Sense The lowest scoring area was Algebra.

All student subgroups showed gains and met AYP in Mathematics. 83% of lowest 25% of students made learning gains in math. 82% of all students made math learning gains.

List objectives that have been developed to address specific problems, identified as needs based on the analysis of student performance and other data disaggregated by NCLB subgroups, FCAT level, and FCAT strands/clusters/elements.

**1. Objective:**

70% of all 4<sup>th</sup> – 5<sup>th</sup> grade first quartile students tested will make adequate progress

70% of all students tested will score at least a 3 or higher on FCAT Math as outlined by the No Child Left Behind Act (NCLB). 70% of all students tested will show learning gains in mathematics with the December bench mark tests and FCAT scores, spring, 2008.

<b>Strategies (including timeline)</b>	<b>Lead Person/Team</b>	<b>Resources Needed</b>
Targeted students will work in a small intervention group with teachers trained in using the Knowing Mathematics program. Daily, approx. 14 weeks.	Fawzia Shaikh, ESE teacher	Knowing Mathematics materials Classroom space
Teachers engage in professional learning communities with a focus on student work, analyzing assessments and differentiated instruction/best practices.	Leadership Team  Grade Levels	

**Evaluation/Accountability:**

Formative math tests grades 1-5 provided by the District.

LEAPTRACK, BLAST OFF, TODAY’S MATHEMATICS, BUCKLE DOWN, FCAT COACH, FCAT Explorer reports, MATH INVESTIGATIONS Assessments

FCAT Benchmark and FCAT Explorer will be used to track student progress and plan for remediation.

Administration will use Data Assessment Form to collect data quarterly from all K-5<sup>th</sup> grade classes. The data is analyzed during grade level meetings and used to plan instruction.

Teachers assess student work and conference with students on a regular basis.

Teachers collaboratively examine student work to assist in the establishment of best practices.

An individualized standards checklist is used in K-5<sup>th</sup> grade classes to record the introduction, teaching and mastery of performance standards.

Administration and coaches will conduct regular focus walks.

Lesson plans will be reviewed by administration on a regular basis.

Vertical planning with subject area teachers of Math, grades 3,4,5

**Professional Development Aligned with this Objective/Learning Communities (Must address planning, delivery, follow up and evaluation strands):** On site training, professional books, NCTM journal articles, AIMS materials

Planning for Professional Development is conducted on a regular and ongoing basis as determined by the individual learning needs of teachers and data gathered on school wide learning needs. A professional development plan is maintained by the Leadership Team and reviewed regularly. Delivery is conducted on site by district and school personnel or by outside vendors. Follow up and evaluation of the implementation of professional development is conducted through focus walks on different topics, principal monitoring, grade level team meetings, and monitoring compliance with federal, state, and local rules and regulations.

**2. Objective:**

Individualized, small group instruction and varied work assignments will be utilized to provide differentiated instruction in math. Diagnostic testing and ongoing assessment will be used to match instruction to student learning needs.

Strategies (including timeline)	Lead Person/Team	Resources Needed
<ul style="list-style-type: none"> <li>▪ Analyze results of FCAT, Benchmark testing, August Diagnostic tests, and ongoing classroom assessment to determine student strengths and weaknesses.</li> <li>▪ Utilize flexible grouping during the Math workshop.</li> <li>▪ Classroom Teachers Data Notebooks</li> <li>▪ Provide internal (classroom groups) and external (tutoring) safety nets for at-risk students</li> <li>▪ Provide increased opportunities for choice time with special projects, compacted curriculum, special interest activities, and creative and critical problem-solving activities designed to meet the needs of the advanced learner.</li> <li>▪ Utilize model classrooms to coach all teachers in best practices and full implementation of MATH INVESTIGATIONS.</li> <li>▪ Utilize Problem of the Day to instruct and apply problem solving and communication strategies in Math</li> </ul> <p>Increase use of vertical planning in order to modify pacing and curriculum to math student needs.</p>	<p>Classroom Teachers Leadership Team Map/Aide Program</p> <p>Classroom Teachers Tutors in Knowing Mathematics Program Classroom Teachers Model Classroom teachers</p>	<p>Test scores</p>
<p>Establish a Math Lead Teacher and Classroom</p>	<p>Leadership Team</p>	<p>Willing individual, district Lead Teacher in-service/training</p>

**Evaluation/Accountability:**

Lesson plans  
 Student work  
 Family Standards Night brochure, feedback forms, and sign-in sheets  
 Teacher data notebook  
 Fall and Winter District benchmarks

**Research-Based Program:** Investigations in Number, Data, and Space, Knowing Mathematics, Leapfrog Schoolhouse, AIMS, Blast Off, FCAT Explorer,

**Professional Development Aligned with this Objective/Learning Communities (Must address planning, delivery, follow up and evaluation strands):**

**Planning:** Standards Coach will participate in differentiation workshops and meet bi-monthly to help with planning instruction and analyzing student work. Teachers will plan together weekly by grade level.

**Delivery:** The Math Workshop will be used as a delivery system, providing teachers opportunity to work with individuals and small groups during the work period. .

**Follow-up:** Each teacher will maintain Data notebooks for his or her class. Each teacher will participate in bi-monthly training with the focus on differentiation, modeling, demonstration lessons and individualized teacher coaching.

**Evaluation:** Formative and summative assessments will be included in Data Notebooks. Evidence of individualization of instructional practices in math will be seen on focus walks and in lesson plans.

**Budget:**

<b>Issues to Address</b>	<b>Describe Resources</b>	<b>Funding Sources</b>	<b>Total (funds) Available</b>
<b>*Research-Based Program(s) (Instructional Materials)</b>	EVERYDAY COUNTS MATH, MATH INVESTIGATIONS, KNOWING MATHEMATICS, LEAPFROG SCHOOLHOUSE, AIMS, FCAT COACH, BLAST OFF, AIMS, BUCKLE DOWN, FCAT EXPLORER	School Advisory Council Extended Day SAI Funds Magnet	\$500
<b>*Research-Based Resource(s) (e.g. websites, assessment tools)</b>	EVERDAY COUNTS MATH, MATH INVESTIGATIONS, KNOWING MATHEMATICS, LEAPFROG SCHOOLHOUSE, AIMS, FCAT COACH, BLAST OFF, AIMS, BUCKLE DOWN, FCAT EXPLORER	School Advisory Council Extended Day Magnet	
<b>Technology</b>			
<b>Professional Development</b>			
<b>Other</b>	Substitutes	District	\$300
		<b>Total:</b>	\$800

**\*Highly Qualified Certified In-Field Instructors:** List instructors, paraprofessionals, and/or teachers who are teaching out-of-field that are **NOT** highly qualified. Describe the support and professional development being planned and provided for these professionals.  
 Central Riverside's Professional Development Facilitator (PDF) will work with all teachers who are beginning teachers or not highly qualified or are having difficulty in any area pertaining to their teaching assignment.

The school standards coach as well as district coaches will provide training to teachers considered less than highly qualified.

**Goal 1: Academic Performance (Writing)****District/School Target(s) for All Students in All Curriculum Groups:**

- All students tested will score 4.0 or higher on FCAT Writing.

**Needs Assessment:**

1% of our students did not meet writing gains as evidenced by FCAT WRITES. AYP was not met in the area of economically disadvantaged students. 41% of students made 3.5 or better on the test.

**Objective (NCLB requires at least a 1% improvement):**

60% of fourth grade students will score a 4 or better on FCAT Writes

60% of fourth grade students will score on 3.5 or better on FCAT Writes.

Student writing scores in demand writing will improve through continued emphasis on the the NCEE Standards, practice prompts, use of rubrics to clarify expectations, and ongoing conferencing by the teachers.

**Strategies (including timeline)****Lead Person/Team****Resources Needed**

- Students will continue to write daily
- Teachers will implement the Writers Workshop model with targeted instruction based on on-going assessment
- Individual writing conferences will be used to help students determine individual writing goals.
- Regular writing prompts will be given to provide practice in demand writing.
- Differentiated instruction will be provided through small groups and individual conferencing
- Extended Writing opportunities and celebrations such as WCRE Literary Readers and Spotlight on student Response to Literature will be provided.
- Family Literacy Night

ELA teachers  
Standards Coach

Standards Coach, Reading Recovery Teacher

Time for Workshop  
Workshop model

Practice prompts

Time for Workshop  
Workshop model

**Evaluation/Accountability:**

Analysis of quarterly writing samples, Focus Walks, District Snapshots, Publications by students on web site and magazine.

Writing Portfolios

Conference logs

Classroom Charts

Teacher/Student Writing Rubrics

DRA- Student written part

**Research-Based Program:**

Scott Foresman Reading Series, NCEE Writers Workshop, Sunshine State Standards, NCEE performance standards, NCEE Monographs, FCAT Writes Rubric,, Primary Literacy Standards

**Professional Development Aligned with this Objective/Learning Community** (Must address planning, delivery, follow up and evaluation strands):

**Planning:** Time will be set aside for writing training and analysis of student work.

**Delivery:** Standards Coach will meet quarterly to assist teachers in planning instruction and in analyzing student work given during the Writers Workshop.

**Follow-up:** Each teacher will maintain a conferencing log and writing portfolio for each student.

Each teacher will participate in at least quarterly professional development to include demonstration lessons and modeling to learn more about writer's workshop.

**Evaluation:** Evidence of writer's workshop will be seen on focus walks.

Evidence of conferencing will be reflected in lesson plans and writer's notebooks.

**Budget:**

<b>Issues to Address</b>	<b>Describe Resources</b>	<b>Funding Sources</b>	<b>Total (funds) Available</b>
<b>*Research-Based Program(s) (Instructional Materials)</b>	NCEE Books for teacher use in writing	SAC, Magnet	\$250
<b>*Research-Based Resource(s) (e.g. websites, assessment tools)</b>			
<b>Technology</b>			
<b>Professional Development</b>	Writing Workshop as advertised		\$400
<b>Other</b>	Substitutes	District, SAC	200
		<b>Total:</b>	\$850

**Goal 1: Academic Performance (Science)**

**District/School Target(s) for All Students in All Curriculum Groups:**

- All students tested will score 3 or higher on FCAT Science.

**Needs Assessment:**

36% of fifth grade students scored 3, 4, and 5 on FCAT Science 2007.

**1. Objective:**

Teachers are familiar with and use Science pacing, curriculum guides, Science district performance standards, Sunshine State standards and NCEE performance standards in Science.

Strategies (including timeline)	Lead Person/Team	Resources Needed
<ul style="list-style-type: none"> <li>Science model classrooms will be utilized to demonstrate best practices engagement in their work.</li> <li>Teachers will analyze data and utilize diagnostic information in order to plan instruction.</li> <li>Teachers will attend district Science workshops in order to enhance understanding in Science content and best practices.</li> <li>Science is taught in Grades K-5, all classes.</li> <li>A Science workshop will be offered for teachers during the school year.</li> </ul>	<p>Teachers</p> <p>Teachers</p> <p>Teachers District staff or outside vendor</p>	<p>FCAT scores</p> <p>Substitute teachers</p> <p>Supply Depot on campus District staff or outside vendor</p>

**Evaluation/Accountability:**

Science lead will conduct quarterly focus walks to support teachers' efforts in implementing science model. Principal and science lead will coordinate training in best practices of science instruction. Evidence of science instruction will be evident in lesson plans. Rituals and routines of a model science classroom will be seen on focus walks, including actively engaged students and alignment with standards. Student products and performances are in evidence in classrooms.

**Research-Based Program:**

Scott Foresman Textbook series  
NCEE New Performance Standards in Science and Applied Learning

**Professional Development Aligned with this Objective/Learning Communities** (Must address planning, delivery, follow up and evaluation strands):

**Planning:** Science Lead teacher and teachers will work together in planning units of study which are well-balanced and grade level appropriate.

**Delivery:** Science instruction will utilize a variety of instructional methods including read and Discuss demonstrations, hands-on activities, and projects.

**Follow-up:** Ongoing professional development in both content and delivery methods will Be provided during early dismissal training days.

**Evaluation:** Grade levels will plan together and use common assessments to ensure standard Expectations across the grade level.

**Budget:**

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available
*Research-Based Program(s) (Instructional Materials)	Scott Foresman	District	
*Research-Based Resource(s) (e.g.			

websites, assessment tools)			
<b>Technology</b>			
<b>Professional Development</b>	Science K-5 workshop or Professional books/journals	District staff or outside vendor	500
<b>Other</b>	Science Supply Depot Tools	SAC	500
		<b>Total:</b>	1000.00

**\*Highly Qualified Certified In-Field Instructors:** List instructors, paraprofessionals, and/or teachers who are teaching out-of-field that are **NOT** highly qualified. Describe the support and professional development being planned and provided for these professionals.  
 Central Riverside's Professional Development Facilitator (PDF) will work with all teachers who are beginning teachers or not highly qualified or are having difficulty in any area pertaining to their teaching assignment.  
 The school standards coach as well as district coaches will provide training to teachers considered less than highly qualified.

**\*Parental Involvement**

<b>Needs Assessment:</b> Over 400 volunteers each year participate at school. We have an active PTA and School Advisory Council.		
<b>Objective:</b> To increase parent involvement at Parent Literacy trainings and PTA activities. To keep the community informed of our transition to a dedicated magnet school.		
<b>Strategies (including timeline)</b>	<b>Lead Person/Team</b>	<b>Resources Needed</b>
<ul style="list-style-type: none"> <li>▪ Continue to send home DOLPHIN TIMES NEWELETTER every two weeks.</li> <li>▪ Maintain current school web site data.</li> <li>▪ Maintain Telephone answering system.</li> <li>▪ Maintain and increase School Business Partners.</li> </ul>	Principal	Paper, web site, flyers
Utilize Volunteer sign-up sheets to use as many different volunteers as possible.	Volunteer Coordinator, PTA	
Conduct monthly PTA and SAC meetings and publish dates and times in Newsletter and minutes on web site.	PTA President, SAC Chair, Principal	
<b>Evaluation/Accountability:</b> Volunteer hours are tallied each year.		
<b>Researched-Based Program</b>		
<b>Professional Development Aligned with this Objective</b>		
<b>Planning:</b> Parent Communication systems at the school and classroom level will be determined during preplanning and shared at Open House.		
<b>Delivery:</b> Weekly Newsletter, email, and classroom homework sheets will be used by all.		
<b>Follow-up:</b> Documentation/conference logs will be maintained by teachers as evidence of positive and remedial communication and outreach.		
<b>Evaluation:</b> Parent and Teacher perspective on the community involvement and communication will be solicited via the School Climate Survey		

**Budget:**

<b>Issues to Address</b>	<b>Describe Resources</b>	<b>Funding Sources</b>	<b>Total (funds) Available</b>
	Public Relations materials	Magnet, SAC	\$500

**\*Return on Investment (ROI)**

<b>Needs Assessment:</b> The most current School Efficiency Indicator linking learning to costs for Central Riverside in 2002-2003, relates money spent at the school-level with student performance allowing users to evaluate the efficiency and effectiveness compared to other schools. Our school is in the middle third of all elementary schools in the state on percent of students making learning gains. Our school is in the middle third of all elementary schools in the state on money spent per student.		
<b>Objective:</b> To increase learning gains and minimize costs.		
<b>Strategies (including timeline)</b>	<b>Lead Person/Team</b>	<b>Resources Needed</b>
<ul style="list-style-type: none"> <li>• Review state, local, and school data with the School Advisory Council</li> <li>• Collaborate with District offices on resource allocation</li> <li>• Become more informed about the use of financial resources in relation to school programs</li> <li>• Seek funding from grants</li> </ul>	SAC Chair and members Leadership Team Faculty	
<b>Evaluation/Accountability:</b> State, local and school assessment data, review ROI at the end of 2008 school year as reported by the Florida Department of Education.		

**ADDITIONAL GOALS – Not required by DOE**

**School Safety and Discipline**

<b>Needs Assessment:</b> Class II, III and IV violations, there were three incidents above a Class II-6% of our total. Highest number of violations (48) were in fighting between two students. Generally, all numbers remained within the same area as the previous year. 148 students received one or more referrals (26% of students). The results of the School Climate Survey indicated overall high approval ratings in safety, with 80% of students providing positive responses, 96% of the parents, and 83% of employees. Our efforts in modifying our overall school wide discipline plan from the previous year has showed satisfaction from our constituents. All faculty members are CHAMPS certified.		
<b>1. Objective:</b> To maintain 0% of Class IV Code of Conduct violations <ul style="list-style-type: none"> <li>▪ To increase by 1% the number of positive responses for the School Climate Survey on school safety.</li> <li>▪ To Decrease by 2% the number of fighting referrals.</li> <li>• To increase by 5% the number of positive responses for the School Climate Survey on discipline.</li> <li>• To promote student attendance and reduce absences and tardies.</li> </ul>		
<b>Strategies (including timeline)</b>	<b>Lead Person/Team</b>	<b>Resources Needed</b>
Re-define school wide behavior expectations, post Guidelines for Success in all areas of school and teach them continuously to students.	School Safety Team Employees	
<b>2. Objective:</b> Continue Implementation of a School Wide Safety Plan	School Safety Team	
<b>Strategies (including timeline)</b>	<b>Lead Person/Team</b>	<b>Resources Needed</b>
1. Continue implementation of a school wide safety plan, including written directions, evacuation maps and procedures and training for new teachers. Monthly fire drills and at least one tornado and one Code Red drill will be implemented before the end of the year. 2. Distribute and present DCPS emergency procedure plan, manual and code cards to faculty. 3. Re-evaluate overall school access policies including visitor sign-in policies, building access policies, volunteer access policies, etc. Modify current procedures based upon results.	School Safety Team	First Aid supplies
<b>3. Objective:</b> Implement Peer mediation program with students	Standards Coach Guidance Counselor	

	Teachers
<b>Evaluation/Accountability:</b> School Climate Survey administered in March to Staff and parents. Foundations Staff and Student Surveys to evaluate safety issues Collecting and analyzing multiple sources of data through the Foundations Program: <ol style="list-style-type: none"> <li>1. Disciplinary Referrals</li> <li>2. Observations of the Common Areas</li> <li>3. Surveys of staff, students, and parents</li> <li>4. Focus groups</li> <li>5. Injury reports</li> </ol> Reduction in absences and tardies	
<b>Research-Based Program</b> Dr. Randy Sprick's Foundations, Champs	
<b>Professional Development Aligned with this Objective:</b> All new faculty will receive the two days off campus CHAMPs training.	

**Budget:**

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available
Substitutes			\$500

**Final Budget Summary:**

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available
*Research-Based Program(s) (Instructional Materials)	Resources on Differentiated Instruction, books.		<b>\$500</b>
	Classroom Libraries and Non-Fiction magazines		<b>\$500</b>
	EVERYDAY COUNTS MATH, MATH INVESTIGATIONS, KNOWING MATHEMATICS, LEAPFROG SCHOOLHOUSE, AIMS, FCAT COACH, BLAST OFF, AIMS, BUCKLE DOWN, FCAT EXPLORER		<b>\$500</b>
	NCEE Books for teacher use in writing		<b>\$250</b>
*Research-Based Resource(s) (e.g. websites, assessment tools)			
Technology			
Professional Development	Writing Workshops Differentiated Instruction, Substitutes	District staff or outside vendor	<b>\$1600</b>

	Science K-5 workshop or Professional books/journals		
<b>Other</b>	Science Supply Depot Tools	SAC	<b>500</b>
		<b>Total:</b>	

### SAC Members

<p>*List the names of the SAC members and the groups they represent.</p> <p>SAC members are highly involved in school decisions making, and support high parental involvement.  <b>SAC Chair</b>-Margaret Godke, Community Rep-Ann Carey Holt, Sheridan Brown, Principal, Parents: Janet Jackson, Crystal and Finnie Pouncy, Myrick and Leah Anderson, Nykeia and Kevin Thorne  <b>Teachers and Staff:</b> Lu Morton, Tyronna Battle, James Menchan, Sharika Dawson</p>
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<p><b>Implementation Evaluation (Previously: Adequate Progress)</b>  Describe plans for ongoing and final evaluation on the extent of successful implementation of the school improvement plan and other school improvement efforts.</p> <p>The School Advisory Council meets monthly and a report (with data) is provided as to the progress of the School Improvement Plan strategies. The plan is modified as the need arises, with additional strategies identified and adopted to support the SIP goals.  Weekly Leadership Team meetings review all data and set target goals in line with Implementation Rubric and School Improvement Plan.  Special Subcommittees are developed to implement special projects as needed.  A mid-year report on progress is based on January diagnostic testing in Reading, Math, Writing and Science.  Monthly monitoring of progress in reading and math  Three administrations of Dibels for at-risk in grade K-3  Teacher self –assessment on the Implementation Rubric  Focus Walks  District Benchmarks in Reading and Math – August and December  Progress Monitoring Forms  FCAT Results for 2007  Regular data notebook meetings and discussion.</p>
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