

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

School Name:: Lake Lucina Elementary

School Number: 85

Date of Public Hearing: October 23, 2006

Signatures of Approval

Principal: _____ **Date:** _____

SAC Chair: _____ **Date:** _____

Cluster Chief: _____ **Date:** _____

2006-2007

School Name: **Lake Lucina Elementary**
 School Number: **85**

2006 School Performance Grade: **A**

SCHOOL IMPROVEMENT PLAN

- * Required of Title I SINIs, “D”, “F” and repeating “F” schools only
- ** Required additionally of “F” and repeating “F” schools
 Required of **all** schools

***Vision/Mission:**

The Lake Lucina learning community will provide each student with a solid academic foundation.

All Learning Leaders differentiate instruction based on each student’s style of learning.

School Achievement Data:

Links to Florida School Grades, NCLB AYP, FCAT results
 2005-2006 Disaggregated Data

School Accountability Report

85 School Accountability/Targets Report

Year	Grade	Total Point	% 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	Lowest 25% Making Learning Gains Reading	% of Lowest 25% Making Learning Gains Math	% Tested	Minority Rate	% Free and Reduced Lunch
2007	A	557	75	73	75	35	65	81	70	82	100		
2006	A	411	70	68	71	24	59	78	65	79	100	64	45
2005	A	422	77	66	63		73	67	76		100	62	50
2004	C	378	67	67	61		59	75	49		99	59	52
2003	B	407	66	57	73		73	75	63		99	60	51

Highly Qualified Certified Administrators/High Performance Management

Mrs. Jana Grenier, Principal, Lake Lucina Elementary

28 years in education

7 years experience in the classroom

4 years working with low performing students in reading

3 years counseling troubled youth through the Drug Free Schools Program

Master's degree in Administration

14 years in administration, both middle and elementary school

ESOL Endorsement

Analyzes data from state, district, and school-based assessments

Presents data analysis results for staff development

Meets with teacher teams to review the progress of lowest quartile students

Served as a math coach for 5th grade students

Conducts training to further diagnostic, prescriptive, and standards-based education

Facilitates Wednesday early release sessions highlighting resources of math, reading, and writing workshops

Participates in focus walks to monitor teacher implementation of SIP, District Implementation Rubric, and Lake Lucina's 5-3-1 Plan

Attends district-level meetings and shares information with staff

Participates in District Snapshot focus walks at various schools

Testing Liason for Duval Elementary Principals

Mrs. Rene Dupree, Assistant Principal

29 years in education

20 years experience in the classroom

4 years as TIS

Master's Degree in Educational Leadership

Member of Lake Lucina's Leadership Team and Shared Decision-Making team

Text Coordinator and School Bus Coordinator for 10 years

Has served Lake Lucina Elementary as:

- ▶ Textbook Manager for 6 years
- ▶ Magnet Lead Teacher
- ▶ Discipline Committee member
- ▶ SAC and Grade-Level Chairperson
- ▶ School Safety Patrol Sponsor for 8 years
- ▶ Curriculum Resource Teacher for 5 years
- ▶ Design Coach for America's Choice
- ▶ Director of Extended Day Enrichment Program for 15 years
- ▶ Elected "Teacher-of-the-Year" for Lake Lucina in 1993 and 1995
- ▶ Listed in "Who's Who Among Teachers"

Tutors students in Reading, Math, and Writing

Extended Learning Opportunities/Safety Nets

Students are identified as needing remediation using the following assessments:

- ▶ 2006 FCAT results for grades 3-5
- ▶ DRA's are given 3 times a year
- ▶ At-risk students in grades K-2 are tested via DIBELS 3 times a year
- ▶ Kindergarten students are given the ECHO and DIBELS during the first 30 days of school.
- ▶ In Grades 3-5, Reading and Mathematics Benchmark Tests are given in August and December
- ▶ Math Diagnostic tests are given 3 times a year
- ▶ Fox in Box and ERDA
- ▶ Formal and informal assessments such as running records, conferencing, teacher made tests, guided reading notes
- ▶ Formatives in Math

The following Safety Nets/extended learning opportunities are provided as follows:

- ▶ Progress Monitoring Plans with specific strategies to provide intense remediation are written for all students who scored Level 1 or 2 on the FCAT
- ▶ In-class safety nets for grades K-5 with Learning Leader include differentiated instruction during Skills Block, Readers Workshop, Writers Workshop, and Math Workshop.
- ▶ SAI instructors provide remediation for at-risk first and third grade students.
- ▶ Parents, community volunteers, and students from area colleges provide tutoring during the school day.
- ▶ Extended Day teachers provide homework assistance and tutoring.
- ▶ Monthly budding reading helps to develop fluency.
- ▶ Breakfast clubs support 5th grade students having difficulty in math and reading.
- ▶ Additional support is provided through FCAT Explorer. Students have access at home, school and the Jacksonville Public Library.
- ▶ Duval County provides Summer Reading School for all third through fifth grade students who do not score a Level 2 or higher on the FCAT Reading test and for all first and second grade students who score in the intensive range on DIBELS.

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:

The following data are based upon the 2006 results of FCAT Reading Standards Component (SSS):

- ▶ Of all subgroups tested, 70% of the 3rd-5th grade students tested scored a level 3.0 or higher.
- ▶ Of all subgroups tested, 71% of 3rd graders, 65% of 4th graders, and 62% of 5th graders tested scored at level 3.0 or higher.
- ▶ Of all 3rd grade subgroups tested, 81% of white, 61% of Black, 61% of Economically Disadvantaged, and 60% of ESE students scored at level 3.0 or higher.
- ▶ Of all 4th grade subgroups tested, 54% of white, 64% of Black, 63% of Economically Disadvantaged, and 47% of ESE students scored at level 3.0 or higher.
- ▶ Of all 5th grade subgroups tested, 67% of white, 60% of Black, and 52% of Economically Disadvantaged students scored at level 3.0 or higher.
- ▶ Of all subgroups tested, 64% of all 4th graders and 55% of 5th graders showed at least one year's growth over the previous years FCAT Reading Standards component.
- ▶ 59% of the bottom quartile made learning gains in Reading.
- ▶ The lowest areas on the 2006 Reading component were Main Idea, Reference, and Comparisons.

1. Objective:

75% of all 3rd -5th grade students tested will score at level 3.0 or higher on the FCAT Reading Standards component.

65% of all 4th-5th graders and retained 3rd graders will make learning gains in Reading.

70% of the bottom quartile will make learning gains on the 2007 FCAT Reading.

Strategies (including timeline)	Lead Person/Team	Resources Needed
Administer and analyze DRA's in September and January to all students and to struggling students in May to determine reading levels and a focus for instruction.	Learning Leaders	DRA kit, Alternative DRA kit, Bridge Kits
Administer ECHO and DIBELS to all kindergarten students within the first 30 days of school.	Kindergarten Learning Leaders, Barrow	ECHO, DIBELS
Administer DIBELS to all at-risk students in K-2 three times a year to monitor student progress and plan for remediation. August, December, May	Barrow, Allen, Pustinger	DIBELS
Establish a Primary and an Intermediate ELA Mentor classroom for teachers to visit. Provide modeling and assistance in setting up Readers Workshop. August-May	Grenier, Barrow, Holley, Launey	Implementation Rubric, TDE for teachers to visit Mentor Classroom.
Establish the rituals and routines of a standards-based Reader's Workshop consisting of mini-lesson, independent, partner, or guided reading, conferencing, literature circles, and closing share chair. August-September	Learning Leaders, Grenier, Barrow	New Performance Standards/SSS Standards, training, <u>Around the Reading Workshop in 180 Days</u> , CHAMPS, The First 30 Days of Readers Workshop, NCEE

		Reading Monographs
Implement a daily Skills Block in K-5 to address the Standards and the instructional needs determined through formal and informal assessment. K-3 will focus on the 5 building blocks of reading. Grades 4-5 will focus on word study and vocabulary. August-May	Learning Leaders, Grenier, Barrow	New Performance Standards/SSS Standards, training, <u>Fountas & Pinnell Phonics</u> , <u>Fountas & Pinnell Word Study</u> , Comprehensive Core Reading Program, <u>Open Court</u>
Build vocabulary and enhance reading comprehension through the use of fiction and non-fiction read-alouds, book discussions, guided reading, and explicit instruction in Skills Block. August-May	Learning Leaders, Grenier, Barrow, Palmer, Haws	Leveled texts, Books for read-alouds, guided reading sets, Morning News Word of the Day, Comprehensive Core Reading Program, Houghton Mifflin Social Studies series, Scott Foresman Science Series
Utilize information from AIDE, DRA, DIBELS, ECHO, benchmark assessments, informal assessments, running records, conferences, anecdotal records, and notes from guided reading groups to differentiate instruction and monitor progress in meeting the standards. August-May	Learning Leaders	DRA, AIDE, DIBELS, and ECHO data, Data notebook
Maintain a data notebook containing results from formative and diagnostic tests, FCAT 2006, Benchmarks, informal assessments, conference logs and class profiles. August-May	Learning Leaders	Data notebooks, data
Develop Progress Monitoring Plans to address and monitor individual needs of struggling students. October-May	Learning Leaders	Progress Monitoring Plans
Create safety nets using data to meet individual needs of students. August-May	Learning Leaders, SAI	Data
Conduct individual parent conferences to inform parents of their child's progress and/or needs. August-May	Learning Leaders	Conference time, data
Send reading material home to promote nightly reading (such as Watch Me Read books, library books, reading logs, reading response notebooks, leveled books). August-May	Learning Leaders, Palmer	Additional reading materials in classrooms and Media Center
Increase use of guided reading, book talks, and conferencing to meet the needs determined by formal and informal assessment. August-May	Learning Leaders	Guided reading sets, books for book talks, assessments, Comprehensive Core Reading program
Develop and enhance students' abilities to select and use reading strategies (predict, infer, question, visualize, make connections, determine importance, synthesize). Include these strategies in grade level plans. August-May	Learning Leaders, Grenier, Barrow	<u>Around the Reading Workshop in 180 Days</u> , <u>Comprehension Tool Kit</u> , Mini-lessons
Utilize rigorous Author Studies to develop students as critical readers. August-May	Learning Leaders, Palmer	NCEE Author Studies, books, New Performance/SSS Standards
Organize books in the classroom by level and/or genre to meet student/teacher instructional needs (independent reading, author studies, guided reading, etc.) Provide each student a "just right" bag of books. August-May	Learning Leaders, Barrow	Additional books for classroom libraries, genre sets, author sets, leveling resources

Provide monthly buddy reading opportunities for all students. August-May	Grenier, Learning Leaders	Books in classroom libraries and Media Center
Utilize the Principal's Book of the Month to teach reading strategies. August-May	Grenier, Learning Leaders	Books, New Performance/SSS Standards, mini-lessons
Increase stamina in students' reading ability through independent reading, book talks, and cold assessments. August-May	Learning Leaders	Books, Comprehensive Core Reading program, cold assessments
Use FCAT Explorer in 3 rd -5 th grades to enhance reading growth and test-taking skills. October-March	Learning Leaders, Palmer, Taylor	FCAT Explorer, computers
Participate in Connecting Student Work to Reading Standards Snapshot. November - May	Grenier, Barrow, Learning Leaders	Snapshots, Standards
Assess student learning styles to differentiate instruction and to conference strategically. August-May	Learning Leaders	Learning Styles inventories

Evaluation/Accountability:

1. Benchmark tests, DIBELS, DRA's, cold assessments, and running records will be used to track student progress and plan for remediation.
2. Principal will monitor Data Notebooks, conference logs, and lesson plans for evidence of differentiated instruction.
3. Learning Leaders and Leadership team will monitor the results of the 25 Books/Million Word campaign.
4. Focus Walks on the Reading Snapshot will be conducted by administration, Standards Coach, and Leadership team.
5. Teachers will assess student work and conference with students weekly to determine individual needs.
6. Teachers will look at student work collaboratively to determine next steps.
7. 2007 FCAT results will be analyzed to determine progress.

Research-Based Program:

Houghton-Mifflin Reading Series
 Scott Foresman Science Series
 Houghton-Mifflin Social Studies Series
 Open Court
 Fountas and Pinnell Phonics and Word Study

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

Planning—The Leadership Team will develop a Professional Development Plan for all instructional staff based on the Implementation Rubric, AIDE, and DIBELS data.

Delivery—Early Release Days will be utilized to provide site-based training. Training will be delivered by the Principal, Standards Coach, teacher specialists, and/or District Staff.

- ▶ Reading Snapshot
- ▶ Standards Based Instruction
- ▶ Analysis of student performance in Reading
- ▶ Effective Conferencing
- ▶ Word study
- ▶ Skills Block
- ▶ Readers and Writers Workshop Model

- ▶ Grade level planning
- ▶ Scheduled visits to Mentor classrooms
- ▶ Professional Book Study
- ▶ Test Taking Genre Study

District provides additional literacy training at the Schultz Center.

Follow-up—Each teacher will maintain a Data notebook, conference log, and lesson plans to document use of Workshop model and differentiated instruction.

Evaluation—Leadership team will compare student gains from results of DRA, DIBELS, and Benchmark assessments. Leadership team will conduct periodic focus walks. FCAT 2007 results will be analyzed for progress.

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)	10 DRA Update kits	General Funds	\$1,000
Technology			
Professional Development	Professional books such as: <u>Comprehension Tool Kit</u> , <u>Around the Readers Workshop in 180 Days</u> , <u>Locating and Correcting Reading Difficulties</u> Professional conferences and workshops	General Funds SAC funds	\$1000 \$1000.
Other	Books for classroom libraries and Extended Day, Big books for K-2 Skills Block <u>Buckle Down</u> materials for Safety Nets	General Funds, Donations, Extended Day funds, Box Top Funds	\$2000 \$200 \$800
		Total:	\$6,000.

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:

The following data are based upon the 2006 results of FCAT Math Standards Component (SSS):

- ▶ Of all subgroups tested, 68% of the 3rd-5th grade students tested scored a level 3.0 or higher.
- ▶ Of all subgroups tested, 64% of 3rd graders, 68% of 4th graders, and 59% of 5th graders tested scored at level 3.0 or higher.
- ▶ Of all 3rd grade subgroups tested, 84% of white, 51% of Black, 57% of Economically Disadvantaged, and 44% of ESE students scored at level 3.0 or higher.
- ▶ Of all 4th grade subgroups tested, 75% of white, 52% of Black, 61% of Economically Disadvantaged, and 53% of ESE students scored at level 3.0 or higher.
- ▶ Of all 5th grade subgroups tested, 72% of white, 52% of Black, and 45% of Economically Disadvantaged students scored at level 3.0 or higher.
- ▶ Of all subgroups tested, 65% of all 4th graders and 88% of 5th graders showed at least one year’s growth over the previous years FCAT Math Standards component.
- ▶ 78% of all 4th-5th graders tested made learning gains in Math.
- ▶ The lowest areas on the 2006 Math component were Number Sense, Algebraic Thinking, and Geometry.

1. Objective:

73% of 3rd-5th graders tested will score at level 3.0 or higher on FCAT Math.

81% of 4th-5th graders and retained 3rd graders tested will make learning gains in FCAT Math.

82% of the bottom quartile will make learning gains in FCAT Math.

Strategies (including timeline)	Lead Person/Team	Resources Needed
Analyze the results of FCAT 2006, Math diagnostics, Math Benchmarks, formatives, informal assessments, conferences, and observations and use data to differentiate instruction and monitor progress toward meeting the standards. August-May	Learning Leaders, Grenier	Assessment data, conference logs, formatives, Profile sheets
Implement fully the math workshop model consisting of problem of the day, opening meeting, work period, and closing meeting utilizing Math Investigations and supplemental materials. August- May	Learning Leaders, Math Leaders, Grenier	Math Investigations, supplemental materials, SSS/New Performance Standards
Establish Primary and Intermediate Mentor classrooms for teachers to visit. Provide modeling and assistance in implementing Math workshop. August-May	Grenier, Lutz, Martin, Barrow	Implementation Rubric
Meet mid-year and end-of year in cross grade-levels to discuss the data and revise grade level plans. December/January and April/May	Learning Leaders, Grenier, Martin	Data, grade level plans, SSS/New Performance Standards
Maintain a data notebook containing results from formative and diagnostic tests, FCAT 2006, Benchmarks, informal assessments, conference logs and student profiles. August-May	Learning Leaders	Data notebooks, data
Create safety nets using data to meet individual needs of students. August-May	Learning Leaders	Data

Develop Progress Monitoring Plans to address and monitor individual needs of struggling students. August-May	Learning Leaders	Progress Monitoring Plans
Assess student learning styles to differentiate instruction and to conference strategically. August-May	Learning Leaders	Learning Styles inventories
Conduct individual parent conferences to inform parents of their child's progress and /or needs. August-May	Learning Leaders	Time for conferences
Provide flexible small group instruction to address areas of need as indicated by assessment data. August-May	Learning Leaders, SAI	
Utilize Math journals, and math literature to promote conceptual understanding. August-May	Learning Leaders, Grenier, Barrow, Math Lead, Palmer	Math literature (classroom libraries, Media Center, and Public Library), journals
Provide explicit instruction and practice to expand Math vocabulary. August-May	Learning Leaders, Math Lead teacher	
Participate in Connecting Student Work to Standards focus walks. October-May	Grenier, Barrow, Learning Leaders	Snapshot
Provide opportunities for teachers to do book studies on Math topics. September - May	Learning Leaders, Grenier, Barrow	Early Release Day
Evaluation/Accountability: <ol style="list-style-type: none"> 1. Benchmark tests and Math diagnostics will be used to track student progress and plan for remediation. 2. Principal will monitor Data Notebooks, conference logs, and lesson plans for evidence of differentiated instruction. 3. Focus Walks on the Connecting Student Work in Math Snapshot will be conducted by administration, Standards Coach, and Leadership team. 4. Teachers will assess student work and conference with students weekly to determine individual needs. 5. Teachers will look at student work collaboratively to determine next steps. 		

Research-Based Program: Math Investigations
Professional Development Aligned with this Objective/Learning Communities (Must address planning, delivery, follow up and evaluation strands): <u>Planning</u> —The Leadership Team will utilize AIDE data and the Implementation Rubric to develop a Professional Development Plan for all instructional staff. <u>Delivery</u> —Early Release Days will be utilized to provide site-based training. Training will be delivered by the Principal, Standards Coach, teacher specialists, and/or District Staff. <ul style="list-style-type: none"> ▶ Effective Conferencing in Math ▶ Professional book studies ▶ Use of data from AIDE or District to drive instruction ▶ Visits to model classrooms ▶ Implementing Math Investigations District provides Math Investigations training and Math Lead Teacher Training through the Schultz Center.
<u>Follow up</u> —Each teacher will maintain a Data notebook, conference log, and lesson plans to document use of Workshop model to prescribe instruction and monitor progress toward meeting the standards.

Evaluation—Comparison of student gains from results of math Diagnostics and Benchmark tests in August and December, results of FCAT 2007, Focus Walks on Connecting Student Work to Standards in Math Snapshot

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)	<u>Buckle Down</u> for 5 th grade math	General Fund	\$800.
Technology			
Professional Development	Professional books Math Conferences/Workshops	General Fund	\$250. \$1,000.
Other			
		Total:	\$2,050.

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:

The following data are based upon the 2006 results of the FACT Writing Standards component (SSS):

- ▶ Of all subgroups tested, 71% of all 4th graders scored 3.5 or higher.
- ▶ Of all subgroups tested, 55% of all 4th graders scored 4.0 or higher on FCAT Writing
- ▶ Of all subgroups tested, 59% of Black, 62% of Economically Disadvantaged, and 40% of Exceptional Student Education (ESE) scored 4.0 or higher.

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

75% of all 4th grade students tested will score 3.5 or higher on FCAT Writing.

Strategies (including timeline)	Lead Person/Team	Resources Needed
Analyze the results of Florida Writes 2006. May-August	Grenier, Learning Leaders	Florida Writes 2006 data
Fully implement a data driven writing workshop model consisting of min-lesson, work period, conferencing, and group closing. August-May	Learning Leaders, Grenier, Barrow	<u>New Performance Standards, First 30 Days of Writing, NCEE genre studies, Units of Study for Primary Writing, Units of Study for Intermediate Writing</u>
Analyze and compare student work to benchmark pieces in NCEE Standards book and NCEE <u>Using Rubrics to Improve Student Writing</u> . August-May	Learning Leaders, Grenier, Barrow	<u>New Performance Standards, Using Rubrics to Improve Student Writing</u> , Cross-grade and grade level meetings, Time during Early Release Days
Establish ELA Mentor Classrooms for teachers to visit. August-September	Grenier, Barrow Holley, Launey	Implementation Rubric TDE for teachers to visit mentor classes
Utilize rigorous genre studies and response to relevant literature in Grades K-5 to develop writers. August-May	Learning Leaders, Grenier	Genre studies, trade books, charts, <u>New Performance Standards, Using Rubrics to Improve Student Writing</u>
Take pieces completely through the writing process—draft, revision, edit, and publish—to create fluent writers. August-May	Learning Leaders, Grenier, Barrow	New Performance Standards Professional materials
Increase the use of rubrics (teaching/learning, scoring, and student created) to improve student writing in all genres. August-May	Learning Leaders	Standards, <u>Using Rubrics to Improve Student Writing</u> , teaching/learning rubrics

Complete a class profile for each writing genre to determine individual needs. October, January, March, May	Learning Leaders	Class profiles
Utilize individual student data to provide differentiated instruction to accommodate all learners. August-May	Learning Leaders	Data notebooks, Conference logs, portfolios, Class Profiles, Work in Progress folders
Assess student learning styles to differentiate instruction and to conference strategically. August-May	Learning Leaders	Learning Styles inventories
Use conferencing to guide students through the writing process and the selection of pieces for their portfolio. August-May	Learning Leaders	SSS/New Performance Standards, Portfolios, student work
Build writing communities with Buddy classes by sharing different genres. August-ay	Learning Leaders	Lesson Plans, Buddy Classes
Differentiate professional learning for all teachers of writing. August-May	Grenier, Barrow, Learning Leaders	Training material, time during Early Release, Guest Speakers

Evaluation/Accountability:

1. Principal will monitor data notebook, class Profiles, and lesson plans.
2. Teachers assess student work and conference with students weekly.
3. FCAT Florida Writes 2007 results will be used to plan for next year.
4. Teachers collaboratively examine student work to determine next steps.
5. Teachers will use class profiles to track student progress and plan for remediation.
6. Focus walks will be conducted by administration, Standard Coach, and Leadership Team.

Research-Based Program:

NCEE Standards Books, NCEE Genre Studies, Houghton-Mifflin Reading Series, Houghton-Mifflin Social Studies, Scott Foresman Science

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

Planning—The Leadership Team will develop a Professional Development Plan for all instructional staff.

Delivery—

Early Release Days will be utilized to provide site-based training. Training will be delivered by the Principal, Standards Coach, teacher specialists, and/or District Staff.

- ▶ Looking at Student Work
- ▶ Using Rubrics to Improve Student Writing
- ▶ Units of Study for Writing
- ▶ Creating rubrics

District provides additional training through the Schultz Center.

- ▶ Literacy 101
- ▶ B.U. I.L.D.

Follow up—Each teacher will maintain a Data notebook, conference log, and lesson plans to document use of Workshop model to prescribe instruction in writing. Writing portfolios will be maintained for each student.

Evaluation—Comparison of student gains from results of 2007 Florida Writes.

Budget:

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available
*Research-Based Program(s) (Instructional Materials)	Units of Study for Primary Writing, Units of Study for Intermediate Writing	District Funds	\$500
*Research-Based Resource(s) (e.g. websites, assessment tools)			
Technology			
Professional Development	District Training, Writing Workshops (M. Fourney)	SAC funds	\$800
Other			
		Total:	\$1300.

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:

The following data are based upon the 2006 results of the FCAT Science component:

- ▶ Of all subgroups tested, 24% of 5th graders scored level 3 or higher.
- ▶ Of all 5th grade subgroups tested, 49% of White, 41% of Black and 37% of Economically Disadvantaged students scored at level 3 or higher.

1. Objective:

35% of all 5th grade students tested will score Level 3 or higher on the SSS component of FCAT Science.

Strategies (including timeline)	Lead Person/Team	Resources Needed
Attend workshops and guide the Science rollout. August-May	Grenier, Stultz, Baumeister	TDE Pacing Guide District Science Training Professional materials
Use hands-on approach to teach the “Big Ideas of Science” and make real life applications through experiments and field trips. August-May	K-5 Learning Leaders	SSS/New Performance Standards, Scott Foresman Science Series, Big Books, Manipulatives
Follow the District pacing guide for Science to prevent gaps in learning and to show results. August-May	K-5 Learning Leaders, Grenier, Barrow	District pacing guide Team time to implement pacing guide
Focus on non-fiction reading strategies to increase comprehension and vocabulary in Science. August-May	K-5 Learning Leaders, Grenier, Barrow	Professional materials, non-fiction guided reading sets, non-fiction books for classroom libraries, Media Center, Scott Foresman Science Series
Use Writing to strengthen science understanding and build vocabulary. August-May	K-5 Learning Leaders, Grenier, Barrow	Training, Scott Foresman Science Series, non-fiction trade books, Report Writing Standards
Highlight Science relationship to Math. August-May	K-5 Learning Leaders	
Integrate relevant science non-fiction text into <u>all</u> workshops.	K-5 Learning Leaders	Team time, Media Center, Public Library, Non-fiction text for class libraries, various websites
Use differentiated instruction to target and teach students with similar needs. August-May	K-5 Learning Leaders	Data
Assess student learning styles to differentiate instruction and to conference strategically. August-May	Learning Leaders	Learning Styles inventories

Evaluation/Accountability:

1. FCAT practice tests in Scott Foresman Science will be used to track student progress and plan for remediation.
2. Grade level plans will be reviewed and adjusted quarterly.
3. Principal will monitor data notebooks and lesson plans.

4. Teachers assess student work and conference with students weekly.

Research-Based Program:
Scott Foresman Science Series

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

Planning—The Leadership Team will develop a Professional Development Plan for all instructional Staff.

Delivery—Early Release Days will be utilized to provide site-based training. Training will be delivered by the Principal, Standards Coach, teacher specialists, and/or District staff.

- ▶ Non-fiction reading strategies
- ▶ Teaching vocabulary in the content areas
- ▶ Best practices in teaching content areas

Additional training is provided through the Schultz Center.

Follow-up—Each teacher will maintain a Data notebook, conference log, and lesson plans to document student needs and differentiated instruction.

Evaluation—Analysis of 2007 FCAT results

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	District Science training	District provided	
Other	Leveled non-fiction text Big books for K-2 Buckle Down Science for 5 th grade	Donations General Fund	\$1000 \$200 \$300
		Total:	\$1500.

School Safety and Discipline

Needs Assessment:

The following data are based upon 2006 results of the Climate Survey and the record of referrals for 2006:

- ▶ 75% of the Staff rated school safety (Item #1) an A or B
- ▶ 39% of the Staff rated discipline (Item 19) an A or B
- ▶ 100 % of the Parents rated school safety an A or B
- ▶ 77% of the Parents rated discipline an A or B
- ▶ There was a 2% decline in the percent of students committing one or more Class 2 Code of Conduct violations.
- ▶ There was a 3% decline in the percent of blacks, a 5% decline in the percent of Hispanics, and a 1% declined in the percent of ESE students committing one or more Class 2 Code of Conduct violations.

Objective:

The School Climate survey indicator for school safety will show continuous improvement with an increase of 5% from staff.

The School Climate Survey indicator for discipline will show continuous improvement with an increase of 5% from the staff and 5% from parents.

Strategies (including timeline)	Lead Person/Team	Resources Needed
Utilize a School wide approach to discipline based on rituals and routines using rewards and removal of rewards as well as logical consequences. August-May	Learning Leaders, Grenier, Dupree	CHAMPS training, school discipline plan
Increase the use of proactive and positive approaches to discipline. August - May	Learning Leaders, Wayne	Training in Positive discipline, Champs training
Provide character education to train students in social skills and self-management skills. August-May	Learning Leaders, Wayne, Palmer	Daily Lake Lucina News show, Professional books in Media Center, fiction and non-fiction books to teach character traits, Guidance lessons
Utilize literature and the Houghton Mifflin Social Studies Series to build a sense of community. August-May	Learning Leaders, Wayne	Character books for Media Center and classroom libraries, Houghton Mifflin Social Studies series
Meet with para-professionals to provide training in positive discipline. August-May	Grenier, Dupree	Time, materials
Hold TARGET meetings as needed to provide intervention support for behavioral problems. August - May	Learning Leaders, TARGET team	Time, intervention strategies, behavior contracts, parents
Participate in Safety Snapshot. December, April	Grenier, Learning Leaders	Safety Snapshot
Train faculty in daily school safety procedures (fire drills, red and yellow codes, evacuation procedures, locked doors) and severe weather plans. August- December	Grenier, Dupree	Time during ERD, red/yellow cards

<p>Evaluation/Accountability:</p> <ol style="list-style-type: none"> 1. Leadership Team will review the number and type of referrals semi-annually. 2. The Leadership Team will review the School Climate Survey results for 2007. 3. The Safety Snapshot results will be analyzed by the Leadership Team. 4. Community building literature will be read aloud. 5. School created teacher survey will be conducted at mid-year to assess Safety and Discipline progress. 	
<p>Research-Based Program CHAMPS</p>	
<p>Professional Development Aligned with this Objective</p> <p><u>Planning</u>—The Leadership Team will develop a Professional Development Plan for all instructional Staff.</p> <p><u>Delivery</u>—Early Release Days will be utilized to provide site-based training. Training will be delivered by the Principal, Dupree, teacher specialists, and/or District staff.</p> <ul style="list-style-type: none"> ▶ Evacuation , codes red and yellow ▶ Positive Discipline ▶ CHAMPS <p><u>Follow-up</u>—Safety Snapshot Data and referrals data will be collected by administration. Lesson plans will show use of literature to teach character education.</p> <p><u>Evaluation</u>—Analysis of 2007 School Climate Survey and Mid-year teacher survey.</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)	10 DRA Update kits	General Funds	\$1,000
Technology			
Professional Development	Professional books such as: <u>Comprehension Tool Kit</u> , <u>Around the Readers Workshop in 180 Days</u> , <u>Locating and Correcting Reading Difficulties</u> Professional conferences and workshops in Reading, Math, Writing, Professional books in Math <u>Units of Study for Primary and Intermediate Writing</u>	General Funds SAC funds	\$1000 \$2800 \$250 \$500.
Other	Books for classroom libraries and Extended Day, Big books for K-2, <u>Buckle Down</u> materials for Safety Nets Leveled non-fiction text Science Big Books for K-2 Buckle Down Science	General Funds, Donations, Extended Day funds, Box Top Funds	\$2000 \$ 200 \$1900 \$1,000 \$ 200 \$300.
		Total:	\$10,850

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.

Leadership Team, grade level teams, and SAC review the plan for content. The plan is available to all constituents, both at school and online. Evaluation of the data (FCAT results, benchmarks, DRA's, math diagnostics) is ongoing. Focus walks and the Implementation Rubric review are used to determine the effectiveness of the SIP. Teams give input quarterly regarding progress toward meeting the goals of SIP. FCAT results of 2007, DRA progress, and math diagnostics provide data to evaluate the successful implementation of the SIP.