

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

**School Name: Sabal Palm Elementary  
School Number: #239**

**Date of Public Hearing:** \_\_\_\_\_

**Signatures of Approval**

**Principal:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**SAC Chair:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Cluster Chief:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**2006-2007**  
**SCHOOL IMPROVEMENT PLAN**

School Name: **Sabal Palm Elementary**

School Number: #239

2006 School Performance Grade: **A**

**\*Vision/Mission:**

Sabal Palm recognizes that each child comes with different background experiences, abilities, needs, and interests. We believe our rigorous instruction should motivate students to become independent learners who can compete in our global economy. Sabal Palm is a “Friendly School Where Children Love to Learn.”

**\*School Profile/Demographics:**

The school was built in 1990 and was named in honor of the state tree, the Sabal Palm. The school is located in Jacksonville’s east Arlington area on Kernan Blvd. Since 1992 when the school grading system was initiated the school has earned a grade of “A”. The school attends to the educational needs of over 1200 students from kindergarten through fifth grade and E.S.E. We have a large percentage of students that arrive and depart by automobile. The population is 56% Caucasian, 21% African American, 8% Asian, 8% Mixed race, and 6% Hispanic. Our school’s free/reduced lunch rate is 19%.

The results of the 2006 Florida Comprehensive Assessment revealed the overall points declined, however there was growth in the number of students meeting high standards in mathematics. The overall number of students meeting high standards in reading, mathematics, and writing has remained high as evidenced by the data.

<b>Year</b>	<b>Grade</b>	<b>Total Points</b>	<b>% Meeting High Standards in Reading</b>	<b>% Meeting High Standards in Math</b>	<b>% Meeting High Standards in Writing</b>	<b>% Making Learning Gains In Reading</b>	<b>% Making Learning Gains In Math</b>	<b>% of Lowest 25% Making Learning Gains in Reading</b>
<b>2006</b>	<b>A</b>	<b>450</b>	<b>85</b>	<b>82</b>	<b>81</b>	<b>67</b>	<b>72</b>	<b>63</b>

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

**School Accountability Report**

School Accountability Report											
Year	Grade	Total Points	% Meeting High Standards in Reading	% Meeting High Standards in Math	% Meeting High Standards in Writing	% Making Learning Gains In Reading	% Making Learning Gains In Math	% of Lowest 25% Making Learning Gains in Reading	Percent Tested	Minority Rate	% Free and Reduced Lunch
2006	A	450	85	82	81	67	72	63	99	46	19
2005	A	478	88	79	87	75	76	73	100	21	21
2004	A	463	84	75	91	72	73	68	99	22	21
2003	A	441	81	71	85	70	74	60	99	21	20
<b>2006</b>	<b>A</b>	<b>-28</b>	<b>-3</b>	<b>+3</b>	<b>-6</b>	<b>-8</b>	<b>-4</b>	<b>-10</b>			

**Highly Qualified Certified Administrators/High Performance Management**

**Principal**

Mary T. Mickel, B.A. Communication, M.A. Speech Pathology, M.A. Educational Leadership, 17 years as a Speech Language Pathologist, 13 years administrative experience (10 years as principal). While serving as Principal at Love Grove Elementary the school went from a grade of “C” to “A” and all subgroups made AYP during the “A” year. Currently the President Elect for DESP (Duval Elementary School Principals). Received a “Distinguished Rating” on previous evaluations, which is the highest rating bestowed to Principals in Duval County.

**Assistant Principal**

Christopher L. Smith, B.S. Political Science, M.A.T. Elementary Education, M.A.T. Educational Leadership from Jacksonville University. Teaching experience includes teaching middle grades social sciences, physical and life science, first and third grade. Three years of administrative experience as a Teacher of Instructional Support in urban schools. Trained as a C.H.A.M.P.s trainer and in DeSensi School Improvement.

## **Extended Learning Opportunities/Safety Nets**

Sabal Palm Elementary offers several extended learning opportunities for students that are not succeeding at or above grade level in reading, writing and/or math.

### **In-School Computer Based Tutoring**

An in school program designed for students whose FCAT reading and math scores were in the lowest 25<sup>th</sup> percentile, or scored a level 1 or 2 is offered from September to March. This program also includes students that have a Progress Monitoring Plan in grades K-5. The program is conducted five days a week and the teachers and tutors differentiate the instruction based on the student's needs. The Tutoring Coordinator collects data every three weeks to monitor and determine academic gains and provides timely feedback to the classroom teachers. Orchard software is utilized in the labs and the programming instruction is based on the individual student's learning needs. Two programs that are used for F.C.A.T preparation are F.C.A.T. Explorer and F.C.A.T. Simulator

### **Progress Monitoring Plan**

All students that scored a level 1 or a level 2 on the FCAT will receive a Progress Monitoring Plan with specific strategies designed to provide intensive remediation for deficit areas. Additionally, those students that are in need of more academic support will have a specific plan based on their needs.

### **Co-Teacher Tutoring**

One classroom at each grade level is an inclusion classroom and has two teachers. The co-teacher position allows for the extra instructional assistance for students in the inclusion classroom that need differentiated instruction for specific needs. In-school extended learning opportunities include differentiated instruction through a targeted Skills Block, Readers Workshop, Writers Workshop and Math Investigations.

### **Assessments**

Various assessments are utilized to diagnose student's academic needs. For students in K-3, D.I.B.E.L.S. is used, which delineates the areas of reading deficits. For K-5, D.R.A.'s are used which assesses student's reading skills. For mathematics, a math diagnostic is utilized which separates math into distinct strands which is analyzed by the individual teachers to provide appropriate instruction. Twice during the school year the district Reading and Mathematics Benchmark Assessment is administered and the disaggregated data is used to differentiate the classroom instruction.

### **S.A.I. Tutoring**

Three tutors will be hired to work with students in third, fourth, and fifth grade for in class remediation. The tutors are retired teachers and they differentiate lessons for individual students based upon their needs by working closely with the classroom teachers. Each tutor will work four hours per day for five days per week.

### **Hope Haven Tutors**

Two tutors work with first grade students that need further assistance in meeting high standards. In class remediation will focus on the student's needs based upon their classroom performance and their D.I.B.E.L.S. scores.

### **District Reading Camp**

Duval County provides a district summer reading camp for all third through fifth grade students that did not score a level 2 or higher on the FCAT.



# GOALS

## Goal 1: Academic Performance (Reading)

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

- All 3<sup>rd</sup> – 5<sup>th</sup> grade students tested will score at level 3 or above on the FCAT Reading Standards component (SSS).
- All 4<sup>th</sup> – 5<sup>th</sup> grade students and 3<sup>rd</sup> 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 percentage by grade level of students scoring at Level 2 or below on the 2006 FCAT Reading are as follows:

17% of all 3 <sup>rd</sup> Graders tested	16% of all 4 <sup>th</sup> Graders	26% of all 5 <sup>th</sup> Graders
32% of all African Americans	32% of all Hispanics	8% of all Asians
27% of all Economically Disadvantaged	50% of all E.S.E.	33% of all L.E.P.

An analysis of the new data shows students across all grade levels consistently scored low in reference and research, compare and contrast, and main idea. The data shows that we need to focus particular attention on the economically disadvantaged, E.S.E., L.E.P., African Americans, and Hispanics.

### 1. Objective:

The percentage of students scoring Level 2 or below on F.C.A.T. Reading will be reduced by **3%** for all subgroups of students. The level of high achieving students and the percentage of students showing gains will grow by **3%**.

### Evaluation/Accountability:

D.I.B.E.L.S, D.R.A, Unit tests, Portfolios, Benchmark Assessment results, F.C.A.T. Results, Progress Monitoring Lesson Plans, Leadership Team Focus Walks, Accelerated Reader Reports, Tutoring Logs, Quarterly Inclusion Class Profile, Quarterly Class Profile, Review classroom lesson plans, reading portfolios, conference logs, classroom artifacts, District Implementation Rubric, IEP's.

Strategies (including timeline)	Lead Person/Team	Resources Needed
<p><b>1. Implement Reader's Workshop and Skills Block to teach and model reading skills and strategies. (September-May)</b></p> <ul style="list-style-type: none"> <li>• Establish a literacy demonstration classroom in a primary and an intermediate grade level.(August)</li> <li>• Schedule 1 ½ hours for Skills Block and Reader's Workshop daily. (August-May)</li> <li>• Implement guided reading groups in literacy classrooms. (September-May)</li> </ul>	<p>Leadership Team K-5 Teachers</p> <p>Principal, Standards Coach, V.Scott, M.McCandless</p> <p>K-5 Teachers</p> <p>K-5 Teachers</p>	<p>Literacy Training ELA District Resource</p> <p>Literacy Training ELA Cluster Resource</p> <p>Literacy Training Professional Books</p> <p>Literacy Training Leveled Books Literacy Training</p>

<ul style="list-style-type: none"> <li>• Provide and Incorporate leveled readers into Reader’s Workshop. (September-May)</li> <li>• Continue to implement author studies at each grade level and focus on reading strategies during the workshop. (September-May)</li> <li>• Implement regular teacher/student conferences to monitor and improve student performance. (September-May)</li> <li>• Connect student work to standards. (September-May)</li> </ul> <p><b>2. Regularly collect and analyze student data to monitor progress as well as to determine appropriate instruction.</b></p> <ul style="list-style-type: none"> <li>• Analyze 2005-2006 FCAT data to assess and improve effectiveness of current practices. (August)</li> <li>• Administer District Benchmark Assessment twice a year to monitor student progress and differentiate instruction in grades 3-5. (September-December)</li> <li>• Administer DIBELS to grades K-3 to differentiate instruction and monitor student progress. (August, January, April)</li> <li>• Administer ECHOS to Kindergarten to differentiate instruction and monitor student progress. (August, January, April)</li> <li>• Develop lesson plans and assessments based on the Sunshine State Standards/Primary Literacy Standards/New Performance Standards. (August)</li> <li>• Maintain and use student reading portfolios to monitor student reading performance through DRA, running records, assessments, student work samples, and reading logs. (August-May)</li> </ul>	<p>K-5 Teachers</p> <p>K-5 Teachers</p> <p>K-5 Teachers</p> <p>K-5 Teachers Leadership Team</p> <p>K-5 Teachers Leadership Team</p> <p>Leadership Team 3-5 Teachers</p> <p>K-3 Teachers</p> <p>Kindergarten Teachers</p> <p>K-5 Teachers</p> <p>K-5 Teachers</p>	<p>Leveled Books</p> <p>Standards Books Author Studies Books</p> <p>Literacy Training Professional Books School-Based Training Standards Book School-Based Training Standards Books</p> <p>Monitoring Forms Benchmark Assessments Standards Book AIDE Data AIDE Data</p> <p>AIDE data District Benchmark Results</p> <p>DIBELS Assessment</p> <p>ECHOS Kit</p> <p>Standards Books</p> <p>Standards Books DRA Kit Reading Portfolios</p>
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<p><b>3. Provide Safety Nets (August-May)</b></p> <ul style="list-style-type: none"> <li>• Develop individual student Progress Monitoring Plans to remediate student deficits as determined by FCAT and diagnostic data. (August-May)</li> <li>• Utilize Orchard Software for reading skills remediation and enhancement during resource block. (August-May)</li> <li>• Provide skills practice for students in grades 3-5 by utilizing FCAT Simulator and FCAT Explorer.(October-May)</li> <li>• Assign tutors to instruct groups needing remediation directed by teacher input during the school day. (October-May)</li> <li>• Provide extra reading practice daily through the Accelerated Reader Program, “Sit with a Book” during a.m. arrival, and “wait time” during p.m. dismissal. (August)</li> <li>• Offer extra assistance to ESE students in inclusion classes taught by 2 co-teachers and a VE teacher who facilitates support to the students daily. (August-May)</li> <li>• Monitors the progress of the lowest quartile students in grades 3-5.</li> </ul>	<p>K-5 Teachers Leadership Team</p> <p>Tutors K-5 Teachers</p> <p>Technology Teacher</p> <p>Technology Teacher</p> <p>3-5 Teachers</p> <p>Media Specialist K-5 Teachers</p> <p>Principal Co-Teachers at each grade level VE Teachers</p> <p>Leadership Team</p>	<p>P.M.P Guidelines AIDE Data Diagnostic Data</p> <p>Computer Labs</p> <p>Computer Labs</p> <p>Additional Instructional Materials AIDE Data Diagnostic Data SAI Funds Media Resource</p> <p>Inclusion Training District ESE Support Bi-Weekly Support Meetings</p> <p>AIDE Data</p>
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**Research-Based Program:**  
 Reader’s Workshop, Writer’s Workshop, Scott Foresman Reading Series, Standards-Based Instructional Model, Fox in The Box, DRA, Leveled Classroom Libraries, D.I.B.E.L.S.

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

**Strategy 1. Planning** – Leadership Team meets to develop school-based training to increase implementation of Reader’s Workshop based on review of Sabal Palm’s placement on the District Reading Implementation Rubric.

**Delivery** – During inservice the Standards Coach presents Literacy Workshops. The Principal reviews and discusses the District Implementation Rubric, Sabal Palm’s 5-3-1 goals, and Reader’s Workshop school expectation.

**Follow Up** – Teachers teach reading in the workshop model. Guided reading groups will be utilized and individual student conferences will be conducted to monitor and coach students. Teachers will attend school-based inservice on Early Dismissal Days, and District Inservice.

**Evaluation** – Leadership Team will conduct focus walks and classroom observations to monitor and coach implementation. The team will review lesson plans, grouping charts, student conference logs and reading response notebooks. Conversations with students will be held. Create and implement a Professional Develop Plan for Early Dismissal Days based on the results of the Implementation Rubric.

**Strategy 2. Planning** – Leadership team shares AIDE information to use in grade level analysis and planning differentiated instruction.

**Delivery** – Grade levels review and use test data to plan and deliver differentiated instruction.

**Follow Up** – Each teacher monitors student progress by maintaining an assessment notebook for his/her class. Results of assessments will be submitted quarterly to the Leadership team to monitor student/class progress and to address student needs.

**Evaluation** – Results of regular assessments in the classroom, comparison of Benchmark results from August and December.

**Strategy 3 Planning** –During post-planning 2005-2006, inclusion teachers were identified, inservice was scheduled, operating procedures were established, Safety Net strategies for individual classes were planned, and class lists were formed for the inclusion classes at each grade level.

**Delivery** – Students with P.M.P’s will receive tutoring, FCAT Simulator, Explorer, and Orchard.

**Follow Up** – Teachers monitor students needing extra assistance and develop a P.M.P. for each. Inclusion teachers and V.E. teachers meet weekly to collaborate and solve problems.

**Evaluation** – P.M.P. forms, Tutoring logs, Orchard Reports, Accelerated Reader Reports, I.E.P. data from inclusion classes.

**Budget:**

<b>Issues to Address</b>	<b>Describe Resources</b>	<b>Funding Sources</b>	<b>Total (funds) Available</b>
<b>*Research-Based Program(s) (Instructional Materials)</b>	<b>Guided Reading Leveled Books for the Book Room Independent fiction/nonfiction readers</b>	<b>Refund from Scott Foresman Extended Day Picture Fundraiser</b>	<b>\$600 \$5,000 \$4,300</b>
<b>*Research-Based Resource(s) (e.g. websites, assessment tools)</b>	<b>Accelerated Reader Orchard Software FCAT Explorer FCAT Simulator</b>	<b>Extended Day</b>	<b>Purchased previously</b>
<b>Technology</b>			
<b>Professional Development</b>	<b>Literacy Training Professional Books</b>	<b>No Charge Fundraiser</b>	
<b>Other</b>	<b>Part Time Para Tutors</b>	<b>SAI Funds</b>	<b>\$4300</b>
<b>Total</b>		<b>Total:</b>	<b>\$14,200</b>

**Goal 1: Academic Performance (Mathematics)**

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

- All 3<sup>rd</sup> – 5<sup>th</sup> grade students tested will score at level 3 or above on the FCAT Mathematics Standards component (SSS).
- All 4<sup>th</sup> – 5<sup>th</sup> grade students and 3<sup>rd</sup> grade retainees tested will show at least one year’s growth over the previous year on the FCAT Mathematics Standards component (SSS).

**Needs Assessment:**

The percentage by grade level of students scoring at Level 2 or below on the 2006 FCAT Mathematics are as follows:

16% of all 3<sup>rd</sup> Graders      19% of all 4<sup>th</sup> Graders      31% of all 5<sup>th</sup> Graders  
 42% of all African Americans    20% of all Hispanics    12% of all Asians  
 32% of all Economically Disadvantaged      39% of all E.S.E.      28% of all L.E.P.

An analysis of the new data shows students across all grade levels consistently scored low in geometry, algebra, and data analysis. The data shows that we will have to pay particular attention on the economically disadvantaged, E.S.E., L.E.P., African Americans, and Hispanics.

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:**

The percentage of students scoring Level 2 or below in Mathematics on the FCAT will be reduced by 3% for all subgroups of students.

Strategies (including timeline)	Lead Person/Team	Resources Needed
<p><b>1. Continue to implement Math Workshop to teach concepts by modeling and creating multiple math strategies to solve problems.</b></p> <ul style="list-style-type: none"> <li>• Establish a primary and an intermediate demonstration classroom for peer teachers to observe and gain skills to apply in their own classroom.(August)</li> <li>• Schedule 75 minutes daily for Problem of the Day and Math Workshop (launch, explore, summarize) in all math classes. (August-May)</li> <li>• Math Coach presents demonstration lessons in classrooms to assist teachers in implementing Math Workshop and Math Investigations. (August)</li> </ul>	<p>Leadership Team K-5 Teachers</p> <p>Math Coach Prim.– Ms. Woodman, Inter.- Ms. Gualano, Third – Ms. Gemmell</p> <p>K-5 Teachers</p> <p>Math Coach</p>	<p>Math Investigations Training District Math Inves. Training Avail.</p> <p>Cluster Math Resource Math Coaches’ Meetings</p> <p>Math Investigations Pacing Guide Standards Books</p> <p>Cluster Math Resource Math Investigations</p>

<ul style="list-style-type: none"> <li>Calendar Math is implemented in all 3<sup>rd</sup>/5<sup>th</sup> Grade classrooms and at-least one classroom in Grades 1<sup>st</sup>-4<sup>th</sup>.(August-May)</li> </ul>	Leadership Team K-5 Teachers	Monitoring Forms Benchmark Assessments AIDE Data
<p><b>2. Regularly collect and analyze student data to monitor progress as well as to determine appropriate instruction.</b></p>	Leadership Team K-5 Teachers	FCAT Reports AIDE data District Formatives as needed
<ul style="list-style-type: none"> <li>Analyze 2005-2006 FCAT data to assess and improve effectiveness of current practices. (August-December)</li> </ul>	3-5 Teachers Leadership Team	District Benchmark Results AIDE Data
<ul style="list-style-type: none"> <li>Administer District Benchmark Assessment twice a year to monitor student progress and differentiate instruction in grades 3-5. (September-December)</li> </ul>	3-5 Teachers	District Benchmark
<ul style="list-style-type: none"> <li>Develop lesson plans and assessments based on the Sunshine State Standards/Primary Literacy Standards/New Performance Standards. (August)</li> </ul>	K-5 Teachers	Early Dismissal Training District Math Inves. Training as Avail. Standards Books
<ul style="list-style-type: none"> <li>Maintain and use student math journal to monitor student math performance through, assessments, student work samples, and math journal. (August-May)</li> </ul>	K-5 Teachers	Math Journals Assessments
<p><b>3. Provide Safety Nets (August-May)</b></p>	Leadership Team	
<ul style="list-style-type: none"> <li>Develop individual student Progress Monitoring Plans to remediate student deficits as determined by FCAT and diagnostic data. (August-May)</li> </ul>	Tutors K-5 Teachers	P.M.P. Guidelines AIDE Data Diagnostic Data
<ul style="list-style-type: none"> <li>Utilize Orchard Software for math skills remediation and enhancement during resource block. (August-May)</li> </ul>	Technology Teachers	Computer Labs
<ul style="list-style-type: none"> <li>Provide skills practice for students in grades 3-5 by utilizing FCAT Simulator and FCAT Explorer.(October-May)</li> </ul>	Technology Teachers	Computer Labs AIDE Data Diagnostic Data
<ul style="list-style-type: none"> <li>Assign tutors to instruct groups needing remediation directed by teacher input during the school day. (October-May)</li> </ul>	1-5 Teachers	SAI Funds

<ul style="list-style-type: none"> <li>• Offer extra assistance to ESE students in inclusion classes taught by 2 co-teachers and a VE teacher who facilitates support to the students daily. (August-May)</li> <li>• Monitors the progress of the lowest quartile students in grades 3-5.</li> </ul>	<p>K-5 Teachers Co-Teachers at each grade level VE Teachers</p> <p>Leadership Team</p>	<p>Inclusion Training District ESE Support Bi-Weekly Support Meetings</p> <p>AIDE Data</p>

**Evaluation/Accountability:**

Unit tests, Portfolios, Benchmark Assessment results, F.C.A.T. Results, Progress Monitoring Plans, Leadership Team Focus Walks, Orchard Software, Tutoring Logs, Quarterly Class Profile, review classroom lesson plans, math journals, conference logs, classroom artifacts, District Implementation Rubric, Diagnostic Test and District Formatives, IEP's.

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

**Strategy 1. Planning** – Leadership Team meets to develop school-based training to increase implementation of Math Workshop based on review of Sabal Palm's placement on the District Implementation Rubric.

**Delivery** The Math Coach presents math workshops during Early Dismissal Days. The Principal reviews and discusses the District Implementation Rubric, Sabal Palm's 5-3-1 goals, and Math Workshop school expectation.

**Follow Up** – Teachers teach math in the workshop model. Cooperative groups will be utilized and individual student conferences will be conducted to monitor and coach students.

**Evaluation** – Leadership Team will conduct focus walks and classroom observations to monitor and coach implementation. The Team will review lesson plans, grouping charts, student conference logs and math journals. Conversations with students will be held. Create and implement a Professional Develop Plan for Early Dismissal Days based on the results of the Implementation Rubric.

**Strategy 2. Planning** – Leadership team shares AIDE information to use in grade level analysis and planning differentiated instruction.

**Delivery** – Grade levels review and use test data to plan and deliver differentiated instruction with a specific emphasis on higher order questioning..

**Follow Up** – Each teacher monitors student progress by maintaining an assessment notebook for

his/her class. Results of assessments will be submitted quarterly to the Leadership team to monitor student/class progress and to address student needs.

**Evaluation** – Results of regular assessments in the classroom, diagnostic results and a comparison of Benchmark results from August and December.

**Strategy 3 Planning** – During post-planning 2005-2006, inclusion teachers were identified, inservice was scheduled, operating procedures were established, Safety Net strategies for individual classes were planned, and class lists were formed for the inclusion classes at each grade level.

**Delivery** – Students with P.M.P’s will receive Tutoring, FCAT Simulator, Explorer, and Orchard.

**Follow Up** – Teachers monitor students needing extra assistance and develop a P.M.P. for each. Tutoring sessions scheduled and provided based on each student’s needs. Inclusion teachers meet weekly to collaborate and solve problems.

**Evaluation** – P.M.P. forms, Tutoring logs, Orchard Reports, I.E.P. data from inclusion classes.

**Budget:**

<b>Issues to Address</b>	<b>Describe Resources</b>	<b>Funding Sources</b>	<b>Total (funds) Available</b>
<b>*Research-Based Program(s) (Instructional Materials)</b>	<b>Calendar Math</b>	<b>District Resources</b>	
<b>*Research-Based Resource(s) (e.g. websites, assessment tools)</b>			
<b>Technology</b>			
<b>Professional Development</b>			
<b>Other</b>	<b>Part Time Para Tutors</b>	<b>SAI Funds</b>	<b>\$4300</b>
		<b>Total:</b>	<b>\$4300</b>

**Goal 1: Academic Performance (Writing)**

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

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

**Needs Assessment:**

34% of all 4<sup>th</sup> grade students tested scored below Level 4  
38% of all African Americans tested scored below Level 4  
24% of all Economically Disadvantaged students scored below Level 4  
70% of all Hispanics tested scored below Level 4  
53% of all ESE students tested scored below Level 4  
Both narrative and expository writing need to be addressed this year.

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

68% of all 4<sup>th</sup> grade students tested will score at least Level 4 on FCAT Writing. The percentage of all subgroups of students will improve writing scores by 3%.

Strategies (including timeline)	Lead Person/Team	Resources Needed
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<p><b>1. Implement Writer's Workshop</b></p> <ul style="list-style-type: none"> <li>Schedule one hour daily for Writer's Workshop (mini-lesson, work period, author's chair) (August-May)</li> <li>Teach strategies for good writing in various genres using authentic literature (August-May)</li> <li>Use teacher/student conferences and author's chair to improve student performance and to plan instruction. (August-May)</li> <li>Display student work with commentary on individual teacher standards-based bulletin boards and on school writing wall. (September-May)</li> </ul>	<p>Leadership Team K-5 Teachers</p> <p>Leadership Team K-5 Teachers</p> <p>K-5 Teachers</p> <p>K-5 Teachers</p> <p>K-5 Teachers Standards Coach</p>	<p>Standards Books Literacy Training Professional Books Standards Books Literacy Training Professional Books</p> <p>Literacy Training Professional Books Standards Books Literacy Training Standards Books Student Work</p> <p>Student Work Standards Books</p>
<p><b>2. Regularly collect and analyze student data to monitor progress as well as to determine appropriate instruction.</b></p> <ul style="list-style-type: none"> <li>Analyze 2005-2006 FCAT data to assess and improve effectiveness of current practices. (August)</li> <li>Administer a prompt-directed writing assessment two times during the school year to develop a baseline to show progress. (September-December)</li> <li>Use standards based rubrics to indicate student progress toward meeting the standard.(January-April)</li> <li>Utilize writing journals/sourcebooks which students will use to write, edit, rewrite, publish pieces of work: and record commentary. (August-May)</li> <li>Develop lesson plans and assessments based on the Sunshine State Standards/Primary Literacy Standards/New Performance Standards. (August)</li> </ul>	<p>K-5 Teachers Leadership Team</p> <p>Leadership Team K-5 Teachers</p> <p>4<sup>th</sup> Grade Teachers Standards Coach</p> <p>K-5 Teachers Standards Books</p> <p>K-5 Teachers</p> <p>K-5 Teachers</p>	<p>FCAT Reports AIDE Data Student Work</p> <p>FCAT Reports AIDE Data</p> <p>Coach Developed Prompts</p> <p>Standards Books Literacy Training Professional Books</p> <p>Standards Books Professional Books Writing Journals</p> <p>Standards Books</p>



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

**Strategy 1. Planning** – Leadership Team meets to develop school-based training to increase implementation of Writer’s Workshop based on review of Sabal Palm’s placement on the District Implementation Rubric.

**Delivery** – Standards Coach and grade levels plan differentiated instruction based upon data and student work. The Principal reviews and discusses the District Implementation Rubric, Sabal Palm’s 5-3-1 goals, and Writer’s Workshop school expectation.

**Follow Up** – Teachers teach writing in the workshop model. Each teacher monitors student progress by maintaining an assessment notebook for his/her class. Teachers will attend school-based inservice.

**Evaluation** – Leadership Team will conduct focus walks and classroom observations to monitor and coach implementation. The team will review lesson plans, grouping charts, student conference logs and writing response notebooks. Conversations with students will be held. Create and implement a Professional Develop Plan for Early Dismissal Days based on the results of the Implementation Rubric and the FCAT 2007 Writing Results.

**Strategy 2. Planning** – Leadership team shares AIDE information to use in grade level analysis and planning differentiated instruction.

**Delivery** – Grade levels review and use test data to plan and deliver differentiated instruction.

**Follow Up** – Each teacher monitors student progress by maintaining an assessment notebook for his/her class. Results of assessments will be submitted quarterly to the Leadership team to monitor student/class progress and to address student needs.

**Evaluation** – Results of regular assessments in the classroom, comparison of 4<sup>th</sup> grade Prompt results.

**Strategy 3 Planning** – During post-planning 2005-2006, inclusion teachers were identified, inservice was scheduled, operating procedures were established, Safety Net strategies for individual classes were planned, and class lists were formed for the inclusion classes at each grade level.

**Delivery** – Students with P.M.P’s will receive additional assistance, FCAT Simulator, Explorer, and Orchard.

**Follow Up** – Teachers monitor students needing extra assistance and develop an P.M.P. for each. Inclusion teachers meet weekly to collaborate and solve problems.

**Evaluation** – P.M.P. forms, Orchard Reports, Writing Portfolios, I.E.P. data from inclusion classes, Student conference logs.

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**Budget:**

<b>Issues to Address</b>	<b>Describe Resources</b>	<b>Funding Sources</b>	<b>Total (funds) Available</b>
<b>*Research-Based Program(s)</b> (Instructional Materials)	<b>Lucy Caulkins Units of Study for Primary Writing</b>	<b>District Resources</b>	
<b>*Research-Based Resource(s)</b> (e.g. websites, assessment tools)			
<b>Technology</b>			
<b>Professional Development</b>			
<b>Other</b>			
		<b>Total:</b>	

**Goal 1: Academic Performance (Science)**

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

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

**Needs Assessment:**

The results of 2006 Science FCAT show that 47% of the fifth grade students tested scored Level 3 or above. That means 53% scored Level 2 or below.

63% of African Americans scored Level 2 or below

40% of Hispanics scored Level 2 or below

8% of Asians scored Level 2 or below

43% of Economically Disadvantaged scored Level 2 or below

72% of ESE scored Level 2 or below

The focus will need to be placed on the entire FCAT Science with all strands.

**1. Objective:**

All subgroups will show a 3% increase in the percentages of students scoring Level 3 or above.

Strategies (including timeline)	Lead Person/Team	Resources Needed
<p><b>1. Regularly collect and analyze student data to monitor progress as well as to determine appropriate instruction.</b></p> <ul style="list-style-type: none"> <li>• Analyze 2005-2006 FCAT data assess and improve effectiveness of current practices. (August-May)</li> <li>• Administer the FCAT Science Practice Test to diagnose needs and prescribe instruction.(October)</li> <li>• Share and compare results of grade level lesson plans and assessments monthly. (September-May)</li> </ul> <p><b>2. Provide uniform science instruction</b></p> <ul style="list-style-type: none"> <li>• Develop common grade level lesson plans and assessments based on the New Performance Standards, DCPS Science Curriculum, Sunshine State Standards</li> <li>• Set up School Model Science Classroom to demonstrate effective science instruction emphasizing inquiry-based, hands-on learning. (August)</li> </ul>	<p>Leadership Team K-5 Teachers</p> <p>3-5 Teachers</p> <p>K-5 Teachers</p> <p>K-5 Lead Teachers</p> <p>School Science Lead Teacher – Ms. Symons</p>	<p>AIDE</p> <p>Scott Foresman Science Series</p> <p>Sunshine State Standards Scott Foresman Series</p> <p>DCPS Science Cur. Sunshine State Standards Pacing Guides</p> <p>USI Training</p>

<ul style="list-style-type: none"> <li>• Increase the number of nonfiction books read</li> <li>• All 5<sup>th</sup> Graders will attend The Marine Science Center Field Trip. (October)</li> <li>• Continue to hold an Invention Convention. (April)</li> </ul> <p><b>3. Provide Safety Nets</b></p> <ul style="list-style-type: none"> <li>• Develop and implement individual student Progress Monitoring Plan to remediate areas of improvement for each student as determined by FCAT Science and student work.(August-May)</li> <li>• Offer extra assistance to ESE students in inclusion classes taught by 2 co-teachers and a VE teacher who facilitates support to the students daily. (August-May)</li> <li>• Monitors the progress of the lowest quartile students in grades 3-5.</li> </ul>	<p>Leadership Team</p> <p>School Science Lead Teacher – Ms. Symons</p> <p>School Science Lead Teacher – Ms. Symons, Teacher of the Gifted – Ms. Johnson</p> <p>K-5 Teachers</p> <p>K-5 Teachers Co-Teachers at each grade level VE Teachers</p> <p>Leadership Team</p>	<p>Transportation</p> <p>Invention Convention Packet</p> <p>PMP Guidelines AIDE data Student Work</p> <p>Inclusion Training District ESE Support Bi-Weekly Support Meetings</p> <p>AIDE Data</p>
<p><b>Evaluation/Accountability:</b> Quarterly review science grades, results of the 2006 FCAT , Science FCAT Practice Test, Class observations of lesson plans, artifacts, and student work.</p>		
<p><b>Research-Based Program:</b> Inquiry Based Science Hands-On classroom</p>		

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

**Strategy 1. Planning** – Leadership Team meets to develop school-based training to increase implementation of Inquiry based Science classroom based on review of Sabal Palm’s placement on the District Implementation Rubric.

**Delivery** – The Leadership Team and grade levels review data and use it to plan instruction. The Principal reviews and discusses the District Implementation Rubric, Sabal Palm’s 5-3-1 goals, and Inquiry based Science classroom school expectation.

**Follow Up** – Teachers teach Science in the Inquiry model. Each teacher monitors student progress by maintaining an assessment notebook for his/her class. Teachers will attend school-based inservice.

**Evaluation** – Leadership Team will conduct classroom observations to monitor and coach implementation. The team will review lesson plans and grouping charts. Conversations with students will be held. FCAT 2007 Science Results

**Strategy 2. Planning** – Leadership team shares AIDE information to use in grade level analysis and planning differentiated instruction.

**Delivery** – Grade levels review and use test data to plan and deliver differentiated instruction.

**Follow Up** – Each teacher monitors student progress by maintaining an assessment notebook for his/her class. Results of assessments will be submitted quarterly to the Leadership team to monitor student/class progress and to address student needs.

**Evaluation** – Results of regular assessments in the classroom and FCAT 2007 Science Results.

**Strategy 3 Planning** – During post-planning 2005-2006, inclusion teachers were identified, inservice was scheduled, operating procedures were established, Safety Net strategies for individual classes were planned, and class lists were formed for the inclusion classes at each grade level.

**Delivery** – Students with P.M.P’s will receive tutoring or additional assistance, FCAT Simulator, Explorer, and Orchard.

**Follow Up** – Teachers monitor students needing additional assistance and develop a P.M.P. for each. Inclusion teachers and V.E. teachers meet weekly to collaborate and solve problems.

**Evaluation** – P.M.P. forms, Orchard Reports, I.E.P. data from inclusion classes.

**Budget:**

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available
*Research-Based Program(s) (Instructional Materials)	Non-fiction Leveled books	Extended Day Picture Fundraiser Scott Foresman Refund	\$5000 \$4300 \$600
*Research-Based Resource(s) (e.g. websites, assessment tools)			
Technology			
Professional Development			
Other			
		<b>Total:</b>	<b>\$9900</b>

**School Safety and Discipline**

<b>Needs Assessment:</b> The results of the 2005-2006 School Climate survey showed that 2% of Parents and 2% of Staff rated Sabal Palm as less than satisfactory for safety. The results of the 2005-2006 School Climate survey showed that 8% of Parents and 14% of Staff rated Sabal Palm as less than satisfactory for student behavior.		
<b>Objective:</b> The percentage of Staff and Parents rating Sabal Palm less than satisfactory on student behavior will decrease by 3%.		
<b>Strategies (including timeline)</b>	<b>Lead Person/Team</b>	<b>Resources Needed</b>
<b>1. Review and modify the school discipline plan to increase effectiveness. (August)</b> <ul style="list-style-type: none"> <li>• Present updated plan to faculty to ensure consistency of implementation (August)</li> <li>• Present plan to all parents to ensure school wide parental understanding. (August)</li> <li>• Provide incentives to students who maintain "A" conduct quarterly (August-May)</li> </ul>	Leadership Team Discipline Committee  Principal Assistant Principal  Principal Assistant Principal  Business Partners Principal	Copies of School wide plan  Copies of School wide plan  Copies of School wide plan  Certificates Coupons Dance

<p><b>2. Review and analyze school safety procedures and discipline referrals</b></p> <ul style="list-style-type: none"> <li>• Conduct Monthly Discipline Committee meetings (August-May)</li> <li>• Develop and review school wide procedures for A.M. arrival and P.M. dismissal, assemblies, hallway and cafeteria expectations.(July-August)</li> <li>• Analyze referral data quarterly to determine frequency of incidents (August-May)</li> <li>• Provide C.H.A.M.P's based training in classroom management and assist with intervention strategies to faculty or staff with high referral rates (August-May)</li> <li>• Conduct the appropriate fire drills, tornado drills, code red and code yellow drills (August-May)</li> <li>• Establish a community Safe Place to relocate students/staff in case of evacuation or code red</li> </ul>	<p>Leadership Team Discipline Committee</p> <p>Assistant Principal Committee members</p> <p>Leadership Team</p> <p>Assistant Principal Discipline Committee</p> <p>Leadership Team Assistant Principal</p> <p>Leadership Team</p> <p>Principal Assistant Principal</p>	<p>Data observations Data tracking</p> <p>Meeting room</p> <p>Copies of School wide procedures</p> <p>Discipline database</p> <p>C.H.A.M.P's materials and intervention materials</p> <p>Emergency Flip charts Code cards</p> <p>East Point Church</p>
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**Evaluation/Accountability:**  
The yearly district referral reports will be analyzed and the yearly school safety reports will be analyzed for areas of needed improvement and areas that showed improvement. The yearly school surveys will be analyzed for comparison to previous years' reports.

**Research-Based Program**  
C.H.A.M.P.S classroom management curriculum, School Climate Survey results, school safety and discipline data

**Professional Development Aligned with this Objective**  
**Strategy 1. Planning** – Leadership Team meets to develop school-based training to increase implementation of the school wide discipline plan.  
**Delivery** – The Leadership Team and Discipline committee review data and use it to assist teachers to plan instruction.  
**Follow Up** – Each teacher monitors student behavior by using the school wide discipline plan and keeping documentation for his/her class. Teachers will attend school-based inservice.

**Evaluation** – Leadership Team and the Discipline committee will review the discipline data monthly and discuss safety issues.

**Strategy 2. Planning** – Leadership team shares discipline and safety data with the faculty and staff.

**Delivery** – Grade level chairs will disseminate information and during faculty meetings the Leadership team will discuss pertinent information.

**Follow Up** – Each teacher monitors student behavior by using the school wide discipline plan and keeping documentation for his/her class. Teachers will attend school-based inservice.

**Evaluation** – Leadership Team and the Discipline committee will review the discipline data monthly and discuss safety issues.

**Strategy 3 Planning** – During post-planning 2006-2007 a school wide safety and discipline review will take place.

**Delivery** – The Leadership Team and Discipline committee review data and use it to assist teachers to plan instruction.

**Follow Up** – Each teacher monitors student behavior by using the school wide discipline plan and keeping documentation for his/her class. Teachers will attend school-based inservice.

**Evaluation** – Leadership Team and the Discipline committee will review the discipline data monthly and discuss safety issues.

**Budget:**

<b>Issues to Address</b>	<b>Describe Resources</b>	<b>Funding Sources</b>	<b>Total (funds) Available</b>
<b>*Research-Based Program(s) (Instructional Materials)</b>	C.H.A.M.P's		
<b>*Research-Based Resource(s) (e.g. websites, assessment tools)</b>			
<b>Technology</b>			
<b>Professional Development</b>			
<b>Other</b>			
		<b>Total:</b>	

### Final Budget Summary:

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available
*Research-Based Program(s) (Instructional Materials)	<b>Non-fiction Leveled books</b> <b>Guided Reading Leveled Books for the Book Room</b>  <b>Calendar Math</b> <b>Lucy Caulkins Units of Study for Primary Writing</b>	<b>Extended Day</b> <b>Picture Fundraiser</b> <b>Refund from Scott Foresman</b> <b>District Resources</b>	<b>\$5000</b> <b>\$4300</b> <b>\$600</b>  <b>\$600</b> <b>\$1800</b>
*Research-Based Resource(s) (e.g. websites, assessment tools)	<b>Accelerated Reader</b> <b>Orchard Software</b> <b>FCAT Explorer</b> <b>FCAT Simulator</b>	<b>Extended Day</b>	<b>Purchased previously</b>
<b>Technology</b>			
<b>Professional Development</b>			
<b>Other</b>	<b>Part Time Para Tutors</b>	<b>SAI Funds</b>	<b>\$4300</b>
		<b>Total:</b>	<b>\$16,600</b>

## SAC Members

SAC Member	Represents
Hansler Bealyer	Parents
Isabel Johnson	Teacher
Chris Malewicki	Teacher
Penny Ackerman	Teacher
Pam Caster	Parent
Christine Mayes	Teacher
Mary T. Mickel	Principal
Sara Fretz	Teacher
Christine King	Parent
Debra Sullins	Parent
Mary M. Frerman	Teacher
Michelle Cronin	Parent
Christopher Smith	Assistant Principal

### 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 results of the 2006 Florida Comprehensive Assessment revealed the overall points declined, however there was growth in the number of students meeting high standards in mathematics. The overall number of students meeting high standards in reading, mathematics, and writing has remained high as evidenced by the data and the school has met A.Y.P each year.

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
2006	A	450	85	82	81	67	72	63

**Reading** - The Leadership Team will conduct focus walks and classroom observations to monitor and coach implementation. The Team will review lesson plans, grouping charts, student conference logs and reading response notebooks. Conversations with students will be held. The Team will create and implement a Professional Develop Plan for Early Dismissal Days based on the results of the Implementation Rubric. The results of regular assessments in the classroom, comparison of Benchmark results from August and December will be analyzed. P.M.P. forms, Tutoring logs, Orchard Reports, Accelerated Reader Reports, I.E.P. data from inclusion classes.

**Mathematics** – The Leadership Team will conduct focus walks and classroom observations to monitor and coach implementation. The Team will review lesson plans, grouping charts, student conference logs and math journals. Conversations with students will be held. The Team will create and implement a Professional Develop Plan for Early Dismissal Days based on the results of the Implementation Rubric.

**Writing** – The Leadership Team will conduct focus walks and classroom observations to monitor and coach implementation. The team will review lesson plans, grouping charts, student conference logs and writing response notebooks. Conversations with students will be held. The Team will create and implement a Professional Develop Plan for Early Dismissal Days based on the results of the Implementation Rubric and the FCAT 2007 Writing Results.

**Science** – The Leadership Team will conduct classroom observations to monitor and coach implementation. The Team will review lesson plans and grouping charts. Conversations with students will be held. The FCAT 2007 Science Results will be analyzed. Results of regular assessments in the classroom and FCAT 2007 Science Results.

**Safety and Discipline** - The Leadership Team and the Discipline committee will review the discipline data monthly and discuss safety issues.