

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

**School Name: Ft. Caroline Elementary
School Number: 3235**

Date of Public Hearing: 9/29/06

Signatures of Approval

Principal: _____ Date: _____
Beverly L. Walker

SAC Chair: _____ Date: _____
Harry Hodges

Cluster Chief: _____ Date: _____

**2006-2007
SCHOOL IMPROVEMENT PLAN**

School Name: Ft. Caroline Elementary

School Number: 3235

2006 School Performance Grade: **A**

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

***Vision/Mission:**

The dedicated educators at Ft. Caroline Elementary
will challenge each child by meeting his/her individual
needs and move them to meet high academic standards.

***School Profile/Demographics:**

School Achievement Data:

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

School Accountability Report

235											
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
2006	A	526	94	86	94	85	83	84	N/A	60	52
2005	A	466	74	65	82	75	87	83	100	57	54
2004	A	419	69	61	88	62	76	63	99	53	47
2003	A	410	72	60	85	64	70	59	99	51	46

**School Match (schools TBD)

<p>**School Match (schools TBD)</p>
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Highly Qualified Certified Administrators/High Performance Management

Mrs. Beverly L. Walker, Principal, Ft. Caroline Elementary School

- Master's degree in Educational Leadership
- ESOL endorsement
- 14 years experience in education
- 8 years experience in classroom education
- 6 years experience in administration
- Established a Tutoring Program for students considered to be at-risk
- Serves on the Leadership Team where supervision, monitoring, tracking, etc., is conducted on each student at Ft. Caroline Elementary, with specific emphasis on students that rank in the Bottom Quartile-lowest 25% as determined by the (FCAT). Florida Comprehensive Assessment Test
- Analyzes data from standardized tests, Teacher Developed Assessments, a variety of student performance data, Developmental Reading Assessment, (DRA/RR), Dynamic Indicators of Basic Early Literacy System (DIBELS), District Benchmark Assessments, Integrated Theme Tests from the Core Curriculum Reading Program (CCRP), Data Monitoring/Tracking Forms, Class Profiles, Progress Reports, Report Cards, and student work in Literacy Portfolios
- Conducts site-based training based on needs assessments that involves all academic achievement in conjunction with data analysis training for all faculty members.
- Serves as facilitator/presenter during Wednesday Early Dismissal Day Site-Based Training that provides in-service training programs for content area teachers to discuss and monitor/track student progress as well as consider resources/materials requested by staff.
- Attends district level in-service and shares information with staff.
- Conducts Classroom Focus Walks to monitor teacher/student implementation and understanding of Reader's and Writer's Workshop with reading focus on the 5 Building Blocks of Reading through a Standards-Based Curriculum that is aligned with Sunshine State Standards (SSS), Duval County's District Framework, the District Elementary Implementation Rubric, Ft. Caroline Elementary's 5-3-1 Action Plan, as well as District Snapshot Focus Walks

***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.

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Extended Learning Opportunities/Safety Nets

- Individual teachers provide before and after school tutoring as determined by a variety of student performance data
- The Parent Teacher Association (PTA), PTA Booster Association, and the School Advisory Council (SAC), work in together to promote awareness and provide funds/materials/resources for targeted programs that will accelerate student achievement
- Business partners provide incentives as well as create a support system for our students and their families. Big Brothers/Big Sisters provide mentors to students to promote self-esteem.
- Ft. Caroline Elementary provides supplemental help to each student through a Standards-Based learning program that infuses the 5 Building Blocks of Reading in Readers' Workshop, Writer's Workshop, Math Investigations, and other content areas
- Ft. Caroline Elementary implements double block Guided Reading Groups and/or strategy groups to accelerate academic achievement for students identified in the Bottom Quartile/Progress Monitoring Plan (PMP)
- Ft. Caroline Elementary provides internal reading and math tutoring Safety Nets for students identified in the Bottom Quartile of the FCAT
- Ft. Caroline Elementary conducts Parent Workshops that bridge the school/home connection by helping parents and the community to understand each component of our Standards-Based Curriculum. Teachers conduct site-based training throughout the year.
- FCAT Explorer and simulations are used with individual students in 3rd – 5th grade. They provide practice and reinforcement in the areas of Vocabulary, Fluency and Comprehension as well as FCAT preparation.

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:

- 94% of our students are reading at or above grade level
- 86% of our students made a year's worth of progress in reading
- 84% of our struggling students made a year's worth of progress in reading
- Data analysis indicates that 94% scoring at or above grade level in Reading with the performance rating of the following groups: White 92 African American 81 Economically Disadvantaged 81 Students with Disabilities 61

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:

3rd – 5th grade students will improve on the four (4) strands tested on the FCAT Reading: Words and Phrases, Main Idea, Comparisons, and Reference and Researc by 1% from 94 to 95%.

Evaluation/Accountability:

- Focus Walks/Observations/Model/Demo Classroom Observations instructional strategies during Reader's Workshop. Feedback will be provided by Leadership Team to Teacher.
- The Leadership Team and Teachers will hold conversations monthly around data in an effort to track/monitor student performance
- Teacher Assessment Notebooks will be reviewed during classroom observations as well as during scheduled Site-Based Training sessions
- Analysis of a variety of student performance data: DRA/RR, District Benchmark Assessment, Teacher Developed Assessments, Integrated Theme Tests, Data Monitoring Forms and Portfolios. DRA/RR will be conducted three times yearly as well as on an as needed student basis, Benchmark Assessment is determined by the district, Teacher Developed Assessments are conducted at the end of a unit. Integrated Theme Tests are administered based on specified student requirements established by the district, Data Monitoring Forms are reviewed quarterly as well as during classroom Focus Walks as well as during scheduled teacher conferences and Site-Based Training. Student Portfolios are reviewed during classroom Focus Walks as well as during monthly teacher meetings
- Teacher Meetings that analyze student work are conducted monthly
- Safety Net Tutors and teachers working with students in a Safety Net or small group format will meet with the Teacher/Standards Coach monthly to monitor the progress of students
- Monthly observation by district ESE coaches for all ESE teachers using Direct Instruction.

Strategies (including timeline)	Lead Person/Team	Resources Needed
All ELA teachers will administer and score a reading diagnostic and DRA/RR Aug. 2006	All ELA (English Language Arts) teachers	<ul style="list-style-type: none"> • Reading Diagnostics • DRA Copies • Standards Books
3 rd – 5 th grade teachers will administer the FCAT Benchmark test Aug/Nov-Dec. 2006	Leadership Team: <ul style="list-style-type: none"> - B. Walker - M. Bahari - M. Kundert - K. McQueen - J. James 	Core Curriculum Reading Program
PMP (Progress Monitoring Plans) will be developed for all at-risk students Sept. 2006-May 2007.	All Teachers	NCR copies of PMP
Develop and maintain an IEP for all ESE students. Aug 2006 – May 2007	ESE Teachers	IEP Software
ESE resource students will now receive services in an inclusion setting through support facilitation and co-teaching. Aug. 2006-May 2007	ESE Teachers	Inclusion and Differentiated Instruction Training
Implement Reading is Fundamental (RIF) for all students. Aug. 2006-May 2007	<ul style="list-style-type: none"> ▪ Standards Coach ▪ Teachers 	RIF Grant
Fully implement all components of Reader's Workshop. Aug 2006-May 2007	ELA Teachers	<ul style="list-style-type: none"> • District Framework • Leveled Books • CCRP • SAC Funds
Implement an Internal Reading Safety Net Tutor program for all at-risk students. Aug. 2006-May 2007	Tutors	<ul style="list-style-type: none"> • PMP Tracking Forms • Tutors • SAI Funds • Full Service School Grant • Regional School Budget Funds
The Principal, Standards Coach and specified trained teachers will provide professional development training in data assessment and differentiation of instruction integrating the 5 Building Blocks of Reading. Aug. 2006-May 2007	<ul style="list-style-type: none"> • B. Walker • M. Bahari • M. Kundert • K. McQueen • J. James 	
Increase K-5 Independent Reading times to increase stamina. Aug. 2006-May 2007	ELA Teachers	<ul style="list-style-type: none"> • Classroom Libraries • Media Center • RIF
All ELA teachers will conduct individual conferences with all students. Aug. 2006-May 2007	ELA Teachers	Teacher Assessment Notebook, Portfolios
Implement after school safety net program through Extended Day's use of homework and reading time. Aug. 2006-May 2007	Extended Day	Extended Day Resources
Establish grade level reading pacing guides. Aug. 2006-May 2007	All Teachers and Standards Coach	DIBELS
Fully implement all components of Direct Instruction for all self-contained ESE students. Aug. 2006-May 2007	All ESE Teachers	SRA Corrective Reading

2. Objective:

86% of the Lowest Quartile will make learning gains in Reading.

Evaluation/Accountability:

- Focus Walks/Observations/Model/Demo Classroom Observations during Reader’s Workshop
- The Leadership Team and teachers will hold monthly conversations around data to track/monitor student progress
- Progress Monitoring Plan (PMP) will be reviewed during classroom observations as well as during scheduled Site-Based Training sessions
- Analysis of a variety of student performance data: DRA/RR, District Benchmark Assessment, Teacher Developed Assessments, Integrated Theme Tests, Data Monitoring Forms and Portfolios. DRA/RR will be conducted three times yearly as well on an as needed student basis, Benchmark Assessment is determined by the district, Teacher Developed Assessments are conducted at the end of a learning sequence, Integrated Theme Tests are administered based on specified student requirements established by the district, Data Monitoring Forms are reviewed during classroom Focus Walks as well as during scheduled teacher conferences and Site-Based Training. Student Portfolios are reviewed during classroom Focus Walks as well as during quarterly teacher meetings
- Quarterly Progress Reports will be reviewed by the Leadership Team
- Teachers will monitor student performance on the FCAT Explorer
- Teacher Meetings that analyze student work are conducted monthly
- Safety Net Tutors and teachers working with students in a Safety Net or small group format will meet with the teachers/Standards Coach monthly to monitor the progress of students

Strategies (including timeline)	Lead Person/Team	Resources Needed
Identify the strengths and weaknesses of instructional programs by analyzing available data. Aug. 2006-May 2007	K-5 th ELA teachers	<ul style="list-style-type: none"> • Standards • AIDE/MAP • Benchmark
Maintain a PMP (Progress Monitoring Plans) for students identified in the Lowest Quartile. Aug. 2006-May 2007	All Teachers	<ul style="list-style-type: none"> • Student data • NCR Forms of PMP
Implement an Internal Reading Safety Net Tutoring Program in K-5. Aug. 2006-May 2007	<ul style="list-style-type: none"> • Tutors • K-5 ELA teachers 	<ul style="list-style-type: none"> • Direct Instruction materials • Reading Mastery • Tutors • Leveled books
Provide professional development training in data assessment and differentiated instruction. Aug. 2006-May 2007	Standards Coach	<ul style="list-style-type: none"> • Professional literature • Professional Development Study Books
Increase reading stamina evidenced through the increase of Independent Reading times and gradually increasing the length of reading passages. Aug. 2006-May 2007	K-5 ELA teachers	Classroom Libraries
Integrate test taking strategies into daily skills block and lesson plans. Aug. 2006-May 2007	K-5 ELA teachers	<ul style="list-style-type: none"> • CCRP • Buckle Down
Conduct daily read-alouds with emphasis on vocabulary and comprehension strategies. Aug. 2006-May 2007	<ul style="list-style-type: none"> • K-5 ELA teachers • B. Walker 	<ul style="list-style-type: none"> • Classroom Libraries • Book of the Month (BOM) • Strategies sheet for BOM
Identify and monitor performance of lowest 10 performing 4 th grade reading students. Aug. 2006-May 2007	<ul style="list-style-type: none"> • Leadership Team • 4th grade teachers 	<ul style="list-style-type: none"> • Tracking/Monitoring Forms • AIDE/MAP data

Research-Based Program:

CCRP (Houghton Mifflin), Great Leaps, DIBELS, ERDA, Fox in a Box, Reading Mastery

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

- Site-based training provides in-service for our staff as directed by our School-Improvement Plan, District Elementary Implementation Rubric and 5-3-1 Action Plan. Training is conducted by teacher specialists, our Standards Coach, the Principal, and/or District Standards Coach. The Leadership Team may conduct a Focus Walk to determine implementation of training agenda items as well as focus on Next Steps. Site-based training is conducted on Early Release Days and during monthly training.
- A Regional review of the District Elementary Implementation Rubric is conducted at the Middle and End of the school year to determine the school's phase of implementation as it relates to the Standards in conjunction with the students ability to articulate and implement the Standards.
- District Training provides in-service for our staff based on grade level and/or teacher specific needs. Teachers are responsible for returning to their school and implementing what they have learned.
- The Principal, AP, and Standards Coach train staff in the use of AIDE data. Teachers will use the data to drive their instruction. Teachers will use the data at the start of school as a planning and diagnostic tool. During the school year the data becomes a monitoring tool to assist with differentiated instruction.
- The Principal, Standards Coach and Teacher Specialists will provide staff training in the use of FCAT Test data, Safety Nets, scaffolding instruction, Skills Block, connecting standards to instruction and student work, differentiated grouping, the 5 Building Blocks of Reading, and strategies that support acceleration in each of the FCAT Standards. Training is provided during the Early Release Days and monthly Site-Based training sessions.
- Early Release Days provide training opportunities for grade level and vertical teams to meet and discuss various topics.
- District Snapshot Focus Walk Reviews are conducted to monitor and determine the phase of implementation that exists within the school as well as assessing student's articulation and implementation of Standards.
- Faculty meetings, grade level meetings, and vertical team meetings meet to analyze data to implement strategies and drive instruction. Faculty meetings are scheduled once monthly and/or as needed. Grade level meetings may occur once weekly or as needed.
- Monthly training by district ESE coaches for all ESE teachers using Direct Instruction Inclusion Training.
- Model classrooms available for periodic visits by staff (ELA) will be used on an as-needed basis. Teachers will implement best practices.

Budget:

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available
<p>*Research-Based Program(s) (Instructional Materials)</p>	<ul style="list-style-type: none"> • Houghton Mifflin's Comprehensive Core Reading Program • Great Leaps is a supplementary reading program which is designed to be a fluency-building program. Ft. Caroline Elementary currently uses Great Leaps with at-risk 1st and 2nd grade students • Standards and Monograph Series, DIBELS, ERDA, Fox in a Box, WRMT, Reading Mastery, Corrective Reading 	<ul style="list-style-type: none"> • A+ Funds • SAI Funds • IDEA Funds • PTA Allocated Funds • SAC Allocated Funds • Extended Day Allocated Funds • District Provided core 	<p>11,200</p>
<p>*Research-Based Resource(s) (e.g. websites, assessment tools)</p>	<ul style="list-style-type: none"> • FCAT Explorer is used with individual students in 3rd – 5th grades. • FCAT Simulator is used with individual students in third grade to provide students with work in the areas of Reading strategies 	<ul style="list-style-type: none"> • 	
<p>Technology</p>	<ul style="list-style-type: none"> • Computers • Printers • Tape Recorders • Head Phones • Various Grade Specific and district approved software programs • Reading Safari (ESE) • Word Arcade (ESE) • Earobics (ESE) 	<ul style="list-style-type: none"> • Extended Day • IDEA Funds • SAC 	<p>32,700</p>
<p>Professional Development</p>	<ul style="list-style-type: none"> • Site-Based Training, District Training, Professional Study Books/Materials, DRA/RR, CCRP, Leveled Texts, Safety Net Materials, Corrective Decoding, and Great Leaps are integral components that develop life long learning strategies and skills for the growth and engagement of teachers and students • Substitutes for Training 	<ul style="list-style-type: none"> • A+ Funds • SAI Funds • IDEA Funds • PTA Allocated Funds • SAC Allocated Funds • Extended Day • Allocated Funds 	<p>3,000</p>
<p>Other</p>	<p>Safety Net (Before, During and After School Tutoring) Model Classroom Libraries and Supplies Classroom Libraries</p>	<ul style="list-style-type: none"> • A+ Funds • SAI Funds • Extended Day Funds • SAC 	<p>7,800</p>
		Total:	<p>54,700</p>

***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.

- Site-Based Training provides in-service for our staff on the areas outlined in our School-Improvement Plan, Elementary Implementation Rubric and 5-3-1 Action Plan. Training is conducted by teacher specialists, our Standards Coach, the Principal, and/or District Standards Coach. A feedback form is completed at the end of each training session with follow-up based on teacher need. The Leadership Team may conduct a Focus Walk to determine implementation of training agenda items as well as focus on Next Steps. Site-based training is conducted monthly. Focus Walk forms will provide feedback as well as Next Steps.
- The Leadership Team will meet with grade levels quarterly to track/monitor student progress
- Teachers will meet with Internal Reading Safety Net Tutors to track/monitor students identified in the Lowest Quartile
- Content area teachers will receive additional training in reading strategies
- Students will be engaged in test taking preparation skills and techniques to improve FCAT performance
- District Training provides in-service for our staff based on grade level and/or teacher specific needs. Teachers are responsible for returning to their school and implementing what they have learned.
- The Principal, AP, and Standards Coach train staff in the use of AIDE. Teachers will use the data to drive their instruction. Teachers will use the data at the start of school as a planning and diagnostic tool. During the school year the data becomes a monitoring tool to assist with differentiated instruction.
- The Principal, Standards Coach and teacher specialists will provide staff training in the use of FCAT Test data, Safety Nets, scaffolding instruction, Skills Block, connecting standards to instruction and student work, differentiated grouping, planning using Standards, the 5 Building Blocks of Reading, Reading Monographs, and strategies that support acceleration in each of the FCAT Standards. Training is provided monthly and on Early Release Days.
- Early Release Days provide training opportunities for grade level and vertical teams to meet and discuss various topics including assessment data.
- Faculty meetings, grade level meetings, and vertical team meetings provide the opportunity to analyze data to implement strategies and drive instruction. Faculty meetings are scheduled once monthly and/or as needed. Grade level meetings may occur once weekly or as needed.
- Monthly training from district ESE coaches on Direct Instruction

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:

- 86% of our students are at or above grade level in math
- 83% of our students made a year’s worth of progress in math
- Data analysis indicates that 86% scoring at or above grade level in Math with the performance rating of the following groups: White 92 African American 71 Economically Disadvantaged 72 Students with Disabilities 60

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:

3rd – 5th grade students will improve on the five strands tested on the FCAT Math: Number Sense, Measurement, Geometry, Algebraic Thinking, and Data Analysis by 2% from 86% to 88%.

Strategies (including timeline)	Lead Person/Team	Resources Needed
<ul style="list-style-type: none"> • 1st – 5th grade teachers will administer and score a math diagnostic on or before September 2006, and again in December and May • K will administer in December 2006 and May 2007 	<ul style="list-style-type: none"> ▪ School-Wide Lead Math Teacher: <ul style="list-style-type: none"> - J. James ▪ All Math Teachers ▪ Leadership Team: <ul style="list-style-type: none"> - B. Walker - M. Bahari - M. Kundert - K. McQueen - J. James 	Diagnostics (copies)
<ul style="list-style-type: none"> • 3rd-5th grade teachers will administer the FCAT Benchmark tests. Aug. 2006-May 2007 	3 – 5 Math Teachers	Benchmark Tests
<ul style="list-style-type: none"> • PMP (Progress Monitoring Plans) will be developed and updated for all students who scored in the Bottom Quartile, scored a Level 1 or 2 on the FCAT Math and/or are considered At-Risk. Aug. 2006-May 2007 	All Teachers	<ul style="list-style-type: none"> • Diagnostic data • Benchmark data • FCAT data
<ul style="list-style-type: none"> • Develop/maintain IEPs for all ESE students. Aug. 2006-May 2007 	ESE Teachers	IEP Software
<ul style="list-style-type: none"> • Provide opportunities for school-based/district training/support and provide the opportunity for teachers to observe Math Investigations in model classrooms (for newly hired teachers and teachers requesting and/or demonstrating additional instruction based on the Workshop Design). Aug. 2006-May 2007 	Math Lead Teacher	Professional Development/Study Books

<ul style="list-style-type: none"> Fully implement Math Investigations curriculum as core math curriculum. Aug. 2006-May 2007 	All Teachers	Math Investigations Materials
<ul style="list-style-type: none"> Utilize teacher specialists who will serve as Math Investigations Model Classrooms. Aug. 2006-May 2007 	Math Lead Teacher	
<ul style="list-style-type: none"> Math Investigations Teachers and Standards Coach will conduct follow-up debriefing/conferencing sessions and attend observations with teachers in other classrooms. Aug. 2006-May 2007 	Standards Coach Math Lead Teacher	Elementary Implementation Rubric
<ul style="list-style-type: none"> Conduct Focus Walks/Classroom Observations/Model/Demo Lessons to observe implementation of Math Investigations (MI) and plan for next steps using the District's Snapshot System and Site-Based Focus Walks. Aug. 2006-May 2007 	Leadership Team	<ul style="list-style-type: none"> 5-3-1 Action Plan Implementation Rubric
<ul style="list-style-type: none"> The Leadership Team and district will provide professional development training in data assessment and implementing content area Reading strategies in the instruction of Math. Aug. 2006-May 2007 	Leadership Team	<ul style="list-style-type: none"> Site-Based Training Schultz Center Training
<ul style="list-style-type: none"> Implement an Internal Math Safety Net Tutor in 3rd-5th grade for students identified in the Bottom Quartile and/or scored Level 1 or 2 on the FCAT Math. Aug. 2006-May 2007 	Math Teachers Tutor	<ul style="list-style-type: none"> Teacher Assessment Notebooks Tutors
<ul style="list-style-type: none"> Develop, implement, and adhere to Pacing Guides. Aug. 2006-May 2007 	All Teacher	<ul style="list-style-type: none"> Lesson Plans
<ul style="list-style-type: none"> Math teachers meet to plan and analyze student work. Aug. 2006-May 2007 	Math Teachers	Tracking/Monitoring Forms
<ul style="list-style-type: none"> Implement K-5 rituals and routines for teaching mathematics using MI and other materials designed to teach conceptual understanding. Aug. 2006-May 2007 	Math Teachers	Math Investigations Materials
<ul style="list-style-type: none"> Teachers incorporate a daily math skills block. Aug. 2006-May 2007 	Math Teachers	Math Journals
<ul style="list-style-type: none"> Conduct Parent Workshops that will include education on Math Investigations. Nov. 2006-Feb. 2007 	Math Lead Teacher	FCAT Prep Materials
<ul style="list-style-type: none"> Implement FCAT Math Student Workshop on Saturdays prior to FCAT testing where 3rd-5th grade students can attend to "ramp-up" for FCA. Feb. 2007T 	Math Lead Teacher 3,4,5 Math Teachers	FCAT Prep Materials
<ul style="list-style-type: none"> Implement Strive for 5 for all 5th grade students scoring level 4 or 5. Nov. 2006-Mar 2007 	Math Lead Teacher 3,4,5 Math Teachers	FCAT Prep Materials

Evaluation/Accountability:

- Focus Walks/Observations/Model/Demo Classroom Observations of and with teachers using instructional strategies from FCAT Content Specifications during Math Workshop will be conducted a minimum of two times yearly with feedback.
- The Leadership Team and teachers will hold conversations around the District Elementary Implementation Rubric in conjunction with tracking/monitoring data monthly.
- Teacher Assessment Notebooks will be reviewed during classroom observations.
- Analysis of a variety of student performance data: Math Diagnostics, District Benchmark Assessment, Teacher Developed Assessments, Data Monitoring Forms and Portfolios. Math Diagnostics will be conducted three times yearly. Benchmark Assessment is determined by the district, Teacher Developed Assessments are conducted at the end of an Investigation. Data Monitoring Forms are reviewed during classroom Focus Walks as well as during scheduled teacher conferences and Site-Based Training. Student Portfolios/student work are reviewed during classroom Focus Walks as well as during monthly teacher meetings
- Teacher Meetings that analyze student work are conducted once a month

- Safety Net Tutors and teachers working with students in a Safety Net or small group format will meet with the teachers monthly to monitor the progress of students
- End-of-the-year Diagnostic Test.

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

- Site-Based Training provides in-service for our staff on the areas outlined in our School-Improvement Plan, Elementary Implementation Rubric and 5-3-1 Action Plan. Training is conducted by teacher specialists, our Standards Coach, School-wide Math Lead Teachers, the Principal, and/or District Standards Coach. A feedback form is completed at the end of each training session with follow-up based on teacher need. The Leadership Team may conduct a Focus Walk to determine implementation of training agenda items as well as focus on Next Steps. Focus Walk forms will be provided for feedback as well as Next Steps.
- A Regional review of the Elementary Implementation Rubric is conducted at the Beginning, Middle and End of the school year to determine the school's phase of implementation as it relates to the Standards in conjunction with the students' ability to articulate and implement the Standards.
- District Training is provided through the Schultz Center. Teachers are responsible for returning to their school and implementing what they have learned.
- The Principal, AP, and Standards Coach train staff in the use of AIDE data. Teachers will use the data to drive their instruction. Teachers will use the data at the start of school as a planning and diagnostic tool. During the school year the data becomes a monitoring tool to assist with differentiated instruction.
- The Leadership Team and Math specialists will provide staff training in the use of FCAT Test data, Safety Nets, scaffolding instruction, Skills Block, connecting standards to instruction and student work, flexible grouping, planning using Standards, and Building Block strategies that support acceleration in each of the FCAT Standards. Training is provided during Early Release Days.
- Early Release Days provide training opportunities for grade level and vertical teams to meet and discuss various topics including assessment/data.
- Faculty meetings, grade level meetings, and vertical team meetings provide the opportunity to analyze data to implement strategies and drive instruction. Faculty Meetings are scheduled once monthly and/or as needed. Grade level meetings may occur once weekly or as needed.

2. Objective:

86% of the Lowest Quartile will make learning gains in Math.

Strategies (including timeline)	Lead Person/Team	Resources Needed
<ul style="list-style-type: none"> • Review quarterly Progress Reports. Sept, Nov. 2006, Feb, April 2007 	Leadership Team	
<ul style="list-style-type: none"> • Provide professional development training in data assessment and integrate the building block strategies as part of Math Content instruction. Aug. 2006-May 2007 	School-Wide Lead Math Teacher: - J. James	<ul style="list-style-type: none"> ▪ Standards ▪ Data Notebooks ▪ FCAT prep materials
<ul style="list-style-type: none"> • Gather baseline data on students to assist teachers in targeting sub-strands of the FCAT that are problematic. Aug. 2006 	3 rd -5 th grade Math Teachers	<ul style="list-style-type: none"> • FCAT Data • Assessment Notebook
<ul style="list-style-type: none"> • Implement a Math Safety Net Tutoring Program in 3rd-5th grade. Aug. 2006-May 2007 	Leadership Team: - B. Walker - M. Bahari - M. Kundert - K. McQueen - J. James	Core Curriculum Math Program
<ul style="list-style-type: none"> • Leadership Team members will meet monthly with teachers to monitor the academic achievement levels of the Lowest Quartile. Aug. 2006-May 2007 	Leadership Team	<ul style="list-style-type: none"> • Data Notebooks • Tracking/Monitoring Forms
<ul style="list-style-type: none"> • Implement test taking strategies into daily skills block and lesson plans. Aug. 2006-May 2007 	All Teachers	<ul style="list-style-type: none"> • Buckle Down Materials • Core Curriculum
<ul style="list-style-type: none"> • Acclimate students to the testing format. Aug. 2006-May 2007. 	All Teachers	FCAT Explorer

<ul style="list-style-type: none"> Incorporate reading in the content area strategies in alignment with Math Investigations components. Aug. 2006-May 2007 	All Teachers	Classroom Libraries
<ul style="list-style-type: none"> Maintain a Progress Monitoring Plan (PMP) for students in the Lowest Quartile. Sept. 2006-May 2007 	Leadership Team 4 th & 5 th grade teachers	<ul style="list-style-type: none"> FCAT Data PMP or NCR Forms
<ul style="list-style-type: none"> Identify and monitor performance of lowest 10 performing 4th – 5th grade math students. Aug. 2006-May 2007 	Leadership Team 4 th & 5 th gr. teachers	<ul style="list-style-type: none"> Safety Net Tutors FCAT Data

Evaluation/Accountability:

- Focus Walks/Observations/Model/Demo Classroom Observations of and with teachers using instructional strategies from FCAT Content Specifications during Math Workshop will be conducted a minimum of two times yearly with feedback.
- The Leadership Team and teachers will hold conversations around the District Elementary Implementation Rubric in conjunction with tracking/monitoring data monthly.
- Teacher Assessment Notebooks will be reviewed during classroom observations.
- Analysis of a variety of student performance data: Math Diagnostics, District Benchmark Assessment, Teacher Developed Assessments, Data Monitoring Forms and Portfolios. Math Diagnostics will be conducted three times yearly. Benchmark Assessment is determined by the district, Teacher Developed Assessments are conducted at the end of an Investigation. Data Monitoring Forms are reviewed during classroom Focus Walks as well as during scheduled teacher conferences and Site-Based Training. Student Portfolios/student work are reviewed during classroom Focus Walks as well as during monthly teacher meetings
- Teacher Meetings that analyze student work are conducted once a month.
- Safety Net Tutors and teachers working with students in a Safety Net or small group format will meet with the teachers monthly to monitor the progress of students
- End-of-year Diagnostic Test.

Research-Based Program:

Math Investigations, Knowing Math, Connecting Math

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

- Site-Based Training provides in-service for our staff on the areas outlined in our School-Improvement Plan, Elementary Implementation Rubric and 5-3-1 Action Plan. Training is conducted by teacher specialists, our Standards Coach, School-wide Math Lead Teachers, the Principal, and/or District Standards Coach. A feedback form is completed at the end of each training session with follow-up based on teacher need. The Leadership Team may conduct a Focus Walk to determine implementation of training agenda items as well as focus on Next Steps. Focus Walk forms will be provided for feedback as well as Next Steps.
- A Regional review of the Elementary Implementation Rubric is conducted at the Beginning, Middle and End of the school year to determine the school's phase of implementation as it relates to the Standards in conjunction with the students' ability to articulate and implement the Standards.
- District Training is provided through the Schultz Center. Teachers are responsible for returning to their school and implementing what they have learned.
- The Principal, AP, and Standards Coach train staff in the use of AIDE data. Teachers will use the data to drive their instruction. Teachers will use the data at the start of school as a planning and diagnostic tool. During the school year the data becomes a monitoring tool to assist with differentiated instruction.
- The Leadership Team and Math specialists will provide staff training in the use of FCAT Test data, Safety Nets, scaffolding instruction, Skills Block, connecting standards to instruction and student work, flexible grouping, planning using Standards, and Building Block strategies that support acceleration in each of the FCAT Standards. Training is provided during Early Release Days.
- Early Release Days provide training opportunities for grade level and vertical teams to meet and discuss various topics including assessment/data.
- Faculty meetings, grade level meetings, and vertical team meetings provide the opportunity to analyze

data to implement strategies and drive instruction. Faculty Meetings are scheduled once monthly and/or as needed. Grade level meetings may occur once weekly or as needed.

Budget:

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available
<p>*Research-Based Program(s) (Instructional Materials)</p>	<ul style="list-style-type: none"> • Math Investigations provides hands-on engagement and is aligned with the sub-strands targeted on the FCAT • Knowing Mathematics is used with students that are in the Bottom Quartile and have scored at Level 1 on the FCAT. The program promotes a sequential approach to basic math skills/concepts. • Inclusion - (ESE) Connecting Math 	<p>District provided IDEA</p>	
<p>*Research-Based Resource(s) (e.g. websites, assessment tools)</p>	<ul style="list-style-type: none"> • FCAT Explorer is used with individual students in 3rd-5th grade. It provides practice and reinforcement in the areas of Math Skills and FCAT preparation; Buckle Down 	<ul style="list-style-type: none"> • A+ Funds • SAC Allocated Funds 	<p>4,000</p>
<p>Technology</p>	<ul style="list-style-type: none"> • Computers • Printers • Tape Recorders • Head Phones • Various Grade Specific and district approved software programs 	<ul style="list-style-type: none"> • IDEA Funds • SAC Allocated Funds 	<p>3,000</p>
<p>Professional Development</p>	<ul style="list-style-type: none"> • Site-Based Training, District Training, Seminars, Professional Study, and Books/Materials develop life long learning strategies and skills for the growth and engagement of teachers and students. • All of our Math teachers have received Site-Based Training in conjunction with the two day and/or two week district training in Math Investigations. • Substitutes for Training 	<ul style="list-style-type: none"> ▪ A+ Funds ▪ IDEA Funds 	<p>500</p>
<p>Other</p>	<p>Safety Net (Before, During and After School Tutoring) Model Classroom Supplies and Libraries Classroom Libraries</p>	<ul style="list-style-type: none"> • SAI Funds • Operating Budget • SAC 	<p>1,200</p>
		Total:	<p>8,700</p>

***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:

- 94% of our 4th grade students scored a 3.5 on FCAT Writing
- The percent of students scoring at 3.5 or higher on FCAT Writing is as follows:W-95%, B-95%, ED 94%,
*Fewer than 10 students.

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

Ft. Caroline Elementary School will improve the number of students meeting or exceeding the state standard by 1% or demonstrate 95% or better performance.

Strategies (including timeline)	Lead Person/Team	Resources Needed
<ul style="list-style-type: none"> • Provide school-based training/support opportunities for teachers to observe Writer's Workshop in model/demo classrooms for newly hired teachers and teachers requesting and/or demonstrating additional instruction based on expectations Aug. 2006-May 2007. • Establish grade level writing genre pacing guides Aug. 2006-May 2007 • Provide the opportunity for ELA teachers to attend District Literacy 101, 201, 301 training. Aug. 2006-July 2007 • Conduct daily writing with students as a component of Writers Workshop. Aug. 2006-May 2007 • Designate ELA Planning Sessions to analyze/evaluate student work against the Standard and plan for instruction. Aug. 2006-May 2007 	<ul style="list-style-type: none"> • The Leadership Team • Grade Level ELA Teachers • Model classrooms 	<ul style="list-style-type: none"> • Standards • District Framework • Elementary Implementation Rubric • Monographs • Teacher Assessment Notebooks • Writing Portfolios • Lesson Plans
<ul style="list-style-type: none"> • Conduct daily writing with students as a component of Writers Workshop. Aug. 2006-May 2007 • Conference/document with students to set goals and plan for instruction. Aug. 2006-May 2007 • Conduct Focus Walks/Classroom Observations based on Writers Workshop as well as the Elementary Implementation Rubric. Aug. 2006-May 2007 • Use grade level prompts to reflect and build understanding of what meets and exceeds the standard-based on the New Performance Standards and aligns with the Florida Writes Rubric. Conduct Mock FCAT Writing sessions in all grades. Aug. 2006-May 2007 • Embed varied types of assessments that are clearly linked to the Writing Standard. Aug. 2006-May 2007 	<p>All Teachers</p>	<ul style="list-style-type: none"> • Teacher Resource Room • District Snapshot Rubrics • Books of the Month • Training Materials/Resources • Tracking/Monitoring Forms • Class Profiles • Conference Logs

<ul style="list-style-type: none"> • Provide strategies for students whose writing meets or exceeds the Standard in an effort to go deeper into Author's Craft. Aug. 2006-May 2007 • Sourcebooks/Writer's Notebooks/Binders will be updated/maintained to assess student progress. Aug. 2006-May 2007 • Establish grade level student portfolio requirements and teach students how to routinely reflect on their work and make decisions about portfolio entries. Aug. 2006-May 2007 • Writing Portfolios are maintained and updated. Aug. 2006-May 2007 • Students use technology resources to communicate and illustrate ideas and stories (Based on availability of technology). Aug. 2006-May 2007 	<p>All Teachers</p>	<ul style="list-style-type: none"> • Professional Study Book • Monographs • Portfolio • Technology Resources
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Evaluation/Accountability:

- Focus Walks/Observations/Model/Demo Classroom Observations of and with teachers using instructional strategies from FCAT Content Specifications during Writer's Workshop will be conducted a minimum of once per year with feedback as well as Next Steps
- Teachers will use individual/small group data/student writing samples and rubrics to drive instructional practices
- State practice tests will be used to monitor student progress and develop lessons to increase student performance
- The Leadership Team and grade level teachers will review student writing samples from mock prompts
- Teachers will score writing prompts written by students in other classrooms and scores will be tracked to monitor student progress in grades 3 & 4
- District Snapshots will focus on the Standards-Based Curriculum and scheduled through the district
- Student writing folders and portfolios will be reviewed during classroom visits
- Teacher meetings that focus on analyzing student work are conducted monthly
- The Elementary Implementation Rubric, 5-3-1 Action Plan, School Improvement Plan, and District Framework will be used by teachers to self-assess their understanding of standards and the phases of implementation for Writer's Workshop
- Leadership team will go into 3rd and 4th grade classrooms to conference with students.

Research-Based Program:

CCRP (Houghton Mifflin)

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

- Site-Based Training provides in-service for our staff on the areas outlined in our School-Improvement Plan, Elementary Implementation Rubric and 5-3-1 Action Plan. Training is conducted by teacher specialists, our Standards Coach, the Principal, and/or District Standards Coach. A feedback form is completed at the end of each training session with follow-up based on teacher need. The Leadership Team and/or Design Team member(s) may conduct a Focus Walk to determine implementation of training agenda items as well as focus on Next Steps. Site-Based training is conducted monthly.
- A Regional review of the Elementary Implementation Rubric is conducted at the middle and end of the school year to determine the school's phase of implementation as it relates to the Standards in conjunction with the students ability to articulate and implement the Standards.
- The Writing Process and Scoring/Rubric will be offered to parents during Parent Workshops
- District Training through the Schultz Center is provided. Teachers are responsible for returning to their school and implementing what they have learned.
- The Principal, Standards Coach and specified teacher specialists will provide staff training in the use of FCAT Test data, Safety Nets, scaffolding instruction, Skills Block, connecting standards to instruction and student work, flexible grouping, planning using Standards, and strategies that support acceleration in each of the FCAT Standards. Training is provided monthly.
- Built into the district calendar are bi-weekly early release days designed for teacher professional development and collaboration facilitated by teachers, coaches, and principals which include training opportunities for grade level teams to meet and discuss various topics including assessment data.
- Faculty meetings, grade level meetings, and vertical team meetings will debrief training components and analyze data to implement strategies and drive instruction. Faculty Meetings are scheduled once monthly and/or as needed. Grade level meetings may occur once weekly or as needed.
- District Snapshot Focus Walk Reviews are conducted to monitor and determine the phase of implementation that exists within the school as well as assessing student's articulation and implementation of Standards. District Snapshot Focus Walk Reviews are scheduled through the district.

Budget:

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available
*Research-Based Program(s) (Instructional Materials)	Houghton Mifflin's Legacy of Literacy Comprehensive Core Reading Program provides students with explicit instruction that focuses on the 5 Building Blocks of Reading, the use of leveled and anthologies that are used to develop Writer's Workshop Mini-lessons along with a FCAT practice booklet.		
*Research-Based Resource(s) (e.g. websites, assessment tools)			
Technology	<ul style="list-style-type: none"> • FCAT Explorer is used with individual students in 3rd-5th grades. It provides practice and reinforcement in the areas of Vocabulary, Fluency and Comprehension that are part of the metacognitive strategies that impact writing • Computers are used to produce published writing pieces and assist with proofing 	Booster Allocated Funds	5,000
Professional Development	<ul style="list-style-type: none"> • Site-Based training, district training, seminars, professional study books/materials, safety net materials are integral components that develop implementation of the higher phases of writing skills • Substitutes for Training • District Trainers • Authentic Literature • Optional attendance at Monthly Reading Council Meetings 	Business Partner	1,500
Other			
		Total:	6,500

Goal 1: Academic Performance (Science)

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

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

Needs Assessment:

The percentage of students scoring at or above the mean scale score on the FCAT in SSS (Sunshine State Standards) Science determines the needs. The mean scale score for the state was 296; the mean scale score for Ft. Caroline Elementary was 312.

1. Objective:

- 5th grade students will improve on the overall strands tested on the FCAT Science: Physical and Chemical, Earth and Space, Life and Environmental, and Scientific Thinking.
- 46% of all 5th grade students will score at level 3 or above on the FCAT Science Standards Component (SSS).

Strategies (including timeline)	Lead Person/Team	Resources Needed
All teachers will incorporate the genre of Report Writing into their lessons with an emphasis on using FCAT vocabulary. Aug. 2006-May 2007	K. Harmeling	
Implement grade level science pacing guides. Aug.2006-May 2007	<ul style="list-style-type: none"> • Science Lead Teachers 	
<ul style="list-style-type: none"> • Students will use non-fiction texts and research science concepts. Aug. 2006-May 2007 • Science teachers will actively engage students in the selection of non-fiction texts as well as participate in the development of science activities for related Books of the Month. Aug. 2006-May 2007 • Engage students in hands-on opportunities to develop scientific inquiry through Science Fair, Invention Convention, and classroom projects. Aug. 2006-May 2007 • All teachers will incorporate the genre of Report Writing into their lessons. Aug. 2006-May 2007 	<ul style="list-style-type: none"> • John James and Kay Harmeling, School-Wide Science Lead Teachers • All Science teachers 	<ul style="list-style-type: none"> • District Framework and Sunshine State Standards • Non-fiction texts • FCAT results • Harcourt Science textbook • Scholastic New/ Weekly Reader magazines
<ul style="list-style-type: none"> • Science teachers will model and reinforce the inquiry method. Aug. 2006-May 2007 • Continue delivery of inquiry-based instruction aligned with SSS and benchmarks. Aug. 2006-May 2007 • Implement reading strategies and features of print in Science and promote Reading in the Content Area for all Science. Aug. 2006-May 2007 • Create science word list and word wall. Aug. 2006-May 2007 • Establish grade level science pacing guides. Aug. 2006-May 2007 	<ul style="list-style-type: none"> • John James and Kay Harmeling, School-Wide Science Lead Teachers • All Science teachers 	<ul style="list-style-type: none"> • District Framework and Sunshine State Standards • Non-fiction texts • FCAT results • Harcourt Science textbook • Scholastic New/ Weekly Reader magazines

Evaluation/Accountability:

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

Research-Based Program:

Core adopted series (Scott Foresman)

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

- Examination of the scope and sequence of the elementary science curriculum will be conducted K-5, science standards in grades K-5
- Training will continue with emphasis on Reading strategies in the Content Area
- Training will continue with emphasis on the Writing Genres
- District Science workshops

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)	<ul style="list-style-type: none"> • Curriculum supplies and equipment • Lab supplies and equipment 	District provided	
Technology			
Professional Development	<ul style="list-style-type: none"> • Substitutes for Training • Professional materials 		0
Other	Scholastic News Magazine	PTA	4,500
		Total:	4,500

***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: <ul style="list-style-type: none"> • Maintain positive School-to-Home partnership • Promote parent involvement in education 		
Objective: Parents will be encouraged to be involved in activities that enhance student learning.		
Strategies (including timeline)	Lead Person/Team	Resources Needed
<ul style="list-style-type: none"> • School Climate/Parent Surveys will be distributed to gather information on expectations, questions and/or concerns. Jan. 2007 • Certificated teachers and volunteers will be used to assist in Safety Net Programs 3rd-5. Aug. 2006-May 2007 • Classroom planners will be used as a home/school communication tool. Aug. 2006-May 2007 • Parents will monitor their student's book logs and responses to encourage literacy conversation. Aug. 2006-May 2007 	<ul style="list-style-type: none"> • Leadership Team • PTA, Web Master • Classroom Teachers 	<ul style="list-style-type: none"> • Supplemental Materials • SAI Funds • A+ Funds • Planners • Surveys
<ul style="list-style-type: none"> • The school web site will be updated by PTA in an effort to promote learning community education. Aug. 2006-May 2007 • A Principal's Standards-Based Bulletin Board will display examples of student work that Meets the Standard and/or shows growth over time. Aug. 2006-May 2007 • Classroom Standards-Based Bulletin Boards will display examples of student work and be updated monthly to reflect current standards-based instruction. Aug. 2006-May 2007 		
<ul style="list-style-type: none"> • The school will continue to produce a monthly parent to home newsletter (The Tribune). Aug. 2006-May 2007 • The school will produce a school-based brochure. Aug. 2006-May 2007 • The school will schedule parent education workshops and conferences. Aug. 2006-May 2007 		
Evaluation/Accountability: <ul style="list-style-type: none"> • Maintain the parent/volunteer sign-in log to track parent involvement • Teachers will document all parent conferences • Review parent surveys with staff and all other stakeholders 		
Researched-Based Program		
Professional Development Aligned with this Objective		

Budget:

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available
Technology	<ul style="list-style-type: none"> • Tribune: a monthly School-to-Home Newsletter • School Planners that 		500

	are used as a daily primary communication tool between home and school <ul style="list-style-type: none"> • School-based brochure 		
Professional Development	Parent Workshops	PTA	1,500

***Return On Investment (ROI)**

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

School Safety and Discipline

<p>Needs Assessment: The School Climate Survey indicator for discipline will indicate improvement in the overall approval rating.</p>		
<p>Objective: To decrease the number of class II and IV offenses committed by students by 5%</p>		
Strategies (including timeline)	Lead Person/Team	Resources Needed
<ul style="list-style-type: none"> • The school will maintain visible evacuation maps, safety procedures and emergency plans. Aug. 2006-May 2007 • Conduct monthly fire drills and district designated tornado drills. Aug. 2006-May 2007. Aug. 2006-May 2007 • Administration will enforce rituals and routines in conjunction with state laws outlined for school safety in designated parking and bus loading/unloading zones, as well as the designated parent carport area. Aug. 2006-May 2007 • A class discipline plan outlining rituals and routines will be developed by all classroom teachers and remain consistent on grade levels. Aug. 2006-May 2007 	<ul style="list-style-type: none"> • M. Bahari, AP • B. Walker, Principal • Classroom Teachers • K. McQueen, Counselor • Para Professionals • Foundations Team • Full Service Schools 	<ul style="list-style-type: none"> • District Code of Conduct • School-Wide Discipline Plan • School Policies and Procedures Handbook • Book of the Month • PTA • Foundations Materials • Sub Folder
<ul style="list-style-type: none"> • All teachers will teach the rituals and routines to students in a systematic way. Aug. 2006-May 2007 • All teachers will hold class meetings. Aug. 2006-May 2007 • Class meetings will become a part of Daily Rituals and Routines. Aug. 2006-May 2007 • The school will participate in flag raising ceremonies that emphasize positive school culture and recognition of school and student accomplishments. Aug. 2006-May 2007 	All Teachers and Staff	
<ul style="list-style-type: none"> • Paraprofessional meetings will be held and the rituals and routines of school-wide discipline plan will be reviewed for their implementation. Aug. 2006-May 2007 • The Foundations Team will analyze data on behavioral patterns and causes and use the information in maintaining and revising the school-wide discipline plan. Aug. 2006-May 2007 • The In-School suspension program will continue throughout the year at Windy Hill Elementary (cluster site). Aug. 2006-May 2007. Aug. 2006-May 2007 • All visitors will enter the front office door and must receive a visitor's pas to wear prior to entering any part of the school facility. Aug. 2006-May 2007 • All students will go to and from locations within the school facility/grounds in groups of at least two. Aug. 2006-May 2007 • Sub folder in each classroom with school safety information. Aug. 2006-May 2007 • Counseling as preventative maintenance for at-risk students. Aug. 2006-May 2007 		
<ul style="list-style-type: none"> • Implement Guidelines for Success (TRIBE, Trustworthy, Respectful, Involved, Brave, Effort), to encourage character building and appropriate behavior. Aug. 2006-May 2007 	All Teachers and Staff	Foundations Professional Development and Materials
<ul style="list-style-type: none"> • Utilize Golden Spoon award to reward appropriate behavior in the cafeteria. Aug. 2006-May 2007 	All Teachers and Staff	

<ul style="list-style-type: none"> Develop plan of supervision of all common areas (cafeteria, bus loading zone, front school car rider drive, courtyard area, Extended Day area, etc. before and after school) 	All Teachers and Staff	Foundations Professional Development and Materials
<ul style="list-style-type: none"> Develop Student of the Month Recognition program to reward students for appropriate behavior each month 	All Teachers and Staff	<ul style="list-style-type: none"> Character Education Materials Banners
Evaluation/Accountability: <ul style="list-style-type: none"> Incident reports describing the nature of referrals written will be maintained and reviewed by the Foundations Team and shared with faculty The number of referrals will be analyzed to determine the effectiveness of the discipline plan The Tribune monthly newsletter will post School Safety and Discipline Strategies, Policies and Procedures 		
Research-Based Program Climate Survey, Foundations Survey, and Observations of common areas		
Professional Development Aligned with this Objective Foundations/Champs and In School Trainings		

Budget:

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

Final Budget Summary:

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available
*Research-Based Program(s) (Instructional Materials)			
*Research-Based Resource(s) (e.g. websites, assessment tools)			
Technology			
Professional Development			
Other	<ul style="list-style-type: none"> Character Education Materials Banners 	Extended Day	700
		Total:	700

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.

At the beginning of the year an overview will be conducted with stakeholders including SAC, PTA, all teachers and staff. A midyear review to make changes and updates as necessary is conducted with the above mentioned stakeholders. An end-of-the year review is conducted with stakeholders to assess objectives and strategies that have been accomplished and to plan for the following year.