



FLORIDA DEPARTMENT OF EDUCATION
Bureau of School Improvement

2004 School Improvement Plan



2004 – 2005

SCHOOL IMPROVEMENT PLAN

School Name: MEADOW PARK ELEMENTARY SCHOOL

District Name: Palm
Beach

Principal: PAMELA ARNETTE

SAC Chair: ROBIN MILLIKEN/SCOTT MOORE

Superintendent: Arthur C. Johnson, Ph.D.

Date of School Board December 2004

Approval:

**John Winn,
Commissioner of
Education**

Florida Board of Education
Office of the Secretary
325 West Gaines Street
Tallahassee, Florida
32399-1950



**James Warford
K-12 Chancellor
Florida Department
of Education
Tallahassee, Florida
32399-0300**

SCHOOL PROGRAMS

None

SCHOOL PERFORMANCE

<u>School Performance Scale</u>						<u>NCLB AYP Reports</u>	
<u>2004</u>	2003	2002	2001	2000	1999	AYP Status 2003	AYP Status 2004
A	A	B	B	C	C	N/A	

SAC COMPLIANCE

- Yes No The majority of the Board of Directors/SAC members are not employed by the school.

The Board of Directors SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

Measures Being Taken to Comply with SAC Requirement

VISION/MISSION/BELIEF STATEMENTS

We devote ourselves to the education of the total child in a drug-free, safe, caring and stimulating environment. All students will master fundamental skills to achieve life-long learning strategies.

SCHOOL PROFILE DEMOGRAPHICS

Meadow Park Elementary is a public school located in an urban area of southeast Florida. Construction began on the original facility in 1955. Over the years, as the student population grew, several renovations and additions have been made to the original buildings. Eleven portables are on campus as well.

The total enrollment of Meadow Park Elementary in kindergarten through fifth grade is currently 514 students. Enrollment has dropped in recent years as students in the neighborhood age and move on to area middle and high schools. Our current enrollment is approximately 25% lower than in prior years. Meadow Park is also home to one of the largest Pre-Kindergarten ESE program in the school district, accommodating approximately 108 students of varying exceptionalities.

In addition to this decrease in enrollment, there have been shifts in the ethnic groups represented in the student population. The Hispanic population has increased to 44% over the last five years. This in turn has increased our school-wide percentage of students with limited English proficiency to 28%. The percentage of Black students has decreased to 6%, while the percentage of White students has increased to 45% of the total population.

Another significant change is evident in the percentage of students eligible to participate in the free and reduced price lunch program, which is 60%. This allows Meadow Park to qualify from Title I grant funds.

The students of Meadow Park Elementary are residents of various neighborhoods of West Palm Beach, an urban community with a population of 1,100,000. Most students live within walking distance of the school, however approximately 35 K-5 students are bussed to school.

The average class size in kindergarten through grade five is approximately 23.7 students. The primary grades (K-2) have an average of 23 students per class. Grades three through five have a slightly higher average class size of 24.

The faculty and staff of Meadow Park Elementary are from diverse ethnic backgrounds – White (53%), Black (7%), Hispanic (36%), and Other (4%). Female employees make up 90% of the faculty and staff, while males comprise 10% of the faculty and staff.

The majority of the teaching staff (68%) holds a Bachelor's degree. A smaller percentage (32%) holds a Master's degree, which is equal to the state average. Currently, no teachers hold a Specialist or Doctorate. The Principal holds a Masters Degree in Education and the Assistant Principal holds a Doctorate in Education.

The school hosts one in-house nurse and School Age Child Care (SACC). Other interventions available to qualified students include: Supplemental Academic Instruction (SAI), English for Speakers of Other Languages (ESOL), Exceptional Student Education (ESE) and a Reading First Coach.

SCHOOL DATA SUMMARY

School Accountability Report										
Year	Grade	% Meeting High Standards in Reading	% Meeting High Standards in Math	% Meeting High Standards in Writing	% Making Learning Gains in Reading	% Making Learning Gains in Math	% of Lowest 25% Making Learning Gains in Reading	Percent Tested	Minority Rate	% Free and Reduce Lunch
2003	A	61	61	90	73	84	73	100	59	61
2002	B	56	50	68	64	87	64	98	N/A	N/A
2001	B	55+	50+	90+	N/A	N/A	N/A	-98	N/A	N/A
2000	C	55+	65+	96+	N/A	N/A	N/A	-99	N/A	N/A

2004 AYP DATA IS FORTHCOMING

GRAPHS HAVE BEEN REMOVED DUE TO TECHNICAL ERRORS

QUALITY STAFF

Highly Qualified Administrators

Pamela Arnette, Principal

DOE# 429646

Areas of Certification:

*Social Science

*Middle Grade English

*Middle Grade

*School Principal

The principal holds a Masters Degree in Education.

Diane Bell, Assistant Principal

DOE# 725497

Areas of Certification:

*ESOL

*Primary Education

*School Principal

The Assistant Principal holds a Doctorate in Education. She is also a state certified FPMS trianer.

SCHOOL MATCH

ADDITIONAL REQUIREMENTS

Teacher Mentoring

School Wide Improvement Model

School Advisory Council

Communication with Parents

Extended Learning Opportunities

Adequate Progress Statement

GOALS

Goal:	Reading
Goal Statement:	Students will exhibit annual learning gains to acquire the knowledge, skills, and competencies needed to master state standards in the area of reading.

Needs Assessment 73% of 3-5 grade students performed at level 3 or above in reading: 74% in grade 3, 74% in grade 4, and 70% in grade 5. 73% of the lowest 25% had learning gains in reading.

Objective By June 2005, 80% of grade 3-5 accountability students will be proficient (Level 3 and above) in reading on the FY05 FCAT SSS Reading and Alternate Assessments. By June 2005, 75% of the students in the lowest 25% will show learning gains in reading. By June 2005, 75% of students will make learning gains in reading on the FY05 FCAT SSS Reading.

Strategies

1. Implement K-2 Reading Initiative with 15:1 student/teacher ratio during 90 minute reading block with a strategist going into the classrooms to demonstrate, model and conduct small group instruction.
2. Teachers will teach an uninterrupted 90 minute block of reading instruction daily, utilizing Sunshine State Standards, Grade Level Expectations and diagnostic assessments. A student/teacher ratio of 15:1 will be achieved through the use of SAI and elementary resource teachers.
3. Utilize a reading coach to provide support for ongoing literacy training, demonstration lessons and mentoring.
4. Provide daily opportunities for sustained silent reading time using a variety of reading materials.
5. Provide opportunities for students to read for information on a daily basis.
6. Provide remediation to low performing students through SAI, ESOL, and Title 1 Programs.
7. Analyze the results of FCAT SSS Reading, K-3 Reading Assessment data, FCAT diagnostic tests, SRUSS, and DIBELS to create instructional plans that address students' needs.
8. Integrate level 2 and above questions for critical thinking

from Bloom's Taxonomy Flip chart (comprehension, application, analysis, synthesis, evaluation) on a daily basis. 9. Provide parents with Grade Level Expectations for each grade level. 10. Train students in grades 3-5 to use daily planners to organize assignments, manage time and reinforce learning. 11. Implement the Reading Counts Program in grades 2-5. 12. Provide information to teachers regarding Title 1 programs for Teachers, which include sign on incentives as well as opportunities to obtain a Master's Degree from Nova University. 13. Provide teachers with the opportunity to attend trainings/workshops to facilitate learning in order to better achieve our SIP goals. 14. Provide FCAT incentives to students who meet a specified criteria.

Evaluation FY05 FCAT SSS Reading results.

Research-based Programs Research Based Program Elementary Reading Overview
The School District of Palm Beach County endorses a comprehensive balanced literacy program as the basis for literacy instruction at the elementary level. This includes the use of resources such as the state- and district-adopted Scott Foresman Reading for Florida, 2002 Edition, endorsed by the Florida Center for Reading Research, in conjunction with planned, systematic and purposeful instruction. Implementation of state and district initiatives specific to the needs of individual school centers such as the K–2 Literacy Initiative, the Reading First grant initiative, and the district’s K–3 Assessment program provide specific research-based and data-driven models for implementing exemplary practices in literacy instruction. The Research Base The National Reading Panel (NRP, 2000) concluded that well-designed reading programs include both instructional content and instructional design elements. Elements included in effective comprehensive balanced literacy programs are: phonemic awareness instruction, systematic, explicit phonics instruction, fluency instruction, vocabulary instruction, and text comprehension instruction.

Instructional design elements present in a well-designed reading program include: explicit instructional strategies, coordinated instructional sequences, ample practice opportunities, and aligned student assessments. Research by the Department of Defense Education Activity confirms that ninety minutes of daily instructional time is necessary to achieve maximum student growth in reading ability. Brain researchers suggest that in order to make learners want to learn, the affective part of the brain must be stimulated before the cognitive part will begin working. Teaching children to read involves not just the knowledge about letters and sounds (Taylor, Pearson, Clark, & Walpole, 1999). In their report titled Teaching Reading IS Rocket Science, the American Federation of Teachers examined the need for high-quality professional teacher development and reading instruction. Research cited indicated effective reading instruction includes the following: ---direct instruction of decoding, comprehension, and literature appreciation; phoneme awareness instruction; ---systematic and explicit instruction in the code system of written English; ---daily exposure to a variety of texts, as well as incentives for children to read independently and with others; ---vocabulary instruction that includes a variety of complementary methods designed to explore the relationships among words and the relationships among word structure, origin, and meaning; ---comprehension strategies that include prediction of outcomes, summarizing, clarification, questioning, and visualization; and ---frequent writing of prose to enable deeper understanding of what is read. (American Federation of Teachers [AFT], 1999, pp. 7-8) Snow et al. (1998) recommend that in order for schools with large numbers of children at risk for reading difficulties to be effective they need to have manageable class sizes, student-teacher ratios, competent teachers, a well-designed reading program, high-quality instructional materials, good school libraries, ongoing professional development, and pleasant school environments. Research indicates teachers and

students in balanced literacy programs tend to perform better than in traditional programs (e.g., Wharton-MacDonald, Pressley, & Mistretta, 1997). In balanced reading instruction skilled and well-informed teachers teach students both the structure of language and how to construct meaning as they interact with various texts. Balanced instruction involves teachers in planning assessment-based instruction incorporating research-based practices. Characteristics of Balanced Reading Instruction The Florida Literacy and Reading Excellence Center, views “balanced reading instruction” as a multi-faceted approach designed and implemented by informed instructional decision-makers. In balanced reading instruction, students are taught—explicitly, systematically and consistently—to understand and use the structure of language and to construct meaning from various texts. Students read alone, are read to, and read with others daily. A variety of language experiences help students develop their language development and connect oral and written language. A critical component of balanced reading instruction is direct explicit instruction in phonemic and phonological awareness and letter-sound knowledge in kindergarten and first grade; alphabetic knowledge, and blending in first grade and sound/symbol correspondence, structural analysis, contextual clues, and high frequency words; spelling; comprehension strategies in order to evaluate, synthesize, analyze, connect, infer, and inquire; and vocabulary instruction. In addition, students read both orally and silently and are read to from a variety of high-quality increasingly complex fiction and non-fiction texts at both independent and instructional levels across the curriculum, including, as often as possible, texts in the students’ first language. Students read both teacher-assigned and self-selected literature and textbooks. In a balanced literacy program, students write daily to support and extend their knowledge of the structure of language and construct meaning. Appropriate and adequate resources, including technology available for instruction to students, teachers, and parents can enhance

the successful implementation of a balanced literacy program. Formal and ongoing informal assessments allow teachers to intervene early with appropriate instruction to students who are not progressing and help teachers determine students' abilities, and needs, as well as the effectiveness of literacy instruction. A broad range of assessments helps inform teachers' instructional decisions. Another important element is the availability and incorporation of quality literature. Providing children with daily opportunities to read to and with adults and independently is important in early literacy classrooms. Reading aloud has a major impact on the development of children's fluency and overall reading development (Morrow, 1992; Sulzby & Teale, 1996, as cited in Liebling, 1998). Liebling (1998) presented the following summary of research-based best instructional practices developing young readers and writers: ---Classrooms organized as learning centers that encourage embedding language and literacy within discovery and play activities. ---A print-rich classroom environment that encourages associations of spoken words with signs in the classroom. An important component of a print-rich environment is a class library containing a wide variety of texts. ---Oral language activities, involving singing and reciting verses, dramatizing stories and rhymes, and discussing word meaning, ideas, books, and experiences to build receptive and expressive language and verbal reasoning, and engaging in discussion to improve comprehension and thinking skills. ---Phonemic awareness activities, including identifying words not belonging in a sequence; singing involving play with phonemes or requiring substitution of words and word parts in rhyming patterns; and body movements to indicate the number of syllables or patterns in songs, stories, or words, as well as segmenting words into component sounds and blending sounds into real words; and changing the beginning, middle, or ending of words to create new words. ---Print and syntactic awareness activities to build purpose of reading, knowledge of words, letters, sentences, and

paragraphs. ---Explicit instruction in alphabet recognition and writing: Acquiring knowledge of letter names and learning to write all upper and lower case letters. ---Independent reading in which children have daily opportunities to read high quality books of their own choosing independently or with a peer. Children have daily opportunities to choose books they want to read or reread independently or with a friend. ---Shared, interactive storybook reading through daily reading aloud at home and at school. Fluent readers model the reading process, and children share in the reading. Reading response discussion of books read at home and at school promotes appreciation and text comprehension; storytelling and re-telling. Teachers engage children in reading process activities: pre-reading predictions and setting contexts for reading; during reading questioning and response conversation, and post-reading activities to encourage reflection on meaning. ---Writing activities including group story writing, language experience stories, writing to promote phonemic awareness and letter knowledge, and independent writing of stories encouraging the use of invented spelling. Opportunities to share writing with peers in conferences, writing clubs, and in the “Author’s Chair” are encouraged. (pp. 20-22) ---Daily guided reading activities involving explicit teaching of word recognition and comprehension strategies for approaching and entering text. ---Daily guided writing involving explicit instruction in the writing process and use of correct spelling, syntactic structure, and writing conventions. Children have opportunities to learn to write a variety of text types for a variety of audiences and communicative purposes. Instruction in writing nonfiction includes access to informational sources including the library and the Internet, notetaking, and organization of ideas by topic sentences and paragraphs. Word study to build vocabulary and spelling ability is a regular part of instruction. Resulting from current research and reports, the Florida Reading and Excellence Center, summarized eleven key features of a balanced literacy approach for K-

3rd grade: ---Phonological awareness ---Alphabetic knowledge ---Print awareness ---Orthographic awareness --Word recognition ---Reading practice ---Writing practice ---Comprehension ---Assessment ---Attitudinal/Affective Domain ---Carefully planned, language-rich classrooms.

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Professional Development Teachers will attend reading trainings/workshops to facilitate learning in order to better achieve our SIP goals.

Highly Certified In-Field Instructors

Name Area of Certification Certificate Barr, Loris Elementary Ed., ESOL 845278 Berry, Elizabeth Early Childhood Ed. Elementary Ed., ESOL 618291 Brocard-Sobrino, Patricia Elementary Ed., ESOL 724944 Capi, Marie Varying Exceptionalities ESOL 413998 Crickenberger, James Elementary Ed., ESOL 000857 Daun, Kathleen Primary Ed., ESOL 358814 DiMinico, Debra Early Childhood Ed. Elementary Ed., ESOL, Reading 474555 Esposito, Gwendolyn Elementary Ed. 931896 Ewing, Mary Elementary Ed., ESOL 907651 Frechette, Jessica Elementary Ed., ESOL 936670 Haun, April Early Childhood Ed. Elementary Ed., ESOL Middle Grade Gen Science 572995 Heidrich, Kathleen Elementary Ed., ESOL 857305 Hutchins, Ionara PK Primary, ESOL, Portuguese 921400 Johnson, Brenda Early Childhood Ed. Elementary Ed., ESOL 333602 Kane, Janet Varying Exceptionalities, Elementary Ed., ESOL Gifted 754931 Kaufmann, Lori Elementary Ed., ESOL Primary Ed. 557056 Liberia, Crystal Elementary Ed. 956919 Lopez, Gloria Elementary Ed. 741957 Mahoney, Pamela Elementary Ed., ESOL Primary Ed. 712587 Mason, Kimberly Elementary Ed., ESOL 896431 McDonald, Barbara Elementary Ed., ESOL 431338 McMahan,

Terrence Elementary Ed., ESOL 629915 Mears, Virginia Elementary Ed. 606142 Milliken, Robin Elementary Ed., ESOL 606934 Moyer, Kellie Elementary Ed. 729354 Ogletree, Valeria Primary Ed., ESOL 407422 Paul, Roy Elementary Ed., ESOL 548175 Pedroso, Cindy Elementary Ed., ESOL 000845 Ragusa, Damarys Elementary Ed., ESOL Primary Ed. 830904 Rossello, Celena Elementary Ed., ESOL 944764 Schebell, Lisa Varying Exceptionalities, ESOL 847608 Stroebel, Avelina Varying Exceptionalities, ESOL 764906 Zacks, Eden Elementary Ed., ESOL 934136 Zimmerman, Lorraine Elementary Ed., ESOL Gifted 604939

Budget				
Issues to Address	Describe Resources	Funding Sources	Total Available	Unmet
Research-based Program(s)	Reading First Single School Culture K-2 Literacy Initiative	Reading First Grant District Sponsored Title 1 Budget	0	0
Research-based Resource(s)	Reading First Coach Literacy Teacher Tutorial Teachers	Reading First Grant Title 1 Budget School Recognition Funds	64604	0
Technology			0	0
Professional Development	Reading First Conference Single School Culture Conferences/Workshops	Reading First Grant District Sponsored School Improvement Funds	3000	0
Other	FCAT Incentives Student Daily Planners FCAT Supplies & Materials	School Recognition Funds School Improvement Funds School Improvement Funds	7200	0

Total: 74804.00 00.00

Goal:	Math
Goal Statement:	Students will exhibit annual learning gains to acquire knowledge, skills, and competencies needed to master state standards in the area of math.

Needs Assessment 67% of 3rd, 4th, and 5th grade students performed at Level 3 or above in mathematics; 75% in grade 3, 63% in grade 4 and 63% in grade 5.

Objective By June 2005, 75% of grade 3-5 accountability students will be proficient (Level 3 and above) in mathematics on the FY05 FCAT SSS Mathematics. By June 2005, 86% of the students will make learning gains in mathematics on the FY05 FCAT SSS Mathematics.

Strategies

1. Implement the use of manipulatives to illustrate mathematical ideas at least once a week.
2. Provide students with regularly scheduled opportunities to use technology.
3. Continue to implement Hands-On-Equations in fifth grade.
4. Link mathematics to the real world through problem solving activities on a daily basis.
5. Analyze the results of the FCAT SSS and diagnostic tests to create instructional plans that address students' needs.
6. Provide students with an age appropriate experience in responding to questions using the FCAT format at least once each week.
7. Introduce and reinforce mathematics vocabulary on a daily basis.
8. Provide remediation to low performing students through small group tutorial.
9. Integrate Level 2 and above questions for critical thinking from Bloom's Taxonomy Flip Chart (comprehension, application, analysis, synthesis, evaluation) on a daily basis.
10. Integrate grade level mathematical concepts in Fine Arts instruction at least once each month.
11. Train students in grades 3-5 to use daily planners to organize assignments, manage time and reinforce learning.
12. Provide teachers with the opportunity to attend trainings/workshops to facilitate

learning to better achieve our SIP goals. 13. Provide FCAT incentives to students who meet a specified criteria.

Evaluation FY05 FCAT SSS Mathematics results.

Research-based Programs

Research Based Program Elementary Mathematics Plan Overview In summary of the research on mathematics education, the National Research Council's Mathematics Learning Study Committee reports that all students can and should be proficient in mathematics, and that proficiency involves five intertwined strands: 1. Understanding mathematics 2. Computing fluently 3. Applying concepts to solve problems 4. Reasoning logically 5. Engaging with mathematics, seeing it as sensible, useful, and doable. Using "number combinations" as an example, understanding refers to a student's grasp of fundamental mathematical ideas. Students with understanding know more than isolated facts and procedures. Students who learn with understanding have less to learn because they see common patterns in superficially different situations. The HARCOURT Math program, used in grades K-5, provides a daily review of skills that are necessary for successful understanding of the lesson. The Mixed Review and Test Prep activity provides daily spiraled review of previously taught concepts and skills. Students traditionally have been expected simply to memorize the "basic facts or number combinations." Research has shown, however, that students actually move through a fairly well-defined sequence of solution methods when they are learning to perform operations with single-digit numbers. This deeper understanding of student learning demonstrates how the four other strands of proficiency - in addition to computing - can be strengthened through the learning of number combinations. In an analysis of studies comparing the effects of using manipulatives with the effect of more abstract instruction, Sowell (1989) concludes that mathematics achievement is increased through long-term

use of concrete materials. “Research supports that manipulatives will increase the level of understanding of mathematics, and the literature clearly advocates the advantages of an environment rich with hands-on experiences for all levels of learners.” (Hatfield, 1994, p. 5) Concrete modeling helps students see patterns and generalize processes. Less review and reteaching time is needed when students have a deeper and more permanent understanding. HARCOURT Math, used in grades K-5, develops students’ conceptual understanding by using a variety of manipulatives and by transitioning to visual representations. Clear step-by-step models, which link concrete experiences to visual representations, allow children to develop deep conceptual understanding. In grades 3-5, the Hands-On Equations - Making Algebra Child’s Play! program uses a visual and kinesthetic approach to present essential algebraic concepts to students. Learning number combinations can be treated as a problem-solving activity. Students apply the information from number combinations they know to generate number combinations they do not know. As students talk about how they figured out a particular number combination, they have an opportunity to explain their reasoning - how they did it. By explaining their solutions, they demonstrate and refine their understanding of the relevant relationships. When they consider the relationships among number combinations, students see the learning of number combinations as sensible, not simply as the learning of arbitrary associations between numbers. Engaged in their learning, they begin to see themselves as capable of using numbers to solve practical problems. They also learn that they can generate number combinations if they forget them. They have resources to learn on their own and do not have to depend on a teacher to tell whether they have the right answer. One of the strongest findings from research is that time and opportunity to learn are essential for the development of mathematical proficiency. A substantial and regular amount of time must be devoted to mathematics instruction. The overall guideline of an hour

each day is supported for kindergarten through eighth grade. The time should be apportioned so that all the strands of mathematical proficiency receive adequate attention. A significant amount of class time should be spent developing mathematical ideas, not just practicing skills. Students should be working together as a community of learners, not isolated individuals. Students should be encouraged to generate and share solution methods. Mistakes should be valued as opportunities for everyone to learn, and correctness should be determined by the logic and structure of the problem, rather than by the teacher. Questioning and discussion that elicit students' thinking and solution strategies and then build on these strategies lead to greater clarity and precision. Research on vocabulary instruction supports various teaching methods such as definitions, context, semantic mapping, mnemonic devices, and others. "Direct instruction on words that are critical to new content produces the most powerful learning. The effects of vocabulary instruction are even more powerful when the words selected are those that students most likely will encounter when they learn new content." (Marzano, Pickering, and Pollock, 2001, p. 127) "Without an understanding of the vocabulary that is used routinely in mathematics instruction, textbooks, and word problems, students are handicapped in their efforts to learn mathematics." (Miller, 1993, p. 312) The HARCOURT Math program used in grades K-5, implements the research on vocabulary development with direct instruction that incorporates a variety of techniques and strategies including word walls, hands-on activities, word files, math picture dictionaries, and a multimedia math glossary. "Effective teachers tend to recognize individual and group differences among their students and accommodate those differences in their instruction. They adapt instruction to meet student needs, which requires careful assessment and planning for all students in the classroom, as well as the ability to select from a range of strategies to find the optimal match to the

context.” (Stronge, 2002) Curriculum-based evaluation that uses frequent, and usually brief, measures of student performance on specific curriculum elements is essential for making decisions about individual students’ placement and pacing within an instructional program. The Harcourt Math program, used in grades K-5, assesses students’ levels of understanding and skill competency through frequent prerequisite skills assessments. Instruction is then individualized through the intervention options that provide strategies and lessons for intervention and enrichment.

Professional Development Teachers will attend math trainings/workshops to facilitate learning to better achieve our SIP goals.

Highly Certified In-Field Instructors Name Area of Certification Certificate Barr, Loris Elementary Ed., ESOL 845278 Berry, Elizabeth Early Childhood Ed. Elementary Ed., ESOL 618291 Capi, Marie Varying Exceptionalities ESOL 413998 Crickenberger, James Elementary Ed., ESOL 000857 Esposito, Gwendolyn Elementary Ed. 931896 Ewing, Mary Elementary Ed., ESOL 907651 Frechette, Jessica Elementary Ed., ESOL 936670 Heidrich, Kathleen Elementary Ed., ESOL 857305 Hutchins, Ionara PK Primary, ESOL, Portuguese 921400 Kaufmann, Lori Elementary Ed., ESOL Primary Ed. 557056 Lopez, Gloria Elementary Ed. 741957 Mahoney, Pamela Elementary Ed., ESOL Primary Ed. 712587 Mason, Kimberly Elementary Ed., ESOL 896431 McDonald, Barbara Elementary Ed., ESOL 431338 McMahan, Terrence Elementary Ed., ESOL 629915 Mears, Virginia Elementary Ed. 606142 Moyer, Kellie Elementary Ed. 729354 Ogletree, Valeria Primary Ed., ESOL 407422 Paul, Roy Elementary Ed., ESOL 548175 Pedroso, Cindy Elementary Ed., ESOL 000845 Ragusa, Damarys Elementary Ed., ESOL Primary Ed. 830904 Rossello, Celena Elementary Ed., ESOL 944764 Schebell, Lisa Varying Exceptionalities, ESOL 847608 Zacks, Eden Elementary Ed., ESOL 934136

Budget				
Issues to Address	Describe Resources	Funding Sources	Total Available	Unmet
Research-based Program(s)	Single School Culture	District Sponsored	0	0
Research-based Resource(s)	Tutorial Teachers	School Recognitions Funds	8500	0
Technology			0	0
Professional Development	Single School Culture Conferences/Workshops	District Sponsored School Improvement Funds	3000	0
Other	FCAT Supplies and Materials	School Improvement Funds	1000	0
Total:			12500.00	00.00

Goal:	Writing
Goal Statement:	Students will exhibit annual learning gains to acquire the knowledge, skills, and competencies needed to master state standards in the area of writing.

Needs Assessment 67% percent is the average percent of students scoring 3.5 or above in writing; 54% scored 3.5 or above on expository and 79% scored 3.5 or above on narrative. Our expository mean was 3.6 which was the same for the district and the state, while our narrative mean was 3.7 which was lower than the district average but equal to the state average.

Objective By June 2005, 75% of accountability students in Grade 4 will score Level 3.5 and above in writing on the FY05 FCAT Writing.

Strategies 1. Provide daily opportunities for a variety of writing activities at each grade level. 2. Provide a school-wide writing prompt twice per month. 3. Monitor progress of individual students and classes on a monthly basis. 4. Train students in grades 2 - 4 to use the SMILE rubrics to evaluate their writing. 5. Analyze the results of FCAT Writing and Palm Beach Writes to create instructional plans that address the changing strengths and needs of each student. 6. Provide remediation to low performing students through small group tutorial. 7. Assign a written research project to students in grades 4 and 5. 8. Provide training for teachers to incorporate advanced writing techniques enabling students to achieve higher performing criteria. 9. Implement the SMILE Writing Program in grades K-4. 10. Provide FCAT incentives to students who meet a specified criteria.

Evaluation FY05 FCAT SSS Writing results.

Research-based Research Based Program Elementary Writing Overview
The comprehensive balanced literacy program endorsed

Programs

by the School District of Palm Beach County includes planned, systematic and purposeful instruction in the writing process. Implementation of state and district initiatives specific to the needs of individual school centers such as the K–2 Literacy Initiative, and the district's K–3 Assessment program provide specific research-based and data-driven models for implementing exemplary practices in writing instruction. The Research Base Exemplary balanced literacy programs include frequent opportunities for students to explore, practice, and apply writing strategies and concepts in a variety of settings. Reading and writing skills are closely related, and increased reading experiences appear to enhance writing skill development (Stotsky 1983). Researchers highlight the close relationship between reading and writing (Hansen & Graves, 1991; Putnam, 1994, as cited in Liebling, 1998). To affect overall learning, instruction does best to focus on both reading and writing (Ferris & Snyder, 1986; Shanahan, 1984). Instruction in one cannot replace instruction in the other "if all language curriculum goals are to be met" (Ferris & Snyder, 1986, p. 755). Students do best with frequent and extended opportunities to read and write (Blatt & Rosen, 1987; Butler & Turbil, 1984; Hanson, et. al, 1991; Rubin & Hansen, 1986) and when exposed to a body of literature that represents a variety of genres, topics, and styles (Blatt & Rosen, 1987; Butler & Turbil, 1984; Comstock, 1992). Providing students with choices in writing topics and reading materials, with opportunities to write about topics and ideas that interest them and with which they are familiar positively, affects their attitudes toward learning (Hanson, 1991; Rubin & Hansen, 1986). Teachers most successfully support students' reading and writing development when they create a variety of learning contexts, such as cooperative learning groups and peer dyads, where discussion and instructional scaffolding support students' needs (Hiebert, 1991). Teachers help students explore their understandings by providing them with ample opportunities to consider personal responses to texts they

compose and to make links between prior experiences and what they are reading and writing. Students share their ideas and insights with class members, believing the class community accepts them, and thus affirm their efforts in future writing (Blatt & Rosen, 1987; Butler & Turbil, 1984; Comstock, 1992; Graves & Hansen, 1983; Hanson et. al, 1991; Rubin & Hansen, 1986; Sternglass, 1987). Instruction that encourages meaning making through reading and writing is based on an understanding of reading and writing as related composing processes. In the classroom, "a failure to recognize that composing and comprehending are process-oriented thinking skills which are basically interrelated...impedes our efforts not only to teach children to read and write, but our efforts to teach them how to think" (Squire, 1983, p. 581). The National Research Center on English Learning & Achievement discusses five distinct implications from research in relation to writing instruction and the development of young writers. Specifically, these include: 1. Writing behaviors can be analyzed. Assessment that focuses on what is being taught in a school's curriculum and on the modes of instruction used in the curriculum promotes learners' growth toward curricular goals (Farr 1992; Farr and Beck 1991; Geneshi 1994; Johnston 1984; Strickland and Strickland 1998). 2. Writing is the creation of meaning and writers shape their meaning as they write. Extensive research on the composing processes of young people has helped to identify not only the stages of writing, but also the ways in which attention to process can effectively inform classroom instruction (Bangert-Drowns 1993; Burke 1999; Dahl and Farnan 1998; Dyson and Freedman 1991a, 1991b; Freedman 1987; Graves 1983). 3. Writers bring their own experiences to their writing and increase their experiences as they write. Research emphasizes the significance of background knowledge when writing. Writers write best when they are writing for a purpose and to an audience (Graves 1994; Graves 1983). 4. Writers need skills to be better writers. Research consistently demonstrates that children will not

automatically acquire all the basic skills needed for writing and so must be taught through direct instruction. Research has also pointed to the need for a balance between instruction in basic skills and instruction in context even for struggling readers and writers (Allington 1994; Clay 1991; Farrell 1991; Lyons, Pinnell, and DeFord 1993; Snow, Burns, and Griffin 1998). 5. Teachers who understand the development of reading and writing organize the classroom to schedule time for effective instruction. Teaching a small number of students with the same instructional needs can be remarkably effective (Cohen, Kulik, and Kulik 1982; Medway 1991). “Explicit instruction implies a clear and systematic approach in which teachers model skills and strategies, explain differences, establish and show purpose, and guide students in literacy acquisition.” (Liebling, 1998, p. 17). Writing activities include group story writing, language experience stories, writing to promote phonemic awareness and letter knowledge, and independent writing of stories encouraging the use of invented spelling. Opportunities to share writing with peers in conferences, writing clubs, and in the “Author’s Chair” are encouraged. (pp. 20-22) Daily guided writing involves explicit instruction in the writing process and use of correct spelling, syntactic structure, and writing conventions. Children have opportunities to learn to write a variety of text types for a variety of audiences and communicative purposes. Instruction in writing nonfiction includes access to informational sources including the library and the Internet, note taking, and organization of ideas by topic sentences and paragraphs. Word study to build vocabulary and spelling ability is a regular part of instruction. (Liebling, 1998). References Allington, R. & Cunningham, P. (1994). *Classrooms That Work: They Can All Read and Write* (2nd Edition). Harper-Collins College Publishers. Blatt, G. & Rosen, L.M. (1987). *Writing: A Window on Children and their Reading*. *English Quarterly*, 20(2), 121-130. Butler, A. & Turbil, J. (1984). *Towards a Reading-Writing Classroom*. Rozelle,

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Professional Development Teachers will attend trainings/workshops to facilitate learning to better achieve our SIP goals. K-3 teachers will also be provided with SMILE training.

Highly Certified In-

**Field
Instructors**

Budget				
Issues to Address	Describe Resources	Funding Sources	Total Available	Unmet
Research-based Program(s)	SMILE Writing	School Improvement Funds	0	0
Research-based Resource(s)	Tutorial Teachers	Title 1 Budget	8400	0
Technology			0	0
Professional Development	SMILE Writing	School Improvement Funds	1650	0
Other			0	0
Total:			10050.00	00.00

Goal:	Science
Goal Statement:	Students will exhibit annual learning gains to acquire the knowledge, skills, and competencies needed to master state standards in the area of science.

Needs Assessment Teachers identified a need for additional science curriculum in preparation for the FY2005 FCAT Science Assessment. 5th Grade students at Meadow Park Elementary scored a mean scale score of 301 on the FCAT Science while the District average was 289. On the FY2004 FCAT Science Assessment, the mean scale score for 5th graders at Meadow Park Elementary was 301, the District mean scale score was 289, and the State mean scale score was 286.

Objective By June 2005, students in Grade 5 will score at or above the District mean scale score on the FCAT Science.

Strategies 1. Introduce and reinforce science vocabulary on a daily basis while science is being evaluated. 2. Provide weekly opportunities for a variety of hands on activities while science is being evaluated. 3. Train students in grades K-5 to use the Scientific Method. 4. Provide daily practice for grade 5 through Science Dailies. 5. Participate in K-5 Science Fair Day. All homerooms will create a class project using the scientific method. Primary students will visit intermediate classrooms to learn about their projects, and intermediate students will visit primary classrooms. 6. Implement the use of science Big Books in grades 3-5 and Science book sets for grades K-5. 7. Distribute science benchmarks evenly across grades K-5 to ensure that all strands are covered. 8. Provide teachers the opportunity to attend trainings/workshops to facilitate learning to better achieve our SIP goals.

Evaluation FY05 FCAT SSS Science results.

Research- Research Based Program Elementary Science Plan

**based
Programs**

Overview According to research conducted by the National Research Council and National Science Teachers Association, an elementary science program should include science content standards embedded in inquiry-centered curriculum patterns that are developmentally appropriate, interesting, and relevant to students' lives. Experts say that students who are taught science in a hands-on, inquiry-based manner in elementary school can begin to develop important life-long science literacy skills such as problem solving, critical thinking, and teamwork. The district-adopted science program, Harcourt Science, reflects the research by providing the following: *

- * standards-based life, earth, and physical science content correlated to the Florida Sunshine State Standards and National Science Education Standards
- * hands-on, inquiry-based investigations, and
- * opportunities to develop and maintain science process skills.

**Professional
Development**

Teachers will attend science trainings/workshops to facilitate learning to better achieve our SIP goals.

**Highly
Certified In-
Field
Instructors**

Name Area of Certification Certificate # Barr, Loris Elementary Ed., ESOL 845278 Berry, Elizabeth Early Childhood Ed. Elementary Ed., ESOL 618291 Capi, Marie Varying Exceptionalities ESOL 413998 Crickenberger, James Elementary Ed., ESOL 000857 Esposito, Gwendolyn Elementary Ed. 931896 Ewing, Mary Elementary Ed., ESOL 907651 Frechette, Jessica Elementary Ed., ESOL 936670 Heidrich, Kathleen Elementary Ed., ESOL 857305 Hutchins, Ionara PK Primary, ESOL, Portuguese 921400 Kaufmann, Lori Elementary Ed., ESOL Primary Ed. 557056 Lopez, Gloria Elementary Ed. 741957 Mahoney, Pamela Elementary Ed., ESOL Primary Ed. 712587 Mason, Kimberly Elementary Ed., ESOL 896431 McDonald, Barbara Elementary Ed., ESOL 431338 McMahan, Terrence Elementary Ed., ESOL 629915 Mears, Virginia Elementary Ed. 606142 Moyer, Kellie Elementary Ed. 729354 Ogletree, Valeria Primary Ed., ESOL 407422 Paul, Roy Elementary Ed., ESOL

548175 Pedroso, Cindy Elementary Ed., ESOL 000845
 Ragusa, Damarys Elementary Ed., ESOL Primary Ed.
 830904 Rossello, Celena Elementary Ed., ESOL 944764
 Schebell, Lisa Varying Exceptionalities, ESOL 847608
 Zacks, Eden Elementary Ed., ESOL 934136

Budget				
Issues to Address	Describe Resources	Funding Sources	Total Available	Unmet
Research-based Program(s)			0	0
Research-based Resource(s)			0	0
Technology			0	0
Professional Development	Science Content Workshops FCAT Workshops Conferences/Workshops	District Sponsored District Sponsored School Improvement Funds	3000	0
Other	Sciene Dailies	School Improvement Funds	500	0
Total:			3500.00	00.00

Goal:	Parental Involvement
Goal Statement:	Increase involvement by parents, businesses and other community members in school wide programs.

Needs Assessment It is the responsibility of both the school staff and the parents to assist in the education of our students.

Objective By June 2005, 80% of the parents/guardians of students enrolled at Meadow Park Elementary will participate in at least one school sponsored activity as measured by sign-in logs.

Strategies 1. Continue to provide a Parent Center which will house instructional materials to facilitate the Involvement of families and the community in education. 2. Hold School Advisory Council meetings to assess needs and develop the Title 1 Plan, Compact and School Improvement Plan strategies. 3. Provide a Kindergarten Round-Up in the spring to welcome and familiarize all in-coming kindergartners for the following year. 4. Provide training for parents to assist children in the acquisition of reading, mathematics and writing skills. 5. Invite parents to Open House, Curriculum Night, Parent Leadership Council, workshops, classroom visitations, and to volunteer. 6. Hold parent-teacher conferences at least once per year. 7. Grade 3-5 parents will be asked to review student planner daily. 8. Distribute Title 1 Compact at August Open House. 9. Hold the Title 1 Annual Meeting in conjunction with the September PTA Meeting/Curriculum Nights. 10. Invite community and business partners to be members of the SAC and to participate in the volunteer program of the school. 11. Utilize a parent liaison to provide support with school to home communications.

Evaluation Agendas, sign-in sheets, newsletters/flyers, conference logs, Parent Resource Center check-out records, and Title One Compacts.

Research-based Programs

Evidence continues to be positive and convincing that students make greater gains when schools engage families in learning. Research results released in December, 2002 by the Southwest Educational Development Laboratory show that programs and special efforts to engage families are related to strong and consistent improvement in academics. Also, students in schools with highly rated parent partnership programs made greater gains on state tests than those in schools with lower rated programs. There are four principles of parent & Family Involvement Programs and Strategies (Flasman and Inger, 1991-SERVE) *Parent involvement is most effective when it is comprehensive, well planned, and long lasting. *Parent involvement should be developmental and preventive, an integral part of a school improvement strategy, rather than a remedial intervention. *Parents do not have to be formally educated to help themselves and their children. *Children from low-income and minority families have the most to gain when schools involve their families.

Professional Development Teachers will attend parental involvement trainings.

Budget				
Issues to Address	Describe Resources	Funding Sources	Total Available	Unmet
Research-based Program(s)			0	0
Research-based Resource(s)	Parent Liaison	Title 1 Budget	20439	0
Technology			0	0
Professional Development	Parent Workshops	Title 1 Budget	250	0
Other	Parent Information Newsletters/flyers	Title 1 Budget	250	0

Total: 20939.00 00.00

Goal:	Physical Fitness
Goal Statement:	Improve student physical fitness, provide parental information on student health and fitness, and improve indoor environmental air quality.

Needs Assessment During the school years, needs assessments will be conducted to assess current programs. Data gathering may include: *safety inspections *equipment inventories *staff and student surveys *fitness tests

Objective By June 2005, 100% of the students at Meadow Park Elementary, will participate in a physical education program that stresses physical fitness and encourages healthy, active lifestyles. By June 2005, 100% of the students at Meadow Park Elementary, will achieve and maintain a health-enhancing level of physical fitness. By June 2005, 100% of the students at Meadow Park Elementary, will demonstrate responsible personal and social behavior in physical activity. By June 2005, 100% of the students at Meadow Park Elementary will understand how participating in physical activity promotes inclusion and understand the abilities and cultural diversity of people. By June 2005, the school will reduce practices that negatively impact indoor air quality.

Strategies

1. The school's physical education program will focus on helping students develop motor skills, foster creativity and emphasize safety through teacher-guided activities, as scheduled.
2. The school will provide time for supervised recess.
3. The school will involve family members in the development and implementation of the physical education program.
4. The custodial staff at the school will attend training provided by M & PO to improve custodial cleaning activities and improve environmental air quality.
5. The school will follow the guidance from the EPA Tools for Schools and the American Lung Association regarding indoor environmental air quality.

Evaluation Student assessment is based on the Florida Sunshine State Standards for Physical Education. Students are assessed for minimal fitness levels and compete only against themselves at least twice a year. The principal or custodial supervisor will inspect the school for proper housekeeping and for dry conditions. A record of this inspection will be maintained in the principal's office.

Research-based Programs Schools have a responsibility to help students and staff establish and maintain lifelong habits of being physically active. According to the U.S. Surgeon General, regular physical activity is one of the most important things people can do to maintain and improve their physical health, mental health and overall well-being. Regular physical activity reduces the risk of premature death in general and of heart disease, high blood pressure, colon cancer, and diabetes. Promoting a physically active lifestyle among young people is important because: (1) through its effects on mental health, physical activity can help increase students' capacity for learning; (2) physical activity has substantial health benefits for children and adolescents, including favorable effects on endurance capacity, muscular strength, body weight, and blood pressure; and (3) a positive experience with physical activity at a young age helps lay the basis for being regularly active throughout life.

Professional Development Our physical education teacher will attend district and state physical fitness trainings.

Budget				
Issues to Address	Describe Resources	Funding Sources	Total Available	Unmet
Research-based Program(s)			0	0
Research-			0	0

based Resource(s)				
Technology			0	0
Professional Development	Physical Education Trainings Custodial Staff Trainings	District Sponsored District Sponsored	0	0
Other			0	0
Total:			00.00	00.00

FINAL BUDGET				
Issues to Address	Describe Resources	Funding Sources	Total Amount Available	Unmet
Research-based Program(s)	Reading First Single School Culture K-2 Literacy Initiative Single School Culture SMILE Writing	Reading First Grant District Sponsored Title 1 Budget District Sponsored School Improvement Funds	00.00	00.00
Research-based Resource(s)	Reading First Coach Literacy Teacher Tutorial Teachers Tutorial Teachers Tutorial Teachers Parent Liaison	Reading First Grant Title 1 Budget School Recognition Funds School Recognitions Funds Title 1 Budget Title 1 Budget	101943.00	00.00
Technology			00.00	00.00
Professional Development	Reading First Conference Single School Culture Conferences/Workshops Single School Culture Conferences/Workshops	Reading First Grant District Sponsored School Improvement Funds District Sponsored School Improvment	10900.00	00.00

	SMILE Writing Science Content Workshops FCAT Workshops Conferences/Workshops Parent Workshops Physical Education Trainings Custodial Staff Trainings	Funds School Improvement Funds District Sponsored District Sponsored School Improvement Funds Title 1 Budget District Sponsored District Sponsored		
Other	FCAT Incentives Student Daily Planners FCAT Supplies & Materials FCAT Supplies and Materials Sciene Dailies Parent Information Newsletters/flyers	School Recognition Funds School Improvement Funds School Improvement Funds School Improvement Funds School Improvement Funds Title 1 Budget	8950.00	00.00
.		Total:	121793.00	00.00

30) Capri Shoeman , Parent

31) Concepcion Ozuna , Parent

32) Jill Ostaffe , Parent

33) Zondra Hunter , Parent
