

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

**School Name: Don Brewer Elementary
School Number: 217**

Date of Public Hearing: _____

Signatures of Approval

Principal: _____ **Date:** _____

SAC Chair: _____ **Date:** _____

Cluster Chief: _____ **Date:** _____

2006-2007 SCHOOL IMPROVEMENT PLAN

School Name: Don Brewer Elementary
School Number: 217

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:**
To provide a safe learning environment where students are challenged daily to meet high academic expectations through standards based instruction and to nurture in each student a life-long love of learning and a commitment to responsible citizenship.

***School Profile/Demographics:** Not Applicable

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

217											
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	Percent Tested	Minority Rate	% Free and Reduced Lunch
2007*	A	559	84	80	85	68	66	64	100	--	--
2006	A	451	81	77	82	62	60	58	100	51	36
2005	A	432	82	77	74	67	72	60	100	35	37
2004	A	446	81	72	89	71	70	63	98	32	31
2003	N	410	76	64	86	66	63	55	100	34	32

***Targeted Student Performance**

****School Match (schools TBD)**
Not Applicable

Highly Qualified Certified Administrators/High Performance Management

Principal

Annetta Kornblum received her Bachelor’s in Elementary Education from Miami University. She went on to receive her Masters in Educational Leadership from the University of North Florida. She has 26 years experience in education having taught in Florida for Duval County Public Schools, (13 years) and in Georgia for Dekalb, County Schools (3 years). After 16 years of experience in the classroom, she served as TIS at Oak Hill Elementary and was appointed principal of Southside Estates Elementary. Her excellence at Southside Estates led to her appointment as principal of Don Brewer Elementary which she opened in 2002 and has maintained as a high performing school.

In addition to her successful leadership at Don Brewer, a high performing elementary school, she is a member of several professional organizations and has served on various district committees. She currently serves as President of Duval Elementary School Principals (DESP).

Assistant Principal

Laura Bowes has a Bachelor in Elementary Education and a Masters in Educational Leadership from the University of North Florida. She has 17 year teaching experience with Duval County Public Schools. After 17 years in the classroom, she transitions in to administration as TIS at Don Brewer Elementary where she currently serves as an assistant principal.

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

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

Not Applicable

*** 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?

Not Applicable

***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.

Not Applicable

*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:

Not Applicable

***Teacher Mentoring**

Describe your school’s Teacher Mentoring Program.

Not Applicable

Extended Learning Opportunities/Safety Nets

In-School Interventions: The staff is committed to providing students Safety Net opportunities during the school day by continually analyzing student data, and through the use of differentiated instruction, targeted skills blocks, Readers Workshop, Writer's Workshop, and Math Investigation. In addition, the following instructional materials are used to identify and remediate student needs:

*Accelerated Reader	*FCAT Explorer	*Orchard Software	*FCAT Simulation (third grade)
* In-Class Tutoring	*DRA	*Pull-Out Tutoring	*River Deep
* Benchmark Testing			

Progress Monitoring Plans: A variety of assessments (DRA, FCAT) are used to identify students who need specific intensive strategies to remediate academic deficits.

After-School Enrichment: An after school program designed to target the enrichment needs of students who are functioning on and/or above grade level.

Additional Assistance:

- Parent and community volunteers mentor and tutor struggling during the day.
- Volunteer teachers who provide assistance to students in their class after school.
- The STAR (Drop-Out Prevention) program is offered for above age students who qualify.

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:

- 82% of students in grade 3, 74% of students in grade 4, and 66% of students in grades 5 scored level 3 or higher
- Of the 3rd grade subgroups tested 85% of White, 78% of Black, and 75% of Economically Disadvantaged, and 53% of Exceptional Education Students (ESE) scored at level 3 or above.
- Of the 4th grade subgroups tested 83% of White, 64% of Black, 57 % of Economically Disadvantaged, and 39% of Exceptional Education Students (ESE) scored at level 3 or above
- Of the 5th grade subgroups tested 80% of White, 50% of Black, 50% of Economically Disadvantaged, and 42% of Exceptional Education Students (ESE) scored at level 3 or above.
- Of the subgroups tested, 57% of 4th grade students and 54% of fifth grade students showed at least one year's growth over the previous year's FCAT Reading Standards component (SSS).

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:

84% of all 3 – 5 grade students tested will score Level 3 or higher on the SSS component of FCAT Reading. 68% of all students will make learning gains to meet adequate progress as defined by the state.

Evaluation/Accountability:

1. Teachers will maintain data notebooks, student portfolios, and lesson plans that will be monitored by the leadership team through focus walks. In addition, monthly common planning time will be used to address student needs so that class instruction will match the identified needs of students.
2. Student performance will be monitored all year long through the formal and informal assessments identified below (8/06-5/07):
 - Observations
 - Mid-year Exams
 - Class Work
 - Student Conferencing
 - Unit Theme Test
 - Benchmark Testing
 - End of Year Tests
 - DRA (Spring)
 - FCAT
 - Accelerated Reader
 - Star Reader
 - FCAT Explorer

○ Orchard

3. Quarterly review of the effectiveness of safety net program and challenged students will be implemented by the Leadership Team. (8/06-5/07)

Strategies (including timeline)	Lead Person/Team	Resources Needed
<ul style="list-style-type: none"> • Teachers will analyze results of last year’s FCAT scores as well as results of Benchmark Assessment in grades 3-5. (8/06-5/07) • Teachers will have common planning time allotted each grading period (Resource Days) to analyze data to meet students’ needs. (8/06 – 5/07) • Evaluate current test data (Formative and teacher made tests). 8/06-8/07 • Administer Running Records/DRA. (8/06-8/07) • Use assessments in Scott Foresman Reading Series. (8/06-8/07) • Benchmark Assessment will be given to all students. (8/06 – 12/06) • The leadership team and staff will review the AIDE data. (8/06 – 5/07) • Continue use of workshop model to ensure opportunity for students to work on their level. (8/06-5/07) • Provide differentiated instruction based on the identified needs of students. (8/06-5/07) • Group students based on identified needs. (8/06-5/07) • Professional development will focus on: <ul style="list-style-type: none"> * Differentiated Instruction * Model Classrooms * Author and Genre Study * Class Planning and Curriculum Mapping (8/06-5/07) • Teachers will be provided a “Book of the Month to encourage reading and responding to good literature. (8/06-5/07) • Display students’ responses to literature. (8/06-8/07) • Utilize model classrooms to assist teachers in implementing “best practices.” (8/06-5/07) • School-wide Word Wall (8/06 – 5/07) • School-wide Word of the day “Wall-do Words” (8/06 – 5/07) • Develop and assign students to Safety Net 	<p>Classroom Teachers</p> <p>Principal, Resource teachers, Standards Coach</p> <p>Leadership Team, Teachers</p> <p>Classroom Teacher</p> <p>Classroom Teacher</p> <p>Test Coordinator Classroom Teacher</p> <p>Leadership Team</p> <p>Classroom Teachers</p> <p>Classroom Teacher Tutors ESE Resource</p> <p>Standards Coach Leadership Team Model Classroom Teachers</p> <p>Leadership Team</p> <p>Classroom Teacher</p> <p>Standards Coach Leadership Team Classroom Teachers/Staff</p>	<p>Classroom teachers</p> <p>Principal, Resource teachers, Standards Coach</p> <p>Leadership Team, Teachers</p> <p>Classroom Teacher</p> <p>Classroom Teacher</p> <p>Test Coordinator</p> <p>Leadership Team</p>

<p>Programs (8/06 – 5/07)</p> <ul style="list-style-type: none"> • Provide tutoring to students in small groups during school (8/06-5/07) • Provide FCAT test-taking strategies for students identified in need of remediation on school club days. (8/06-5/07) • Provide after school enrichment to students who scored Level 4 and Level 5 on the previous year’s FCAT assessment. (9/06 – 3/07) • Provide access to the Target Team Referral System (8/05-5/06) <ul style="list-style-type: none"> ○ Provide access to technology for introduction, maintenance, and remediation of concepts: (8/06 – 5/07) ○ Orchard ○ FCAT Explorer ○ Star Reader ○ Accelerated Reader-Purchase additional titles. ○ FCAT Simulation (third grade) 	<p>Leadership Team Leadership Team Classroom Teachers Staff, Teachers, Tutors</p> <p>Classroom Teachers</p> <p>Teachers, Tutors</p> <p>Guidance Counselor Principal</p> <p>Classroom teachers</p>	
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<p>Research-Based Program:</p> <ul style="list-style-type: none"> ❖ Scott Foresman Reading Series ❖ River Deep ❖ Orchard ❖ Star Reader ❖ Accelerated Reader ❖ FCAT Simulation ❖ FCAT Explorer
<p>Professional Development aligned with this objective/Learning Communities (Must address planning, delivery, follow up and evaluation strands):</p> <p>Strategy 1: Planning- Teachers will be provided Sub-Strand profile sheets to group students according to their strengths and weaknesses. Delivery- Staff will be trained in the use AIDE data, and then grade levels will be given a day of common planning to review/assemble the data and target areas of instruction. Follow up- Each grade level will submit to the Leadership Team a list of challenged students, a strategy plan for the grade level to address grade level deficiencies, and maintain a data notebook. Grade levels will receive common planning time each month to address student needs and increase training opportunities. Evaluation-The leadership team will conduct focus walks to look for evidence of the application of diagnostic information through differentiated instruction.</p> <p>Strategy 2: Planning- Teachers will receive additional professional development on differentiated instruction.</p>

Delivery- Standards Coach will facilitate Early Release, Common Planning Resource Days, and professional book talks. In addition, the Standards Coach will model varying strategies in each classroom.

Follow up- Teachers will provide differentiated instruction in the classroom that will be monitored through lesson plans and focus walks.

Evaluation- Lesson plan review and classroom observation by leadership team.

Budget:

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available
*Research-Based Program(s) (Instructional Materials)	(CCRP) Comprehensive Core Reading Program- Scott Foresman	District	Not Applicable
*Research-Based Resource(s) (e.g. websites, assessment tools)	Orchard	School Improvement Funds	\$0.00
	Accelerated Reader FCAT Explorer	School Recognition FLDOE	\$250.00 Not Applicable
Technology			
Professional Development	District Training Reading Conferences	School Improvement	Not Applicable
Other	Safety Net Tutors	Full Service Schools Grant SAI Funds	\$2500.00 \$2500.00
		Total:	\$5,250.00

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

-Not Applicable-

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:

- 80% of students in grade 3, 74% of students in grades 4, and 58% of students in grades 5 scored level 3 or higher.
- Of the 3rd grade subgroups tested 90% of White, 65% of Black, 63% of Economically Disadvantaged, and 66% of ESE students scored level 3 or higher.
- Of the 4th grade subgroups 80% of White, 65% of Black, 58% of Economically Disadvantaged, and 42% of ESE students scored level 3 or higher.
- Of the 5th grade subgroups 80% of White, 38% of Black, 43% of Economically Disadvantaged, and 32% of ESE students scored level 3 or higher.
- Of the subgroups tested 55% of 4th grade students, and 56% of fifth grade student showed at least one year’s growth over the previous year’s FCAT Reading Standards Component (SSS).

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 all 3 – 5th grade students tested will score Level 3 or higher on the SSS component of FCAT Math.
66% of all students will make learning gains to meet adequate progress as defined by the state.

Strategies (including timeline)	Lead Person/Team	Resources Needed
<ul style="list-style-type: none"> • Use District provided assessment results (FCAT, Benchmark Assessment) and Class Profile Data to determine instructional needs. (8/06-5/07) 	Classroom Teachers	District Materials
<ul style="list-style-type: none"> • Administer diagnostic and summative tests. (8/06-5/07) 	Classroom Teachers	District Formatives/Summative
<ul style="list-style-type: none"> • Evaluate test data from teacher made assessments. (8/06-5/07) 	Classroom Teachers	
<ul style="list-style-type: none"> • Analyze data generated from network software: (8/06-5/07) <ul style="list-style-type: none"> * FCAT Simulator (Grade 3) * FCAT Explorer * Orchard 	Classroom teachers	
<ul style="list-style-type: none"> • Continue use of Math Investigations curriculum. (8/06-5/07) 	Classroom Teacher	
<ul style="list-style-type: none"> • Implement daily Math Skills Block (8/06-5/07) 	Classroom Teacher	
<ul style="list-style-type: none"> • Provide flexible grouping of students based on their individual needs. (8/06-5/07) 	Classroom Teacher	
<ul style="list-style-type: none"> • Differentiate instruction based on identified 	Classroom Teacher	

<p>needs. (8/06-5/07)</p> <ul style="list-style-type: none"> Utilize model classrooms to assist teachers in implementing “best practices.” (8/06-5/07) Use small group instruction through Math Investigations, Sunshine Math program, Orchard software, and FCAT Explorer to help students meet mathematics performance standards correlated to the Sunshine State Standards. (8/06-5/07) Develop and assign students to Safety Net Programs. (8/06-5/07) Provide additional staff to tutor students in small groups during school. (8/06-5/07) Provide FCAT test-taking strategies for students identified in need of remediation on school club days. (8/06-5/07) Provide after school enrichment to students who scored Level 4 and Level 5 on the previous year’s FCAT assessment. (9/06 – 3/07) Provide access to the Target Team Referral System. (8/05-5/06) Provide access to technology for introduction, maintenance, and remediation of concepts: (8/06-5/07) *Orchard *FCAT Explorer Administer pre-test for each Math Investigations unit (10/06 – 5/07) Participate in district Coaching Cycle-8 week cycle focused on improving math performance. (9/06 – 12/06) Implement school-wide math skill of the month. (10/06-5/07) Standards based bulletin boards. (8/06-5/07) School-wide Word Wall. (8/06 – 5/07) School-wide Word of the day “Wall-do Words.” (8/06 – 5/07) 	<p>Classroom Teacher Standards Coach Classroom Teacher</p> <p>Standards Coach</p> <p>Classroom Teachers Standards Coach Leadership Team Leadership Team</p> <p>Classroom Teachers</p> <p>Enrichment Teachers/Tutors</p> <p>Leadership Team Guidance Counselor</p> <p>Classroom Teacher</p> <p>Classroom Teacher Standards Coach</p> <p>Leadership Team Classroom Teachers</p> <p>Standards Coach Classroom Teachers Leadership Team</p> <p>Leadership Team</p>	<p>District Guidelines</p> <p>Full Service Schools Grant</p> <p>SAI Funds</p> <p>Extended Day Program</p> <p>District Coaching Staff</p> <p>Curriculum Materials –Math Investigations</p>
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Evaluation/Accountability:

- Student performance will be monitored year long.
- DATA Notebooks.
- Formal and informal assessments will be used by teachers (8/06-5/07):
 - * Observations
 - * Benchmark Administrations
 - * Mid-year Exams
 - * Class work
 - * Student Conferencing
 - * Unit theme test
 - * Teacher made tests
 - * End of year tests
 - * FCAT
- Quarterly review of the effectiveness of safety net program and challenged students. (8/06-5/07)
- Monthly common Planning time will be used to address student needs.
- Individual teacher lesson plan books and assessment notebooks to document targeted application of lessons based on student needs as demonstrated by assessment results.
- The leadership team will conduct focus walks and review staff lesson plans.
- Student PMP's reflect application of appropriate safety nets
- Results of periodic testing and achievement in the classroom, depending on grade level (pacing guide, math formative assessments, etc.)
- Comparison of Benchmark results from both August and December will be made to identify growth as well as areas of concern.
- 2007 FCAT results

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

Strategy 1

Planning- The school's standard coach will conduct training sessions on accessing and using the AIDE data.

Delivery: Teachers will be provided tracking forms to monitor mastery of standards.

Follow-up- Tracking forms will be used to plan instruction.

Evaluation: Grade level teachers and the Leadership Team will review student progress quarterly to determine effectiveness of instructional delivery.

Strategy 2:

Planning- Teachers will be provided Sub-Strand profile sheets to group students according to their strengths and weaknesses.

Delivery- Grade levels will be given a day of planning to review AIDE/Benchmark data and target areas of strengths and weaknesses.

Follow up- Each grade level will provide a list of challenged students, a strategy plan for the grade level to address, grade level deficiencies, and maintain a data notebook. Grade levels will receive common planning time each month to address student needs.

Evaluation-The leadership team will conduct focus walks to look for evidence of application of diagnostic information.

Strategy 3:

Planning- Teachers will receive professional development on differentiated instruction.

Delivery- Standards Coach will facilitate Early Release, Common Planning Resource Days, and professional book talks. Teachers will observe Model Classrooms to learn differentiated instructional strategies. In addition, the Standards Coach will model varying strategies in each classroom.

Follow up- Teachers will provide differentiated instruction in the classroom that will be monitored through lesson plans and focus walks.

Evaluation- Lesson plans will be reviewed by the Leadership Team.

Research-Based Program:

- *Math Investigations *Orchard Software *FCAT Explorer *FCAT Simulation
- *FCAT Prep Materials – Buckle Down, Measuring Up, Test Ready

Budget:

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available
*Research-Based Program(s) (Instructional Materials)	Math Investigations	District Funding	Not Applicable
*Research-Based Resource(s) (e.g. websites, assessment tools)	FCAT Explorer Orchard FCAT Simulation FCAT Prep Materials	FLDOE School Improvement Funds District Funds School Improvement Funds	Not Applicable Not Applicable \$5,000.00
Technology			
Professional Development	Coaching Cycle	District Training	Not Applicable
Other	Safety Net Tutoring	Full Service Grant SAI Funds	\$2500.00 \$2500.00
		Total:	\$10,000.00

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

Not Applicable

Goal 1: Academic Performance (Writing)

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

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

Needs Assessment:

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

Of all subgroups tested, 82% of all 4th graders were proficient in Writing.

Of all subgroups tested, 57% of all 4th graders scored 4.0 or higher on FCAT Writing.

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

- 85% of 4th grade students tested will be proficient in Writing.

Strategies (including timeline)	Lead Person/Team	Resources Needed
School-wide writing prompts (August – December-Monthly; January-February Weekly Writing Prompts; March-May - Monthly) scored by a common grade level rubric. (8/06-5/07)	Standards Coach Leadership Team	Release time (Resource Days) will be provided for grade levels to analyze student work.
Writers Workshop will be fully implemented (08/06 – 05/07)	Standards Coach Classroom Teacher Leadership Team	
Conduct model lessons to be observed in all grades. (8/06-5/07)	Standards Coach	
Writing Portfolios will be maintained for each student (08/06 – 5/07)	Classroom Teacher	
Utilize Model Classrooms to assist teachers in “best” teaching practices (08/06 – 05/07)	Standards Coach Classroom Teacher Leadership Team	Release time for observations.
Provide instructional support to teachers as needed. (8/06-5/07)	Leadership Team Standards Coach Model Classroom Teachers	
Provide parents a sampling of writing that meet state standards. (9/06 – 4/07)	Leadership Team	
Review FCAT Writing 2006 Data CD with faculty to identify strengths and weaknesses (8/06-5/07)	Leadership Team	FLDOE
Collect baseline writing sample in all grades. (08/06)	Leadership Team	School Based
Analyzed student writing at early release day training sessions (09/06 – 05/07)	Standards Coach	
Collect grades writing samples from school-wide cold prompts. (8/06-5/07)	Leadership Team	
Classroom Writing Profile sheets will track student mastery of standards: Baseline piece (August) - Mid-year Review (December) - End of year Review (May)	Standards Coach	

Evaluation/Accountability:

- Formal and informal assessments will be used by teachers:
 - * Observations
 - * Mid-year Writing Piece
 - * End of year Writing Piece
 - * Class work
 - * Student Conferencing
- School-wide writing prompts monitored by Leadership Team.
- Leadership Team will collect and review cold writing samples and finished products.
- Classroom Writing Profile sheets will be collected during the months of August, December, and May.
- Grade Level Grading Swaps - teachers will exchange and grade each others papers quarterly.
- 2007 Florida Writes Results.

***Research-Based Program:**

"State Content Standards drive the instructional approach"

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

Planning- Standards Coach will pull together writing resources from district trainings.

Delivery- Standards Coach will provide grade levels with training for creating an effective portfolio system and rubrics. Student writing will be analyzed at Early Release Day trainings.

Follow up- The Leadership Team will provide assistance for teachers who struggle with the use of rubrics, portfolios, and differentiated instruction.

Evaluation- Analysis of the writing prompts submitted to leadership team for needed staff training. 2007 Florida Writes 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	Standards Coach District Training	District	\$0.00
Other			
		Total:	\$0.00

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:

37% of all fifth grade students scored at or above Level 3 of the Science component of the FCAT SSS.

1. Objective:

42% of all fifth grade students will score at or above Level 3 on the Science component of the FCAT SSS.

Strategies (including timeline)	Lead Person/Team	Resources Needed
Teachers will analyze results of FCAT Science Standards Component. (8/06-5/07)	Principal Classroom Teacher	AIDE Data
Teachers will meet to plan hands-on instruction using the New Performance Standards. The Standards Coach will monitor and assist them as needed in this process.(8/06-5/07)	Classroom Teachers Standards Coach	
District provided workshop for representatives from each grade level. (8/06-5/07)	Classroom Teacher Standards Coach PDF	TDE release time District Training
Continue to provide students and teachers access to school science lab to conduct hands-on activities.(8/06-5/07)	Science Lead Teacher Classroom Teacher	
Teachers will observe Science Lead Teacher's classroom(8/06-5/07)	Standard Coach Science Lead Teacher	
Science lab enrichment teacher will conduct weekly lessons/experiments for each fifth grade class. (08/06 - 05/07)	Certificated Parent Volunteer	
Sponsor school wide science activities for students and parents to engage in (Science Fair Night, Invention Convention). (8/06-5/07)	Standards Coach Classroom Teachers	

Evaluation/Accountability:

- Formal and informal assessments will be used by teachers (8/06-5/07):
 - * Observations
 - * Class work
 - * Student Conferencing
 - * Teacher made tests
 - * End of year tests
 - * Unit theme test
 - * FCAT
- Lesson Plan books
- Student work
- Leadership Team Focus Walk conference Logs
- 2007 FCAT Science SSS results

Research-Based Program: Scott Foresman Science 2006

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

Planning- Lead Science Teacher will assist grade level teachers in developing assessments to evaluate the four strands in the curriculum.

Delivery- Teachers will use the classroom and school science lab to implement a hands-on science curriculum.

Follow up- The Leadership Team will observe and provide feedback.

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)			
*Research-Based Resource(s) (e.g. websites, assessment tools)			
Technology			
Professional Development	District Science Training	Not Applicable	\$0.00
Other:			
		Total:	\$0.00

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

Not Applicable

***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

<p>Needs Assessment:</p> <p>243 Class II disciplinary referrals were written during the 2005 – 2006 school year.</p>

Objective:		
<ul style="list-style-type: none"> • There will be a 10% decrease in the number of disciplinary referrals. • There will be a 10% decrease in the number of detentions assigned. 		
Strategies (including timeline)	Lead Person/Team	Resources Needed
Foundations pilot will continue with an emphasis on providing staff with strategies to handle common behavior problems. (08/06 – 05/07)	School Climate	District Training Program
Weekly Character Traits announced via BBN(08/06 – 05/07)	Principal	
Monthly guidance lessons focused on building character. (08/06 – 05/07)	Guidance Counselor	
Student agendas that contain character building lessons and activities. (08/06 – 05/07)	Classroom Teacher	School Improvement Funds
Monthly Brewer’s Best recognition program to address student success (08/06 – 05/07)	Principal	School Improvement Funds
Good Character Traits will be identified in the monthly parent newsletters.	Principal	
Evaluation/Accountability:		
A referral log system will be used to determine patterns or trends which need to be addressed. Teachers with high referral rates will be provided assistance with assertive discipline techniques.		
Research-Based Program: *Foundations		
Professional Development Aligned with this Objective		
The Pride Team will provide training on how to handle certain behavioral conflicts. The team will also distribute a monthly newsletter to staff member with specific strategies on dealing with certain behaviors.		

Needs Assessment:		
The average response time for current drills is between 4 – 5 minutes.		
Objective:		
To reduce the time it takes for staff and students to respond to Fire Drills, Tornado Drills, and Intruder Notification by 25%.		
Strategies (including timeline)	Lead Person/Team	Resources Needed
Explore school safety through a safety analysis with focus on possible entry system for exterior of the building (9/06)	Leadership Team Faculty	Buzzer System
Revise Emergency Plans: <ul style="list-style-type: none"> • Intruder Notification Plan • Fire Drill • Tornado 	Leadership Team Faculty	

Evaluation/Accountability:

The actual response times will be reviewed by the Leadership Team.

Researched-Based Program**Professional Development Aligned with this Objective**

Review with staff at Early Release trainings adopted staff procedures.

Budget:

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available
			\$0.00

Final Budget Summary:

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available
*Research-Based Program(s) (Instructional Materials)	(CCRP) Comprehensive Core Reading Program- Scotts Foresman Math Investigations	District	\$0.00
*Research-Based Resource(s) (e.g. websites, assessment tools)	FCAT Prep Materials Orchard FCAT Explorer FCAT Simulation Accelerated Reader	School Improvement School Improvement FDOE District School Improvement	\$5,000.00 \$0.00 \$0.00 \$0.00 \$250.00
Technology			
Professional Development	Writing Coaching Cycle Reading Conference	District	\$0.00
Other	Safety Net Tutoring	Full Service Grant SAI Funding	\$2500.00 \$2500.00
		Total:	\$10,250.00

SAC Members

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

- **Bill Hart**
- **Beverly Hamilton**
- **Jerry Brewer**
- **Jeanie Keener**
- **Annetta Kornblum**
- **Laura Bowes**
- **Mona Lisa Baker**
- **Sharon Cobb**
- **Ellen Hardwick**
- **Cheryl Lott**
- **Kim Palmeri**
- **Tiffany Wright**

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 school Leadership Team will conduct two formative and one summative SIP evaluations (October 2006, February 2007, and May 2007). District staff, SAC members, the Leadership Team, the Shared Decision-Making Team, and grade level representatives will be involved in the evaluation process. During each evaluation, needed changes will be addressed and implemented. The evaluations will occur as follows:

October 2006 – A comparative analysis will be made of the SIP and the district Implementation Rubric. This evaluation will include district staff members (Rubric Review).

February 2007 – The SIP Team, Shared Leadership, and the Leadership Team will review the SIP and current school programs, making needed changes. If changes are needed they will be presented to the School Advisory Council.

May 2007 – Upon arrival of FCAT scores a summative evaluation will form the basis of the Needs Assessment for the coming school year.