2006-2007
SCHOOL IMPROVEMENT PLAN
Elementary School

School Name: Lone Star
School Number: 3233

Date of Public Hearing: _____

Signatures of Approval

Principal: _____ Date: _____

SAC Chair: _____ Date: _____

Cluster Chief: _____ Date: _____

2006-2007
SCHOOL IMPROVEMENT PLAN

School Name: Lone Star Elementary
School Number: 3233

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:** Lone Star Elementary is dedicated to promoting quality instruction and academic excellence through the mastery and application of skills and concepts in an environment that fosters critical thinking, a positive self image, responsibility, and an understanding that effort and cooperation lead to success in preparing for tomorrow's world.

*School Profile/Demographics:

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

School Accountability Report

Year	Grade	Total Point	% Meeting High Standards In Reading	% Meeting High Standards In Math	% Meeting High Standards in Writing	% Meeting High Standards in Science	% Making Learning Gains In Reading	% Making Learning Gains In Math	Lowest 25% Making Learning Gains Reading	% of Lowest 25% Making Learning Gains Math	% Tested	Minority Rate	% Free and Reduced Lunch
2007	*A*	*564*	*87*	*82*	*79*	*48*	*66*	*69*	*63*	*69*			
2006	A	419	85	79	75		60	63	57		100		
2005	A	435	80	72	91		67	60	65		100	34	43
2004	A	440	79	73	95		68	64	61		98	30	38
2003	A	422	77	66	93		58	60	60		100	31	39

**School Match (schools TBD)

Highly Qualified Certified Administrators/High Performance Management

Elizabeth Kavanagh, principal, received her MAT from Jacksonville University specializing in Educational Leadership. She has eighteen years experience in Florida education. Nine years were spent teaching in

grades Kindergarten through third. Some of this time was spent teaching the inclusion class. After serving as both TIS and vice principal, she was appointed principal of Lone Star Elementary in 2003. Lone Star Elementary has maintained the status of an A school during her administration.

Anastasia Washington, Vice Principal, received her doctorate degree in Christian Education from Jacksonville Theological Seminary. She received her MAT from Jacksonville University in Educational Leadership. Dr. Washington has twenty-two years experience in education, eighteen years experience in the classroom teaching ESE students of varying exceptionalities. She performed duties as a TIS for two years and has served Lone Star as vice-principal for the past two years.

***Recruitment/Retention of Highly Qualified Teachers**
Describe strategies to recruit and retain high-quality, highly qualified teachers to high-need academic areas.

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

ADDITIONAL REQUIREMENTS

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

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

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

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

Extended Learning Opportunities/Safety Nets
Safety Net/Extended Learning Opportunities are offered in before, during and after school sessions. Students in grades K-5 are placed in flexible groups determined by teacher assessment, benchmark assessments, DIBLES and 2006 FCAT scores. Identified 5th grade students, scoring level 1 or 2 on 2006 FCAT attend a before school math class. Saturday Science School is offered to all 5th grade students (October – February). Lunch and Learn sessions and after school tutoring groups focus on students needing remediation or additional instruction in reading, writing, science or math. Grade level teams and a member of the leadership team meet bi-weekly and discuss

student work and focus safety net instruction. The leadership team will assist fourth grade ELA teachers with student writing conferences during the second semester..

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

- Of all the subgroups tested, 89% of all 3rd, 70% of all 4th, 79% of all 5th graders scored 3 or higher
- Of all the 3rd grade subgroups tested 91% White, 82% Black, 80% Hispanic, 93% Multi-racial, 83% Economically Disadvantaged, 82% ESE scored a 3 or higher.
- Of the entire 4th grade subgroups tested 80% of White, 44% Black, 85% Multi-racial, 50 % Economically Disadvantaged, 44% ESE scored a 3 or higher.
- Of all the 5th grade subgroups tested 79% White, 79% Black, 70% Hispanic, 72% Economically Disadvantaged, 68% ESE scored a 3 or higher.
- Of all the subgroups tested, 59 % of 4th grade students and 59% of 5th grade students showed at least one year's growth over the previous year's 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.

Objective:
87% of all 3rd – 5th grade students tested will score Level 3 or higher on the SSS component of FCAT Reading.
66% of all 3rd – 5th grade students will make learning gains to met adequate progress as defined by the state.

Evaluation/Accountability:

- Unit test in Scott Foresman Series will be administered quarterly
- FCAT Benchmark, DRA's, DIBELS, FCAT Simulation, FCAT Explorer will be used to track student progress and plan for remediation.
- Teacher teams collaboratively assess student work
- ELA Teachers administer running records and maintain a DRA profile sheets to tract student progress
- Focus walks will be conducted by Leadership Team members

Strategies (including timeline)	Lead Person/Team	Resources Needed
1. Data analysis using FCAT/AIDE, DIBELS, Benchmarks, ccrp formative assessments, and student progress will be used to focus instruction and guide safety nets.	Administration, Standards Coach Classroom Teachers	AIDE data, DIBELS, Benchmark, formatives
2. Grade level reading curriculum maps will be created and refined to focus reading instruction.	Principal, Curriculum Mapping Lead Team, Standards Coach	SSS standards NCEE New Performance Standards, CCRP Scope and

	Classroom Teachers	Sequence
3. Student in grades K-5 will participate in a 90 minute block of reading instruction. (Readers Workshop/Skills Block)	Administration, Standards Coach Classroom Teachers	School Schedule
4. Reading Strategies will be explicitly taught utilizing a variety of genre (K-5)	Classroom Teachers Standards Coach Media Specialist	Professional Literature Training Handouts
5. NCEE Author Studies will be taught in Grades K-5.	Classroom Teachers Standards Coach	NCEE Teacher Guide and Student Literature
6. Fluency will be stressed in all subject areas in Grades K-5.	Administration, Standards Coach Classroom Teachers Media Specialist	Principal's BOM target strategy Professional Literature
7. Skills block will focus on the 5 building blocks of reading in grades K-3. Skills block will focus on word study and vocabulary in grades 4 -5.	Classroom Teachers Standards Coach	Professional Literature CCRP Teacher's Manual
8. Immediate intervention will be provided in (small grouping, extended time, additional tutoring, and re-teaching) for students showing need of remediation for a specific skill or strategy. (safety net)	Administration, Standards Coach Classroom Teachers	Monitoring Forms Lesson Plans
9. Daily Oral Language will be utilized in grades 1- 5 to apply and support the conventions standard.	Classroom Teachers	Daily Oral Language Teacher's manual
10. Assemblies with author's will be scheduled **TIMELINE: FOCUS WILL BE FOR THE 2006-2007 SCHOOL YEAR**	Standards Coach, Media Specialist	

Research-Based Program:
NCEE – America's Choice
Scott Foresman Reading Series

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

Planning –. Leadership Team will analyze 2006 FCAT/AIDE Reading Data and DIBLES data. Curriculum Mapping Lead Team will attend district training and gather copies of standards & district pacing guides.

Delivery - Principal and Leadership Team will present the school data story. Training by School Standards Coach and Curriculum Mapping Lead Team will be conducted at Early Release Day trainings and

at grade level and vertical team meetings.
Follow- up – Grade level teams and vertical teams will meet to align reading curriculum maps and discuss essential, important and condensed skills. Analysis of data (Reading Benchmark, DRA's , DIBLES) will guide that determination.
Evaluation – 2007 FCAT Reading results. Revision of maps based on data will take place during the spring of 2007.

Budget:

Issues to Address	**Describe Resources**	**Funding Sources**	**Total** (funds) **Available**
***Research-Based Program(s)** **(Instructional Materials)**	NCEE Author	School fund raiser	250.00
***Research-Based Resource(s)** **(e.g. websites, assessment tools)**			
Technology	District approved software		
Professional Development	District Training	District	-
Other			
		Total:	**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.

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 (SSM).

Needs Assessment:
The following data are based upon the 2006 results of the FCAT Math Standards component (SSM)

- Of all subgroups tested, 86% of all 3rd , 74% of all 4th and 60% of all 5th graders scored level 3 or higher
- Of all 3rd grade subgroups tested,89% White, 70% Black, 100% Hispanic,93% Multi-racial,77% Economically disadvantaged, 77% ESE scored level 3 or higher.
- Of all 4th grade subgroups tested, 87% White, 51% Black, 85% Multi-racial, 67% Economically disadvantaged, 56% ESE scored level 3 or higher.
- Of all 5th grade subgroups tested, 63% White 43%, Black 80%, Hispanic 49%, Economically disadvantaged, 43% ESE scored level 3 or higher
- Of all subgroups tested, 56% of 4th grade students and 58% of 5th grade students showed at least one year's growth over the previous year's FCAT Mathematics Standards component (SSM)

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.

Objective:
82% of all students tested will score at least a 3 or higher on FCAT Math as outlined by the No Child Left Behind Act (NCLB)

69% of all 3rd – 5th grade lower quartile students tested will make adequate progress.

Strategies (including timeline)	Lead Person/Team	Resources Needed
1. Analysis of FCAT/AIDE , Math Benchmark, school math diagnostic, formative assessments and student progress will used to focus instruction and guide safety nets.	Administration, Standards Coach, Math Coach Classroom Teachers	AIDE data, formatives, Tracking form
2. Grade level math curriculum maps will be created and refined to focus instruction.	Principal, Curriculum Mapping Lead Team, Standards Coach, Classroom Teachers	SSS Math Standards, District Performance Standards District Pacing Guide
3. Students in grades K- 5 will be taught using the Math Workshop model.(Math Investigations).	Leadership Team, Math Lead Teacher Classroom Teachers	Math Investigation
4. Immediate intervention (small grouping, extended time, additional tutoring, and re-teaching) for students showing need of remediation for a specific skill or strategy	Leadership Team Classroom Teachers	Monitoring Forms Knowing Mathematics Student Books

taught will be provided.		
5. Identified 5th grade students will attend before school Math class (safety net)	Administration, Math Lab Instructor	AIDE/FCAT data Knowing Mathematics Technology
6. Connected literature will be used to support Math Investigations	Classroom Teachers Standards Coach	Math libraries
7. Teachers will conference with students to monitor student understanding	Classroom Teachers	Conference Log
TIMELINE FOR ALL OF THE ABOVE WILL BE 2006-2007 SCHOOL YEAR		

Evaluation/Accountability:

- Assessment results (Math Investigations formatives, teacher created assessments)
- Comparison of Benchmark results
- Focus Walks conducted by Leadership Team

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

Planning – Leadership Team will analyze 2006 FCAT/AIDE data. Curriculum Mapping Lead Team will attend district training and gather copies of standards and district pacing guides.

Delivery – Principal and Leadership team will present school data story. Training by Standards Coach and Curriculum Mapping Lead Team will be conducted at Early Release Day trainings and at grade level and vertical team meetings.

Follow Up – Grade Level teams and vertical tams will meet to align math curriculum maps and discuss essential, important, and condensed skills. Analysis of data will guide that determination.

Evaluation – 2007 Math FCAT results. Revision of math curriculum maps based on data will take place during spring of 2007.

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	District approved software		-
Professional Development	Math Investigations training for new teachers	District	-
Other			

		Total:	**-**

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

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

58 % of students are meeting state standards (level 4) in writing.
Of all subgroups tested, 60% of White students, 59% of Black students, 54% of Multi-ethic students, 43% of Economically Disadvantaged, 40% of ESE students scored a level 4.

Objective (NCLB requires at least a 1% improvement):
79 % of 4th grade students will score a level 4 or higher.

Strategies (including timeline)	Lead Person/Team	Resources Needed
1. Analysis of FCAT/AIDE writing data and grade level baseline writing prompt data will be used to focus instruction. **TIMELINE:** Analysis will be on-going throughout the 2006-2007 school year	Leadership Team, Classroom Teachers	Writing Prompt form. Writing Profile Sheet
2. Grade level writing curriculum maps will be created and refined to focus instruction. **TIMELINE:** 2006-2007 Academic Year	Principal, Curriculum Mapping Lead Team, Standards Coach, Classroom Teachers	NCEE New Performance Standards, FCAT released items
3. K-5 students will write daily in Writer's Workshop and in content specialized classrooms. **TIMELINE:** 2006-2007 SCHOOL YEAR	Classroom Teachers, Standards Coach Classroom Teachers Standards Coach	Monitoring Form Student Writing NCEE Rubric Book
4. Teacher teams will meet bi-weekly to analyze student work and plan for focused instruction. **TIMELINE:**2006-2007 SCHOOL YEAR	Classroom Teachers Standards Coach	Conference Log Teacher Assessment Notebook
5. Teachers/students will conference to set goals and plan for instruction. **TIMELINE:** 2006-2007 SCHOOL YEAR	Classroom Teachers	Lesson Plans Rubrics
6. Students will be provided time and direction in revising work to meet the standard. **TIMELINE:** 2006-2007 SCHOOL YEAR	Classroom Teachers	NCEE Genre Study manual and student literature.
7. NCEE genre studies will be taught in grades K-5. **TIMELINE:** 2006-2007 SCHOOL YEAR	Principal, 4th grade Writing Teachers Standards Coach	Substitute cost for TDE Cost of workshop
8. Fourth Grade teachers will attend writing Workshops. (BUILD, Melissa Forney's FCAT writing workshop) **TIMELINE:** SUMMER/FALL 2006		

9 During the 2nd 9 weeks members of the Leadership Team will conference with 4th graders during the Writer's Workshop block. **TIMELINE:** OCT. 2006-FEB. 2007 10 School-wide writing prompts will be given and analyzed three times during the year. **TIMELINE:** 2006-2007 SCHOOL YEAR	Leadership Team Leadership Team Standards Coach Classroom teachers	Schedule Grade Level Writing Prompt form

Evaluation/Accountability:
*Leadership Team will conduct Focus Walks
*Writing profile sheets will be monitored.
*Teacher assessment notebook and student conference log will be monitored.

Research-Based Program:
NCEE – America's Choice

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

Planning – Leadership Team will analyze 2006 FCAT/AIDE writing data. Curriculum Mapping Lead Team will attend district training and gather copies of standards.

Delivery – Principal and Leadership team will present the school writing data story. Training by Standards Coach and Curriculum Mapping Lead Team will be conducted at Early Release Day training and at grade level meetings.

Follow-up – Grade level teams and vertical teams will meet to align writing curriculum maps and discuss essential, important, and condensed skills. Analysis of writing assessments and FCAT Writes+ will guide that determination.

Evaluation - 2007 FCAT Writes + results will guide the revision of the writing curriculum map during the spring of 2007.

Budget:

Issues to Address	**Describe Resources**	**Funding Sources**	**Total** (funds) **Available**
***Research-Based Program(s)** **(Instructional Materials)**	NCEE Genre Study	School fund raiser	250.
***Research-Based Resource(s)** **(e.g. websites, assessment tools)**			
Technology	FLDOE website		
Professional Development	District BUILD Writing Conference	District School Improvement	- 750.

		Funds	
Other			
		Total:	800.00

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:
Based upon 2006 results of FCAT Science
35% of 5th grade students scored a level 3 or above.

Objective:
48% of 5th grade students will score achievement levels 3 or above.

Strategies (including timeline)	Lead Person/Team	Resources Needed
1. Teachers will analyze FCAT/AIDE science data **TIMELINE:** Fall 2006—teachers will be given data from 2005 FCAT.	Administration, Standards Coach, Science Lead Teacher Classroom Teacher	FCAT/AIDE Data
2. Grade level science curriculum maps will be created and refined to focus instruction **TIMELINE:** On-going for the 2006-2007 school year.	Principal, Standards Coach, Curriculum Mapping Lead Team Classroom Teachers	Science scope and sequence, district pacing guide
3. Students (K-5) will engage in hands-on opportunities to develop and reinforce scientific inquiry through teacher instructional modeling in classroom and science lab **TIMELINE:** 2006-2007—resource schedule Has been created.	Science Lead Teacher Classroom Teacher Science Lead Teacher 5th Grade Classroom Teachers	Lesson Plans Manipulatives Released FCAT test items
4. 5th grade students will focus testing strategies and scientific thinking twice a month in additional science lab time (Day 9) **TIMELINE:** 2006-2007 Academic year	Principal Saturday Science Teachers	Schedule Lesson Plans Equipment for experiments
5. Saturday Science Camp will be provided for 5th grade students October – January. **TIMELINE:** Oct. 2006-January 2007	5th grade Science Teachers	Stopwatches $ for Substitutes
6. 5th Grade Science teachers will attend District Science Training.		

Evaluation/Accountability:

Focus Walks and Classroom Observations 2007 FCAT Science Results
Research-Based Program: Harcourt Brace
Professional Development Aligned with this Objective/Learning Communities (Must address planning, delivery, follow up and evaluation strands): Planning - Leadership Team will analyze 2006 FCAT Science data. Curriculum Mapping Lead Team will attend district training and gather copies of SSS standards and district pacing guide. Delivery – Principal and Leadership team will present the science school data story. Training by Standards Coach and Curriculum Mapping Lead Team will be conducted at Early Release Day trainings and at grade level and vertical team meetings. Follow-up – Grade level teams and vertical teams will meet to align the science curriculum maps and discuss essential, important, and condensed skills. Analysis of data will guide that determination. Evaluation – 2007 FCAT science results. Revision of science curriculum maps based on data will take place after the FCAT Scienc scores are returned.

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	District Approved Software		
Professional Development	District Science Training	District	-
Other	Saturday Science Camp	SAI funds	4,600
		Total:	**4,600**

***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: The following data are based upon the 2006 Needs Assessment Profile. 6% commit one or more Class II Code of Conduct violations 2% commit one or more Class III Code of Conduct violations. Of the sub-groups monitored for Class II violations, 5% white, 5% black, 12% Economically Disadvantaged, 21% LEP, 23% ESE Of the sub-groups monitored for Class III violations, 5% white, 5% black, 1% Economically Disadvantaged, 2% ESE. The School Climate Survey indicator for school safety (item #1) shows the following positive responses % A + % B = 98% Staff and 97% Parents.		
Objective: The number of Class II Code of Conduct violations will decrease by 1 %.		
Strategies (including timeline)	**Lead Person/Team**	**Resources Needed**
1. S.T.A.R.R. Team (1 representative from each team) will attend district Champs/Foundations training.	Principal	$ for TDE
2. Faculty and staff will be trained on Champs	Principal, S.T.A.R.R.	

methods. 3. Rituals and Routines will be established/monitored for all areas of the school environment (cafeteria, playground, halls, bathrooms) **TIMELINE:** Foundations Training will begin in Fall of 2006. The team is currently in place and the strategies listed above will be an on-going work in progress as identified through Foundations District Training.	Team Leadership Team, Classroom Teachers	

Evaluation/Accountability:
The number of referrals will be analyzed to determine location and effectiveness of school discipline plan. A file of incident reports will be maintained that describes the nature of the incident. This information will be monitored by the Leadership Team.

Research-Based Program
Foundations/Champs

Professional Development Aligned with this Objective
Staff will be trained on Champs methods during Early Release Day training and at grade level meetings.

Budget:

Issues to Address	**Describe Resources**	**Funding Sources**	**Total** (funds) **Available**
Substitutes for STARR members to attend district training	District	District	

Final Budget Summary:

Issues to Address	**Describe Resources**	**Funding Sources**	**Total** (funds) **Available**
***Research-Based Program(s)** **(Instructional Materials)**	**NCEE** Author and Genre Study	School Fund Raiser	**500.00**
***Research-Based Resource(s)** **(e.g. websites, assessment tools)**			
Technology			

Professional Development	**District Workshops – Reading, Writing, Math Science** **Writing Conference**	**District** **School Improvement Funds**	**-** **750.00**
Other **Saturday Science Camp (Safety Net)**	**Saturday Science Camp (Safety Net)**	**School Improvement Funds**	**4,600**
		Total:	**5,850**

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 school improvement plan is reviewed three times a year by the faculty to make changes as identified by analysis of diagnostic data, parent and student input. Additionally as areas in the Data Implementation Rubric are identified as areas of weakness, the SIP is used to help drive the implementation rubric. PTA and SAC are both involved in the writing and implementation of this plan.