

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

**School Name: Brookview Elementary
School Number: 206**

Date of Public Hearing: _____

Signatures of Approval

Principal: _____ **Date:** _____

SAC Chair: _____ **Date:** _____

Cluster Chief: _____ **Date:** _____

2006-2007 SCHOOL IMPROVEMENT PLAN

School Name: **Brookview Elementary**
 School Number: 3206
 2006 School Performance Grade: **A**

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

***Vision/Mission:**

The vision of Brookview Elementary is to maximize individual student achievement and enable students to reach their fullest potential through accountability and self-responsibility.

The mission of Brookview is to develop strong and nurturing relationships with students and parents and to provide a data driven, research-based curriculum that is relative, rigorous, and produces individual results.

***School Profile/Demographics:**

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

School Accountability Report

<u>Florida School Accountability</u>	% High Achieving			% Showing Gains				Pct. Tested	Points	Grade	AYP
	Reading	Math	Writing	Reading	Math	Lowest Performing Readers	Adequate Progress				
2006	80	87	79	64	82	65	YES	100	457	A	Yes
2005	84	82	84	77	88	75	YES	100	490	A	Yes
2004	78	71	83	73	76	64	YES	99	445	A	Yes
2003	74	63	88	72	73	79	YES	100	449	A	Yes
2002	68	58	70	71	74	64	YES	97	405	B	Yes

****School Match (schools TBD)**

Highly Qualified Certified Administrators/High Performance Management

Mrs. Susan Schondelmaier, Brookview Elementary School

- Master’s degree in curriculum and instruction
- Certified in administration and supervision
- ESOL Endorsement
- 33 years experience in education
- 3 years as classroom teacher
- 1 year as media specialist
- 2 years as T. I. S.
- 27 years as principal
- Serves on the Leadership Team at Brookview, which analyzes data to improve classroom instruction, sets goals based on school and staff needs and assists in developing on-site professional development to enhance classroom instruction.
- Works with staff on a variety of school based teams, such as Shared Governance, that are designed to improve instructional programs throughout the school.
- Serves as facilitator/presenter during the Early Dismissal site-based training that provides in-service for staff in areas of needs based on Brookview’s 5-3-1- Action Plan and the Elementary Implementation Rubric.
- Continuously attends district level in-service and shares information with staff.
- Conducts classroom focus walks to monitor teacher/student implementation and understanding of a standards based curriculum that is aligned with the Sunshine State Standards, The Elementary Implementation Rubric, District Snapshots and Brookview’s 5-3-1- Action Plan.

Mr. Robert Shea, Brookview Elementary School

- Masters Degree Educational Leadership
- Bachelors Degree Elementary Education
- Certified grades 1-6 and English 6-12
- ESOL Endorsement
- 8 years experience in education
- 6 years as classroom teacher
- 1 year as T.I.S.
- 1 year as Assistant Principal
- Works with staff on a variety of school based teams, such as Shared Governance, that are designed to improve instructional programs throughout the school.
- Conducts classroom focus walks to monitor teacher/student implementation and understanding of a standards based curriculum that is aligned with the Sunshine State Standards.

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

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

- **Staff list** - Please attach a copy of the Staff List in MS Word .doc format only!
 [Name, Area(s) of Certification, Teaching Field(s), Professional or Temporary Certificate, Number of Years Teaching]

ADDITIONAL REQUIREMENTS

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

*Communications With Parents
Describe the process used to provide parents with written notification on the academic progress of their child in a format parents can easily understand.
*Letter to Parents _____ (Upload the Choice letter from your school) SINIs, D and F schools

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

*Teacher Mentoring
Describe your school's Teacher Mentoring Program.

Extended Learning Opportunities/Safety Nets

- Individual teachers provide after school tutoring as determined by a variety of student performance data
- Individual teachers at various grade levels provide assistance using some of the following diagnostic, assessment, and instructional materials: SRUSS, Fox in a Box, ERDA, DAR, DRA, FCAT Benchmarks 3rd-5th, DIBELS, FCAT Explorer 3rd-5th, Reading and Math diagnostics.
- The Parent Teacher Association, (PTA), and the School Advisory Council, (SAC) provide funds/materials/resources for targeted programs that will accelerate student achievement.
- Parent and community members serve as classroom volunteers to work with struggling students.
- Teachers provide in class safety nets by providing individual and small group instruction based on data from diagnostic tests and formal/informal assessments.
- Progress Monitoring Plan (PMP) is developed by the classroom teacher and parent. This plan provides strategies to enhance success in targeted areas. This plan is reviewed throughout the year.
- Brookview provides internal reading and math tutoring Safety Nets for students identified in the Bottom Quartile of the FCAT
- FCAT Explorer is used with individual students in 3rd-5th grade. It provides practice and reinforcement in the areas of Vocabulary, Fluency and Comprehension as well as FCAT preparation.
- Saturday School is offered during January and February preceding the FCAT administration.

GOALS

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

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

Needs Assessment: Our need was determined using the 2006 Annual Report Card, 2006 Adequate Yearly Progress (AYP) Report under the No Child Left Behind Act (NCLB) of 2002, and the FCAT SSR Summary for all students.

- 80% of our students are reading at or above grade level
- 64% of our students made a year’s worth of progress in reading
- 65% of our struggling students made a year’s worth of progress in reading
- State objective for students grade 3-5 to score 51% at or above grade level in Reading
- Brookview performance rating of the following groups: White 76 African American 75 Hispanic 69 Economically Disadvantaged 73 Students with Disabilities 64
- FCAT SSR Summary-All Students Level 1: 3rd: 2% (2 students) 4th: 14% (14 students) 5th: 2%(2 students)

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:
 69% of Brookview’s students will make a year’s growth in reading

Evaluation/Accountability:

- Focus Walks/Observations/Model/Demo Lesson Observations of and with teachers using instructional strategies from FCAT Content Specifications during Reader’s Workshop will be conducted a minimum of three times yearly.
- The Leadership Team and teachers will hold conversations quarterly around data in an effort to track/monitor student performance
- 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 will take place during focus walks, Early Dismissal training and quarterly grade level training. This data includes Reading Diagnostic results, DRA, District Benchmark Assessments, Integrated Theme Tests, teacher developed assessments, data monitoring forms and portfolios.
- Teacher Meetings that analyze student work are conducted a minimum of once a quarter
 Safety Net Tutors will meet with Leadership Team/Classroom teachers quarterly.

Strategies (including timeline)	Lead Person/Team	Resources Needed
3 rd -5 th grade teachers will administer, score, and plan instruction based on reading diagnostics (August, December and May), DRA (August and May), and DIBELS (quarterly).	Classroom Teachers	

3 rd -5 th grade teachers will administer the FCAT Benchmark test (August, December)	Classroom Teachers	Diagnostic District Assessments
P.M.P. (Progress Monitoring Plans) will be developed and updated for 3 rd -5 th grade students who scored in the Bottom Quartile, scored a Level 1 or 2 on the FCAT Reading and/or are considered struggling readers (September)	Classroom Teachers	Benchmark Tests
Maintain/Update Reading Monitoring forms/Class Profiles in an effort to employ a variety of grouping strategies based on the instructional needs of students (August – May)	Classroom Teachers Mrs. Schondelmaier, Mr. Shea, Mrs. Cain	P.M.P. forms FCAT Analysis Reports Data Notebooks
Leadership Team members will meet quarterly with teachers to monitor the academic achievement levels of P.M.P. students	Classroom Teachers Mrs. Schondelmaier, Mr. Shea, Mrs. Cain	Data Notebook Forms
Teachers will be trained to implement all components of Reader’s Workshop with FCAT skills explicitly practiced in Skills Block (September – May)	Classroom Teachers English Language Arts Teachers (ELA) Mrs. Cain	Standards-Leveled Books- Classroom Libraries- Elementary Implementation Rubric –Test Taking Genre Study
Teachers will increase understanding of strategies that relate to the implementation of the five building blocks of reading K-5 including the understanding of both fiction and non-fiction materials by using various genres (September – May)	ELA teachers Mrs. Cain	Standards-Guided Reading Materials-Core Curriculum Reading Program- Elementary Implementation Rubric
Use student work and the New Standards Performance Standards to differentiate instruction to meet the needs of each student K-5 (August – May)	Classroom Teachers Mrs. Cain	Standards
Increase reading stamina in grades K-5 through the increase of Independent Reading times and gradually increasing the length of reading passages in assessments (August – May)	Classroom Teachers	DRA Kits-Elementary Implementation Rubric- Standards- Classroom Libraries- Schedules

2. Objective: 70% of the Lowest Quartile will make learning gains in Reading.
Evaluation/Accountability: <ul style="list-style-type: none"> ▪ Focus Walks/Observations/Model/Demo Lesson Observations of and with teachers using instructional strategies from FCAT Content Specifications during Reader’s Workshop will be conducted a minimum of three times yearly ▪ Administration/Standards Coach will review each teacher’s data notebook quarterly. ▪ The Leadership Team and teachers will hold conversations around data to track/monitor student progress ▪ P.M.P. (Progress Monitoring Plans) will be reviewed during classroom observations as well as during scheduled Site-Based Training sessions ▪ Analysis of a variety of student performance data will take place during focus walks, Early Dismissal training

<p>and quarterly grade level training. This data includes Reading Diagnostic results, DRA, District Benchmarks Assessments, Integrated Theme tests, teacher developed assessments, data monitoring forms and portfolios.</p> <ul style="list-style-type: none"> ▪ Teachers/Grade Levels will review the results of periodic testing and achievement in the classroom ▪ Quarterly Progress Reports will be reviewed ▪ Teacher Meetings that analyze student work are conducted a minimum of once a quarter <p>Safety Net Tutors and teachers working with students in a Safety Net or small group format will meet with the Leadership team and classroom teachers to monitor progress.</p>		
Strategies (including timeline)	Lead Person/Team	Resources Needed
Provide professional development training in data analysis during preplanning to focus on and identify the strengths and weaknesses of instructional programs (August)	Mrs. Schondelmaier, Mr. Shea, Mrs. Cain Classroom Teachers	FCAT analysis reports AIDE Data Notebooks
DRA will be used to assess student's reading level a minimum of two times yearly. (August, January)	Classroom Teachers	DRA Kits Data Notebooks TDE for teachers as needed
ESI-K and DIBELS will be administered to all kindergarten students in August to assist with instructional planning. DIBELS will be administered to students with an AIP quarterly.	Classroom Teachers	District Assessments Data Notebooks
Maintain/Update an P.M.P.,(Progress Monitoring Plans) for students identified in the Lowest Quartile (August)	Classroom Teachers	P.M.P. Forms Research & Evaluation
Implement an Internal Reading Safety Net Tutoring Program for students identified in the Bottom Quartile. (September – May)	Classroom Teachers Safety Net Tutors Mrs. Schondelmaier Mr. Shea Mrs. Cain	Safety Net Reading Materials SAI, SIP & A+ Funds
Leadership Team members will meet quarterly with teachers and Safety Net Tutors to monitor the academic achievement levels of students in the Lowest Quartile	Classroom Teachers Safety Net Tutors Mrs. Schondelmaier Mr. Shea Mrs. Cain	Data Notebooks Monitoring/Tracking Forms
Integrate test taking strategies into daily skills block and strategy group instructional sessions (September)	Classroom Teachers	Lesson Plans Test Taking Genre Practice FCAT
<p>Research-Based Program:</p> <ul style="list-style-type: none"> ▪ NCEE America's Choice Standards-based model 		
<p>Professional Development aligned with this objective/Learning Communities (Must address planning, delivery, follow up and evaluation strands):</p> <ul style="list-style-type: none"> ▪ Planning: The Leadership Team and classroom teachers will analyze FCAT data to determine Level 1 and Level 2 students who are in need of additional instructional support. Teachers will also identify students who need a P.M.P. in reading. Based on this analysis in-house safety nets will be planned. ▪ Delivery: The Leadership Team, classroom teachers and safety net tutors will set up a tutoring schedule for students in the lowest quartile. The Leadership Team will monitor student data to track needs and progress of these students. ▪ Follow-Up: The safety net tutors will collaborate with classroom teachers to monitor the progress of at-risk students. ▪ Evaluation: FCAT results will be analyzed to determine if the lowest quartiles made gains. Classroom data will also be reviewed to determine whether students' academic needs were met. 		

Budget:

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available
*Research-Based Program(s) (Instructional Materials)	Scott Foresman Reading Series provides students with explicit instruction that focuses on the five building blocks of reading. *Great Leaps is a supplementary reading program which is designed to be a fluency building program.	District Funds School Funds	
*Research-Based Resource(s) (e.g. websites, assessment tools)	FCAT Explorer is used with individual students in 3 rd -5 th grade. It provides practice and reinforcement in the areas of vocabulary, fluency and comprehension as well as FCAT preparation.	District Funds	
Technology			
Professional Development	Site-Based Training, District Training, Seminars, Professional Study Books/Materials, DRA, CCRP, Leveled Texts, Safety Net Materials, and *Substitutes for Training AIDE Training	School Funds District Funds P.T.A. Funds	
Other	Safety Net Tutoring	*A+ Funds *SAI Funds *SIP Funds *Extended Day Funds	\$20,000.00 \$ 3,297.00 \$ 7,643.00 Undetermined
		Total:	

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

Goal 1: Academic Performance (Mathematics)

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

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

Needs Assessment: Our need was determined by the 2006 Annual Report Card, 2006 Adequate Yearly Progress (AYP) Report under the No Child Left Behind Act (NCLB) of 2002, and the FCAT SSM Summary for all students.

- 87% of our students are at or above grade level in math
- 82% of our students made a year’s worth of progress in made
- State objective for students grade 3-5 to score 56% at or above grade level in Math
- Brookview performance rating of the following groups: White 88 African American 83 Hispanic 79 Economically Disadvantaged 82 Students with Disabilities 72
- FCAT SSM Summary-All Students Level 1: 3rd: 3% (4 students) 4th: 5% (5 students) 5th: 1% (1 students)

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:

85% of Brookview’s students will make a year’s growth in math.

Strategies (including timeline)	Lead Person/Team	Resources Needed
3 rd -5 th grade teachers will administer, score, and plan instruction based on the results a math diagnostic and other available data (August)	Classroom Teachers	Diagnostic Copies
3 rd -5 th grade teachers will administer the FCAT Benchmark test (August, December)	Classroom Teachers	Benchmark Tests
P.M.P. (Progress Monitoring Plans) will be developed and updated for 3 rd -5 th grade students who scored a Level 1 on the FCAT Math and/or are considered At-Risk (August)	Classroom Teachers	P.M.P. Forms FCAT Analysis Reports- Data Notebooks
Provide opportunities for school-based/district training/support and provide the opportunity for teachers to observe Math Investigations in model classrooms (August – May)	Math Lead Teachers Classroom Teachers District Math Coaches	TDE Early Dismissal Days
Teachers meet as needed to analyze student, connect strategies across the curriculum, assess against the standards as well as criteria set by the task (August – May)	Classroom teachers	Standards Student Work Data Notebook Portfolios
Conduct Focus Walks to observe implementation of Math Investigations (MI) and plan for next steps using the District’s Snapshot System and Site-Based Focus Walks (September – May)	Mrs. Schondelmaier Mr. Shea Mrs. Cain	Focus Walk Forms Standards Elementary Implementation Rubric Snapshots
K-5 teachers teach Math Investigations systemically to prepare students to meet standards and demonstrate progress in the strands tested on the 3 rd -5 th grade FCAT, use data from formatives, and participate in cohort	Classroom Teachers Math Coaches	District Curriculum Math Investigations Pacing Guides

workshops.		Lesson Plans
Teachers will conference with students individually and in groups during work time. (August – May)	Classroom Teachers	Early Dismissal Days Lesson Plans Conference Logs
Implement Internal Math Safety Net Tutors in 3 rd -5 th grade for students who scored Level 1 on the FCAT Math and/or are At Risk (September – May)	Safety Net Tutors Classroom Teachers Mrs. Schondelmaier Mr. Shea Mrs. Cain	SAC Funds SIP Funds A+ Funds
Teachers incorporate a daily math skills block (15 minutes for K-2 and 30 minutes for 3-5) in addition to the 60 minute daily Math Investigation lesson. (August – May)	Classroom Teachers	Lesson Plans Supplemental Materials

Evaluation/Accountability:

- Focus Walks/Observations/Demo Lesson Observations of and with teachers using instructional strategies from FCAT Content Specifications during Math Investigations will be conducted a minimum of three times yearly
- The Leadership Team and teachers will hold quarterly conversations around available data in an effort to track./monitor student progress
- 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: Math Diagnostic, The District Benchmark Assessment, Teacher Developed Assessments, District Formative and Summative Assessments, End of the Unit Math Investigations Assessments, Data Monitoring Forms and Portfolios.
- Teacher Meetings that analyze student work are conducted a minimum of once a quarter
Safety Net Tutors and teachers working with students in a Safety Net or small group format will meet with the Leadership Team/Standards Coach monthly to monitor student progress
- Administer Math Formatives in accordance with the district schedule
End of the unit Math Investigations tests will be administered at the end of the learning sequence

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

- **Planning:** The Leadership Team will review the Elementary Implementation Rubric and focus walk data to determine school based needs.
- **Delivery:** Early Dismissal Days in conjunction with specified Site-Based training dates will serve to present in-service for all instructional staff. In-service will be conducted by The Leadership Team and Math Lead Teachers as well as through Schultz Center trainers.
- **Follow-Up:** Each teacher will maintain a Data Notebook. Teachers will update and maintain monitoring/tracking forms as well as P.M.P. forms that will be housed in the Data Notebooks and reviewed by the Leadership Team quarterly. Teacher meetings will be held quarterly to review student work, instructional implementations, and the results of various data tools.
- **Evaluation:** Results of periodic testing and achievement in grade level specific curriculum components, training evaluation surveys, faculty meetings, diagnostics, teacher assessments, and Benchmark results will serve as documentation of training and delivery components.

2. Objective:

86% of the students in the lowest quartile will make learning gains in math.

Strategies (including timeline)	Lead Person/Team	Resources Needed
Gather baseline data on students to assist teachers in targeting sub-strands of the FCAT that are problematic Provide professional development training in data analysis	Mrs. Schondelmaier Mr. Shea Classroom Teachers	FCAT Analysis Reports AIDE Data Notebooks

(August)		
Review quarterly Progress Reports	Classroom Teachers Mrs. Schondelmaier Mr. Shea Mrs. Cain	Progress Reports Data Notebooks
Maintain/Update P.M.P.(s) for identified students (August)	Classroom Teachers Mrs. Schondelmaier Mr. Shea Mrs. Cain	P.M.P. Forms Data Notebooks AIDE
Maintain/Update Math Monitoring forms/Class Profiles in an effort to differentiate instruction (August – May)	Classroom Teachers Mrs. Schondelmaier Mr. Shea Mrs. Cain	Monitoring Forms
Leadership Team members will meet quarterly with teachers as well as Safety Net Tutors to monitor the academic achievement levels of targeted students	Safety Net Tutors Classroom Teachers Mrs. Schondelmaier Mr. Shea Mrs. Cain	Monitoring Forms/Logs
Implement a Math Safety Net Tutoring Program in 3 rd -5 th grade (September – May)	Mrs. Schondelmaier Mr. Shea Mrs. Cain Safety Net Tutors	SAI, SIP & A+ Funds Supplemental Materials Knowing Mathematics
Implement test taking strategies into daily skills block and strategy group instructional sessions (September)	Classroom Teachers	Test Taking Genre Study Plans
Evaluation/Accountability: <ul style="list-style-type: none"> ▪ Focus Walks/Observations/Model/Demo Lesson Observations of and with teachers using instructional strategies from FCAT Content Specifications during Math Workshop will be conducted a minimum of three times yearly. ▪ The Leadership Team and teachers will hold conversations around the School Improvement Plan in conjunction with tracking/monitoring data quarterly ▪ 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: Math Diagnostic, The District Benchmark Assessment, Teacher Developed Assessments, District Formative and Summative Assessments, End of the Unit Math Investigations Assessments, Data Monitoring Forms and Portfolios ▪ P.M.P.,(Progress Monitoring Plans) will be reviewed during classroom visits as well as during scheduled site-based training sessions ▪ Teacher Meetings that analyze student work are conducted a minimum of once a quarter ▪ Safety Net Tutors and teachers working with students in a Safety Net or small group format will meet with the Leadership Team 		
Research-Based Program: <ul style="list-style-type: none"> ▪ NCEE America’s Choice Standards-based model 		
Professional Development Aligned with this Objective/Learning Communities (Must address planning, delivery, follow up and evaluation strands): <ul style="list-style-type: none"> ▪ Planning: Leadership Team and classroom teachers review 2005 FCAT data, Benchmark results and diagnostics to determine Level 1 and AIP students ▪ Delivery: The Leadership Team, classroom teachers and safety net tutors will set up a tutoring schedule for students in the lowest quartile. The Leadership Team will monitor student data to track needs and progress of these students. ▪ Follow-Up: The safety net tutors will collaborate with classroom teachers to monitor the progress of at-risk 		

students.

- **Evaluation:** FCAT results will be analyzed to determine if the students made a year's progress in Math.

Budget:

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available
*Research-Based Program(s) (Instructional Materials)	*Math Investigations provides hands-on engagement in the areas of skills and conceptual understanding. It is aligned with the sub-strands targeted on the FCAT. Knowing Mathematics is used with students that are in the bottom quartile and have scored a Level 1 on the FCAT. The program promotes a sequential approach to basic math skills/concepts.	District Funds	
*Research-Based Resource(s) (e.g. websites, assessment tools)	FCAT Explorer is used with individual students in 3 rd -5 th grade. It provides practice and reinforcement in the areas of Math Skills and FCAT preparation.	District Funds	
Technology			
Professional Development	Site-Based Training, District Training, Seminars, Professional Study, and Books/Materials. *Substitutes for Training	District Funds School Funds	Undetermined
Other	Safety Net Tutoring	*A+ Funds *SAI Funds *SIP Funds *Extended Day Funds	\$20,000.00 \$ 3,297.00 \$ 7,643.00 Undetermined
		Total:	

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

Goal 1: Academic Performance (Writing)

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

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

Needs Assessment:

Our need was determined using the 2006 Annual Report Card, the 2006 Adequate Yearly Progress (AYP) Report under the No Child Left Behind Act (NCLB) of 2002, and the FCAT Grade 4 School Results.

- 4.0 Expository
- 3.6 Narrative
- 3.8 Average for both types of Writing
- Improved Performance in Writing by 1% - Yes

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

Brookview Elementary School will improve the number of students meeting or exceeding the state standard by 1% or demonstrate 86% or better performance.

Strategies (including timeline)	Lead Person/Team	Resources Needed
Provide school-based and/or district training/support opportunities for teachers to observe Writer's Workshop in model/demo classrooms (August – May)	Leadership Team ELA Grade Level Teachers	Standards Release Time-Early Dismissal Days- TDE Elementary Implementation Rubric Writing Genres
Pacing Guides/ Sourcebooks/Writer's Notebooks will be used in grades 2-5 (August – May)	Classroom Teachers	Writers Notebooks Portfolios Pacing Guides
Conduct daily writing with students as a component of Writers Workshop. (August – May)	Classroom Teachers	Writers Notebooks Portfolios Lesson Plans
Conduct Focus Walks/Classroom Observations based on Writers Workshop as well as the Elementary Implementation Rubric (August – May)	Classroom Teachers Leadership Team Snapshot Team	Focus Walk Forms Snapshot Forms Elementary Implementation Rubric
Use grade level prompts to reflect and build understanding of what meets and exceeds the standard-based on the New Performance Standards and aligns with the Florida Writes Rubric (September – May)	Classroom Teachers Leadership Team	Prompts
Teachers support and monitor students' use of appropriate writing strategies in a variety of genres using the Standards (August – May)	Classroom Teachers	Standards Writers Notebooks Portfolios
Implement a Safety Net Tutor for struggling fourth grade students writers in an effort to provide strategies that will accelerate student writing. (September – May)	Safety Net Tutors Leadership Team	SAI Funds SIP Funds A+ Funds
Evidence of student work with revision to improve performance is found in classrooms and hallways (August – May)	Classroom Teachers	Standards Based Bulletin Boards Portfolios Writers Notebooks
Establish grade level student portfolio requirements and teach students how to routinely reflect on their work and make decisions about portfolio entries (September – May)	Classroom Teachers Leadership Team	Portfolios Standards

	ELA Grade Level Lead Teachers	
Student work has accurate and detailed commentary linked to standards and is connected to student work (September – May)	Classroom Teachers	Standards
Students use technology resources to communicate and illustrate ideas and stories (Based on availability of technology)	Classroom Teachers	Computers-Printers
Evaluation/Accountability: <ul style="list-style-type: none"> ▪ Focus Walks/Observations/Model/Demo Lesson Observations of and with teachers using instructional strategies from FCAT Content Specifications during Writer’s Workshop will be conducted a minimum of three times yearly. ▪ Teachers will use individual/small group data/student writing samples to drive instructional practices ▪ State practice tests will be used to monitor student progress and develop lessons to increase student performance ▪ The Leadership Team and grade level teachers will review student writing samples from school wide prompts ▪ Teachers will score writing prompts written by students in other classrooms and scores will be tracked to monitor student progress ▪ Teacher meetings that focus on analyzing student work are conducted a minimum of once quarterly ▪ The Elementary Implementation Rubric will be used by teachers to self-assess their understanding of standards and the phases of implementation 		
Research-Based Program: <ul style="list-style-type: none"> ▪ NCEE America’s Choice Standards-based model 		
Professional Development Aligned with this Objective/Learning Communities (Must address planning, delivery, follow up and evaluation strands): <ul style="list-style-type: none"> ▪ Planning: The Standards Coach and ELA Lead Teachers will designate Writing resources from previous trainings. ▪ Delivery: ELA Lead Teachers and the Standards Coach will provide grade levels with training for writing effective prompts and rubrics. This will also be provided in content areas. ▪ Follow-Up: The Leadership Team in conjunction with ELA teachers will provide additional training and/or support based on teacher needs. A review of student work will be used to determine implementation as well as conversations from Focus Walks ▪ Evaluation: Prompts will be submitted to the Leadership Team for monitoring. Student Writing Notebooks/Sourcebooks and Portfolios will be reviewed a minimum of three times during the school year. Students will be asked to articulate how they know if their work is good enough. 		

Budget:

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available
*Research-Based Program(s) (Instructional Materials)			
*Research-Based Resource(s) (e.g. websites, assessment tools)	* <u>Scott Foresman Reading Program</u> provides students with explicit instruction that focuses on strategies are used to develop Writer’s Workshop Mini-lessons along with a FCAT practice	District Funds	

	booklet.		
Technology	*FCAT Explorer is used with individual students in 3 rd -5 th grade. It provides practice and reinforcement in the areas of Vocabulary, Fluency and Comprehension that are part of the metacognitive strategies that impact writing *Computers are used to produce published writing pieces and assist with proofing	District Funds	
Professional Development	*Site-Based training, district training, seminars, professional study books/materials, safety net materials are integral components that develop implementation of the higher phases of writing skills *Substitutes for Training *District Trainers *Authentic Literature	District Funds School Funds	Undetermined
Other	Safety Net Tutors	A+ Funds *SAI Funds *SIP Funds *Extended Day	\$20,000.00 \$ 3,297.00 \$ 7,643.00 Undetermined
		Total:	

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

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

Needs Assessment:

The percentage of students scoring at or above the mean scale score on the FCAT in SSS (Sunshine State Standards) Science determines the needs. The means scale score for the state was 299; the mean scale score for Brookview was 320.

Year	Physical and Chemical	Earth and Space	Life and Environmental	Scientific Thinking
# of Points Possible	12	14	13	12
Brookview 2006	8	7	7	8

1. Objective:

5th grade students will improve on the overall strands tested on the FCAT Science: Physical and Chemical, Earth and Space, Life and Environmental, and Scientific Thinking.

Strategies (including timeline)	Lead Person/Team	Resources Needed
The Science Lead Teacher plans, models and delivers instruction to meet the Science Standards and analyzes student work against elements in those standards	School-Wide Science Lead Teacher	Standards
4 th and 5 th grade teachers participate in science workshops (September – May)	Classroom teachers	Release Time/TDE
3 rd -5 th grade Science teachers will observe lessons in the Science Model Classroom	Classroom Teachers Science Lead	Release Time
All teachers in grades K-5 will use the elementary science curriculum scope and sequence to provide lessons aligned with the Sunshine State Standards. (August – May)	Classroom Teachers Science Lead	District Science Scope and Sequence
Students use non-fiction texts and research science concepts (August – May)	Classroom Teachers	Non-Fiction Books Classroom libraries
Science teachers will actively engage students in the selection of non-fiction texts. (August – May)	Classroom Teachers Science Lead	Lessons and Plans Book of the Month Standards-Science Curriculum
Engage students in hands-on opportunities to develop and reinforce scientific inquiry through teacher instructional modeling (September – May)	Science Lead Classroom Teachers	Science Curriculum Manipulatives
Science teachers incorporate the genre of Report Writing into their lessons (September – May)	Science Lead Leadership Team ELA Lead Teachers and Science Teachers	Writing Genre Standards
Science teachers will model and reinforce the inquiry method (September – May)	Classroom Teachers Leadership Team	Focus Walk Forms
Implement Science FCAT preparation (September – May)	Classroom Teachers	FCAT Practice
Implement reading strategies and features of print in Science to promote Reading in the Content Area (September – May)	Classroom Teachers	Training Materials
Create science vocabulary and word walls K-5 (September – May)	Science Teachers	Planning Time

Evaluation/Accountability:

- Observation of the application of Reading strategies in the Content Area during science lessons
- Focus Walks/Observations/Model/Demo Classroom Observations of and with teachers using instructional strategies from FCAT Content Specifications during Science will be conducted a minimum of once yearly.
- The Principal and Assistant Principal will review lesson plans during classroom visitations

Research-Based Program:

- NCEE America’s Choice Standards-based model

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

- **Planning:** The Leadership Team will review 2006 FCAT scores and the Science curriculum scope and sequence to determine needs.
- **Delivery:** Examination of the K-5 science scope and sequence will be done in quarterly grade level training. Reading and writing in science will be addressed in Early Dismissal Training and in quarterly grade level training
- **Follow-Up:** Teachers will be given the opportunity for observation in model classroom.
- **Evaluation:** Results of classroom assessments and FCAT SSS Science

Budget:

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available
*Research-Based Program(s) (Instructional Materials)	*Scott Foresman Science Series (4-5) *Harcourt Science Series (3) *Curriculum supplies and equipment *Lab supplies and equipment	District Funds	
*Research-Based Resource(s) (e.g. websites, assessment tools)			
Technology			
Professional Development	*Substitutes for Training *District Science Training	District Funds	
Other			
		Total:	

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



***Parental Involvement**

Needs Assessment:		
Objective:		
Strategies (including timeline)	Lead Person/Team	Resources Needed
Evaluation/Accountability:		
Researched-Based Program		
Professional Development Aligned with this Objective		

Budget:

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

***Return On Investment (ROI)**

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

School Safety and Discipline

Needs Assessment:		
<ul style="list-style-type: none"> • The School Climate Survey indicators for safety will indicate improvement in the overall approval rating of at least 93%. • The School Climate Survey indicators for discipline will indicate improvement in the overall approval rating of at least 83% • Reportable class II violations in 2005 – 2006 (55) 		
Objective:		
<ul style="list-style-type: none"> ▪ To decrease the number of reportable class II violations. ▪ To maintain the favorable school safety climate. 		
Strategies (including timeline)	Lead Person/Team	Resources Needed
Maintain visible evacuation maps, safety procedures and emergency plans (August – May)	Classroom Teachers Principal	Maps and procedures
Monthly fire drills and district designated tornado drills (August – May)	Principal	NA
A class discipline plan outlining rituals and routines is developed by all classroom teachers and remains consistent on grade levels (August)	Classroom Teachers	Class discipline plan
All teachers teach the rituals and routines to students in a systematic way (August – May)	Classroom Teachers	Standards School-Wide Discipline Plan Code of Student Conduct
The Leadership Team analysis data on behavioral patterns and causes and uses the information in maintaining and revising the school-wide discipline plan (as needed)	Leadership Team	Referrals Needs Assessments

Detention held weekly	Classroom teachers	Detention referrals
The In-School suspension program will continue throughout the year (September – May)	Principal Assistant Principal	In-School Suspension Log
The lock down policy of doors leading to the public parking lot, bus and car zone area will be maintained and supervised via administrative and staff support (August – May)	Principal Assistant Principal	School Security System
All visitors must enter the front office door and must receive a visitor label to wear prior to entering any part of the school facility (August – May)	Principal Staff Assistant Principal	Labels
All students will go to and from locations within the school facility/grounds in groups of two (August – May)	Faculty and Staff	Hall Passes
Evaluation/Accountability:		
<ul style="list-style-type: none"> ▪ Incident reports describing the nature of referrals written will be maintained and reviewed with the staff a minimum of three times yearly ▪ The number of referrals will be analyzed to determine the effectiveness of the discipline plan ▪ Student of the Week recognition will be held to support positive school/classroom behaviors. 		
Research-Based Program		
Professional Development Aligned with this Objective		

Budget:

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

Final Budget Summary:

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

Other			
		Total:	

SAC Members

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

Implementation Evaluation (Previously: Adequate Progress)

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

The Leadership Team will regularly revisit and discuss school-wide progress in implementing our School Improvement Plan strategies. The School Advisory Council and Shared Governance Committee meetings will also serve to inform stakeholders and provide as a platform for evaluation and input. The data acquired from the Implementation Rubric, focus walks, snapshots and the variety of assessment instruments used throughout the academic school year will serve to drive differentiated and focused early dismissal training, grade level meetings, and Leadership Team discussions. Results from the FCAT and School Climate Survey will ultimately serve to provide final evaluation on the successful implementation of our School Improvement Plan.