

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

**School Name: Merrill Road Elementary
School Number: 228**

Date of Public Hearing: November 2, 2006

Signatures of Approval

Principal: _____ **Date:** _____

SAC Chair: _____ **Date:** _____

Cluster Chief: _____ **Date:** _____

2006-2007
SCHOOL IMPROVEMENT PLAN

School Name: Merrill Road Elementary

School Number: 228

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:**

A Good Place to Grow! At Merrill Road Elementary we are preparing students for successful performance in tomorrow’s global society.

***School Profile/Demographics:**

Merrill Road Elementary School, the “Home of the Mustangs”, is located in the Arlington quadrant of Jacksonville, Florida. The school community is comprised of a variety of cultural and socio-economic backgrounds. Merrill Road strives to meet the needs of the students, as well as the community, through a variety of partnerships, programs and objectives implemented by the administrators, teachers, and parents.

In 1963, Merrill Road Elementary school opened its doors to kindergarten through sixth grade students. It now serves pre-kindergarten through second grade students. The school currently serves approximately 580 students, including students with disabilities. The disabilities include Educable Mentally Handicapped (EMH) and Developmentally Delayed students. In addition, other disabilities are served through our inclusion classrooms. At the beginning of the 2002-2003 school year our sister school opened its doors serving 3rd - 5th grade students. The two schools maintain close working relationships focused on student achievement and family involvement.

Students reside in the consolidated city of Jacksonville in Duval County. The area continues to grow with shopping centers and small businesses. Housing consists of moderate and high income private residences with some apartment and townhome communities. The parents of Merrill Road Elementary students are a heterogeneous group consisting of a mixed number of professionals and skilled occupations. The community population appears to balance itself with entering residents equaling departing ones.

The physical building of the school was updated during the 2005-2006 school year. The main building of the school consists of three halls of classrooms connected by a main hall. The cafeteria and Administrative Offices are connected to the main hall. We have a new annex of which consists of twenty-four classrooms that are connected to the main building by a courtyard with covered walkways. The Media Center is also new and is a stand-alone that connects both buildings on the south side of the complex.

A strong, standards-based curriculum incorporating the Reader’s and Writer’s Workshop model is offered to all students. Teachers are offered time to hone their standards-based learning during training time. The core curriculum reading program is Scott Foresman. It is utilized in all kindergarten through second grade classroom. Many of the ESE classrooms are utilizing SRA as their core reading program. All grade levels are utilizing Math Investigations with supplemental material for instruction.

Merrill Road Elementary is comprised of a diverse cultural population. With 580 students enrolled, the current racial breakdown is as follows: White 49.5.9%, Black, 35.2%, Spanish American 6.4%, American Indian 0.3%, Asian American 1.6%, and Multi-Racial 7.1%. The community population is accurately reflected by the racial and socio-economic status of the school.

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

**School Match (schools TBD)

Highly Qualified Certified Administrators/High Performance Management
<p>The principal of Merrill Road Elementary is a highly qualified administrator. She has served in Duval County Public Schools for eight years and four years in St Johns county. She has spent seven years in administration; serving two years at Merrill Road Elementary as the principal; three years at Carter G. Woodson Elementary as the principal; one year as vice-principal at Loretto Elementary; and two years as the TIS at S.P. Livingston Elementary. While in St. Johns County she taught four years in kindergarten at Cunningham Creek Elementary. The principal graduated from Jacksonville University with her Bachelor of Science in Elementary Education with an emphasis on Early Childhood. A few years later, she graduated from the University of North Florida with a degree in Educational Leadership. The Principal has attended many trainings and conferences in areas such as standards-based education, reading, and facilitating effective teams. While in St Johns County, she taught technology classes to teachers during the summer.</p> <p>The school’s administrative/leadership team is comprised of members from each grade level along with administrative support personnel. Meetings are held weekly. The school administrative/leadership team will continue to provide guidance regarding instructional issues and curriculum.</p>

*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
<p>The School-Wide Improvement Model utilized at Merrill Road Elementary is standards-based instruction. The design includes Reader’s, Writer’s, and Math Workshop. In addition, various self-contained ESE classrooms follow the ESE Reading Initiative. Reader’s and Writer’s Workshops are supported by the Standards Coach. This person develops training that benefits all teachers, in turn benefiting their students. Math Investigations is a hands-on approach to learning math skills.</p> <p>Overall, the impact from these programs has been positive. We have seen students’ literacy and math skills improve tremendously. With this, they are now able to compete with all children in their grade level across the district. The expectation is that they are reading on grade level prior to being promoted to the next level. We are seeing more parent and student interest in education. Teachers are also encouraged to attend the district literacy workshops/in-services to enhance their skills and expand their knowledge of standards-based instruction. The principal and standards coach meet weekly to discuss the instructional focus for the school as established by the Elementary School Implementation Rubric and the School Improvement Plan targets.</p>

***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**

Our mentoring program for new teachers (TIP) is structured by the Professional Development Facilitator (PDF). The PDF meets regularly with new teachers to ensure their success. These meetings are both informal and formal. The principal and PDF match each new teacher with a mentor teacher. Attempts are made to match teachers with those who have similar content/grade level experience. The PDF and/or the Standards Coach and the Regional Cadre meet with beginning teachers regularly to share “best practices”, model lessons and provide additional support that new teachers seek in a new environment. The PDF and the beginning teacher mentors are highly qualified individuals with clinical educator training and many years of teaching experience.

In addition, each returning teacher is given a teacher handbook which includes detailed information regarding the school’s rituals and routines, training schedules, calendar, content standards, and expectations relating to curriculum and instruction.

Extended Learning Opportunities/Safety Nets

INTERNAL

- In-school focus on needed academic areas through one-on-one tutoring as funds available
- Paraprofessionals assigned to classrooms as funding permits
- Continues monitoring of progress through data analysis with results used to differentiate instruction
- Focusing on primary instruction grades Pre-K thru 2nd
- Students with Progress Monitoring Plans are closely monitored and mentored.
- Business Partners and community members serve as “Buddies” to mentor select students

EXTERNAL

- Constant parental communication
- Nightly reading
- Math Night
- Literacy Night
- Science Night
- PTA programs
- Art Auction with business partners and sister school
- Ready to Learn programs

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:

- 16.74% of our students were below their grade levels DRA target at the end of the 2005-2006 school year.
- ALL students, except those performing above end of year benchmark, will be assessed using DIBELS. PMP students were the only students administered DIBELS during the 2005-2006 school year.
- No standardized tests have been utilized at this point
- A kindergarten placement assessment will be administered upon registration to establish baseline data and utilized to place students in heterogeneously grouped classrooms.

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:

Teachers will regularly collect and analyze data. Teachers will utilize a 2 ½ hour literacy block.

Evaluation/Accountability:

- Use of DRA continuum folders with Next Steps identified.
- Administration of DRA three times a year.
- Monitoring forms that show this improvement and growth.
- DIBELS, Rigby Benchmark, and running record data.
- Data Notebook monitoring (guided reading group information)
- Conference Notebooks/Logs (small group or individual information)
- FLKRS data
- Kindergarten placement assessment data

Strategies (including timeline)	Lead Person/Team	Resources Needed
<ul style="list-style-type: none"> • Teachers will use the DRA, DIBELS and additional running record results to plan strategy groups for Guided Reading and mini-lessons (9/06-5/07) 	Classroom teachers	Guided Reading Materials/ Teacher Training
<ul style="list-style-type: none"> • Teachers will incorporate Reader's and Writer's Workshop into daily literacy instruction that includes a 30 minute skills block utilizing the <u>Phonics Lessons Programs</u> in addition to other researched based programs. (9/06-5/07) 	Classroom teachers	Guided Reading Materials/ Leveled Books, <u>Phonics Lessons Program</u>
<ul style="list-style-type: none"> • An Author Study will be conducted at each 	Classrooms teachers	Author study texts

<p>grade level (8/06-5/07)</p> <ul style="list-style-type: none"> • A paraprofessional per grade level will be utilized for Reading remediation (11/06-5/07) • Provide parents quarterly standards/objective on piloted Standards Based Report Card. (8/06-5/07) 	<p>Principal/Leadership Team</p> <p>Principal/Leadership Team</p>	<p>Funding</p> <p>None</p>
<ul style="list-style-type: none"> • Teachers will utilize classrooms libraries, supplemental instructional aids, and the CCRP (Scott Foresman) to support reading instruction. (9/06-5/07) • Instructional support will be provided to all Pre-kindergarten thru second grade classes as budget allows (9/06-5/07) • All teachers will be trained in DRA and DIBELS by (9/06) • Additional baseline data will be gathered from the FLKRS and utilized to drive instructional practices (8/06) • The strategies listed above will be observed through Focus Walks conducted by the Leadership and Administration Team 9/06-5/07) 	<p>Classroom teachers</p> <p>Principal/Leadership Team</p> <p>Standards Coach/ Trained DIBELS facilitator</p> <p>Classroom Teachers</p> <p>Leadership and Administrative Team</p>	<p>Professional Development Resources</p> <p>Budget salary for PT para</p> <p>None</p> <p>None</p> <p>None</p>

Professional Development aligned with this objective/Learning Communities (Must address planning, delivery,

follow up and evaluation strands):

Strategy 1: Planning – The Standards Coach will develop a training module for the DRA.
 Delivery- During DIG sessions in September 2006

Follow-Up- Maintain Data notebook containing individual/class information on monitoring forms and Continuum Folder. Focus on instruction will be selected following each DRA administration.

Evaluation- Comparison of gains during each administration interval

Strategy 2: Planning- The Standards Coach will develop a training session concerning Emergent Guiding Reading and using a Bureau of Education Research Video for all teachers that are new to the school.

Delivery – During DIG sessions and Grade Level Standards Training

Follow-Up-Observation of guided reading groups during focus walks and maintain data notebook containing individual/class information

on monitoring forms and Continuum Folder. Focus on instruction will be selected following each DRA administration.
 Evaluation-Comparison of gains during each administration interval

Strategy 3: Planning- The Standards Coach will develop a training session to support implementation of workshop models.

Delivery- During 2006-2007 Grade Level Standards Training

Follow-Up- Observation of implementation and individual conferences will be conducted to develop next steps. Teachers will be given opportunity to observe model classroom within the school to further enhance development of instructional practices.

Evaluation- Self assessment using the Implementation Rubric

2. Objective:
A school wide book campaign will be implemented.

Strategies (including timeline)	Lead Person/Team	Resources Needed
<ul style="list-style-type: none"> Students will participate in Book of the Month activities (8/06-5/07) 	Principal/Classroom Teachers	Monthly literature selections
<ul style="list-style-type: none"> Media instructor will host school-wide book fair to promote and encourage reading (Spring 07) 	Media Instructor	None
<ul style="list-style-type: none"> Students will participate in the 25 Book Campaign (8/06-5/07) 	Classroom Teachers/Media Specialist	None
<ul style="list-style-type: none"> Classroom charts and reading logs will be utilized to document student progress toward meeting the 25 book reading standard (8/06-5/07) 	Classroom Teachers	Rewards
<ul style="list-style-type: none"> Teachers will utilize classroom libraries and supplemental instructional aids to support reading instruction (8/06-5/07) 	Classroom Teachers	Professional Development Resources
<ul style="list-style-type: none"> School will hold a Literacy Night with participation from parents and staff (Spring 07) 	Classroom Teachers/ Standards coach	Materials and supplies
<ul style="list-style-type: none"> We will celebrate progress toward meeting the reading goal during our literacy week. (Spring 07) 	Leadership Team	Recognition Funding

3. Objective;
Remedial Services will be provided for students not meeting grade level standards.

Strategies (including timeline)	Lead Person/Team	Resources Needed
<ul style="list-style-type: none"> DRA, DIBELS, FLKRS and the kindergarten placement assessment will be used to identify at 	Classroom Teachers	None

<p>risk students (8/06-5/07)</p> <ul style="list-style-type: none"> Develop, implement and utilize PMPs for low functioning students (10/06) PMP students will be monitored and tracked by administration (10/06-5/07) DRA and DIBELS will be administered at least three times a year to all kindergarten, first and second grade students (10/06- 5/07) Computers with appropriate software specific to students needs will be utilized. (10/06-5/07) Additional supplemental material may be utilized such as Great Leaps (10/06-5/07) 	<p>Classroom Teachers</p> <p>Classroom Teachers</p> <p>Classroom Teachers</p> <p>Technology Team</p> <p>Leadership Team, PT Paras</p>	<p>None</p> <p>None</p> <p>None</p> <p>Funding</p> <p>Funding</p>
<p>Evaluation/Accountability:</p> <ul style="list-style-type: none"> Use of DRA continuum folders with Next Steps identified Analysis of student work Administration of DRA three times a year DIBELS Monitoring forms which show improvement and growth Data Notebook monitoring (guided reading group information) Conference Notebooks/Logs (small group or individual information) FLKRS Kindergarten placement assessment Conferences with parents of AIP students Great Leaps Parent feedback surveys/forms 		
<p>Research-Based Program;</p> <ul style="list-style-type: none"> Diagnostic Reading Assessment DRA CCRP – Scott Foresman Reader’s Workshop Model DIBELS FLKRS Bureau of Educational Research Emergent Guided Reading Video Phonics Lessons Program 		
<p>Professional Development/Learning Communities (Must address planning, delivery, follow up and evaluation strands):</p> <p>Planning – Designated staff member will attend DIBELS facilitator training when offered.</p> <p>Delivery - Current DIBELS facilitator will train staff in the fall.</p> <p>Follow-up- Staff will administer DIBELS three times a year</p> <p>Evaluation- Results of testing and comparison of gains.</p>		

Budget:

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available
*Research-	Books of the Month	District, Business Partners	\$6,075.00

Based Program(s) (Instructional Materials)	Classroom Libraries	District, Business Partners, PTA	\$8,500.00
*Research-Based Resource(s) (e.g. websites, assessment tools)	Units of Study Primary Writing	District	\$5,000.00
	Professional Books		\$1,045.00
	Purchase of additional DRA Resource Kits (alternative)		
	Great Leaps Kits (at least 3)		
	Genre Studies, Author Study Books (Text and Prof. Books)		
	More STAR books		
Technology	Reading Program	District	\$10,000.00
Professional Development	Currently in house		
Other			
		Total:	\$30,620.00

Goal 2: 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:

Math Formatives will be administered for 2006-2007 school year as provided by the District.

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:

Teachers will use Math Investigations to provide daily math instruction.

Strategies (including timeline)	Lead Person/Team	Resources Needed
<ul style="list-style-type: none"> • Identify a Model Math Classroom at each grade level (8/06) 	Principal/Leadership Team, Grade Levels	None
<ul style="list-style-type: none"> • Provide parents quarterly standards/objectives piloted Standards Based Report Card (9/06-5/07) 	Teachers	Common planning time
<ul style="list-style-type: none"> • Select teachers will attend Math Investigations Training (9/06-5/07) 	Teachers	None
<ul style="list-style-type: none"> • Students will be required to express math responses orally and in writing through daily work and math journals (8/06-5/07) 	Classroom teachers	None
<ul style="list-style-type: none"> • A Math Skills Block will be developed to include a “Problem of the Day” (8/06-5/07) 	Classroom teachers	None
<ul style="list-style-type: none"> • Publish samples of student work in school newsletter, include math standards and commentary (9/06-5/07) 	Classroom teachers	None

2. Objective:

Teachers will continue to develop skills and learn best practices for math instruction

Strategies (including timeline)	Lead Person/Team	Resources Needed
<ul style="list-style-type: none"> •Lead Math Teacher will attend professional development sessions as offered (8/06-5/07) 	Classroom Teachers	None
<ul style="list-style-type: none"> •School based workshops will be conducted to facilitate teacher growth as provided through in-house training and district opportunities (8/06-5/07) 	Standards Coach	Materials for training Guest speakers/experts
<ul style="list-style-type: none"> • Other Administrative Team members will attend 	Administrative Team	None

<p>Math Investigation training (8/06-5/07)</p> <ul style="list-style-type: none"> •Two paraprofessional per grade level will be utilized for Math remediation (11/06-5/07) •Teachers will analyze data to plan for small group instruction (9/06-5/07) •Teachers will be given the opportunity to visit math model classrooms within the school (8/06-5/07) • Provide grade level math standards to parents via monthly school-wide newsletter (8/06-5/07) 	<p>Administrative Team</p> <p>Classroom Teachers</p> <p>Classroom Teachers</p> <p>Classroom Teachers</p>	<p>Funding</p> <p>None</p> <p>None</p> <p>None</p>
<p>3. Objective Parents will be provided strategies to strengthen student math skills through teacher developed training.</p>		
<p>Strategies (including timeline)</p>	<p>Lead Person/Team</p>	<p>Resources Needed</p>
<ul style="list-style-type: none"> • Plan and schedule Math Night to provide parent training and information (06-07 school year) 	<p>Standards Coach</p>	<p>Materials for Training</p>
<p>Evaluation/Accountability:</p> <ul style="list-style-type: none"> • Math Formatives • Journal Entries • Teacher Created Assessments • Conferring • Observations • Math Investigations Assessments 		
<p>Research-Based Program: Math Investigations</p>		
<p>Professional Development Aligned with this Objective/Learning Communities (Must address planning, delivery, follow up and evaluation strands):</p> <p><u>Strategy 1:</u> Planning – <u>Young Mathematicians at Work</u> training module will be used to prepare training sessions for faculty Delivery - During monthly GLST and DIG sessions Follow-up –Math Diagnostics/Data Notebook Evaluation- Gains from diagnostic</p> <p><u>Strategy 2:</u> Planning - Guest speakers/experts available within the district will be scheduled to provide training Delivery - During GLST and DIG sessions throughout the school year Follow-up – Math diagnostic; data notebook Evaluation- Gains from diagnostic</p>		

Budget:

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available
*Research-Based Program(s) (Instructional Materials)	Math Investigations <u>Young Mathematicians at Work</u> training module		\$ 0
*Research-Based Resource(s) (e.g. websites, assessment tools)	Classroom libraries Professional books		
Technology	Math programs		\$0
Professional Development	<u>Young Mathematicians at Work</u> Working with the Number Line Taking Inventory interactive CD's		\$0
Other			
		Total:	\$0

***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 3: 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:

Baseline data will be gathered at the beginning of each genre study to determine Next Steps for instruction.

There is a need for further coaching on Responding to Literature.

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

Implementation of a 2 ½ hour literacy block that includes Writer’s Workshop

Strategies (including timeline)	Lead Person/Team	Resources Needed
<ul style="list-style-type: none"> • Writers Workshop Training offered to all new teachers through GLST and DIG sessions (9/06-5/07) 	Standards Coach	Training Materials
<ul style="list-style-type: none"> • Baseline data will be used to differentiate instruction and initiate process of pre- and post analysis of student writing at beginning of each genre. (8/06-5/07) 	Standards Coach/ Classroom Teachers	Monthly parent newsletter
<ul style="list-style-type: none"> • Publish samples of student writing in school newsletter, include writing standards and commentary (9/06-5/07) 	Standards Coach/ Principal	Monthly parent newsletter
<ul style="list-style-type: none"> • Provide grade level writing standards to parents via monthly school-wide newsletter (8/06-5/07) 	Model Classroom Teachers/Standards Coach	None
<ul style="list-style-type: none"> • Model classrooms will provide demonstration lessons (8/06-5/07) 	Model Classroom Teachers/Standards Coach	None

2. Objective:

Teachers will regularly collect and analyze student work pieces from each genre of writing.

Strategies (including timeline)	Lead Person/Team	Resources Needed
<ul style="list-style-type: none"> • Student work from each of four writing genres will be analyzed during teacher grade level meetings, Early Release Days, and Grade Level Standards training (8/06-5/07) 	Principal/ LTM Classroom Teachers	Common grade level rubrics
<ul style="list-style-type: none"> • An Author Study will be conducted at each grade level (8/06-5/07) 	Principal/ LTM Classroom Teachers	<u>Using Rubrics to Improve Student Writing, Units of Study for Primary Writing</u>

<ul style="list-style-type: none"> •Professional Development (Early Release Days and in-school monthly sessions) will be primarily devoted to understanding writing genres and looking at student work (8/06-5/07) • Differentiated Professional Book Studies will be conducted as determined appropriate (8/06-5/07) • Model ELA Teachers will be trained (8/06-5/07) • The Coaching Cycle will begin in fall with an emphasis on Response to Literature (10/06) 	<p>Principal/ LTM Classroom Teachers</p> <p>Principal/ LTM Classroom Teachers</p> <p>District Standards Coaches</p> <p>Standards Coach Classroom Teachers</p>	<p>NCEE Author Study Materials</p> <p>District provided information on “Sticky Note Method” and developing class profiles</p> <p>Various materials</p> <p>Materials for implementation</p>
<p>Evaluation/Accountability:</p> <ul style="list-style-type: none"> • Writing Portfolios and Folder • Monitoring results of Data Notebook • Conference log and anecdotal records • Class profiles • Observations 		
<p>Research-Based Program: Writer’s Workshop Model</p>		
<p>Professional Development Aligned with this Objective/Learning Communities (Must address planning, delivery, follow up and evaluation strands):</p> <p><u>Strategy 1:</u> Planning – Standards Coach will use <u>Units of Study for Primary Writing and Using Rubrics to Improve Student Writing</u> to develop training for the faculty (8/06) Delivery- Beginning September 2006, Standards Coach will provide all faculty with training during Professional Development times. Staff will be taught protocols for routinely looking at student work and for developing rubrics. Follow-up- Standards Coach will provide further assistance at teacher meetings and support for individual teachers. Evaluation- Writing portfolios/monitoring results and profile sheets</p> <p><u>Strategy 2:</u> Planning - Principal and Standards Coach will order texts- <u>One to One</u> for a professional book study beginning October 2005 Delivery - Assigned chapters of <u>What’s After Assessment</u> will be studied during faculty meetings Follow-up- Teacher discussion and assigned presentations of portions of book Evaluation- Data notebooks; writing portfolios; conference notebooks and anecdotal records</p>		

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>Checklists from Units of Study for Primary Writing and Using Rubrics to Improve Student Writing</u> <u>Using Rubrics to Improve Student Writing</u> <u>What's After Assessment</u>	SIP SIP	\$400.00 \$900.00
Technology			
Professional Development			
Other			
		Total:	\$1300.00

Goal 4: 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.

School Goal Statement:

Students in Science Model Classrooms will develop and maintain science journals.

Needs Assessment:

According to teacher self-assessments, there is a need for more focused science instruction.

1. Objective:

Teachers will utilize district science curriculum to teach and assess science standards.

Strategies (including timeline)	Lead Person/Team	Resources Needed
• Select teachers will be provided opportunities to attend district-level training (8/06-5/07)	Classroom Teachers	None
• Grade level will develop quarterly science objectives (8/06-5/07)	Select Teachers	None
• Science journals will be used in model science classrooms (8/06-5/07)	Grade Level Chairs	None
• Second grade will conduct a spring “Science Night” (spring 07)	Classroom Teachers	None
An amphitheater will be available for science instruction. (8/06-5/07)	Classroom Teachers	TDE time for observation and peer feedback

2. Objective:

Expose students to non-fiction text through the use of science literature.

Strategies (including timeline)	Lead Person/Team	Resources Needed
• Purchase non-fiction texts to be infused in classroom libraries and professional development room (Fall 06)	Principal	SAC Funds
• Teachers will conduct a genre study (8/06-5/07)	Standards Coach/ Grade Level Chairs	None

Evaluation/Accountability:

- Science journals

***Research-Based Program:**

Duval County Science curriculum and standards for K-2

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

Strategy 1 Planning – Identify a Science Model classroom (Aug. 06) and send to district offered Training
 Delivery - Model Science Teacher shares information during DIG and GLST Sessions
 Follow-up- Model Science Teacher takes part in focus walks with Leadership Team

to observe Implementation of using science journals.
Evaluation-Science journal entries

Strategy 2 Planning - Utilize district science department staff
 Delivery - District staff will conduct workshops
 Follow-Up – Focus walks
 Evaluation – Science journals

Budget:

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available
*Research-Based Program(s) (Instructional Materials)	Duval County Science Curriculum and Standards		- 0 -
*Research-Based Resource(s) (e.g. websites, assessment tools)	Non-fiction text Scholastic/Weekly Reader ?		
Technology			
Professional Development	Periodicals for Primary Grades (e.g. Ranger Rick; Big Backyard)		\$300.00
Other			
		Total:	\$300.00

***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.

***Parental Involvement**

Goal Statement: We will continue to communicate with parents on a frequent basis.		
Needs Assessment: 86% of the Parent Climate Survey questions were rated as an “A”.		
Objective: Parents will continue to be informed of events and happenings at the school.		
Strategies (including timeline)	Lead Person/Team	Resources Needed
A school-wide newsletter is sent home with students on a monthly basis. (8/06-5/07)	Administration	None
Each child will have a folder that is sent home weekly to provide home-school information and assistance to improve students’ performance. (8/06-5/07) A class newsletter will be sent home monthly. (8/06 – 5/07)	Classroom Teacher	None
Parents are invited to attend “Literacy Night” offered during the school year. (8/06-5/07)	Literacy Team	None
Parents are invited to attend “Math Night” offered during the school year. (8/06-5/07)	Math Team	None
Parents are invited to attend “Science Night” offered during the school year. (8/06 – 5/07)	Science Team	None
Parents are encouraged to volunteer in classrooms, chaperone on field trips, and volunteer throughout the school. (8/06-5/07)	Classroom Teacher	None
A school-based answering system is available for parents to leave messages for teachers. (8/06-5/07)	Classroom Teacher	None
The school marquee is updated to inform parents of events. (8/06-5/07)	Principal / Volunteer	None
Evaluation/Accountability: The Parent Climate Survey will be our measure of continued communication with parents.		
Researched-Based Program		
Professional Development Aligned with this Objective		

Budget:

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

***Return On Investment (ROI)**

School Safety and Discipline

Goal Statement: The percentage of students who commit Code of Conduct violations will decrease. School Climate Survey indicators for safety and discipline will show favorable results from both parents and faculty.		
Needs Assessment: There were 252 reported referrals during the 2005-2006 school year.		
1. Objective Utilize the School-Wide Discipline Plan with emphasis on Foundations.		
Strategies (including timeline)	Lead Person/Team	Resources Needed
<ul style="list-style-type: none"> • Explanation of school-wide discipline plan will be provided to parents in the back-to-school packet (8/06) • Continual positive recognition of students displaying appropriate behavior (8/06-5/07) • Recognition of Student of Week (8/06-5/07) • Monthly recognition of character trait through the Marvelous Mustangs (9/06- 5/07) • Recognition of Students receiving 100 Smileys through Club 100 (8/06-5/07) • Follow up on implementation of Foundations (8/06-5/07) 	<ul style="list-style-type: none"> Classroom Teachers All school staff Principal/AP Principal/AP Principal/ AP Foundations Team, Principal 	<ul style="list-style-type: none"> None Incentives/Awards Recognition Awards Recognition Awards Recognition Awards None
2. Objective: Closely monitor school/visitor/volunteer procedures.		
Strategies (including timeline)	Lead Person/Team	Resources Needed
<ul style="list-style-type: none"> • Inform parents of district procedures regarding volunteers. (8/06-5/07) • Inform parents of safety measures during Orientation and Open House (Fall 06) • Alternate color coded visitor sticker to identify visitors in the building (8/06- 5/07) 	<ul style="list-style-type: none"> Principal/PTA Classroom Teachers/ Leadership Team Office Staff 	<ul style="list-style-type: none"> None None None
Evaluation/Accountability: Monthly assessments will be conducted on the number of discipline referrals. This information will then be shared with the faculty. Individual teachers and students will be coached in areas of discipline concerns.		
*Research-Based Program: Foundations with Randy Sprick		
Professional Development Aligned with this Objective/Learning Communities (Must address planning, delivery, follow up and evaluation strands):		

Strategy 1	Planning – Establish a Foundations Team Delivery - Foundations Team receives training at the district level Follow-up- Develop strategies for Next Steps based on Module Studies at training Evaluation- Pre- and Post- Surveys, Foundation Team observations
Strategy 2	Planning - The Foundations Team will share pertinent information to the faculty Delivery - Foundations Team will be a part of the Faculty Meeting and/or Early Dismissal agenda to discuss Next Steps Follow-Up – Implementation of new strategies Evaluation- Pre- and Post- Surveys, Foundation Team observations

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)	Reading		\$14,575
*Research-Based Resource(s) (e.g. websites, assessment tools)	Reading		\$6,045
	Writing		\$13,000
Technology	Reading		\$10,000
	Technology		Over \$100,000
Professional Development	Science		\$300
Other			
		Total:	\$132,220.00

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 and SAC committee will meet to discuss issues related to the SIP. In addition, the SIP will be posted in the conference room to have a check-off system of goals met. Evidence will also be kept to show the progress monitoring. Teachers will be asked at mid-year and end-year for their input of progress made.