

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

**School Name: Woodland Acres Elementary School
School Number: 89**

Date of Public Hearing: _____

Signatures of Approval

Principal: _____ Date: _____

SAC Chair: _____ Date: _____

**Regional
Superintendent: _____ Date: _____**

2006-2007
SCHOOL IMPROVEMENT PLAN

School Name: Woodland Acres Elementary
School Number: 89

2006 School Performance Grade: D

DOE Requirements: (Optional for Other Schools)

To ensure maximum effectiveness of school improvement process, best practice is to complete *all* sections of the plan. Noted are sections required of different schools in order to comply with state and federal law.

*F Schools, Repeating F Schools, and Schools in Need of Improvement (SINIs)

Vision/Mission:

Woodland Acres will provide a safe, caring, academically challenging environment where each student will become a productive and responsible citizen.

***School Profile Demographics:**

Woodland Acres Elementary School is a Duval County School located in the Arlington area of Jacksonville, Florida. The total enrollment on October 18, 2006 was 536 with 29 students in pre-kindergarten, 113 in exceptional student education and 507 in grades K-5. The minority rate is 72% and 81% of the students are on free or reduced lunch. Although the Woodland Acres neighborhood has many families who have lived here for generations, the mobility rate is high.

School Achievement Data:

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

School Accountability Report

89

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	C	491	65	63	73	26	59	75	57	75			
2006	D	354	59	56	68		52	70	49		100		85
2005	C	358	61	55	77		55	62	48		99	54	86
2004	C	355	55	44	84		59	60	53		100	55	82
2003	D	308	49	34	70		53	49	53		99	54	79

Highly Qualified Certified Administrators/High Performance Management

Stephanie Manabat is the principal at Woodland Acres Elementary for her second year. She came to the school with 6 years of classroom experience and 4 years of being in an administrative position. Mrs. Manabat has her bachelor's degree in Elementary Education (1-6) and a Masters in Educational Leadership. She has extensive experience in low income, urban schools both as a teacher and an administrator.

Mrs. Manabat has received and facilitated development in Standards Based Education, Differentiated Instruction, Data-Driven Instruction, Time Management, and Effective Schools.

Mrs. Manabat serves her school in the following ways:

- Facilitates and serves on the Leadership Team weekly where supervision, monitoring, tracking etc. is conducted on each student at Woodland Acres Elementary, with specific emphasis on students that rank in the Bottom Quartile-lowest 25% as determined by the Florida Comprehensive Assessment Test (FCAT).
- Analyzes data from standardized tests, teacher developed assessments, various student performance data instruments, Developmental Reading Assessments (DRAs), Dynamic Indicators of Basic Early Literacy System (DIBELS), District Benchmark Assessments, quarterly data/monitoring tracking forms, FCAT Testmaker Benchmark assessments, class profiles, progress reports, report cards and student work in Literacy Portfolios.
- Either conducts or allows for time where teachers are trained on-site based on needs assessments that involve all academic achievement in conjunction with data analysis.
- Serves as one of the facilitators/presenters during Wednesday Early Dismissal Day Site-Based Training that provides in-service training programs for content area teachers to discuss and monitor/track student progress as well as consider resources/materials requested by staff.
- Attends district level in-services and shares information with staff.
- Conducts monthly Classroom Focus Walks to monitor teacher/student implementation and understanding of Reader's and Writer's Workshop with reading focus on the 5 Building Blocks of Reading through a Standards-Based Curriculum that is aligned with Sunshine State Standards (SSS), implementation of the county's adopted elementary math program-Math Investigations, Duval County's District Framework, the District Elementary Implementation Rubric, Woodland Acres Elementary's 5-3-1 Action Plan, as well as District Snapshot Focus Walks.
- ESOL endorsement

***High Quality, Highly Qualified Teachers**

All teachers at Woodland Acres Elementary School who teach Reading are certified in Elementary Education and are in-field. There are 3 Reading Recovery Teachers, 1 Standards Coach, 1 Reading First Coach and 1 UNF Professor in Residence who has an Ed.D. in Curriculum and Instruction. Since we are a Professional Development school, we are able to recruit high quality teachers directly from their internship program. We retain our teachers by treating them as professionals with dignity and respect and providing them with the appropriate materials needed for quality instruction.

ADDITIONAL REQUIREMENTS

***Teacher Mentoring**

Woodland Acres supports new teachers by pairing each one with a mentor teacher who coaches and supports the novice teacher. The professional development facilitator (PDF) coordinates the mentoring process and ensures that all appropriate documentation is completed. In addition, the Standards Coach, Reading First Coach, Math Coach and Science Coach assist new teachers by demonstrating lessons and providing other instructional support. Novice teachers at Woodland Acres are actively mentored by the Leadership Team and their mentor teachers. The principal and vice principal are also active members of the mentoring team.

Woodland Acres is a University of North Florida (UNF) urban professional development school (UPDS) with a resident clinical faculty member (RCF) who supervises student teachers. Several of our teachers have interned in the four UNF urban professional development schools. In essence, the UPDS model “grows our own.”

***School-Wide Improvement Model**

Woodland Acres implements standards-based instruction based on the America’s Choice model. This model uses the NCEE standards to measure performance and the Sunshine State Standards to ensure that content is mastered by students. Veteran teachers have had extensive professional development in Reader’s and Writer’s Workshop along with Math Investigations. New teachers are being trained this year through both professional development workshops and on-site coaching. In addition, Woodland Acres is a Reading First school. Instruction in grades K-3 is supported by extensive assessment and coaching coordinated by the Reading First coach. Each student in grades K-3 is monitored to ensure that adequate learning is taking place. Students identified as needing intensive instruction receive it through several in school safety nets which include: Ameri-corps tutors, University of North Florida literacy tutors, and SAI math tutoring.

On early release Wednesdays, resource teachers provide instructional support so that teachers may observe peers modeling learning activities with their students. They also receive additional training on standards from the School Standards Coach, Reading First Coach and Math Coach.

***School Advisory Council**

The School Advisory Council is a dedicated group of parents, business partners and community leaders who support the school's academic goals. Specifically, they address financial needs of our school in alignment with the School Improvement Plan. Our School Advisory Council provided input and adopted this School Improvement Plan.

***Communications With Parents (Regarding Choice Options)**

There is a long tradition in the Woodland Acres neighborhood of parent and community involvement. Parent communication includes general information from the administrative staff as well as individual communication between teachers and parents. Our counselors and teachers are committed to continuous interaction with parents. A parent newsletter is published monthly and frequent communications go home to keep families working with the school to improve student welfare and academic achievement.

Extended Learning Opportunities/Safety Nets

Team-Up, our after school program, is focused on providing academic support to our lowest performing students in grades 3-5. Supplemental Academic Instruction (SAI) Tutors are also used after school to provide additional instruction to our low performing students in grades 3-5. Our Leadership Team provides mentoring for 56 students in grades 3-5. These students meet weekly during the school day with individual team members for tutoring in Reading and Math and/or social interaction. Wow days (every Thursday) are designated for students in grades 3rd – 5th to receive additional FCAT remediation provided by the Resource teachers. UNF Tutors also work with low performing 1st and 2nd grade students on a weekly basis. Other safety nets include: Inclusion Model/Teaching, Class Plans, Data Driven Instruction, Consistent monitoring & Reevaluating student's individual needs, Differentiated Instruction, Integration of Multiple Intelligence Theory, Ameri-Corp Tutoring in grades K-2, SES Tutoring in all grades, Early Success program, Soar to Success program, and ESE Apprentices.

***Preschool Transition**

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

The Pre-K program at Woodland Acres consists of neighborhood children. In order to prepare the Pre-K students for easy transition into Kindergarten classrooms, the Pre-K program follows the reading, writing and math standards used in Kindergarten and integrates social studies and science throughout the curriculum. The Pre-K classroom teachers also implement the same rituals and routines as the Kindergarten classrooms in order to prepare them for a smooth transition into Kindergarten. Our Kindergarten students are assessed using DIBELS, ESI-K, SRUSS-S, Peabody Picture, DRA, ERDA.

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.

School Goal Statement:
Woodland Acres Elementary’s goal is to improve FCAT Reading performance scores for all students in Grades 3, 4, & 5.

Needs Assessment:

- 40% of 3rd graders, 55% of 4th graders and 58% of 5th graders scored a level 1 or 2 on the Reading FCAT
- 12% of our bottom quartile students were African American, 17% were Economically Disadvantaged, and 1% were Students with Disabilities
- 29% of our level 1 or 2 students were African American, 25% of our level 1 or 2 students were Economically Disadvantaged and 46% of our level 1 or 2 students were Students with Disabilities

AYP was not met in the following areas (Goal 48%):

- 38% of African American fourth graders scored a 3 or above on the Reading FCAT
- 28% of African American fifth graders scored a 3 or above on the Reading FCAT
- 45% of Economically Disadvantaged fourth graders scored a 3 or above on the Reading FCAT
- 39% of Economically Disadvantaged fifth graders scored a 3 or above on the Reading FCAT
- 33% of ESE third graders scored a 3 or above on the Reading FCAT
- 19% of ESE fourth graders scored a 3 or above on the Reading FCAT
- 33% of ESE fifth graders scored a 3 or above on the Reading FCAT

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:
 Increase the learning gains of the bottom quartile of students (African American, Economically Disadvantaged & ESE) by 5% bringing bottom quartile gains to 75% by collecting and analyzing data and using the results from the data analysis to implement prescriptive instructional practices and provide immediate remediation through the use of the Reader’s Workshop model.

Strategies (including timeline)	Lead Person/Team	Resources Needed
Review 2006 FCAT data by clusters to determine strong and weak areas in student performance. Pre-planning	Ms. Manabat-principal Ms. Simon, Asst. Principal Faculty	2006 FCAT grade level cluster data

Continue the uninterrupted 90 minute reading block. August 2006 – May 2007	K-5 Reading teachers, SSC, Reading First Coach	NCEE materials, Leveled tests, word walls, Core Reading Program, 5 components of Reading, Data Analysis
Implement First 30 Day lessons for Reader’s Workshop August 2006 – May 2007	K-5 Reading teachers, SSC	First 30 days lesson, NCEE materials
In independent reading, guided reading, and/or read alouds, continue focus on main idea, plot, author’s purpose by using graphic organizers, (story maps, synthesis maps) cause/effect charts and “look back” strategies. August 2006 – May 2007	K-5 classroom teachers	Standards Coach, Reading First Coach, Fiction Author Studies
Train teachers on data analysis and identifying their bottom quartile students during WOW (Working on Work) Day Trainings August 2006 – May 2007	Principal Asst. Principal SSC Math Coach Reading Coach	Data Notebook Data
Identify the 35 students in the bottom quartile for Reading (“56 Fish Sticks”) and assign a Leadership Team mentor to work with the students all year. September 2006 – May 2007	Principal Leadership Team	Students, profile sheets, notebooks, pictures, data, mentorship expectations
Provide Internal Safety Nets through one-to-one conferencing, UNF tutors, Ameri-corps and Reading Recovery push-in tutoring August 2006 – May 2007	Reading First Coach SSC, Reading Recovery Teachers, K-5 Reading Teachers Ameri-corps tutors	UNF tutors, reading conference logs
Use of MAP/AIDE student goal sheets by teachers to discuss FCAT scores, goals for next year, and strategies to become better readers September 2006 – May 2007	K-5 Reading Teachers, SSC, Reading First Coach	Student Goal Sheets
Monitor Reading Progress Quarterly through Reading Monitoring Form August 2006 – May 2007	SSC, Reading First Coach	DRA, DIBELs, Benchmark Test, Reading Goals, Data Monitoring Form

Evaluation/Accountability:

- Focus Walks/Observations/Model/Demo Classroom Observations instructional strategies during Reader's Workshop. Feedback will be provided by Leadership Team, SSC and Reading First Coach to Teacher.
- The Leadership Team and Teachers will hold conversations monthly around data in an effort to track/monitor student performance
- Teacher Data Notebooks will be reviewed during classroom observations as well as during scheduled Site-Based Training sessions
- Analysis of a variety of student performance data: DRA/RR, District Benchmark Assessment, Teacher Developed Assessments, DIBELs, Gates MacGinitie, Data Monitoring Forms and Portfolios, FCAT Testmaker.
 - DRA/RR will be conducted three times yearly as well as on an as needed student basis, Benchmark Assessment is determined by the district, Teacher Developed Assessments are conducted at the end of a unit. FCAT Testmaker benchmark assessments are administered weekly. Integrated Theme Tests are administered based on specified student requirements established by the district. Data Monitoring Forms are reviewed quarterly as well as during classroom Focus Walks, scheduled teacher conferences and Site-Based Training. Student Portfolios are reviewed during classroom Focus Walks as well as during monthly teacher meetings
- Teacher Meetings that analyze student work are conducted monthly(minimally)
- Safety Net Tutors and teachers working with students in a Safety Net or small group format will meet with the Teacher/Standards Coach/Reading First Coach biweekly to monitor the progress of students
- Monthly observation by district ESE coaches for all ESE teachers using Direct Instruction
- Built into the district calendar are bi-monthly early dismissal days designed for teacher professional development and collaboration. This bi-monthly time is facilitated by teachers, coaches, and principals and includes opportunities for grade level and vertical teams to meet and discuss various topics including assessment data. In addition, each school has built into its schedule a variety of opportunities for teachers to engage in school-based professional development focused on literacy and data analysis.
- Coaches will provide in-service on classroom set ups for effective reading instruction (word walls, leveled text, small group instruction, etc.)

***Research-Based Program:**

Quick Reads, a supplemental reading program, is specifically designed to improve students' fluency and has strong comprehension, vocabulary, and background knowledge elements. Quick Reads is integrated as a part of the literacy block through small group or whole group instruction. FCRR Reviewed

Great Leaps is a supplementary reading program which is designed to be a fluency-building program. It is consistent with current research knowledge in both its instructional design and content. It is integrated into the instructional day in addition to the regular literacy block. It can be utilized by the classroom teacher, paraprofessional, or trained instructional interventionist. FCRR Reviewed

Accelerated Reader (AR) is a computer based reading management and motivational system designed to complement existing classroom literacy programs. AR's goal is to motivate students to read at an appropriate level of difficulty using an individualized goal/point system. The independent reading portion is integrated into the regular literacy block. The assessment piece is implemented outside of the literacy block. FCRR Reviewed

Elements of Reading: Vocabulary, a reading supplement, is solidly based on research that is linked to the recommendations of the National Reading Panel, 2000 in the area of vocabulary development. This supplement is integrated by introducing robust vocabulary words through rich literature, explicit vocabulary instruction, oral instruction, personalization, and active engagement, multiple contexts, ample practice, and links to reading comprehension. FCRR Reviewed

Shutterbug, a reading supplement, is a standards driven guided reading program aligned with the National Reading Panel guidelines. It is integrated into the literacy block through small group differentiated instruction (guided reading) and provides opportunities for learning literacy skills through a carefully scaffolded approach and in the context of a variety of reading experiences.

Houghton Mifflin's A Legacy of Literacy is a research-proven program that provides students with explicit instruction that focuses on phonics, word learning activities, the use of leveled books, ongoing assessments (Emerging Literacy Survey, grades K-1; Phonics/Decoding Screening Test, grades 1-6; Leveled Reading Passages Assessment, K-6; Lexia Quick Phonics Assessment, Theme Skills Tests, Spiral Reviews, and observation checklists in the Teacher's Assessment Handbook), reading fluency, oral reading skills, and the development of independent reading. Its framework also includes fluency instruction, screening instruments, student practice lessons, text comprehension instruction, coordinated instructional sequences, and ample opportunities for students to practice what they have learned. This core series contains tools for progress monitoring, data management, safety-net interventions, sound instructional materials, and significant professional development support.

SRA/McGraw-Hill Reading Mastery PLUS reading program and *Corrective Decoding* program, are scientifically, research based programs that have been found to be highly effective in teaching learners at all levels. It focuses on sub-skills (building blocks) and does not assume the learner's background knowledge. The program provides meaningful repetition so the learner internalizes the strategies for independent use later.

Phonics- Letters, Words, and How They Work/Word Study-Phonics, Spelling, and Vocabulary is a research-based program. Phonics Lessons provides scientific information about the complex, intricate relationships between letters and sounds and the ways in which they work to support developing readers.

Florida Center for Reading Research is a research based comprehensive review of reading research, the Report of the National Reading Panel (2000) concluded the need for systematic and explicit instruction in the following five components of reading:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

Fast ForWord is patented software specifically designed using the principles of neuroscience to build an individual's learning capacity. Fast ForWord products begin with strengthening the foundational cognitive skills of memory, attention, processing and sequencing and continues through to the foundational reading skills of vocabulary, phonemic awareness, decoding, fluency and comprehension.

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

Implementation Rubric/5-3-1 Plan

Site based training will provide the teachers in-services on the Elementary Implementation Rubric and our school's individual 5-3-1 Action Plan.

Delivery: Principal, Asst. Principal, SSC, Reading First Coach, District Standards Coach

Follow-Up: Self-assessments completed by teachers on Implementation Rubric, training on the 1 focus from the 5-3-1

Evaluation: Focus Walks, Feedback to teachers

Reading First Academy (4 day)

The *Reading First* Summer Academies focus on improving reading instruction. The goal of the Academies is to enhance the knowledge of effective instructional practices based on scientific reading research. Academy sessions address the five components of effective reading instruction that are essential to children becoming successful readers. . . phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Delivery: District/Building Based Staff and/or consultant

Follow-Up: School Based training with Reading Coach based on Needs Assessment and District training based on needs assessment

Evaluation: School Based training with Reading Coach based on Needs Assessment and District training based on needs assessment. Reading Coach/SSC will observe in classroom and debrief

Phonological and Phonemic Awareness

Participants will:

- Acquire a working knowledge of the alphabetic system
- Understand that speech is composed of identifiable units, such as spoken words, syllables, and sounds.
- Learn that there is a strong connection between phonological awareness and reading achievement.

Phonics

Participants will:

- Understand the importance of teaching phonics in an explicit systematic approach

Vocabulary

Participants will:

- Identify explicit, systematic instructional plans for scaffolding vocabulary and concept development (e.g. common morphological roots, morphemic analysis, system of word relationships, semantic mapping, semantic analysis, analogies, etc.)

Fluency

Participants will:

- Increase their literacy knowledge about comprehension, vocabulary, and fluency.
- Practice various teaching strategies to use with their students.
- Reflect on their teaching practices and their students' needs to plan for future instruction.
- Read and discuss professional materials with colleagues.
- Select various strategies and learning experiences to apply in the classrooms.

Comprehension

Participants will:

- Increase their literacy knowledge about comprehension, vocabulary, and fluency.
- Practice various teaching strategies to use with their students.
- Reflect on their teaching practices and their students' needs to plan for future instruction.
- Read and discuss professional materials with colleagues.
- Select various strategies and learning experiences to apply in the classrooms.

Delivery: District Standards Coach, SSC, Reading First Coach

Follow Up: School Based training with school based coaches and district training with district coaches based on needs assessment

Evaluation: Focus walks, Classroom observation, classroom artifacts, Debriefing

Teachers Tri-Weekly & Monthly Support

Teachers will learn strategies to support the district reading curriculum and the JRF reading curriculum (Reading First) including:

Assessing and diagnosing reading needs of elementary school students

- Implementing strategies for assisting students identified as having a reading deficiency

Delivery: SSC, Reading First Coach

Follow Up: School based training through WOW Thursdays

Evaluation: Focus Walks, Classroom Observations, Classroom Artifacts, Debriefing

Elementary Standards & Reading Coaches Support

Elementary Reading Coaches will learn strategies to support the literacy program including the District Framework (High Five) and Implementation Rubric including:

- Ongoing training in the Five Building Blocks as related to the Reading First Framework
- Providing training for teachers to deepen their understanding of the standards and how to connect the standards with instruction and student work
- Assessing and diagnosing student reading needs

- Implementing strategies for assisting struggling readers
- Participating in professional development opportunities to develop content knowledge and coaching skills to facilitate adult learning
- Assisting teachers/leadership team in analyzing school, class, and student data to develop appropriate improvement plans at all levels

Delivery: District training from District Standards Coach

Follow Up: School based trainings

Evaluation: Principal completes Classroom Observation Instrument, Coaching Plan

Differentiated Instruction

Professional Development will be given to teachers during WOW day training and Early Release days on differentiated instruction which will include:

- Strategies for helping teachers utilize a variety of assessment tools in order to meet the varied needs of students
- Providing instructional next steps for teachers

Delivery: SSC, Reading First Coach

Follow Up: Additional training based on needs assessments and classroom observations

Evaluation: Focus Walks, Classroom Observations, Classroom Artifacts

Data-Driven Instruction Based on Assessments

Professional Development will be given to teachers during WOW day training and Early Release Days on using data from assessments to drive instruction by:

- Looking at various assessment results and monitoring forms
- Learning how to analyze and interpret the data
- Learning how to use the data to make informed instructional decisions

Delivery: SSC, Reading First Coach

Follow Up: Additional Data-Driven training as new assessment results come in

Evaluation: Focus Walks, Classroom Observations, Classroom Artifacts

2. Objective:

Increase the number of 3rd-5th grade students scoring a level 3 by 6% bringing 3rd to 65%, 4th to 65% and 5th to 65% by collecting and analyzing data and using the results from the data analysis to implement prescriptive instructional practices.

Strategies (including timeline)	Lead Person/Team	Resources Needed
During WOW and Early Release Days teachers will be trained on identifying their level 1 and 2 students, the weakest sub-group for each individual student, and the use of Student Goal Sheets to conference with their students about their FCAT results and goals for the following year. August 2006 – May 2007	Principal Asst. Principal SSC Math Coach 3 rd -5 th ELA Teachers	MAP/AIDE data Student Goal Sheets FCAT Break-Out sheets Data Notebooks
Reading Strategies will be explicitly taught utilizing a variety of genres (K-5) August 2006 – May 2007	SSC Reading First Coach 3 rd -5 th ELA Teachers	NCEE Genre Studies Houghton Mifflin Reading Series Test Taking Genre Author Study Professional Literature ELA Pacing Guide
Teacher/Student conferences will assist in the monitoring of student understanding August 2006 – May 2007	3 rd -5 th ELA Teachers	Conference Logs
FCAT data, benchmark data and classroom assessments will be utilized to differentiate instruction and guide safety nets August 2006 – May 2007	SSC Reading First Coach 3 rd -5 th ELA Teachers	FCAT data Benchmark data Classroom Assessments Professional Literature
Leadership team will work with the identified bottom quartile students as mentors to encourage and focus learning August 2006 – May 2007	Leadership Team	FCAT Data
ELA grade level pacing guides will be created to focus learning and instruction based on data from FCAT results, benchmark tests, and classroom assessments August 2006 – May 2007	SSC Reading First Coach DSC	FCAT Data Benchmark data Classroom Assessments Pacing Guides
Monitor student progress and identify lowest achieving K-5 students including Level 1 and Level 2 FCAT students using running records/DRA to place students in flexible instructional groups and appropriate safety nets. August 2006 – May 2007	K-5 classroom teachers	DRA kits – Gr.K-3 DRA kits – Gr. 4-8 DRA Bridge Kits Benchmark Books Rigby PM Benchmark Kits
Targeted students attend Fast ForWord Lab 50 minutes daily. August 2006-May 2007	Fast ForWord Coach, 3-5 classroom teachers	Fast ForWord Software

<p>All Level 1 and Level 2 students will receive additional instruction during the TEAM UP after school program. August 2006 – May 2007</p>	<p>Director of Team UP, Q. Harp</p>	<p>FCAT Coach materials</p>
<p>At risk 3rd graders, 3rd grade Level 1 retainees, 4th and 5th grade Level 1 and Level 2 students will receive additional support from Reading Recovery teachers, 30 minutes daily during guided reading instruction. August 2006 – May 2007</p>	<p>Reading Recovery teachers, 3rd, 4th and 5th grade teachers</p>	<p>Readers' Workshop materials</p>

Evaluation/Accountability:

- Focus Walks/Observations/Model/Demo Classroom Observations instructional strategies during Reader's Workshop. Feedback will be provided by Leadership Team, SSC and Reading First Coach to Teacher.
- The Leadership Team and Teachers will hold conversations monthly around data in an effort to track/monitor student performance
- Teacher Data Notebooks will be reviewed during classroom observations as well as during scheduled Site-Based Training sessions
- Analysis of a variety of student performance data: DRA/RR, District Benchmark Assessment, Teacher Developed Assessments, DIBELs, Gates MacGinitie, Data Monitoring Forms and Portfolios.
 - DRA/RR will be conducted three times yearly as well as on an as needed student basis, Benchmark Assessment is determined by the district, Teacher Developed Assessments are conducted at the end of a unit. Integrated Theme Tests are administered based on specified student requirements established by the district, Data Monitoring Forms are reviewed quarterly as well as during classroom Focus Walks, scheduled teacher conferences and Site-Based Training. Student Portfolios are reviewed during classroom Focus Walks as well as during monthly teacher meetings
- Teacher Meetings that analyze student work are conducted monthly (minimally)
- Safety Net Tutors and teachers working with students in a Safety Net or small group format will meet with the Teacher/Standards Coach biweekly to monitor the progress of students
- Monthly observation by district ESE coaches for all ESE teachers using Direct Instruction
- Built into the district calendar are bi-monthly early dismissal days designed for teacher professional development and collaboration. This bi-monthly time is facilitated by teachers, coaches, and principals and includes opportunities for grade level and vertical teams to meet and discuss various topics including assessment data. In addition, each school has built into its schedule a variety of opportunities for teachers to engage in school-based professional development focused on literacy and data analysis.
- Coaches will provide in-service on classroom set ups for effective reading instruction (word walls, leveled text, small group instruction, etc.)

***Research-Based Program:**

Quick Reads, a supplemental reading program, is specifically designed to improve students' fluency and has strong comprehension, vocabulary, and background knowledge elements. Quick Reads is integrated as a part of the literacy block through small group or whole group instruction. FCRR Reviewed

Great Leaps is a supplementary reading program which is designed to be a fluency-building program. It is consistent with current research knowledge in both its instructional design and content. It is integrated into the instructional day in addition to the regular literacy block. It can be utilized by the classroom teacher, paraprofessional, or trained instructional interventionist. FCRR Reviewed

Accelerated Reader (AR) is a computer based reading management and motivational system designed to complement existing classroom literacy programs. AR's goal is to motivate students to read at an appropriate level of difficulty using an individualized goal/point system. The independent reading portion is integrated into the regular literacy block. The assessment piece is implemented outside of the literacy block. FCRR Reviewed

Elements of Reading: Vocabulary, a reading supplement, is solidly based on research that is linked to the recommendations of the National Reading Panel, 2000 in the area of vocabulary development. This supplement is integrated by introducing robust vocabulary words through rich literature, explicit vocabulary instruction, oral instruction, personalization, and active engagement, multiple contexts, ample practice, and links to reading comprehension. FCRR Reviewed

Shutterbug, a reading supplement, is a standards driven guided reading program aligned with the National Reading Panel guidelines. It is integrated into the literacy block through small group differentiated instruction (guided reading) and provides opportunities for learning literacy skills through a carefully scaffolded approach and in the context of a variety of reading experiences.

Houghton Mifflin's A Legacy of Literacy is a research-proven program that provides students with explicit instruction that focuses on phonics, word learning activities, the use of leveled books, ongoing assessments (Emerging Literacy Survey, grades K-1; Phonics/Decoding Screening Test, grades 1-6; Leveled Reading Passages Assessment, K-6; Lexia Quick Phonics Assessment, Theme Skills Tests, Spiral Reviews, and observation checklists in the Teacher's Assessment Handbook), reading fluency, oral reading skills, and the development of independent reading. Its framework also includes fluency instruction, screening instruments, student practice lessons, text comprehension instruction, coordinated instructional sequences, and ample opportunities for students to practice what they have learned. This core series contains tools for progress monitoring, data management, safety-net interventions, sound instructional materials, and significant professional development support.

SRA/McGraw-Hill Reading Mastery PLUS reading program and *Corrective Decoding* program, are scientifically, research based programs that have been found to be highly effective in teaching learners at all levels. It focuses on subskills (building blocks) and does not assume the learner's background knowledge. The program provides meaningful repetition so the learner internalizes the strategies for independent use later.

Phonics- Letters, Words, and How They Work/Word Study-Phonics, Spelling, and Vocabulary is a research-based program. Phonics Lessons provides scientific information about the complex, intricate relationships between letters and sounds and the ways in which they work to support developing readers.

Florida Center for Reading Research is a research based comprehensive review of reading research, the Report of the National Reading Panel (2000) concluded the need for systematic and explicit instruction in the following five components of reading:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

Fast ForWord is patented software specifically designed using the principles of neuroscience to build an individual's learning capacity. Fast ForWord products begin with strengthening the foundational cognitive skills of memory, attention, processing and sequencing and continues through to the foundational reading skills of vocabulary, phonemic awareness, decoding, fluency and comprehension.

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

Implementation Rubric/5-3-1 Plan

Site based training will provide the teachers in-services on the Elementary Implementation Rubric and our school's individual 5-3-1 Action Plan.

Delivery: Principal, Asst. Principal, SSC, Reading First Coach, District Standards Coach

Follow-Up: Self-assessments completed by teachers on Implementation Rubric, training on the 1 focus from the 5-3-1

Evaluation: Focus Walks, Feedback to teachers

Reading First Academy (4 day)

The *Reading First* Summer Academies focus on improving reading instruction. The goal of the Academies is to enhance the knowledge of effective instructional practices based on scientific reading research. Academy sessions address the five components of effective reading instruction that are essential to children becoming successful readers. . . phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Delivery: District/Building Based Staff and/or consultant

Follow-Up: School Based training with Reading Coach based on Needs Assessment and District training based on needs assessment

Evaluation: School Based training with Reading Coach based on Needs Assessment and District training based on needs assessment. Reading Coach/SSC will observe in classroom and debrief

Phonological and Phonemic Awareness

Participants will:

- Acquire a working knowledge of the alphabetic system
- Understand that speech is composed of identifiable units, such as spoken words, syllables, and sounds.
- Learn that there is a strong connection between phonological awareness and reading achievement.

Phonics

Participants will:

- Understand the importance of teaching phonics in an explicit systematic approach

Vocabulary

Participants will:

- Identify explicit, systematic instructional plans for scaffolding vocabulary and concept development (e.g. common morphological roots, morphemic analysis, system of word relationships, semantic mapping, semantic analysis, analogies, etc.)

Fluency

Participants will:

- Increase their literacy knowledge about comprehension, vocabulary, and fluency.
- Practice various teaching strategies to use with their students.
- Reflect on their teaching practices and their students' needs to plan for future instruction.
- Read and discuss professional materials with colleagues.
- Select various strategies and learning experiences to apply in the classrooms.

Comprehension

Participants will:

- Increase their literacy knowledge about comprehension, vocabulary, and fluency.
- Practice various teaching strategies to use with their students.
- Reflect on their teaching practices and their students' needs to plan for future instruction.
- Read and discuss professional materials with colleagues.
- Select various strategies and learning experiences to apply in the classrooms.

Delivery: District Standards Coach, SSC, Reading First Coach

Follow Up: School Based training with school based coaches and district training with district coaches based on needs assessment

Evaluation: Focus walks, Classroom observation, classroom artifacts, Debriefing

Teachers Tri-Weekly & Monthly Support

Teachers will learn strategies to support the district reading curriculum and the JRF reading curriculum (Reading First) including:

- Assessing and diagnosing reading needs of elementary school students
- Implementing strategies for assisting students identified as having a reading deficiency

Delivery: SSC, Reading First Coach

Follow Up: School based training through WOW Wednesdays

Evaluation: Focus Walks, Classroom Observations, Classroom Artifacts, Debriefing

Elementary Standards & Reading Coaches Support

Elementary Reading Coaches will learn strategies to support the literacy program including the District Framework (High Five) and Implementation Rubric including:

- Ongoing training in the Five Building Blocks as related to the Reading First Framework
- Providing training for teachers to deepen their understanding of the standards and how to connect the standards with instruction and student work
- Assessing and diagnosing student reading needs

- Implementing strategies for assisting struggling readers
- Participating in professional development opportunities to develop content knowledge and coaching skills to facilitate adult learning
- Assisting teachers/leadership team in analyzing school, class, and student data to develop appropriate improvement plans at all levels

Delivery: District training from District Standards Coach

Follow Up: School based trainings

Evaluation: Principal completes Classroom Observation Instrument, Coaching Plan

Differentiated Instruction

Professional Development will be given to teachers during WOW day training and Early Release days on differentiated instruction which will include:

- Strategies for helping teachers utilize a variety of assessment tools in order to meet the varied needs of students
- Providing instructional next steps for teachers

Delivery: SSC, Reading First Coach

Follow Up: Additional training based on needs assessments and classroom observations

Evaluation: Focus Walks, Classroom Observations, Classroom Artifacts

Data-Driven Instruction Based on Assessments

Professional Development will be given to teachers during WOW day training and Early Release Days on using data from assessments to drive instruction by:

- Looking at various assessment results and monitoring forms
- Learning how to analyze and interpret the data
- Learning how to use the data to make informed instructional decisions

Delivery: SSC, Reading First Coach

Follow Up: Additional Data-Driven training as new assessment results come in

Evaluation: Focus Walks, Classroom Observations, Classroom Artifacts

Budget:

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available	Unmet (funds unavailable)
*Research-Based Program(s) (Instructional Materials)	*Houghton Mifflin's Comprehensive Core Reading Program *Great Leaps *America's Choice School Design Standards and Monographs *Quick Reads *Elements of Reading: Vocabulary *Shutterbug *SRA/McGraw Hill Reading Mastery Plus *Phonics Lessons	* District Allocated Funds *SAI Funds *IDEA Funds *PTA Allocated Funds *SAC Allocated Funds * Title I Funding * Reading First Grant	\$24,259.00	
*Research-Based Resource(s) (e.g. websites, assessment tools)	*FCAT Explorer * Accelerated Reader			
Technology	*Computers *Printers *Tape Recorders *Head Phones *Various Grade Specific and district approved software programs	*IDEA Funds * Title I Funding * Reading First Grant		
Professional Development	*Site-Based Training, *District Training, *Professional Study Books/Materials *Substitutes for Training	*SAI Funds *PTA Allocated Funds *SAC Allocated Funds * Title I Funding *Reading First Grant		
Other	Safety Net	*SAI Funds *Title I Funding *Americorp Funding	\$1,801.00	
		Total:	\$26,060.00	

Reading Elements:

***Highly Qualified Certified In-Field Instructors:**

Pre-Kindergarten

Ms. Benton is certified in ESE KG-12

Ms. Virgin is certified in Early Childhood Education, Elementary Education 1-6

Kindergarten

Ms. Madison is certified in Mentally Handicapped K-12

Ms. Rossell is certified in Elementary Education K-6

Ms. Kehrt is certified in Early Childhood Education, Elementary Education 1-6, SLK KG-12 and
Mentally Handicapped KG-12

Mrs. Hall is certified in Early Childhood Education, Elementary Education 1-6

Ms. K. Wine is certified in Early Childhood Education

Ms. S. Wine is certified in Elementary Education K-6, SLD K-12

Ms. Reis is certified in Early Childhood Education (Age 3-Grade 3)

First Grade

Ms. Hemke is certified in Elementary Education K-6

Mrs. Moses is certified in Elementary Education K-6

Mrs. Taylor is certified in Elementary Education 1-6, English Education 6-12

Mrs. Bolden is certified in Early Childhood Education, Elementary Education 1-6

Ms. Stewart is certified in Elementary Education K-6

Second Grade

Ms. Charboneau is certified in Elementary Education 1-6

Mrs. Lemond is certified in Early Childhood Education, Elementary Education 1-6

Ms. Cason is certified in Elementary Education 1-6

Ms. Hunken is certified in Elementary Education 1-6, Social Science Education 5-9, English
Education 5-9

Ms. Slough is certified in Early Childhood PK-3

Third Grade

Mrs. Hagood-Ford is certified in Elementary Education 1-6, Science Education 5-9

Ms. Gaffney is certified in Elementary Education 1-6

Mrs. Perry is certified in Elementary Education 1-6

Mrs. Cody is certified in Elementary Education K-6

Fourth Grade

Mrs. Wilkinson is certified in Elementary Education 1-6

Ms. Roberts is certified in Elementary Education 1-6

Ms. Carson is certified in Elementary Education K-6, Social Science 6-12

Ms. Hammonds is certified in Elementary Education 1-6

Fifth Grade

Mrs. Champ is certified in Elementary Education K-6

Ms. Elkins is certified in Elementary Education 1-6

Mr. Shaffer is certified in Elementary Education K-6

ESE Teachers

Mrs. Broussard is certified in ESE K-12

Mrs. Bacon-Anderson is certified in ESE K-12, English Education 5-9

Mrs. Cooper is certified in SLD K-12, MH K-12

Mr. McKenney is certified in ESE K-12

Ms. Miller is certified in ESE K-12

*** Comprehensive K-12 Research-Based Reading Plan:**

1. Elementary Student Achievement and Instruction

Complete **Chart B: Elementary School Coach and NCLB Information** for each elementary school in the district.

CHART B: ELEMENTARY SCHOOL COACH AND NCLB INFORMATION								
District Name: Duval County Public Schools								
School	Reading Coaches	Cert or Endorsed in Reading?	Progress toward Cert or Endorse	L1 # and % for all NCLB subgroups	L2 # and % for all NCLB subgroups	L3 # and % for all NCLB subgroups	L4 # and % for all NCLB subgroups	L5 # and % for all NCLB subgroups
3089	Margeaux Black	Yes	N/A	37 15%	29 12%	0	0	0

Complete **Chart C: Elementary School Instructional Materials** for each elementary school in the district.

CHART C: ELEMENTARY INSTRUCTIONAL MATERIALS INFORMATION						
District Name: Duval County Public Schools						
School	CCRP	SRP	Intervention Programs	Assessments: Screening Progress Monitoring Diagnostic Outcome	Reading Instruction Minutes Days/Week	Educational Software
Woodland Acres Elementary 3089	<i>Houghton Mifflin's A Legacy of Literacy, K-5</i> SRA/McGraw-Hill Reading	<i>Elements of Reading: Vocabulary</i> <i>Quick Reads</i>	3,4,5 FCAT Coach SRA/McGraw-Hill Reading Mastery PLUS <i>Early Success</i> <i>Soar to Success</i> <i>Shutterbug</i>	DIBELS – S,P ECHOS – S DAR – D DRA – D RIGBY PM BENCHMARK – D Fox-in-a-Box – D SDRT – D SSS Benchmarks – P Reading Series Unit Tests – P	90 min./day 450 min./wk	Accelerated Reader, Reading Counts

	<i>Mastery PLUS and Corrective Decoding, ESE</i>			Gates-McGinitie – O SAT-10 – O Peabody Picture Vocabulary Test – O FCAT Reading – O		
--	--	--	--	--	--	--

2. Describe the research based instructional materials used in the reading program. Include a description of how they will be integrated.

a. Core Reading Program

b. Supplemental materials

c. Intervention programs for students identified at-risk

d. Materials and programs, including educational software, to provide additional support in reading growth for all children. Educational software must supplement and not supplant instruction by a highly qualified instructor.

Note: Materials that build intrinsic motivation to read versus extrinsic motivation are recommended. Extrinsically motivated materials should not limit student access to text.

a. **CCRP for K-5 - *Houghton Mifflin’s A Legacy of Literacy*** is a research-proven program that provides students with explicit instruction that focuses on phonics, word learning activities, the use of leveled books, ongoing assessments (Emerging Literacy Survey, grade K-1; Phonics/Decoding Screening Test, grades 1-6; Leveled Reading Passages Assessment, K-6; Lexia Quick Phonics Assessment, Theme Skills Test, Spiral Reviews, and observation checklists in the Teacher’s Assessment Handbook), reading fluency, oral reading skills, and the development of independent reading. Its framework also includes fluency instruction, screening instruments, student practice lessons, text comprehension instruction, coordinated instruction sequences, and ample opportunities for students to practice what they have learned. This core series contains tools for progress monitoring, data management, safety-net interventions, sound instructional materials, and significant professional development support.

CCRP for ESE classes - *SRA/McGraw-Hill Reading Mastery Plus and Corrective Decoding* programs, are scientifically, research based programs that have been found to be highly effective in teaching learners at all levels. It focuses on sub skills (building blocks) and does not assume the learner’s background knowledge. The program provides meaningful repetition so the learner internalizes the strategies for independent use later.

b. The following are the supplemental materials used in order to meet the differing needs of individual students. These materials address one to four of the five building blocks of reading and have been reviewed by the Florida Center for Reading Research (FCRR).

Elements of Reading: Vocabulary, is a reading supplement, solidly based on research that is linked to the recommendations of the National Reading Panel, 2000 in the area of vocabulary development. This supplement is integrated by introducing robust vocabulary words through rich literature, explicit vocabulary instruction, oral instruction, personalization, and active engagement, multiple contexts, ample practice, and links to

reading comprehension.

QuickReads, a supplemental reading program is specifically designed to improve students' fluency and has strong comprehension, vocabulary, and background knowledge elements. ***QuickReads*** is integrated as a part of the literacy block through small group or whole group instruction.

c. The following are the intervention programs used to provide immediate intensive interventions (iii) to those students who have been identified as having a reading deficiency. Intervention programs are defined as those programs used in addition to the CCRP, after the 90 minute uninterrupted reading block, and address all five of the building blocks of reading.

For grades K & 1: ***SRA/McGraw-Hill Reading Mastery PLUS*** is a scientifically, research based program that has been found to be highly effective in teaching learners at all levels. It focuses on sub skills (building blocks) and does not assume the learner's background knowledge. The program provides meaningful repetition so the learner internalizes the strategies for independent use later.

For grade 2: ***Early Success*** is a reading intervention program designed for students in grades 1 and 2 who are reading below grade level. The lessons are structured to include work in phonics, word learning activities and reading fluency development. Vocabulary development and reading comprehension are also addressed. It incorporates fast paced, scaffolded instruction. It is delivered daily outside of the regular literacy block.

For grades 3-5: ***Soar to Success*** is a reading intervention program designed for students in grades 3-6 who are reading below grade level. The lessons are structured to accelerate students' reading abilities as quickly as possible. Decoding skills, vocabulary, fluency and comprehension strategies are addressed using authentic literature, reciprocal teaching, and graphic organizers.

For grades 1-3: ***Shutterbug***, a reading supplement, is a standards driven guided reading program aligned with the National Reading Panel guidelines. It is integrated into the literacy block through small group differentiated instruction (guided reading) and provides opportunities for learning literacy skills through a carefully scaffolded approach and in the context of a variety of reading experiences.

d. The following is a list of materials used to provide additional support in the reading growth of students.

For independent/small group authentic literacy centers:

Alphabet Arc (Just Read Florida participant materials), Reading Rods (ETA Cuisenaire), alphabet tiles and magnetic letter boards, word sorts, listening stations, rhyming/letter/word BINGO, sentence strips, sequencing activities, graphic organizers, literature circles, readers theater, Accelerated Reader.

For teacher led literacy centers (small group instruction):

Guided reading, Houghton-Mifflin, Rigby Literacy Kits, Shutterbug/Gear Up (Before/During/After reading comprehension strategies), picture/letter cards for modeling, Elkonin boxes, syllable clapping, phoneme segmentation activities, readers theater.

For independent reading:

Classroom libraries (Scholastic, Rigby, Wright Group, Pearson)

Author/Genre sets

Shutterbug (Harcourt Achieve)

GearUp (Wright Group)

X-Zone, Explore More (Wright Group)

Computer Software (Accelerated Reader, Reading Counts)

All Woodland Acres students are given the opportunity to participate in the “Million Word Campaign” and “The Principal’s Book of the Month” program. . This effort is two fold. First, it helps students acquire a “love” of reading. Students have opportunities to read fiction and nonfiction text as well as books from a variety of genres and sources (magazines, newspapers, journals, etc.). Also, reading a million words a year from these multiple sources with a focus on leveled texts, is integral in students enhancing their reading vocabulary.

3. Describe the assessment/curriculum decision tree.

a. Describe how district data from DIBELS will be used to drive instruction at grades K-3.

a. There are three ways that Woodland Acres will use DIBELS data to drive instruction. First, Woodland Acres will use the data to identify students in need of additional resources (personnel, curriculum materials, instructional techniques). Based on identified needs sources such as SAI, Title I, and Reading First Funds (where applicable) will be provided. Second, Woodland Acres will use the data to compare student outcomes across grade levels where resources are the same and different. Third, Woodland Acres will use the data to enhance professional development

opportunities targeting student outcomes and student needs (Gap Analysis to determine district training needs provided by Curriculum and Instruction and the Schultz center for Teaching and Learning).

b. See Chart

Assessment/Curriculum Decision Tree Grades K-3			
Assessment	If	Then	
Screening Core Reading DIBELS	Students identified as having a reading deficiency	Diagnose letter naming, initial sounds, phoneme segmentation, nonsense word fluency, and oral reading fluency	CCRP, Differentiated Instruction, Authentic Literacy Centers(manipulatives), <i>Reading Mastery, Early Success</i>
Fox in a Box DAR, ERDA	Fluency (Accuracy) below target	Diagnose Phonics	CCRP, Differentiated Instruction, Authentic Literacy Centers(manipulatives) Quick Reads, <i>Reading Mastery, Early Success</i>
Fox in a Box DAR, ERDA, DRA	Phonics below target	Diagnose Phonemic Awareness	CCRP, Differentiated Instruction, Authentic Literacy Centers(manipulatives), <i>Reading Mastery, Early Success</i>
Ongoing Progress Monitoring DIBELS	Phonemic Awareness above target	Instruction in: Phonics Fluency Vocabulary Comprehension	CCRP, Differentiated Instruction, Authentic Literacy Centers(manipulatives), Guided Reading, Leveled Text-Independent Reading
Fox in a Box DAR, ERDA, DRA, Running Records, CCRP	Phonemic Awareness below target	Instruction in: Phonemic Awareness Phonics Fluency Vocabulary Comprehension	CCRP, Differentiated Instruction, Authentic Literacy Centers, Guided Reading(manipulatives), <i>Reading Mastery, Early Success</i>
ECHOS	Students that are deficient in the seven domains	Instruction in: Language Literacy Social Skills	CCRP, Differentiated Instruction, Authentic Literacy Centers, Guided Reading

		Personal Skills Science Social Studies Physical Development/Fitness Creative Arts	(manipulatives)
Ongoing Progress Monitoring Running records/DRA DIBELS	Fluency (Accuracy) above target	Assess Fluency (Rate)	CCRP, Differentiated Instruction, Authentic Literacy Centers, Guided Reading (manipulatives), Leveled text-Independent Reading
Fox in a Box, DAR, ERDA, DRA	Fluency (Rate) below target	Instruction in: Fluency Vocabulary Comprehension	CCRP, Differentiated Instruction, Authentic Literacy Centers, Guided Reading(manipulatives), <i>Quick Reads, Reading Mastery, Early Success, Soar to Success, Shutterbug</i>
Ongoing Progress Monitoring Running Records/DRA	Fluency (Rate) above target	Assess Vocabulary/Comprehension	CCRP, Differentiated Instruction, Authentic Literacy Centers, Guided Reading(manipulatives), Leveled text-Independent Reading
ERDA, DAR, DRA	Vocabulary below target	Instruction in: Vocabulary Comprehension	CCRP, Differentiated Instruction, Authentic Literacy Centers, Guided Reading(manipulatives), <i>Elements of Reading Vocabulary, QuickReads, Early Success, Soar to Success, Shutterbug</i>
Ongoing Progress Monitoring Running records/DRA DIBELS	Vocabulary above target	Instruction in: Comprehension	CCRP, Differentiated Instruction, Authentic Literacy Centers, Guided Reading(manipulatives)

DAR- Diagnostic Assessment of Reading

DRA- Developmental Reading Assessment

ERDA- Early Reading Diagnostic Assessment **CCRP**- Comprehensive Core Reading Program
DIBELS- Dynamic Indicators of Basic Early Literacy System
ECHOS-Early Childhood Observation System

Assessment/Curriculum Decision Tree Grades 4-5			
Assessment	If	Then	Materials/Activities
FCAT	Students score Level 1 or Level 2	Administer fluency measure to assess accuracy and rate	CCRP, Differentiated Instruction, Authentic Literacy Centers, <i>QuickReads, Soar to Success</i>
DAR	Fluency (Accuracy) below target	Diagnose Phonics	CCRP, Differentiated Instruction, Authentic Literacy Centers, <i>QuickReads, Soar to Success</i>
DAR, DRA	Phonics below target	Diagnose Phonemic Awareness	CCRP, Differentiated Instruction, Authentic Literacy Centers, <i>QuickReads, Soar to Success</i>
Ongoing Progress Monitoring, CCRP	Phonemic Awareness above target	Instruction in: Phonics Fluency Vocabulary Comprehension	CCRP, Differentiated Instruction, Authentic Literacy Centers, Guided Reading
DAR, DRA	Phonemic Awareness below target	Instruction in: Phonemic Awareness Phonics Fluency Vocabulary Comprehension	CCRP, Differentiated Instruction, Authentic Literacy Centers, Guided Reading, <i>QuickReads, Soar to Success</i>
Ongoing Progress Monitoring, Running records/DRA	Fluency (Accuracy) above target	Assess Fluency (Rate)	CCRP, Differentiated Instruction, Authentic Literacy Centers, Guided Reading(manipulatives)
DAR, DRA	Fluency (Rate) below target	Instruction in: Fluency Vocabulary Comprehension	CCRP, Differentiated Instruction, Authentic Literacy Centers, Guided

			Reading(manipulatives), <i>QuickReads, Soar to Success</i>
Ongoing Progress Monitoring Running Records/DRA	Fluency (Rate) above target	Assess Vocabulary/Comprehension	CCRP, Differentiated Instruction, Authentic Literacy Centers, Guided Reading(manipulatives)

DAR- Diagnostic Assessment of Reading

DRA- Developmental Reading Assessment

CCRP- Comprehensive Core Reading Program

DIBELS- Dynamic Indicators of Basic Early Literacy System

4. Describe the system for communicating assessment data across grade levels.

a. Grade level weekly meetings

b. Data study teams (Principal and/or Coach lead meeting)

a. Grade level weekly meetings
b. Grade levels meet each week with Principal, Asst. Principal and Coaches
c. Data Study Teams (led by Principal, Asst. Principal & Coaches) meet at Faculty Meetings

Built into the district calendar are bi-weekly early release days designed for teacher professional development and collaboration facilitated by teachers, coaches, and principals which include opportunities for grade level to meet and discuss various topics including assessment data. In addition Woodland Acres Elementary school has built into its school-based professional development site-based training:

- The five building blocks of reading: Phonemic awareness, phonics, fluency, vocabulary and comprehension
- FCAT, SSS Benchmark Analysis
- Analysis of student work to drive instruction
- Test taking strategies (genre studies)
- School-wide monitoring of data (data room)
- School Improvement Plan Review

5. Describe how you will meet the reading needs of all at-risk student subgroups identified under No Child Left Behind. Use the Tier 1, 2, and 3 approach in statute.

Also, see Successful Progression Report (Tier 1,2,3).

Interventions/ Supports
Diagnostic/Assessment System
Tier1: Diagnostic/ Assessments provided for first time third grade students identified with having a reading deficiency are Developmental Reading Assessment, DIBELS
Tier2: Diagnostic/ Assessments provided for retained third grade students (in third grade for the second time) who have been identified with having a reading deficiency (Level 1 FCAT Reading)are Developmental Reading Assessment, DIBELS
Tier3: N/A

Core Reading Curriculum
Tier1: Woodland Acres Elementary uses the following State approved, scientifically-based Core Reading Series, Houghton-Mifflin and SRA Direct Instruction. All students are taught using the scope and sequence provided by the above mentioned core programs. Students are taught using the Reader's Workshop model. Students identified as having a reading deficiency (third grade for the first time) receive appropriate intervention via differentiated instruction.
Tier2: Woodland Acres Elementary has the State approved, scientifically-based Core Reading Series, Houghton-Mifflin, and SRA Direct Instruction. All students are taught using the scope and sequence provided by the above mentioned core programs. Students are taught using the Reader's Workshop model. Students identified as having a reading deficiency (third grade for the second time) receive appropriate intervention via differentiated instruction and appropriate interventions (both the differentiated instruction- teaching methods/strategies- as well as the intervention materials are different from those received the previous year.)
Tier3: N/A
Supplementary Materials
Tier1: Students identified as having a reading deficiency (third grade for the first time) are provided one or more of the following interventions: Soar to Success, Shutterbug, Quick Reads
Tier2: Students identified as having a reading deficiency (third grade for the second time- Level 1 on FCAT Reading) are provided one or more of the following interventions: Soar to Success, Quick Reads, Shutterbug. Students in this category receive different interventions from the year before.
Tier3: N/A
Class Pupil to Teacher Ratio
Tier1: Students identified as having a reading deficiency (third grade for the first time) benefit from being instructed in a class that has met appropriate reductions based on class size amendment.
Tier2: Students identified as having a reading deficiency (third grade for the second time- Level 1 on FCAT Reading) benefit from being instructed in a class that has met appropriate reductions based on class size amendment. When and where appropriate, they also benefit from reduced student teacher ratio due to the use a paraprofessional or co-teacher during the reading/literacy block.
Tier3: N/A
Daily Amount of Uninterrupted Reading
Tier1: Students identified as having a reading deficiency (third grade for the first time) benefit from being instructed in a class that has a daily 90 minute Readers Workshop and a half hour reading skills block which includes differentiated instruction and interventions.
Tier2: Students identified as having a reading deficiency (third grade for the second time) benefit from being instructed in a class that has a daily 90 minute Readers Workshop and a half hour reading skills block which includes differentiated instruction, in addition, reading interventions.
Tier3: N/A
Supplementary Options for Parents
Tier1: Parents of students who have been identified as having a reading deficiency (third grade for the first time) are offered the following: Parent Literacy Nights, Student participation in the after school tutoring programs, participation in the district wide million word challenge.
Tier2: Parents of students who have been identified as having a reading deficiency (third grade for the second time- Level 1 FCAT Reading) are offered the following: Parent Literacy Nights Student participation in the after school tutoring programs, participation in the district wide million word challenge, Summer Reading Camp.
Tier3: N/A
Method for Progress Monitoring
Tier1: Methods of progress monitoring provided for first time third grade students identified with having a reading deficiency are the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) as well as the assessments that accompany the core reading program (Houghton-Mifflin, SRA Direct Instruction). These tools are typically administered quarterly (or at the end of a unit- Core)
Tier2: Methods of progress monitoring provided for students in the third grade for the second time (Level 1 FCAT reading) who have identified with having a reading deficiency are the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) as well as the assessments that accompany the core reading program (Houghton-Mifflin), or SRA Direct Instruction). DIBELS is administered quarterly, the core assessments are administered at the end of a unit.
Tier3: N/A

6. Describe how the school will meet the reading needs of proficient grade level students?

Students who are proficient readers will be instructed in a class that has a daily 90 minute

uninterrupted literacy block (a half hour reading skills block) which includes differentiated instruction.

Students identified as proficient readers are provided one or more of the following enrichment opportunities: cooperative groups, appropriate leveled books (high interest high readability).

Progress monitoring for students reading at a proficient level is ongoing and can include, DRA, conferencing, observations, and the CCRP Houghton-Mifflin reading program assessments.

Students who are proficient readers will be instructed in a class that has met appropriate reductions based on the class size amendment. Also, when applicable and appropriate, students who are proficient will be given opportunities to participate in more challenging instructional environments.

7. Describe how students will receive high-quality, explicit, and systematic instruction in the reading classroom. Address each of the following:

a. 90 minute block of uninterrupted time

- **Whole group initial instruction using the CCRP**
- **Differentiated instruction-The core reading program connects meaningfully to differentiated instruction (with use of supplemental materials). In-class grouping strategies are in use, including direct instruction to small groups of students at the same reading level. Student placement in groups is flexible, and different curricula may be in use to instruct these different groups. There is active student engagement in a variety of reading-based activities, which connect to the five essential components of reading and to overall, clearly articulated academic goals.**
- **Immediate intensive intervention-Students identified at-risk according to progress monitoring need to receive immediate intensive intervention in the areas showing a deficit/smaller group size (may use an intervention program at this time)**

b. Immediate Intensive Intervention

- **Students still not making progress need additional time for reading instruction /smaller group size (may use an intervention program at this time or continued use of intervention program used in the 90 minute block).**

c. Print Rich Environment

- **Classroom Libraries with leveled text**
- **Utilization of Word Wall (*nonsense words are inappropriate*)**
- **Utilization of Reading Stations**
- **Utilization of Sound/Spelling Cards displayed**

a. Woodland Acres Elementary implements a 90 minute Readers Workshop and a 30 minute skills block. Readers Workshop is divided into three sections: mini-lesson (initial

instruction), work period, and a closing. The Readers Workshop begins with whole group instruction (mini-lesson) which focuses on skills and reading strategies. Teachers use Houghton-Mifflin, the CCRP's scope and sequence as a guide for systematic instruction. In addition, Houghton-Mifflin is also used as a tool to teach the five components of reading explicitly. During the work period, students engage in a variety of reading based activities that address the five components of reading as well as the identified Sunshine State Standards (SSS) and New Performance Standards. These activities include, but are not limited to: teacher led small group instruction, authentic literacy centers, independent reading.

Teachers address differentiated needs of individual students through flexible grouping and teacher led one-on-one conferences. Depending on the needs of the students, teachers may supplement the CCRP with one of the supplemental programs available at Woodland Acres Elementary.

Also, during this time, teachers/support staff address the needs of students who require immediate intensive intervention (iii) with appropriate intervention/supplemental programs or materials as identified. During the closing, the teacher brings the group back together for discussion to make connections among initial instruction, standards and strategies practiced during the work period.

b. In addition to interventions provided in the context of the Readers Workshop, teacher/support staff provides iii time outside of the regular literacy block. During this time the teacher/support staff addresses the individual needs of students who require additional iii time using appropriate intervention/supplemental programs or materials. Students participate in progress monitoring to determine the continuing needs.

c. Inherent in the Readers Workshop is the use of a print rich environment. This environment is accomplished through the availability of both environmental print and functional print. This availability affords students the opportunity to engage in successful reading throughout the day. Tools to support a print rich environment are extensive leveled classroom libraries (fiction and non-fiction), big books, magazines, newspapers, touchstone texts, word walls, bulletin boards, labeled murals, poems, genre and author study charts, and strategy charts. Print displays are changed periodically so that they are continually connected to what students are currently engaged in.

Woodland Acres Elementary ensures that all students will receive high quality reading instruction in the classroom by making reading a priority. As an example, the district has and will continue to provide teachers with appropriate professional development, materials and support so that they are able to effectively implement a quality reading program.

8. Describe how you will integrate authentic literature into the reading program to include classroom libraries and leveled text.

- a. Students have access to fiction and nonfiction text representing a range of levels, interest, genres, and cultures.**
- b. How will the books be leveled?**
- c. How will teachers determine the leveled text appropriate for students?**
- d. How will classroom libraries be utilized?**

a. At Woodland Acres Elementary the use of authentic literature is integrated into the daily reading program by incorporating classroom libraries and leveled text in the literacy block. Students have access to several types of reading material such as fiction, nonfiction, books grouped by author, genre, topic and Fountas and Pinnell reading levels and book talks.

b. Books in the classroom libraries are leveled according to the Fountas and Pinnell reading level guidelines.

c. Teachers determine the leveled text appropriate for students by using the Developmental Reading Assessments (DRA) and running records. Students are provided weekly book bags for independent reading based on these levels.

d. Classroom libraries are an integral part of the workshop instructional delivery model and provide all students with access to a wealth of reading materials. During the work period of Readers Workshop, classroom libraries are utilized to students with an opportunity to choose books in order to engage in purposeful independent reading activities. In addition, students utilize classroom sets of books to engage in literature circles and book talks.

9. Describe how all content area teachers will incorporate reading into subject areas including a description of the utilization of leveled text.

- a. Guided instruction in comprehension strategies before, during, and after reading through explicit modeling (Think Alouds), practice in instructional level texts, and feedback**
- b. Leveled reading focused on content-area concepts**
- c. Work collaboratively with teacher and coach to determine students' instructional reading levels, so text assigned is appropriate.**

a. These teachers at Woodland Acres Elementary incorporate comprehension instruction which includes explicit modeling (Think Alouds) of before, during and after reading strategies. Students then receive guided practice with feedback in instructional level texts. These texts support the practice of before, during, and after reading strategies, as well as providing students a model for read aloud/ think aloud strategies which increase comprehension. Self-contained teachers incorporate comprehension instruction in the content areas using this same model.

b. The use of supplemental programs that focus on vocabulary and comprehension via the use of leveled non-fiction text (Shutterbugs, GearUp, X Zone, Explore More, Elements of Reading) are incorporated into the content areas.

c. Teachers determine the leveled text appropriate for students by using the Developmental Reading Assessments (DRA) nonfiction passages and running records. There is collaboration between the teacher, ELA teacher and reading coach to determine the student's appropriate reading level for nonfiction which often does not correlate with his/her reading level for fiction.

10. Describe how writing will be incorporated into the 90 minute Reading Block.

****Instruction in the writing process should not be in the 90 minute Reading Block.
Writing before, during, and after CCRP story selection***

Students are provided with multiple opportunities to write throughout the day. Writing is included during the Readers Workshop (90 minute block). This is accomplished in a variety of centers and places throughout the room. Also, students are provided opportunities to respond to literature that they are reading with predictions, inferences, questions, noticings, wonderings, summaries and retellings. Students keep reading logs and response journals.

11. How will before school and after school activities be linked to the reading instruction going on in the classroom during the day?

- a. Tutoring Program**
- b. Mentoring Program**

Woodland Acres Elementary utilizes multiple resources including SAI and Title I funds to provide before and after school programs. These safety net programs are linked to the classroom directed reading instruction in several ways. First, teachers and safety-net providers maintain ongoing communication about the student(s) in the safety-net program. Second, the type of intervention identified correlates with individual student data and teacher directed classroom instruction. Third, the teacher and safety-net provider(s) work together to keep the intervention program fluid so that students move in and out based on the most current data. Woodland Acres Elementary school utilizes a combination of best practices and safety-nets including the Team Up program as an after school safety-net.

b. Mentoring programs focus on helping students gain a greater appreciation for reading and increase their self-esteem. Although implicitly connected to the classroom teacher directed reading instruction, it provides opportunities for students to practice reading in a non-threatening environment.

***Teacher/Coach Information:**

School Standards Coach- Mrs. Frye is certified in Elementary Education K-6

Reading First Coach- Mrs. Black is certified in Elementary Education 1-6

Reading Recovery Teachers

Mrs. Halbert is certified in Primary Education KG-3

Mrs. Saunders is certified in Early Childhood Education, Elementary Education 1-6

Mrs. Jones is certified in Elementary Education 1-6

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).

School Goal Statement:

Woodland Acres Elementary’s goal is to improve FCAT Mathematics performance scores for all students in Grades 3, 4, & 5.

Needs Assessment:

- 39% of 3rd graders, 48% of 4th graders and 72% of 5th graders scored a level 1 or 2 on the Reading FCAT
- 12% of our bottom quartile students were African American, 18% were Economically Disadvantaged, and 1% were Students with Disabilities
- 30% of our level 1 or 2 students were African American, 28% of our level 1 or 2 students were Economically Disadvantaged and 42% of our level 1 or 2 students were Students with Disabilities

AYP was not met in the following areas (Goal 53%):

- 45% of African American third graders scored a 3 or above on the Math FCAT
- 50% of African American fourth graders scored a 3 or above on the Math FCAT
- 47% of African American fifth graders scored a 3 or above on the Math FCAT
- 49% of Economically Disadvantaged fourth graders scored a 3 or above on the Math FCAT
- 23% of Economically Disadvantaged fifth graders scored a 3 or above on the Math FCAT
- 41% of ESE third graders scored a 3 or above on the Math FCAT
- 24% of ESE fourth graders scored a 3 or above on the Math FCAT
- 17% of ESE fifth graders scored a 3 or above on the Math FCAT

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:

Increase the learning gains of the bottom quartile of students (African American, Economically Disadvantaged, ESE) by 8% bringing bottom quartile gains to 57% by collecting and analyzing data and using the results from the data analysis to implement prescriptive instructional practices and provide immediate remediation through the use of the Math Investigations.

Strategies (including timeline)	Lead Person/Team	Resources Needed
Review 2006 FCAT data by clusters to determine strong and weak areas in student performance. Pre-planning	Ms. Manabat-principal Ms. Simon, Asst. Principal Faculty	2006 FCAT grade level cluster data

Continue full implementation of Math Investigations at grades K- 5. August 2006-May 2007	K-5 Math Teachers Math Coach	Math Investigations Teacher Manuals, Material Kits
Classroom teachers and math coach will model rituals and routines and math investigation lessons. August 2006-May 2007	K-5 Math Teachers Math Coach	Time in schedule for observations and debriefing
Teachers in grades 3-5 will use FCAT Testmaker to administer weekly benchmark assessments. August 2006-May 2007	Principal Asst. Principal Math Coach	FCAT Testmaker
Teachers will use supplemental materials to teach and reinforce basic facts during daily skills block. August 2006-May 2007	Math Coach K-5 Math Teacher	Flashcards, Ten Frames, Dot Cards, Dice, Dominoes, Array Cards, etc.
Embed test taking strategies in lessons (grade 3-5) on a regular basis. August 2006-May 2007	Math Coach K-5 Math Teachers	In-service on test taking strategies
Teachers will implement ‘Problem of the Day’ and will focus on problem solving skills during this time. August 2006-May 2007	Math Coach K-5 Math Teachers	Curriculum Guides & Standards 10- 15 minutes allotted in schedule
Utilize a math coach to assist with full implementation of the Math Investigations curriculum by: holding periodic math training sessions for all math teacher; maintaining all in-house math data via math diagnostics, classroom profiles, excel spreadsheets; coaching & modeling Math Investigations in the classrooms. August 2006-May 2007	Math Coach K-5 Math Teachers	Test data, Math Investigation curriculum
Establish or maintain math model classrooms for primary and intermediate grade levels August 2006-May 2007	Math Coach E. Moses-Primary S. Cody-Intermediate	Math Investigations materials Standards
Identify students in the bottom quartile for Math (“57 Fish Sticks”) and assign a Leadership Team mentor to work with the students all year. September 2006-May 2007	Principal Leadership Team	Students, profile sheets, notebooks, pictures, data, mentorship expectations
Provide Internal Safety Nets through one-to-one conferencing and Leadership Team push-in tutoring August 2006-May 2007	Math Coach Leadership Team K-5 Math Teachers	Conference Logs
Use of MAP/AIDE student goal sheets by teachers to discuss FCAT scores, goals for next year, and strategies to become better readers September 2006-May 2007	Math Coach K-5 Math Teachers	Student Goal Sheets

Monitor Math Progress Quarterly through Math Monitoring Form August 2006-May 2007	Math Coach K-5 Math Teachers	Diagnostic Results, End of Unit Assessments, Fluency Assessments, Benchmark Results
<p>Evaluation/Accountability:</p> <ul style="list-style-type: none"> • Focus Walks/Observations/Model/Demo Classroom Observations instructional strategies during Math Workshop. Feedback will be provided by Leadership Team, SSC and Math Coach to Teacher. • The Leadership Team and Teachers will hold conversations monthly around data in an effort to track/monitor student performance • Teacher Data Notebooks will be reviewed during classroom observations as well as during scheduled Site-Based Training sessions • Analysis of a variety of student performance data: Chets Creek Math Diagnostics, District Benchmark Assessment, Teacher Developed Assessments, Data Monitoring Forms and Portfolios. <ul style="list-style-type: none"> ○ Diagnostic will be conducted three times yearly with student profiles completed and analyzed by teachers as well as sent home to parents for their knowledge. Benchmark Assessment is determined by the district, Teacher Developed Assessments are conducted at the end of a unit. Data Monitoring Forms are reviewed quarterly as well as during classroom Focus Walks, scheduled teacher conferences and Site-Based Training. Student Portfolios are reviewed during classroom Focus Walks as well as during monthly teacher meetings • Teacher Meetings that analyze student work are conducted monthly(minimally) • Safety Net Tutors and teachers working with students in a Safety Net or small group format will meet with the Teacher/Standards Coach biweekly to monitor the progress of students • Built into the district calendar are bi-monthly early dismissal days designed for teacher professional development and collaboration. This bi-monthly time is facilitated by teachers, coaches, and principals and includes opportunities for grade level and vertical teams to meet and discuss various topics including assessment data. In addition, each school has built into its schedule a variety of opportunities for teachers to engage in school-based professional development focused on mathematics and data analysis. • Coach will provide in-service on classroom set ups for effective mathematics instruction (Math Investigations, workshop model, ability grouping, small group instruction, integration of skills, etc.) 		

***Research-Based Program:**

Math Investigations

Investigations offers activity-based mathematics that encourage students to think creatively, develop *and articulate* their own problem-solving strategies, and work cooperatively with their classmates.

Many *Investigations* activities involve engaging games that reinforce students' understanding of important mathematical concepts and skills.

Accelerated Math

Scientific research consistently demonstrates that Accelerated Math as part of the Math Renaissance program, when implemented correctly, enables teachers to target instruction and accelerate math growth for students of all ability levels while saving time and reducing paperwork.

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

Implementation Rubric/5-3-1 Plan

Site based training will provide the teachers in-services on the Elementary Implementation Rubric and our school's individual 5-3-1 Action Plan.

Delivery: Principal, Asst. Principal, Math Coach, SSC, Reading First Coach, District Standards Coach

Follow-Up: Self-assessments completed by teachers on Implementation Rubric, training on the 1 focus from the 5-3-1

Evaluation: Focus Walks, Feedback to teachers

Differentiated Instruction

Professional Development will be given to teachers during WOW day training and Early Release days on differentiated instruction which will include:

- Strategies for helping teachers utilize a variety of assessment tools in order to meet the varied needs of students
- Providing instructional next steps for teachers

Delivery: Math Coach

Follow Up: Additional training based on needs assessments and classroom observations

Evaluation: Focus Walks, Classroom Observations, Classroom Artifacts

Data-Driven Instruction Based on Assessments

Professional Development will be given to teachers during WOW day training and Early Release Days on using data from assessments to drive instruction by:

- Looking at various assessment results and monitoring forms
- Learning how to analyze and interpret the data
- Learning how to use the data to make informed instructional decisions

Delivery: Math Coach

Follow Up: Additional Data-Driven training as new assessment results come in

Evaluation: Focus Walks, Classroom Observations, Classroom Artifacts

Teachers Tri-Weekly & Monthly Support

Teachers will learn strategies to support the district math curriculum including:

- Assessing and diagnosing mathematics needs of elementary school students
- Implementing strategies for assisting students identified as having a deficiency in a particular math strand

Delivery: Math Coach

Follow Up: School based training through WOW Wednesdays

Evaluation: Focus Walks, Classroom Observations, Classroom Artifacts, Debriefing

Elementary Math Coach Support

Elementary Math Coach will learn strategies to support the mathematics program including the District Framework (High Five) and Implementation Rubric including:

- Ongoing training in Math Investigations and Math Workshop Model
- Providing training for teachers to deepen their understanding of the standards and how to connect the standards with instruction and student work

- Assessing and diagnosing student mathematics needs
- Implementing strategies for assisting struggling students
- Participating in professional development opportunities to develop content knowledge and coaching skills to facilitate adult learning
- Assisting teachers/leadership team in analyzing school, class, and student data to develop appropriate improvement plans at all levels

Delivery: District training from District Math Cohort Training

Follow Up: School based trainings

Evaluation: Principal completes Classroom Observation Instrument, Coaching Plan

2. Objective:

Increase the number of 3rd through 5th grade students scoring a level 3 by 5% in 3rd grade, bringing 3rd to 65%, by 8% in 4th grade, bringing 4th to 63% and by 36% in 5th grade bringing 5th to 63% by collecting and analyzing data and using the results from the data analysis to implement prescriptive instructional practices.

Strategies (including timeline)	Lead Person/Team	Resources Needed
During WOW and Early Release Days teachers will be trained on identifying their level 1 and 2 students, the weakest sub-group for each individual student and the use of Student Goal Sheets to conference with their students about their FCAT results and goals for the following year. August 2006-May 2007	Principal Asst. Principal SSC Math Coach 3 rd -5 th Math Teachers	MAP/AIDE data Student Goal Sheets FCAT Break-Out sheets Data Notebooks
Teacher/Student conferences will assist in the monitoring of student understanding August 2006-May 2007	3 rd -5 th Math Teachers	Conference Logs
FCAT data, benchmark data, FCAT Testmaker Benchmark Assessments and classroom assessments will be utilized will be utilized to differentiate instruction and guide safety nets. August 2006-May 2007	SSC Math Coach 3 rd -5 th Math Teachers	FCAT data Benchmark data Classroom Assessments Professional Literature FCAT Testmaker
Leadership team will work with the identified bottom quartile students as mentors to encourage and focus learning August 2006-May 2007	Leadership Team	FCAT Data
Math grade level pacing guides will be created to focus learning and instruction based on data from FCAT results, benchmark tests, and classroom assessments August 2006-May 2007	Math Coach	FCAT Data Benchmark data Classroom Assessments Pacing Guides

<p>Monitor student progress and identify lowest achieving K-5 students including Level 1 and Level 2 FCAT students using FCAT data, FCAT Testmaker Math Diagnostic and District Benchmark results to place students in flexible instructional groups and appropriate safety nets. September 2006-May 2007</p>	<p>Math Coach K-5 Math Teachers Asst. Principal</p>	<p>FCAT Data Benchmark Results Diagnostic Results FCAT Testmaker</p>
<p>All Level 1 and Level 2 students will receive additional instruction during the TEAM UP after school program. September 2006-May 2007</p>	<p>Director of Team Up, Q. Harp</p>	<p>FCAT Coach materials</p>
<p>At risk 3rd graders, 3rd grade Level 1 retainees, 4th and 5th grade Level 1 and Level 2 students will receive additional support from SAI 30 minutes daily. September 2006 – March 2007</p>	<p>SAI tutors 3-5 Math Teachers</p>	<p>Math Investigations Materials</p>
<p>The safety net provider will maintain a portfolio to show the alignment of student work and progress for classroom teacher. September 2006-March 2007</p>	<p>Math Coach Classroom teachers SAI Tutor</p>	<p>Communication Form</p>

Evaluation/Accountability:

- Focus Walks/Observations/Model/Demo Classroom Observations instructional strategies during Math Workshop. Feedback will be provided by Leadership Team, SSC and Math Coach to Teacher.
- The Leadership Team and Teachers will hold conversations monthly around data in an effort to track/monitor student performance
- Teacher Data Notebooks will be reviewed during classroom observations as well as during scheduled Site-Based Training sessions
- Analysis of a variety of student performance data: Chets Creek Math Diagnostics, District Benchmark Assessment, FCAT Testmaker, Teacher Developed Assessments, Data Monitoring Forms and Portfolios.
 - Diagnostic will be conducted three times yearly with student profiles completed and analyzed by teachers as well as sent home to parents for their knowledge. Benchmark Assessment is determined by the district, Teacher Developed Assessments are conducted at the end of a unit. FCAT Benchmark assessments are administered weekly. Data Monitoring Forms are reviewed quarterly as well as during classroom Focus Walks, scheduled teacher conferences and Site-Based Training. Student Portfolios are reviewed during classroom Focus Walks as well as during monthly teacher meetings
- Teacher Meetings that analyze student work are conducted monthly (minimally)
- Safety Net Tutors and teachers working with students in a Safety Net or small group format will meet with the Teacher/Standards Coach biweekly to monitor the progress of students
- Built into the district calendar are bi-monthly early dismissal days designed for teacher professional development and collaboration. This bi-monthly time is facilitated by teachers, coaches, and principals and includes opportunities for grade level and vertical teams to meet and discuss various topics including assessment data. In addition, each school has built into its schedule a variety of opportunities for teachers to engage in school-based professional development focused on mathematics and data analysis.
- Coach will provide in-service on classroom set ups for effective mathematics instruction (Math Investigations, workshop model, skill grouping, small group instruction, integration of skills, etc.)

Research-Based Program:*Math Investigations**

Investigations offers activity-based mathematics that encourage students to think creatively, develop *and articulate* their own problem-solving strategies, and work cooperatively with their classmates. Many *Investigations* activities involve engaging games that reinforce students' understanding of important mathematical concepts and skills.

Accelerated Math

Scientific research consistently demonstrates that Accelerated Math as part of the Math Renaissance program, when implemented correctly, enables teachers to target instruction and accelerate math growth for students of all ability levels while saving time and reducing paperwork.

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

Implementation Rubric/5-3-1 Plan

Site based training will provide the teachers in-services on the Elementary Implementation Rubric and our school's individual 5-3-1 Action Plan.

Delivery: Principal, Asst. Principal, Math Coach, SSC, Reading First Coach, District Standards Coach

Follow-Up: Self-assessments completed by teachers on Implementation Rubric, training on the 1 focus from the 5-3-1

Evaluation: Focus Walks, Feedback to teachers

Differentiated Instruction

Professional Development will be given to teachers during WOW day training and Early Release days on differentiated instruction which will include:

- Strategies for helping teachers utilize a variety of assessment tools in order to meet the varied needs of students
- Providing instructional next steps for teachers

Delivery: Math Coach

Follow Up: Additional training based on needs assessments and classroom observations

Evaluation: Focus Walks, Classroom Observations, Classroom Artifacts

Data-Driven Instruction Based on Assessments

Professional Development will be given to teachers during WOW day training and Early Release Days on using data from assessments to drive instruction by:

- Looking at various assessment results and monitoring forms
- Learning how to analyze and interpret the data
- Learning how to use the data to make informed instructional decisions

Delivery: Math Coach

Follow Up: Additional Data-Driven training as new assessment results come in

Evaluation: Focus Walks, Classroom Observations, Classroom Artifacts

Teachers Tri-Weekly & Monthly Support

Teachers will learn strategies to support the district math curriculum including:

- Assessing and diagnosing mathematics needs of elementary school students
- Implementing strategies for assisting students identified as having a deficiency in a particular math strand

Delivery: Math Coach

Follow Up: School based training through WOW Wednesdays

Evaluation: Focus Walks, Classroom Observations, Classroom Artifacts, Debriefing

Elementary Math Coach Support

Elementary Math Coach will learn strategies to support the mathematics program including the District Framework (High Five) and Implementation Rubric including:

- Ongoing training in Math Investigations and Math Workshop Model
- Providing training for teachers to deepen their understanding of the standards and how to connect the standards with instruction and student work

- Assessing and diagnosing student mathematics needs
- Implementing strategies for assisting struggling students
- Participating in professional development opportunities to develop content knowledge and coaching skills to facilitate adult learning
- Assisting teachers/leadership team in analyzing school, class, and student data to develop appropriate improvement plans at all levels

Delivery: District training from District Math Cohort Training

Follow Up: School based trainings

Evaluation: Principal completes Classroom Observation Instrument, Coaching Plan

Budget:

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available	Unmet (funds unavailable)
*Research-Based Program(s) (Instructional Materials)	*Math Investigations	*District Allocated Funds *SAI Funds *IDEA Funds *SAC Allocated Funds *Title I Funding	\$8,199.00	
*Research-Based Resource(s) (e.g. websites, assessment tools)	* Accelerated Math	*District Allocated Funds *SAI Funds *IDEA Funds *SAC Allocated Funds *Title I Funding		
Technology	*Computers *Printers *Tape Recorders *Head Phones *Various Grade Specific and district approved software programs	*IDEA Funds *Title I Funding		
Professional Development	*Site-Based Training, *District Training *Professional Study and Books/Materials	*Title I Funding *SAI Funds *IDEA Funds		
Other	Safety Nets	*Title I Funding *SAI Funds	\$1,801.00	
		Total:	\$10,000.00	

Mathematics Elements:

***Highly Qualified Certified In-Field Instructors:**

Pre-Kindergarten

Ms. Benton is certified in ESE KG-12

Ms. Virgin is certified in Early Childhood Education, Elementary Education 1-6

Kindergarten

Ms. Madison is certified in Mentally Handicapped K-12

Ms. Rossell is certified in Elementary Education K-6

Ms. Kehrt is certified in Early Childhood Education, Elementary Education 1-6, SLK KG-12 and
Mentally Handicapped KG-12

Mrs. Hall is certified in Early Childhood Education, Elementary Education 1-6

Ms. K. Wine is certified in Early Childhood Education

Ms. S. Wine is certified in Elementary Education K-6, SLD K-12

Ms. Reis is certified in Early Childhood Education (Age 3-Grade 3)

First Grade

Ms. Hemke is certified in Elementary Education K-6

Mrs. Moses is certified in Elementary Education K-6

Mrs. Taylor is certified in Elementary Education 1-6, English Education 6-12

Mrs. Bolden is certified in Early Childhood Education, Elementary Education 1-6

Ms. Stewart is certified in Elementary Education K-6

Second Grade

Ms. Charboneau is certified in Elementary Education 1-6

Mrs. Lemond is certified in Early Childhood Education, Elementary Education 1-6

Ms. Cason is certified in Elementary Education 1-6

Ms. Hunken is certified in Elementary Education 1-6, Social Science Education 5-9, English
Education 5-9

Ms. Slough is certified in Early Childhood PK-3

Third Grade

Mrs. Hagood-Ford is certified in Elementary Education 1-6, Science Education 5-9

Ms. Gaffney is certified in Elementary Education 1-6

Mrs. Perry is certified in Elementary Education 1-6

Mrs. Cody is certified in Elementary Education K-6

Fourth Grade

Mrs. Wilkinson is certified in Elementary Education 1-6

Ms. Roberts is certified in Elementary Education 1-6

Ms. Carson is certified in Elementary Education K-6, Social Science 6-12

Ms. Hammonds is certified in Elementary Education 1-6

Fifth Grade

Mrs. Champ is certified in Elementary Education K-6

Ms. Elkins is certified in Elementary Education 1-6

Mr. Shaffer is certified in Elementary Education K-6

ESE Teachers

Mrs. Broussard is certified in ESE K-12

Mrs. Bacon-Anderson is certified in ESE K-12, English Education 5-9

Mrs. Cooper is certified in SLD K-12, MH K-12

Mr. McKenney is certified in ESE K-12

Ms. Miller is certified in ESE K-12

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

- All 4th grade students tested will score 3.5 or higher on FCAT Writing.

School Goal Statement:

Woodland Acres Elementary's 4th grade students will score 3.5 or higher on FCAT Writing.

Needs Assessment:

- 68% of our students are meeting the state standards in writing of a 3.5 or above on FCAT Writing

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

80% of our students will score a 3.5 or above on FCAT Writing

Strategies (including timeline)	Lead Person/Team	Resources Needed
Analyze students writing from the prior year to determine criteria necessary to achieve a level 4, 5 or 6 on FCAT writing September 2006-May 2007	Principal Asst. Principal SSC Reading First Coach	FCAT Writing Samples
Assess all 3 rd & 4 th grade students with a writing prompt twice per quarter to determine deficiencies as indicated by the FCAT writing rubric September 2006-May 2007	Principal SSC	Writing Prompts Sticky Notes
Develop a writing portfolio to contain samples, revisions and completed narrative, expository and persuasive writing along with updating sourcebooks, writer's notebooks and binders will be maintained to assess student progress September 2006-May 2007	Principal SSC K-5 ELA Teachers	Portfolios Sourcebooks Writer's notebooks/binders
Provide school-based training/support opportunities for teachers to observe Writer's Workshop in model classrooms September 2006-May 2007	Principal SSC	Model Classroom Implementation Rubric Writer's Workshop Materials
Establish grade level writing pacing guides September 2006-May 2007	SSC DSC Reading First Coach	NCEE Standards Writer's Workshop Materials
Conduct daily writing with students as a component of Writer's Workshop September 2006-May 2007	K-5 ELA Teachers SSC	Writer's Workshop Materials Writing Portfolios Journals NCEE Standards
Through WOW and Early Release Days teachers will be trained to analyze and evaluate student work against the standards and plan for instruction September 2006-May 2007	SSC Reading First Coach K-5 ELA Teachers	NCEE Standards Student Work

Teachers will hold individual student conferences to set goals and plan for individualized instruction September 2006-May 2007	SSC Reading First Coach K-5 ELA Teachers	Conference Logs
Leadership Team will conduct focus walks/classroom observations to observe Writer's Workshop September 2006-May 2007	Leadership Team	Focus Walk Forms
Teachers will turn in one monthly writing sample from their class they feel meets the standard and the principal will choose one per grade level to be displayed on her "Fishing for Writing Recognition" bulletin board September 2006-May 2007	Principal K-5 ELA Teachers	Bulletin Board

Evaluation/Accountability:

- Focus Walks/Observations/Model/Demo Classroom Observations instructional strategies during Writer's Workshop. Feedback will be provided by Leadership Team, SSC and Reading First Coach to Teacher.
- The Leadership Team and Teachers will hold conversations monthly around data in an effort to track/monitor student performance
- Teacher Data Notebooks will be reviewed during classroom observations as well as during scheduled Site-Based Training sessions
- Analysis of a variety of student writing through quarterly writing prompts, writing portfolios, sourcebooks, and writer's notebook
- Teacher Meetings that analyze student work are conducted monthly(minimally)
- Built into the district calendar are bi-monthly early dismissal days designed for teacher professional development and collaboration. This bi-monthly time is facilitated by teachers, coaches, and principals and includes opportunities for grade level and vertical teams to meet and discuss various topics including assessment data. In addition, each school has built into its schedule a variety of opportunities for teachers to engage in school-based professional development focused on literacy and data analysis.
- Coaches will provide in-service on classroom set ups for effective writing instruction
- Cross grade level trainings where teachers will analyze the quarterly writing prompts against the standards

***Research-Based Program:**

America's Choice Writing Genre Studies

America's Choice is a researched based program that focuses on preparing students for local and state assessments and for college. An important feature of their writing program is the genre studies. These 25-day units of instruction lead students through a series of assignments designed to make them competent and independent writers by immersing them in the work of different types of writing.

Units of Study for Primary Writing: A Yearlong Curriculum

Units of Study is a research-based rigorous yearlong writing curriculum. These rigorous, internationally benchmarked standards have been influential in state standards across the nation, and they are exactly consonant with this curriculum. The unit of study consists of seven books, each of which supports a month-long unit of study in the teaching of writing. The books are organized in a sequence, with each book standing on the shoulders of those that go before it.

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

Implementation Rubric/5-3-1 Plan

Site based training will provide the teachers in-services on the Elementary Implementation Rubric and our school's individual 5-3-1 Action Plan.

Delivery: Principal, Asst. Principal, SSC, Reading First Coach, District Standards Coach

Follow-Up: Self-assessments completed by teachers on Implementation Rubric, training on the 1 focus from the 5-3-1

Evaluation: Focus Walks, Feedback to teachers

Teachers Tri-Weekly & Monthly Support

Teachers will learn strategies to support the district writing curriculum including:

- Assessing and diagnosing writing needs of elementary school students
- Implementing strategies for assisting students identified as having a writing deficiency

Delivery: SSC, Reading First Coach

Follow Up: School based training through WOW Wednesdays

Evaluation: Focus Walks, Classroom Observations, Classroom Artifacts, Debriefing

Elementary Standards Coaches Support

Elementary Standards Coaches will learn strategies to support the literacy program including the District Framework and Implementation Rubric including:

- Providing training for teachers to deepen their understanding of the standards and how to connect the standards with instruction and student work
- Assessing and diagnosing student writing needs
- Implementing strategies for assisting struggling writers
- Participating in professional development opportunities to develop content knowledge and coaching skills to facilitate adult learning
- Assisting teachers/leadership team in analyzing school, class, and student data to develop appropriate improvement plans at all levels

Delivery: District training from District Standards Coach

Follow Up: School based trainings

Evaluation: Principal completes Classroom Observation Instrument, Coaching Plan

Differentiated Instruction

Professional Development will be given to teachers during WOW day training and Early Release days on differentiated instruction which will include:

- Strategies for helping teachers utilize a variety of assessment tools in order to meet the varied needs of students
- Providing instructional next steps for teachers

Delivery: SSC, Reading First Coach

Follow Up: Additional training based on needs assessments and classroom observations

Evaluation: Focus Walks, Classroom Observations, Classroom Artifacts

Data-Driven Instruction Based on Assessments

Professional Development will be given to teachers during WOW day training and Early Release Days on using data from assessments to drive instruction by:

- Looking at various assessment results and monitoring forms
- Learning how to analyze and interpret the data
- Learning how to use the data to make informed instructional decisions

Delivery: SSC, Reading First Coach

Follow Up: Additional Data-Driven training as new assessment results come in

Evaluation: Focus Walks, Classroom Observations, Classroom Artifacts

Budget:

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available	Unmet (funds unavailable)
*Research-Based Program(s) (Instructional Materials)	*Houghton Mifflin's Legacy of Literacy Comprehensive Core Reading Program *America's Choice Writing Genre Studies	*Title I Funding *SAI Funds *IDEA Funds *SAC Allocated Funds *Reading First Grant	\$9,250.00	
*Research-Based Resource(s) (e.g. websites, assessment tools)				
Technology	*Computers are used to produce published writing pieces and assist with proofing	*IDEA Funds *Title I Funding *Reading First Grant		
Professional Development	*Site-Based training *District training *Professional study books/materials *Substitutes for Training *District Trainers *Authentic Literature	*Title I Funding *SAI Funds *IDEA Funds *SAC Allocated Funds *Reading First Grant		
Other	Safety Nets	*Substitute Teacher Funds	\$750.00	
		Total:	\$10,000.00	

Goal 1: Academic Performance (Science)

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

- 26% of 5th grade students tested will score a Level 3 on FCAT Science.

School Goal Statement:

Woodland Acres Elementary will demonstrate improvement in the overall academic performance in Science.

Needs Assessment:

The percentage of students scoring at or above Level 3 on the FCAT in SSS Science determines the needs. The percent of Level 3 or above for the state was 31%; the percent of Level 3 or above for Woodland Acres Elementary was 10%.

	Physical and Chemical	Earth and Space	Life and Environmental	Scientific Thinking
# of Points Possible	12	14	13	12
Woodland Acres Elementary	5	5	5	5

1. Objective:

For all 5th grade students to improve on the overall strands tested on the FCAT Science: Physical and Chemical, Earth and Space, Life and Environmental, and Scientific Thinking by scoring at Level 3 or above on the FCAT Science Standards Component (SSS).

Strategies (including timeline)	Lead Person/Team	Resources Needed
5 th grade teachers will analyze the data from their previous year's students to identify the weakest strands and to plan for instruction August 2006-May 2007	Principal RCF (Stevenson) 5 th Science Teachers	FCAT Data
Create and utilize science pacing guides to include all annually assessed items.	RCF (Stevenson) 5 th Science Teachers	FCAT Data
Provide opportunities for increased application of science concepts through experiments, student projects and hands on activities. August 2006-May 2007	RCF (Stevenson) K-5 Science Teachers	Science resource closet
Provide inquiry-based lessons and effective questioning techniques. August 2006-May 2007	RCF (Stevenson) K-5 Science Teachers	Lesson plans
Maintain a "Science Resource Closet" to provide easy access to materials needed to teach the standards via inquiry. August 2006-May 2007	RCF (Stevenson)	UNF PDS funds
Develop FCAT formatted tests for each strand using FCAT Testmaker. August 2006-May 2007	RCF (Stevenson) Classroom teachers	Science curriculum FCAT Testmaker
Family Science Night will be established to provide parents with strategies for helping	RCF (Stevenson) Classroom teachers	Science curriculum

Provide weekly opportunity for students to explore science through hands-on activities via Science in a Fish Bowl. August 2006-May 2007	RCF (Stevenson) K- 5 teachers	Wow days
Students will use non-fiction texts and the county adopted textbook to research science concepts August 2006-May 2007	K-5 Science Teachers	Scott Foresman Series Non-fiction Science texts
Teachers will integrate science vocabulary into reading curriculum and word wall August 2006-May 2007	K-5 Science/ELA Teachers	Vocabulary Word Wall
Teachers will track and monitor all sub-groups through unit tests and provide differentiated instruction to address the individual needs of students August 2006-May 2007	K-5 Science Teachers	Unit Assessments FCAT Benchmark Assessments
<p>Evaluation/Accountability:</p> <ul style="list-style-type: none"> • Focus Walks and observations will be conducted by the Leadership Team to assess the use of the Science curriculum • Teacher Data notebooks will be reviewed during classroom observations as well as during scheduled site-based training sessions • 5th grade teachers will be trained on using their previous year's FCAT data to find the weakest strands and to plan for instruction for the current school year • FCAT Benchmark Assessments will be turned in weekly and used to plan differentiated instruction 		
<p>*Research-Based Program:</p> <p>Ideas that Work: Science Professional Development This book is created by Eisenhower National Clearinghouse for Mathematics and Science Education. The mission of ENC is to identify effective curriculum resources and to create professional development materials that are useful products to improve the teaching and learning that takes place in grades K-12.</p> <p>Technology for Children (STC) Kits These kits are part of the research based Science and Technology for Children (STC) curriculum. The curriculum materials are used in the elementary classrooms in order to assist students in increasing their test scores and to help them meet national and state educational standards.</p> <p>Scott Foresman Materials</p>		

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

Scope and Sequence

Examination and training of the Elementary Science Curriculum will be conducted for K-5 Science Teachers

Delivery: RCF/Science Lead

Follow-Up: Safari Science, Lesson Plans, Observations

Evaluation: Focus Walks, Classroom Observations

District Science Workshops

Opportunities will be provided for teachers to attend the District Science workshops

Delivery: District Science Leads

Follow Up: Determined by the District

Evaluation: Focus Walks, Classroom Observations

Budget:

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available	Unmet (funds unavailable)
*Research-Based Program(s) (Instructional Materials)	*Science manipulatives and teaching resources	*UNF Professional Development School Funding	\$2000.00	
*Research-Based Resource(s) (e.g. websites, assessment tools)				
Technology				
Professional Development	*Substitutes for Training			
Other				
		Total:	\$2,000.00	

Science Elements:

***Highly Qualified Certified In-Field Instructors:**

Pre-Kindergarten

Ms. Benton is certified in ESE KG-12

Ms. Virgin is certified in Early Childhood Education, Elementary Education 1-6

Kindergarten

Ms. Madison is certified in Mentally Handicapped K-12

Ms. Rossell is certified in Elementary Education K-6

Ms. Kehrt is certified in Early Childhood Education, Elementary Education 1-6, SLK KG-12 and
Mentally Handicapped KG-12

Mrs. Hall is certified in Early Childhood Education, Elementary Education 1-6

Ms. K. Wine is certified in Early Childhood Education

Ms. S. Wine is certified in Elementary Education K-6, SLD K-12

Ms. Reis is certified in Early Childhood Education (Age 3-Grade 3)

First Grade

Ms. Hemke is certified in Elementary Education K-6

Mrs. Moses is certified in Elementary Education K-6

Mrs. Taylor is certified in Elementary Education 1-6, English Education 6-12

Mrs. Bolden is certified in Early Childhood Education, Elementary Education 1-6

Ms. Stewart is certified in Elementary Education K-6

Second Grade

Ms. Charboneau is certified in Elementary Education 1-6

Mrs. Lemond is certified in Early Childhood Education, Elementary Education 1-6

Ms. Cason is certified in Elementary Education 1-6

Ms. Hunken is certified in Elementary Education 1-6, Social Science Education 5-9, English
Education 5-9

Ms. Slough is certified in Early Childhood PK-3

Third Grade

Mrs. Hagood-Ford is certified in Elementary Education 1-6, Science Education 5-9

Ms. Gaffney is certified in Elementary Education 1-6

Mrs. Perry is certified in Elementary Education 1-6

Mrs. Cody is certified in Elementary Education K-6

Fourth Grade

Mrs. Wilkinson is certified in Elementary Education 1-6

Ms. Roberts is certified in Elementary Education 1-6

Ms. Carson is certified in Elementary Education K-6, Social Science 6-12

Ms. Hammonds is certified in Elementary Education 1-6

Fifth Grade

Mrs. Champ is certified in Elementary Education K-6

Ms. Elkins is certified in Elementary Education 1-6

Mr. Shaffer is certified in Elementary Education K-6

ESE Teachers

Mrs. Broussard is certified in ESE K-12

Mrs. Bacon-Anderson is certified in ESE K-12, English Education 5-9

Mrs. Cooper is certified in SLD K-12, MH K-12

Mr. McKenney is certified in ESE K-12

Ms. Miller is certified in ESE K-12

***Parental Involvement**

Goal Statement: Woodland Acres Elementary's goal is to increase positive parental involvement that promotes increased student achievement.		
Needs Assessment: There is a need to increase parent involvement at Woodland Acres Elementary by creating and maintaining a positive School-to-Home partnership with the parent that promotes parent involvement in education.		
Objective: Increase parental involvement in PTA and SAC.		
Strategies (including timeline)	Lead Person/Team	Resources Needed
Students will perform at PTA functions to increase parent involvement.	Principal Asst. Principal K-5 Teachers	
Through a monthly newsletter, parents will stay informed of PTA and SAC goals that directly and indirectly impact their child/children.	Principal	
Various additional strategies will be implemented to increase PTA and SAC membership.	Principal Asst. Principal	
Objective: Increase school-wide parental involvement.		
Strategies (including timeline)	Lead Person/Team	Resources Needed
School planners will be sent home daily to increase parent/teacher communication.	K-5 Teachers	Student Planners
Progress reports will be sent home every four weeks.	K-5 Teachers	
Provide and informational FCAT family night for all parents.	Principal Asst. Principal Coaches 3-5 Teachers	
Make and take workshops will be scheduled for parents monthly.	PTA President and Vice President	
School will provide positive opportunities for parents to come to school through regularly scheduled awards assemblies, parent day activities.	Principal Asst. Principal K-5 Teachers	
Objective: Increase parent volunteers/mentors.		
Strategies (including timeline)	Lead Person/Team	Resources Needed
Offer a volunteer training workshop.	Volunteer Coordinator	
Keep parents informed of school-wide needs.	Principal Asst. Principal	

Give parents a specific task to accomplish while volunteering.	Volunteer Coordinator K-5 Teachers	
Honor and celebrate all volunteers at a volunteer luncheon.	Volunteer Coordinator	
Evaluation/Accountability: <ul style="list-style-type: none"> • Maintain the parent/volunteer sign-in log to track parent involvement • Documentation by teachers of parent conferences and contact • Focus walks where student planners are examined for evidence of school to home communication • Review of parent climate survey with staff and other stakeholders 		

Budget:

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available	Unmet (funds unavailable)
Parent Knowledge about FCAT	FCAT Parent Night	*Title I Funding	\$1,000 Catering \$800 Supplies \$450 Awards	
Parental Involvement in Education	Volunteer Training	*Title I Funding	\$600 Catering \$437 Supplies	
Maintaining and Raising Volunteer Involvement	Volunteer Luncheon	*Title I Funding	\$1,000 Catering \$800 Supplies \$250 Awards	

School Safety and Discipline

<p>Goal Statement:</p> <ul style="list-style-type: none"> • The percent of students who commit one or more Class II Code of Conduct violations will show continuous improvement. • The percent of students who commit one or more Class III Code of Conduct violations will show continuous improvement. • The percent of students who commit one or more Class IV Code of Conduct violations will show continuous improvement. • School Climate Survey indicators for safety will show continuous improvement in the overall approval rating. • School Climate Survey indicators for discipline will show continuous improvement in the overall approval rating. 		
<p>Needs Assessment:</p> <ul style="list-style-type: none"> • 56.2% of parents surveyed indicated the school provides a safe environment • 41.4% of parents surveyed indicated the students' behavior was satisfactory • 41% of parents surveyed indicated a positive response for the handling of discipline • 48% of teachers surveyed indicated a positive response for the handling of discipline 		
<p>Objective: The School Climate Survey will indicate improvement in the percent of positive responses for the handling of discipline from 48% to 60% for the staff and from 73% to 80% from the parents.</p>		
Strategies (including timeline)	Lead Person/Team	Resources Needed
Utilize a school-wide discipline plan to increase classroom management skills. September 2006-May 2007	M. Simon All Teachers	School-wide Discipline Plan
Begin phase 1 of Foundations by forming a new team. August 2006	M. Simon	
Foundation Team meets monthly for ½ day to discuss discipline data and various strategies. September 2006-May 2007	M. Simon Foundations Team	CHAMPS materials Discipline data
Implement strategies from Foundations. September 2006-May 2007	M. Simon Foundations Team	CHAMPS materials Randy Sprick materials Foundations training
Distribute a daily behavior consequence report to all faculty. September 2006-May 2007	M. Simon	Computer
Compose and distribute monthly discipline newsletter describing effective discipline strategies and school progress to ensure regular communication with faculty/staff regarding discipline. September 2006-May 2007	M. Simon	Computer

<p>Use problem analysis to determine areas of greatest concern on School Climate Survey for faculty and staff.</p> <p>September 2006-May 2007</p>	<p>M. Simon</p>	<p>School Climate Survey</p>
<p>Evaluation/Accountability:</p> <ul style="list-style-type: none"> • Monitor forms will be used to observe CHAMPS and Foundations being used in the classrooms. Teachers will meet with the Asst. Principal to receive feedback and next steps. • Graphs will be made to show a visual picture of the daily consequence reports. Patterns will be analyzed as far as certain grade levels, time of day, day of the week, etc. • Copy of the monthly discipline newsletter will be kept on file. • 60% of the staff will indicate a positive response to the handling of discipline on the Climate Survey. • 80% of parents will indicate a positive response to the handling of discipline on the Climate Survey. • Number of discipline referrals will decrease by 5%. 		

***Return On Investment (ROI)**

<p>Goal Statement: To improve student performance by developing an effective relationship between the cost of programs purchased and the effectiveness of programs purchased. To establish cost effective programs that produce a high return on investments and high learning gains.</p>		
<p>Needs Assessment: The Return on Investment index indicates that in the state of Florida, Woodland Acres is in the lower third percentile of all elementary schools. The percent of students making learning gains is in the lower third of all elementary schools. The percent of students making learning gains is 52% in Reading and 70% in Math.</p>		
<p>Objective: Improve Woodland Acres' ranking of the state Return of Investment Index as evidence by a minimum of a 20% increase.</p>		
Strategies (including timeline)	Lead Person/Team	Resources Needed
Analyze cost versus effectiveness of instructional program at the school August 2006-May 2007	Principal Leadership Team SAC SSC	School Annual Report Card
Utilize student data to target specific areas for improvement August 2006-May 2007	Principal Leadership Team SAC SSC	AIDE data
Allocate school resources based on data showing improvement results in specific areas August 2006-May 2007	Principal Leadership Team SAC SSC	AIDE data School Annual Report Card
Collaborate on resource allocations August 2006-May 2007	Principal Leadership Team SAC SSC	School Annual Report Card
<p>Evaluation/Accountability: Improved learning gains in reading, math, writing, and science on ROI ranking by the DOE will demonstrate the effectiveness of these strategies. Student improvement and costs will be monitored and evaluated.</p>		

Final Budget Summary:

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available	Unmet (funds unavailable)
*Research-Based Program(s) (Instructional Materials)			\$138,976.00	
*Research-Based Resource(s) (e.g. websites, assessment tools)				
Technology				\$50,000.00
Professional Development				
Other			\$6,212.00	
		Total:	\$145,188.00	\$50,000.00

*SAC Members

Mrs. Stephanie Manabat-Principal
 Ms. Marianne Simon-Asst. Principal
 Dr. Lynne Raiser-UNF Resident Faculty Advisor/SAC Chairperson
 Terry Akins-Community/Business Member
 Edward Arnett-Parent
 Gwendolyn and Harvey Beauford-Parents
 Rosemary Miller-Educational Support
 Patricia Singleton-Educational Support
 Sabrina Carson-Teacher

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.

Through Leadership Team meetings and SAC meetings, the School Improvement Plan will be reviewed to determine the extent of implementation. Artifacts will then be provided as documentation that strategies are being rolled out according to the timeline on the plan. Monitoring forms will be used to hold individuals accountable and the plan will be revised as deemed necessary.

*Additional Resources