

# Executive Summary

## High Springs Community School

### 2008 – 2009

High Springs Community School has continued the tradition of academic excellence that has been well established. The focus of the School Improvement Plan has been an integrated approach to reading. The result has been increased achievement in most academic areas:

- 3rd and 4th grade students scored above the state average in reading and math
- 5th grade students scored above the state average in reading and science
- 6th and 7th grade students scored above the state average in reading and math
  
- 8th grade students scored above the state average in reading, math, writing, and science

Staff development opportunities continued during the 2007-2008 school year on a regular basis. Site based trainings included *Guided Leveled Reading*, *Student Engagement*, *Comprehension Strategies* and *CRISS*. Teachers also participated in technology in-service, book study groups, and inclusion workshops around the county. Several primary teachers attended *GEMS Training*, *Literacy Work Station Training* and training for the newly adopted reading program. Many middle grades teachers attended training for *High Yield Strategies* by Marzano and Larry Bell's *"Most Powerful Words"*.

In the coming year, we will continue the use of commercial student planners in grades 3 – 8. The purpose of these planners is to provide for ongoing communication between school and home, and a school-wide emphasis on organizational skills. In the area of student recognition, we will continue current programs such as Student of the Week and the Hawk Honors Program. As a Project Include School, we will continue to explore ways to differentiate instruction for students of all abilities. As our Gifted population continues to grow, we have expanded the Gifted curriculum to include reading, writing, math and science.

### **School Grades:**

#### **High Springs Community School**

2004 – 2005 A  
2005 - 2006 A  
2006 – 2007 A  
2007 - 2008 A

## School Name: High Springs Community School

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

## **SCHOOL PERFORMANCE** *(All Schools)*

(State will input data)

## School Advisory Council COMPLIANCE (All Schools)

(You will answer a yes or no question on-line; School Advisory Council membership is only one criterion of compliance)

Measures Being Taken to Comply with School Advisory Council Requirement:

Complete if you responded “no” to School Advisory Council Compliance. Describe the measures being taken to balance the SAC membership composition and the timeline for meeting this requirement.

## VISION/MISSION (All Schools) (Note: Graphs and images cannot be inserted into this text box)

High Springs Community School will develop confident, motivated, self-disciplined learners who will contribute to the improvement of self, family, and nation.

## SCHOOL PROFILE /DEMOGRAPHICS (All Schools)

(Note: Graphs and images cannot be inserted into this text box)

In the summer of 2004, High Springs Community School was formed from the merging of High Springs Elementary and Spring Hill Middle. The school now serves approximately 1000 students in kindergarten through eighth grade. In addition, one HeadStart unit is housed on our campus. With an ethnic makeup akin to the rural community, the student population is currently approximately 84% Caucasian, 12% African American, 3 % Hispanic, 1 % Asian, and 1 % Native American. There are 74 faculty members, with one principal, and two assistant principals. One cafeteria and custodial crew serve our students, as does the clerical staff. The state will provide additional information from SPAR.

## SCHOOL DATA SUMMARY (All Schools)

(State will input data)

## QUALITY STAFF (All Schools)

### Highly Qualified, Certified Administrators

**Principal**—Jeff Means, BAE, University of Florida, MEd University of North Florida; twenty-five years experience in education as a regular education teacher, hospital homebound teacher, migrant ed teacher, behavior resource teacher, reading coach, and principal. Certified in Secondary Soc Studies, Middle Grades Science, Administration, and Supervision, and holds Principal endorsement. Board member and Master trainer for Project CR/ISS with training experience in Florida, Georgia, North Carolina, Virginia, Delaware, Mississippi and Iowa, as well as presenter at numerous national conferences for both Project CR/ISS and the International Reading Association.

**Assistant Principal for Administration**—Eva Copeland, BS, Special Education and Elem. Education, Southern Illinois University, MED, Univ. of Florida, Ed Leadership, Specialist Degree, Univ. of Florida, Curriculum & Instruction; twenty-four years teaching experience as K-12 Special Ed teacher, 3rd and 4th grade teacher, Reading Coach and Inclusion Specialist. Additional experience as an adjunct professor for the University of Florida’s Pro-Teach program, Certified District CR/ISS Trainer. Provided district-wide inservice in the areas of Inclusive Practices, served as mentor for pre-service and beginning teachers, attended and presented at state and national conferences in the area of mentoring.

**Assistant Principal for Curriculum**—Lynn McNeill, BAE, Univ. of FL, Elementary Education; MEd, University of Florida, Educational Leadership; twenty-two years in education as elementary grades teacher, Curriculum Resource Teacher, conducted inservice for teachers in the areas of CRISS, Guided Level Reading, Clinical Educator Training, and Mentor Teacher Training; Served as a Seminiar Leader for the New Teacher Induction program, School Advisory Chairperson, involved with the development and implementation of school improvement plans; Member of the District Level CREATE Council.

***High Quality, Highly Qualified Teachers***

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

Every attempt is made to hire certified, highly qualified teachers. Anyone hired out of field must comply with district and state certification requirements for continued employment.

**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.

The School Advisory Council meets throughout the school year to advise the principal in all matters of school improvement. With representation across grade levels from both parents and staff, as well as a strong community involvement, the group reviews and discusses progress that the school is making. Our SAC is composed of 14 members, with representatives from each of the following groups, parents, teachers, career service personnel and community members. Meetings are held throughout the school year, and at a variety of times.

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

**Extended Learning Opportunities (All Schools)**

HSCS offers several types of extended learning programs. At the middle grades level, all students are eligible to attend a free after school program three days a week. At the elementary level, students may attend the fee-based

after school program. During the summer of 2008, HSCS offered four types of classes. All Headstart children entering kindergarten and all retained third graders are invited to attend five days a week through the month of June. Sixth and seventh graders who failed core academic subjects during the regular school year were invited to attend ESY to make up the core subjects failed. As identified on their individualized plans, any exceptional education student may also attend summer school.

**Preschool Transition (Only for Title I schools serving PreK)**

**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, benchmark data, AYP subgroup data, DIBELS, Lexia, FCAT, NRT, etc.)

In 2007-2008, all tested groups did not meet state and federal standards for reading. Individual students not meeting state and federal standards for reading will continue to receive support services.

**Reading Goal Statement:**

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

Students successfully compete at the highest levels nationally and internationally and are prepared to make well-reasoned, thoughtful, and healthy lifelong decisions.

**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:

- African-American  Students with Disabilities
- Hispanic  Economically Disadvantaged
- White  Limited English Proficiency
- American Indian  Lowest 25% performing students on FCAT
- Asian  Level 1 Students
- 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.

To maximize student growth in reading achievement at all grade levels.

**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.

1. Implement the Comprehensive Reading Plan with 90 minutes of reading instruction daily for grades K-5
2. Implement the newly adopted district reading program, MacMillan-McGraw Hill "Treasures" grades K-5
3. All 6th – 8th grade students will be placed in the most appropriate reading course by the reading teachers, the reading coach, and the assistant principal for curriculum.
4. Provide intensive support for students performing below expectation or who appear that they will not meet the required learning gain per state guidelines
5. Utilize CRISS strategies to enhance learner engagement.
6. Incorporate Guided Leveled Reading instruction into the 90 minute reading block (K-5)
7. Incorporate Literacy Work Stations into the K-2 school day
8. Provide for inclusion of ESE students in mainstreamed language arts classes where appropriate.
9. Provide reading strategy instruction in the content areas.
10. Provide practice with FCAT skills and concepts and direct instruction in test-taking skills.
11. Continue participation in the motivational Reading Is Fundamental program providing every student with books to keep at home.
12. Utilize the Word Smart program in the computer labs with grades 3 – 8 to increase vocabulary.
13. Utilize the Read Naturally program with disfluent readers, grades 2-5.
14. Utilize ABC World and Top Reader's Club software to practice phonemic awareness, phonics, vocabulary, fluency, and comprehension in grades K-5.
15. Utilize the FCAT Explorer and the FOCUS web-sites to increase achievement in targeted benchmark areas (grades 3-8)
16. Continue the role of Reading Coach as a mentor for reading teachers and core subject area teachers (6-8)
17. Utilize research based "before", "during" and "after" learning strategies for comprehension
18. Continue to utilize the Accelerated Reader program to monitor independent reading.
19. Utilize benchmark testing results to identify deficiencies and adjust instruction (grades 3-8)
20. Utilize data from various assessments (STAR, FCAT, Stanford 10, DIBELS, Harcourt, Holt, SRI, and fluency measures) to identify deficiencies and adjust instruction

**Evaluation:**

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

Students will meet district/state/federal criteria: Fifty-eight percent (58%) of the total school population will score Level 3 or above on the <i>FCAT Reading Assessment</i> . OR The number of students scoring 3 or above on the <i>FCAT Reading Assessment</i> will increase by ten percent (10%). AND Fifty-six percent (56%) of the students in each identifiable subgroup will score Level 3 or above on <i>FCAT Reading Assessment</i> . OR That subgroup will show a ten percent (10%) decrease in the number of students scoring Level 1 and Level 2 on the <i>FCAT Reading Assessment</i> . OR
Students will meet locally defined criteria: (Kindergarten through Fifth grade) At least 85% of students demonstrate mastery on instructional level Harcourt Treasures basal mid year or end of book tests.

**Research-Based Program:**

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

READ 180, Harcourt Treasures, Kaleidoscope Reading, Accelerated Reader, Great Leaps, Reading Mastery, Read Naturally, Bridges to Literature, Elements of Literature, and CRISS strategies.

**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.

Summer in-service for elementary teachers include those offered by the Elementary Curriculum offices, and ESE. All K-5 teachers were offered initial training with the new district adopted reading series. On-going training for K-5 teachers will be offered by the district through-out the school year. Several teachers at the middle grades levels are currently working toward reading endorsement by taking either on-line or university classes. Book study groups with emphasis on effective strategies for reading instruction will begin in the summer of 2008 and continue through-out the school 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)
<b>Research-Based Program(s)</b> (Instructional Materials)	Harcourt Treasures, Accelerated Reader, Reading Mastery, Kaleidoscope, Read 180, Holt Elements of Literature, Bridges to Literature, and Read Naturally	District, ESE, SAC	\$2,500	
<b>Research-Based Resource(s)</b> (i.e., websites, assessment tools)	DIBELS, DAR  SRI FCAT Explorer FOCUS	DOE		
<b>Technology</b>	Smart Board	SAC	\$2,000	
<b>Professional Development</b>	CRISS, Book Study, Literacy Work Stations  Guided Leveled Reading	CREATE  SAC	\$1,000  \$3,500	
<b>Other</b>	RIF	RIF Grant	\$6,500	
		<b>Total:</b>	\$15,500	

## 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 name, assignment and certification area, as well as any related endorsements.

All teachers (grades Kindergarten through grade five, ESE, BRT) are highly qualified instructors in the area of reading. In grades 6-8, all teachers of reading are certified teachers and/or are pursuing reading endorsement.

## 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.

In 2007 - 2008, all tested groups did not meet or exceed state and federal standards for math. Individual students not meeting state and federal standards for math will continue to receive support services.

### Mathematics Goal Statement:

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

Students successfully compete at the highest levels nationally and internationally and are prepared to make well-reasoned, thoughtful, and healthy lifelong decisions.

### 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:

- African-American
- Students with Disabilities
- Hispanic
- Economically Disadvantaged
- White
- Limited English Proficiency
- American Indian
- Lowest 25% performing students on FCAT
- Asian
- Level 1 Students
- 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.

To maximize student growth in mathematics achievement at all grade levels.

**Strategies:**

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

1. Critical thinking skills and test-taking skills will be incorporated into all math curriculum
2. K-8th grade teachers will focus on math vocabulary development by implementing CRISS strategies, such as concept of definition maps and two-column notes
3. Math students in grades 5-7 will be administered pre and post tests based upon Grade Level Expectations
4. Grades 3-8 will utilize benchmark testing results to identify strengths and deficiencies in order to make instructional decisions
5. Grades 3-8 will incorporate short and extended response questions in routine assessments
6. All math teachers will utilize technology as an instructional tool
7. Utilize manipulatives and hands-on programs which emphasize problem solving and real-world applications; i.e. GEMS, Every Day Counts
8. Align curriculum with tested benchmarks and maximize instructional time in mathematics
9. Provide for inclusion of ESE students in mainstream classrooms where appropriate.
10. Data from FCAT, chapter tests, benchmark tests, norm-referenced and criterion math tests will be analyzed to identify deficiencies
11. Low performing math students will be provided with interventions
12. Low performing eighth grade math students will receive supplemental instruction with Hands-On Equations.

**Evaluation:**

Identify how you will measure progress to achieve your objective. Be specific—some schools are required to provide data periodically to the state to document progress in meeting your stated objectives.

Students will meet district/state/federal criteria: Sixty-two percent (62%) of the total school population will score Level 3 or above on the FCAT Math Assessment. OR Our school's 2008 FCAT math scores will be compared to our school's 2007 FCAT math scores. In the elementary grades, test scores from the math basal series will be reviewed each nine weeks. Our students' fifth through eighth grade math placement test scores in spring 2008 will be compared to our students' fifth through eighth grade math placement test scores in spring 2007.

**Research-Based Program:**

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

District adopted textbooks-- at the elementary level, Harcourt and at the middle grades Prentice-Hall, Glencoe, Holt, and McDougal

**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.

Elementary teachers will participate in GEMS training sessions offered during summer 2008. Other math in-service for all teachers of math will be offered both at the school and county level throughout the school year.

**BUDGET:**

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available	Unmet (funds unavailable)
<b>Research-Based Program(s)</b> (Instructional Materials)	Harcourt Math, Holt, Glencoe Prentice-Hall, McDougal- Littell GEMS	District		
<b>Research-Based Resource(s)</b> (i.e., websites, assessment tools)	FCAT  Math preparation workbooks	District text budget	\$1,000	
<b>Technology</b>				
<b>Professional Development</b>	District provided trainings	District		
<b>Other</b>				
		<b>Total:</b>	\$1,000	

**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 name, assignment and certification area, as well as any related endorsements.

All teachers (grades kindergarten through grade five, ESE, BRT) are highly qualified instructors in the area of math. Additionally, each teacher of math, in grades 6-8, is a certified teacher of middle grades mathematics.

**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.

8% of the 4th grade students at HSCS did not score at least a 3.0, and 21% did not score at least a 3.5 on the Florida Writes Assessment. 6% of the 8th grade students at HSCS did not score at least a 3.0 or above, and 10% did not score at least a 3.5 on the Florida Writes Assessment.

**Writing Goal Statement:**

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

Students successfully compete at the highest levels nationally and internationally and are prepared to make well-reasoned, thoughtful, and healthy lifelong decisions

**OBJECTIVES FOR WRITING:**

- Write an objective for the following:  
\_\_\_ Improved performance in writing by 1%

**Objective:**

The objective must be measurable and align with state requirements... to improve student performance by 1%.

To maximize student growth in writing achievement at all grade levels.

**Strategies:**

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

1. Expository and narrative writing instruction will be integrated across all subject areas (K-4 Narrative and Expository)  
(5-8 Expository and Persuasive)
2. Third through eighth grade students will take a timed practice writing assessment every nine week grading period; Kindergarten through second grade will be given un-timed assessments
3. K-5 One scored prompt will be sent home to parent/guardian. Two scored prompts will be kept in the students' curriculum folders
4. Eighth grade students will practice six-point rubric scoring in preparation for FCAT Writing+
5. Each semester sixth through eighth grade students will participate in a writing contest  
Grade level winners will attend a Literary Tea honoring them with refreshments, certificates, and prizes
6. A kindergarten through fifth grade writing plan will be implemented as defined by grade level expectations and rubric scoring criteria
7. Sixth through eighth grade language arts teachers will implement the sequenced three-year curriculum map for language arts instruction
8. Fourth through eighth grade Language arts teachers will collaborate with teachers of other core subjects to provide interdisciplinary instruction
9. Kindergarten through fourth grade teachers will supplement writing curriculum with Melissa Forney and Kathy Robinson writing instruction materials
10. Increase opportunities for authentic writing; i.e. pen pals, letters, etc.
11. Provide mini-lessons with adequate opportunity for practice.
12. The primary focus in Language Arts will be the writing process
13. A Kindergarten through sixth grade handwriting plan will be implemented as defined by grade level expectations

**Evaluation:**

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

K – 5th grade Students will meet district/state/federal criteria: Ninety percent (90%) of the total school population will score Level 3.5 or above on the *FCAT Writing Assessment*. OR The number of students in the total population scoring Level 3.5 or above on the *FCAT Writing Assessment* will increase by one percent (1%). AND Ninety percent (90%) of the students in each identifiable subgroup will score Level 3.5 or above on the *FCAT Writing Assessment*. OR The number of students in that subgroup scoring Level 3.5 or above on the *FCAT Writing Assessment* will increase by one percent (1%).

OR

Students will meet locally defined criteria: At least eighty-five percent (85%) of students scoring below a Level 3.0 on their initial writing prompt, will increase their in-school writing skills as measured on the Alachua County School's Writing Folder.

6-8th grade students:

Assess writing growth using scores from prompted writing opportunities at intervals throughout the school year.

**Research-Based Program:**

Identify the research-based program used to teach writing.

CRISS across all grade levels, Kathy Robinson materials, Write Traits, Melissa Forney materials

**Professional Development Aligned with this Objective:**

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

District provided writing inservice

**BUDGET:**

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available	Unmet (funds unavailable)
<b>Research-Based Program(s)</b> (Instructional Materials)	CRISS	CREATE	\$1,000	
<b>Research-Based Resource(s)</b> (i.e., websites, assessment tools)	Just Writes, Primary Writing, Razzle Dazzle Writing and Write Traits Teacher Resource Books	School, SAC	\$2,000	

<b>Technology</b>				
<b>Professional Development</b>	Writing Inservice Follow up: Melissa Forney  CRISS	School-based  School-based trainer	\$1,000	
<b>Other</b>				
		<b>Total</b>	\$4,000	

## 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.

The average mean scale score on FCAT Science will continue to meet or exceed the district and/or state average.

**Goal Statement:**

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

Improve academic performance in Science.

**OBJECTIVES FOR SCIENCE**

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

Students at all grade levels will maximize growth in science achievement.

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

1. Teachers will use an inquiry approach to science instruction
2. Teachers will incorporate process/hands-on skills and test-taking strategies into lessons
3. Teachers will provide science instruction throughout the school year
4. Teachers will implement CRISS strategies into curriculum presentation
5. Teachers will utilize technology and community resources as teaching tools.
6. Integrate reading instruction with the science curriculum
7. The gifted program will provide science enrichment opportunities for grades 1 – 3
8. Utilize programs which integrate science and math such as GEMS and AIMS
9. Data from FCAT scores, chapter tests, benchmark assessments, norm-referenced and criterion tests will be

analyzed to identify deficiencies  
 10. ESE students at targeted grade levels will receive additional assistance through a facilitative support inclusion model

11. Utilize FCAT Explorer in grades 5-8

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

Pre and Post tests, frequent classroom assessments, benchmark assessments, Science FCAT Assessment, IEP Goals and Objectives

**Research-Based Program:**

Identify the research-based science program used.

District adopted text, GEMS

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

Throughout the school year, CRISS and other cross-curricular training programs will be made available either on site or at the district level. Teachers will also attend inclusion training as available.

**BUDGET**

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available	Unmet (funds unavailable)
<b>Research-Based Program(s)</b> (Instructional Materials)	Scott Foresman Science, Glencoe Science, McDougal-Littell Science	District Textbook funds		
<b>Research-Based Resource(s)</b> (i.e., websites, assessment tools)	Science consumable and lab supplies FCAT prep workbooks	School SAC	\$600 \$500 \$1500	
<b>Technology</b>	Computer-based Labs	Grant		

<b>Professional Development</b>	GEMS CRISS	District School-based		
<b>Other</b>				
		<b>Total</b>	\$2,600	

**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 name, assignment and certification area, as well as any related endorsements.

All teachers (grades kindergarten through grade five, ESE, BRT) are highly qualified instructors in the area of science. In addition, several teachers have received training in GEMS and/or AIMS strategies.

6th – 8th Grade Teachers of science are each certified in middle grades science.

**GOALS**

**PARENTAL INVOLVEMENT**

**Needs Assessment:**

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

Although most HSCS parents are highly involved, we continue to encourage parents to serve as an active partner in their child’s education.

**Goal Statement:**

Communities, school boards, and schools provide opportunities for involving parents and guardians as active partners in achieving school improvement and education accountability.

**OBJECTIVES FOR PARENTAL INVOLVEMENT**

**Objective:**

Objective must be measurable.

Our school will devise and maintain numerous methods to increase communication with parents, and thereby their involvement.

**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.

- 1) Parents will be notified of parenting workshops, literacy programs, School Advisory Council and PTSA meetings, student performances, and volunteer opportunities via school newsletter, school marquis, school website, FONEHOME, HOMEPHONE, home visits, local media, and individual telephone calls from staff
- 2) Teachers will make positive contacts with to parents (positive referrals, awards, notes, telephone calls, etc.
- 3) Parental involvement will be encouraged through the dissemination of report cards, homework policies, grading polices and state retention laws.
- 4) Parent volunteers will be recognized throughout the year via newsletter, breakfasts, etc.
- 5) Communication with parents will occur regularly—through weekly folders at grades K-2, through student planners and grade printouts in grades 3-8
- 6) Parent-teacher conferences may be held in the evenings to better accommodate working parents
- 7) A system to track school volunteer information will be maintained.

**Evaluation:**

Identify how you will measure progress to achieve your objective. Be specific—some schools are required to provide data periodically to the state to document progress in meeting your stated objectives.

Methods of communication with parents will be reviewed throughout the school year. Additionally, climate surveys will be used to assess parental involvement.

**Research-Based Program:**

**Professional Development Aligned with this Objective:**

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

**BUDGET**

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available	Unmet (funds unavailable)
<b>Research-Based Program(s)</b> (Instructional Materials)				

<b>Research-Based Resource(s)</b> (i.e., websites, assessment tools)				
<b>Technology</b>				
<b>Professional Development</b>	CRISS for Parents Workshop FCAT workshops for parents Read Naturally for Parents	SAC	\$500	
<b>Other</b>				
		<b>Total</b>	\$500	

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 - Technology**

Encourage full integration of technology in curricular areas, promote equitable access for teachers and students, encourage continuous review of high quality educational content delivery methods and access options, promote research-based professional development opportunities for teachers and administrators

**Goal Description**

Objective: To provide students, staff, and parents opportunities to access and integrate available technology as it relates to curriculum and information literacy.  
 Strategies:

1. Continue to develop and implement a school-wide technology plan.
2. Implement the K-8 Information Literacy Plan
3. Provide ongoing staff development opportunities for faculty and staff
- 4.

Evaluation: Progress made on implementation of strategies; impact on technology use on student achievement

**SAC MEMBERS:**

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

Jeff Means, Principal Brianna Gillman, Teacher Sue Benton, Teacher David Hurst, Teacher John Fox, Teacher Cathy Clark, Parent , Parent	Heather Caballero, Community Member Alice Brown, Community Member  John Hill, Community Member Kim Teele, Career Service Lisa Fralick, Parent Mike Griffis, Parent

**FINAL BUDGET**

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available	Unmet (funds unavailable)
<b>Research-Based Program(s)</b> (Instructional Materials)	HarcourtTrophies, Accelerated Reader, Early Interventions in Reading, Reading Mastery, Kaleidoscope, Read 180, Holt Elements of Literature, Bridges to Literature, and Read Naturally, Harcourt Math, Holt-Rinehart, McDougal-Littell, GEMS, CRISS, Scott Foresman Sci., Glencoe Sci.,	District, ESE, SAC, CREATE	\$3,500	
<b>Research-Based Resource(s)</b> (i.e., websites, assessment tools)	DIBELS, DAR, FCAT/Stanford 10 Math Preparation Wk. Bks Just Writes, Primary Writing, Razzle Dazzle Writing and Write Traits Teacher Resource Books, Sci. consumable lab supplies, FCAT Prep Wkbks.  SRI	DOE, School, SAC	\$5,600	
<b>Technology</b>	Smart Board, Computer based labs	SAC, Grant	\$2,000	
<b>Professional Development</b>	CRISS, Book Study, Writing Inservice Follow-Up: Melissa Forney, GEMS, FCAT Parent Wk. Shop, Read Naturally for Parents	CREATE District, School based, school trainer  SAC	\$6,000	

	District Provided Trainings Guided Leveled Reading			
<b>Other</b>	RIF	RIF Grant	\$6,500	
		<b>Total:</b>	\$23,600	

**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?

**Reading:** Fifty-one percent (51%) of the total school population will score Level 3 or above on the FCAT reading assessment. OR The number of students scoring Level 3 or above on the FCAT reading assessment will increase by ten percent (10%). AND Fifty-one (51%) percent of the students in each identifiable subgroup will score Level 3 or above on the FCAT reading assessment OR that subgroup will show a ten percent (10%) percent decrease in the number of students scoring Level 1 and Level 2 on the FCAT reading assessment.

**Math :** Fifty-six percent (56%) of the total school population will score Level 3 or above on the FCAT mathematics assessment. OR The number of students scoring Level 3 or above on the mathematics FCAT assessment will increase by ten percent (10%). AND fifty-six percent (56%) of the students in each identifiable subgroup will score Level 3 or above on the FCAT mathematics assessment. OR That subgroup will show a 10% decrease in the number of students scoring Level 1 and Level 2 on the FCAT mathematics assessment.

**Writing:** Ninety percent (90%) of the total school population will score Level 3 or above on the FCAT writing assessment. OR The number of students in the total population scoring Level 3 or above on the FCAT writing will increase by one percent (1%). AND Ninety percent (90%) of the students in each identifiable subgroup will score Level 3 or above on the FCAT writing assessment. OR The number of students in that subgroup scoring Level 3 or above of the FCAT writing assessment will increase by one percent (1%).

**Adequate Yearly Progress Locally Defined Criteria:**

**Reading:** (Kindergarten through Fifth grade) At least 85% of students demonstrate mastery on instructional level Harcourt Treasures basal mid year or end of book tests.

**Math:** (Kindergarten through Fifth grade) At least 85% of students demonstrate mastery on instructional level Harcourt Mathematics basal chapter, unit, and/or end of year tests.

**Writing:** At least 85% of students increase their performance in school writing skills as measured on the Alachua County Schools’ Writing Folder.

**Science:** Fifth grade students will equal or exceed the statewide average scale score as measured on the FCAT science assessment.