

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

**School Name: Parkwood Heights Elementary
School Number: 208**

Date of Public Hearing: _____

Signatures of Approval

Principal: _____ **Date:** _____

SAC Chair: _____ **Date:** _____

Cluster Chief: _____ **Date:** _____

2006-2007 SCHOOL IMPROVEMENT PLAN

School Name: Parkwood Heights Elementary

School Number: 208

2006 School Performance Grade: B

* 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:

We will provide a safe, caring, and academically challenging environment, where each student will become a productive and responsible adult.

*School Profile/Demographics:

School Achievement Data:

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

School Accountability Report

School Accountability Report													
Year	Grade	Total Points	% Meeting High Standards in Reading	% Meeting High Standards in Math	% Meeting High Standards in Writing	% Making Learning Gains In Reading	% Making Learning Gains In Math	% of Lowest 25% Making Learning Gains in Reading	% Meeting high standards Science	% of Lowest 25 % Making Learning Gains in Math	Percent Tested	Minority Rate	% Free and Reduced Lunch
2007	A	535	74	64	87	64	68	58	50	70			
2006	B	383	69	58	85	58	62	50			100	67	58
2005	A	426	72	61	90	65	73	65			100	46	53
2004	C	363	63	49	90	60	54	47			99	47	54
2003	B	401	66	53	88	66	70	58			98	44	50

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

Highly Qualified Certified Administrators/High Performance Management

Susan Golden received her M.Ed. from University of North Florida specializing in Educational Leadership. She has 33 years experience in Florida education in Duval County. After serving as a master teacher and TIS, she was appointed principal in 1980. She has been principal in four elementary schools, each performing at or above the county and state averages. Under Ms. Golden's leadership and support, Parkwood Heights continues to strive for exemplary student and teacher performance.

***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) SINs, 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

Students have additional learning opportunities during and after school for both reading and math remediation. Individual teachers at all grade levels provide tutoring assistance using the following assessment and instructional materials:

- Early Success- Fox in a Box - Grades K-2
- Soar to Success- Grade 3
- Early Reading Intervention- Grade K
- DIBELS – K-3 tested three times a year
- Story Box Reading Program – K
- FCAT Explorer – Grades 3-5
- DRA – Grades K-5
- Knowing Math- Grades 3-5
- Text Talk-Grade 3
- FCAT Test Maker- Grades 3-5
- Direct Instruction-Grades 1, 3-5
- Science Dailies by Educational Tools- Grades 4-5
- FCAT preparation materials-Grades 3-5

Additional assistance is also provided as follows:

- The YMCA Reads after school program is used for at risk first and second grade students.
- At risk students in grades three, four, and five are provided after school intensive remediation by certificated third, fourth, and fifth grade teachers.
- Teachers voluntarily hold before and after school tutoring for at risk students
- Additional assistance is provided to allow teachers to conduct their own remediation during the school day.
- Homework assistance time is provided for all children attending PrYme Time before and after school.
- Parent workshops will be held to provide assistance and understanding of the standards-based curriculum.

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:

Kindergarten

- As assessed by DIBELS, 15 % of students were identified at risk on letter naming
- 30 % of students were identified as at risk on initial sound fluency

First Grade

- 15 % of 2005-2006 first grade students did not meet the level I standard
- 15 % of identified at risk students scored at intensive or strategic on the first DIBELS administration

Second Grade

- 20 % of 2005-2006 students did not meet the level M standard
- 21 % of students were identified as intensive or strategic on the first DIBELS administration

Third Grade

- 39 % of 2005-2006 third graders scored at level 1 or level 2 on the FCAT
- FCAT data indicates emphasis needs to continue on words/phrases and compare/contrast

Fourth Grade

- 43 % of 2005-2006 fourth graders scored below level 3 on the FCAT
- FCAT data indicates emphasis needs to focus on reference/research and main idea/author's purpose

Fifth Grade

- 32 % of 2005-2006 fifth graders scored below level 3 on the FCAT
- FCAT data indicates emphasis needs to focus on main idea/author's purpose

ESE

- 95 % of 2005-2006 Grade 3-5 ESE students scored below level 3 on the 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:

- **90 % of kindergarten, first, and second grade students will meet the grade level reading standard as measured by the DRA.**
- **74 % of 3rd-5th grade students will score Level 3 or higher on the SSS component of the FCAT reading.**
- **64 % of 3rd-5th grade students will make learning gains to meet adequate progress as defined by the state of Florida**

Evaluation/Accountability:

- **Results of periodic testing and achievement in the classroom, depending on grade level (Dibels, running records, etc.)**
- **Comparison of Benchmark results in August and December**
- **FCAT results 2007**
- **Leadership team evaluates every teacher's data notebook monthly**

Strategies (including timeline)	Lead Person/Team	Resources Needed
<p><i>The following strategies will be completed by the end of the 2006-2007 school year:</i></p> <ol style="list-style-type: none"> 1. Analyze district AIDE data, DIBELS, benchmarks, diagnostics, and student progress quarterly. Results are used to group students according to need, strength, and weaknesses. 2. Continue training during early release and grade level teacher meetings on collecting, analyzing, and interpreting data from formal and informal assessments to drive instruction in their classroom and flexibly group students. 3. Train teachers on more in-depth conferencing techniques and possible strategies for moving the work towards standards prior to FCAT administration. 4. Implement departmentalization in the 2nd 9 weeks of school in 3rd, 4th, and 5th grade to provide more focused instruction in reading 	<p>Susan Golden Caroline Rehm Becky Smith Classroom Teachers</p> <p>Susan Golden Caroline Rehm Becky Smith Classroom Teachers</p> <p>Susan Golden Caroline Rehm Becky Smith Katy Cuartas Susan Pevy Corrine Ruoff Teri Bates Cheryl Booker Trudy Norton Courtney Hayes Classroom Teachers</p> <p>Teri Bates Lynn Peterson Cheryl Booker Latoyia Palmer Jeanne Smith Trudy Norton</p>	<p>DRA FCAT DIBELS Duval County Benchmark Tests Reading Diagnostic Data notebook AIDE Data</p>

<p>5. Use available school improvement funds to purchase books to enhance classroom libraries.</p>	<p>Susan Golden Becky Smith Caroline Rehm Margaret Bekkedal</p>	
<p>6. Set up four additional model classrooms (in addition to the 2 existing models), for mentoring and modeling for teachers, as well as for increasing student gains through optimal learning environments.</p>	<p>Becky Smith Katy Cuartas Susan Pevy Corrine Ruoff Teri Bates Cheryl Booker Trudy Norton</p>	
<p>7. Use differentiated instruction to target and teach students with similar needs to maximize growth and achievement daily.</p>	<p>Classroom teachers</p>	
<p>8. Implement a daily 90 minute reading block to include skills block and readers' workshop and all of its components in grades K-5.</p>	<p>Classroom teachers</p>	
<p>9. Incorporate elements of Readers' Workshop in the 2 self-contained ESE classes.</p>	<p>Karen Swineford Amy Kratz</p>	

<p>2. Objective:</p> <ul style="list-style-type: none"> • 58 % of identified bottom quartile students will make one year's growth as defined by the state of Florida
<p>Evaluation/Accountability:</p> <ul style="list-style-type: none"> • Results of periodic testing and achievement in the classroom • Comparison of August and December Benchmark results • 2007 FCAT results • Leadership team evaluation of data notebooks and safety net folders • Leadership team will log and monitor at risk students quarterly and conference with teachers

Strategies (including timeline)	Lead Person/Team	Resources Needed
<p><i>The following strategies will be completed by the end of the 2006-2007 school year:</i></p> <ol style="list-style-type: none"> 1. Analyze results of the 2005-2006 Reading FCAT and Duval County Benchmark Tests, and formulate a plan for moving students to meet standards. 2. Identify, write, and monitor Progress Monitoring Plans for students who are not meeting the standards for their grade level. 3. Utilize a variety of safety net strategies to remediate students, such as flexible small group instruction, after school tutoring, push-in tutoring one on one conferencing, and parent workshops. 4. Provide information to parents to support reading practice at home. 	<p>Susan Golden Caroline Rehm Becky Smith Classroom Teachers</p> <p>Susan Golden Caroline Rehm Becky Smith Classroom Teachers</p> <p>Susan Golden Caroline Rehm Becky Smith Classroom Teachers</p> <p>Susan Golden Caroline Rehm Becky Smith Classroom Teachers</p>	<p>FCAT Duval County Benchmarks PMP Forms Parent newsletter DRA Data notebook Student safety net folders Parent Workshops</p>
<p>*Research-Based Program:</p>		
<p>Professional Development aligned with this objective/Learning Communities (Must address planning, delivery, follow up and evaluation strands):</p> <p><u>Planning:</u></p> <ul style="list-style-type: none"> • The leadership team will review school data, IPDPs, and training surveys to plan differentiated professional development for staff. • The standards coach and grade level coaches will implement training on conferencing techniques, flexible grouping, interpreting and using formal and informal assessments to drive instruction and safety net strategies. <p><u>Delivery:</u></p> <ul style="list-style-type: none"> • On early release days and scheduled grade level training sessions the coaches will provide in-service to instructional staff, utilizing both whole group and small learning community methodology. <p><u>Follow Up:</u></p> <ul style="list-style-type: none"> • The leadership team will conduct observations and focus walks to monitor the 		

implementation of training components and support learning.

Evaluation:

- The leadership team will conduct observations and focus walks to evaluate the implementation of training components.

Budget:

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available
*Research-Based Program(s) (Instructional Materials)			
*Research-Based Resource(s) (e.g. websites, assessment tools)			
Technology	FCAT Test Maker	School Improvement Funds	\$4000
Professional Development			
Other	Classroom Libraries	School Improvement Funds	\$2000
	FCAT Preparation Materials	School Improvement Funds	\$1000
		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:

First Grade

- 20 % of 2005-2006 students did not produce mastery on math diagnostic

Second Grade

- 50 % of 2005-2006 students did not produce mastery on math diagnostic

Third Grade

- 47 % of third graders scored below level 3 on the 2005-2006 FCAT
- Data indicated emphasis needs to continue in the area of Geometry

Fourth Grade

- 48 % of fourth graders scored below level 3 on the 2005-2006 FCAT
- Data indicated emphasis needs to continue in the area of number sense and algebraic thinking

Fifth Grade

- 51 % of fifth graders scored below level 3 on the 2005-2006 FCAT
- Data indicated emphasis needs to continue in the area of algebraic thinking and measurement.

E.S.E

- 0% of E.S.E. (3-5) students scored level 3 or higher.

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:

- **80% of current first and second grade students will perform at 80% mastery on the math diagnostic.**
- **64 % of 3rd-5th grade students will score Level 3 or higher on the SSS component of the FCAT math.**
- **68 % of 3rd-5th grade students will make learning gains to meet adequate progress as defined by the state of Florida.**

Strategies (including timeline)	Lead Person/Team	Resources Needed
<p><i>The following strategies will be completed by the end of the 2006-2007 school year:</i></p> <p>1. Analyze district AIDE data, benchmarks, diagnostics, and student progress quarterly. Results are used to group students according to needs,</p>	<p>Susan Golden Caroline Rehm Becky Smith</p>	<p>Math Investigations Manipulatives Math Diagnostics FCAT Math Performance Standards</p>

<p>strengths, and weaknesses.</p> <p>2. Continue training for teachers on collecting, analyzing, and interpreting data from formal and informal assessments to drive instruction in their classroom and flexibly group students.</p> <p>3. Train teachers on student conferencing and grouping techniques for the purpose of differentiating instruction</p> <p>4. Implement departmentalization in 3rd, 4th, and 5th grade to provide more focused instruction in math.</p> <p>5. Implement a daily 90 minute math block to include a 30 minute math skills block and a 60 minute workshop that includes all components of the Math Investigations curriculum in grades K-5.</p>	<p>Christy Gentzkow Classroom Teachers</p> <p>Christy Gentzkow Kenya Downer Kinna Costello Deanna Edwards Jodi Katz Aisha Pickney</p> <p>Christy Gentzkow Kenya Downer Kinna Costello Deanna Edwards Jodi Katz Aisha Pickney</p> <p>Christy Gentzkow Kelly Robertson Jodi Katz Robert Carley Aisha Pickney</p> <p>Classroom Teachers</p>	<p>Duval County Benchmarks Pacing guides Formative Assessments</p>
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Evaluation/Accountability:

- **Results of periodic testing and achievement in the classroom, depending on grade level**
- **Comparison of Benchmark results in August and December**
- **FCAT results 2007**
- **Leadership team evaluates every teacher's data notebook monthly**

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

Planning:

- **The leadership team will review school data, IPDP, and training surveys to plan differentiated professional development for staff.**
- **The math coach and grade level coaches will implement training on conferencing techniques, flexible grouping, interpreting and using formal and informal assessments to drive instruction and safety net strategies.**

Delivery:

- **On early release days and scheduled grade level training sessions the coaches will**

provide in-service to instructional staff, utilizing both whole group and small learning community methodology.

Follow Up:

- The leadership team will conduct observations and focus walks to monitor the implementation of training components and support learning.

Evaluation:

- The leadership team will conduct observations and focus walks to evaluate the implementation of training components.

2. Objective:

- 70 % of identified bottom quartile students will make one year’s growth as defined by the state of Florida

Strategies (including timeline)	Lead Person/Team	Resources Needed
<p><i>The following strategies will be completed by the end of the 2006-2007 school year:</i></p> <ol style="list-style-type: none"> Analyze results of the 2005-2006 Math FCAT, Duval County Benchmark Tests, and math diagnostics to identify students needing safety nets Write Progress Monitoring Plans for identified students with ongoing monitoring. Utilize a variety of safety net strategies to remediate students, such as flexible small group instruction, Knowing Math, after school tutoring, push-in tutoring, one on one conferencing, and parent workshops. Provide information to parents to support math practice at home. 	<p>Susan Golden Caroline Rehm Becky Smith Christy Gentzkow Classroom Teachers</p> <p>Susan Golden Caroline Rehm Becky Smith Christy Gentzkow Classroom Teachers</p> <p>Classroom Teachers</p> <p>Christy Gentzkow Kenya Downer Kinna Costello Deanna Edwards Jodi Katz Aisha Pickney Classroom Teachers</p>	<p>Knowing Math Math Investigations Math Performance Standards Manipulatives FCAT Duval County Benchmarks PMP Forms Parent Workshops</p>

Evaluation/Accountability: <ul style="list-style-type: none"> • Results of periodic testing and achievement in the classroom • Comparison of August and December Benchmark results • 2007 FCAT results • Leadership team evaluation of data notebooks and safety net folders • Leadership team will log and monitor at risk students quarterly 		
Research-Based Program:		
Professional Development Aligned with this Objective/Learning Communities (Must address planning, delivery, follow up and evaluation strands): Planning: <ul style="list-style-type: none"> • The leadership team will review the data and discuss safety net strategies that will most benefit the at risk students Delivery: <ul style="list-style-type: none"> • On selected early release days and grade level training sessions the coaches will provide in-service to instructional staff on the new Progress Monitoring Plan form and safety net strategies Follow Up: <ul style="list-style-type: none"> • The leadership team will be conducting focus walks to monitor students' progress as evidenced in the safety net folders • The leadership team will log and monitor at risk students quarterly Evaluation: <ul style="list-style-type: none"> • 2007 FCAT results 		

Budget:

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available
*Research-Based Program(s) (Instructional Materials)			
*Research-Based Resource(s) (e.g. websites, assessment tools)			
Technology	FCAT Test Maker	School Improvement Funds	\$4000
Professional Development			

Other	FCAT Preparation Materials	School Improvement Funds	\$1000
		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 by

- 25% of all fourth grade students scored below 3.5 on the 2005-2006 FCAT Writing Test
- Only 64 % of students taking the Narrative portion scored 3.5 or better.
- Although 75 % of fourth grade students scored a 3.5 or higher, only 64 % scored a 4.0 or higher.
- 90 % of ESE fourth grade students scored below 3.5 on the 2005-2006 FCAT Writing Test.

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

- **87 % of all fourth grade students will score at level 3.5 or higher on the 2006-2007 FCAT Writing Test**
- **75 % of all fourth grade students will score at level 4.0 or higher on the 2006-2007 FCAT Writing Test**

Strategies (including timeline)	Lead Person/Team	Resources Needed
<p><i>The following strategies will be completed by the end of the 2006-2007 school year:</i></p> <ul style="list-style-type: none"> • Analyze the results of the 2005-2006 FCAT Writing Test • Fully implement Writers' Workshop in all classrooms • Prescriptively teach writing strategies to all students • Focus on conferencing with students to evaluate how they are progressing toward the standards • Track and assess student writing performance using class monitoring forms and monthly writing prompts • Analyze student writing at teacher training and meetings to identify students' progression towards meeting the elements of the standards and plan instruction accordingly 	<p>Susan Golden Caroline Rehm Becky Smith Classroom teachers</p> <p>Classroom teachers</p> <p>Classroom teachers</p> <p>Classroom teachers</p> <p>Susan Golden Caroline Rehm Becky Smith Classroom teachers</p> <p>Susan Golden Caroline Rehm Becky Smith Classroom teachers</p>	<p>PMP Folders Monthly Writing Prompts Writing Performance Standards Student writing portfolios</p>

<ul style="list-style-type: none"> Implement departmentalization in 3rd, 4th, and 5th grade to provide more focused instruction in writing 	Trudy Norton Jeanne Smith Cheryl Booker Latoyia Palmer Teri Bates Lynn Peterson	
<ul style="list-style-type: none"> Incorporate elements of Writers' Workshop in the 2 self-contained ESE classes. 	Karen Swineford Amy Kratz	

Evaluation/Accountability:

- Results of 2006-2007 FCAT Writing Test**
- Monthly writing prompt results monitored by Leadership Team**
- Evaluate and score student writing during fourth grade teacher meetings**

Research-Based Program:

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

Planning:

- On the 2006 initial training needs assessment, teachers indicated areas of weakness including rubrics, genre studies, and conferencing.**

Delivery:

- Standards coach and grade level standards coaches will differentiate writing training based on individual teacher needs.**

Follow Up:

- Standards coach will monitor and provide additional assistance for teachers in writing.**

Evaluation:

- Scoring of monthly prompts**
- Focus walks by Leadership Team**
- 2007 FCAT writing results**

Budget:

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

assessment tools)			
Technology			
Professional Development			
Other	Writing Performance Counts	School Improvement Funds	\$800
		Total:	\$800

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:

- **80 % of fifth grade students scored below level 3 on the 2005-2006 FCAT Science Test**

1. Objective:

- **50 % of fifth grade students will score at level 3 or higher on the 2006-2007 FCAT Science Test**

Strategies (including timeline)	Lead Person/Team	Resources Needed
<p><i>The following strategies will be completed by the end of the 2006-2007 school year:</i></p> <ul style="list-style-type: none"> • Set up a 3rd grade and 5th grade model science classroom by December 2006 • Hold teacher meetings for planning and delivering instruction according to the scope and sequence of the elementary science curriculum and the pacing guides within the first 2 months of 2006-2007 school year • Teachers will meet regularly to assess their progress towards meeting the curriculum guidelines according to the Duval County Science Scope and Sequence • Analyze 2005-2006 FCAT Science test data to drive classroom instruction • Implement departmentalization in third, fourth, and fifth grade to provide focus on science instruction 	<p>Susan Golden Caroline Rehm Becky Smith Lynn Shouplin Kelly Neil Kelly Robertson</p> <p>Susan Golden Caroline Rehm Becky Smith Lynn Shouplin Classroom teachers</p> <p>Classroom teachers</p> <p>Susan Golden Caroline Rehm Becky Smith Lynn Shouplin Classroom teachers</p> <p>Kelly Neil Robert Carley Jodi Katz Christy Gentzkow</p>	<p>District Science Training TDE Time Supplemental Materials</p>

<ul style="list-style-type: none"> • Incorporate Science content into Reading and Writing Workshop 	Kelly Robertson Lynn Shouvlin Classroom teachers	
Evaluation/Accountability: <ul style="list-style-type: none"> • Results of the 2006-2007 FCAT Science Test • Science focus walks conducted by the leadership team 		
Research-Based Program:		
<p>Professional Development Aligned with this Objective/Learning Communities (Must address planning, delivery, follow up and evaluation strands):</p> <p><u>Planning:</u></p> <ul style="list-style-type: none"> • The Science Lead Teacher and PDF will coordinate district training opportunities both at the school and district level. • Model classrooms will be identified and set up in the first half of the school year. • The leadership team will analyze Science data and determine the first steps in science training. <p><u>Delivery:</u></p> <ul style="list-style-type: none"> • Third, fourth, and fifth grade representatives will attend district science workshops throughout the year. • Science lead teacher and standards coach will deliver school-based training to all staff. <p><u>Follow Up:</u></p> <ul style="list-style-type: none"> • Science teachers will use information from workshops to set up model science classrooms. Leadership team will monitor implementation through focus walks <p><u>Evaluation:</u></p> <ul style="list-style-type: none"> • Results of model classroom's assessments • 2007 FCAT Science results 		

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Budget:

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available
*Research-Based Program(s) (Instructional Materials)			
*Research-Based Resource(s) (e.g. websites, assessment tools)			
Technology			
Professional Development			
Other	FCAT Science Dailies	School Improvement Funds	\$800
	FCAT Test Maker	School Improvement Funds	\$4000
	Science materials to set up model classrooms	Private Grant Funded	\$1000
		Total:	\$5800

***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"> • There were 175 discipline referrals during the 2005-2006 school year • During the months of April and May, the combined number of discipline referrals was 59 • There were 116 reported accidents during the 2005-2006 school year • 68 (59 %) of those accidents occurred on the playground 		
Objective: <ul style="list-style-type: none"> • The number of discipline referrals for all class offenses will decrease school wide by 10 % • The number of accidents will decrease by 30 % school wide • The number of playground related accidents will be decreased by 50 % 		
Strategies (including timeline)	Lead Person/Team	Resources Needed
<p><i>The following strategies will be completed by the end of the 2006-2007 school year:</i></p> <ul style="list-style-type: none"> • The Assistant Principal will meet with and train all faculty and staff members on the school wide discipline plan • Teachers will refer students to Full-Service for behavioral interventions • Teachers will use in-class interventions prior to sending a student to the office with a discipline referral. (Except in cases involving danger to the safety of the students) • All classrooms will participate in organized play activities during recess • In order to reduce the number of students on the playground at one time, all classes will follow a playground schedule • Guidance counselor will meet with small groups of students for adjustment and mentoring 	<p>Susan Golden Caroline Rehm Becky Smith Classroom Teachers</p> <p>Susan Golden Caroline Rehm Becky Smith Classroom Teachers</p> <p>Classroom teachers</p> <p>Classroom teachers</p> <p>Classroom teachers</p> <p>Sherry Sommers</p>	<p>Classroom behavior charts Card stock and binder rings for flip cards</p> <p>Full Service referral forms</p> <p>Discipline folders</p>

Evaluation/Accountability: Monthly Discipline reports Monthly safety reports School accountability report		
Research-Based Program		
Professional Development Aligned with this Objective <ul style="list-style-type: none"> • Monthly discipline reports will be presented to all teachers • 2 school representatives will attend district safety workshops • School safety plan will be presented to the faculty • District safety representative will provide in-service to teachers on school safety • Assistant principal will mentor teachers in need of classroom management assistance 		

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	FCAT Test Maker	School Improvement Funds	\$4000
	FCAT Preparation Materials-Reading & Math	School Improvement Funds	\$2000
	Writing Performance	School Improvement	\$800

	Counts	Funds	
	Science Dailies	School Improvement Funds	\$1000
	Science model classroom materials	Private Grant Funded	\$1000
	Classroom Libraries	School Improvement Funds	\$2000
		Total:	\$10,800

SAC Members

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

<p>Implementation Evaluation (Previously: Adequate Progress)</p> <p>Describe plans for ongoing and final evaluation on the extent of successful implementation of the school improvement plan and other school improvement efforts.</p> <p>The leadership team will continuously monitor the school improvement plan. We will have full faculty input and review twice a year to monitor the successful implementation of our school improvement efforts. If needed, revisions can be made at that time if success is not being achieved.</p> <p>Our final evaluation will be determined at the end of the 2006-2007 school year when FCAT results are provided and school grades are determined. We will also determine through leadership team and teacher collaboration whether our primary grade level objectives have been met. The information gathered from our school improvement plan review will be used to plan for our school improvement objectives for the 2007-2008 school year with the goal of continuous improvement.</p>
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