

Executive Summary

Einstein Montessori School

The problem: Einstein did not make AYP in 2007-2008 in the areas of reading (total, white, economically disadvantaged, and students with disabilities), math (total, white, economically disadvantaged, and students with disabilities) and in writing.

The good news: The following chart indicates the average reading gain in developmental scale score on the reading FCAT for our students by grade level and also notes average gain scores for the county and state. We are very pleased with the reading growth indicated, even though students typically moved within level 1 or from level 1 to level 2.

Grade Level	Einstein Reading Gains	District Reading Gains	State Reading Gains
4 th	83	161	190
5 th	197	64	63
6 th	4	56	68
7 th	260	123	113
8 th	144	98	95

School grade: Einstein does not have enough regular education students to receive a school grade.

What we will continue to do to work toward AYP in 2008-2009:

- Provide 90 or more minutes of reading instruction per day
- Integrate reading skills practice into our content area classes
- Provide high quality professional development through the school and district
- Encourage parent involvement through homework, workshops, open houses, and volunteer opportunities
- Plan for a summer reading camp or summer school to address the needs of retained third graders and, if space and funding allow, other struggling readers
- Utilize the services of a shared reading coach to guide our teachers in reading instruction and provide other coaching-related assistance
- Integrate comprehension strategies across the curriculum
- Work as a literacy team to revise and follow our literacy plan
- Use the Early Interventions in Reading program with our lowest-performing second graders.
- Use the Every Day Counts program with our second, third and fourth graders.
- Provide greater integration of the LiPS program into other areas of the curriculum
- Budget for increased consistency in paraprofessional staff for our classrooms (fewer splits of one job between two employees)
- Create a schedule that increases time in certain FCAT-related classes for as many grade levels as reasonable.
- Incorporate 150 minutes of PE instruction into our elementary schedule, in lieu of recess.

What will be new in 2008- 2009:

- Einstein Montessori School has purchased and renovated a new facility which will be fully functioning for our students as of the first day of the 2008-2009 school year.

- Students will attend classes in true classrooms rather than portables, will have an actual cafeteria and area to hold PE when it rains. We truly hope that this beautiful new building will help students feel a greater sense of pride in themselves and their school and will help them better concentrate on their studies as classes will be held in a much more formal setting.
- We have purchased new textbooks for our 5th grade classes. We will now be using Glencoe's Earth Science textbooks.
- We have also recently purchased new textbooks for our 4th and 8th grade writing classes. We will now be using Glencoe's Writer's Choice for 8th grade and Houghton Mifflin's Write Source for 4th grade.
- We will provide our eighth grade students a class in career awareness and career and academic planning, in which they will learn about options and requirements and create an individualized plan.
- We will provide before and after school help in math for all students interested.
- We will provide before and after school help in reading for students targeted by the reading teachers.
- We will provide before school help in writing for 4th and 8th graders.

2008 – 2009

SCHOOL IMPROVEMENT PLAN
TEMPLATE

School Name: _____

NAVIGATION BAR (SIP components)

SCHOOL NAME

- Vision/Mission
- School Profile Demographics
- Student Achievement Data
- School Match
- Quality Staff
 - Highly Qualified Certified Administrators
 - High Quality, Highly Qualified Teachers
- Additional Requirements
 - Communication with Parents regarding Choice Options
 - Extended Learning Opportunities
 - School-Wide Improvement Model
 - Preschool Transition
- Goals
 - Reading
 - Objective
 - Budget
 - Instructors
 - Mathematics
 - Objective
 - Budget

- Writing
 - Objective
 - Budget
- Science
 - Objective
 - Budget
- Parental Involvement
 - Objective
 - Budget
- Return on Investment
 - Objective
- SAC Members
- Total Budget
- Implementation Evaluation

VISION/MISSION (All Schools)

Einstein Montessori School is dedicated to creating a rich, individualized learning environment for students whose primary disability is a language-based reading disorder. Our priority mission of building basic reading skills through scientifically-researched instruction drives our model. We emphasize the language arts, particularly reading, as a significant portion of each day's instruction, while also providing math remediation as needed. In addition, we teach to students' strengths using non-verbal and less-verbal methods to help our students build and demonstrate knowledge in all areas.

SCHOOL PROFILE /DEMOGRAPHICS (All Schools)

*Einstein Montessori School operates on over two acres of land. We have an 8500 square foot permanent building with 7 classrooms as well as a 3000 square foot cafeteria, multipurpose building.. We have partnered with a local Publix Supermarket and the Florida Credit Union and work closely with the Department of Communication Sciences and Disorders, the Department of Educational Psychology, and the Department of Clinical and Health Psychology at the University of Florida. We are a school of choice, and our students come to us from traditional public schools, as well as private and home school settings. Our students are encouraged to leave Einstein when they have grade level reading, writing, and other foundational skills. Those who finish our eighth grade program tend to choose traditional public schools (sometimes the magnet programs).

*As a small school, we are able to serve each student in a small learning community, where each group of no more than 18- 22 students attends classes together.

*We are a school in need of improvement because we have not made adequate yearly progress (AYP). We provide notification of this designation through a parent letter and seek the ideas and assistance of our students' families in working toward AYP. We, as a school, take responsibility to provide instruction to our students and professional development to our staff toward the goal of improving our school and meeting the requirements for AYP. The state provides our district with funding through FTE, capital outlay, IDEA, and SDFS funding toward this goal. The district then provides us with the funding from FTE, capital outlay, and SDFS. The district is responsible for providing us technical assistance in creating this School Improvement Plan and a rigorous reading plan in the form of a framework and memos. We hope that the district will use some of its IDEA funding for ESE aides in our charter school.

*We will follow all state and federal guidelines under the leadership of the School Board of Alachua County.

*Einstein Montessori looks forward to the School Board of Alachua County providing technical assistance in analyzing data from the state assessment system. The school board has provided assistance in identifying and implementing professional development and instructional strategies and methods that have proved effective, through scientifically-based research, in addressing the specific instructional issues that caused the school to be

identified; and assistance in analyzing and revising the school's budget so that the school allocates its resources more effectively to activities most likely to increase student achievement and remove the school from school improvement status. We have also been grateful for the assistance provided us through FDLRS in the form of professional development and guidance in planning further professional development opportunities.

*We receive funding from FTE (including FEFP calculations), Capital Outlay, SDFS, donations, grants, and fundraising. Our district services are also funded through IDEA. We are not considered a Title I school this year and will not receive any Title I funding.

*Although we work hard to meet individual needs, we address the Sunshine State Standards in our classes and work to help our students meet the expectations expressed by the standards, pushing our more able students to proficient or advanced levels using scientifically based research.

*We serve students from diverse backgrounds, with an emphasis on serving potentially under served populations, such as girls, minority students, students with disabilities, and students who are economically disadvantaged. Were a migrant or homeless student to enroll at our school, we would be honored to provide educational services to meet that child's needs.

*We provide our students with a variety of career and college awareness activities through guest speakers.

*We serve the needs of students who are gifted through enrichment activities in one or more of their classes.

*Our students represent a wonderful diversity. In 2007-2008 our student body was 63% white, 26% African-American, 8% multi-racial, 3% Hispanic. 80% of our students were considered disabled, and 46% were considered to be economically disadvantaged.

*As of August 2008, we are fortunate to have 25 staff members, of whom 89% are white and 11% are Hispanic. We have eight teachers, all of whom are white. Six of our teachers are female, while two are male. We are hoping that our applicant pools in the future will reflect greater diversity, allowing us to hire a more diverse staff.

*Due to our mission of serving students with reading difficulties, we are able to provide a range of ESE courses, as well as general education classes in our master schedule. We also integrate speech, language, and occupational therapy into some of our courses, in order to help our students generalize and apply the skills they learn. We also work with teachers to integrate their content and skills instruction across classes to help our students recognize the interconnectedness of what they learn.

SCHOOL DATA SUMMARY (All Schools)

QUALITY STAFF (All Schools) Highly Qualified, Certified Administrators

List your school's highly qualified administrators and briefly describe their experience with increasing student academic achievement. Include: names, degrees, years of experience, experience with low performing schools/students, endorsements, etc.

Our Principal, Christine Aurelio, is certified in social sciences, elementary education, and ESE. She has participated in the Principal's Leadership Conference for Just Read, Florida!, as well as various other workshops and trainings, such as those for Classroom Walk-Through, FPMS, and ESOL, to assist her in her transition from teacher to principal. She is also currently working on her reading endorsement.

High Quality, Highly Qualified Teachers

Describe the actions taken to attract and retain high-quality, highly qualified teachers.

*We attract highly qualified teachers by advertising, utilizing Equal Opportunity Employment practices, and offering competitive pay and benefits, as well as a working environment that allows them to interact with students in meaningful ways.

*We provide teacher and staff training in how to work with parents as equal partners.

*Our paraprofessionals are highly qualified under NCLB and work under the direct leadership of teachers, in order to not detract from instructional time with teachers. Our Principal, Christine Aurelio, is certified in social sciences, elementary education, and ESE. She has participated in the Principal's Leadership Conference for Just Read, Florida!, as well as various other workshops and trainings, such as those for Classroom Walk-Through, FPMS, and ESOL, to assist her in her transition from teacher to principal. She is also currently working on her reading endorsement.

*In the event that any teacher or paraprofessional is or becomes not highly qualified, we will assist this staff member in becoming highly qualified.

School Advisory Council (All Schools) (For Charter Schools, Governing Body applies.)

Provide statement that the School Advisory Council is the sole body responsible for final decision making relating to the implementation of Sections 1001.42(16) and 1008.345, F S. (school improvement)).

Indicate types of duties and activities of SAC members. Describe the district procedures for electing and/or appointing advisory council members.

Provide a statement of how the SAC assists in the preparation and evaluation of the school improvement plan and the school's annual budget.

As a charter school, our Board of Directors serves in the role of a SAC in approving our plan. We currently have three parents, a grandparent, an occupational therapist, and our corporate manager on our Board, as well as one professional in the community. We have a balance of skills in areas of education, business, speech-language therapy, occupational therapy, and research. The Board is less diverse in the areas of race and socio-economic status, but we hope a more diverse group of people will offer to serve on the Board in future elections.

Communication with Parents Regarding Choice Options (SINI Schools and F Schools only)

Due to the fact that we do not meet the criteria of 75.49% free and reduced lunch students for middle schools, we are no longer a Title One School. Therefore we currently are not considered a SINI school and will not be sending notification of school choice.

Extended Learning Opportunities (All Schools)

*We will offer middle school students who earned a 1 on the reading FCAT tutoring after school through the Safe and Drug Free Schools Program.

We will offer ESY for our retained third graders if funding allows.

We will provide before and after school help in math for all students interested.

We will provide before and after school help in reading for students targeted by the reading teachers.

We will provide before school help in writing for 4th and 8th graders.

Preschool Transition (Only for Title I schools serving PreK)

We do not serve pre-K students, but we do try to make our second graders feel welcome and at home at an open house the week before school begins.

GOALS for Each Academic Area (All Schools)

READING

Needs Assessment: (a needs assessment is essential to setting goals) Needs Assessments are specific statements derived from a deficiency or deficiencies that are noted as a result of valid and reliable assessments. Identify needs through the use of screening, diagnostics, progress monitoring, and outcome assessments. These assessments are ongoing and include both formal and informal measures of students' reading skills. (i.e., FCIM assessments, on On Track benchmark data, AYP subgroup data, DIBELS, Lexia, FCAT, NRT, etc.)

*The following subgroups did not make AYP for reading: white, economically disadvantaged and students with disabilities. The state does not report learning gains for the lowest 25% for our school because we are not assigned a school grade. Because our school is so small and serves mostly the lowest 25 percentile, our District has recommended viewing the whole school population as the lowest 25 percent. Our school serves the lowest quartile in the expectation that they will move back to the larger public school setting after achieving grade level reading ability so it is not a surprise that we decreased the percent proficient from 34% to 24% for the total population.

*We use FCAT scores, by individual, by subgroup, and schoolwide to identify areas of significant need, as well as to measure progress. We supplement this information with DIBELS (Dynamic Indicators of Basic Early Literacy Skills) scores for elementary; Oral Reading Fluency and SRI (Scholastic Reading Inventory) for middle school; and WRMT-R (Woodcock Reading Mastery Test-Revised, TOWRE (Test of Word Reading Efficiency), CTOPP (Comprehensive Test of Phonological Processing), and the LAC-III (Lindamood Auditory Conceptualization-3rd Edition) Test. Teachers also provide ongoing informal assessment as students work through benchmarks. Based on all these indicators, we recognize reading as a significant area for improvement, as would be expected at a school for students with reading disabilities. We use assessment data to place students in groups and to guide instruction.

Reading Goal Statement:

Provide statements of intended improvement that are of a long-term nature.

65% of the total school population will score Level 3 or above on the FCAT reading assessment in 2009 OR the number of students scoring Level 1 or 2 on the FCAT reading assessment will decrease by 10% from the previous year, and 65% of the students in each reportable subgroup will score Level 3 or above on the FCAT reading assessment or that subgroup will show a 10% decrease in the number of students scoring Level 1 or 2 on the FCAT reading assessment from the previous year.

AND

72% of the total school population will score Level 3 or above on the FCAT reading assessment in 2010 OR the number of students scoring Level 1 or 2 on the FCAT reading assessment will decrease by 10% from the previous year, and 72% of the students in each reportable subgroup will score Level 3 or above on the FCAT reading assessment or that subgroup will show a 10% decrease in the number of students scoring Level 1 or 2 on the FCAT reading assessment from the previous year.

OBJECTIVES FOR READING

Please write an objective for each subgroup that does not meet state or NCLB requirements. Anticipate the groups you think may not meet the requirements – space has been provided to write 4 objectives. If you need more space, please cut and paste additional narrative boxes.

Identify subgroups/needs:

- | | |
|-------------------------------------------|------------------------------------------------------------------|
| <input type="checkbox"/> African-American | <input checked="" type="checkbox"/> Students with Disabilities |
| <input type="checkbox"/> Hispanic | <input checked="" type="checkbox"/> Economically Disadvantaged |
| <input checked="" type="checkbox"/> White | <input type="checkbox"/> Limited English Proficiency |
| <input type="checkbox"/> American Indian | <input type="checkbox"/> Lowest 25% performing students on FCAT |
| <input type="checkbox"/> Asian | <input type="checkbox"/> Level 1 Students |
| | <input type="checkbox"/> Improved performance in tested clusters |

1. Objective:

The objective must be specific, measurable, attainable, realistic and time-bound (SMART). Further, it must align with state & NCLB requirements.

65% of students who are white will score Level 3 or above on the FCAT reading assessment in 2009 OR the number of white students scoring Level 1 or 2 on the FCAT reading assessment will decrease by 10%.
AND
72% of students who are white will score Level 3 or above on the FCAT reading assessment in 2010 OR the number of white students scoring Level 1 or 2 on the FCAT reading assessment will decrease by 10%.

Strategies:

These are actions to be taken in order to achieve the objective. Be specific and align to AYP subgroups. List strategies in priority order.

Identify who is responsible. Identify a timeline. Identify all necessary resources for implementing the strategy. Include student achievement progress monitoring strategies and schedules. Using Harcourt Trophies (for elementary), Scholastic XL (for middle school), the Lindamood Phoneme Sequencing Program, FCAT test prep material, Reader's Theater, and other scientifically research based programs, we will provide small group reading instruction to increase the skills of students in this subgroup in their areas of weakness from the following list: phonemic awareness, phonics, fluency, vocabulary, and comprehension. We plan to offer free after-school tutoring to middle school students who earned a 1 on the reading FCAT. We hope to provide a reading summer school during the summer of 2009 for elementary students. To intervene early with a goal of helping our second graders do well on future FCAT testing, we will use the Early Intervention in Reading program three days a week for one period for those scoring below the 45th percentile on the SAT-10. Because we no longer receive Title One funding we not be able to provide extra reading support in the content area of Science as we did last year.

*We will utilize a system for communicating across grade levels to meet the school's particular needs. We will have procedures for meeting as content departments and grade level teams. We will do this through weekly teacher's meetings.

* The Literacy Team at each school and the teaching staff will comprise the primary data study teams. These teams will include teachers from each of the core academic areas. The reading coach will lead the data study at our school. Data will be disseminated to teachers on a regular basis, with the reading coach serving as the facilitator.

*Teachers in departments and grade level teams will meet weekly to review student performance and other areas of concern. The reading coach and literacy team will review progress monitoring data quarterly.

*The reading classrooms at our school have been designed to provide for the needs of each student. The instructional program will include direct instruction in the five areas of reading as well as small group instruction, differentiated instruction, and time for independent reading. Our school has developed a plan for meeting the needs of all students. Our school meets these needs through integration of the LiPS program and reader's theater, as well as addressing all the district has provided in guidelines for course enrollment. All students scoring a Level 1 or 2 on FCAT are placed in intensive reading classes. All students are provided with 90 minutes of reading instruction or more each day. Programs such as the district-wide Million Minutes of Reading each fall provides all students with an

opportunity to meet personal goals in reading.

*All Level 1 students in need of decoding skills receive at least 90 minutes of uninterrupted reading instruction daily.

*All middle school content teachers have or are currently being provided with professional development in reading. Schools are in the process of training teachers using the Five Keys of Reading developed by FDLRS. Each school's reading coach is a trainer for this program. Reading coaches are also providing regular training, modeling, and coaching to content area teachers using scientifically-based reading strategies. CRISS strategies are being used. Content teachers are including and documenting use of these strategies in their lesson plans.

*All students have access to the school library in the reading room. Smaller classroom libraries are available in every class as well.

*Classroom libraries contain a range of reading materials. Reading teachers also bring in materials that provide their students with additional reading on a range of levels, interest, genres, and cultures.

*Teachers use screening tools such as FCAT and WRMT-R to initially determine appropriate levels for students. As the teachers become familiar with each student, they provide guidance toward materials that will enhance a student's interest in reading by directing them to texts of interest or to text that may scaffold the students' learning and help them to increase their skill level and independence.

*CRISS training has been a district wide initiative for over ten years. A majority of teachers have had at least initial CRISS training.

*All teachers use guided instruction in comprehension strategies. The reading coach at each school works with teachers in this area to help them increase their level of skill in comprehension instruction.

*Writing is an integral part of all middle school instruction. District provides training in Write Traits and use of the FCAT scoring rubric.

*Teachers use prewriting planning tools such as idea mapping.

*Teachers instruct students in the use of two-column notes and one-sentence summaries.

*Teachers instruct students in summarizing, as well as various strategies for processing what has been read.

Evaluation:

Identify how you will measure progress to achieve your objective. Be specific.

Students will be evaluated three times per year using oral reading fluency timings for middle school students or DIBELS for elementary students and annually for all students using the TOWRE. We will look for a 5% increase in fluency each time. Additionally, they will be evaluated using the Scholastic Reading Inventory at the middle school level to check for comprehension improvements. Students in the elementary classes will be evaluated through classroom activities to check comprehension improvements. Additionally, students are given the Woodcock Test of Reading Mastery-Revised (WRMT-R), the Test of Word Reading Efficiency (TOWRE), and the Comprehensive Test of Phonological Processing (CTOPP) before admission and every spring and the Lindamood Auditory Conceptualization Test –3rd Edition (LAC-III) at the beginning and end of each school year. The Diagnostic Assessment of Reading may be used for students with strong fluency to test for vocabulary as well. The results of these assessments will help us make instructional decisions and group students.

Research-Based Program:

Identify the research-based reading program used to instruct each subgroup.

Harcourt Trophies is a state-adopted core curriculum that meets the research requirements of NCLB. LiPS has been reviewed positively by the Florida Center for Reading Research as a supplemental program. Scholastic Read XL received a positive review from the Florida Center for Reading Research, and we will supplement it with LiPS in order to be sure all five areas of reading are addressed effectively. We will use FCAT preparation materials that are clearly tied to the FCAT assessment. One example is the FCAT Explorer program, which is produced by the state for use in all public schools in Florida. We plan to extend reading learning into the summer for elementary school to cut back on the regression research shows is typical during an extended break from school.

Professional Development Aligned with this Objective:

Identify specific training, along with a timeline of professional development activities, planned to address the academic needs of the subgroup/s.

*The elementary reading teacher attended a training related to the Early Interventions in Reading program last summer and will train a paraprofessional to deliver this program to our second graders within the reading class.

*Teachers will be provided the opportunity to participate in a book group on teaching reading, as well as a study of The Five Keys of Reading. The middle school reading teacher will be required to work toward her reading endorsement, and the elementary reading teacher will be encouraged to do so as well. Our reading coach will also provide ongoing guidance and mentoring. We will provide training in the LiPS program through our staff development funding. Additionally, our more experienced staff members (our SLP and the President of our Board of Directors) will provide feedback to other staff members on the correct implementation of the program. We will evaluate the effectiveness of these trainings by measuring progress on the FCAT and LAC-III.

*The principal will explain to the teachers that the reading coach is a full time professional development resource in reading serving numerous schools. The coach's job is to help teachers provide more effective reading instruction to students. The reading coach is not an administrator. Any observations, conferences, and reflective feedback between a teacher and the coach are for collaboration only and are not evaluative in nature. The reading coach is not to be used as an additional reading teacher, a substitute teacher, or an additional administrator. The coach will be available to observe, model lessons, provide training for teachers on effective reading instructions, and perform any other aspects of the coach's role. The TSA for Reading will monitor time logs and visit the school to verify that coaches are being used according to the Just Read, Florida! Coaching model. The reading coach is involved in all aspects of planning and implementing reading instruction within the school.

*The principal will explain the role of the reading coach to the teachers. The principal will encourage teachers to invite the reading coach into classrooms for observations and model lessons. The principal will encourage teachers to participate in training provided by the coach. The principal will facilitate training by the reading coach during teacher planning periods and regular faculty meetings as well as training provided after school hours. Principals will promote the coach's role as a collaborator and not an evaluator.

*The principal will provide an inservice on the K-12 Comprehensive Reading Plan during pre-planning time.

*All coaches either have reading certification or the reading endorsement or they are working on the reading endorsement. All coaches are experienced in the use of scientifically based reading materials. District staff will help identify scientifically based reading materials for use by the schools. Principals will facilitate opportunities for coaches to mentor teachers and conduct model lessons.

*Coaches have all received training on effective reading instruction. All coaches either have reading certification, the reading endorsement, or are working on the reading endorsement. The district Reading Teacher on Special Assignment conducts school visits and collects time logs to monitor coaches' activities within the school.

*We will include the reading coach as a member of the Reading Leadership Team.

*The principal will attend the Just Read, Florida Leadership Conference next August. Due to the school moving this summer, she was unable to attend this year's conference.

2. Objective:

The objective must be specific, measurable, attainable, realistic and time-bound (SMART). Further, it must align with state & NCLB requirements.

65% of students with disabilities will score Level 3 or above on the FCAT reading assessment in 2009 OR the number of students with disabilities scoring Level 1 or 2 on the FCAT reading assessment will decrease by 10%.
AND

72% of students with disabilities will score Level 3 or above on the FCAT reading assessment in 2010 OR the number of students with disabilities scoring Level 1 or 2 on the FCAT reading assessment will decrease by 10%.

Strategies:

These are actions to be taken in order to achieve the objective. Be specific.

*Using Harcourt Trophies (for elementary), Scholastic XL (for middle school), the Lindamood Phoneme Sequencing Program, FCAT test prep material, Reader's Theater, and other scientifically research based programs, we will provide small group reading instruction to increase the skills of students in this subgroup in their areas of weakness from the following list: phonemic awareness, phonics, fluency, vocabulary, and comprehension. We plan to offer free after-school tutoring to middle school students who earned a 1 on the reading FCAT. We hope to provide a reading summer school during the summer of 2009 for elementary students. To intervene early with a goal of helping our second graders do well on future FCAT testing, we will use the Early Intervention in Reading program three days a week for one period for those scoring below the 45th percentile on the SAT-10. Because we no longer receive Title One funding we not be able to provide extra reading support in the content area of Science as we did last year.

*We will utilize a system for communicating across grade levels to meet the school's particular needs. We will have procedures for meeting as content departments and grade level teams. We will do this through weekly teacher's meetings.

* The Literacy Team at each school and the teaching staff will comprise the primary data study teams. These teams will include teachers from each of the core academic areas. The reading coach will lead the data study at our school. Data will be disseminated to teachers on a regular basis, with the reading coach serving as the facilitator.

*Teachers in departments and grade level teams will meet weekly to review student performance and other areas of concern. The reading coach and literacy team will review progress monitoring data quarterly.

*The reading classrooms at our school have been designed to provide for the needs of each student. The instructional program will include direct instruction in the five areas of reading as well as small group instruction, differentiated instruction, and time for independent reading. Our school has developed a plan for meeting the needs of all students. Our school meets these needs through integration of the LiPS program and reader's theater, as well as addressing all the district has provided in guidelines for course enrollment. All students scoring a Level 1 or 2 on FCAT are placed in intensive reading classes. All students are provided with 90 minutes of reading instruction or more each day. Programs such as the district-wide Million Minutes of Reading each fall provides all students with an opportunity to meet personal goals in reading.

*All Level 1 students in need of decoding skills receive at least 90 minutes of uninterrupted reading instruction daily.

*All middle school content teachers have or are currently being provided with professional development in reading. Schools are in the process of training teachers using the Five Keys of Reading developed by FDLRS. Each school's reading coach is a trainer for this program. Reading coaches are also providing regular training, modeling, and coaching to content area teachers using scientifically-based reading strategies. CRISS strategies are being used. Content teachers are including and documenting use of these strategies in their lesson plans.

*All students have access to the school library in the reading room. Smaller classroom libraries are available in every class as well.

*Classroom libraries contain a range of reading materials. Reading teachers also bring in materials that provide their students with additional reading on a range of levels, interest, genres, and cultures.

*Teachers use screening tools such as FCAT and WRMT-R to initially determine appropriate levels for students. As the teachers become familiar with each student, they provide guidance toward materials that will enhance a student's interest in reading by directing them to texts of interest or to text that may scaffold the students' learning and help them to increase their skill level and independence.

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*All teachers use guided instruction in comprehension strategies. The reading coach at each school works with teachers in this area to help them increase their level of skill in comprehension instruction.

*Writing is an integral part of all middle school instruction. District provides training in Write Traits and use of the

FCAT scoring rubric.

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Research-Based Program:

Identify the research-based reading program used to instruct each subgroup.

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Professional Development Aligned with this Objective:

Identify specific training, along with a timeline of professional development activities, planned to address the academic needs of the subgroup/s.

*The elementary reading teacher attended a training related to the Early Interventions in Reading program last summer and will train a paraprofessional to deliver this program to our second graders within the reading class.

*Teachers will be provided the opportunity to participate in a book group on teaching reading, as well as a study of The Five Keys of Reading. The middle school reading teacher will be required to work toward her reading endorsement, and the elementary reading teacher will be encouraged to do so as well. Our reading coach will also provide ongoing guidance and mentoring. We will provide training in the LiPS program through our staff development funding. Additionally, our more experienced staff members (our SLP and the President of our Board of Directors) will provide feedback to other staff members on the correct implementation of the program. We will evaluate the effectiveness of these trainings by measuring progress on the FCAT and LAC-III.

*The principal will explain to the teachers that the reading coach is a full time professional development resource in reading serving numerous schools. The coach's job is to help teachers provide more effective reading instruction to students. The reading coach is not an administrator. Any observations, conferences, and reflective feedback between a teacher and the coach are for collaboration only and are not evaluative in nature. The reading coach is not to be used as an additional reading teacher, a substitute teacher, or an additional administrator. The coach will be available to observe, model lessons, provide training for teachers on effective reading instructions, and perform any other aspects of the coach's role. The TSA for Reading will monitor time logs and visit the school to verify that coaches are being used according to the Just Read, Florida! Coaching model. The reading coach is involved in all aspects of planning and implementing reading instruction within the school.

*The principal will explain the role of the reading coach to the teachers. The principal will encourage teachers to

invite the reading coach into classrooms for observations and model lessons. The principal will encourage teachers to participate in training provided by the coach. The principal will facilitate training by the reading coach during teacher planning periods and regular faculty meetings as well as training provided after school hours. Principals will promote the coach's role as a collaborator and not an evaluator.

*The principal will provide an inservice on the K-12 Comprehensive Reading Plan during pre-planning time.

*All coaches either have reading certification or the reading endorsement or they are working on the reading endorsement. All coaches are experienced in the use of scientifically based reading materials. District staff will help identify scientifically based reading materials for use by the schools. Principals will facilitate opportunities for coaches to mentor teachers and conduct model lessons.

*Coaches have all received training on effective reading instruction. All coaches either have reading certification, the reading endorsement, or are working on the reading endorsement. The district Reading Teacher on Special Assignment conducts school visits and collects time logs to monitor coaches' activities within the school.

*We will include the reading coach as a member of the Reading Leadership Team.

*The principal will attend the Just Read, Florida Leadership Conference next August. Due to the school moving this summer, she was unable to attend this year's conference.

3. Objective:

The objective must be specific, measurable, attainable, realistic and time-bound (SMART). Further, it must align with state & NCLB requirements.

65% of students with disabilities will score Level 3 or above on the FCAT reading assessment in 2009 OR the number of students with disabilities scoring Level 1 or 2 on the FCAT reading assessment will decrease by 10%.
AND

72% of students with disabilities will score Level 3 or above on the FCAT reading assessment in 2010 OR the number of students with disabilities scoring Level 1 or 2 on the FCAT reading assessment will decrease by 10%.

Strategies:

These are actions to be taken in order to achieve the objective. Be specific and align to AYP subgroups. List strategies in priority order.

*Using Harcourt Trophies (for elementary), Scholastic XL (for middle school), the Lindamood Phoneme Sequencing Program, FCAT test prep material, Reader's Theater, and other scientifically research based programs, we will provide small group reading instruction to increase the skills of students in this subgroup in their areas of weakness from the following list: phonemic awareness, phonics, fluency, vocabulary, and comprehension. We plan to offer free after-school tutoring to middle school students who earned a 1 on the reading FCAT. We hope to provide a reading summer school during the summer of 2009 for elementary students. To intervene early with a goal of helping our second graders do well on future FCAT testing, we will use the Early Intervention in Reading program three days a week for one period for those scoring below the 45th percentile on the SAT-10. Because we no longer receive Title One funding we not be able to provide extra reading support in the content area of Science as we did last year.

*We will utilize a system for communicating across grade levels to meet the school's particular needs. We will have procedures for meeting as content departments and grade level teams. We will do this through weekly teacher's meetings.

* The Literacy Team at each school and the teaching staff will comprise the primary data study teams. These teams will include teachers from each of the core academic areas. The reading coach will lead the data study at our school. Data will be disseminated to teachers on a regular basis, with the reading coach serving as the facilitator.

*Teachers in departments and grade level teams will meet weekly to review student performance and other areas of concern. The reading coach and literacy team will review progress monitoring data quarterly.

*The reading classrooms at our school have been designed to provide for the needs of each student. The instructional program will include direct instruction in the five areas of reading as well as small group instruction, differentiated instruction, and time for independent reading. Our school has developed a plan for meeting the needs of all students. Our school meets these needs through integration of the LiPS program and reader's theater, as well as addressing all the district has provided in guidelines for course enrollment. All students scoring a Level 1 or 2 on FCAT are placed in intensive reading classes. All students are provided with 90 minutes of reading instruction or more each day. Programs such as the district-wide Million Minutes of Reading each fall provides all students with an

opportunity to meet personal goals in reading.

*All Level 1 students in need of decoding skills receive at least 90 minutes of uninterrupted reading instruction daily.

*All middle school content teachers have or are currently being provided with professional development in reading. Schools are in the process of training teachers using the Five Keys of Reading developed by FDLRS. Each school's reading coach is a trainer for this program. Reading coaches are also providing regular training, modeling, and coaching to content area teachers using scientifically-based reading strategies. CRISS strategies are being used. Content teachers are including and documenting use of these strategies in their lesson plans.

*All students have access to the school library in the reading room. Smaller classroom libraries are available in every class as well.

*Classroom libraries contain a range of reading materials. Reading teachers also bring in materials that provide their students with additional reading on a range of levels, interest, genres, and cultures.

*Teachers use screening tools such as FCAT and WRMT-R to initially determine appropriate levels for students. As the teachers become familiar with each student, they provide guidance toward materials that will enhance a student's interest in reading by directing them to texts of interest or to text that may scaffold the students' learning and help them to increase their skill level and independence.

*CRISS training has been a district wide initiative for over ten years. A majority of teachers have had at least initial CRISS training.

*All teachers use guided instruction in comprehension strategies. The reading coach at each school works with teachers in this area to help them increase their level of skill in comprehension instruction.

*Writing is an integral part of all middle school instruction. District provides training in Write Traits and use of the FCAT scoring rubric.

*Teachers use prewriting planning tools such as idea mapping.

*Teachers instruct students in the use of two-column notes and one-sentence summaries.

*Teachers instruct students in summarizing, as well as various strategies for processing what has been read.

Evaluation:

Identify how you will measure progress to achieve your objective. Be specific.

Students will be evaluated three times per year using oral reading fluency timings for middle school students or DIBELS for elementary students and annually for all students using the TOWRE. We will look for a 5% increase in fluency each time. Additionally, they will be evaluated using the Scholastic Reading Inventory at the middle school level to check for comprehension improvements. Students in the elementary classes will be evaluated through classroom activities to check comprehension improvements. Additionally, students are given the Woodcock Test of Reading Mastery-Revised (WRMT-R), the Test of Word Reading Efficiency (TOWRE), and the Comprehensive Test of Phonological Processing (CTOPP) before admission and every spring and the Lindamood Auditory Conceptualization Test –3rd Edition (LAC-III) at the beginning and end of each school year. The Diagnostic Assessment of Reading may be used for students with strong fluency to test for vocabulary as well. The results of these assessments will help us make instructional decisions and group students.

Research-Based Program:

Identify the research-based reading program used to instruct each subgroup.

Students will be evaluated three times per year using oral reading fluency timings for middle school students or DIBELS for elementary students and annually for all students using the TOWRE. We will look for a 5% increase in fluency each time. Additionally, they will be evaluated using the Scholastic Reading Inventory at the middle school level to check for comprehension improvements. Students in the elementary classes will be evaluated through classroom activities to check comprehension improvements. Additionally, students are given the Woodcock Test of Reading Mastery-Revised (WRMT-R), the Test of Word Reading Efficiency (TOWRE), and the Comprehensive Test of Phonological Processing (CTOPP) before admission and every spring and the Lindamood Auditory Conceptualization Test –3rd Edition (LAC-III) at the beginning and end of each school year. The Diagnostic Assessment of Reading may be used for students with strong fluency to test for vocabulary as well. The results of these assessments will help us make instructional decisions and group students.

Professional Development Aligned with this Objective:

Identify specific training, along with a timeline of professional development activities, planned to address the academic needs of the subgroup/s.

- *The elementary reading teacher attended a training related to the Early Interventions in Reading program last summer and will train a paraprofessional to deliver this program to our second graders within the reading class.
- *Teachers will be provided the opportunity to participate in a book group on teaching reading, as well as a study of The Five Keys of Reading. The middle school reading teacher will be required to work toward her reading endorsement, and the elementary reading teacher will be encouraged to do so as well. Our reading coach will also provide ongoing guidance and mentoring. We will provide training in the LiPS program through our staff development funding. Additionally, our more experienced staff members (our SLP and the President of our Board of Directors) will provide feedback to other staff members on the correct implementation of the program. We will evaluate the effectiveness of these trainings by measuring progress on the FCAT and LAC-III.
- *The principal will explain to the teachers that the reading coach is a full time professional development resource in reading serving numerous schools. The coach's job is to help teachers provide more effective reading instruction to students. The reading coach is not an administrator. Any observations, conferences, and reflective feedback between a teacher and the coach are for collaboration only and are not evaluative in nature. The reading coach is not to be used as an additional reading teacher, a substitute teacher, or an additional administrator. The coach will be available to observe, model lessons, provide training for teachers on effective reading instructions, and perform any other aspects of the coach's role. The TSA for Reading will monitor time logs and visit the school to verify that coaches are being used according to the Just Read, Florida! Coaching model. The reading coach is involved in all aspects of planning and implementing reading instruction within the school.
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4. Objective:

The objective must be specific, measurable, attainable, realistic and time-bound (SMART). Further, it must align with state & NCLB requirements; refer to Guidance document regarding SMART objectives.

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- *The principal will explain to the teachers that the reading coach is a full time professional development resource in reading serving numerous schools. The coach’s job is to help teachers provide more effective reading instruction to students. The reading coach is not an administrator. Any observations, conferences, and reflective feedback between a teacher and the coach are for collaboration only and are not evaluative in nature. The reading coach is not to be used as an additional reading teacher, a substitute teacher, or an additional administrator. The coach will be available to observe, model lessons, provide training for teachers on effective reading instructions, and perform any other aspects of the coach’s role. The TSA for Reading will monitor time logs and visit the school to verify that coaches are being used according to the Just Read, Florida! Coaching model. The reading coach is involved in all aspects of planning and implementing reading instruction within the school.
- *The principal will explain the role of the reading coach to the teachers. The principal will encourage teachers to invite the reading coach into classrooms for observations and model lessons. The principal will encourage teachers to participate in training provided by the coach. The principal will facilitate training by the reading coach during teacher planning periods and regular faculty meetings as well as training provided after school hours. Principals will promote the coach’s role as a collaborator and not an evaluator.
- *The principal will provide an inservice on the K-12 Comprehensive Reading Plan during pre-planning time.
- *All coaches either have reading certification or the reading endorsement or they are working on the reading endorsement. All coaches are experienced in the use of scientifically based reading materials. District staff will help identify scientifically based reading materials for use by the schools. Principals will facilitate opportunities for coaches to mentor teachers and conduct model lessons.
- *Coaches have all received training on effective reading instruction. All coaches either have reading certification, the reading endorsement, or are working on the reading endorsement. The district Reading Teacher on Special Assignment conducts school visits and collects time logs to monitor coaches’ activities within the school.
- *We will include the reading coach as a member of the Reading Leadership Team.
- *The principal will attend the Just Read, Florida Leadership Conference next August. Due to the school moving this past summer, she was unable to attend the conference this year.

BUDGET: [Ensure that the school improvement budget is adequate to support the programs and strategies (may use multiple fund sources). List dollar amounts for each goal.]

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available	Unmet (funds unavailable)
Research-Based Program(s) (Instructional)	*Early Intervention in Reading	*Title I provided program last year. We are no longer a Title I school.	\$100	\$0

Materials)	*Shipping on Consumable workbooks included in Harcourt Trophies adoption	*FTE		
Research-Based Resource(s) (i.e., websites, assessment tools)	WRMT-R, TOWRE, LAC-III, CTOPP protocols	FTE	\$1000	\$0
Technology				
Professional Development	LiPS and Comprehension Training	FTE	\$1200	\$0
Other	*Paraprofessionals for small-group instruction in reading and LiPS and integration of skills	*FTE	\$60,560	\$0
		Total:	\$62,860	\$0

READING ELEMENTS

Highly Qualified Certified In-Field Instructors:

Provide a list of and a brief narrative about the certified quality instructors in reading. List the instructors by assignment and certification area, as well as any related endorsement.

*Our school hopes to have access to IDEA funds to provide classroom aides for students with disabilities. We also understand these funds will provide training for teachers. Next year SAI funds will help to provide additional reading coaches for schools in our district. In our county, Title I supports after school tutoring programs, parent involvement activities, supplemental reading programs, technology and software programs, school-wide initiatives in reading, and teacher training. We will use our portion of the funds for summer school, paraprofessional support for struggling students, parent involvement, supplies, and professional development. All of the funding sources will continue to be used to augment funds received through the FEFP to support reading.

*Valerie Dickhaus, our elementary reading teacher, is certified in English, Elementary Education, and ESE, as well as some science fields. She has significant experience with the LiPS program, having provided instruction at the Morris Center for three years, before coming to Einstein. She has taught reading with significant success. Two years ago, she taught a group of third grade retained students, and was able to help them attain an average gain in developmental scale scores for reading of 454 points. She is also pursuing a reading endorsement.

*Jessica Maciel, our middle school reading teacher is certified in ESE and Middle Grades Integrated Curriculum. She is also actively pursuing a reading endorsement.

* Our principal, Christine Aurelio, is certified in ESE, Elementary Education and Social Sciences. She attended the Just Read Florida Leadership Conference in August 2007 and will attend in 2009 as well. She is also working toward a reading endorsement.

*Our District will continue to provide us a shared reading coach, who will work at multiple charter schools. The coach will be a certified teacher and will have or be working toward a reading endorsement or certification. The coach will also receive guidance and training from our District.

*The district and individual schools provide extensive professional development. Substitutes or class coverage are provided for teachers to participate in in-service training. All teachers are encouraged to participate in professional development.

GOALS

MATHEMATICS

Needs Assessment: (a needs assessment is essential to setting goals) Needs Assessments are specific statements derived from a deficiency or deficiencies that are noted as a result of valid and reliable assessments. Identify needs through the use of screening, diagnostics, progress monitoring, and outcome assessments. These assessments are ongoing and include both formal and informal measures of students' skills.

*The following subgroups did not make AYP for math: white, economically disadvantaged, and students with disabilities. The state does not report learning gains for the lowest 25% for our school because we are not assigned a school grade. The percent proficient remained 22% for the total population.
*We use FCAT scores, by individual, by subgroup, and schoolwide to identify areas of significant need, as well as to measure progress. We supplement this information with the Brigance. The teacher also provides ongoing informal assessment as students work through benchmarks. Based on all these indicators, we recognize math as a significant area for improvement. We use assessment data to place students in programs and to guide instruction.

Mathematics Goal Statement:

Provide statements of intended improvement that are of a long-term nature.

68% of the total student population will score Level 3 or above on the FCAT math assessment in 2008 OR the number of students who are economically disadvantaged scoring Level 1 or 2 on the FCAT reading assessment will decrease by 10%.
AND
74% of the total student population will score Level 3 or above on the FCAT math assessment in 2009 OR the number of students who are economically disadvantaged scoring Level 1 or 2 on the FCAT reading assessment will decrease by 10%.

OBJECTIVES FOR MATHEMATICS

Please write an objective for each subgroup that does not meet state or NCLB requirements. Anticipate the groups you think may not meet the requirements – space has been provided to write 4 objectives. If you need more space, please cut and paste additional narrative boxes.

Identify subgroups/needs:

- | | |
|-------------------------------------------|-----------------------------------------------------------------|
| <input type="checkbox"/> African-American | <input checked="" type="checkbox"/> Students with Disabilities |
| <input type="checkbox"/> Hispanic | <input checked="" type="checkbox"/> Economically Disadvantaged |
| <input checked="" type="checkbox"/> White | <input type="checkbox"/> Limited English Proficiency |
| <input type="checkbox"/> American Indian | <input type="checkbox"/> Lowest 25% performing students on FCAT |
| <input type="checkbox"/> Asian | <input type="checkbox"/> Level 1 Students |
| | <input type="checkbox"/> Improved performance in tested strands |

1. Objective:

The objective must be specific, measurable, attainable, realistic and time-bound (SMART). Further, it must align with state & NCLB requirements.

68% of students who are white will score Level 3 or above on the FCAT reading assessment in 2009 OR the number of white students scoring Level 1 or 2 on the FCAT reading assessment will decrease by 10%.
AND
74% of students who are white will score Level 3 or above on the FCAT reading assessment in 2010 OR the number of white students scoring Level 1 or 2 on the FCAT reading assessment will decrease by 10%.

Strategies:

These are actions to be taken in order to achieve the objective. Be specific.

*We will use a research-based math curriculum (Harcourt Math for elementary, Holt Middle School Math Course for middle school, and Glencoe Mathematics Pre-Algebra for certain 8th grade students) for all students working on grade level material. Students will be grouped for instruction by ability and IEP goals. Students who are able to work at grade level will receive grade level work with accommodations as needed to provide an appropriate education despite learning and language disabilities. Those who need remedial instruction will receive it. Where possible, this will be in addition to exposure to grade level concepts, thus allowing them to build foundational skills needed for understanding advanced ideas. Whenever possible, students who are behind in math will be included in grade-appropriate instruction with calculators, multiplication charts, or other accommodations. We will use hands-on learning and manipulatives whenever possible, especially when introducing concepts. We will provide daily "bell work" to review basic skills, including multiplication facts, and multi-digit operations. These assignments will typically come from a multiplication chart or the direct instruction program provided by Orange County Public Schools.

*We will integrate math instruction into the science and social studies classes in order to teach concepts in a variety of applications.

* Our reading teachers will integrate math instruction by teaching at least one math word problem a week in reading class, thus showing our students with reading disabilities the appropriate strategies to use in order to comprehend math word problems.

*We will also provide additional practice with math skills in the after school program.

*We will also provide the Every Day Counts program to students in grades 2, 3 and 4 at the beginning of the math class as part of the "bell work". This program can no longer be delivered as a supplement to the math class provided in science because the Title I funding that allowed us to do so is no longer available to us.

Evaluation:

Identify how you will measure progress to achieve your objective. Be specific.

Students will be evaluated at the beginning, middle, and end of the year using the Brigance assessment. This will allow us to find computational areas in which students continue to need or no longer need additional help. Students will also take frequent tests provided by or based on the curriculum to guide instruction.

Research-Based Program:

Identify the research-based mathematics program used to instruct each subgroup.

Our elementary students in this subgroup will use the Harcourt Math program. We will use the Holt Math program for grades 6 and 7, while the 8th graders who can handle pre-algebra will use the Glencoe program. Students who have skill deficits will use teacher-made materials of lower level books to work toward their individual goals.

Professional Development Aligned with this Objective:

Identify specific training, along with a timeline of professional development activities, planned to address the academic needs of the subgroup/s.

The math teacher will attend at least two AIMS or GEMS workshops offered during the school year, ideally one per semester.

2. Objective:

The objective must be specific, measurable, attainable, realistic and time-bound (SMART). Further, it must align with state & NCLB requirements.

68% of students with disabilities will score Level 3 or above on the FCAT math assessment in 2009 OR the number of white students scoring Level 1 or 2 on the FCAT math assessment will decrease by 10%.

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3. Objective:

The objective must be specific, measurable, attainable, realistic and time-bound (SMART). Further, it must align with state & NCLB requirements.

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Strategies:

These are actions to be taken in order to achieve the objective. Be specific and align to AYP subgroups. List strategies in priority order.

*We will use a research-based math curriculum (Harcourt Math for elementary, Holt Middle School Math Course for middle school, and Glencoe Mathematics Pre-Algebra for certain 8th grade students) for all students working on grade level material. Students will be grouped for instruction by ability and IEP goals. Students who are able to work at grade level will receive grade level work with accommodations as needed to provide an appropriate education despite learning and language disabilities. Those who need remedial instruction will receive it. Where possible, this will be in addition to exposure to grade level concepts, thus allowing them to build foundational skills needed for understanding advanced ideas. Whenever possible, students who are behind in math will be included in grade-appropriate instruction with calculators, multiplication charts, or other accommodations. We will use hands-on learning and manipulatives whenever possible, especially when introducing concepts. We will provide daily "bell work" to review basic skills, including multiplication facts, and multi-digit operations. These assignments will typically come from a multiplication chart or the direct instruction program provided by Orange County Public Schools.

*We will integrate math instruction into the science and social studies classes in order to teach concepts in a variety of applications.

* Our reading teachers will integrate math instruction by teaching at least one math word problem a week in reading class, thus showing our students with reading disabilities the appropriate strategies to use in order to comprehend math word problems.

*We will also provide additional practice with math skills in the after school program.

*We will also provide the Every Day Counts program to students in grades 2, 3 and 4 at the beginning of the math class as part of the "bell work". This program can no longer be delivered as a supplement to the math class provided in science because the Title I funding that allowed us to do so is no longer available to us.

Evaluation:

Identify how you will measure progress to achieve your objective. Be specific.

Students will be evaluated at the beginning, middle, and end of the year using the Brigance assessment. This will allow us to find computational areas in which students continue to need or no longer need additional help. Students will also take frequent tests provided by or based on the curriculum to guide instruction.

Research-Based Program:

Identify the research-based mathematics program used to instruct each subgroup.

Our elementary students in this subgroup will use the Harcourt Math program. We will use the Holt Math program for grades 6 and 7, while the 8th graders who can handle pre-algebra will use the Glencoe program. Students who have skill deficits will use teacher-made materials of lower level books to work toward their individual goals.

Professional Development Aligned with this Objective:

Identify specific training, along with a timeline of professional development activities, planned to address the academic needs of the subgroup/s.

The math teacher will attend at least two AIMS or GEMS workshops offered during the school year, ideally one per semester.

4. Objective:

The objective must be specific, measurable, attainable, realistic and time-bound (SMART). Further, it must align with state & NCLB requirements.

Strategies:

These are actions to be taken in order to achieve the objective. Be specific and align to AYP subgroups. List strategies in priority order.

Evaluation:

Identify how you will measure progress to achieve your objective. Be specific.

Research-Based Program:

Identify the research-based mathematics program used to instruct each subgroup.

Professional Development Aligned with this Objective:

Identify specific training, along with a timeline of professional development activities, planned to address the academic needs of the subgroup/s.

BUDGET:

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available	Unmet (funds unavailable)
Research-Based Program(s) (Instructional Materials)	Harcourt Math, Holt Math, Glencoe Pre-Algebra Consumable workbooks (shipping)	FTE	\$100	\$0
Research-Based Resource(s) (i.e., websites, assessment tools)	Included with textbook adoptions	FTE	\$0	\$0
Technology				
Professional Development				

	Paraprofessional support for small-group instruction	FTE	\$20,000	
Other				\$0
		Total:	\$20,100	\$0

MATHEMATICS ELEMENTS

Highly Qualified Certified In-Field Instructors:

Provide a list of and a brief narrative about the certified quality instructors in mathematics. List the instructors by assignment and certification area, as well as any related endorsements.

Richard Westbrook, our math teacher, holds a professional certificate in Math (6-12), Elementary Education, and ESE, as well as Biology.

Sara Flint, our math paraprofessional, is qualified for a certificate in Middle Grades Math (6-8), Elementary Education, and ESE.

GOALS

WRITING

Needs Assessment: (a needs assessment is essential to setting goals) Needs Assessments are specific statements derived from a deficiency or deficiencies that are noted as a result of valid and reliable assessments.

*This year, 80% of our students taking the FCAT Writing+ Assessment earned a 3.0 or higher on their prompt. *We use FCAT scores, by individual, by subgroup, and school wide to identify areas of significant need, as well as to measure progress. This year we did not meet the requirement for AYP. The multiple choice section was particularly difficult for our students, and we would like to see improved scores in this area over the next two years. We need to work to meet this new challenge. We supplement this information with the OWLS for elementary students and the TOWL-3 for middle school students. The teacher also provides ongoing informal assessment as students work through benchmarks. Based on all these indicators, we recognize writing as a significant area for improvement. We use assessment data to drive instruction.

Writing Goal Statement:

Provide general statements of intent for improvement that is of a long-term nature.

The number of students earning a 3.0 or higher on the FCAT Writing+ will increase by 1% each year for the next two years.

OBJECTIVES FOR WRITING:

- Write an objective for the following:
___ Improved performance in writing by 1% or maintain 90% or higher scoring at proficiency.

Objective:

The objective must be measurable and align with state requirements... to improve student performance by 1% or maintain 90% or high scoring at proficiency.

The number of students earning a 3.0 or higher on the prompt portion of the FCAT Writing+ Assessment will increase by at least 1% over each of the next two years.

Strategies:

Focus on a few specific strategies for which you can collect comparable data to assess progress.

We will use small group direct instruction to guide students in the writing process. We will also integrate language therapy into the writing room for those students who need this service. Using modeling and scaffolding, we will teach students how to write strong essays at all grade levels and narratives in fourth grade and below.

Evaluation:

Identify how you will measure progress to achieve your objective. Be specific.

*We will have students complete assignments similar to the prompts in the FCAT Writing+ at least twice a month to demonstrate growth over time. The staff will score these assessments using the FCAT Writing+ scoring guidelines in order to provide feedback to students and progress monitoring.

*Additionally, we will look for growth on the TOWL-3 and OWLS spring assessments, when compared to the previous spring (for returning students not in sixth grade) or the fall (for new students and sixth graders) scores.

Research-Based Program:

Identify the research-based program used to teach writing.

- We will use Glencoe's Writer's Choice Curriculum for 8th grade students

- We will use Houghton Write Source Curriculum for 4th grade students.

*We use the writing process approach, which allows students to build skills in areas of weakness and provides the guidance needed to increase their abilities in areas of strength.

*We will also use FCAT prep workbooks for students in grades 4 and 8 to prepare them for the FCAT Writing + Assessment.

Professional Development Aligned with this Objective:

Identify specific training, along with a timeline of professional development activities for training teachers to teach writing.

The writing teacher will be encouraged to attend training opportunities offered by our district. Of special interest will be Write Traits, or similar trainings that fit well with the writing process approach.

BUDGET:

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available	Unmet (funds unavailable)
Research-Based Program(s) (Instructional Materials)	Glencoe Writer's Choice Curriculum Houghton Mifflin Write Source	FTE	\$2000	\$0
Research-Based Resource(s) (i.e., websites, assessment tools)	TOWL-3, OWLS protocols	FTE	\$300	\$0
Technology				
Professional Development	*3 rd /4 th grade teacher training		\$0	\$0
Other	*Paraprofessionals for	*FTE	\$20,000	\$0

	small-group instruction			
		Total:	\$22,300	0

WRITING ELEMENTS

Highly Qualified Certified In-Field Instructors

Provide a list of and a brief narrative about the certified quality instructors in science. List the instructors by name, assignment and certification area, as well as any related endorsements.

Our writing teacher, Terri Story, is certified in English 6-12, as well as elementary education and ESE.

GOALS

SCIENCE

Needs Assessment: (a needs assessment is essential to setting goals) Needs Assessments are specific statements derived from a deficiency or deficiencies that are noted as a result of valid and reliable assessments.

We use FCAT scores, by individual, by subgroup, and school wide to identify areas of significant need, as well as to measure progress. We also use classroom assessments and pre- and post-testing to identify areas in which our students need to improve.

Goal Statement:

Provide statements of intended improvement that are of a long-term nature.

Goal Statement

We will increase by 5% the number of students scoring at or above proficiency on the FCAT science assessment each year for two years.

OBJECTIVES FOR SCIENCE

1. **Objective:** The objective must be specific, measurable, attainable, realistic and time-bound (SMART).

We will increase by 5% the number of students scoring at or above proficiency on the FCAT science assessment each year for the next two years.

Strategies: These are actions to be taken in order to achieve the objective. List strategies in priority order.

*We will continue using the middle school science textbooks adopted by our district (Glencoe's Earth/Space Science program for 6th grade, McDougal-Littel's Life Science for 7th grade and Physical Science for 8th grade) in order to fit our program into the newly available course code options. Our elementary students will use the Houghton Mifflin *Discovery Works* series. We will also utilize FCAT practice materials in fifth and eighth grade. We hope these practice materials will help our students become more familiar with the testing format and more skilled in answering FCAT-style questions to show their knowledge. In addition, we will provide our fifth grade students with experience completing various experiments to make them more familiar with the types of situations described in the FCAT science test.

Evaluation: Identify how you will measure progress to achieve your objective. Be specific.

*We will use chapter assessments at the fifth and eighth grade levels to check progress toward acquisition of the material we expect to be tested on the FCAT.

*We will also use the beginning and end of year tests to check progress at all grade levels.

*These assessments will help us make instructional decisions.

Research-Based Program:

Identify the research-based science program used.

We use Harcourt Discovery Works for our 2-4th grade textbooks. WE use the state adopted Earth Science textbooks by Glencoe for our 5th graders. The sixth grade will use the Glencoe Earth/Space curriculum, the seventh grade will use the McDougal-Littel Life Science curriculum, and the eighth grade Physical Science curriculum. Additionally, we use a range of hands-on activities and demonstrations, as well as FCAT prep material.

Professional Development Aligned with this Objective: Identify specific training, along with a timeline of professional development activities.

The math and science teachers will also attend at least two AIMS or GEMS workshops offered during the school year on integrated instruction.

BUDGET

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available	Unmet (funds unavailable)
Research-Based Program(s) (Instructional Materials)	Glencoe Earth Science TestPrep workbooks	FTE	\$1500	\$0
Research-Based Resource(s) (i.e., websites, assessment tools)				
Technology				
Professional Development				
Other	*Materials for science experiments, demonstrations, and projects	*Donations, Florida LEAD stipend	\$250	
		Total:	\$1750	\$0

SCIENCE ELEMENTS

Highly Qualified Certified In-Field Instructors

Provide a list of and a brief narrative about the certified quality instructors in science. List the instructors by assignment and certification area, as well as any related endorsements.

Our science teacher, Cynthia Gordon is certified in middle grades integrated curriculum, as well as elementary education and ESE. She is also pursuing a reading endorsement.

GOALS

PARENTAL INVOLVEMENT

Needs Assessment:

Identify needs based on parent input, parent surveys or other measures of parent involvement.

We evaluated attendance at open houses, parent workshops, IEP meetings, and parent-teacher conferences and noted that some students have no parent attend any of the events. Research shows that parental involvement in education positively impacts student achievement.

Goal Statement:

A parent of 90% of our students will attend at least one parent involvement activity per year.

OBJECTIVES FOR PARENTAL INVOLVEMENT

Objective:

Objective must be measurable.

A parent of 90% of our students will attend at least one parent involvement activity per year.

Strategies:

These are actions to be taken in order to achieve the objective. List strategies in priority order. Focus on a few specific strategies for which you can collect comparable data to assess progress.

We plan to advertise events ahead in the newsletter and at car pick-up, as well as after school care pick-up. We will also try to offer parent involvement activities at times parents would choose and provide childcare, educational supplies, and donated food at parent workshops to make attendance more convenient for families. We will continue to educate our staff on how to work with parents as equal partners through pre-planning and quarterly team meetings and through sharing parent input from the surveys. In our newsletter we advise opportunities for adult and family literacy training, allowing parents the opportunity to increase their partnership in their child's education and increase their confidence in communicating with teachers. We will offer a parent training on Visualizing and Verbalizing to support parents in helping their children with homework and reading comprehension. We will notify parents through the newsletter and weekly communication folder of opportunities offered in our community. We will also provide our students with pocket dividers to help organize their binders, so their parents can better support them in homework completion and communicate with the school. We will provide interim progress reports to keep parents informed about their child's progress and to support communication with the school. We will provide daily homework sheets to 2 nd through 7 th graders giving parents information on assignments and tests. We will seek input from parents on how to revise our school improvement plan each spring through a public input meeting and a parent survey. Both opportunities will be advertised to parents via weekly communication folders.

Evaluation:

Identify how you will measure progress to achieve your objective. Be specific.

We will count the number of parents who sign-in at these events and check for increases.

Research-Based Program:

Research shows benefits of parent involvement to affect education and positive feelings about school. Therefore, we will use ideas encouraged by our district office to increase parental involvement.

Professional Development Aligned with this Objective:

Identify specific training, along with a timeline of professional development activities.

Our former Title I lead teacher, attended an annual meeting/training related to parent involvement. We will look into ideas she brought back from these meetings and will continue to evaluate and change our parent involvement opportunities according to parent input.

BUDGET

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available	Unmet (funds unavailable)
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Research-Based Resource(s) (i.e., websites, assessment tools)				
Technology				
Professional Development				
	*Parent Involvement Workshop			
Other	*Pocket Dividers	*FTE	\$255	\$0
		Total:	\$255	\$0
		Total:		

You may have school-specific goals you wish to add. Your district may wish to assist you with completing this section with district-specific information related to these goals.

1. Goal Statement

Goal Description

2. Goal Statement

Goal Description

3. Goal Statement

Goal Description

SAC MEMBERS:

List SAC members by name and identify position/role of each person.

Dr. Tim Conway, President
Dr. Linda Lombardino, Vice-President
Mr. William Summers, Treasurer
Ms. Kat McGlone, Secretary
Mrs. Beth Abruzzino, Parent Member

Our Board of Directors consists of a diverse group of people. Dr. Tim Conway, our President, is a neuroscientist and associate investigator in the Neuro-Imaging Core at the Malcolm Randall VA Medical Center studying brain imaging, as well as a member of the pediatrics and clinical and health psychology faculty at the University of Florida. Dr. Linda Lombardino, a Speech Language Pathologist at the University of Florida, runs a dyslexia clinic and trains pre-service SLP's, as well as serving as our Board's Vice President. Kat McGlone, our Occupational Therapist, was elected by our staff to represent them on the Board of Directors and serves as the secretary. Mrs. Beth Abruzzino is a parent of one of our students and brings her business experience to our Board.

Mr. Bill Summers, our treasurer, is the grandparent of an Einstein student and has retired from Merita Bread and Peaceful Paths, a local non-profit agency. In addition to decision-making and leadership, our school relies on the members of the Board for such services as technical guidance, assistance in curriculum selection, facilities financing research, teacher support, and provision of practicum students. Our Board meets throughout the year for various purposes. All meetings are public events, open to parents and other interested people.

FINAL BUDGET

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available	Unmet (funds unavailable)
Research-Based Program(s) (Instructional Materials)				
Research-Based Resource(s) (i.e., websites, assessment tools)				
Technology				
Professional Development				
Other				
		Total:		

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:

Does the final evaluation show that objectives were met? If not, are there strategies for an analysis of why not that can be used to refocus next year's plan?

Over the course of the next two years, we will meet regularly as a staff to discuss our progress toward reaching our goals. One emphasis of these meetings will be to work with teachers and other staff in analyzing results of assessments (screening, diagnostic, and progress monitoring) in order to drive instruction forward. We will then work together to be sure our instruction meets the identified needs and that teachers have the needed materials and lesson ideas. These meetings or informal conversations will also allow us to discuss findings from the Classroom Walk-Throughs and how well we are following our instructional calendars.

Principal lesson plan checks will be used to monitor progress in teaching the Sunshine State Standards and in checking for differentiation within the classrooms.

We will use parent surveys and sign-in sheets to measure participation in parent events and the effectiveness of our work with parents.

We will use sign-up sheets, attendance sheets, and student evaluations to check the participation in and effectiveness of enrichment activities.

We will work closely with district staff to be sure our plan and its implementation addresses all requirements of the state and district.

