

# **THE 2007-08 SCHOOL IMPROVEMENT PLAN**

## **Columbia Elementary**



**ORANGE COUNTY PUBLIC SCHOOLS**  
Orlando, Florida

## **PROFILE**

After 37 years, Columbia Elementary has relocated to a new school facility in the Cypress Lakes subdivision in East Orange County. It is located twenty miles east of Orlando, Florida. Columbia's geographic service area extends twenty miles east to Brevard County, eight miles south to Osceola County and four miles north to Seminole County. The total service area exceeds 240 square miles. Forty eight percent of kindergarten through fifth grade students receives free or reduced breakfast and lunch based on family income that qualifies them as disadvantaged. Two administrators, sixty eight certified teachers, one guidance counselor, one staffing coordinator and thirty eight non-instructional personnel and eleven outside support people serve our ever changing 1,018 students daily.

We are focusing a district-wide effort to align what we teach, how we teach and what we assess. Teachers will be provided with guidelines and training to achieve curriculum alignment. Through this effort we hope to provide students instruction in an effective manner.

Columbia works in harmony with the neighboring communities through business partnerships, PTA, SAC, ADDitions, Extended Day Programs, scouts and community committees. Dedicated, cooperative efforts help to holistically serve our students all week from dawn to dusk.

## **DISTRICT VISION**

To be the top producer of successful students in the nation.

## **SCHOOL VISION**

The parents, families, staff and community of Columbia Elementary School believe that all children can be successful lifelong learners by developing academic excellence in literacy, problem solving and communication. We are dedicated to helping each child become a responsible citizen and in reaching his/her fullest potential by assuring a secure, challenging, creative environment where children can develop life skills to include independence, self-confidence, cooperativeness and resourcefulness.

## **Development of the School Improvement Plan**

The district ENDS Policy, District Performance Goals, and the Comprehensive Academic Achievement Plan (CAAP) were all used to develop our school improvement plan. The plan is a tool for identifying and creating a desirable future for our students and school. The school improvement plan process will enable us to anticipate and manage the complex changes that we face. Furthermore, because our School Advisory Council is broadly representative of our school's community, we are confident that our school improvement plan reflects a shared vision of success for all of our students.

We began the strategic planning process by developing and clarifying a vision statement for our school. Our vision statement expresses the "desirable future" we want to create and is presented on the previous page.

In order to assess the needs of our school, we collected and analyzed a great deal of data. From these data we identified a number of priority needs, which are stated in our plan. These needs formed the basis for our plan this year.

The mission of the Orange County Public Schools is, "To lead our students to success with the support and involvement of families and the community." Based on this mission, we reviewed the District Performance Goals and built objectives around the goals that reflected the priority needs of our school. OCPS has also identified six supporting conditions to help accomplish the district's mission. We reviewed and selected the supporting conditions that related to our needs assessment.

The purpose of the OCPS CAAP is to create curriculum consistency for all students and provide instructional strategies that meet the needs of our diverse student population. To make this happen, developmental, accelerated, and remedial strategies have been incorporated into this plan to ensure student achievement.

Our school improvement plan focuses on how we will work toward meeting the needs at our school. We used the results of our needs assessment as a starting point to select and develop four-year objectives. We used the needs assessment results to address budget, training, instructional materials, technology, staffing, student support services, specific school safety, discipline strategies, student health and fitness, including physical fitness, parental information on student health/fitness, and indoor environmental air quality. The SAC's assistance was used to prepare the budget for next year so that it effectively supports the school improvement plan.

Annual objectives were developed to identify where we would be at the end of each year of our four-year objectives or objectives based on the supporting conditions. Finally, action plans were written, which outlined the activities that needed to be completed in order to reach our annual objectives. These action plans are clearly defined activities that show what we will accomplish in working toward our objectives.

The four state education goals, Florida's six priorities, as well as statutory requirements, were addressed in developing the plan. Not all goals and priorities are directly included in the plan since only the highest priority needs are included. Many other activities take place in the school that support the state goals and priorities but are not specifically mentioned in the plan.

Once our plan was completed, it was reviewed by our community, the area superintendent, the superintendent, and the school board. This review focused on determining how much progress toward state goals and the district's mission would result from the implementation of the plan. When the school board approved our plan, they agreed that achieving the annual objectives would produce adequate progress toward meeting these important goals.

The actual implementation of our plan will be evaluated at two points during the school year. The first review of progress will be in December-January with the area superintendent. The mid-year progress review will determine if we are on schedule in completing the action plan activities that are written in our plan and data showing progress at the middle of the school year. The final progress report is made after the school year is over. At that time, we will determine if we accomplished our annual objectives. We will use those results to begin our needs assessment for next year.

## READING OBJECTIVE

**District Mission:** To lead our students to success with the support and involvement of families and the community.

### Baseline Expectations (Percent of Students)

*If a school has exceeded the baseline expectations, the improvement target in following years will be an improvement of 3 percentage points per year. After a school reaches 90 percent on any of these performance targets, the target in future years will be to maintain performance.*

**Reading Performance:** Elementary: 85

**Reading Learning Gains:** Elementary: 70

**Reading Lowest 25 Percent Learning Gains:** Elementary: 70

#### **Narrative to Describe Major Steps to Meet Baseline Expectations in Reading Within Four Years:**

Continue to provide staff development in the area of reading.  
Evaluate and purchase appropriate state adoption recommendations and resources to meet the needs of Columbia students.  
Monitor student progress in the five components of reading throughout the school year using school, district and statewide data.  
Continue to use Accelerated Reader as a motivational program and Success Maker to track student progress and enhance student skills.

**Four-Year Objectives:** **By July 2011, 90%** of all students taking the FCAT Reading test at Columbia Elementary School will score at Level 3 or above.

**By July 2011, 81%** percent of all students taking the FCAT Reading test at Columbia Elementary School will make learning gains.

**By July 2011, 76%** percent of the lowest 25% of students taking the FCAT Reading test at Columbia Elementary School will make learning gains.

**2007-08 Needs Statement:** **In June 2007, 80%** of all students taking the FCAT Reading Test at Columbia Elementary School scored at **Level 3 or above**.  
**In June 2007, 83%** of all students taking the FCAT Reading Test at Columbia Elementary School **made learning gains**.  
**In June 2007, 73%** of the **lowest 25%** of all students taking the FCAT Reading Test at Columbia Elementary School **made learning gains**.

**2007-08**  
**Annual**  
**Objectives:**

**By July 2008, 83%** of all students taking the FCAT Reading Test at Columbia Elementary School will score at **Level 3 or above**.  
**By July 2008, 86%** of all students taking the FCAT Reading Test at Columbia Elementary School will make **learning gains**.  
**By July 2008, 76% of the lowest 25%** of all students taking the FCAT Reading Test at Columbia Elementary School will **make learning gains**.

**2007-08**  
**Mid-Year**  
**Progress:**

Enter progress made at mid-year of 2007-08 here.

**2007-08**  
**Results:**

Enter baseline data from 2007-08 here *when it is available*.

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**2008-09**  
**Needs Statement:**

In June 2008, \_\_\_% of students at Columbia Elementary scored at level 3 or above FCAT Reading.

**2008-09**  
**Annual**  
**Objectives:**

Enter all three of the annual objectives for 2008-09 here.

**2008-09**  
**Mid-Year**  
**Progress:**

Enter progress made at mid-year of 2008-09 here.

**2008-09**  
**Results:**

Enter baseline data from 2008-09 here *when it is available*.

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**2009-10**  
**Needs Statement:**

Enter baseline data from 2008-09 for all three reading statements here.

**2009-10**  
**Annual**  
**Objectives:**

Enter all three of the annual objectives for 2009-10 here.

**2009-10**  
**Mid-Year**  
**Progress:**

Enter progress made at mid-year of 2009-10 here.

**2009-10**  
**Results:**

Enter baseline data from 2009-10 here *when it is available*.

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**2010-11**  
**Needs Statement:**

Enter baseline data from 2009-10 for all three reading statements here.

**2010-11**  
**Annual**  
**Objectives:**

Enter all three of the annual objectives for 2010-11 here.

**2010-11**  
**Mid-Year**  
**Progress:**

Enter progress made at mid-year of 2010-11 here.

**2010-11**  
**Results:**

Enter baseline data from 2010-11 here *when it is available*.

Do rules, regulations, policies, or laws at the state or district level prevent the school from accomplishing this plan?

Yes: \_\_\_\_\_ No:   X  

If so, is a request for waiver needed?

Yes: \_\_\_\_\_ No:   X  

Appendix F contains the form and procedures for requesting a waiver.

**Columbia Elementary**  
**School Improvement Plan**  
**Year: 2007-08**

Reading  
Action Plan for 2007-08

<u>Activities (INCLUDE END DATE)</u>	<u>Funding Source</u>	<u>Position of Responsibility</u>	<u>Status</u>		
			<u>Completed</u>	<u>In Progress</u>	<u>Planned</u>
1. Schedule monthly school-wide Literacy Council meetings to review curriculum alignment.(May 2008)	N/A	Administration			
2. Support the purchase and implementation of the Accelerated Reading program for all grade levels. (May 2008)	SAC PTA	Administration, CRT, Media Specialist			
3. Purchase and implement the <i>Safari Montage</i> Program to support integration of technology and reading in the content area. (May 2008)	FF&E, Budget	Administration, Media Specialist			
4. Support school wide staff development in the areas of fluency and comprehension. In addition, support opportunities to attend county sponsored training for all teachers. (May 2008)	SAC Budget	Administration, CRT, Literacy Coach, Teachers			
5. Communicate with parents through newsletters, parent information nights and the school website best practices to improve reading. (May 2008)	N/A	Technology Rep., CRT, Teachers			
6. Evaluate student gains in the lowest quartile by comparing student FCAT reading scores to previous data. (May 2008)	N/A	Administration, CRT, Literacy Coach			
7. Provide before school tutoring in reading for third grade students in the lowest 25%. (May 2008)	Budget	Administration, CRT, Literacy Coach			
8. Schedule additional time for 2 <sup>nd</sup> through fifth grade students in the lowest quartile to utilize the SuccessMaker Enterprise Program. (May 2008)	N/A	Administration, CRT, Literacy Coach			
9. Monitor progress of all students using school, district and statewide data to determine appropriate instruction and interventions.(May 2008)	N/A	Administration, CRT, Literacy Coach			
10. Collect and analyze FCAT 2008 data to determine if the 2007-08 annual objectives were met. (May 2008)	N/A	Administration, CRT, Literacy Coach			

**Funding Source: Designate where funds will come from, if applicable, such as School Improvement Funds, School Budget, Title I funds, or a grant.**

## MATH OBJECTIVE

**District Mission:** To lead our students to success with the support and involvement of families and the community.

### Baseline Expectations (Percent of Students)

*If a school has exceeded the baseline expectations, the improvement target in following years will be an improvement of 3 percentage points per year. After a school reaches 90 percent on any of these performance targets, the target in future years will be to maintain performance.*

**Math Performance:** Elementary: 80

**Math Learning Gains:** Elementary: 70

**Math Lowest 25 Percent Learning Gains:** Elementary: 70

#### **Narrative to Describe Major Steps to Meet Baseline Expectations in Math Within Four Years:**

Provide staff development opportunities to enhance instruction to include critical thinking and problem solving skills.  
Provide school wide staff development in the area of math.  
Monitor student progress throughout the school year using school, district and statewide data.  
Continue to use the *Everyday Math Program* for ESE and regular education students.

**Four-Year Objectives:** **By July 2011, 87%** of all students taking the FCAT Math test at Columbia Elementary School will score at Level 3 or above.

**By July 2011, 70%** of all students taking the FCAT Math test at Columbia Elementary School will make learning gains.

**By July 2011, 70%** of the lowest 25% of students taking the FCAT Math test at Columbia Elementary School will make learning gains.

**2007-08 Needs Statement:** **In June 2007, 74%** of all students taking the FCAT Math Test at Columbia Elementary School scored at **Level 3 or above**.  
**In June 2007, 67%** of all students taking the FCAT Math Test at Columbia Elementary School **made learning gains**.  
**In June 2007, 70%** of the **lowest 25%** of students at Columbia Elementary School **made learning gains on the FCAT Math Test**.

**2007-08**  
**Annual**  
**Objectives:**

**By July 2008, 77%** of all students taking the FCAT Math Test at Columbia Elementary School **will score at Level 3 or above.**  
**By July 2008, 70%** of all students taking the FCAT Math Test at Columbia Elementary School **will make learning gains.**  
**By July 2008, 73%** of the **lowest 25%** of students at Columbia Elementary School **will make learning gains on the FCAT Math Test.**

**2007-08**  
**Mid-Year**  
**Progress:**

Enter progress made at mid-year of 2007-08 here.

**2007-08**  
**Results:**

Enter baseline data from 2007-08 here *when it is available.*

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**2008-09**  
**Needs Statement:**

Enter baseline data from 2007-08 for all three math statements here.

**2008-09**  
**Annual**  
**Objectives:**

Enter all three of the annual objectives for 2008-09 here.

**2008-09**  
**Mid-Year**  
**Progress:**

Enter progress made at mid-year of 2008-09 here.

**2008-09**  
**Results:**

Enter baseline data from 2008-09 here *when it is available.*

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**2009-10**  
**Needs Statement:**

Enter baseline data from 2008-09 for all three math statements here.

**2009-10**  
**Annual**  
**Objectives:**

Enter all three of the annual objectives for 2009-10 here.

**2009-10**  
**Mid-Year**  
**Progress:**

Enter progress made at mid-year of 2009-10 here.

**2009-10**  
**Results:**

Enter baseline data from 2009-10 here *when it is available.*

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**2010-11**  
**Needs Statement:**

Enter baseline data from 2009-10 for all three math statements here.

**2010-11**  
**Annual**  
**Objectives:**

Enter all three of the annual objectives for 2010-11 here.

**2010-11**  
**Mid-Year**  
**Progress:**

Enter progress made at mid-year of 2010-11 here.

**2010-11**  
**Results:**

Enter baseline data from 2010-11 here *when it is available.*

Do rules, regulations, policies, or laws at the state or district level prevent the school from accomplishing this plan?

Yes: \_\_\_\_\_ No:   X  

If so, is a request for waiver needed?

Yes: \_\_\_\_\_ No:   X  

Appendix F contains the form and procedures for requesting a waiver.

**Columbia Elementary**  
**School Improvement Plan**  
**Year: 2007-08**

Math  
Action Plan for 2007-08

<u>Activities (INCLUDE END DATE)</u>	<u>Funding Source</u>	<u>Position of Responsibility</u>	<u>Status</u>		
			<u>Complete</u>	<u>In Progress</u>	<u>Planned</u>
1. Establish school-wide math team meetings for curriculum alignment. (May 2008)	N/A	Administration			
2. Communicate with parents through the school website, newsletters, and parent information nights. (May 2008)	N/A	Technology Rep., CRT, Teachers			
3. Schedule monthly team sharing sessions regarding grade level implementation of the <i>Everyday Math</i> series. (May 2008)	N/A	Administration, CRT, Teachers			
4. Provide staff development opportunities to train teachers in the use of technology for the <i>Everyday Math</i> Program. (May 2008)	SAC, Budget	Administration, Math Team, CRT, Teachers			
5. Purchase and implement <i>the Everyday Math Games</i> for the Extended Day Program. (May 2008)	Extended Day funds	Administration, CRT			
6. Purchase additional materials to support daily instruction for the <i>Everyday Math</i> Program. (May 2008)	SAC, Budget	Administration, CRT			
7. Provide before school tutoring in math for fifth grade students in the lowest 25%. (May 2008)	Budget	Administration, CRT			
8. Implement <i>SuccessMaker Math</i> in the classroom computer rotation schedule. (May 2008)	SAC, Budget	Administration, Math Team, CRT, Teachers			
9. Monitor progress of all students throughout 2007-08 using state, district and school-wide assessment data to determine appropriate interventions. (May 2008)	N/A	Administration, Math Team, CRT, Teachers			
10. Evaluate gains in the lowest quartile by comparing student FCAT math scores to previous data. (May 2008)	N/A	Administration, Math Team, CRT, Teachers			
11. Analyze FCAT math scores to determine the percent of students scoring at 3 or above and compare that data to 2006-2007 data. (May 2008)	N/A	Administration, Math Team, CRT, Teachers			

***Funding Source: Designate where funds will come from, if applicable, such as School Improvement Funds, School Budget, Title I funds, or a grant.***

## WRITING OBJECTIVE

**District Mission:** To lead our students to success with the support and involvement of families and the community.

### Baseline Expectations (Percent of Students)

*If a school has exceeded the baseline expectations, the improvement target in following years will be an improvement of 3 percentage points per year. After a school reaches 90 percent on any of these performance targets, the target in future years will be to maintain performance.*

**Writing Performance:**  
Elementary: 85  
Middle Schools: 85  
High Schools: 85

#### Narrative to Describe Major Steps to Meet Baseline Expectations in Writing Within Four Years:

Provide school-wide staff development for all instructional staff in the area of writing.  
Provide opportunities for instructional staff to attend district writing staff development.  
Develop a K-5 school wide writing plan.  
Monitor student progress at all grade levels using monthly school wide prompts analyzed by administration and a team of writing teachers.

**Four-Year Objective:** **By July 2011, 85%** of all students at Columbia Elementary School will score at **Level 3.5 or above.**

**2007-08 Needs Statement:** **In June 2007, 81%** of all students taking the FCAT Writes test at Columbia Elementary scored at level 3.5 or above.

**2007-08 Annual Objective:** **By July 2008, 84%** of all students taking the FCAT Writes test at Columbia Elementary will score at level 3.5 or above.

**2007-08 Mid-Year Progress:** Enter progress made at mid-year of 2007-08 here.

**2007-08 Results:** Enter baseline data from 2007-08 here *when it is available.*

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**2008-09 Needs Statement:** Enter baseline data from 2007-08 for the writing statement here.

**2008-09 Annual Objective:** Enter the annual objective for 2008-09 here.

**2008-09 Mid-Year Progress:** Enter progress made at mid-year of 2008-09 here.

**2008-09**  
**Results:**

Enter baseline data from 2008-09 here *when it is available*.

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**2009-10**  
**Needs Statement:**

Enter baseline data from 2008-09 for the writing statement here.

**2009-10**  
**Annual Objective:**

Enter the annual objective for 2009-10 here.

**2009-10**  
**Mid-Year**  
**Progress:**

Enter progress made at mid-year of 2009-10 here.

**2009-10**  
**Results:**

Enter baseline data from 2009-10 here *when it is available*.

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**2010-11**  
**Needs Statement:**

Enter baseline data from 2009-10 for the writing statement here.

**2010-11**  
**Annual Objective:**

Enter the annual objective for 2010-11 here.

**2010-11**  
**Mid-Year**  
**Progress:**

Enter progress made at mid-year of 2010-11 here.

**2010-11**  
**Results:**

Enter baseline data from 2010-11 here *when it is available*.

Do rules, regulations, policies, or laws at the state or district level prevent the school from accomplishing this plan?

Yes: \_\_\_\_\_ No:   X  

If so, is a request for waiver needed?  
Appendix F contains the form and procedures for requesting a waiver.

Yes: \_\_\_\_\_ No:   X

**Columbia Elementary**  
**School Improvement Plan**  
**Year: 2007-08**

Writing  
Action Plan for 2007-08

<u>Activities (INCLUDE END DATE)</u>	<u>Funding Source</u>	<u>Position of Responsibility</u>	<u>Status</u>		
			<u>Completed</u>	<u>In Progress</u>	<u>Planned</u>
1. Monitor student progress in writing at all grade levels through school-wide writing prompts. (May 2008)	N/A	Administration, CRT, Literacy Coach, Teachers			
2. Provide opportunities for staff development to enhance instruction in the areas of the writing process across all content areas. (May 2008)	SAC	Administration, CRT, Literacy Coach			
3. Provide before school tutoring in writing for fourth grade students in the lowest 25%. (May 2008)	Budget	Administration, CRT, Literacy Coach			
4. Purchase materials and train teachers on the implementation of the <i>Write Traits</i> program. (May 2008)	SAC Budget	Administration, CRT, Literacy Coach			
5. Analyze FCAT writing scores to determine the percent of students scoring at 4.0 or above and compare that data to 2006-2007 data. (May 2008)	N/A	Administration, CRT, Literacy Coach			

***Funding Source: Designate where funds will come from, if applicable, such as School Improvement Funds, School Budget, Title I funds, or a grant.***

**SCIENCE OBJECTIVE**

**District Mission:** To lead our students to success with the support and involvement of families and the community.

**Baseline Expectations  
 (Percent of Students)**

*If a school has exceeded the baseline expectations, the improvement target in following years will be an improvement of 3 percentage points per year. After a school reaches 90 percent on any of these performance targets, the target in future years will be to maintain performance.*

**Science** Elementary: 42  
**Performance:** Middle Schools: 42  
 High Schools: 42

**Narrative to Describe Major Steps to Meet Baseline Expectations in Science Within Four Years:**

All instructional staff including ESE will continue to implement the state adopted science curriculum.  
 Provide opportunities for instructional staff to attend science staff development.  
 Provide school wide staff development in the area of science.

**Four-Year Objective:** **By July 2011, 57%** of all students taking the FCAT Science test at Columbia Elementary School will score at **Level 3 or above.**

**2007-08 Needs Statement:** **In June 2007, 52%** percent of all students taking the FCAT Science test at Columbia Elementary School scored at **Level 3 or above.**

**2007-08 Annual Objective:** **By July 2008, 55%** percent of all students taking the FCAT Science test at Columbia Elementary School will score at **Level 3 or above.**

**2007-08 Mid-Year Progress:** Enter progress made at mid-year of 2007-08 here.

**2007-08 Results:** Enter baseline data from 2007-08 here *when it is available.*

**2008-09 Needs Statement:** Enter baseline data from 2007-08 for the science statement here.

**2008-09 Annual Objective:** Enter the annual objective for 2008-09 here.

**2008-09 Mid-Year Progress:** Enter progress made at mid-year of 2008-09 here.

**2008-09 Results:** Enter baseline data from 2008-09 here *when it is available.*

**2009-10** Enter baseline data from 2008-09 for the science statement here.  
**Needs Statement:**

**2009-10** Enter the annual objective for 2009-10 here.  
**Annual Objective:**

**2009-10** Enter progress made at mid-year of 2009-10 here.  
**Mid-Year**  
**Progress:**

**2009-10** Enter baseline data from 2009-10 here *when it is available*.  
**Results:**

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**2010-11** Enter baseline data from 2009-10 for the science statement here.  
**Needs Statement:**

**2010-11** Enter the annual objective for 2010-11 here.  
**Annual Objective:**

**2010-11** Enter progress made at mid-year of 2010-11 here.  
**Mid-Year**  
**Progress:**

**2010-11** Enter baseline data from 2010-11 here *when it is available*.  
**Results:**

Do rules, regulations, policies, or laws at the state or district level prevent the school from accomplishing this plan? Yes: \_\_\_\_\_ No:   X  

If so, is a request for waiver needed? Yes: \_\_\_\_\_ No:   X  

Appendix F contains the form and procedures for requesting a waiver.

**Columbia Elementary**  
**School Improvement Plan**  
**Year: 2007-08**

Science  
Action Plan for 2007-08

<u>Activities (INCLUDE END DATE)</u>	<u>Funding Source</u>	<u>Position of Responsibility</u>	<u>Status</u>		
			<u>Completed</u>	<u>In Progress</u>	<u>Planned</u>
1. Establish science committee to support the implementation of science text books, science manipulatives and science lab. (May 2008)	N/A	Administration, CRT, Teachers			
2. Monitor student progress in science using textbook assessment materials. (May 2008)	N/A	Administration, CRT, Teachers			
3. Provide opportunities for staff development addressing strategies for improving Science instruction. (May 2008)	Budget SAC	Administration, CRT			
4. Create a School-wide Science Lab schedule for all teachers to implement a weekly hands-on Science activity. (May 2008)	N/A	Administration, CRT, Teachers			
5. Analyze FCAT science scores to determine the percent of students scoring at Level 3 or above as compared to 2006-07 school year. (May 2008)	N/A	Administration, CRT, Teachers			

***Funding Source: Designate where funds will come from, if applicable, such as School Improvement Funds, School Budget, Title I funds, or a grant.***

## **SUPPORTING CONDITION**

**District Mission:** To lead our students to success with the support and involvement of families and the community.

**Supporting Condition:** Implement the OCPS local school wellness policy at Columbia Elementary School.

**2007-08 Needs Statement:** In July 2007, Columbia Elementary School's areas of weakness, formulated using the School Health Index's School Health Improvement Plan where Family and Community Involvement and School Health Services.

**2007-08 Annual Objective:** By June 2008, Columbia Elementary School's Family and Community Involvement score will increase from 27.7% to 30.7% and School Health Services score will increase from 37.5% to 40.5%, according to the School Health Index's School Health Improvement Plan.

**2007-08 Mid-Year Progress:** In February 2008,

**2007-08 Results:** Enter data from 2007-08 here *when it is available*.

Do rules, regulations, policies, or laws at the state or district level prevent the school from accomplishing this plan? Yes: \_\_\_\_\_ No:   X  

If so, is a request for waiver needed? Yes: \_\_\_\_\_ No:   X    
Appendix F contains the form and procedures for requesting a waiver.

**Columbia Elementary**  
**School Improvement Plan**  
**Year: 2007-08**

Supporting Condition  
Action Plan for 2007-08

<u>Activities (INCLUDE END DATE)</u>	<u>Funding Source</u>	<u>Position of Responsibility</u>	<u>Status</u>		
			<u>Completed</u>	<u>In Progress</u>	<u>Planned</u>
1. Assess the school's health policies and identify strengths and weaknesses. (May 2008)	N/A	Administration, Healthy School Team			
2. Involve parent and community in school events involving physical fitness. (May 2008)	N/A	Administration, Healthy School Team ,PE Dept.,			
3. Implement school wide healthy food choices program. (May 2008)	N/A	Administration, Food services			
4. Provide resources for parents in the areas of parenting and raising healthy children. (May 2008)	N/A	Administration, Healthy School Team, PE Dept. Guidance			
5. Provide remedial services for those students who are unhealthy and effected by poor nutrition and deemed to need additional assistance. (May 2008)	N/A	Administration, PE Dept., Healthy School Team, Guidance			
6. Analyze and collect data to determine if the 2007-08 School's Family and Community Involvement score and the School Health Services score objectives were met according to the School Health Index's School Health Improvement Plan. (May 2008)	N/A	Administration, PE Dept., Healthy School Team			

**Funding Source: Designate where funds will come from, if applicable, such as School Improvement Funds, School Budget, Title I funds, or a grant.**

## ADDITIONAL REQUIRED OR OPTIONAL OBJECTIVE

**District Mission:** To lead our students to success with the support and involvement of families and the community.

**Narrative to Describe Major Steps to Meet Baseline Expectations Within Four Years:**

All instructional staff including ESE will participate in monthly data meetings to evaluate the math progress of students who receive exceptional education services.  
 All students who receive exceptional education services will be given the opportunity to attend before school math tutoring during the 2007-2008 school year.  
 All students who receive exceptional education services will be given additional time on the *SuccessMaker* program in the area of math.

**Four-Year Objective:**                      **By July 2011, 47%** of students with disabilities participating in FCAT Math testing will achieve a score of level 3 or above.

**2007-08 Needs Statement:**                      **In June 2007, 35%** of students with disabilities scored at level 3 or above on the FCAT Math test.

**2007-08 Annual Objective:**                      **By July of 2008, 38%** of students with disabilities will score at or above level 3 on the FCAT Math test.

**2007-08 Mid-Year Progress:**                      Enter progress made at mid-year of 2007-08 here.

**2007-08 Results:**                      Enter baseline data from 2007-08 here *when it is available*.

**2008-09 Needs Statement:**                      Enter baseline data from 2007-08 for the statement here.

**2008-09 Annual Objective:**                      Enter the annual objective for 2008-09 here.

**2008-09 Mid-Year Progress:**                      Enter progress made at mid-year of 2008-09 here.

**2008-09 Results:**                      Enter baseline data from 2008-09 here *when it is available*.

**2009-10 Needs Statement:**                      Enter baseline data from 2008-09 for the statement here.

**2009-10 Annual Objective:**                      Enter the annual objective for 2009-10 here.

**2009-10**  
**Mid-Year**  
**Progress:**

Enter progress made at mid-year of 2009-10 here.

**2009-10**  
**Results:**

Enter baseline data from 2009-10 here *when it is available*.

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**2010-11**  
**Needs Statement:**

Enter baseline data from 2009-10 for the statement here.

**2010-11**  
**Annual Objective:**

Enter the annual objective for 2010-11 here.

**2010-11**  
**Mid-Year**  
**Progress:**

Enter progress made at mid-year of 2010-11 here.

**2010-11**  
**Results:**

Enter baseline data from 2010-11 here *when it is available*.

Do rules, regulations, policies, or laws at the state or district level prevent the school from accomplishing this plan?

Yes: \_\_\_\_\_ No:   X  

If so, is a request for waiver needed?

Yes: \_\_\_\_\_ No:   X  

Appendix F contains the form and procedures for requesting a waiver.

**Columbia Elementary**  
**School Improvement Plan**  
 Year: 2007-08

Action Plan for 2007-08

<u>Activities</u>	<u>Funding Source</u>	<u>Position of Responsibility</u>	<u>Status</u>		
			<u>Completed</u>	<u>In Progress</u>	<u>Planned</u>
1. Re-evaluate the IEP benchmarks on a quarterly basis to ensure the curriculum consistently meets student needs. (May 2008)	N/A	Administration, Staffing Spec., ESE Team,			
2. Support staff development opportunities for all teachers to attend math training. (May 2008)	Budget SAC	Administration, CRT, Teachers			
3. Monitor student progress on a monthly basis. (May 2008)	N/A	Administration, Math Team, CRT, Teachers			
4. Offer before school math tutoring for all students in Columbia's ESE programs.(May 2008)	Budget SAC	Administration, Math Team, CRT, Teachers			
5. Support math achievement of students in ESE programs through additional time using <i>SuccessMaker</i> Math Software	N/A	Teachers, ESE Team,			
6. Evaluate students' learning gains by comparing student FCAT Math scores to previous data. (May 2008)	N/A	Administration, Math Team, CRT, Teachers			
7. Collect and analyze FCAT 2008 data to determine if 2007-08 annual objectives were met. (May 2008)	N/A	Administration, Math Team, CRT, Teachers			

***Funding Source: Designate where funds will come from, if applicable, such as School Improvement Funds, School Budget, Title I funds, or a grant.***

# School Improvement Plan Checklist 2007-08

School Name: Columbia Elementary

TASK DESCRIPTION	✓
1. Develop a collective vision.	✓
2. Conduct a needs assessment.	✓
3. Check here that the 2006-07 school improvement plan was monitored by the SAC.	✓
4. Complete the SAC Roster and Summary Report using the district template.	✓
5. Address State Goals and Priorities in the development of the plan.	✓
6. Use the needs assessment results to address budget, training, instructional materials, technology, staffing, student support services, specific school safety, discipline strategies, student health and fitness, including physical fitness, parental information on student health/fitness, and indoor environmental air quality.	✓
7. Use the SAC's assistance to prepare next year's budget so that it effectively supports the school improvement plan.	✓
8. Use needs assessment results to select four-year objectives including required objectives.	✓
9. Develop annual objectives for each four-year objective. Obtain approval for each annual objective from your area superintendent.	✓
10. Complete the four-year objective and annual objective using the district template.	✓
11. Develop action plans that include activities, applicable funding sources, and responsible persons.	✓
12. Complete the action plans using the template.	✓
13. Address staff development activities in the action plans.	✓
14. Send a draft copy of the action plans to your area superintendent.	✓
15. Make plan available for community review.	✓
16. Submit draft of four-year objectives, annual objectives, and action plans to your area superintendent for final approval.	✓
17. Print a final copy of the plan and affix this checklist along with all necessary signatures of principal and school advisory council chairperson(s). Submit a clear hard copy of the plan and signed checklist to your area superintendent.	✓

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
SAC Chairperson's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
SAC Co-Chairperson's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Area Superintendent's Signature

\_\_\_\_\_  
Date