

**2006-2007
SCHOOL IMPROVEMENT PLAN
Elementary School**

**School Name: Southside Estates Elementary
School Number: #076**

Date of Public Hearing: November 13, 2006

Signatures of Approval

Principal: _____ Date: _____

SAC Chair: _____ Date: _____

Cluster Chief: _____ Date: _____

School Accountability Report

Year	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	Minority Rate	% Free and Reduced Lunch
2007	A	549	84	74	83	46	64	73	52	74			
2006	B	400	81	69	80	(36)	58	68	44	(69)	100	50	56
2005	B	384	73	53	74		63	57	64		99	34	55
2004	B	393	68	55	66		66	57	81		99	32	100
2003	C	377	66	53	81		62	61	54		99	32	52

**School Match (schools TBD)

Highly Qualified Certified Administrators/High Performance Management

Patricia Latimer received her Masters in Elementary Education from Armstrong State College, and Leadership Certification through the University of North Florida. She has 30 years experience in teaching and administration in the Savannah-Chatham School District, Henderson County Public Schools, and Duval County Public Schools. She has taught students in grades K-8, served two years as a TIS and Vice Principal, and was appointed principal of Southside Estates Elementary in July 2002.

William Summersgill received his Bachelor of Science in Elementary Education from Florida State University and his Master's Degree in Educational Leadership from the University of North Florida. He is in his twelfth year with the Duval County School System. Seven Years as a classroom teacher and he is in his fifth year as Assistant Principal/TIS. He has been at Southside Estates since September 2005, after working in the Duval County Instructional Development Department as Cadre.

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

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

*** 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]

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?

***Communications With Parents**

Describe the process used to provide parents with written notification on the academic progress of their child in a format parents can easily understand.

*Letter to Parents _____ (Upload the Choice letter from your school) SINIs, D and F schools

***Preschool Transition**

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs:

- Students remaining at Southside Estates for kindergarten are given trial attendance days within the kindergarten classroom, during the last 30 days of the school year. Conferencing between the Pre-k and K teachers is also held about the student.
- Our Pre-K students are all in an Exceptional Student Education program, part of the classification for that program is to have quarterly reviews of student's IEP goals and progress reports. Also, pre- and post-tests for LAP-D are given to measure student progress.
- There are also some "fluid placements" with the high achieving Pre-K students and low-achieving kindergarten students.

If a child leaves our Pre-K program and attends another school, the teachers set up conference calls with the new school to discuss the student's achievements.

***Teacher Mentoring**

Describe your school's Teacher Mentoring Program.

The mentoring program at Southside Estates follows the district guidelines as outlined by the Teacher Induction Program designed by the Professional Development Team of the Duval County Public School System. Our school has a professional development facilitator(PDF) who meets regularly with our beginning teachers to provide support. Beginning teachers also have the support of a Regional Cadre Facilitator, district and school orientations, assigned grade level mentors, and conferencing with the administrative team.

Professional Development Plans are aligned with our School Improvement Plan and District Implementation Rubric to insure that teachers' professional needs are aligned with instructional goals to support maximum learning and performance.

Curriculum Design Team assists teachers with the interpretation of student data to insure that instruction is planned according to learning needs. Our standards coach provides school-wide training to all classroom teachers to support grade-level and content instructional groups.

Extended Learning Opportunities/Safety Nets

Additional learning opportunities provided for students:

- Business partners and volunteers support our mentoring and tutoring efforts by providing employees release time to follow intervention and remediation plans designed by teachers.
- Some teachers and support staff provide before, during, and after school tutoring for at-risk students.
- Primary and intermediate STAR Programs provide intensive intervention/remediation instruction for students who have been previously retained.
- ESE and Intermediate Star Students receive reading support through the Reading Mastery Program.
- Small group instruction is provided for FCAT Level 1, Level 2, and bubble students.
- Individual conferencing with students
- FCAT Simulator (Grade 3)
- Scholastic Guided Reading
- Accelerated Reader

Assessment and supplemental materials for available for appropriate subgroups:

- FLKRS/ECHOS—Kindergarten
- DIBELS—Kindergarten-3rd Grade
- DRA—Grades K-5
- Read Naturally—Grade 3
- Great Leaps ESE
- Supplemental Materials in the core reading series
- Reading Mastery Tests

GOALS

Goal 1: Academic Performance (Reading)

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

- All 3rd – 5th grade students tested will score at level 3 or above on the FCAT Reading Standards component (SSS).
- All 4th – 5th grade students and 3rd grade retainees tested will show at least one year's growth over the previous year on the FCAT Reading Standards component (SSS).
- All students will meet the 25-book reading standard.

Needs Assessment:

Our need was determined by:

- 7% of 3rd graders, 12% of 4th graders, and 4% of 5th graders scored at Level 1.
- 58% of all ESE students scored at Level 1.
- 58% of all 4th graders and 56% of all 5th graders made learning gains in reading.
- 33% of 5th grade students in the lowest quartile made learning gains in reading

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:

All students in grades k-5 will be periodically assessed to determine progress toward meeting the Sunshine State Standards and effectiveness of our Safety Net strategies. Students with specific learning needs will be identified and placed on an Pupil Monitoring Plan with appropriate safety nets developed to meet each individual student's learning needs.

Evaluation/Accountability:

- Student will be given various formal and informal assessments through out the year based on grade level and individual needs; including, DRA's, Running Records, Benchmark Reading Tests, FCAT Practice, Reading Mastery Tests (Rate Accuracy and Reading Mastery), and other teacher generated assessments.
- All teachers are required to submit the *Student Data Monitoring Form* to the administration.
- All ESE Teachers are required to submit Reading Mastery data to the ESE Liaison/District Reading Coach on the last teachable day of each month.
- Focus Walks will be conducted monthly by the administration, standards coach, and design team to observe teacher planning according to students' needs.
- Co-teachers in grades 3/4, and assigned tutors, will provide additional Safety Net support for at risk students. Design Team/Grade Level Teachers meeting will be held to monitor student progress.
- FCAT Explorer will be available for grades 3-5.
- Portfolios will be maintained on all students to document progress throughout the year.
- Monitor the progress of lowest quartile and bubble students in grades 3-5.
- Monitor Progress Monitoring Plans (PMPs) students through the PMRN Network and use the data to guide teachers in planning for results and evaluating student progress (K. Campbell, St. Coach/Teachers)
- Progress reports are sent to parents regarding student progress during the middle of each nine-week grading period and also at the end of each nine weeks.

Strategies (including timeline)

August 2006-May 2007 (unless otherwise noted)

Results of FCAT 2006 and SSS Benchmarks will be analyzed during preplanning to begin early identification of student needs and for planning instruction.

Lead Person/Team

Mr. Bloom, Guidance Counselor
Design Team
Certificated Teachers

Resources Needed

Disaggregated FCAT Testing Data
AIDE Data

Continue to improve implementation of the Readers Workshop model in grades K-5.	ELA Teachers, Standards Coach, Design Team Members	Readers Workshop Model, Leveled Readers, Core Reading Series, NCEE Performance Standards
Maintain and utilize Reading Portfolios to plan, monitor, and design prescriptive teaching strategies.	ELA Teachers	Reading Portfolios and Conference Logs
Teachers to observe ELA Model Classrooms with standards coach to further implementation of the Readers and Writers Workshop Model across grade levels.	K. Campbell, St. Coach	T. Braddy (Primary) M. Dempsey (Int.)
Develop and implement internal safety nets, including tutoring for lowest quartile students.	Design Team ELA Teachers	Benchmark Testing Data, DRA Results, Implementation Rubric Results, 5-3-1 Action Plan
Progress Monitoring Plans (PMPs) will be developed for At-Risk Students, after receiving Benchmark and Diagnostic Testing Results.	ELA Teachers Safety Net Tutors Design Team	Intervention Materials Leveled Books
Align professional development with the K-8 Implementation Rubric.	P. Latimer W. Summersgill Design Team Standards Coach	SAC/SIP Funds SAI Funds
All ELA teachers will implement at least one author study to further develop students' skill knowledge-base and reading competencies.	K. Campbell, St. Coach J. Nettleship, Media Sp. Teachers	Books NCEE Performance St.
Self-Contained ESE Teachers will integrate Reading Mastery into the Readers Workshop to maximize learning opportunities.	ESE/SC Teachers, S. Uskokovich, ESE Liaison, JP Coaches, S. Hixon, Cluster II District Trainers	DI/Readers Workshop Curriculum Design Excent Program Encore Program Support Materials
Book of the Month provided to all teachers for conversation about author's craft and instructing students' response to authentic literature.	Mrs. Latimer, Principal K. Campbell, Standards Coach	Book of the Month
Student responses to authentic literature, Pre-K thru 5, will be displayed on the Principal's Spotlight Bulletin Board.	Administration Standards Coach	Student Work
Implement 25 Book Campaign.	Sandy Lewis, Chair. Classroom Teachers	Leveled Readers, Classroom Libraries, School and Public Library
Utilize <i>Ready to Learn</i> (Pre- K-2nd grade) monthly parent reading training.	A. Chatmon, Trainer	Sea Star Lines, Inc., Business Partner
Utilize Weekly Readers in every classroom to help students read current events in non-fiction text format.	PTA Classroom teachers	
Monthly <i>Eagles' Express</i> Newsletter will feature reading tips for parental support at home.	K. Campbell, St. Coach	<i>Reading Connections</i>
Before school tutoring by second grade teachers for second grade students	Second grade teachers	
<p>Professional Development Aligned with this Objective/Learning Communities (Must address planning, delivery, follow up and evaluation strands):</p> <ul style="list-style-type: none"> ●Planning: <ul style="list-style-type: none"> Utilize the Implementation Rubric, FCAT Data and Teacher Surveys to determine ELA training needs. ●Delivery <ul style="list-style-type: none"> -Standards Coach will use the Professional Training Room for school-site training for Literacy Teachers -Standards Coach will observe classrooms for effective instructional delivery and model lessons as support. 		

- Follow-Up
Lesson plans, artifacts, and learning logs should evidence implementation

- Evaluation
Focus Walks

Budget:

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available
*Research-Based Program(s) (Instructional Materials)	Reader’s Workshop Scott Foresman reading Series Reading Mastery	District Supported	
*Research-Based Resource(s) (e.g. websites, assessment tools)	DRA K-5 DIBELS		
Technology	Accelerated Reader	None	
Professional Development			
Other	Classroom Library Enhancement	SIP	\$8,000.00
		Total:	\$8,000.00

***Highly Qualified Certified In-Field Instructors:** List and describe district and school-level support and/or professional development that is being provided for instructors and paraprofessionals who are not highly qualified.

Goal 1: Academic Performance (Mathematics)

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

- All 3rd – 5th grade students tested will score at level 3 or above on the FCAT Mathematics Standards component (SSS).
- All 4th – 5th grade students and 3rd grade retainees tested will show at least one year’s growth over the previous year on the FCAT Mathematics Standards component (SSS).

Needs Assessment:

Our need was determined by:

- 11% of 3rd graders, 7% of 4th graders, and 20% of 5th graders scored at a Level 1 in math.
- 50% of all ESE students scored at a Level 1.
- 74% of all 4th graders and 64% of all 5th graders made learning gains in math.
- 15% of our Hispanic students in grade 5 scored at level 3
- 42% of 3rd grade and 48% of 5th grade economical disadvantaged scored at level 3

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:

All students grades K-5 will be implementing the Math Investigations Curriculum. Data will be collected and evaluated to show math progress and to continuously identify at-risk and special needs students (Progress Monitoring Plans and Safety Nets will be developed accordingly).

Strategies (including timeline) August 2006-May 2007(unless otherwise noted)	Lead Person/Team	Resources Needed
Students will be assessed three times a year (Aug., Dec., May) using the District Math Benchmark Tests to monitor progress for prescriptive teaching.	P. Bloom, Testing Coordinator Design Team A. Ellinger, Lead Math	Department of Research and Development Math Diagnostic Tests
Data will be analyzed to monitor student progress and evaluate effectiveness of teaching practices.	Classroom Teachers, Administration, Design Team Guidance Counselor	Data Monitoring Form, Disaggregated Data
Math Benchmark Data will be analyzed to determine student predictability scores on the FCAT Math Test given March 2007.	P. Bloom, Guidance Design Team	Math Benchmark Results
Implement <i>Math Investigations</i> in all math classrooms.	Cohort Math Teachers, Administration	<i>Math Investigations</i> DCPS Pacing Guides
All math teachers will observe Math Model classrooms at least once.	Primary Math Model, A. Ellinger, 1st Grade Math Lead	Model Classrooms Math Cohort Training
Grades 2/3-4/5 STAR Program will serve qualifying students (previously retained at least once).	J. Wilson, Primary M. Griner, Int.	STAR Program Guidelines Knowing Math Program
Teachers will maintain Math Portfolios for every student in grades K-5.	A. Ellinger, Lead Math Math Teachers Design Team	Math Portfolios SIP Funds SAC Funds

Volunteers will work with students scoring Level 1 & 2 from previous FCAT to improve basic skills.	W. Summersgill	Sea Star Lines, Business Partner
ESE students with identified needs in math will have an IEP developed and maintained according to individual learning needs.	S. Uskokovich, ESE Lead ESE Teachers	IDEA Funds
Non-ESE Students scoring in the lowest quartile, or Scoring Level 1 or 2 on the FCAT, will have an individualized PMP and receive internal Safety Net support.	Math Teachers Design Team	Math Data, SAI Funds Supplemental Math Materials, Sea Star Lines, Inc.
Conduct Math Focus Walks and classroom observations to assess progress and plan best teaching practices.	P. Latimer S. Summersgill K. Campbell	Focus Walk Criteria
Departmentalize instruction in grades 3-5 to build math expertise on grade level.	Math Teacher, gr. 3-5	<i>Math Investigations</i> Materials
Utilize the FCAT Problem of the Day developed by Brevard County (daily).	Math Teachers	Brevard Co. website
Utilize FCAT Simulator for testing genre preparation.	Math Teachers, gr. 3	FCAT Simulator
Conduct a Family Math Night to provide parent training on the Math Curriculum and ways to support learning at home.	Math Teachers Design Team	SAC Funds PTA
Internal tutoring will be provided for at-risk students in grades 3-5.	Math Teachers Design Team Safety Net Tutors	Seastar Volunteers
Teachers will use needs based grouping to build student skill at their own level.	Math Teachers	Math Investigations material, Knowing math, Options math, FCAT Coach
Before school tutoring by second grade teachers for second grade students	Second grade teachers	
<p>Evaluation/Accountability:</p> <ul style="list-style-type: none"> ● Monitor student progress through the following tests: Math Diagnostics will be given at least three times a year. FCAT Math Practice tests will be given twice a year. Math Formatives, Math Investigations Assessments, and Teacher-generated tests will be developed and administered as needed. ● Maintain math portfolios to monitor student progress and collect evidence of standards being mastered. ● Focus Walk visits are conducted and evaluated based on a rubric. ● Students use Accountable Talk and communicate effectively to connect work to standards. ● Math teachers will individually conference with students. ● Functional writing strategies will be taught to prepare students for extended responses on FCAT Tests. ● Grade level and faculty training meetings will provide opportunities for using data to strategically plan instruction, especially for safety net students. ● The Design Team will meet weekly to discuss and plan next steps according to school wide, grade level, classroom, and safety net needs. ● The Math Cohort teachers will distribute math information from their training to math teachers and schedule model classroom visit opportunities. ● Progress reports are sent to parents regarding student progress during the middle of each nine-week grading period and also at the end of each nine weeks. 		

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

- Planning
Analyze data to determine areas of greatest need (FCAT Math, District Benchmark Assessments, Formatives, MI Assessments)
- Delivery
-Strategies presented at WOW Training (school-site), District Math Workshops, Cohort Workshops will be shared with faculty
- Standards Coach will observe classrooms for effective instructional delivery and model lessons as support
- Follow-UP
Observations in model classrooms and classroom evidence of implementation in the Math Workshop Model
- Evaluation
Classroom Visitation Logs, Monitoring Forms, FCAT Math 2007

Budget:

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available
*Research-Based Program(s) (Instructional Materials)	<ul style="list-style-type: none"> ● <i>Math Investigations</i> (County Adopted materials to provide hands-on learning opportunities for students in grades K-5) ● <i>FCAT Coach</i> ● <i>Options Math</i> 	SAI Funds SIP Funds	\$ 3500.00
*Research-Based Resource(s) (e.g. websites, assessment tools)	FCAT Explorer Available for student preparation for the FCAT Math Test and to improve math understanding and performance results.		
Technology			
Professional Development	Professional Math Books (Problem Solving)	General Funds	\$260.00
Other			
		Total:	\$ 3,760.00

***Highly Qualified Certified In-Field Instructors:** List and describe district and school-level support and/or professional development that is being provided for instructors and paraprofessionals who are not highly qualified.

Goal 1: Academic Performance (Writing)

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

- All 4th grade students tested will score 4.0 or higher on FCAT Writing.
-

Needs Assessment:

Our need was determined by:

- 55% of all 4th grade students scored at 3.5 or below.
- 39% of ESE students scored at Level 4.0

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

- Our two largest subgroups will show improvement on the FCAT Writes! Test:
 - ESE will improve from 39% scoring 4.0 or above to 42%
 - Economically Disadvantaged will improve from 44% scoring 4.0 or higher to 47%

Strategies (including timeline)\ August 2006-May 2007 (unless otherwise noted)	Lead Person/Team	Resources Needed
Analyze <i>FCAT Writing Plus</i> 2006 scores and review effectiveness of current writing practices to plan instruction.	P. Bloom, Guidance All Teachers Design Team	<i>FCAT Writes Plus</i> Data
All students will write daily in the Writers Workshop Model.	K. Campbell, St. Coach	Implementation Rubric Sunshine State Standards District Curriculum Framework Professional Support Materials
Principal's Book of the Month and suggested lessons and strategies will be prepared and distributed to all teachers based on specific standards as correlates with book selection.	P. Latimer, Principal K. Campbell, Standards Coach	Selected Book of the Month Titles
Schedule visits ELA Model classrooms to observe the Writers Workshop Model.	K. Campbell, St. Coach	ELA Model Classes: T. Braddy M. Dempsey
Teachers analyze student work (training/grade level meetings) on-going to prescriptively teach writing strategies based on conferencing needs.	Classroom Teachers	Writing Strategies
Maintain Writing Portfolios weekly to monitor students' writing progress.	Classroom Teachers	Writing Portfolios Portfolio Monitoring Forms
Students participate in school wide writing prompts three times per year (Aug./Jan./May) 3 rd and 4 th grade teachers will write according to prompt monthly.	K. Campbell, St. Coach Classroom Teachers,	Writing Prompts Writing Rubric Grade level/Vertical Teams
Practice WritingPlus! Test will be given to all 4 th grade students in December.	4 th Grade Teachers	Practice test from Florida Dept. of Education

Evaluation/Accountability:

- A school wide writing prompt will be given in conjunction with the *FCAT Writing Plus* in February 2007.
- Students and teachers assemble a collection of writings that represent mastery of standards to be kept in a Writing Portfolio
- Initial prompt given in both Narrative and Expository Writing to establish a baseline; the same prompt is given three times a year to show growth.
- Focus walks are conducted for writing and evaluated by using a rubric
- Evidence of the response to the Book of the Month is visible throughout the school

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

- **Planning**
Identify teachers' training needs for aligned implementation of the Writers Workshop Model
- **Delivery**
School Standards Coach will provide Writers Workshop Training
- **Follow-Up**
Writing portfolios will be maintained on all students grades K-5
- **Evaluation**
Student work with commentary, rubrics, and conferencing notes

Budget:

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available
*Research-Based Program(s) (Instructional Materials)			
*Research-Based Resource(s) (e.g. websites, assessment tools)			
Technology			
Professional Development			
Other			
		Total:	

Goal 1: Academic Performance (Science)

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

- All 5th grade students tested will score 3 or higher on FCAT Science.

Needs Assessment:

Our need was based on:

- 36% of all 5th grade students scored at Level 3.0 or above
- 34% of all 5th grade students scored at Level 1
- 16% of ESE students scored at level 3

1. Objective:

- 46% of all 5th-grade students achieved a Level 3.0 of higher on the FCAT Science Assessment
- The percentage of students scoring at Level 1 on the FCAT Science Assessment will be reduced from 34% to 29%.

Strategies (including timeline) August 2006- May 2007 (unless otherwise noted)	Lead Person/Team	Resources Needed
Students needing an Progress Monitoring Plan will be identified and Safety Nets prescribed to meet their learning needs.	•T. Jenkins, Lead Science Teacher, (2 nd Grade) •R. Welch, 4 th Grade •B. Bayless, 5 th Grade	•District Curriculum •Framework, •Sunshine State Standards for Science, •Core Science Series
Teachers will use the SSS/District Pacing Guide for Science as a framework for their yearly curriculum plan.	All Teachers of Science	Sunshine State Standards Curriculum Framework Pacing Guide 9 Week Plans
Expository Writing will be incorporated into the science curriculum through report writing genre.	All Teachers of Science and writing.	Writing support materials NCEE Writers Workshop SSS Writing Curriculum
Continue to develop our Science Model Classroom for teachers to observe best practices, inquiry approach, model lessons, and hands-on teaching strategies for Elementary Science Standards implementation.	T. Jenkins, Science Lead 2 nd Grade Classroom Teacher	Model Classroom Leveled Science based trade books
Science teachers in grades 3, 4, and 5 will attend district science workshops to support science instruction.	Science Teachers gr. 3-5	District Training
Science teachers in grades K-5 will plan vertically to map science curriculum instructional needs.	All Science teachers	Sunshine State Standards Pacing Guide Data
Identify a science lead teacher to support science instruction, training, and teachers on each grade level.	T. Jenkins, Lead Teacher Grade Level Science teachers	District Training
Students in grades PreK-4 will participate in classroom science experiments and demonstration lessons during the same time period as the fifth grade science fair.	PreK-4 Teachers	Science Curriculum Support Materials
All students in grade 5 will participate in an annual science fair during the school year.	T.C. Jenkins, Science Lead	Scientific Method Materials, Science Fair Judges, Awards
Increase science library books to support classroom research.	All Teachers	Suggested science reading lists—correlated with grade level curriculum

5 th grade field trip to Marine Science Center will be as schedule by the district.	B. Bayless, 5science	Marine Science Ct. Field Trip Packet Info.
--	----------------------	---

Evaluation/Accountability:

- Application of school based standards training will be examined on focus walks.
- Teacher tests and quizzes will be given to monitor student progress.
- FCAT Science Practice tests will be given to 5th grade students twice a year.
- FCAT Science test will be administered annually.
- Science Lead Teachers will create portfolio requirements for science and share with science teachers.
- Teachers will show evidence of SSS mastery by placing completion dates by each strand taught.

Research-Based Program:

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

- Planning
Analyze FCAT Science to determine areas of greatest needs
- Delivery
Strategies will be developed to planning appropriate instruction in subtest areas
- Follow-Up
Lesson plans and artifacts will evidence implementation
- Evaluation
FCAT Science 2007

Budget:

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available
*Research-Based Program(s) (Instructional Materials)	Scott Foresman Science	District Supplied	
*Research-Based Resource(s) (e.g. websites, assessment tools)			
Technology			
Professional Development			
Other	Science Libraries	SIP	\$ 2,000.00
		Total:	\$ 2,000.00

***Highly Qualified Certified In-Field Instructors:** List and describe district and school-level support and/or professional development that is being provided for instructors and paraprofessionals who are not highly qualified.

***Parental Involvement**

<p>Needs Assessment: Volunteer Logs, PTA sign-in sheets, need surveys will be used to continually assess parental involvement needs.</p>		
<p>Objective: There will be a 10% increase in parental involvement There will be a 15% increase in PTA memberships</p>		
<p>Strategies (including timeline) August 2006-may 2007 (unless otherwise noted)</p>	<p>Lead Person/Team</p>	<p>Resources Needed</p>
School wide newsletter sent home monthly to inform parents of current happenings	PTA	Newsletter
Along with six PTA meetings during the year we will continue the Annual Fall Festival, Christmas Sing-a-long, Science Fair/Health Night, 5 th Grade Ceremony	PTA Board Grade Levels Science Committee Music teacher	May vary
Daily communication with parents is evident through student's agenda	Classroom Teachers	Agenda
Parent Conference Day is held annually Jan. 2007	Classroom Teachers	Time in the day to meet with parents
Business Partner (SeaStar Lines, Inc.) will provide support for the Ready to Learn Parent Training Program	Carl Fox and Cathy Gilt, SeaStar Lines A. Chatmon, Ready to Learn	PBS Materials Channel 4 Support
Conduct a Family Math Night to provide parent training to support home use and student participation.	Support Staff Technology Rep. Teacher Volunteers	SAC Funds PTA Funds Media Funds
Involve parents in Book of the Month and 25 Book campaign	W. Summersgill Classroom Teachers K. Lewis	Newsletter Book of the Month Board
Maintain and update school website of current information and parent website links	J. Nettleship	
Parents are specially invited to mid-year and end-of-the-year awards assembly to honor student achievement	P. Latimer W. Summersgill Classroom teachers	Awards certificates
<p>Evaluation/Accountability: -Membership data is available through the PTA -Student Agendas are maintained daily -Parent Conference Logs are kept by classroom teachers -Registration for Ready to Learn Program</p>		
<p>Researched-Based Program</p>		
<p>Professional Development Aligned with this Objective</p>		

Budget:

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available

***Return On Investment (ROI)**

Needs Assessment:		
Objective:		
Strategies (including timeline)	Lead Person/Team	Resources Needed
Evaluation/Accountability:		

School Safety and Discipline

<p>Needs Assessment:</p> <ul style="list-style-type: none"> • School climate Survey results indicate that 64% of staff and 87% of parents believe student behavior is satisfactory. • School Climate Survey results indicate that 89% of staff and 100% of parents believe that the school provides a safe environment for teaching and learning. • Discipline team supports the enforcement of the Code of Conduct • Teacher support of the Cafeteria Plan is needed • Teacher morning monitoring is needed. 		
<p>Objective:</p> <ul style="list-style-type: none"> • Decrease the number of Class II Code of Conduct violations by 1% from 2005-2006. • The number of favorable responses on the Staff Climate Survey will increase by 3%. 		
<p>Strategies (including timeline) August 2006-May 2007 (unless otherwise noted)</p>	<p>Lead Person/Team</p>	<p>Resources Needed</p>
<p>Foundations Team will continue Foundations training as a part of Cohort 6</p>	<p>L. Pabalan, Chair S. Uskokovich S. Summersgill E. Wilthire E. Johnson P. Latimer</p>	<p>District Training Support Materials</p>
<p>Continue with car rider dismissal procedure (includes certificated support for arrival and dismissal)</p>	<p>S. Uskokovich Paraprofessionals Certificated Personnel</p>	<p>Car Mirror Tags Personnel to Monitor</p>
<p>Establish rituals and routines for students in common areas and classrooms</p>	<p>Teachers/Staff/Admin.</p>	<p>First 20 Days of School Foundations Materials Student Code of Conduct</p>
<p>Behavioral expectations will be posted throughout the school</p>	<p>Teachers/Staff/Admin</p>	
<p>Implement cafeteria behavior plan which includes seating arrangement, noise levels, scheduling, and traffic flow through the cafeteria</p>	<p>Teachers Paraprofessional Cafeteria Staff</p>	<p>Table arrangements Cafeteria Schedule Noise level signs</p>
<p>Refer students to River Region <i>Kid Power</i> Program for added behavior consultation</p>	<p>W. Clowers</p>	<p>Kid Power Program</p>
<p>Evaluation/Accountability:</p> <ul style="list-style-type: none"> - Data is collected based upon violations of Code of Conduct and is analyzed to evaluate the effectiveness of discipline plan. -Kid Power records document academic and behavioral progress. -School Climate Survey data will be analyzed for evaluation of effectiveness 		
<p>Research-Based Program</p>		
<p>Professional Development Aligned with this Objective</p>		

Budget:

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available

Final Budget Summary:

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available
*Research-Based Program(s) (Instructional Materials)			
*Research-Based Resource(s) (e.g. websites, assessment tools)			
Technology			
Professional Development			
Other			
		Total:	

SAC Members

*List the names of the SAC members and the groups they represent.

Implementation Evaluation (Previously: Adequate Progress)

Describe plans for ongoing and final evaluation on the extent of successful implementation of the school improvement plan and other school improvement efforts.

Ongoing evaluation of the School Improvement Plan will be monitored in a variety of ways:

- 1) The SAC committee will perform a mid-year review in January and an end of the year review in May at the scheduled meetings.
- 2) The vertical learning teams will review sections that pertain to their subjects at the second early release day trainings in the months of November, January, March, and April.
- 3) The design team will monitor progress through weekly meetings, feedback that is received through the school implementation review visits, and reports from the previously stated committees, with a final evaluation done at the end of the school year.