

2008 – 2009 SCHOOL IMPROVEMENT PLAN

School Name: Joseph Williams Elementary School
District Name: Alachua County
Principal: Katherine V. Dixon
SAC Chair: Dr. Tyran Wright Butler
Superintendent: Dr. Dan Boyd
Date of School Board Approval:

VISION/MISSION/BELIEF STATEMENTS

The Williams School Community, a child-centered environment, is committed to building self-esteem, personal academic growth, and mutual respect for our citizens of the twenty-first century.

“To provide a school climate which enables students to take responsibility for learning.”

Lastinger Teacher Leaders, 2008

SCHOOL PROFILE/DEMOGRAPHICS

Joseph Williams Elementary School's 515 students represent the following racial/ethnic groups: 64% Black, 23% White, 6% Asian, 3% Hispanic, and 4% Multiracial. The economically disadvantaged population is 66% and the disabled population is 19%. There are no LEP students or migrant students enrolled.

The highly qualified instructional staff included 41 certified teachers in 2007-08, with 16 newly hired for the 2007-08 school year. All teachers are highly qualified, with 2% holding a doctorate degree, 10% holding a specialist degree, 42% a master's degree, and 46% a bachelor's degree in education.

Joseph Williams Elementary School's original facility was built in 1954 and has been updated and remodeled. A new classroom building was added in 1996, a new art and music suite in 1989, and a new cafeteria was built in 1998. The office suite was remodeled in 2001. The thirty-four regular classrooms are in good condition for learning. The Media Center is being remodeled during the fall of 2008.

Williams Elementary School has received numerous grants during the past few years including the Florida Reading First Grant, the Florida ETTA Technology grant, a HP Technology for Teaching Grant, and numerous Public School Foundation grants for materials and field trips. The Title I Grant enhances our

academic program by providing the funds for additional teachers and support staff. The Lastinger Center for Learning at the University of Florida also supports our school by funding the Lastinger Teacher/Principal Fellows program. Business and community partners play an important role at Williams Elementary School. Gainesville Regional Utilities (GRU) allows their employees time to mentor or tutor our students, sponsors an annual golf tournament with all proceeds going to our school, and sends representatives to serve on the School Advisory Council as community members. Other business partners actively involved include: First Credit Union (resource speakers), Target Discount Store, Publix Super Market, the Harvest Thyme restaurant, and the Kiwanis Club (sponsors the Terrific Kids/Brought Up Grades awards program each nine weeks).

Joseph Williams Elementary School is a magnet for high achieving gifted students, with students attending from rural and urban areas. The zoned students are within walking distance of the school. Approximately 32% of the population is enrolled in the gifted magnet.

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

[School Grades Trend Data](#)

[Adequate Yearly Progress \(AYP\) Trend Data](#)

[Florida Comprehensive Assessment Test \(FCAT\) Trend Data](#)

QUALITY STAFF

Highly Qualified Administrators

The highly qualified principal, Katherine V. Dixon, is dedicated to increasing student academic achievement. The principal acts as the instructional leader of the school, meeting with teachers routinely to discuss student achievement and interventions to increase achievement. The principal has a master's degree in reading and holds certification in educational leadership, elementary education, early childhood education, special education, and reading K-12. She has spent the past thirty-five years as a teacher, curriculum resource teacher, and a principal. Mrs. Dixon has been the principal at Joseph Williams Elementary School for the past nine years.

Recruitment/Retention of Highly Qualified Teachers

“District staff and administrators attend regional job fairs. The district hosts two local job fairs. Every administrator is expected to attend the local job fairs. The district offers district contracts to teachers who are exceptionally qualified. Stipends and substitutes are provided for teachers to participate in inservice training. All teachers are encouraged to participate in professional development. Many principals are encouraging teachers to pursue the reading endorsement.”

In addition, Joseph Williams Elementary collaborates with the University of Florida as a professional development school. Teachers are provided opportunities for professional development through the Lastinger Teacher Fellows program, are hosts of pre-service teachers and interns, and are invited into advanced degree programs such as Project Inspire in the College of Special Education. Opportunities are offered for teacher inquiry, action research, and book study groups.

Mentors are also assigned to beginning teachers through the Alachua County Teacher Induction program. The school assigns National Board Certified mentors to 2nd year teachers and any teacher needing assistance. The school also utilizes a “teachers as coaches” model and provides time for teachers to observe each other and provide coaching opportunities. These mentor opportunities assist in the retention of highly qualified teachers.

Staff List

School Name: Joseph Williams Elementary School

District: Alachua County

Name	Certification	Endorsement	Teaching Assignment	Type of Certificate	No. Years Teaching
Valde Fortner	Elem., Ed Leadership	None	CRT	Professional	15
Bobby Hill	P. E.	None	BRT	Professional	24
Jill Skotko	Media	None	Media Specialist	Professional	34
Wendy Smith	Guidance	None	Guidance Counselor	Professional	3
Jennifer Lindquist	Art	National Board	Art	Professional	18
Lou Hyatt	Music	None	Music	Professional	35
Doug Jossi	P.E.	None	P.E.	Professional	5
Randi Garlitz	Elem. Ed.	Reading, National Board	Reading	Professional	9
Claudia Singerman	Elem., Reading, Primary	None	Reading	Professional	28
Linda Abate	Elem. Ed.	None	Reading	Professional	38
Michelle Edwards	Elem. Ed.	Gifted, National Board	Reading, Gifted	Professional	11
Vivian Gonsalves	Elem., ESE	None	ESE, Reading	Professional	3
Brandy	Elem., ESE	None	ESE/Reading	Temporary	0

Hughes					
Dory Schofield	SLD,EH	Reading, National Board	ESE,Reading	Professional	8
Natalie Brugman	Sp/Lang., Elem. Ed.	None	Speech/ Language	Professional	3
Heidi Douglas	Elem. Ed.		Kindergarten	Professional	1
Courtney Skipper	Elem. Ed.		Kindergarten	Professional	3
Merci Odim	Elem. Ed.		Kindergarten	Temporary	0
Tracy Ulrich	Elem. Ed., ESE	ESOL	Kindergarten	Professional	1
Katherine Pais	PK,Primary	ESOL	First Grade	Professional	2
Jennifer Hankinson	Elem. Ed.		First Grade	Professional	1
Anna Sperring	Primary Ed.	ESOL	First Grade	Professional	20
Maria Wallis	PK/Primary		First Grade	Professional	5
Melissa Baker	Elem. Ed.		1 st /2 nd Grades	Professional	2
Sandy Davis	Elem. Ed., Early Child.	Gifted, Reading	Gifted Magnet	Professional	30
Patricia Edwards	Elem. Ed., Primary	Gifted, Reading, ESOL	Gifted Magnet	Professional	18
Dayna Harden	Elem. Ed.		Second Grade	Professional	5
Katie Ionata	Elem. Ed.	ESOL	Second Grade	Professional	1
Evangeline Moore	Elem. Ed.		Second Grade	Professional	18
Pamela Latsko	Elem. Ed., Early Child.	Gifted	Gifted Magnet	Professional	27
Petrina Leggon	Elem. Ed.		Third Grade	Professional	9
Melissa Scott	Elem. Ed.		Third Grade	Professional	6
Kylee Werts	Elem. Ed.		Third Grade	Professional	2
Kay West	Elem Ed., Reading	Gifted	Gifted Magnet	Professional	21
Will Williams	Elem. Ed.		Third Grade	Professional	1
Dicy Hannum	Elem. Ed.	ESOL	Fourth Grade	Professional	1
Maggie Jossi	Elem. Ed., ESE		Fourth Grade	Professional	6
Chris Lake	Elem. Ed.		Fourth Grade	Professional	8

Karen Sroka	Elem. Ed., SLD, EH	Gifted	Gifted Magnet	Professional	28
Karen Talham	Elem. Ed.		Gifted Magnet	Professional	1
Kristin Brockman	Elem. Ed.		Fifth Grade	Professional	2
Mindy Craine	Elem. Ed.	Gifted	Gifted Magnet	Professional	12
Debra Magnusson	Elem. Ed.	Gifted	Gifted Magnet	Professional	29
Laura Maxwell	Elem. Ed.		Fifth Grade	Professional	2
Jessica Scibetta	Elem. Ed.	ESOL	Fifth Grade	Professional	1

ADDITIONAL REQUIREMENTS

Coordination and Integration

Williams Elementary coordinates and integrates the Title I, Reading First, and ESE IDEA programs so that the school can meet state and NCLB requirements. Title I funds are used for a push-in/pull-out model to provide support services for students in the lower quartile. Reading First funds are utilized to provide a .5 reading coach in Grades K-3, with district funds providing a .5 reading coach for Gr. 4-5. ESE IDEA funds are utilized to provide support for the Response to Intervention (RTI) model and to provide services for full inclusion, K-5. The Reading Leadership Team and the School Inclusion Team meet monthly to coordinate services.

School Wide Improvement Model

The Florida Continuous Improvement Model (FCIM) is being utilized at Williams Elementary School. FCIM is an evidence-based and performance driven school-wide improvement model that encompasses the following components:

- Data disaggregation and analysis- FCIM Team will lead training in disaggregating FCAT data, diagnostic test data, and student work samples in order to identify instructional strategies, along with strong and weak objectives areas. Training will occur during pre-planning, with on-going follow-up during the year.
- Instructional Focus Calendars are being developed.
- Instructional lessons and assessments are being developed and posted on the web for all teachers in the district to utilize.
- Tutorials and Enrichment models are in place.
- Maintenance activities will be placed in the instructional focus calendars.
- Monitoring will occur through Walk-Throughs, weekly PLC meetings, and coaching meetings.

Technical assistance and support for the implementation of the FCIM model is

provided by district staff.

NCLB Public School Choice

Public School Choice Notice to Parents

Williams Elementary has notified all parents of Public School Choice options available to them as required by NCLB and SINI status. All parent notifications were sent by the district through U.S. mail. In addition, two automated telephone messages were sent to families in July telling them of their choices and SES tutoring options and when to expect the mailing. The letters are attached. **Please attach a copy of the Public School Choice Notice to Parents in MS Word .doc format only!

Notification of SINI Status

Please attach a copy of the Notification of SINI Status to Parents in MS Word .doc format only!

Pre-School Transition

Williams Elementary holds a pre-school transition meeting for all students about to enter kindergarten. This meeting is held in April. In addition, students are called in individually for an informal assessment during June and July, parents are met with concerning these results, and then a staggered start in August allows parents and children to come in small groups of 5-8 students per day during the first three days of school. This allows for a smooth transition for students and parents to the kindergarten classroom. After school begins the school utilizes the DIBELS and FLIKRS testing for diagnostic assessment.

MENTORING AND EXTENDED LEARNING OPPORTUNITIES

Teacher Mentoring

Williams Elementary School participates in the Alachua County Teacher Induction mentoring program for all first year teachers. In addition, the school provides mentors for all 2nd year teachers and for teachers in need of support. The school also embraces the “teachers as coaches” model and provides release time for teachers to observe each other and provide feedback to each other. Three National Board Certified teachers also provide mentoring for teachers, in addition to the Curriculum Resource Teacher, who is also a district teacher induction seminar leader.

Teacher Mentoring List

Teacher Mentoring List
 School Name: Williams Elementary
 District: Alachua

Mentor Name	Proven Student Achievement	Mentee Assigned	Planned Mentoring Activities
Valde Fortner	Teacher Induction Leader for district; 12 years experience	Organize 1 st and 2 nd year teacher mentoring meetings and mentors.	Monthly meetings; Weekly Walk-Throughs
Jennifer Lindquist	National Board Certified; 18 years experience		Bi-Weekly observations and data review meetings
Randi Garlitz	National Board Certified; 9 years experience		Weekly observations and data review meetings
Michelle Edwards	National Board Certified; 12 years experience		Bi-Weekly observations and data review meetings
Claudia Singerman	30+ years experience with effective results.		Bi-Weekly observations and data review meetings
Linda Abate	35+ years experience with effective results.		Bi-Weekly observations and data review meetings
Dory Schofield	National Board Certified; 8 years experience.		Bi-Weekly observations and data review meetings

Extended Learning Opportunities

During the extended school year, the school provides a Title I funded program to increase reading achievement. Students who have a Progress Monitoring Program plan in the area of reading are invited to the summer reading camp. In addition, the district provides funding for the third grade reading camp for students who did not score a Level 2 in reading. The school also provides after school tutoring in reading and mathematics through the NCLB SES tutoring and Title I tutoring funds. The students are selected based on need and are tutored by trained, highly qualified teachers. The Extended Day Enrichment Program (EDEP) also provides an hour each day for homework, with assistance, and time to read for pleasure. Students who score a Level 1 or Level 2 are also assigned volunteer mentors for the year. Mentors meet weekly with the students to

provide support. Data is analyzed and the effectiveness of each program is discussed with teachers tutoring and/or teaching in the extended school year program.

SCHOOLS GRADED C OR BELOW

Professional Development

Professional development to support enhanced and differentiated instructional strategies will include the following:

- Reciprocal Teaching (RT) strategies
- CRISS strategies
- Kagan strategies
- FCIM Model Implementation Training
- ESE IDEA Inclusion Planning
- Professional Learning Community Weekly Meetings
- Differentiated Instruction (FIN)

Disaggregated Data

In August, the school participated in the FCIM training, disaggregating school-wide data using the FDOE's DART document. Thorough review and analysis of the FCAT 2008 data allowed staff to identify student weaknesses and strengths and to plan an Instructional Focus Calendar. The entire staff will review data together every quarter. Team leaders and classroom teachers will review data weekly.

Informal and Formal Assessments

The following formal and informal assessments will be used to measure student progress:

- Benchmark testing provided by the district FCIM program.
- Baseline testing in Sept. and Jan.
- 4-Sight testing in reading during Sept., Dec., and Feb.
- On-going FCIM mini-assessments at least twice a month.
- On-going classroom assessments as needed based on instruction and student skills.
- DIBELS assessment for K-3 and Level 1 4th and 5th graders 3 times a year.
- Reading and math basal assessments as deemed necessary by the

- teacher, K-5.
- SFA Roots assessment, K-2.

Alternative Instructional Delivery Methods

ESE and Title I support staff will be utilized in the following manner to provide remediation and extra instruction in reading, writing, science, and mathematics:

- ESE teachers will provide push-in delivery for reading, giving lower quartile students a double dose of reading during the 90 minute reading block in Gr. 4 and 5.
- ESE teacher in Gr. 3 will provide an instructional reading group for lowest performing students.
- Title I will provide instruction for reading groups in Gr. 1-3 for lowest performing students and push-in support for Gr. 4-5, providing additional instruction in reading.
- The speech/language clinician will push-in for support in Kindergarten reading, along with paraprofessionals.
- Math co-teaching will be provided by ESE staff in Gr. 3-5 and by Title I staff in Gr. 1-2.
- ESE teachers in Gr. 3 and 4 will provide co-teaching services for math and writing.
- ESE teacher in Gr. 5 will provide co-teaching services for math and science.

Acceleration and enrichment strategies will be provided for students in the gifted magnet by teaching with materials above grade level and to regular education students by placing them at their instructional level during reading block. Enrichment activities will be planned based on benchmark and baseline testing.

GOALS

Goal: Reading

Needs Assessment:

Did all student subgroups meet AYP targets? No

Did 50% or more of lower 25% make learning gains? No

Did 50% or more make learning gains? No

Did the percent proficient increase? No

The Reading Leadership Team analyzes reading data and shares information with all teachers at Monday professional learning community meetings and at staff meetings. Data analyzed includes DIBELS, SRI, 4-Sight Tests, basal tests, FCAT data, benchmark testing, and SAT-10 data. Teacher observations and teacher-made tests are also utilized.

The 2008 Florida Accountability Report indicates that 70% of students are reading at or above grade level, 53% made a year's worth of progress, and 48% of struggling students made a year's worth of progress in reading. The Federal AYP report indicates that the following groups are in need of improvement in Reading: Black (34% at or above grade level), Economically Disadvantaged (34% at or above grade level), and Students with Disabilities (24% at or above grade level). The percent proficient decreased.

Objective:

Sixty-five percent (65%) of students in each major demographic group will score at or above grade level (Level 3) on the FCAT reading section and/or the percentage of students scoring a Level 1 and Level 2 on the FCAT Reading test will decrease by 10% for all subgroups: Students with Disabilities, African-American, and Economically Disadvantaged. (AYP requirements)

Strategies:

- Implement the Reciprocal Teaching strategy in K-5 to increase comprehension.
- Implement an additional guided reading block for students below level in grades 1 and 2 using the University of Florida Literacy Initiative (UFLI) intervention.
- Utilize Title I and ESE staff to push into the 90-minute reading block to provide an additional reading instructional lesson for students below grade level.
- Implement the Florida Continuous Improvement Model (FCIM), providing remedial and enrichment groupings.
- Utilize the Macmillan/McGraw Hill basal for reading instruction.
- Increase the amount of actual reading of connected text during the instructional block.

- Utilize Kagan and CRISS strategies to increase engagement levels.
- Provide after school tutoring to students reading below grade level.
- Provide summer reading camp to students scoring a Level 1 or 2 on FCAT reading.
- Assign mentors to all Level 1 and Level 2 students.

Evaluation:

- Students in the lower quartile will be monitored by the Reading Leadership Team, with 51% or more making one year's gain on the state assessments.
- Benchmark testing (FCIM) will show progress for the lower quartile.
- There will be a 10% decrease in the percentage of students in all three subgroups listed who scored at a Level 1 and Level 2 on the FCAT Reading assessment.
- The percentage of students at or above grade level will increase from 70% to 75%, as measured by the basal assessments.
- The percentage of students at benchmark on the DIBELS will increase from 71% to 75% or higher.

Evidence-based Program(s):

The core reading program utilized is the MacMillan/McGraw Hill basal for K-5. In addition, the Reciprocal Teaching strategy will be used across all content areas, along with quality literature in reading. Supplemental programs utilized will include: Rewards, the SRA Early Intervention in Reading Kit, Reading Mastery, Earobics, Language for Learning, and Read Naturally.

Professional Development Aligned with this Objective:

- Reciprocal Teaching strategy follow-up training for all teachers, led by CRT and reading coaches.
- Marzano High Yield Strategies reviewed at Professional Learning Community meetings.
- Kagan strategy follow-up led by teacher cohort trained 2007-08.
- CRISS strategies workshop for new teachers and update for trained teachers, led by principal.
- MacMillan/McGraw Hill basal training for all teachers, provided by the district.

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Evidence-based Program(s)/Material(s)			
Description of Resources	Funding Source	Available Amount	
REWARDS	Title I	\$1000.00	
			Total: \$1000.00
Technology			
Description of Resources	Funding Source	Available Amount	
Earobics Smart Boards	Reading First, Tech., Title I, PTA	\$5000.00	
			Total: \$5000.00
Professional Development			
Description of Resources	Funding Source	Available Amount	
RT, Kagan, MacMillan/McGraw Hill basal, FCIM, Inquiry Groups, Book Study	Title I, CREATE, Lastinger at UF	\$12,000.00	
			Total: \$12,000.00
Other			
Description of Resources	Funding Source	Available Amount	
Title I Teacher/Tutors	Title I	\$130,000.00	
			Total: \$130,000.00
			Final Total: \$148,000.00

Non-Highly Qualified Instructors:

None

End of Reading Goal

Goal: Mathematics

Needs Assessment:

Did all student subgroups meet AYP targets? No

Did 50% or more of lower 25% make learning gains? No

Did 50% or more make learning gains? No

Did the percent proficient increase? No

The 2008 Florida accountability report indicates that 70% of the students scored at or above Level 3 on FCAT Math. 58% of the students made learning gains in Math. 47% of the students in the lower quartile made gains. AYP data indicates that all three subgroups need improvement: Black (38% at or above grade level), Economically Disadvantaged (39% at or above grade level), and Students with Disabilities (26% at or above grade level in math). Proficiency decreased.

Objective:

Sixty-eight percent (68%) of the students in all subgroups will score at or above grade level in Mathematics and/or the percentage of students scoring Level 1 and Level 2 on the FCAT Mathematics test will decrease by 10% for African-American, Economically Disadvantaged, and Students with Disabilities.

Strategies:

- Continue Calendar Math in grades 3 and 4 and begin implementation of Calendar Math in K-2 and grade 5.
- Increase math block to 60 minutes for K-5.
- Memorize addition and subtraction facts to 10 in grade 1, to 20 in grade 2, multiplication facts in grade 3, and division facts in grade 4.
- Provide ESE co-teaching for math in grades 3-5.
- Utilize "Fast Track to FCAT" workbooks for homework and class work daily.
- Provide a mentor to students who scored Level 1 on FCAT.
- Implement FCIM for mathematics with benchmark testing and differentiated groupings for remedial and enrichment.
- Utilize Kagan strategies in math instruction.
- Provide after school tutoring for students who scored Level 1 in math.
- Chart progress on learning basic facts as identified by each grade level.
- ESE teachers will report benchmark scores of lower quartile at PLC meetings on Mondays.

Evaluation:

- Students scoring a Level 1 and 2 will decrease by 10% in all subgroups on the FCAT mathematics test.
- FCIM benchmark testing (pre/post) will show growth.
- Seventy-five percent (75%) of the students in grades 1-5 will score at or above 75% on the Harcourt basal end of book test.
- Fifty percent (50%) of the lower quartile will make learning gains on FCAT math test.

Evidence-based Program(s):

Harcourt Math Basal, Calendar Math, and Mountain Math are used.

Professional Development Aligned with this Objective:

- Calendar Math workshop will be offered to teachers.
- Continue Kagan strategies support for all teachers.
- FCIM training with on-going support and monitoring will be implemented.

Budget:

Evidence-based Program(s)/Material(s)			
Description of Resources	Funding Source	Available Amount	
Calendar Math	Grants, Title I	\$2000.00	
			Total: \$2000.00
Technology			
Description of Resources	Funding Source	Available Amount	
Smart Boards	Technology, PTA, Title I	\$3000.00	
			Total: \$3000.00
Professional Development			
Description of	Funding Source	Available	

Calendar Math Workshops, FCIM	Title I	\$3000.00	
			Total: \$3000.00
Other			
Description of Resources	Funding Source	Available Amount	
			Total: 0

Non-Highly Qualified Instructors:

None

End of Mathematics Goal

Goal: Writing

Needs Assessment:

Did the percent proficient increase? No

The Florida Accountability Report indicates that 76% of the students scored a Level 3.5 or higher and are meeting state standards in writing. AYP data reports that 87% scored a Level 3 or higher on FCAT Writing. The percent proficient decreased.

Objective:

Ninety percent (90%) of students will score a Level 3 or higher on the FCAT Writing test in Grade 4 OR students scoring a Level 3 or higher will improve from 87% in 2008 to 88% or higher in 2009 (AYP goal).

Strategies:

- Develop and implement a school wide curriculum plan for writing.
- Utilize Kathy Robinson as a consultant and implement her ideas into a school wide plan.
- Implement the Writing Workshop Model, utilizing peer editing.
- Utilize word processing software to publish a minimum of one piece.

- Incorporate writing into technology and the content areas utilizing project-based thematic units for science and social studies.
- Provide ESE support in grades 3 and 4 during writing.
- Monitor writing progress using sample “anchor” papers in grades 2-5 for scoring papers and by using the National School Reform protocols during PLC meetings.
- Utilize Inspiration software and CRISS strategies for writing.

Evaluation:

- Students scoring Level 3 or above on Florida Writes will increase to 88% or higher.
- Eighty percent (80%) of students in Gr. 2-5 will score a 3.5 or higher on writing prompts.

Evidence-based Program(s):

- Kathy Robinson strategies along with MacMillan/McGraw Hill program.
- CRISS Strategies
- Kagan Strategies
- Writing Workshop Model

Professional Development Aligned with this Objective:

- Gr. 3 and 4 teachers attend Kathy Robinson training in August and follow-ups during school year.
- Writing Workshop Model session will be provided for Grades 2-5 teachers in October.
- Review a Kagan and CRISS strategy monthly, with a link to writing skills.
- 3 Teachers will attend the Melissa Forney workshop during summer 2008 and train colleagues.
- District will provide a train the trainer workshop for Gr. 3 and 4 and trainer will train all Gr. 3 and 4 teachers in scoring.

Budget:

Evidence-based Program(s)/Material(s)

Description of Resources	Funding Source	Available Amount	
Kathy Robinson Notebooks Kagan Materials	Title I	\$2000.00	
			Total: \$2000.00

Technology

Description of Resources	Funding Source	Available Amount	
Inspiration Smart Boards	Technology, Title I, PTA	\$4000.00	
			Total: \$4000.00

Professional Development

Description of Resources	Funding Source	Available Amount	
Kathy Robinson Workshops Scoring Workshops Melissa Fornoy workshop	Title I, Internal Accounts	\$1900.00	
			Total: \$1900.00

Other

Description of Resources	Funding Source	Available Amount	
			Total: 0

Final Total: \$7900.00

End of Writing Goal

Goal: Science

Needs Assessment:

For all students in Grade 5, there are 47% scoring level 3 or above in Science in 2008, up from 42% in 2007 and 36% in 2006. For the district, 47% scored at Level 3 or above and for the state 43% scored Level 3 or above. For standard curriculum students, 59% scored at or above level in Science in 2008, compared to 53% in 2007. The mean scale score of 318 was above the district mean scale score of 313 and the state scale score of 310.

Objective:

Increase the percentage of the total student population scoring at or above Level 3 in Science from 47% to 52%.

Strategies:

- Increase **hands**-on science lessons utilizing the AIMS/GEMS materials, technology provided by the EETT and HP grants (Gr. 4 and 5), and materials found in the school-wide science closet.
- Teach the scientific process in K-5, culminating with a school-wide science fair.
- Implement school-wide science units for Space and Water Studies, integrating math, reading, writing, and technology.
- Utilize Smart Board technology for science units.
- Utilize the leveled science books to teach reading in the content areas for all students reading below grade level.
- Incorporate community resources into science units (Project Wet, Water Day Resources, SFCC planetarium).
- Provide field trips connected to integrated science units.

Evaluation:

- The percentage of the total students scoring on or above grade level will increase from 47% to 52%.
- The mean scale score will maintain at or above the state and district mean scale score.

Evidence-based Program(s):

- Scott Foreman Science Basal
- AIMS/GEMS Materials
- Smart Board Technology

Professional Development Aligned with this Objective:

- Smart Board Club will meet monthly, sharing ideas for science lessons.
- Kagan strategies training for utilization in science content.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Total: 0		
Technology		
Description of Resources	Funding Source	Available Amount
Smart Boards, LCD, Laptops	Technology, PTA, SAC	\$4000.00
Total: \$4000.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
Smart Board Training Kagan Strategies	Technology, Title I	\$1000.00
Total: \$1000.00		
Other		
Description of Resources	Funding Source	Available Amount
Curriculum Mapping	Title I	\$9000.00
Total: \$9000.00		
Final Total: \$14,000.00		

Non-Highly Qualified Instructors:

None

End of Science Goal

Goal: Parent Involvement

Needs Assessment:

The 2008 parent survey indicates that 94% of the families reported that the school “involves parents in helping students improve performance” (up from 90% in 2007). In addition, 92% reported that “parents are informed about and involved in school activities” (down from 93% in 2007). Even though these numbers reported are very high for parental involvement, the SAC, staff, and parents interviewed wish to continue to increase involvement of ALL families. Our goal is that 100% of the families will be involved in the academic and social improvements of their students at school.

Objective:

100% of families will participate in at least one classroom activity, conference, PTA or SC sponsored event during the 2008-09 school year and 100% of the families will read and sign the daily planner in Gr. 1-5 or the daily communication folder in Kindergarten.

Strategies:

- Offer parent conferences after 3:00 p.m. so working parents can attend.
- Utilize a daily planner in Gr. 1-5 and a daily home/school communication folder in Kdg.
- Provide a link for homework assignments/activities on the web page.
- Invite parents to recognition programs and for lunch with their child.
- Continue the “Open Door” policy, encouraging parents to sign in as a visitor and visit their child’s classroom.
- Post the quarterly newsletter and monthly activity calendar on the school web page.
- Use Parent Survey results to plan programs for PTA meetings.
- Invite families in for curriculum sharing activities (Poetry Party, Space Day, Water Day, etc.)
- Explain the Title I School-wide project at the fall Open House.
- Send home Parent Involvement Plan and Compact during first week of school.
- Provide parent involvement workshops on FCAT awareness and how to assist your child during October and January.

Evaluation:

- Parent survey results will show an increase of families reporting that the school “involves parents in helping students improve performance.”
- Parent survey results will show an increase of families reporting that “parents are informed about and involved in school activities.
- Family attendance will be recorded at all school events and teachers will analyze progress toward goal of 100% of families involved in at least one activity.
- Teachers will monitor involvement in signing daily planners/folders and report results.

Budget:

Evidence-based Program(s)/Material(s)			
Description of Resources	Funding Source	Available Amount	
Student Planners	SAC	\$3200.00	
Books	Title I	\$1900.00	
			Total: \$5100.00
Technology			
Description of Resources	Funding Source	Available Amount	
			Total:
Professional Development			
Description of Resources	Funding Source	Available Amount	
			Total:
Other			

Description of Resources	Funding Source	Available Amount	
Teacher Stipends for After Hour Conferences/Workshops	Title I	\$2000.00	
			Total: \$2000.00
			Final Total: \$7100.00

End of Parent Involvement Goal

Goal: Return on Investment

Goal Statement:

Joseph Williams Elementary School will demonstrate efforts to improve student performance in a fiscally efficient manner.

Needs Assessment:

Joseph Williams Elementary School's percentile ranking is currently 55%. The highest ROI value in the state is 61%.

Objective:

Our school's ROI percentile ranking will increase.

Strategies:

Strategies to improve annual learning gains:

- Use student data analysis results to find or construct more effective educational strategies that fit the needs of students and staff
- Identify lowest quartile students early and provide additional assistance
- Provide strategies to parents for their student's academic improvement
- Continue to provide high quality teacher professional development and monitor its implementation

Strategies to lower the cost per weighted full time equivalent (FTE) student:

- Reallocate school resources to better implement teaching, learning, and class-size mandates (e.g., combine teacher aide positions into a teacher position)
- Purchase evidence-based materials and use them effectively
- Increase participation in programs provided by the Department of

- Education, such as FCAT Explorer and Florida Achieves
- Utilize school and district in-service training

Evaluation:

The percentage of students with learning gains will be divided by the program costs per weighted FTE students at the school to determine ROI Index.

Evidence-based Programs: See core subject goals/objectives.

Professional Development: See core subject area goals/objectives.

[End of Return on Investment Goal](#)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes

No

Measures Being Taken to Comply with SAC Requirement

The SAC is the sole body responsible for final decision-making at the school relating to the implementation of school improvement. District procedures for the election and appointment of advisory council members are followed, with nominations in April and elections held in May. The SAC reviews the School Improvement Plan and the annual budget, providing input for implementation. The Lotto funds and Advanced Placement funds are used to implement the School Improvement Plan and the SAC votes to approve expenditures.

SAC Membership Roster
List of Members

Member Name	Position
Kathy Dixon	Principal
Valde Fortner	CRT
Melinda Craine	Teacher
Petrina Leggon	Teacher
Randi Garlitz	Teacher
Teresa Moore	Parent
Dan Pearson	Parent
Samantha Wright	Parent
Germaine Brown	Parent
Tina Head	Educational Support Personnel
Tyran Wright Butler	Community (UF)
Rick Davis	Community (GRU)
Steve Stagliano	Community (GRU)

SAC Involvement

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)).

The School Advisory Council provides input into the expenditures of funds set aside to increase student achievement. These funds include grants, Lotto money, Advanced Placement funds, and Title I funds. Priority for funding, as determined by the School Advisory Council, has been to provide support for a research-based reading program, after school tutoring in reading and mathematics, technology, and the inclusion model for students with disabilities. The SAC meets a minimum of six times a year, offering advice on the formulation and implementation of the School Improvement Plan, as well as parent involvement, facility improvement, and expenditures of funds.

FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Rewards	Title I	\$1000.00
Math	Calendar Math	Grants, Title I	\$2000.00
Writing	Kagan, K. Robinson	Title I	\$2000.00
Parent Inv.	Children's Books Student Planners	Title I, SAC	\$5100.00
			Total: \$10,100.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Earobics, Smart Boards	Reading First, Title I, Technology, PTA	\$5000.00
Math	Smart Boards	Title I, Tech., PTA	\$3000.00
Writing	Inspiration, Smart Boards	Title I, Tech., PTA	\$4000.00
Science	Smart Boards, LCD, Laptops	Title I, Tech., PTA	\$4000.00
			Total: \$16,000.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	RT, Kagan, FCIM, Inquiry Groups, Book Study	Title I, CREATE, Lastinger Center/UF	\$12,000.00
Math	Calendar Math, FCIM	Title I	\$3000.00
Writing	K. Robinson, M. Fornoy, Scoring	Title I, Internal	\$1900.00
Science	Smart Board, Kagan	Technology, Title I	\$1000.00
			Total: \$17,900.00
Other			

Goal	Description of Resources	Funding Source	Available Amount
Reading	Teacher/Tutors	Title I	\$130,000.00
Science/Math	Curriculum Mapping	Title I	\$9000.00
Parent Inv.	Teacher Stipends for After Hour Con./Workshops	Title I	\$2000.00
			Total: \$141,000.00
			Final Total: \$185,000.00

IMPLEMENTATION EVALUATION

The Florida Continuous Improvement Model (FCIM) will be implemented at Joseph Williams Elementary during the 2008-2009 school year in order to better monitor progress toward Adequate Yearly Progress goals. Benchmark assessments will enable teachers to monitor progress more closely.

The Florida A+ Plan Report of 2008 indicates that the school went from an "A" in 2007 to a "C" in 2008. In the area of reading, 70% of the standard curriculum students are reading at or above grade level, with 58% making learning gains in reading. Only 48% of the lower quartile made learning gains in reading. In math, 72% of the standard curriculum students are working at or above grade level, with 58% making learning gains in math. Only 47% of the lower quartile made learning gains in math. In writing, 76% of the standard students scored a Level 3.5 or higher and 59% scored proficient in science.

Because the lower quartile did not make the expected progress, the focus of this year's plan will be to better monitor progress through the FCIM model and to provide a double dose of reading with the ESE and Title I staff during the 90 minute reading block, in the regular classroom. Math support will be provided by ESE co-teaching in grades 3-5 and by Title I staff in grades K-2. Writing progress will be monitored with quarterly scored prompts and the Kathy Robinson model will be implemented for assessment and instruction.