

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

**School Name: Abess Park Elementary School
School Number: 263**

Date of Public Hearing: _____

Signatures of Approval

Principal: _____ **Date:** _____

SAC Chair: _____ **Date:** _____

Cluster Chief: _____ **Date:** _____

2006-2007

School Name: Abess Park Elementary School
School Number: 263

2006 School Performance Grade: A

SCHOOL IMPROVEMENT PLAN

- * 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:

“Success—All Students—All Standards”

*School Profile/Demographics:

Racial/ Ethnic Group	Number of Students Enrolled in October		School %		District %		State %	
	Female	Male	2005-2006	2004-2005	2005-2006	2004-2005	2005-2006	2004-2005
WHITE	201	200	44.4	45.1	43.6	45.1	47.7	48.8
BLACK	133	137	29.9	32.2	43.4	43.1	23.4	23.6
HISPANIC	38	59	10.7	9.6	5.9	5.2	23.4	22.5
ASIAN	51	37	9.7	8.5	3.5	3.3	2.2	2.1
AMERICAN INDIAN	1	3	0.4	0.3	0.2	0.2	0.3	0.3
MULTIRACIAL	22	22	4.9	4.3	3.4	3.1	3	2.7
DISABLED	56	89	16	15.4	15.3	15.6	14.9	15.1
ECONOMICALLY DISADVANTAGED	140	155	32.6	32.8	41.9	43.7	45.9	46.5
LEP	29	29	6.4	5.7	4.2	4.2	11.5	11.4
MIGRANT	0	0	0	0	0	0	0.9	1
FEMALE	446		49.3	49.2	49.3	49.1	48.6	48.5
MALE		458	50.7	50.8	50.7	50.9	51.4	51.5
TOTAL	904		100	100	100	100	100	100

School Achievement Data:

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

School Accountability Report

	Total Points	% Meeting High Standards in Reading	% Meeting High Standards in Math	% Meeting High Standards in Writing	% Making Learning Gains In Reading	% Making Learning Gains In Math	% of Lowest 25% Making Learning Gains in Reading	Percent Tested	Minority Rate	% Free and Reduced Lunch
2007	593	86	85	86	69	75	62			
2006	437	84	82	83	63	70	55	100	56	33
2005	463	83	81	88	71	78	62	100	32	34
2004	429	76	68	86	70	79	50	99	32	32
2003	425	74	62	87	64	78	60	100	36	35

Highly Qualified Certified Administrators/High Performance Management

Caroline Wells, Principal, Abess Park Elementary School

- Masters in Educational Leadership
- 19 years experience in the field of education
- 14 years of classroom experience
- 4 years experience in administration
- Member of District Snapshot Team
- Leads data analysis process
- Attends district level in-service and shares information with staff.
- Conducts Classroom Focus Walks to monitor teacher/student implementation and understanding of Duval County's District Framework.

Stephanie Shepard, Assistant Principal, Abess Park Elementary School

- Masters Degree in Educational Leadership
- Nine year's experience in education
- ESOL Endorsement
- Supervises Paraprofessionals
- Test Coordinator
- Serves on the School Improvement Planning Team
- Shares data with staff
- Conducts classroom focus walks
- Serves on Leadership Team

***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.

Parents are provided daily and weekly communication about student progress via home/school folders and student planners. Mid-term progress reports are sent home quarterly and scholarship warnings are sent home as needed.

*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.

Beginning teachers are assigned a mentor to provide support in the areas of supervision, instruction, planning, and the completion of daily record keeping and managerial tasks.

Extended Learning Opportunities/Safety Nets

Teachers are provided with FCAT data. Teachers meet and plan together in grade level and content area groups to analyze the data and plan instruction. They regularly monitor student progress and prescribe accordingly.

Student performance trends disaggregated by subgroups will be analyzed and used to determine areas of strengths and weaknesses, student needs, and prescribe instruction.

Teachers use a variety of assessments and data. They are provided with disaggregated AIDE data and use this information for planning and instruction. District FCAT Benchmark Diagnostics are administered in the fall and winter. This data is used for planning and instruction. This information drives the focus of our Safety Net Program. Our extended learning opportunities/safety nets are as follows:

- The Workshop Model is followed for reading, writing, and mathematics allowing for flexible, strategic instruction.
- Instruction is based on analysis of data obtained through diagnostic testing.
- Guidance Counselor will implement *Student Success Skills Program* in grade four.
- Teachers provide off campus tutoring for students in grades 3-5 at Timberwood Trace Apartments.
- FCAT results are analyzed by subtest to inform instruction. Students are regularly assessed to monitor ongoing progress.
- Individual teachers provide before and after school tutoring based on specific academic needs of students.
- Develop and maintain Progress Monitoring Forms for students in the lowest quartile.
- Paraprofessionals provide safety net instruction during the school day and/or provide supervision and instruction with small and large groups of students while the highly trained classroom teacher instructs PMP students.

- The Media Center is staffed by a certified Media specialist and a Media Clerk. Both are highly skilled in assisting students in book selection at their appropriate independent reading level.
- Intensive Knowing Mathematics instruction is provided through the Extended Day Program.
- The Media Center is available to parents before and after school as well as during the school day.
- Parents are encouraged to use the Parent Resource Library in the Media Center
- Homework assistance is provided through the Extended Day Program.
- Additional guided reading groups and strategy groups are conducted within the literacy block for bottom quartile students.
- Two schoolwide Book Fairs are held to increase student access to books.
- Parent informational workshops are offered in science, math, and literacy.
- Examples of student writing with commentaries will be shared with parents via the weekly school newsletter.

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:

- 87% of third graders scored at Level 3 and above, an increase of 10%.
- 70% of fourth graders scored at Level 3 and above, a decrease of 6%.
- 74% of fifth graders scored at Level 3 and above, an increase of 1%.
- 68% of fourth graders showed at least one year's growth, a decrease of 9%.
- 58% of fifth graders showed at least one year's growth, a decrease of 9%.
- Black students consistently scored lower than white students in grades 3-5. There was a significant decrease in the percentage of black students showing a year's growth from 73% to 48% in fourth grade and from 70% to 48% in fifth grade.
- ESE students showed an increase in students scoring at Level 3 and above in 3rd (8%), 4th (18%) and 5th (5%).

- The gap between white and black students is most apparent at fourth grade with 81% of white students scoring at Level 3 or above compared to black students with 56%, a difference of 25%.

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:

To increase the percentage of students scoring at level 3 and above from 84% to 86% through the use of data analysis, differentiated instruction and safety nets.

Strategies (including timeline)	Lead Person/Team	Resources Needed
1) Analyze available data to meet the needs of all students through diagnostic and prescriptive instruction. August 2006-May 2007	Caroline Wells Stephanie Shepard Pat Laurence Teachers	AIDE data, base-line diagnostics, quarterly grades, formative assessments
2) Establish Readers Workshop model in all classrooms. August 2006-May 2007	ELA Teachers Pat Laurence Stephanie Shepard Caroline Wells	
3) Assess the effectiveness of 2005-2006 safety nets and make necessary modifications to ensure student success. August 2006	Leadership Team Grade Level Team Leaders	
4) Monitor progress of Level 1 and Level 2 students. August 2006-April 2007	Leadership Team	AIDE data, quarterly grades
5) Maintain portfolios that reflect student growth over time. August 2006-May 2007	K-5 Teachers	Grades K-3: Reading Portfolio Grades 4 & 5: Literacy Portfolio
6) Meet regularly to analyze data and student work to make informed decisions about planning and differentiation of instruction. August 2006-May 2007	Teachers	Grades K-3: <i>Reading & Writing Grade by Grade: Primary Literacy Standards</i> Grades 4 & 5: <i>New Standards Performance Standards</i>
7) Fully establish K-5 model classrooms and use	Standards Coach,	District Standards Coach

for staff development. August 2006-May 2007	Pat Laurence ELA Lead Teachers Model Classroom Teachers	
8) Schedule a thirty minute Skills Block in fourth and fifth grade ELA classes with FCAT skills explicitly practiced. August 2006-May 2007	Grade 4 & Grade 5 ELA Teachers	Standardized Test Genre Study FCAT Specifications FCAT Release Tasks
9) Maintain implementation of a thirty minute Skills Block in K-3 classrooms with FCAT skills explicitly practiced. August 2006-May 2007	K-3 Teachers	Standardized Test Genre Study FCAT Specifications FCAT Release Tasks
10) Support and monitor students' use of appropriate reading strategies to understand both fiction and nonfiction texts. August 2006-May 2007	K-5 Teachers	<i>Nonfiction Matters</i> by Stephanie Harvey and <i>Strategies That Work</i> by Stephanie Harvey & Anne Goudvis
11) Strengthen student/teacher conferencing to better assess students' individual needs and to encourage goal-setting by students. During conferencing teachers will analyze work with students to determine level of understanding and use of metacognition. August 2006- May 2007	K-5 Teachers Standards Coach, Pat Laurence	<i>One to One</i> by Lucy Calkins
12) Integrate vocabulary development in the Skills Block instruction at all levels. August 2006-May 2007	K-5 Teachers	<i>Bringing Words to Life</i> by Isabel Beck and <i>Words Their Way</i> by Donald Bear
13) Group students for guided reading and strategy grouping based on identified needs. Groups will be flexible. August 2006-May 2007	K-5 Teachers	<i>Guided Reading & Guiding Readers and Writers 3-6</i> by Irene Fountas & Gay Su Pinnell
14) Conduct Lesson Studies focusing on guided reading. November 2006-January 2007	K-5 Teachers ELA Lead Teachers	
15) Ensure that all ELA teachers have access to sets of leveled books for use in guided reading instruction. September 2006-January 2007	Standards Coach, Pat Laurence Leadership Team ELA Lead Teachers	Leveled books
16) Increase the size of classroom libraries with	Leadership Team	SAI Funds

sets of leveled books and leveled independent reading books to accommodate & match levels of all readers. September 2006-May 2007	ELA Lead Teachers	General Funds PTA
17) Develop Progress Monitoring Plans based on Benchmark & FCAT data and other diagnostic information. September 2006	Leadership Team Teachers	District/State guidelines for development of Progress Monitoring Plans

Evaluation/Accountability:

- Results of periodic informal and formal classroom assessment (DIBELS, DRA, running records, conference notes, reading response journals, etc.)
- Comparison of FCAT Benchmark results (August & December) for grade levels 3-5
- Periodic focus walks conducted by Leadership Team
- Administrative monitoring of lesson plans and student portfolios to ensure focused and rigorous standards-based instruction
- Use of a progress monitoring form to collect data quarterly from all K-5 classrooms
The data will be analyzed during grade level meetings and used to plan instruction.
- Analysis of 2007 FCAT results

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

Planning: Review the Implementation Rubric, analyze data, determine needs, develop school professional development plan and have teachers develop their Instructional Personnel Professional Development Plans (IPDP).

Delivery: Differentiated training based on professional needs of teachers. Training will include whole group and small group sessions during Early Release Days, faculty meetings, ELA Lead Teacher meetings and grade level/team meetings.

Follow Up: Debriefing after observations, focus walks, observations of instruction and lesson plan and assessment notebook monitoring by principal and assistant principal

Evaluation: Each teacher will maintain an assessment notebook while monitoring and tracking student progress. Lesson plans, student work folders, results of focus walks, classroom observations, Leadership Team & and faculty meeting agendas and minutes and study group notes will reflect movement toward full implementation of standards-based instruction.

Budget:

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available
*Research-Based Program(s) (Instructional Materials)	Reading Mastery, Scott-Foresman, Developmental Reading Assessment	District	
*Research-			

Based Resource(s) (e.g. websites, assessment tools)			
Technology			
Professional Development			
Other	Leveled books for classroom libraries	SAI, General	1,000.00
		Total:	1,000.00

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:

84% of our third grade students scored at Level 3 and above, an increase of 10%.
 67% of our fourth grade students scored at Level 3 and above, a decrease of 9%.
 68% of our fifth grade students scored at Level 3 and above, a decrease of 1%.

66% of fourth graders showed at least one year’s growth, a decrease of 12%.
 71% of fifth graders showed at least one year’s growth, a decrease of 10%.

Black students consistently scored lower than white students in grades three through five.

The percentage of ESE students scoring at Level 3 and above increased at all three grade levels. The increases were 1% in third grade, 10% in fourth grade and 6% in fifth grade; however the percentage of ESE students making one year’s growth decreased considerably- from 76% to 55% in fourth grade and from 79% to 48% in fifth grade.

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:

To increase the percentage of students scoring at Level 3 and above from 82% to 85% through the use of data analysis, differentiated instruction and safety nets.

Strategies (including timeline)	Lead Person/Team	Resources Needed
1) Provide teachers with AIDE data and review instructional implications. August 2006-May 2007	Caroline Wells, Principal; Leadership Team	FCAT Data
2) Establish/Maintain a one hour math workshop block implementing <i>Math Investigations</i> in all math classrooms. August 2006-May 2007	K-5 Math Teachers Math Lead Teachers	<i>Math Investigations</i>
3) Establish/maintain a math skills block in grades 3-5. This time will be used to address areas of instruction not found in <i>Math Investigations</i> but assessed on FCAT and to introduce students to standardized testing as a genre. August 2006-May 2007	Grade 3-5 Math Teachers Math Lead Teachers	Standardized Test Genre Study Supplemental math materials
4) Assess the effectiveness of 2005-2006 Safety Nets and make necessary modifications to ensure student success. September 2006	Leadership Team	2006 FCAT Results
5) Provide instruction using <i>Knowing Mathematics</i> during the after school tutoring program. October 2006-April 2007	Cheryl Aronow , Donna Delay	<i>Knowing Mathematics</i>
6) Provide opportunities for teachers who have not completed district <i>Math Investigations</i> training to attend. August 2006-May 2007	Pat Laurence, Standards Coach	District Math Coaches TDE
7) Collect student work samples that reflect growth over time. August 2006-May 2007	K-5 Math Teachers	
8) Conduct focus walks to observe implementation of <i>Math Investigations</i> and plan for next steps using district snapshot rubric. September 2006-May 2007	Leadership Team	
9) Meet regularly to analyze data and student work to make uniformed decisions about planning, pacing and differentiating instruction. August 2006- May 2007	K-5 Math Teachers	

<p>10) Fully implement primary and intermediate math model classrooms and use for professional development.</p> <p>August 2006-May 2007</p>	<p>Kim Gerber, Stacy Rieber, Bill Holden & Donna Delay</p>	
<p>11) Develop Progress Monitoring Plans (PMP) based on FCAT data and other diagnostic information.</p> <p>September 2006-May 2007</p>	<p>K-5 Math Teachers</p>	
<p>Evaluation/Accountability:</p> <ul style="list-style-type: none"> ▪ Results of periodic testing and progress in the classrooms (<i>Math Investigations</i> Unit tests, Math Diagnostic Test, conference notes, etc.) ▪ Comparison of August & December FCAT Benchmark Tests results ▪ Principal and Assistant Principal monitoring of teachers' assessment notebooks ▪ Focus Walks ▪ Model classroom observations with debriefing ▪ Progress monitoring of bottom quartile students by Leadership Team ▪ Lesson plans monitored for rigor, relevance and pacing ▪ Student work folders ▪ Analysis of 2007 FCAT results 		
<p>Professional Development Aligned with this Objective/Learning Communities (Must address planning, delivery, follow up and evaluation strands):</p> <p>Planning: Review the spring Implementation Rubric, analyze data, determine needs, develop school professional development plan and have teachers develop their Instructional Personnel Professional Development Plans (IPPDP).</p> <p>Delivery: Differentiated training based on professional needs of teachers and the district framework. Training will include whole group and small group sessions during Early Release Days, faculty meetings, Math Lead Teacher meetings and grade level/team meetings.</p> <p>Follow Up: Debriefing after observations, focus walks, observations of instruction and lesson plan and assessment notebook monitoring by principal and assistant principal</p> <p>Evaluation: Each teacher will maintain an assessment notebook while monitoring and tracking student progress. Lesson plans, student work folders, results of focus walks, classroom observations, Leadership Team & and faculty meeting agendas and minutes and study group notes will reflect movement toward full implementation of standards-based instruction.</p>		

Budget:

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available
*Research-Based Program(s) (Instructional Materials)	Math Investigations	District	
*Research-Based Resource(s) (e.g. websites, assessment tools)			
Technology			
Professional Development			
Other			
		Total:	

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

Goal 1: Academic Performance (Writing)**District/School Target(s) for All Students in All Curriculum Groups:**

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

Needs Assessment:

62% of our fourth grade students scored at Level 4.0 or higher on the 2006 FCAT Writing Assessment, a decrease of one percentage point.

For the third consecutive year our black students scored above our white students.

Hispanic students scored above white and black students. 81% of our fourth grade Hispanic students scored at Level 4.0 or above, followed by 60% of black and 57% of white students.

The percentage of ESE students scoring at Level 4.0 or higher increased by 12 percentage points from 36% in 2005 to 48% in 2006.

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

Abess Park Elementary School's 2007 FCAT scores will reflect an increase by 1% from 83% to 84% of the students meeting or exceeding the state standard.

Strategies (including timeline)	Lead Person/Team	Resources Needed
1) Analyze the 2006 FCAT results for purposes of revising instructional practice and pacing. August- September 2006	Teachers	FCAT Data FCAT Writing CD
2) Maintain implementation of Writers Workshop in ELA classrooms. Establish a clear connection between instruction and the elements of the performance standards. August 2006-May 2007	ELA Lead Teachers K-5 ELA Teachers	<i>Grades K-3: Reading and Writing Grade by Grade: Primary Literacy Standards</i> <i>Grades 4-5: New Standards Performance Standards</i>
3) Administer baseline writing prompts and analyze using the FCAT Writing Rubric and the performance standards. Repeat at the middle and end of the year to show growth over time. August 2006- May 2007	ELA Lead Teachers K-5 Teachers	Writing prompts
4) Provide internal and external safety nets as needed based on ongoing student performance. August 2006- May 2007	K-5 ELA Teachers	
5) Maintain sourcebooks that are consistently updated and used by students.	Grades 2-5 ELA Teachers	

August 2006-May 2007		
6) Include accurate and detailed commentary linked to standards and connected to student work. August 2006-May 2007	K-5 ELA Teachers	
7) Conduct individual and small group conferencing to move student work toward the standard. August 2006-May 2007	K-5 ELA Teachers	
8) Conduct cross-grade level articulation teacher meetings to gain insight into areas of focus in writing instruction. October 2006-May 2007	ELA Lead Teachers K-5 Classroom Teachers	
9) Develop a hierarchy of strategies for teaching the Response to Literature standard K-5. ELA team members will share with their teams. November 2006-January 2007	K-5 ELA Lead Teachers	K-5 Response to Literature standards
10) Attend district training on the development of standards-based rubrics and share with grade level team members. December 2006-February 2007	ELA Lead Teachers	Literacy 301 Rubrics Training
<p>Evaluation/Accountability:</p> <ul style="list-style-type: none"> ▪ Focus walks & classroom observations with an emphasis on the use of instructional strategies which move students toward meeting their grade level writing standards will be conducted. ▪ Analysis of student work and conferencing by teachers will drive instruction. ▪ Fourth grade students will write to a prompt and will analyze their writing using the Florida Writes FCAT Rubric. ▪ Leadership Team and grade level teachers will analyze student writing using the FCAT rubric. ▪ Analysis of results of 2007 FCAT Writes! 		
<p>Professional Development Aligned with this Objective/Learning Communities (Must address planning, delivery, follow up and evaluation strands):</p> <p>Planning: Review the Implementation Rubric, analyze data, determine needs, develop school professional development plan and have teachers develop their Instructional Personnel Professional Development Plans (IPDP).</p> <p>Delivery: Differentiated training based on professional needs of teachers. Training will include whole group and small group sessions during Early Release Days, faculty meetings, ELA Lead</p>		

Teacher meetings and grade level/team meetings.

Follow Up: Debriefing after observations, focus walks, observations of instruction and lesson plan and assessment notebook monitoring by principal and assistant principal

Evaluation: Each teacher will maintain an assessment notebook while monitoring and tracking student progress. Lesson plans, student work folders, results of focus walks, classroom observations, Leadership Team & and faculty meeting agendas and minutes and study group notes will reflect movement toward full implementation of standards-based instruction.

Budget:

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available
*Research-Based Program(s) (Instructional Materials)	Units of Study for Primary Writing: A K-2 Yearlong Curriculum	General	\$524.70
	Units of Study for Teaching Writing, Grades 3-5		\$524.70
*Research-Based Resource(s) (e.g. websites, assessment tools)			
Technology			
Professional Development			
Other			
		Total:	\$1,049.40

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:

- 66% of fifth grade students scored at or above the state mean score on the 2006 Science SSS Test. This reflects no change from the 2005 results.

White students scoring at or above the state mean score increased from 70% to 81%. ESE students increased from 26% to 39%. All other subgroups exhibited a decrease as shown

below:

- Asian students' scores declined by 8%.
- Black students' scores declined by 7%.
- Hispanic students' scores declined by 5%.
- Economically disadvantaged students' scores declined by 5%.

1. Objective:

To increase the percentage of students scoring at Level 3 and above from 50% to 58% through the use of data analysis, differentiated instruction and safety nets.

Strategies (including timeline)	Lead Person/Team	Resources Needed
1) Monitor science lesson plans and instruction. August 2006-May 2007	Caroline Wells, principal	District Science curriculum and pacing guides
2) Analyze 2006 FCAT results to assess, target and improve effectiveness of current instructional practice in grades K-5. August 2006-May 2007	Leadership Team	FCAT Data
3) Maintain science lead classroom teachers on each grade level. K- Craig 1- Wimberley 2- Lewallen 3- Rossborough 4- Fowler 5- Delay ESE- Drewa August 2006-May 2007	Caroline Wells, Principal, Science Lead Teachers	
4) Maintain implementation of K-5 District Science Curriculum. August 2006-May 2007	Teachers	District science curriculum
5) Identify students not achieving "at or near" the reading standards to strengthen content reading strategies and comprehension. (Level 1 or 2 on FCAT Reading SSS and PMP's) August 2006-May 2007	Teachers	AIDE Data <i>Nonfiction Matters</i> by Stephanie Harvey Think Nonfiction! videotape
6) Establish a 5 th Grade Science lab for hands-on science investigations. October 2006-May 2007	Fifth grade science teachers	Classroom Science equipment, tools & materials
7) Participate in the district's Invention Convention.	Millie Drewa	

March 2006		
8) Reinforce knowledge of the scientific process by individual and class participation in the Abess Park Science Fair.	Millie Drewa	
August 2006-April 2007		
Evaluation/Accountability: <ul style="list-style-type: none"> ▪ Review of lesson plans ▪ Classroom observation ▪ Progress monitoring of student achievement in science (quarterly grades) ▪ 2007 FCAT results 		
Professional Development Aligned with this Objective/Learning Communities (Must address planning, delivery, follow up and evaluation strands): Planning: Analysis of 2006 FCAT results Delivery: Science training conducted on Early Release Day (September 20) and during faculty meetings. Science Lead Teachers will meet regularly and report back to their teams. Follow-up: Observations in Science lead teachers' classrooms followed by a debriefing. Evaluation: Results of classroom assessments and 2007 FCAT SSS Science		

Budget:

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available
*Research-Based Program(s) (Instructional Materials)	Houghton-Mifflin	District	
*Research-Based Resource(s) (e.g. websites, assessment tools)			
Technology			

Professional Development			
Other			
		Total:	

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

***Parental Involvement**

Needs Assessment:		
Objective:		
Strategies (including timeline)	Lead Person/Team	Resources Needed
Evaluation/Accountability:		
Researched-Based Program		
Professional Development Aligned with this Objective		

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

***Return On Investment (ROI)**

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

School Safety and Discipline

Goal Statement: Decrease number of Class II offenses from 4% to 3% as evidenced on School Needs Assessment.
Needs Assessment: 4% of our total population committed one or more Class II Code of Conduct violations a reduction of 2%. There was a significant increase in offenses committed by Hispanic students, from 1% to 25%. A decrease in African American students from 12% to 9%. A decrease in Economically Disadvantaged from 10% to 6%.
Objective: Consistently enforce Schoolwide Discipline Plan and Code of Conduct so that the percentage of students committing Class II offenses will decrease by 1%.

Strategies (including timeline)	Lead Person/Team	Resources Needed
Conduct quarterly grade level orientations to reinforce, review, and communicate behavioral expectations and consequences. August 2006-May 2007	Caroline Wells, Principal	
Recognize outstanding citizenship at grade level awards assemblies. August 2006-May 2007	Teachers; Caroline Wells; Principal	
Consistent administrative visibility throughout the school to monitor student behavior. August 2006-May 2007	Principal, Caroline Wells TIS, Stephanie Shepard	
Continue Character Counts Education. August 2006-May 2007	Media Specialist, Susan Elledge	
Staff & parents present Character Counts commentary on closed circuit broadcast. August 2006-May 2007	Media Specialist, Susan Elledge	
Evaluation/Accountability: Number of discipline referrals. Number of students earning an A in citizenship.		
Objective: Fulfill all safety guidelines as required in accordance with district and state policies and continue effective school based practices.		
Strategies (including timeline)	Lead Person/Team	Resources Needed
Submit monthly Safety-to-Life Checklist. August 2006-May 2007	Michael Forest, Head Custodian	
Instruct and drill students on procedures for emergency evacuations. August 2006-May 2007	Teachers	
Implement emergency evacuation drills. August 2006-May 2007	Caroline Wells	
Research-Based Program		

Professional Development Aligned with this Objective

Review and analyze discipline data from 2005-06. Train new personnel on the implementation of the Schoolwide Discipline Plan. Review quarterly conduct grades. Monitor student conduct in classrooms of new teachers. Observe and monitor implementation of Schoolwide Discipline Plan.

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			
		Total:	

SAC Members

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

School Advisory Council 2006-2007

Abess Park Elementary School 263

SAC Member Race Group Employee

Mariciuthe Alexandre Black Parent No
Esther Andrews White Parent No
Wilma Castaneda Hispanic Educational Support Yes
Tobi Correa Hispanic Parent No
Gerald DeLoach Black Parent No
Carla Flowers Black Parent No
Michael Forest Black Educational Support Yes
Beverlee Havixbeck White Parent No
Debbie Holden White Teacher Yes
Patricia Laurence White Teacher Yes
Terry Martin White Community/Business No
Terry Martin Black Parent No
Nancy McBride White Parent No
Lourdes Morales Hispanic Parent No
Cheryl Morgen White Teacher Yes
Fran Mundorf White Educational Support Yes
Dan Nguyen Asian Parent No
Caroline Wells White Principal Yes

Implementation Evaluation (Previously: Adequate Progress)

Describe plans for ongoing and final evaluation on the extent of successful implementation of the school improvement plan and other school improvement efforts.

The leadership team and SAC will review the school improvement plan and other school improvement efforts quarterly to assess progress and make adjustments in strategies and timelines as needed.