

Expressions Learning Arts Academy

School Improvement Plan

2008-2009

No Child Left Behind Act of 2001

This document includes:

- Principal's Attestation (Appendix IX)
- Copy of School Improvement Plan signed and dated (Pages 1-43)
- Copy of School Parent Involvement Plan: dated 2008-2009 (Appendix VI)
(including "Distribute Parent's Rights" in Parent Plan)
- Copy of Compact: dated 2008-2009 (Appendix VII)

Principal's Signature

Date Submitted

Board of Director's Chairman's Signature

Date Submitted

TABLE OF CONTENTS

SCHOOL IMPROVEMENT PLAN	1
EXECUTIVE SUMMARY	2
SCHOOL PERFORMANCE	3
School Performance Scale	3
NCLB AYP Reports.....	3
SCHOOL ADVISORY COUNCIL COMPLIANCE.....	3
VISION / MISSION.....	4
SCHOOL PROFILE & DEMOGRAPHICS.....	4
Profile	5
October Membership.....	5
SCHOOL DATA SUMMARY	6
School Accountability Report	6
QUALITY STAFF	6
Highly Qualified, Certified Administrators	6
High Quality, Highly Qualified Teachers	7
ADDITIONAL REQUIREMENTS.....	9
Teacher Mentoring.....	9
School Advisory Council (Governing Body).....	10
Extended Learning Opportunities	11
GOALS	12
READING.....	12
Needs Assessments	12
Goal Statement	12
MATHEMATICS	15
Needs Assessments	15
Goal Statement	15
WRITING.....	17
Needs Assessments	17
Goal Statement	17
SCIENCE	20
Needs Assessments	20
Goal Statement	20
PARENTAL INVOLVEMENT	22
Needs Assessments	22
Goal Statement	22
ADDITIONAL GOALS	24
SCHOOL SAFETY AND DISCIPLINE.....	24
Needs Assessment	24
Goal Statement	24
TECHNOLOGY	26
Needs Assessment	26
Goal Statement	26
STUDENT HEALTH & FITNESS	25
Needs Assessment	25
Goal Statement	25

FINAL BUDGET	27
APPENDICES.....	28
Appendix I: 2006-07 Parent Survey and Results	28
Appendix II: 2006-07 Staff Survey and Results	29
Appendix III: Achievement Scores Spring 2007	29
Appendix IV: Free and Reduced Lunch Report	34
Appendix V: Academic Intervention Needs 2007-08.....	35
Appendix VI: Parental Involvement Policy 2007-08	35
Appendix VII: Parent Student Compact 2007-08	37
Appendix VIII: Principal's Attestation	38
Appendix IX: Approval of Plan by Board of Directors.....	40

SCHOOL IMPROVEMENT PLAN

Expressions Learning Arts Academy

2008-2009

EXECUTIVE SUMMARY

This year's school assessment process was very thorough. Once again, written surveys were administered to faculty, staff, and parents (Appendix I & II). The data collected has proved essential to the development of our Title I and School Improvement Plans.

Utilizing data from the surveys, standardized test scores (Appendix III), and from PTO & Board meetings, our school improvement committee created a plan that again emphasizes improvement of our FCAT writing test scores and improving AYP for our lowest quartile.

We continue to attribute our success to our commitment to the following strategies and interventions, which are used across all academic subjects we offer:

1. The Expressions curriculum is enriched and enhanced by the incorporation of the arts into all subjects. We have found that this creates and maintains high interest in each academic subject, which increases the achievement of all children, and allows us to offer an exciting accelerated curriculum which is consistent with and designed to implement Florida's Sunshine State standards.
2. Potentially underserved populations and low achieving children are identified using student performance data such as baseline reading and math assessments, Computer-based diagnostics, free/reduced lunch profiles, low standardized testing scores, and classroom observation.
3. Reduced class size (11-16 per class) enables our teachers to identify problem areas quickly.
4. All children who are identified as "at risk" (usually lowest quartile students) are given an Academic Improvement Plan (AIP). The AIPs are developed by a collaboration of the classroom teacher, Title I lead teacher, paraprofessional tutor, principal and parents. The AIP outlines the specific academic strategies that will be used on the student for the academic year. It also tracks the possibility of retention for the "at risk" child.
5. Paraprofessionals are used to assist the "at risk" children while they are in the classroom under the direct supervision of a teacher, and tutoring takes place during times when the children would not otherwise be receiving instruction in the classroom.
6. Low achieving students are evaluated more frequently throughout the school year (at least quarterly) using appropriate diagnostic tools.
7. Children with learning disabilities are identified, evaluated by School Board Psychologists, and then placed into the special education program.
8. Summer tutoring is offered to low achieving children.

This School Improvement Plan for Expressions Learning Arts Academy can be viewed and printed by going to on-line to our website www.expressionsacademy.org.

SCHOOL PERFORMANCE

School Performance Scale

School Grade								
<u>2008</u>	<u>2007</u>	<u>2006</u>	<u>2005</u>	<u>2004</u>	<u>2003</u>	<u>2002</u>	<u>2001</u>	<u>2000</u>
NG	NG	NG (B)*	NG (A)*	NG (A)*	NG (A)*	NG (D)*	NG	NG

*Our school is too small to receive a school grade. The grades in parenthesis are the grades that would have been given if our testing results were processed as a bigger school.

NCLB AYP Reports

AYP Status				
<u>2008</u>	<u>2007</u>	<u>2006</u>	<u>2005</u>	<u>2004</u>
Not Yet Determined	AYP Met	AYP Met	AYP Met	AYP Met

SCHOOL ADVISORY COUNCIL COMPLIANCE

The majority of the Board of Directors/SAC members are not employed by the school. The Board of Directors 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.

VISION / MISSION

The mission of the Expressions Learning Arts Academy is to create and sustain an educational environment where an emphasis on academic excellence is complimented by the ongoing infusion and incorporation of the arts for elementary students. Through a curriculum that includes greater exposure and experience in the arts, our program expands on the educational benefits the arts provide our children, including increased communication skills, enhanced self esteem and positive outlets for self expression. We foster these benefits to promote high achievement.

Maintaining a strong academic focus, the school is able to provide students with greater exposure and participation in visual and performing arts activities due to our small class size, expanded curriculum, and the use of professional local artists to supplement our teaching staff. Due to our focus, this expanded and enhanced curriculum is provided to all our students, not just those in special programs. Parents are committed to a high level of participation in their child's learning experience. Our program has the added benefit of supporting the arts in our community by fostering their appreciation by our students and their families. We have great community interest and participation in our program.

The academic component of the curriculum at Expressions Learning Arts Academy includes all subjects now being taught in elementary schools throughout Alachua County, but with special arts enhancement. Traditional subjects are enriched to include discussion, application, and appreciation of the arts. Skills and competencies developed in artistic modalities, such as critical thinking, attention to detail, and perseverance will be constantly reinforced. All children are instructed in Reading, Language Arts, Math, Science, and Social Studies. Criteria based on the Sunshine State Standards are followed.

Our curriculum has a wide range of exposure to many academic, artistic, and social areas. A special feature of our curriculum is the addition of visual arts, instrumental and vocal music, drama, dance and creative movement taught by local professional artists and teachers. Hands-on, experiential approaches are used in all subjects, whenever possible. Computer and media skills will be incorporated in all areas on a continuing basis.

Our unique curriculum is well suited to a variety of assessment techniques, including authentic assessment, assessment by demonstration, and portfolios, as well as standard assessments in use throughout the county.

SCHOOL PROFILE & DEMOGRAPHICS

Profile

School Name:	Expressions Learning Arts Academy
District Name:	Alachua
Principal:	Cheryl Valantis
Board of Directors:	Cheryl Valantis, Director, Principal Neil Drake, Vice Director, Director of One Room Schoolhouse Charter School Juniper DiGiovanni, Secretary, Classroom Teacher Roberta Vaes, Parent Representative Kym Dalton, Treasurer Arthur Newman, Retired University Professor
Superintendent:	Dr. W. Daniel Boyd, Jr.
Date of School Board Approval:	May 4, 1999

October Membership

The following table provides information on the composition of the student population at the school, district, and state levels.

Racial/Ethnic Group	Number of Students Enrolled in October		School %		District %		State %	
	Female	Male	2007-08	2006-07	2007-08	2006-07	2007-08	2006-07
WHITE	36	30	80.4	74.7	48.61	49.3	45.81	46.7
BLACK	1	0	1.2	4.8	36.36	36.7	23.15	23.2
HISPANIC	3	0	3.7	7.2	5.85	5.6	24.78	24.2
ASIAN	4	0	4.9	4.8	4.01	3.8	2.38	2.3
AM.INDIAN	0	0	0	0	0.25	0.2	0.29	0.3
MULTIRACIAL	7	1	9.8	8.4	4.92	4.4	3.58	3.3
DISABLED	1	1	2.4	3.6	18.8	19.4	14.4	14.7
ECONOMICALLY DISADVANTAGED	20	7	32.9	42.2		44.3		45.4
LEP	0	0	0	0		1.6		8.7
MIGRANT	0	0	0	0				
FEMALE	51	0	62.2	60.2				
MALE	0	31	37.8	39.8				
TOTAL	82							

SCHOOL DATA SUMMARY

The following summary of achievement data is for the past 6 years. Details of this year's data may be found in Appendix III.

<u>School Accountability Report</u>										
Year	Grade*	% Meeting High Standards in Reading	% Meeting High Standards in Math	% Meeting High Standards in Writing	% Making Learning Gains in Reading	% Making Learning Gains in Math	% of Lowest 25% Making Learning Gains in Reading	Percent Tested	Minority Rate	% Free and Reduced Lunch
2007	NG	97	86	82	not available			100	25.2	42.2
2006	NG (B)	81	73	67	60	36	33	100	28.2	43.6
2005	NG (A)	97	77	64	69	69	86	100	31.5	42.1
2004	NG (A)	92	56	97	84	56	50	100	36.8	47
2003	NG (A)	89	81	89	86	81	60	100	35	49
2002	NG (D)	72	55	47	55	55	0	100	25	40

*Our school is too small to receive a school grade. The grades in parenthesis are the grades that would have been given if our testing results were processed as a bigger school.

QUALITY STAFF

Highly Qualified, Certified Administrators

Name:	Cheryl Valantis
Position:	Principal, Media Specialist, Teacher of the Gifted, Curriculum Resource Teacher
Years Teaching Experience:	14
Degrees:	B.A. Independent Studies, U of South Florida, Masters of Education, University of Florida
Certification #:	DOE 676017
Areas of Certification:	Educational Media Specialist (PK-12), Elementary Education (K-6), Gifted Endorsement

High Quality, Highly Qualified Teachers

Our school ensures that teachers and staff are professionally qualified. Our goal is to provide a learning environment conducive to teaching and learning. We only hire highly qualified staff.

Cheryl Valantis: Principal, Media Specialist, Teacher of the Gifted, Curriculum Resource Teacher

Years of Teaching Experience: 14

Degree: B.A. Independent Studies, University of South Florida, & Masters of Education, University of Florida

Certification: DOE 676017, Educational Media Specialist (PK-12), Elementary Education (K-6), Gifted Endorsement

Jennifer Whyte: Kindergarten Teacher

Years of Teaching Experience: 15

Degree: B.A. Elementary Education & Masters of Early Childhood Education, University of Florida

Certification: DOE 855339, Elementary Education (Grades K-6)

Sharon Kuchinski: First Grade and Dance Teacher

Years of Teaching Experience: 34

Degree: B.A. Anthropology, University of Florida

Certification: DOE 809687, Elementary Education (Grades K-6)

Sharon Weissman: Second Grade Teacher

Years of Teaching Experience: 7

Degree: B.S. Psychology, University of Florida

Certification: DOE 933897, Elementary Education (Grades K-6)

Juniper Di Giovanni: Third Grade Teacher

Years of Teaching Experience: 13

Degree: B.A. Psychology, Florida Atlantic University & Masters Elementary Ed, U of Phoenix

Certification: DOE 823615, Elementary Education (Grades K-6)

Amy Clay: Fourth Grade Teacher

Years of Teaching Experience: 5

Degree: B.A. Elementary Education, Saint Leo University

Certification: DOE 898683, Elementary Education (Grades K-6)

Aase Zori: Fifth Grade Teacher, Curriculum Resource Teacher for the Arts

Years of Teaching Experience: 23

Degree: B.S. Education, Odense Teaching College

Certification: DOE 801082, Elementary Education (Grades 1-6)

Johanna Weiss: Music Teacher

Years of Teaching Experience: 17

Degree: B.A. Music, University of Victoria

Certification: DOE 912152, Music (Grades K-12)

Scot Davis: Drama, Chorus Aide, Paraprofessional

Years of Teaching Experience: 9

Degree: B.A. Political Science, University of Florida

Judy Gold: Classroom Aide, Paraprofessional

Years of Teaching Experience: 9

Degree: Masters of Education, University of Florida

New Staff

The table shows the number and percentage of instructional staff and school-based administrators who were newly hired at this school in 2007-08.

Staff Type	Total Number for 2007-08	Number Newly Hired for 2007-08
Instructional Staff	6	0
School-Based Administrators	1	0
Total	7	0

Degree Level

This table shows the number and percentage of teachers at each degree level.

Degree Level	Number	School %		District %		State %	
		2007-08	2006-07	2007-08	2006-07	2007-08	2006-07
Bachelor's Degree	4	57.1	57.1	not available	44.3	not available	60.9
Master's Degree	3	42.9	42.9	not available	47.3	not available	35.4
Specialist Degree	0	0	0	not available	5.9	not available	2.4
Doctorate	0	0	0	not available	2.5	not available	1.3
Total all Degrees	7						

Percentage of Teachers Teaching with Emergency or Provisional Credentials

Florida has no non-certified teachers, although some teachers may be temporarily assigned to areas outside their field of specialization. Data on classes taught by teachers out of field is provided in the following table.

In-Field and Out-of-Field Teachers

The following chart shows the percentage of core academic classes taught by teachers teaching in-field compared to the percentage of classes taught by teachers teaching out-of-field. When a teacher in a district school system is assigned teaching duties in a class dealing with subject matter that is outside the field in which the teacher is certified, outside the field that was the applicant's minor field of study, or outside the field in which the applicant has demonstrated sufficient subject area expertise, as determined by district school board policy in the subject area to be taught, that teacher is teaching "out-of-field." Core academic subjects are English, reading, language arts, mathematics, science, foreign languages, civics, government, economics, arts, history, and geography.

	School%
Percentage of Classes with Teachers Teaching In-Field	100.0
Percentage of Classes with Teachers Teaching Out-of-Field	0.0

Classes Not Taught by Highly Qualified Teachers

The chart below shows the percentage of classes not taught by "Highly Qualified Teachers" in core academic subjects as defined in federal statute. A "highly qualified teacher" has earned at least a bachelor's degree and holds a Florida teaching certificate with appropriate certification for each assignment. Federal law requires that all public elementary, middle, and secondary teachers of core academic subjects meet the federal definition of "highly qualified" no later than the 2005-06 school year. Core academic subjects are English, reading, language arts, mathematics, science, foreign languages, civics, government, economics, arts, history, and geography.

	School%
Classes Not Taught by Highly Qualified Teachers	0.0

ADDITIONAL REQUIREMENTS

School Wide Improvement Model

Expressions Learning Arts Academy is using the FCIM which is a research-based school wide improvement model that encompasses many components, including the following:

- planning and prioritizing benchmarks for each grade level
- reinforcement of learned concepts
- planned and uninterrupted instructional time
- instructional focus is active and interactive with higher-level thinking
- frequent informal and formal assessments
- identification of students in need of additional assistance in an area

Communication with Parents

Alachua County provided written documents which were sent home to the appropriate parents by the schools.

Expressions Learning Arts Academy communicates with parents in many other ways:

- annual "meet the teacher" and open house events
- weekly newsletters
- phone calls from teachers and administration in an as-needed basis
- parent-teacher conferences

Preschool Transition

Expressions Learning Arts Academy does not offer preschool.

Teacher Mentoring

This year Expressions Learning Arts Academy hired a new teacher. This teacher had been a classroom aide in our first grade for two years and this past year she went on to intern and co-teach in the first grade while she completed the certification process. She teaches her own second grade class, and has several mentors, including other teachers, our principal and our reading coach.

All of our teachers are involved with various professional development opportunities, but we make sure that our less experienced teachers have access to more courses designed for beginning teachers (i.e. classroom management techniques, literacy and math skills, etc). All mentoring activities are closely supervised, monitored, and evaluated by our principal as the year progresses. Our staff meets at least once a week to share information and ideas about teaching.

School Advisory Council (Governing Body)

As a non-profit corporation, we are governed by an advisory Board of Directors. Our by-laws and policies state that there will be at least four and no more than seven board members, with any number of committees. In addition, our policies state that the director of the school will be a permanent member of the board. It also states that the head of the school parent organization will be a board member. The current board members are listed in the School Profile section above.

The majority of the SAC (Board of Directors) members are not employed by the school. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

Other board members consist of individuals who possess the knowledge, skills, or experience needed by our organization, and who have an interest in public education. Currently, in addition to our director and parent representative, our board consists of a CPA, a teacher, a university professor of education, a community artist, and a charter school professional.

Our board has public formal meetings at least three times a year and oversees and advises the principal on matters of curriculum, governance, facilities, personnel, information resources, student support services, special education, finance and insurance. At these meetings, our staff also shares knowledge of new legislation and its implications. Our board members are able to keep in touch with our daily activities via the posting of our weekly newsletter on our website.

The majority of the SAC (Board of Directors) members are not employed by the school. The SAC is composed of the principal and an appropriately balanced number of teachers, education

support employees, parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

Our board is the sole body responsible for final decision making relating to the implementation of Sections 1001.42(16) and 1008.345, FS.

In addition, our school has a School Improvement Planning Committee, which meets throughout the year.

Extended Learning Opportunities

Teachers in our school offer many extended learning opportunities. Enriched/accelerated curriculum is offered throughout the school year by each classroom teacher.

After-school academic tutoring is offered throughout the school year. After-school classes in chess, drama, chorus, dance and art are also available.

Students in need of summer tutoring are provided the opportunity to attend an abbreviated academic summer school taught by our staff. In addition, a summer musical theatre camp is offered for a three week period in June.

GOALS

READING

Needs Assessments

We identify reading 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. In particular, we use DIBELS, SRUSS, Stanford 10 data, FCAT Sunshine State Standards benchmark data, FCAT NRT data, AYP subgroup data, Star Reading assessments, Brigance diagnostics, Open Court chapter and unit tests, and Junior Great Books discussion evaluations.

While our reading scores are some of the highest in the district and state (Appendix III), our reading needs assessments for 2007-08 have identified ten children (Appendix V) who will need additional help in reading in 2008-09.

Goal Statement

All students at Expressions will read on grade level or above and develop a life-long love of reading. In addition, 58% of Expressions students will perform at level 3 or higher on FCAT reading.

Objective

Expressions low achieving readers get the help they need to improve their reading so that they may read at grade level by fifth grade.

Strategies

1. The Expressions curriculum is enriched and enhanced by the incorporation of the arts into all subjects. We have found that this creates and maintains high interest in each academic subject, which increases the achievement of all children, and allows us to offer an exciting accelerated curriculum which is consistent with and designed to implement Florida's Sunshine State standards.
2. Potentially underserved populations and low achieving children are identified using student performance data such as baseline reading and math assessments, Computer-based diagnostics, free/reduced lunch profiles, low standardized testing scores, and classroom observation.
3. Reduced class size (11-16 per class) enables our teachers to identify problem areas quickly.
4. All children who are identified as "at risk" (usually lowest quartile students) are given an Academic Improvement Plan (AIP). The AIPs are developed by a collaboration of the classroom teacher, Title I lead teacher, paraprofessional tutor, principal and parents. The AIP outlines the specific academic strategies that will be used on the student for the academic year. It also tracks the possibility of retention for the "at risk" child.

5. Paraprofessionals are used to assist the “at risk” children while they are in the classroom under the direct supervision of a teacher, and tutoring takes place during times when the children would not otherwise be receiving instruction in the classroom.
6. Low achieving students are evaluated more frequently throughout the school year (at least quarterly) using appropriate diagnostic tools.
7. Children with learning disabilities are identified, evaluated by School Board Psychologists, and then placed into the special education program.
8. Summer tutoring is offered to low achieving children.

Evaluation

Our staff constantly evaluates the results of quarterly assessments and yearly standardized tests. New students are evaluated using diagnostic tools within in the first three weeks of attendance.

Research-Based Programs

Basic Curriculum: In grades K-2, the Four Blocks Reading model is used with Open Court and Zaner Bloser reading materials. The 3rd through 5th grades use the Junior Great Books series, with intensive discussion study groups. This is supplemented with Open Court materials. Students experiencing reading problems are supplemented by the Rewards Reading Program. The Accelerated Reader program is available for all students. We will be adding a basal reading program in grade 2 which will help those students who are not yet ready for Open Court.

Diagnostic Tools: DIBELS, ESI-K, Star Reading assessments, Brigance diagnostics, Open Court chapter and unit tests, and Junior Great Books discussion evaluations.

Professional Development Aligned with this Objective

Our staff participates in appropriate professional development activities as they come available. The School Board of Alachua County and its Title I office provide many training opportunities throughout the year. Whenever possible, training is given to teachers and paraprofessionals in how to identify educational difficulties and how to provide appropriate assistance to individual students.

Our highly qualified teachers and paraprofessionals meet at least once a week to share information and develop curricula and teaching methods that integrate academic instruction. These study groups discuss various students and techniques. The most experienced teachers mentor, coach and model for our less experienced teachers.

Our principal ensures that information gleaned from professional development workshops is shared and followed-up. She also monitors each classroom closely to ensure that effective strategies are being implemented in each classroom and that the instructional practices are geared to challenging state standards.

Budget

Issues to Address	Describe Resources	Funding Sources	Total (funds available)
Research-Based Program(s) (Instructional Materials)	Level Reading Books	FEFP	\$ 500.00
Research-Based Resource(s) (i.e. websites, assessment tools)	Basal Series Assessments	FEFP	\$350.00
Professional Development	Substitutes	FEFP	\$ 120.00
		Total:	\$970.00

Highly Qualified Certified In-Field Instructors

All six of our classroom teachers and our principal are highly qualified, certified, in-field instructors in elementary reading (see "Quality Staff" above).

MATHEMATICS

Needs Assessments

We identify math 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' math skills. In particular, we use Stanford 10 data, FCAT Sunshine State Standards benchmark data, FCAT NRT data, AYP subgroup data, Star Math assessments, and Everyday Math chapter and unit tests.

While our math scores are some of the highest in the district (Appendix III), our math needs assessments for 2007-08 have identified six children (Appendix V) who will need additional help in math in 2008-09.

Goal Statement

All students at Expressions will perform math on grade level or above and be able to proficiently use the math they have learned in their everyday life. In addition, 62% of Expressions students will score a level 3 or higher on FCAT mathematics.

Objective

Expressions student who have trouble with math get the help they need to improve their math proficiency so that they will be at grade level by fifth grade.

Strategies

1. The Expressions curriculum is enriched and enhanced by the incorporation of the arts into all subjects. We have found that this creates and maintains high interest in each academic subject, which increases the achievement of all children, and allows us to offer an exciting accelerated curriculum which is consistent with and designed to implement Florida's Sunshine State standards.
2. Potentially underserved populations and low achieving children are identified using student performance data such as baseline reading and math assessments, Computer-based diagnostics, free/reduced lunch profiles, low standardized testing scores, and classroom observation.
3. Reduced class size (11-16 per class) enables our teachers to identify problem areas quickly.
4. All children who are identified as "at risk" (usually lowest quartile students) are given an Academic Improvement Plan (AIP). The AIPs are developed by a collaboration of the classroom teacher, Title I lead teacher, paraprofessional tutor, principal and parents. The AIP outlines the specific academic strategies that will be used on the student for the academic year. It also tracks the possibility of retention for the "at risk" child.
5. Paraprofessionals are used to assist the "at risk" children while they are in the classroom under the direct supervision of a teacher, and tutoring takes place during times when the children would not otherwise be receiving instruction in the classroom.
6. Low achieving students are evaluated more frequently throughout the school year (at least quarterly) using appropriate diagnostic tools.

7. Children with learning disabilities are identified, evaluated by School Board Psychologists, and then placed into the special education program.
8. Summer tutoring is offered to low achieving children.

Evaluation

Our staff constantly evaluates the results of quarterly assessments and yearly standardized tests. New students are evaluated in the first three weeks of attendance.

Research-Based Program

Basic Curriculum: All of our teachers use Everyday Mathematics from the University of Chicago School Mathematics Project.

Professional Development Aligned with this Objective

Our staff participates in appropriate professional development activities as they come available. The School Board of Alachua County and its Title I office provide many training opportunities throughout the year. Whenever possible, training is given to teachers and paraprofessionals in how to identify educational difficulties and how to provide appropriate assistance to individual students.

Our highly qualified teachers and paraprofessionals meet at least once a week to share information and develop curricula and teaching methods that integrate academic instruction. These study groups discuss various students and techniques. The most experienced teachers mentor, coach and model for our less experienced teachers.

Our principal ensures that information gleaned from professional development workshops is shared and followed-up. She also monitors each classroom closely to ensure that effective strategies are being implemented in each classroom and that the instructional practices are geared to challenging state standards.

Budget

Issues to Address	Describe Resources	Funding Sources	Total (funds available)
Research-Based Program(s) (Instructional Materials)	Everyday Math Student Workbooks	FEFP	\$ 3,000.00
Professional Development	Substitutes	FEFP	\$ 60.00
		Total:	\$ 3,060.00

Highly Qualified Certified In-Field Instructors

All six of our classroom teachers and our principal are highly qualified, certified, in-field instructors in elementary mathematics (see "Quality Staff" above).

WRITING

Needs Assessments

We 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' writing skills. In particular, we use FCAT Sunshine State Standards benchmark data and teacher evaluations of classroom assignments.

Our writing scores are below the district and state averages (Appendix III). Our writing needs assessments for 2007-08 have identified four children (Appendix V) who will need additional help in writing in 2008-09. It is clear that we need to start emphasizing writing skills from kindergarten, and to help our student distinguish between creative writing and the writing style favored by the FCAT.

Goal Statement

All Expressions students write at grade level and above with technical correctness while maintaining creativity, thoughtfulness and broad expressions of ideas. In addition, 90% of students will score a level 3 or higher on FCAT writing.

Objective

Our school will improve performance in writing so that every 4th grade student will get at least a 3.5 on the FCAT.

Strategies

1. The staff has evaluated the new writing curriculum (Zaner-Bloser Strategies) that was used in the 4th and 5th grades last year, and it is recommended that we expand the use of this series in grades 1-3 as well.
2. The 4th grade teacher will supplement her Strategies series with the G.U.M. (Instruction and Practice for Grammar, Usage, and Mechanics) series.
3. The 4th grade teacher will begin FCAT writing practice right at the beginning of the school year with a focus on the robotic writing style favored by the FCAT assessors.
4. The Expressions curriculum is enriched and enhanced by the incorporation of the arts into all subjects. We have found that this creates and maintains high interest in each academic subject, which increases the achievement of all children, and allows us to offer an exciting accelerated curriculum which is consistent with and designed to implement Florida's Sunshine State standards.
5. Potentially underserved populations and low achieving children are identified using student performance data such as baseline reading and math assessments, Computer-based diagnostics, free/reduced lunch profiles, low standardized testing scores, and classroom observation.
6. Reduced class size (11-16 per class) enables our teachers to identify problem areas quickly.

7. All children who are identified as “at risk” (usually lowest quartile students) are given an Academic Improvement Plan (AIP). The AIPs are developed by a collaboration of the classroom teacher, Title I lead teacher, paraprofessional tutor, principal and parents. The AIP outlines the specific academic strategies that will be used on the student for the academic year. It also tracks the possibility of retention for the “at risk” child.
8. Paraprofessionals are used to assist the “at risk” children while they are in the classroom under the direct supervision of a teacher, and tutoring takes place during times when the children would not otherwise be receiving instruction in the classroom.
9. Low achieving students are evaluated more frequently throughout the school year (at least quarterly) using appropriate diagnostic tools.
10. Children with learning disabilities are identified, evaluated by School Board Psychologists, and then placed into the special education program.

Evaluation

Our staff constantly evaluates the results of quarterly assessments and yearly standardized tests. New students are evaluated in the first three weeks of attendance.

Research-Based Program

Basic Curriculum: Zaner-Bloser Strategies series, Zaner-Bloser Use-and-Keep Writing Portfolios, Zaner-Bloser G.U.M. series, 730 Journal Prompts, and Caught'ya!

Professional Development Aligned with this Objective

Our staff participates in appropriate professional development activities as they come available. The School Board of Alachua County and its Title I office provide many training opportunities throughout the year. Whenever possible, training is given to teachers and paraprofessionals in how to identify educational difficulties and how to provide appropriate assistance to individual students.

Our highly qualified teachers and paraprofessionals meet at least once a week to share information and develop curricula and teaching methods that integrate academic instruction. These study groups discuss various students and techniques. The most experienced teachers mentor, coach and model for our less experienced teachers.

Our principal ensures that information gleaned from professional development workshops is shared and followed-up. She also monitors each classroom closely to ensure that effective strategies are being implemented in each classroom and that the instructional practices are geared to challenging state standards.

Budget

Issues to Address	Describe Resources	Funding Sources	Total (funds available)
Research-Based Program(s) (Instructional Materials)	Strategies Writing Handbooks	FEFP	\$ 500.00
Technology	Mac Compatible Instructional Software	FEFP	\$160.00
Professional Development	Substitute	FEFP	\$ 180.00
		Total:	\$ 840.00

SCIENCE

Needs Assessments

We 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' science skills. In particular, we use FCAT Sunshine State Standards benchmark data and teacher evaluations of classroom assignments.

Our science scores are repeatedly among the highest in our district (Appendix III). We will continue to teach science using our teacher created materials.

Goal Statement

All Expressions students will continue to demonstrate knowledge of science at grade level or above and will be to apply scientific thinking and methods to situations in their life and make well-reasoned, thoughtful, and healthy lifelong decisions.

Objective

Maintain our science scores at a level above the district and state average.

Strategies

1. The Expressions curriculum is enriched and enhanced by the incorporation of the arts into all subjects. We have found that this creates and maintains high interest in each academic subject, which increases the achievement of all children, and allows us to offer an exciting accelerated curriculum which is consistent with and designed to implement Florida's Sunshine State standards.
2. Potentially underserved populations and low achieving children are identified using student performance data such as baseline reading and math assessments, computer-based diagnostics, free/reduced lunch profiles, low standardized testing scores, and classroom observation.
3. Reduced class size (11-16 per class) enables our teachers to identify problem areas quickly.
4. All children who are identified as "at risk" (usually lowest quartile students) are given an Academic Improvement Plan (AIP). The AIPs are developed by a collaboration of the classroom teacher, paraprofessional tutor, principal and parents. The AIP outlines the specific academic strategies that will be used on the student for the academic year. It also tracks the possibility of retention for the "at risk" child.
5. Paraprofessionals are used to assist the "at risk" children while they are in the classroom under the direct supervision of a teacher, and tutoring takes place during times when the children would not otherwise be receiving instruction in the classroom.
6. Low achieving students are evaluated more frequently throughout the school year (at least quarterly) using appropriate diagnostic tools.

7. Children with learning disabilities are identified, evaluated by School Board psychologists, and then placed into the special education program

Evaluation

Our staff constantly evaluates the results of quarterly assessments and yearly standardized tests. New students are evaluated in the first three weeks of attendance.

Research-Based Program

Basic Curriculum: Teachers use created units based on scientific principals. These units are supplemented and enhanced by the Harcourt Science series.

Professional Development Aligned with this Objective

Our staff participates in appropriate professional development activities as they come available. The School Board of Alachua County provides many training opportunities throughout the year.

Budget

Issues to Address	Describe Resources	Funding Sources	Total (funds available)
Professional Development	Substitutes	FEFP	\$ 60.00
		Total:	\$ 60.00

Highly Qualified Certified In-Field Instructors

All six of our classroom teachers and our principal are highly qualified, certified, in-field instructors in elementary science (see “Quality Staff” above).

PARENTAL INVOLVEMENT

Needs Assessments

We identify needs through the use of parent surveys and informal communication. We also track parent participation in volunteering, parent meetings, parent teacher conferences, phone calls, and written communications sent home.

Goal Statement

Our school provides opportunities for involving parents, families, guardians, and other community stakeholders as collaborative partners in achieving school improvement and education accountability.

Objective

Expressions parents are highly involved in their child's education.

Strategies

1. We maintain close contact with our parents through a weekly newsletter, a website www.expressionsacademy.org, a message board and daily personal contact. This ensures that parents are familiar with, and participate in school activities, which helps all parents learn about and contribute to the education of their students.
2. We provide opportunities for parents to volunteer and participate in the classroom. Our Parent Involvement Policy and Parent Compact require that each family volunteer at least ten hours per school year.
3. We provide homework totes and red folders as a means to help parents help their children to organize their schoolwork. Tips on how to use these items and how to help students with homework will be shared with parents during the beginning of school open house.
4. All new students and parents are invited to attend a special meet the teacher day, which is held before school starts. We find that this also assists incoming kindergarten children and their parents in the transition to elementary school.
5. Each fall, all parents are invited to attend an annual open-house meeting where they learn about the Title I program, and receive information in a Parent Handbook which outlines our school's policies and procedures, Parent's Rights, the Parent Compact, and the Parent Involvement Policy.
6. All parents are encouraged to conference with teachers to discuss assessment and grading procedures.
7. Parent-teacher conferences are conducted for students who do not meet student performance standards that include:
 - a. What the school will do to help the student meet the standards;
 - b. What the parents can do to help improve student performance;
 - c. Additional assistance available to the student in the community.

8. The school provides parents with individual student academic assessment results in a language the parents can understand, including an interpretation of those results. Assistance is available to help parents in understanding the state's assessments and how to monitor their child's progress.
9. Every nine weeks, parents receive report cards which evaluate the academic progress of their child. Additionally, we meet with parents of "at risk" children at least three times a year through our Academic Improvement Plan (AIP) program.
10. We mail report cards, grades, and standardized tests results directly to the parents.
11. In our library and office area we provide family literacy opportunities and materials for training parents to work with their children to improve achievement.
12. Our staff attends workshops and educational opportunities about how to work with parents as equal partners.

Evaluation

Evaluation is based on parent and staff surveys, and informal communication, and tracking of parent involvement activities.

Research-Based Program

Our resource center has many publications which give research-based information about how parents can help their children. Examples include "*What to know & Where to Go Parents Guide to No Child Left Behind*", "*Putting Reading First*" and "*Homework Tips for Parents*" by the U.S. Department of Education, Series of Booklets by The Parent Institute.

Professional Development Aligned with this objective

Our Title I Parent Involvement Contact and School Volunteer Coordinator attend all workshops offered by the School Board of Alachua County that pertain to parent involvement and volunteerism.

Budget

Issues to Address	Describe Resources	Funding Sources	Total (funds available)
Research-Based Resource(s) (i.e. websites, assessment tools)	Website portion of Cavalier Telephone Co.	FEFP	\$ 1000.00
Professional Development	Substitute 1 day	FEFP	\$ 60.00
		Total:	\$1060.00

ADDITIONAL GOALS

SCHOOL SAFETY AND DISCIPLINE

Needs Assessment

We identify needs through the use of parent, student and staff surveys. We also look at discipline records for each school year.

Goal Statement

Our school provides an environment that is drug-free and protects students' health, safety, and civil rights.

Objective

The school provides a safe learning environment

Strategies

1. Fire, safety and health inspections are conducted by Alachua County and the School Board of Alachua County several times a year
2. Parking lot safety is increased by offsetting class start and stop times
3. Parents and students are given a Parent Handbook which includes a *Student Code of Conduct*. Teachers and Administrators ensure that students follow the rules. Students are disciplined appropriately as laid out in the code.

Evaluation

Administrators evaluate parent, student and staff surveys.

STUDENT HEALTH & FITNESS

Needs Assessment

Each classroom teacher collaborates with the dance teacher to determine if each student

1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
2. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
3. Participates regularly in physical activity.
4. Achieves and maintains a health-enhancing level of physical fitness.
5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
6. Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.
7. Has parents whom understand and support the value of physical education in the form of dance and organized recess games.

Goal Statement

Our students are physically fit and the importance of health and fitness is understood by all parents.

Objective

All students participate in physical education at least 30 minutes per day and take dance classes at least twice a week. In addition, recess will include instruction in group games ranging from hopscotch to soccer.

Strategies

1. The Expressions curriculum is enriched and enhanced by the incorporation of the arts into all subjects. We have found that this creates and maintains high interest in each academic subject, which increases the achievement of all children, and allows us to offer an exciting accelerated curriculum to all of our students.
2. All parents and students sign a compact that states that they will participate in the art components of our curriculum, including dance.
3. Because of the importance of our dance activities, students who routinely refuse to participate will be asked to leave our school.

Evaluation

Our teachers consult with the dance teacher each semester to assess each student's participation in dance and organized recess games.

TECHNOLOGY

Needs Assessment

We will assess our technology needs based on staff and student surveys.

Goal Statement

Use computer assisted instruction in curriculum.

Objective

We will use computer assisted instruction in our reading, spelling and writing curriculum.

Strategies

1. We will continue to use our new computers to help with writing for 4th grade.
2. We will encourage the use of our internet access to research reading and writing projects.

Evaluation

The administration will review student and staff surveys.

FINAL BUDGET

Issues to Address	Describe Resources	Funding Sources	Total (Funds) Available
Research-Based Program(s)	Leveled Reading Books Everyday Math Student Workbooks Strategies Writing Handbooks	FEFP	\$ 500.00 \$3,000.00 \$ 500.00
Research-Based Resource(s)	Basal Series Assessments Website Portion of Cavalier Telephone Co.	FEFP	\$350.00 \$1,000.00
Technology	Mac Compatible Instructional Software	FEFP	\$ 160.00
Professional Development	Substitutes	FEFP	\$ 480.00

APPENDICES
APPENDIX I: 2007-08 PARENT SURVEY AND RESULTS

Percentage of Surveys Returned: 27/82 = 33%

1. Overall, my child is receiving a good education at Expressions Learning Arts Academy.

Strongly Agree - 81% Agree - 15% Disagree – 3%

2. I am satisfied with my child's yearly academic progress.

Strongly Agree - 78% Agree - 15% Disagree - 2% Strongly Disagree – 2%

3. I receive helpful information about my child's progress in language I understand.

Strongly Agree - 81% Agree - 15% No Opinion - 2% Disagree - 2%

4. ELAA provides opportunities for involving parents, families and other community members as collaborative partners in achieving school improvement and educational accountability.

Strongly Agree - 89% Agree - 7% No Opinion - 2%

5. The school helps me with my child's learning.

Strongly Agree - 67% Agree - 26% Disagree - 2% Strongly Disagree – 2%

6. I am welcome when I visit my child's school.

Strongly Agree - 81% Agree - 11% No Opinion - 2% Disagree – 2%

7. The school listens to my ideas.

Strongly Agree - 67% Agree - 26% No Opinion - 2% Disagree - 2%

8. ELAA provides a learning environment conducive to teaching and learning.

Strongly Agree - 74% Agree - 22% Strongly Disagree - 2%

9. The school provides an environment that is drug-free and protects student health, safety and civil right

Strongly Agree - 89% Agree - 7% Strongly Disagree – 2%

10. The teaching staff possess competency and demonstrates the performance needed to maximize learning among students.

Strongly Agree - 89% Agree - 7% Disagree - 2%

11. The teachers expect my child to try his or her best.

Strongly Agree - 89% Agree - 7% Disagree – 2%

APPENDIX II: 2007-08 STAFF SURVEY AND RESULTS

Percentage of Surveys Returned: 9/12 = 75%

- 1) "Teachers stress academic achievement as a priority for their students"
Strongly Agree: 100%
- 2) "Teachers hold students accountable for clear and accurate writing regardless of the subject matter"
Strongly Agree: 88.9% Agree: 11.1%
- 3) "Teachers provide activities that develop critical thinking skills"
Strongly Agree: 88.9% Agree: 11.1%
- 4) "Materials and supplies are adequate for the students' abilities"
Strongly Agree: 88.9% Agree: 11.1%
- 5) "The results of in-class assessments are used to examine students' strengths and weaknesses and to give feedback to students"
Strongly Agree: 88.9% Agree: 11.1%
- 6) "Teachers and the principal, at least annually, thoroughly review and analyze test results to plan instructional program modifications"
Strongly Agree: 66.7% Agree: 33.3%
- 7) "Students appear to believe that school rules are reasonable and appropriate"
Strongly Agree: 77.8% Agree: 22.2%
- 8) "Students are held accountable for maintaining school rules throughout the year"
Strongly Agree: 77.8% Agree: 22.2%
- 9) "Administrators support teachers in dealing with student discipline matters"
Strongly Agree: 100%
- 10) "School staff enforces the student rules consistently and equitably"
Strongly Agree: 88.9% Agree: 11.1%
- 11) "Teachers, administrators, parents, and students share responsibility for maintaining discipline"
Strongly Agree: 77.8% Agree: 22.2%
- 12) "The physical condition of this building is generally pleasant and in good repair"
Strongly Agree: 33.3% Agree: 55.6% Disagree: 11.1%
- 13) "Students and staff members take pride in the school and help to keep building and grounds clean and attractive"
Strongly Agree: 66.7% Agree: 33.3%
- 14) "This building is a safe and secure place to work during the normal school day"
Strongly Agree: 55.6% Agree: 44.4%
- 15) "There is a positive school spirit"
Strongly Agree: 88.9% Agree: 11.1%
- 16) "In spite of students' home background, teachers feel they can successfully teach 90-95% of their students"
Strongly Agree: 77.8% Agree: 22.2%
- 17) "Students who are not achieving are given additional help in a timely"
Strongly Agree: 88.9% Agree: 11.1%
- 18) "An expectation of our reading program is that students frequently predict, sample, confirm, and self-correct during reading"
Strongly Agree: 100%

- 19) "The time set aside for instruction is free from interruptions (e.g., intercom, messages, assemblies, mowing the lawn)"
 Strongly Agree: 66.7% Agree: 33.3%
- 20) "There are successful preventative strategies for helping students at risk of school failure"
 Strongly Agree: 88.9% Agree: 11.1%
- 21) "The principal is highly visible, making frequent informal contact with students and teachers"
 Strongly Agree: 88.9% Agree: 11.1%
- 22) "The principal seeks ideas and suggestions from the staff"
 Strongly Agree: 88.9% Agree: 11.1%
- 23) "The principal and the staff jointly plan the staff development program"
 Strongly Agree: 66.7% Agree: 33.3%
- 24) "There is a staff development program based on school goals"
 Strongly Agree: 66.7% Agree: 33.3%
- 25) "The principal is accessible to discuss matters dealing with instruction"
 Strongly Agree: 88.9% Agree: 11.1%
- 26) "Instructional leadership from the principal is clear, strong, and centralized"
 Strongly Agree: 77.8% Agree: 22.2%
- 27) "The parent organization is considered important by the school staff"
 Strongly Agree: 88.9% Agree: 11.1%
- 28) "Parents are encouraged to share ideas for school improvement with administration and staff"
 Strongly Agree: 77.8% Agree: 22.2%
- 29) "Teachers spend more time communicating with parents about the good things students do than about the bad"
 Strongly Agree: 66.7% Agree: 33.3%
- 30) "Parents are aware of the discipline policy"
 Strongly Agree: 77.8% Agree: 22.2%
- 31) "Parent-teacher conferences focus on factors directly related to student achievement"
 Strongly Agree: 100%
- 32) "Most parents rate this school as superior"
 Strongly Agree: 100%

APPENDIX III: ACHIEVEMENT SCORES SPRING 2008

Reading

Stanford 10 Reading Comprehension Grade 1 (All Curriculum Groups)

Number of students =16	% at 0-20% NPR	% at 21-40% NPR	% at 41-60% NPR	% at 61-80% NPR	% at 81-99% NPR	% Tested
Expressions	0	6.25	6.25	18.75	68.75	100

Stanford10 Reading Comprehension Grade 2 (All Curriculum Groups)

Number of students =14	% at 0-20% NPR	% at 21-40% NPR	% at 41-60% NPR	% at 61-80% NPR	% at 81-99% NPR	% Tested
Expressions	0	7.14	14.29	28.57	50	100

FCAT SSS Reading Grade 3 (All Curriculum Groups)

Group Name	Number of Students	Mean Developmental Scale Score	Mean Scale Score (100-500)	% in each Achievement Level					Percent in Achievement Levels 3 and Above
				1	2	3	4	5	
State	204,251	1378	313	16	12	34	31	7	72
District	2,099	1387	314	16	13	32	29	9	71
Expressions	13	1468	328	0	15	38	31	15	85

FCAT SSS Reading Grade 4 (All Curriculum Groups)

Group Name	Number of Students	Mean Developmental Scale Score	Mean Scale Score (100-500)	% in each Achievement Level					Percent in Achievement Levels 3 and Above
				1	2	3	4	5	
State	192,761	1577	319	17	13	32	29	9	70
District	1,975	1584	320	19	12	28	29	11	68
Expressions	11	1728	345	9	0	18	55	18	91

FCAT SSS Reading Grade 5 (All Curriculum Groups)

Group Name	Number of Students	Mean Developmental Scale Score	Mean Scale Score (100-500)	% in each Achievement Level					Percent in Achievement Levels 3 and Above
				1	2	3	4	5	
State	195,400	1624	305	17	16	34	26	7	67
District	1,930	1640	308	18	14	30	29	9	68
Expressions	12	1869	349	0	0	42	33	25	100

Mathematics

Stanford 10 Mathematics Problem Solving Grade 1 (All Curriculum Groups)

Number of students =16	% at 0-20% NPR	% at 21-40% NPR	% at 41-60% NPR	% at 61-80% NPR	% at 80-99% NPR	% Tested
Expressions	0	0	0	25	75	100

Stanford 10 Mathematics Problem Solving Grade 2 (All Curriculum Groups)

Number of students =14	% at 0-20% NPR	% at 21-40% NPR	% at 41-60% NPR	% at 61-80% NPR	% at 80-99% NPR	% Tested
Expressions	0	0	0	42.86	57.14	100

FCAT SSS Mathematics Grade 3 (All Curriculum Groups)

Group Name	Number of Students	Mean Developmental Scale Score	Mean Scale Score (100-500)	% in each Achievement Level					Percent in Achievement Levels 3 and Above
				1	2	3	4	5	
State	204,180	1454	333	10	13	33	29	14	76
District	2,097	1448	332	13	14	30	27	17	73
Expressions	13	1495	342	0	8	54	23	15	92

FCAT SSS Mathematics Grade 4 (All Curriculum Groups)

Group Name	Number of Students	Mean Developmental Scale Score	Mean Scale Score (100-500)	% in each Achievement Level					Percent in Achievement Levels 3 and Above
				1	2	3	4	5	
State	192,792	1562	324	12	18	36	24	10	71
District	1976	1569	326	14	19	31	23	14	68
Expressions	11	1557	323	9	9	36	36	9	82

FCAT SSS Mathematics Grade 5 (All Curriculum Groups)

Group Name	Number of Students	Mean Developmental Scale Score	Mean Scale Score (100-500)	% in each Achievement Level					Percent in Achievement Levels 3 and Above
				1	2	3	4	5	
State	195,418	1671	333	15	24	27	26	9	61
District	1,930	1679	335	16	23	22	27	12	61
Expressions	12	1751	351	8	8	32	42	8	83

Writing

FCAT SSS Writing Grade 4 (All Curriculum Groups)

Group Name	Type of Writing	Number of Students	Mean Score	Percent Earning Each Score Point											Percent 3.5 or Above
				1	1.5	2	2.5	3	3.5	4	4.5	5	5.5	6	
				State	Exp	95,930	-	1	1	3	4	12	16	39	
District	Exp	983	-	1	1	3	3	10	15	38	16	9	2	1	81
Expressions	Exp	6	365	0	0	0	0	0	0	67	17	17	0	0	100
State	Nar	95,760	-	1	1	4	5	17	11	35	13	8	4	2	73
District	Nar	987	-	1	1	4	5	13	9	34	14	9	6	4	76
Expressions	Nar	5	296	20	0	0	20	0	0	40	20	0	0	0	60
State	Both	190,008	304	1	1	3	4	14	13	37	14	8	3	1	77
District	Both	1,961	310	1	1	3	4	12	12	36	16	9	4	2	79
Expressions	Both	11	333	9	0	0	9	0	0	55	18	9	0	0	82

Science

FCAT SSS Science Grade 5 (All Curriculum Groups)

Group	Number of Students	Mean Scale Score (100-500)	By Content										
			% in each Achievement Level						Physical and Chemical	Earth and Space	Life and Environmental	Scientific Thinking	
			1	2	3	4	5	3-5					
Number of Points Possible										12	14	13	12
State	194,991	310	23	33	32	9	3	43	7	8	8	7	
District	1,925	313	26	27	30	12	4	47	7	8	8	7	
Expressions	12	362	0	17	42	33	8	83	9	10	11	10	

APPENDIX IV: FREE AND REDUCED LUNCH REPORT

Alachua County Schools

School	Total Pop	Free/Reduced	Percent
Expressions Learning Charter Gr K-5	82	27	32.9
County Totals	24639	11500	46.7

APPENDIX V: ACADEMIC INTERVENTION NEEDS 2008-09

Based on 2008 standardized testing and classroom observation, we predict that at least fourteen individual children will need academic intervention in the 2008-09 school year.

The chart shows an X in each area where the child performed lower than 41% NPR on the Stanford 10, had an achievement level of Level 2 or lower on the SSS FCAT or lower than a 3.5 on FCAT writing, or is unable to perform at grade level in the classroom.

Child	2007-08 Grade	Reading	Math	Writing	Science
1	1 st	x			
2	2 nd	x			
3	2 nd	x			
4	3 rd	x			
5	3 rd	x			
6	3 rd		x		
7	4 th	x		x	
8	4 th	x		x	
9	4 th		x		
10	4 th	x	x		
11	4 th	x	x	x	
12	4 th				
13	5 th	x	x	x	
14	5 th		x		

APPENDIX VI: PARENTAL INVOLVEMENT POLICY 2008-09

Parent involvement is important to the success of our all our students. Our school has made parental communication a high priority. Parents are involved in all aspects of the school's activities. Parental input is solicited using various methods, which include scheduled meetings, conferences, needs-assessment surveys, PTO meetings, and an open invitation to visit our school anytime. We plan various meetings throughout the year with all parents.

Our teachers and staff communicate with our parents in various ways:

1. The small size of our school allows us to easily talk with parents either in person or via phone at almost any time;
2. Parents receive a weekly letter home from us informing them of activities, planned parent meetings, and parent volunteer opportunities;

3. Weekly newsletters are available via e-mail;
4. Students use curriculum tote bags to transport homework and parent-teacher communication;
5. We also have information available on our Internet Web-Site, which can be accessed by computer;
6. We encourage parents to conference with teachers as often as necessary in order to discuss their child's progress in all areas;
7. Students receive report cards every nine weeks;
8. Assessment test results are also sent to each parent, along with reading and parenting tips for use at home;
9. Achievement test scores are sent to parents after our school receives them;
10. All communication with parents is in a language the parents can easily understand;
11. Teachers and staff are versed in assisting parents to understand assessments, grade reports, testing results, and other student performance indicators;
12. Parental involvement materials have been placed in the lobby of the school for easy access;
13. Training videos, educational software and family literacy bags are available for check-out;
14. If a child is not meeting performance standards, teachers will call for a parent-teacher conference to discuss what the school and parents can do to help improve student performance and to explore additional assistance which may be available in the community.

A School-Parent Compact is signed by all parents. This compact outlines the different responsibilities of the parents, students, teacher and staff, and principal in the support of effective education for each child.

We are fortunate that our parental involvement is very high, and at all times we encourage our parents to give us input and feedback on our programs. We also send out a parent survey towards the end of the year to make sure each parent has the opportunity to give us suggestions and ideas. These parent surveys give us data that helps us to:

1. Develop a School Improvement Plan;
2. Develop our Parent Involvement Policy;
3. Enhance the awareness of teachers and staff on how to reach out to and work with parents as equal partners.

Annual and Resource meetings held over the course of the year enable us to:

1. Inform parents of their school participation in, and development of, the Parent Involvement Plan and their right to be involved;
2. Provide materials and training not otherwise available to help parents with their child's achievement;
3. Provide information on literacy training and other Title 1 resources available in the community;
4. Provide information on how parents can access the National, State, and Local Education Goals and Improving America's Schools Act;
5. Provide resources for parents to learn about child development and academic strategies that are designed to help parents become full partners in the education of their children;
6. Expend necessary resources associated with parental involvement activities, which

- enable parents to participate in school-related meetings;
7. Provide reasonable support for parent involvement at the request of any parent.

In addition to these provisions, as a school, we:

1. Encourage partnerships between our school and local businesses that include a role for parents and foster academic growth;
2. Involve parents through an annual survey in the development of teacher training to improve effectiveness of instruction and services to all children;
3. Encourage meetings at a variety of times, often working with individual parents to overcome their time constraints and maximize their participation in school-related activities;
4. Keep a copy of our School Improvement Plan in an accessible place for parents to review;
5. Ensure that we have notified parents that they may request information regarding the professional qualifications of their child's teachers and any paraprofessionals providing services to their child;
6. Distribute a copy of Parent's Rights booklet provided by the School Board each year;
7. Provide parents with a copy of this Parental Involvement plan each year.

APPENDIX VII: PARENT STUDENT COMPACT 2008-09

School Responsibilities

Expressions Learning Arts Academy will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
 - Provide an orderly classroom and safe school environment;
 - Develop programs and activities which will respond to the social, emotional, personal, and physical developmental needs of each student;
 - Assist parents in helping their children develop the self-discipline, self-respect and self-confidence to participate at Expressions Learning Arts Academy;
 - Provide an environment that allows for positive communication between the parent, teacher, and student;
 - Encourage teachers to provide homework assignments that will reinforce classroom instruction;
 - Encourage parents to become acquainted with and support the rules of Expressions Learning Arts Academy.
- Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, these conferences will be held at any time during the school year as requested by the teacher and/or parent, as many times as needed.
- Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Graded class work, report cards every 9 weeks, standardized test scores in spring and various academic assessment reports (i.e. Star Reading and Math) as necessary.
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: If a parent wishes to discuss their child's progress at length, scheduled appointments or phone calls are most appreciated. While brief discussions may take place at

dismissal, parents are asked to refrain from trying to discuss their child at the beginning of class or at any time other children or parents are present.

- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as arranged with the teacher. At Expressions, **all parents are required to volunteer at least 10 hours a year**, and this time may be spent volunteering in the classroom.

Parent/Guardian Responsibilities

I, as a parent/guardian, will:

- Support my child's participation in all of the arts components of the curriculum;
- Monitor attendance and send my child to school each day on time and prepared with all materials;
- Check my child's work and homework on a regular basis;
- Provide my child with suitable study conditions and support at home;
- Promote positive use of my child's extracurricular time;
- Communicate with my child's teachers when I am concerned about my child's work or health;
- Stay informed about my child's education and communicate with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate;
- Participate in PTO activities to the extent possible;
- Volunteer at least 10 hours per year

APPENDIX IX: PRINCIPAL'S ATTESTATION

To Meet the Requirements of the *No Child Left Behind Act of 2001*
REGARDING "HIGHLY QUALIFIED STAFF"

Directions: The No Child Left Behind Act of 2001 requires that the principal of each school with a Title I program attests annually in writing as to whether the school is in compliance with the requirements of Section 1119 of the law. These requirements are as follows:

1. Each teacher hired after the first day of the 2002-2003 school year and teaching in a program supported with Title I, Part A funds (all teachers in a Schoolwide program) must meet the State's definition of "highly qualified."
2. By the end of the 2005-06 school year, all teachers in the district must be highly qualified.
3. Any paraprofessional hired after January 8, 2002 must meet one of the following qualifications:
 - a. Have an associate's degree or higher
 - b. Have completed at least two years of higher education
 - c. Have received a passing score on an acceptable rigorous assessment of their knowledge and skills
4. All paraprofessionals, regardless of hiring date, must have at least a high school diploma or it's equivalent.
5. No paraprofessional may be assigned a duty inconsistent with the requirements of Section 1119; i.e.,
 - a. Each instructional paraprofessional must work under the direct supervision of a highly qualified teacher;
 - b. No paraprofessional may provide tutoring during a time when a student would otherwise be receiving instruction from a teacher.

- c. Paraprofessionals may be assigned only limited duties consistent with those assigned to similar personnel.

Please fill in the requested information and check the appropriate box below. If you check that your school "is not yet" in compliance, please indicate the reason(s) for this.

I, Cheryl Valantis hereby attest that Expressions Learning Arts Academy :
(Principal's Name) (School Name)

- Is
- Is not yet

in compliance with the requirements of Section 1119 of the *No Child Left Behind Act of 2001*.

Reason(s) for lack of compliance:

Signature of Principal: _____ Date: _____

APPENDIX X: APPROVAL OF PLAN BY BOARD OF DIRECTORS

Expressions Learning Arts Academy
Minutes for Board of Directors Meeting
06/28/08

Minutes:

Read/Approve Minutes From Previous Meeting Dated: 2/29/08

Financial Report/Budget:

1. **Approved (4-0)** for 2007-08 Final Budget. The figures have been finalized. Need approval for adjustments made to this year's final budget to reflect changes needed due to unanticipated funding cuts.
2. **Approved (4-0)** for 2007-08 Capitol Outlay Plan. All 2007-08 Capitol Outlay funds will be used for lease, renovation, repair and maintenance of our buildings.
3. **Approved (4-0)** for paying Scot Davis for moving classrooms and maintenance, Juniper DiGiovanni for Data Base and Infinite Campus conversion.
4. **Approved (4-0)** for hiring Poker Plumbing, Tucker Brothers Flooring, Ed Sherwood, Pete LeShane, and others as needed to complete remodeling and maintenance.

Cheryl Valantis' salary will not change, but will reflect last year's 3% increase (given to all employees), but in biweekly increments. Last year, she was given the increase in a lump sum due to bookkeeping considerations as a year round employee.

Personnel:

1. **Approved (4-0)** for new teaching contracts. All salary levels were kept at the same level as last year. Aase Zori is on sabbatical and Jami Bailey is no longer are employed.
2. **Approved (4-0)** for hiring Derry Dalbek (kindergarten teacher) and Beverly Herget (Office Assistant and Dance Assistant).

School Business:

1. **Approved (4-0)** for School Improvement Plan.

Board Member Changes:

1. **Approved (4-0)** to elect Ronnie Brunny as a board member for term starting 6-08 thru 06/11

Policies and Procedures Changes: None at this time

Committee Reports: None

Public Input Time: None

Next Meeting will be held in August 2008