



2007 – 2008

SCHOOL IMPROVEMENT PLAN

School Name: PINE VILLA ELEMENTARY SCHOOL

District Name: Dade

Principal: Tamela Brown

SAC Chair: Sondra Nottage

Superintendent: Rudolph F. Crew, Ed.D

Date of School Board Approval: October 31, 2007

**Jeanine Blomberg,
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Florida Department of
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VISION/MISSION/BELIEF STATEMENTS

Vision:

We at Pine Villa Elementary School are committed to providing a child-centered, structured curriculum where children become literate, critical thinkers, motivated lifelong learners, and responsible citizens. We will gear how we teach and what we teach to the fundamental process of how children learn.

Mission:

Our mission is to create a structured environment, which is both child-centered, nurturing, and flexible enough to meet the growing and changing needs of our school and community. We provide meaningful learning experiences that promote positive self-esteem by ensuring students reach the highest standards. At Pine Villa Elementary School students develop and expand knowledge through active participation in an atmosphere for learning where all students are encouraged to become creative, independent, problem solvers, through the use of varied resources.

SCHOOL PROFILE DEMOGRAPHICS

Facility/Community:

Pine Villa Elementary was established in 1959 as a pre-kindergarten through fifth grade school with an enrollment of 763 students. The school community is characterized as urban with 89 percent of the students on free or reduced priced meals. Pine Villa Elementary is located on 11.39 acres in southern Miami-Dade County in the community of Goulds, at 21799 SW 117 Ct. Housed in the two story main building is a kindergarten, art and music suite, media center, and in the new building is the intermediate classrooms. The building has been fully wired to provide internet and intranet access and accommodates 3 computers per classroom. There are 6 portable classrooms and two duplexes. A six-pack cluster accommodates the Pre-Kindergarten/ Kindergarten Montessori Magnet program. A new playground is presently under construction. The science lab for third grade students contains 30 computers and network printers. The school wide closed circuit television system is incorporated into the Media Center program.

Pine Villa Elementary works continuously to establish a partnership with the community resources in several ways. Each year the school sponsors monthly parent workshops, Back To School Night, Montessori Orientation, Montessori Open House, Kindergarten Orientation Meetings and Title I Open House in which the community is invited to attend. Parents are provided with a school climate survey and a Title I parent survey. In addition, parents voted for the implementation of uniforms school-wide (with waivers available for those parents with specific concerns). Results of these surveys allow the school to adapt to the changing needs of the school's community.

Student Demographics:

The ethnic/ racial makeup of the student population is 22 percent Hispanic, 72 percent African American, 3 percent White, and 3 percent other. The mobility index of the school is 31 percent.

With reference to the 2006 Florida Comprehensive Assessment Test (FCAT), the overall scores were:

35% Level 1 third graders and 12% Level 2 learners in Reading and
36% Level 1 third graders and 18% Level 2 learners in Mathematics.
Additionally, there were:

35% Level 1 fourth graders and 27% Level 2 learners in Reading and
34% Level 1 fourth graders and 28% Level 2 learners in Mathematics and
32% Level 1 fifth graders and 26% Level 2 learners in Reading and
37% Level 1 fifth graders and 30% Level 2 learners in Mathematics.

Unique Aspects: STRENGTHS

- Montessori Magnet Program
- Higher Opportunities for Pursuing Excellence (H.O.P.E)
- Prescribed as a F.A.S.T. school: Facilitating Academic Success Together

Unique Aspects: AREAS OF CONCERN

- Low enrollment in the gifted program
- Teacher/substitute attrition and recruitment

- Student Truancy/ discipline
- Administration / Staff Turnover
- Absence of parental involvement
- High rate of beginning teachers, Teachers needing certification, 2nd career

Teacher Demographics:

The Leadership Team at Pine Ville Elementary School is comprised of one Principal, one Assistant Principal, one Magnet Lead Teacher, two Reading Coaches, one Mathematics Coach and one Science Coach.

Currently, the school employs a total of 97 employees.

At present, 93 positions are staffed. Two 3100 positions as well as two full-time paraprofessional positions are open..

Of the 93 positions, 85 positions are full-time and 8 are part-time.

Included in the groups are:

- 1 Principal
- 1 Assistant Principal
- 1 Lead Teacher
- 1 Media Specialist
- 2 Reading Coaches
- 1 Mathematics Facilitator
- 1 Science Coach
- 1 Counselor
- 3 EH teachers
- 4 ESE teachers
- 1 Behavior Management Teacher
- 1 microsystems technician
- 5 full time custodians (7* total *(2) part timers swap as security monitors)

6 special area teachers

33 regular classroom teachers

18 paraprofessionals (15 full time and 3 part-time,)

1 part time tutor

1 part-time cafeteria monitor

4 security monitors (2 full time, 2 part-time)

5 clerical staff

2 Community Involvement Specialists (CIS)

93 (just for accountability here)

Within the 93 positions, the ethnic/ racial makeup of staff is the following: 21 members are (23%) Hispanic, 56 members are (60%) African American, 13 members are (14%) White, and 3 members are (3%) Asian/American Pacific Indian. In addition, Pine Villa has 30% of teachers with a Master's Degree and 10% with a Specialist or Doctoral Degree.

Concerns regarding vacancies are attributed to the hiring of 3100's (permanent substitutes with temporary assignments). These employees may have little or no teaching experience.

Class Size/ Teacher to student Ratio:

The district proposed reduction in class size formulas for the 2007-2008 school year reflects teacher to student ratio as 1:18 for Pre-Kindergarten through Third grade and 1:22 in grades Fourth and Fifth. The school's Teacher to student ratios by grade level is as follows:

Pre-Kindergarten and Kindergarten 1:15

First Grade 1:18

Second Grade 1:19

Third Grade 1:17

Fourth Grade 1:24

Fifth Grade 1:22

Attendance Rate:

Student Attendance rate at Pine Villa Elementary School for grade Pre-Kindergarten through Fifth grade averages to 94.78 percent as compared to the District's overall attendance rate of 94.96 percent. The attendance rate for Pine Villa Elementary School during the 2006-2007 school year improved by .29 percent from the previous year.

Promotion/Graduation/ Retention Rates:

Pine Villa Elementary School had 62 retentions at the end of the 2006-2007 school year. (Kindergarten- 15 out of 136; First grade- 6 out of 110; Second grade- 3 out of 138 ; 4th grade- 0 out of 86; Fifth grade- 0 out of 102). Promotion rates for each grade level are as follows: Kindergarten- 89 percent; First grade- 94 percent; Second grade- 97.5 percent; Third grade- 70 percent; Fourth grade- 99.9 percent; Fifth grade- 99.9 %.

Feeder Pattern:

Pine Villa Elementary School is in the Southridge Feeder Pattern. The students transition into Mays Middle School (grades 6-8), which is currently a "D" school. After attending Mays Middle School, the students transition into Southridge Senior High School (grades 9-12), which is currently an "F" school. Pine Villa elementary School has a Montessori Magnet program, grades Pre K – 5. The students in this program often transition into other Magnet schools, such as Richmond Heights Middle School (currently a "C" school), Herbert A. Ammons Middle School (currently an "A" school), and Southwood Middle School (currently an "A" school).

Special Programs:

Pine Villa Elementary School specializes in numerous special programs which support and enhance the regular curriculum. Pine Villa Elementary has the following

special programs:

1. Academic Excellence Program (AEP) for Chess and Science (three times a week for an hour)
2. Gifted Program (one day a week pull out program)
3. After school Supplemental Educational Services (SES) tutoring Program (three days a week)
4. Montessori Magnet Program (focusing on a hands-on approach to learning)
5. Higher Opportunities to Pursue Excellence (HOPE) (We are the only school in Region VI to have this gender specific female third grade class.)

School Community Relations/Partners:

Pine Villa Elementary School is supported by Regional Center VI which facilitates academic success by following a Regional and District mandated support plan. This plan will promote high achievement while eliminating low student performance. The Director for Curriculum and Instruction will lead in the implementation of this plan. Additionally, Board Member Evelyn Greer provides incentives for students and families to encourage high achievement on the FCAT and to promote attendance.

Pine Villa Elementary School's Dade Partners are: Lady Jane (Offers FCAT incentives, Mini-Workshops for students on gangs and drugs) and South Florida Books (Donated \$200.00 in books to students). The following Dade Partners are pending: Church's Chicken, McDonalds, KAPOW, and Miami Continental Society.

Grants:

Pine Villa Elementary has currently applied for the Project Rewards and Incentives for School Educators (Project Rise), the Rotary Homestead Grant, and a Character Education grant. Information on the decisions will be provided in the near future.

SCHOOL MATCH

Charles Hadley Elementary School has been identified as a school match for Pine Villa Elementary School due to its 97% Minority Rate and 66% Economically Disadvantaged rate. Although the school has high Minority and Economically Disadvantaged rates, it performed at an "A" level during the 2006-2007 school year. Pine Villa Elementary School has a 98% Minority Rate for the 2006-2007 school year and 88% Economically Disadvantaged rate; however, the school performed at an "F" level during the 2006-2007 school year.

In an effort increase student achievement in Reading, Mathematics and Science during the 2007-2008 school year, several collaborative activities will be conducted between Charles Hadley Elementary School and Pine Villa Elementary School to share best practices, implement programs, assess results and make adjustments as needed at Pine Villa Elementary School.

QUALITY STAFF

Highly Qualified Administrators

The principal at Pine Villa Elementary School is Ms. Tamela Brown. Ms. Brown is a product of the Miami-Dade County Public School System. As a student, she attended Snapper Creek Elementary School, Arvida Middle School and proudly graduated from Miami Killian Senior High School. Upon graduating from Miami Killian Senior High School, Ms. Brown attended Florida A&M University where she graduated Cum Laude with a B.S. Degree in Elementary Education. Ms. Brown began her teaching career as a part of the inaugural faculty and staff at Dr. Edward L. Whigham Elementary School as a Third Grade Teacher. While serving as a teacher, Ms. Brown was determined to enhance her academic abilities and knowledge. She earned a Master's Degree in Mathematics Education from The Florida State University in 1999 and a second Master's Degree in Early Childhood/Special Education from The University of Miami in 2001. While working at Dr. Edward L. Whigham Elementary School, Ms. Brown held a variety of leadership positions and served on various committees. She served as the Recording Secretary on the Educational Excellence School advisory Committee (EESAC), Reading Leader, Grade Level Chair Person, Test Chair Assistant, Parent Teacher Association (PTA) Recording Secretary, African American Heritage Co-Chairperson, Social Committee Co-Chair Person and Project CHILD (Computers Helping in Learning Development) Coordinator. After teaching for eight years, Ms. Brown decided to expand her educational leadership capabilities and pursue an Educational Specialist Degree in Educational Leadership. She was a participant in The Leadership Development Institute for Teachers (LDIT) and she graduated from Nova Southeastern University in 2002 with an Ed. S. in Educational Leadership. Ms. Brown served as an assistant principal at Hammocks Middle School for four years. During this time, Ms. Brown ensured that all academic programs provided rigor, challenge and remediation as needed. Ms. Brown was instrumental in assisting to ensure the school maintained its A status and she was instrumental in ensuring the increase in student attendance. Ms. Brown leads by example. She fully supports reading and writing throughout all curriculum areas, the use of Creating Independent Through Student-owned Strategies (CRISS), integrating the use of technology throughout the curriculum and team building activities.

Ms. Brown successfully completed the Principal Preparation Program in 2007. Ms. Brown knows that each child can learn and the importance of ensuring that students become lifelong learners and productive citizens. Ms. Brown's goal is to lead the faculty, staff and students at Pine Villa Elementary School through dedication, teamwork and perseverance to excellence during the 2007-2008 school year.

Mrs. Victoria E. Bourland is in her third year as an Assistant Principal at Pine Villa Elementary School. Mrs. Bourland received her bachelor's degree in Elementary Education from Florida International University and her Masters degree in Mathematics Education from Florida State University. She completed her Educational Leadership certification coursework at Florida International University. Prior to becoming an assistant principal, Mrs. Bourland had been grade level chairperson, EESAC chairperson, after school care manager, and lead teacher at the two Title I elementary schools where she taught for a combined twelve years. During that time, she was voted Teacher of the Year twice by her colleagues. At her previous school, she was an integral part of raising the school grade from a D to an A in three years. The Assistant Principal's performance evaluation for her first year as an assistant principal (at Pine Villa Elementary) was commendable.

Recruitment/Retention of Highly Qualified Teachers

Pine Villa Elementary complies with the district's policy for hiring of instructional personnel. All openings are advertised through the Instructional Vacancies website. Applicants are then interviewed by the administrative team. We are in contact with Barry University, Nova Southeastern University, Florida International University and Miami Dade College in order to attract and retain new teachers on an on-going basis.

Once highly qualified teachers are employed in critical-need academic areas such as reading and mathematics, they are provided immediate assistance through the use of a veteran mentor teacher. In addition, many professional development opportunities are provided for these teachers. Currently, Pine Villa provides a reading/writing professional development where teachers learn new strategies and techniques while obtaining master plan points.

Miami-Dade County Public Schools is committed to ensuring a credentialed pool of teachers. Presently, recruitment efforts include ongoing outreach to local, in and out-of-state colleges and universities, as well as alternative methods such as the recruitment of non-education majors. Via technology, application procedures are being streamlined to provide a more efficient method of processing applicants and to improve communication with prospective candidates. Advanced contracts are also offered to critical shortage candidates. Additionally, the Teacher Recruitment and Retention Collaboration Committee comprised of M-DCPS staff, community leaders, and representatives from the local colleges and universities is working to recruit and retain highly qualified educators for the students of M-DCPS. To ensure the retention of teachers, support through professional development that strengthens the knowledge base through best practices, access to mentor teachers and collaboration with colleagues will be utilized.

[Show attached staff list](#)

ADDITIONAL REQUIREMENTS

School Wide Improvement Model

Pine Villa Elementary School will incorporate the Continuous Improvement Model (CIM). The model will involve an eight step systematic process for making improvements in services. The plan includes Test Scores Disaggregation, Time Line Development, Instructional Focus, Assessment, Tutorials, Enrichment, and Maintenance. With the proper implementation of the steps, Pine Villa Elementary School will increase scoring mastery and above.

Step 1: Test Score Disaggregation

Test score disaggregation will be implemented by bi-weekly assessments, Interim Assessments, and scores from the 2007 FCAT. Teachers will use student test scores to identify instructional groups and to identify weak and strong objective areas. Teachers will then analyze data to guide instruction to strengthen areas that are weak and enhance areas that are strong. This can be monitored by following debriefing protocols after each progress monitoring assessment during a scheduled Debriefing time for teachers.

Step 2: Time line Development

Step two will incorporate skeleton calendar by grade and subject to include FCAT Content Focus areas, determine how many days and how many benchmarks will be taught, and ensure that focus calendars are used school-wide. The Instructional Leadership Team will constantly monitor this by visiting classrooms to ensure focus calendars are visible and that teachers are updating instructional focus calendars to suit the needs of their students.

Step 3: Instructional Focus

In step three, the use of the time line to deliver the instructional focus lessons will be monitored and adjusted as necessary. To implement this step, all faculty teaches or reinforces Instructional Focus benchmarks in all subject areas. The teachers will also use lesson plans and ensure that instructional delivery is aligned across grade level and subject area. Monitoring is done by scheduling a common planning period for teachers within their grade level and by providing common lessons plans that are aligned to Instructional Focus Benchmarks.

Step 4: Assessments

In the fourth step, assessments are given after the instructional focus has been taught to identify mastery and non-mastery of content. Teachers will use assessments as teaching tools by eliciting correct answers from students, identifying incorrect answers, and discussing why answers are chosen. The principal is responsible for the fourth step of the CIM process as are the members of the Instructional Leadership Team through the review of bi-weekly assessments and Interim Assessments.

Step 5: Tutorials

Tutorial of the CIM will provide intervention and tutorial time to re-teach non-mastered target areas. Students will be provided in-house pull out tutoring, after school tutoring, and a Saturday tutoring program using paraprofessionals and

certified teachers. The effectiveness of the tutorial sessions will be determined by the results of mini-assessments. The principal and the Instructional Leadership Team will review these results from the assessments to provide support for the tutors.

Step 6: Enrichment

Enrichment provides opportunities for mastery of students. Teachers will be encouraged to use higher-level thinking activities as part of the enrichment process in order to ensure mastery of the subject areas that are taught. This time is used to stretch student's intellectual capabilities. Pine Villa Elementary School Academic Enrichment Program and Title 1 Chess program provides students with enrichment opportunities. The principal and assistant principal who oversee the programs will ensure that six is implemented with fidelity.

Step 7: Maintenance

The seventh step of the CIM provides materials for on-going maintenance and re-teaching. For this process to be successful, teachers will be required to spiral back and address objectives throughout the year. Lessons should include "fun" and "creative" activities in which to keep the students actively engaged. The principal and Instructional Leadership Team will provide any support needed to ensure that weak areas are addressed and strong areas are enhanced to maintain progress.

Step 8: Monitoring

Step eight is spearheaded by the principal and the Instructional Leadership Team by daily classrooms visits and newly developed team walkthroughs. The Instructional Leadership Team will meet weekly to discuss the instructional concerns that were revealed through classroom visits. The Instructional Leadership Team will address concerns in grade group meetings and then develop action plans along with intervention activities to provide support for the teachers.

Communication with Parents

Pine Villa Elementary School maintains an open line of communication with all parents and guardians. The involvement of all parents and guardians is a key factor in raising student achievement. Communication efforts being made at our school include a parent handbook, Title I parent meetings, Bilingual parent meetings, Open House, Montessori recruitment Open House, FCAT training for parents, EESAC meetings and Science Fair Family Night. The on-going communication with parents (in student's home language) will occur between the home and school through Connect Ed, student progress reports, report cards, letters, flyers, monthly calendars, parent-teacher conferences, home visits, and phone calls recorded in parent-teacher communication logs. Parents were notified of the school performance grade and were informed of their options regarding school choice vouchers in June, 2007, via letters in English, Spanish and Haitian-Creole.

[Show attached Public School Notice to parents](#)

[Show attached notification of SINI status](#)

[Pre-School Transition](#)

Pine Villa Elementary School offers a Pre-Kindergarten Magnet Montessori program and a Voluntary Pre-Kindergarten (VPK) program. Both programs involve active learning through the use of hands-on activities covering all areas of the curriculum. The utilization of hands-on materials enables the students to transfer from a concrete approach to an abstract approach of learning. Students build language and literacy by utilizing Big Books, hands-on manipulatives, phonics lessons and by creating story books. Sensorial lessons, life lessons, science skills, social studies skills and a variety of every day mathematics skills are part of the daily curriculum. Students develop their gross motor skills through art, music and physical education. Students will participate in a monthly reading, mathematics and writing assessment to monitor progress. Teachers will use data to guide instruction in order to strengthen weaknesses in individual students. Parents will be encouraged to volunteer in the classrooms and will remain apprised of happenings through monthly calendars and parent/teacher communication. The Principal, Assistant Principal, Reading Coaches and Magnet Lead Teacher will assume responsibility for monitoring instructional focus alignment.

Teacher Mentoring

Pine Villa Elementary School's mentoring program provides new teachers, teachers new to the school, and teachers out of field with a highly qualified teacher or veteran colleague. These colleagues will meet during non-class instructional times (planning, special areas, and early dismissals) to collaborate, discuss, and plan using applicable strategies to enhance student achievement, discipline and growth. Classroom visitations to observe best practices are provided. In addition, the Reading Coaches, Mathematics Coach, Science Coach and Magnet Lead Teacher provide assistance, resources, and in class modeling lessons. They will also provide professional development through on sight in service workshops, allowing new teachers to acquire master plan points. This enables beginning teachers and teachers new to the school to focus on how to develop and organize instructional strategies, classroom management and reading strategies. This provides the new teachers with support to ensure a successful teaching experience and necessary tools to have a positive impact on their students. All new teachers are required to participate in the NEST program.

Extended Learning Opportunities

Pine Villa Elementary School extends learning opportunities by providing after-school tutoring, Saturday academy, and Academic Excellence Programs (AEP) in Science and Chess. The AEP programs provide opportunities for students to develop critical thinking skills. The after school and Saturday academy program utilize the Supplemental Educational Services (SES) and the Language! Program to group students by academic levels and provide instruction starting at their instructional level. These tutoring sessions will align instruction according to the Instructional Focus Calendars to provide benchmark intervention for targets students in Reading, Writing, Mathematics, and Science. Targeted lessons addressing the benchmark from each one of the Instructional Focus Calendars are taught, assessed, and data is analyzed to determine mastery. This is then provided to the classroom teacher in order to adjust instruction within the classroom setting.

SCHOOLS GRADED C OR BELOW

Professional Development

Describe the professional development that supports enhanced and differentiated instructional strategies.

Effective professional development will be provided for school site staff to increase student

achievement by utilizing methods that incorporate evaluation, research, design, learning and collaboration.

Evaluation:

Feedback from needs assessment surveys and multiple sources will prompt professional development that addresses targeted areas. On-site workshops, in-house seminars, District and County scheduled in-services are designed to enable the participants to identify the latest strategies, techniques and use of new instructional materials to improve school wide student achievement will then be chosen and utilized.

Research:

Professional Development delivers research based approaches to instruction as well as developmentally appropriate practices. Current trends, methods and pedagogy are communicated to improve instructional processes. Instruction, assessment and theory are based on proven methodology.

Design:

Professional Development is designed to improve learning of all students. Educators are provided with curriculum tools and training. On-site, District and Regional Facilitators present benchmarking, long and short term goals, pacing and planning with specific curriculum focus for student mastery attainment.

Learning:

Professional development targets all learners to include all levels of achievement. Focus on the needs of diverse learners is addressed. Differentiated instruction is utilized to fortify instruction for students with differing profiles, including students with disabilities and students from diverse populations.

Collaboration:

Face to face staff development includes methods of collaboration. Peer Coaching, Mentoring, Focus Groups, Shadowing, Co-Teaching, Co-planning, Observing, and Conferencing are effective communication strategies to ultimately improve academic achievement for all students.

Disaggregated Data

Describe the use of student achievement data to determine the effectiveness of instructional strategies.

The use of student disaggregated data (data about students; for example, ages, gender, grade level, socio-economic status, ethnicity, academic achievement) reveals significant factors relevant to student achievement. Such data drives instruction, assists in decision making and evaluates the effectiveness of the instructional design.

Drive instruction:

By analyzing the data, strengths and areas for growth can be determined. Capitalizing on students' strengths promotes efficacy whereas deficiencies can be identified and addressed. Interventions are strategically organized to facilitate maximum student performance. Classroom modifications, in-house tutoring, Saturday school and after school tutoring programs provide such intensive intervention.

Decision Making:

Overall, disaggregated data is used to determine curriculum, staffing, student placement decision making, and drive instruction. Appropriations for subgroups are realized and incorporated in the best interests of the learners and instruction.

Evaluate the Effectiveness:

Student success can be determined from disaggregated data through the re-evaluation of instructional strategies. This data displays functional information about the effectiveness of instruction as well as learner needs. Disaggregated data heightens awareness of the correlation between student achievement and learner trends, curriculum and staff.

Informal and Formal Assessments

Describe the type of ongoing formal and informal assessments to be used during the school year to measure student progress

FLKRS

The Florida Kindergarten Readiness Screener (FLKRS) is administered to assess the readiness of each child in kindergarten to gather information on a child's development in emergent literacy.

DIBELS

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is administered three times during the school year. This assessment measures early literacy development. All students in K-5 are administered this assessment. The results are entered into the State of Florida's Progress Monitoring and Reporting Network (PMRN). Determination of needs of further testing is based upon results.

FCAT Writing

Fourth grade students participate in the Florida Writing Assessment Program. It measures student proficiency in writing. Students respond to assigned topics within a limited time period.

FCAT

Third, Fourth and Fifth grade students are required to participate in the Florida Comprehensive Assessment Test (FCAT). The FCAT is designed to increase student achievement by implementing higher standards.

SAT

The Stanford Achievement Test Series, Tenth Edition (SAT 10), a nationally normed achievement test, is used to assess the academic reading and mathematics achievement of second graders.

Informal assessments

Teacher made assessments, rubrics, observations, student work samples and curriculum supplies monitor student progress.

Pre-Post tests

School generated Pre and Post tests are given twice during the school year. These include all grades beginning in K to grade five for reading, mathematics and science.

District Interim Assessments

District provided Interim Assessments are administered three times per school year. These include grades three through five for mathematics and reading.

Region – bi-weekly K – 5

Regional assessments are given bi-weekly. Grades Kindergarten through grade five are tested to monitor student progress mathematics and reading.

DAR

This Diagnostic Assessment in Reading (DAR) is given to all students that are not progressing after the first nine weeks.

Voyager Passport

This program will be utilized as an intervention for all grade levels.

STAR

The Standardized Testing and Reporting (STAR), computer program measures reading comprehension for first grade through fifth grade students.

Accelerated Reader

School site media (library books) have the capability of companion computer software. This software tests reading comprehension in a wide variety of genres. All students have access to such media and computer assessment.

Alternative Instructional Delivery Methods

Describe the alternative instructional delivery methods that allow you to reach all student subgroups and help to improve their academic achievement.

Alternative instruction includes hands-on experiences where students actively participate in the learning process. This tangible approach to instruction promotes self discovery and student ownership of learning.

Specific apparatuses and manipulatives are incorporated as teaching tools and sensory rich devices.

Kinesthetic alternative instruction stimulates learning through the senses.

Small group instruction, within and without classroom limitations, heightens intensity of instructional delivery in a small concentrated ratio. Tutoring, guided reading, pull out, and resource programs cater to small group, one on one instruction.

A one to one setting to introduce, reinforce or remediate instruction makes delivery customized, personal and effective.

Reciprocal teaching is an alternative delivery method where students recapitulate internalized knowledge.

ESOL strategies are incorporate into classroom instruction to maximize the students' understanding of concepts being presented for the LEP population.

The District supplies personnel for Core Curriculum in the Home Language (CCHL) for non Spanish speakers.

Alternative instruction encompasses the Multiple intelligences within each learner.

Technology with computers, listening centers and electronic devices enhance the learning experience.

SCHOOLS OFFERING PRIMARILY GRADES 6 THROUGH 12

Describe your school's plan for addressing the ten guiding principles of Secondary School Redesign in the box below. If the principles are addressed throughout your School Improvement Plan, identify precisely (under which heading) where each principle is addressed in the text box below.

In the checkbox below, please indicate which of the ten guiding principles is addressed below.

- Different Innovative Approaches to Instruction
- Responsibility of Teaching Reading for Every Teacher
- Quality Professional Development for Teachers and Leaders
- Small Learning Communities (SLC)

- Intensive Intervention in Reading and Mathematics
- Course Choice Based on Student Goals / Interests / Talent
- Master Schedules Based on Student Needs
- Parental Access and Support
- Applied and Integrated Courses
- Academic and Career Planning

Label

GOALS

Goal:	Reading
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Needs Assessment Results attained from the 2007 FCAT Reading Test indicate that 56 percent of third grade students, 63 percent of fourth grade students, and 57 percent of fifth grade students scored below the state required mastery level. After analyzing the data, it is evident that third grade students showed weaknesses in Reference and Research, fourth grade students showed weaknesses in Words and Phrases and fifth grade students also showed weaknesses in Main Idea/Author's Purpose.

The total number of students that scored at or above grade level on the 2007 FCAT Reading Test was 52 percent.

Results attained from the 2007 FCAT Reading Test indicate that 71 percent of Students with Disabilities (SWD) scored below the state required mastery level.

Results attained from the 2007 FCAT Reading Test indicate that 63 percent of African-American students scored below the state required mastery level.

Results attained from the 2007 FCAT Reading Test indicate that 61 percent of economically disadvantaged students scored below the state required mastery level.

Objective Given instruction based on the Sunshine State Standards, third through fifth grade students will increase their reading skills as evidenced by 58 percent meeting high standards of the 2008 administration of the FCAT Reading Test.

Strategies

1. Utilize the components of the Comprehensive Research-Based Reading Plan at grade level meetings and applying data to support decisions in order to create short term and long term goals to address instructional needs.
2. Implement departmentalization in homogenously grouped second through fifth grade classrooms in order to better serve all subgroups. Pilot a third grade retained girls' Higher Opportunities to Pursue Excellence (HOPE) classroom.
3. Implement a school wide Accelerated Reader program for all students in Kindergarten through fifth grade to develop reading and comprehension skills with short comprehension checks.
4. Provide Creating Independence Through Student-owned Strategies (CRISS) training for all teachers to assist them in enhancing critical thinking skills in their classrooms.
5. Implement and monitor intervention resources for reading, as determined by school, district, and state assessment data such as extended school tutorial

and Saturday tutorials for second through fifth grade students. The intervention resources are FCAT Coach books, FCAT Blastoff, and Language! Books.

6. Provide in-house intensive remediation in small groups using the Sunshine State Standards and grade level expectations. Soar to Success, Early Success, and Voyager Passport, Reading Plus, STARS, Houghton Mifflin and the Quick Reads Program will be used in the intensive remediation groups.

7. Provide instructional support to all classroom teachers. The Reading Coaches will share and model best practices for reading instruction and to serve as a resource to assist the teachers with learning the appropriate implementation of the two hour reading block.

8. Implement teacher initiated/facilitated read alouds in all classrooms to increase fluency rates and positively impact students' ability to read for comprehension.

9. Utilize the Reading scope and sequence along with the curriculum calendar to ensure a circular approach to instruction.

10. Reviewing assessment data is critical to effective instruction and meeting student's individual needs. The school site literacy leaders will develop a plan for data review for the following purposes:

- Determination of current status/success of instruction which should lead to modification of instruction;
- Extract trends or pattern;
- Identify need for professional development (including coaching and mentoring); and
- Identify topics for action research.

Suggested forums for data review and instruction may include, but are not limited to the following:

- Regularly scheduled grade level meetings;
- Regularly scheduled articulation meetings (across grade levels);
- Regularly scheduled staff meetings; and
- Literacy Leadership meetings.

Evaluation

This objective will be evaluated bi-weekly and will be administered by the teacher and used to monitor student progress on an on-going basis. Additionally, district quarterly reading assessments will be provided to monitor student progress and develop a diagnostic remediation plan for students. These assessments will be administered and evaluated by the classroom teachers. Resources for assessments will include Houghton Mifflin, Reading Plus, Voyager Passport, Dynamic Indicators of Basic Early Literacy Skills (DIBELS) as a screening assessment for kindergarten to third grade students as well as FCAT level 1 and 2 fourth and fifth grade students. All students in grades three through five will participate in the 2008 FCAT Reading Test. The extended school tutorial and Saturday tutorial programs will be evaluated by pre and post tests. Summative results will be evaluated

by the results of the 2008 FCAT Reading test.

Research-based Programs Houghton Mifflin Core Reading Program
Early Success
Soar to Success
Voyager Passport
Language! Reading Plus
Quick Reads
Creating Independence Through Student-owned Strategies (CRISS)

Professional Development In order to ensure effective classroom instruction, professional development for all teachers will include training on the Plan, Do, Study, Act (PDSA) and Continuous Improvement Model, the Houghton Mifflin in-house training focusing on the two hour block, and CRISS training for all teachers.

Additionally, in-services will include training on the resources required for the implementation of the School Improvement Plan: Voyager Passport, Reading Plus, CRISS, Soar to Success, and Early Success. Other professional development will be based on teacher surveys, data driven analysis and/or District/Regional Center initiatives. Delivery of in-services will include demonstrated lessons, mentoring to teachers provided by the Reading Coaches, Math and Science Coaches and Curriculum Support Personnel by the District.

Based on student data and input from Coaches, the principal will identify classroom teachers who are successfully implementing the essential elements of reading. Teachers in need of support may have an opportunity to observe a model classroom in action, practice the new behavior in a safe context and apply the behavior with peer support in the classroom.

Objective Given instruction based on the Sunshine State Standards, Students with Disabilities (SWD) in grades three through five will increase their reading skills as evidenced by 58 percent meeting high standards of the 2008 administration of the FCAT Reading Test.

Strategies In addition to the strategies in the overall objective, the following strategies will be used:

Provide instruction for Students with Individualized Education Plans (IEP's) by certified teachers through self contained/resource/mainstream classroom environments.

Evaluation This objective will be evaluated bi weekly and will be administered by the teacher and used to monitor student progress on an on-going basis. Additionally, district quarterly reading assessments will be provided to monitor student progress and develop a diagnostic remediation plan for

students. These assessments will be administered and evaluated by the classroom teachers. Resources for assessments will include Houghton Mifflin, Reading Plus, Voyager Passport, Dynamic Indicators of Basic Early Literacy Skills (DIBELS) as a screening assessment for kindergarten to third grade students as well as FCAT Levels 1 and 2 fourth and fifth grade students. All students in grades three through five will participate in the 2008 FCAT Reading Test. The extended school tutorial and Saturday tutorial programs will be evaluated by pre and post tests. Summative results will be evaluated by the results of the 2008 FCAT Reading test.

Research-based Programs

Houghton Mifflin Core Reading Program
 Early Success
 Soar to Success
 Voyager Passport
 Language! Reading Plus
 Quick Reads
 Creating Independence Through Student-owned Strategies (CRISS)

Professional Development

In order to ensure effective classroom instruction, professional development for all teachers will include training on the Plan, Do, Study, Act (PDSA) and Continuous Improvement Model, the Houghton Mifflin in-house training focusing on the two hour block, and CRISS training for all teachers. Additionally, in-services will include training on the resources required for the implementation of the School Improvement Plan: Voyager Passport, Reading Plus, CRISS, Soar to Success, and Early Success. Other professional development will be based on teacher surveys, data driven analysis and/or District/Regional Center initiatives. Delivery of in-services will include demonstrated lessons, mentoring to teachers provided by the Reading Coaches, Math and Science Coaches and Curriculum Support Personnel by the District.

Based on student data and input from Coaches, the principal will identify classroom teachers who are successfully implementing the essential elements of reading. Teachers in need of support may have an opportunity to observe a model classroom in action, practice the new behavior in a safe context and apply the behavior with peer support in the classroom.

Objective

Given instruction based on the Sunshine State Standards, Economically Disadvantaged Students in grades three through five will increase their reading skills as evidenced by 58 percent meeting high standards of the 2008 administration of the FCAT Reading Test.

Strategies

In addition to the strategies in the overall objective, the following strategies will be used:

Establish an on-site, adult supervised, book club to promote literacy, reading efferently, reading for pleasure and encourage an appreciation for print/non

print media.

Evaluation This objective will be evaluated bi-weekly and will be administered by the teacher and used to monitor student progress on an on-going basis. Additionally, district quarterly reading assessments will be provided to monitor student progress and develop a diagnostic remediation plan for students. These assessments will be administered and evaluated by the classroom teachers. Resources for assessments will include Houghton Mifflin, Reading Plus, Voyager Passport, Dynamic Indicators of Basic Early Literacy Skills (DIBELS) as a screening assessment for kindergarten to third grade students as well as FCAT Levels 1 and 2 fourth and fifth grade students. All students in grades three through five will participate in the 2008 FCAT Reading Test. The extended school tutorial and Saturday tutorial programs will be evaluated by pre and post tests. Summative results will be evaluated by the results of the 2008 FCAT Reading test.

Research-based Programs Houghton Mifflin Core Reading Program
Early Success
Soar to Success
Voyager Passport
Language! Reading Plus
Quick Reads
Creating Independence Through Student-owned Strategies (CRISS)

Professional Development In order to ensure effective classroom instruction, professional development for all teachers will include training on the Plan, Do, Study, Act (PDSA) and Continuous Improvement Model, the In order to ensure effective classroom instruction, professional development for all teachers will include training on the Plan, Do, Study, Act (PDSA) and Continuous Improvement Model, the Houghton Mifflin in-house training focusing on the two hour block, and CRISS training for all teachers. Additionally, in-services will include training on the resources required for the implementation of the School Improvement Plan: Voyager Passport, Reading Plus, CRISS, Soar to Success, and Early Success. Other professional development will be based on teacher surveys, data driven analysis and/or District/Regional Center initiatives. Delivery of in-services will include demonstrated lessons, mentoring to teachers provided by the Reading Coaches, Mathematics and Science Coaches and Curriculum Support Personnel by the District.

Based on student data and input from Coaches, the principal will identify classroom teachers who are successfully implementing the essential elements of reading. Teachers in need of support may have an opportunity to observe a model classroom in action, practice the new behavior in a safe context and apply the behavior with peer support in the classroom.

Objective Given instruction based on the Sunshine State Standards, African American Students in grades three through five will increase their reading skills as evidenced by 58 percent meeting high standards of the 2008 administration of the FCAT Reading Test.

Strategies In addition to the strategies in the overall objective, the following strategies will be used:

Expose African American Students to culturally appealing literature where text-to-self relationships can be valued.

Evaluation This objective will be evaluated bi-weekly and will be administered by the teacher and used to monitor student progress on an on-going basis. Additionally, district quarterly reading assessments will be provided to monitor student progress and develop a diagnostic remediation plan for students. These assessments will be administered and evaluated by the classroom teachers. Resources for assessments will include Houghton Mifflin, Reading Plus, Voyager Passport, Dynamic Indicators of Basic Early Literacy Skills (DIBELS) as a screening assessment for kindergarten to third grade students as well as FCAT evels 1 and 2 fourth and fifth grade students. All students in grades three through five will participate in the 2008 FCAT Reading Test. The extended school tutorial and Saturday tutorial programs will be evaluated by pre and post tests. Summative results will be evaluated by the results of the 2008 FCAT Reading test.

Research-based Programs Houghton Mifflin Core Reading Program
Early Success
Soar to Success
Voyager Passport
Language! Reading Plus
Quick Reads
Creating Independence Through Student-owned Strategies (CRISS)

Professional Development In order to ensure effective classroom instruction, professional development for all teachers will include training on the Plan, Do, Study, Act (PDSA) and Continuous Improvement Model, the Houghton Mifflin in-house training focusing on the two hour block, and CRISS training for all teachers. Additionally, in-services will include training on the resources required for the implementation of the School Improvement Plan: Voyager Passport, Reading Plus, CRISS, Soar to Success, and Early Success. Other professional development will be based on teacher surveys, data driven analysis and/or District/Regional Center initiatives. Delivery of in-services will include demonstrated lessons, mentoring to teachers provided by the Reading Coaches, Math and Science Coaches and Curriculum Support Personnel by the District.

Based on student data and input from Coaches, the principal will identify classroom teachers who are successfully implementing the essential elements

of reading. Teachers in need of support may have an opportunity to observe a model classroom in action, practice the new behavior in a safe context and apply the behavior with peer support in the classroom.

Objective	Given instruction based on the Sunshine State Standards, Hispanic Students in grades three through five will increase their reading skills as evidenced by 58 percent meeting high standards of the 2008 administration of the FCAT Reading Test.
Strategies	In addition to the strategies in the overall objective, the following strategies will be used: Implement by teachers English as a Second Language (ESL) / Limited English Proficient (LEP) techniques and accommodations.
Evaluation	This objective will be evaluated bi-weekly and will be administered by the teacher and used to monitor student progress on an on-going basis. Additionally, district quarterly reading assessments will be provided to monitor student progress and develop a diagnostic remediation plan for students. These assessments will be administered and evaluated by the classroom teachers. Resources for assessments will include Houghton Mifflin, Reading Plus, Voyager Passport, Dynamic Indicators of Basic Early Literacy Skills (DIBELS) as a screening assessment for kindergarten to third grade students as well as FCAT levels 1 and 2 fourth and fifth grade students. All students in grades three through five will participate in the 2008 FCAT Reading Test. The extended school tutorial and Saturday tutorial programs will be evaluated by pre and post tests. Summative results will be evaluated by the results of the 2008 FCAT Reading test.
Research-based Programs	Houghton Mifflin Core Reading Program Early Success Soar to Success Voyager Passport Language! Reading Plus Quick Reads Creating Independence Through Student-owned Strategies (CRISS)
Professional Development	In order to ensure effective classroom instruction, professional development for all teachers will include training on the Plan, Do, Study, Act (PDSA) and Continuous Improvement Model, the Houghton Mifflin in-house training focusing on the two hour block, and CRISS training for all teachers. Additionally, in-services will include training on the resources required for the implementation of the School Improvement Plan: Voyager Passport, Reading Plus, CRISS, Soar to Success, and Early Success. Other professional development will be based on teacher surveys, data driven analysis and/or District/Regional Center initiatives. Delivery of in-services will include

demonstrated lessons, mentoring to teachers provided by the Reading Coaches, Math and Science Coaches and Curriculum Support Personnel by the District.

Based on student data and input from Coaches, the principal will identify classroom teachers who are successfully implementing the essential elements of reading. Teachers in need of support may have an opportunity to observe a model classroom in action, practice the new behavior in a safe context and apply the behavior with peer support in the classroom.

**Highly Qualified
Instructors**

Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material (s)	Voyager Passport	District Funds	0
Technology	FCAT Explorer, Riverdeep, Accelerated Reader, Edusoft	Title I	2000
Professional Development	Voyager Passport, CRISS training, Best Practices	Title I	3500
Other	Reading Coach, Hourly Teachers, Bi-Weekly Assessments	Title I, Title II, EESAC Funds	142400
Total:			\$147,900.00

Goal:	Mathematics
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Needs Assessment Scores on the 2007 FCAT Mathematics Test indicate that 62 percent of third graders, 61 percent of fourth graders, and 67 percent of fifth graders scored below the state mastery level. After analyzing the data, it is evident that third grade students were weakest on Data Analysis/Probability, Number Sense, and Geometry. After analyzing the data, it is evident that fourth grade students were weakest on Data Analysis/Probability, Number Sense and Geometry. After analyzing the data, it is evident that fifth grade students were low in all areas.

The total number of students meeting high standards on the 2007 FCAT Mathematics Test was 32 percent.

Objective Given instruction based on the Sunshine State Standards, third through fifth grade students will increase their mathematics skills as evidenced by 62 percent meeting high standards in the 2008 FCAT Mathematics Test.

Strategies

1. Integrate the competency-based curriculum and Sunshine State Standards in daily curricular plans and grade level meetings to plan short term and long term goals for mathematics.
2. Implement departmentalization in homogeneously grouped second through fifth grade classrooms in order to better serve all subgroups. Pilot a third grade Higher Opportunities to Pursue Excellence (HOPE) classroom for retained female students.
3. Conduct an inventory of mathematics manipulatives and use school funds to replenish the gaps to provide all students with performance-based activities incorporating the use of manipulatives, problem-solving, and critical thinking strategies, problem-of-the day, CRISS strategies, and games/puzzles in order to improve student achievement.
4. Utilize differentiated instruction in all classrooms with an emphasis on the lowest 25 percentile.
5. Provide after school professional development for all instructional staff that will assist them in implementing instructional strategies in their classrooms.
6. Implement a mentoring program in which the students that scored a level 3 or higher will assist the students in the lowest 25 percentile.
7. Identify the students in all subgroups scoring at Level 1 on the FCAT Mathematics Test, as delineated in AYP disaggregated data and implement an after school and Saturday tutorial program to address the mathematics

deficiencies of students following Continuous Improvement Model (CIM).

8. Utilize the Mathematics scope and sequence along with the pacing guides to strengthen mathematics instruction with specific focus on Data Analysis and Probability.

9. Provide and monitor opportunities for the Mathematics coaches to work with teachers at all grade levels to share and model best practices for Mathematics instruction and to serve as a resource teacher for Mathematics to re-teach content focus benchmarks not mastered.

Evaluation

This objective will be evaluated by bi-weekly assessments that will be provided to the teacher and will be used to monitor student progress on an on-going basis. Additionally, district Interim assessments will be provided to monitor student progress and develop a diagnostic remediation plan for students. These assessments will be administered and evaluated by the classroom teachers. All students in grades three through five will participate in the 2008 FCAT Mathematics Test. The extended school tutorial and Saturday tutorial program will be evaluated by pre and post tests. Summative results will be evaluated by the results of the 2008 FCAT Mathematics Test.

Research-based Programs

Scott Foresman Core Mathematics Series (Grades K-5)
Riverdeep
Creating Independence Through Student-owned Strategies (CRISS)
FCAT Explorer

Professional Development

In order to ensure effective classroom instruction, professional development for all teachers will include training on the Continuous Improvement Model and in the resources that will enhance classroom instruction. The strategies that will be implemented will focus on number sense, algebraic thinking and data analysis through the use of hands-on activities, and mathematics task cards. Other in-services will be scheduled based on teacher surveys and data driven analysis. Delivery of professional development will include mentoring to teachers by the Mathematics Coach and other curriculum support personnel offered by the District.

Objective

Given instruction based on the Sunshine State Standards African-American students in grades three through five will increase the mathematics skills as evidenced by 62 percent meeting high standards on the 2008 FCAT Mathematics Test.

Strategies

In addition to the strategies in the overall objective, the following strategies will be used:

Implement an in-house pull-out tutorial program with instruction provided by certified teachers to assist African-American students, economically disadvantaged students, Hispanic students, and Students With Disabilities

(SWD).

Evaluation This objective will be evaluated by bi-weekly that will be provided to the teacher and will be used to monitor student progress on an on-going basis. Additionally, district Interim assessments will be provided to monitor student progress and develop a diagnostic remediation plan for students. These assessments will be administered and evaluated by the classroom teachers. All students in grades three through five will participate in the 2008 FCAT Mathematics Test. The extended school tutorial and Saturday tutorial program will be evaluated by pre and post tests. Summative results will be evaluated by the results of the 2008 FCAT Mathematics Test.

Research-based Programs Scott Foresman Core Mathematics Series (Grades K-5)
Riverdeep
Creating Independence Through Student-owned Strategies (CRISS)
FCAT Explorer

Professional Development In order to ensure effective classroom instruction, professional development for all teachers will include training on the Continuous Improvement Model and in the resources that will enhance classroom instruction. The strategies that will be implemented will focus on number sense, algebraic thinking and data analysis through the use of hands-on activities, and mathematics task cards. Other in-services will be scheduled based on teacher surveys and data driven analysis. Delivery of professional development will include mentoring to teachers by the Mathematics Coach and other curriculum support personnel offered by the District.

Objective Given instruction based on the Sunshine State Standards Hispanic students in grades three through five will increase the mathematics skills as evidenced by 62 percent meeting high standards on the 2008 FCAT Mathematics Test.

Strategies In addition to the strategies in the overall objective, the following strategies will be used:

Implement an in-house pull-out tutorial program with instruction provided by certified teachers to assist African-American students, economically disadvantaged students, Hispanic students, and Students With Disabilities (SWD).

Evaluation This objective will be evaluated by bi-weekly that will be provided to the teacher and will be used to monitor student progress on an on-going basis. Additionally, district Interim assessments will be provided to monitor student progress and develop a diagnostic remediation plan for students. These assessments will be administered and evaluated by the classroom teachers. All

students in grades three through five will participate in the 2008 FCAT Mathematics Test. The extended school tutorial and Saturday tutorial program will be evaluated by pre and post tests. Summative results will be evaluated by the results of the 2008 FCAT Mathematics Test.

Research-based Programs

Scott Foresman Core Mathematics Series (Grades K-5)
Riverdeep
Creating Independence Through Student-owned Strategies (CRISS)
FCAT Explorer

Professional Development

In order to ensure effective classroom instruction, professional development for all teachers will include training on the Continuous Improvement Model and in the resources that will enhance classroom instruction. The strategies that will be implemented will focus on number sense, algebraic thinking and data analysis through the use of hands-on activities, and mathematics task cards. Other in-services will be scheduled based on teacher surveys and data driven analysis. Delivery of professional development will include mentoring to teachers by the Mathematics Coach and other curriculum support personnel offered by the District.

Objective

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students in grades three through five will increase the Mathematics skills as evidenced by 62 percent meeting high standards on the 2008 FCAT Mathematics Test.

Strategies

In addition to the strategies in the overall objective, the following strategies will be used:

Implement an in-house pull-out tutorial program with instruction provided by certified teachers to assist African-American students, economically disadvantaged students, Hispanic students, and Students With Disabilities (SWD).

Evaluation

This objective will be evaluated by bi-weekly that will be provided to the teacher and will be used to monitor student progress on an on-going basis. Additionally, district Interim assessments will be provided to monitor student progress and develop a diagnostic remediation plan for students. These assessments will be administered and evaluated by the classroom teachers. All students in grades three through five will participate in the 2008 FCAT Mathematics Test. The extended school tutorial and Saturday tutorial program will be evaluated by pre and post tests. Summative results will be evaluated by the results of the 2008 FCAT Mathematics Test.

Research-based Programs

Scott Foresman Core Mathematics Series (Grades K-5)
Creating Independence Through Student-owned Strategies (CRISS)

Professional Development In order to ensure effective classroom instruction, professional development for all teachers will include training on the Continuous Improvement Model and in the resources that will enhance classroom instruction. The strategies that will be implemented will focus on number sense, algebraic thinking and data analysis through the use of hands-on activities, and mathematics task cards. Other in-services will be scheduled based on teacher surveys and data driven analysis. Delivery of professional development will include mentoring to teachers by the Mathematics Coach and other curriculum support personnel offered by the District.

Objective Given instruction based on the Sunshine State Standards Students with Disabilities (SWD) in grades three through five will increase the Mathematics skills as evidenced by 62 percent meeting high standards on the 2008 FCAT Mathematics Test.

Strategies In addition to the strategies in the overall objective, the following strategies will be used:

Provide instruction for students with Individualized Education Plans (IEP) by certified teachers in self contained/ resource/ mainstream environments.

Evaluation This objective will be evaluated by bi-weekly that will be provided to the teacher and will be used to monitor student progress on an on-going basis. Additionally, district Interim assessments will be provided to monitor student progress and develop a diagnostic remediation plan for students. These assessments will be administered and evaluated by the classroom teachers. All students in grades three through five will participate in the 2008 FCAT Mathematics Test. The extended school tutorial and Saturday tutorial program will be evaluated by pre and post tests. Summative results will be evaluated by the results of the 2008 FCAT Mathematics Test.

Research-based Programs Scott Foresman Core Mathematics Series (Grades K-5)
Riverdeep
Creating Independence Through Student-owned Strategies (CRISS)
FCAT Explorer

Professional Development In order to ensure effective classroom instruction, professional development for all teachers will include training on the Continuous Improvement Model and in the resources that will enhance classroom instruction. The strategies that will be implemented will focus on number sense, algebraic thinking and data analysis through the use of hands-on activities, and mathematics task cards. Other in-services will be scheduled based on teacher surveys and data driven analysis. Delivery of professional development will include mentoring to teachers by the Math Coach and other curriculum support personnel offered by the District.

**Highly Qualified
Instructors**

Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material (s)	Scott Foresman Textbook, CRISS	District Funds	0
Technology	Riverdeep, FCAT Explorer, EduSoft	Title I	500
Professional Development	Math in-services, CRISS	District Funds, Title I	3000
Other	Manipulatives, Mathematics Coach, CIM, Weekly Bi-Weekly Assessments	District Fund, Title II	60000
Total:			\$63,500.00

Goal:	Writing
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Needs Assessment Scores on the 2007 FCAT Writing test indicate that 35 percent of students in fourth grade scored below a 3.5 in the expository assessment and 37 percent of fourth grade students scored below a 3.5 on the narrative assessment. After analyzing the data, it is evident that scores on the expository assessment increased by 5 percent. After analyzing the data, it is evident that scores on the narrative assessment decreased by 22 percent.

The total number of students that met state standards on the 2007 FCAT Writing Test was 87 percent.

Objective Given instruction based on the Sunshine State Standards, 60 percent of students in grade four will score a 3.5 or higher on the 2008 FCAT Writing Test.

Strategies

1. Implement a school-wide monthly writing prompt for all students in grades Kindergarten through grade five that will be scored utilizing a grade-appropriate rubric to assess student writing and determine further instruction.
2. Implement departmentalization in homogeneously grouped second through fifth grade classrooms in order to better serve all subgroups. Pilot a third Higher Opportunities to Pursue Excellence (HOPE) classroom for retained female students.
3. Provide CRISS training for teachers to facilitate the effective use of the writing process.
4. Provide training on Reciprocal Teaching for all classroom teachers to assist them in enhancing critical thinking skills in the classroom.
5. Provide in-house after school professional development for all instructional staff to ensure effective delivery of writing instruction.
6. Provide Saturday workshops for all students to teach them effective writing techniques utilizing the Language! program.
7. Administer the district provided expository and narrative pre and post test to all students in grades one through five and utilize the assessment data to guide instruction in the writing curriculum.
8. Practice writing daily across the curriculum throughout all subject areas. This will be done through the use of reflective journals, learning logs and teacher-directed prompts.

Evaluation	This objective will be evaluated by monthly expository and narrative prompts to all students and will be used to monitor student progress on an on-going basis. Additionally, all students in grades Kindergarten through five will participate in the administration of the district provided expository and narrative pre and post test. The 2008 FCAT Writing Test will be the summative evaluation of this objective.
Research-based Programs	Houghton Mifflin Core Reading Program. Creating Independence Through Student-owned Strategies (CRISS) Language!
Professional Development	In order to ensure effective classroom instruction, professional growth opportunities will be provided for teachers and will focus on strategies including writing pictures, holistic scoring, techniques to ensure student mastery of narrative and expository writing, effective use of journal writing, vocabulary development, and editing. In addition, teachers will be provided training on the FCAT writing program and CRISS. Other professional growth opportunities will be scheduled based on teacher surveys, data driven analysis and/or District/Regional Center initiatives.

Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material (s)	Teach Me Writing, Langauge!	Title I	0
Technology			0
Professional Development	CRISS, Best Practices	District Funds, Title I	3000
Other	Monthly Prompts, Hourly Paraprofessionals	Title I	25300
Total:			\$28,300.00

Goal:	Science
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Needs Assessment Scores on the 2007 FCAT Science test indicate that 88 percent of fifth grade students scored below the state's requirement. After analyzing the data, it is evident that the fifth grade students scored below mastery level in all clusters. Areas of particular weakness were Scientific Thinking and Life and Environmental science.

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- Objective** Given instruction based on Sunshine State Standards, 50 % of students in grade five will score a level 3 or higher on the 2008 FCAT Science Test.
- Strategies**
1. Integrate the Sunshine State Standards in daily curricular plans and grade level meetings to plan for short term and long range goals for science.
 2. Conduct a school wide Science Fair for all students so that students may demonstrate application of the scientific process.
 3. Utilize the Science scope and sequence along with the pacing guides to develop and strengthen instruction for students in grades Kindergarten to grade five.
 4. Conduct in-house professional development workshops for all teachers to enhance their teaching of science process with focus on Scientific Thinking and Life and Environmental science.
 5. Equip classrooms with the resources to conduct hands-on science, including lab equipment and lab safety equipment to enhance critical thinking skills utilizing Creating Independence Through Student Owned Strategies (CRISS). Utilize materials provided by district (Science Kits).
 6. Implement departmentalization in second through fifth grade classes in order to better serve all students.
 7. Administer bi-weekly science benchmark assessments that are correlated to the instructional focus calendars to progress monitor the acquisition of the content focus.
 8. Administer a school-site developed pre/post test to all students in grades kindergarten through fifth and utilize the assessment data guide instruction in the science curriculum.

Evaluation This objective will be evaluated by bi-weekly assessments which will be administered to students in kindergarten through fifth grade and used to monitor student progress on an on-going basis. Fifth grade students will also be administered the State Sample Science FCAT Test. The 2008 FCAT Science Test will be the summative evaluation of this objective.

Research-based Programs Harcourt Brace Science Series
 Creating Independence Through Student-owned Strategies (CRISS)
 Harcourt Brace Science Kits

Professional Development In order to ensure effective classroom instruction, teachers will participate in district-provided and in-house provided professional development on the scientific method. Training in experimental demonstrations, concept development, and scientific thinking will be addressed throughout the school year. Professional development training will include: focus on the eight strands of science, use of hands-on activities, strategies to maximize learning scientific opportunities and scientific thinking. Professional development training will include CRISS training.

Highly Qualified Instructors

Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material (s)	FOSS Kits	Title I	0
Technology	Science Software	Title I	0
Professional Development	CRISS, Best Practices	Title I	500
Other	Science Coach, Sciencsaurus, Bi-weekly Assessments	Title I, Title II	60700
Total:			\$61,200.00

Goal:	Parental Involvement
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Needs Assessment Parental involvement in school related activities in reading, mathematics, writing, and science is greatly needed to promote student achievement. The 2006-2007 school year parental sign-in logs indicate that 25 percent of parents attended workshops. The assessment of the data indicates that additional parental involvement is needed to support student progress during the 2007-2008 school year. The needs assessment information will assist in the identification of planned activities for parents to become more involved and participate in school related activities that will help promote student learning and achievement during the 2007-2008 school year.

Objective Given an emphasis on workshops, parental involvement as documented through logs and records will increase to 30 percent during the 2007-2008 school year.

Strategies

1. Promote school wide presentations, such as Back to School Night/Open House and Science Fair Parent Night to encourage parental involvement.
2. Conduct monthly parenting workshops and training sessions to support student achievement.
3. Conduct membership drive for PTA and distribute National PTA Standards information.
4. Employ the assistance of the Community Involvement Specialist to assist in home communication and to provide parents with information regarding student progress.
5. Promote parent participation through the publication of a monthly parent newsletter, highlighting activities and monthly Title I parent meetings.
6. Promote parent participation in Parent Academy courses/classes and provide information on Just Read Families.
7. Publicize events using flyers, Pine Villa Elementary School's Morning Announcements, Pine Villa Elementary School's website, Connect-Ed, banners, newspaper, marquee displays and other multimedia methods to keep parents and community members informed.
8. Promote the use of the internet to keep parents involved by utilizing a teacher "class page" located on the school's website where parents can get up-to-date home learning assignments and other pertinent classroom information.
9. Promote Reading is Fundamental Literacy Program for second grade students and parents.

Evaluation This objective will be evaluated by sign-in sheets from all meetings and parent workshops that will be collected, analyzed and compared to 2005-2006 sign-sheets for signs of parental involvement growth.

Research-based Just Read Families!

Programs**Professional
Development**

The Title I Community Involvement Specialist will attend district professional development. In addition, parents will be encouraged to actively participate in the following activities: Open House, the Title I Instructional Fair, the Educational Excellence School Advisory Council (EESAC), and ACCESS Center/School-Based Parent Involvement Workshops that address the needs of parents in helping their child achieve academically and in helping them enhance their own personal growth.

Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material (s)			0
Technology			0
Professional Development			0
Other	Community Involvement Speialist, Monthly publications, Parent Academy Workshops	Title I, Dade Partners	43400
Total:			\$43,400.00

Goal:	Return on Investment
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Needs Assessment The most recent data supplied from the Florida Department of Education indicate that in the 2004-2005 school year, Pine Villa Elementary School ranked at the 43rd percentile on the State of Florida Return On Investment index.

Objective Pine Villa Elementary Return on Investment (ROI) percentile ranking by will increase by at least 1 percentage point on the State of Florida Return On Investment based on the publication of the next statement. This objective will be ongoing from 8/20/07 to 6/05/08

Strategies

1. Become more informed about the use of financial resources in relation to school programs.
2. Collaborate with the district on resources allocation.
3. Reconfigure existing resources and take advantage of a broader resource base.
4. Consider shared use of facilities and partner with community agencies.

Evaluation This objective will be evaluated by Pine Villa Elementary School showing progress toward reaching the 44th percentile on the next State of Florida Return On Investment index publication.

SCHOOL ADVISORY COUNCIL

Yes No The majority of the SAC members are not employed by the school. The SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

Measures Being Taken to Comply with SAC Requirement Elections are being held at the next SAC meeting.

SAC Involvement

The EESAC assisted in the preparation of the School Improvement Plan relative to the following areas:

Budget: The EESAC recommended the purchase of additional personnel and instructional materials as needed and as the budget allow. These allocations will allow the student teacher ratio to drop, therefore enhancing the school's pull-out tutorial program.

Training: The EESAC recommended providing the necessary inservices in order to implement reading, writing, mathematics and science strategies identified in the School Improvement Plan. The EESAC also recommended the continued support of teachers new to the school by resource personnel.

Instructional Materials: The EESAC recommended the purchase of supplemental materials to facilitate instruction of district curriculum objective. In addition, the EESAC recommended providing materials for student incentives to promote achievement on all standardized examinations.

Technology: The EESAC recommended the provision of appropriate inservices to improve the usage of computers and other media to support instruction. The EESAC also recommended the use of technological software to enhance teacher's professional growth.

Staffing: The EESAC supported the reduction of the student teacher ratio via the hiring of hourly teachers and resource personnel. This initiative would also support the school's targeted student pull-out tutorial program.

Student Support Services: The EESAC supported the organization of a mentoring program and the RAM Pride initiative. This initiative will enhance the student's ability to comprehend and internalize vocabulary.

Benchmarking: The EESAC recommended an after school tutorial program and a Saturday School program, based upon information obtained from research of similar educational institutions.

FINAL BUDGET			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program (s)/Material(s)	Reading: Voyager Passport Mathematics: Scott Foresman Textbook, CRISS Writing: Teach Me Writing, Langauge! Science: FOSS Kits Parental Involvement:	Reading: District Funds Available: \$0.00 Mathematics: District Funds Available: \$0.00 Writing: Title I Available: \$0.00 Science: Title I Available: \$0.00 Parental Involvement: Available: \$0.00	\$0.00
Technology	Reading: FCAT Explorer, Riverdeep, Accelerated Reader, Edusoft Mathematics: Riverdeep, FCAT Explorer, EduSoft Writing: Science: Science Software Parental Involvement:	Reading: Title I Available: \$2,000.00 Mathematics: Title I Available: \$500.00 Writing: Available: \$0.00 Science: Title I Available: \$0.00 Parental Involvement: Available: \$0.00	\$2,500.00
Professional Development	Reading: Voyager Passport, CRISS training, Best Practices Mathematics: Math in-services, CRISS Writing: CRISS, Best Practices Science: CRISS, Best Practices Parental Involvement:	Reading: Title I Available: \$3,500.00 Mathematics: District Funds, Title I Available: \$3,000.00 Writing: Distrcit Funds, Title I Available: \$3,000.00 Science: Title I Available: \$500.00 Parental Involvement: Available: \$0.00	\$10,000.00
Other	Reading: Reading Coach, Hourly Teachers, Bi-Weekly Assessments Mathematics: Manipulatives, Mathematics Coach, CIM, Weekly Bi-Weekly Assessments Writing: Monthly Prompts, Hourly Paraprofessionals Science: Science Coach, Sciencsaurus, Bi-weekly Assessments Parental Involvement: Community Involvement Speialist, Monthly publications, Parent Academy Workshops	Reading: Title I, Title II, EESAC Funds Available: \$142,400.00 Mathematics: District Fund, Title II Available: \$60,000.00 Writing: Title I Available: \$25,300.00 Science: Title I, Title II Available: \$60,700.00 Parental Involvement: Title I, Dade Partners Available: \$43,400.00	\$331,800.00

			Total:	\$344,300.00
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IMPLEMENTATION EVALUATION

Adequate progress will have been deemed to have been made if progress toward meeting all objectives is documented. We will utilize the quarterly reading, math, and science in-house assessments, DIBELS, monthly writing assessments, weekly assessments in an on-going monitoring and assessment process. In addition to school level monitoring, the Regional Center, in conjunction with the district, will conduct a mid-year and an end-of-year review of adequate progress on the Objectives detailed in this School Improvement Plan.

Members

Signature

- 1) Betty A. Thomas , Principal
- 2) Sondra Nottage , SAC Chair
