

# Executive Summary

Waldo Community School  
Bill Powell, Principal

For the 2006-2007 school year, Waldo Community School has a School Improvement Plan that builds on our current success, addresses areas of concern, and focuses on future challenges.

We are particularly proud of maintaining high performing status as a B school. We did not make Adequate Yearly Progress (AYP). The two areas we will focus on are math proficiency and meeting the needs of the economically disadvantaged.

Our School Improvement Plan has a strong academic focus with the goal of returning us to an “A”. Lottery funds target after school tutoring in reading, writing and math. Also, Title One funds will be used to create additional teacher units to decrease our teacher/student ratio and to purchase The Waterford Early Reading Program computers and software for our primary students. We are also committed to providing staff development opportunities that focus on FCAT reading, math, writing, and science.

We realize the need to improve in FCAT math to achieve the 62% proficiency requirement that will be in place next year. To meet this need, consultants in math and science will be brought in to conduct workshops on FCAT teaching strategies and internal workshops have been planned to analyze data and discuss best practice. These workshops are currently planned for the fall of 2007.

We also plan to take advantage of the resources we currently have on campus. Art, Music, P.E, and Media teachers will have reading groups, and CRT, BRT, and the principal will also assist by taking small groups to work on skills. We realize that our best chance for student success is to tackle new challenges as a team – and that team includes every member of our faculty. We are all teachers, and we can all teach outside of our subject area. Waldo Community School is fortunate to have such committed professionals who agree with this concept. We look forward to another successful year.

## School Grades:

	1998-99	1999-20	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
C	A	C	D	B	C	A	B	B	

**Waldo Community School**  
2007-08 School Improvement Plan

## Vision/Mission Belief Statements

The parents, faculty, staff, community members, and students of Waldo Community School will work together to create a supportive, positive, respectful, and safe learning environment where learning is valued and promoted, and where students develop an ownership of learning, becoming able, competent, lifelong learners who achieve their highest potential.

## School Profile/Demographics

Percent of Teachers with Advanced Degrees:

Bachelor's - 38.5

Master's - 53.8

Specialist - 7.7

October Membership

White, Non-Hispanic (%) - 76.5

Black, Non-Hispanic (%) - 19.6

Hispanic (%) - 1.0

American Indian (%) - .5

Multiracial (%) - 2.5

Free or Reduced-Price Lunch (%) - 69.6

## Quality Staff

### Highly Qualified Certified Administrators

List your school's highly qualified administrators and briefly describe their experience with increasing student academic achievement. Some schools indicated staff here.

William D. Powell, holds a Master's Degree Educational Leadership with certification in public school administration, a BS Degree in Elementary Education along with 27 years of experience in public education.

## Additional Requirements

### Teacher Mentoring

Describe your school's Teacher Mentoring Program.

Waldo Community School follows the Florida Performance Measuring System (FPMS) Teacher Mentoring Program which is administered by the school principal. Beginning Teachers are mentored in the Alachua County Public School's Induction Program.

### School Wide Improvement Model

Describe the research-based School Improvement Model at your school. How is this model being implemented, and how has it helped with student achievement?

Waldo Community School is implementing the Continuous Improvement Model (CIM) this year. This plan follows an eight step process which includes:

- data disaggregation;
- developing an instructional timeline;
- formulating focus lessons;
- administering frequent assessments;
- providing for tutorials;
- providing enrichment;
- establishing maintenance lessons; and
- monitoring frequently.

### **School Advisory Council**

Describe the activities of the School Advisory Council.

Activities of the Waldo Community School SAC include:

- developing parent involvement activities;
- acting as a sounding board for establishing school goals;
- assisting in the preparation, implementation, and evaluation of the School Improvement Plan;
- promoting communication among school, parents, and community;
- providing input on the school's budget and use of school improvement funds; and
- serving as a resource to the principal.

### **Communication with Parents**

Describe the actions being taken to provide written notification to parents of each student in the format that the parents can understand. Also attach a copy of the communication sent to parents.

A notification letter will be sent to parents describing the school's current standing and indicating the school's plan for action.

### **Extended Learning Opportunities**

Describe the programs that are provided before and after school, during the summer, and during the extended school year.

Extended Day Enrichment Programs (EDEP) provides a supervised time every afternoon for students to receive additional help with homework and / or individual tutoring.

Tutorials have been established in the areas needing improvement. These tutorials will be in the targeted areas for the 2006-07 school year. The students receive one hour tutorial sessions in the targeted areas in grades 3-5. Saturday Schools have been planned for students and parents in addition to the weekly after-school tutorials.

### **Adequate Progress Statement**

Describe the adequate progress for your school due to the implementation this school improvement plan.

Adequate Yearly Progress as defined by No Child Left Behind Legislation

Reading:

Fifty-eight percent (58%) of the total school population will score Level 3 or above on the FCAT Reading assessment  
OR the number of students scoring Level 3 or above on the FCAT Reading assessment will increase by 10%

AND

Fifty-eight percent (58%) of the students in each identifiable subgroup will score Level 3 or above on the FCAT Reading assessment OR that subgroup will show a 10% decrease in the number of students scoring Level 1 and Level 2 on the FCAT Reading assessment.

Math:

Sixty-two percent (62%) of the total school population will score Level 3 or above on the FCAT Mathematics assessment  
OR the number of students scoring Level 3 or above on the FCAT Mathematics assessment will increase by 10%

AND

Sixty-two (62%) of the students in each identifiable subgroup will score Level 3 or above on the FCAT Mathematics assessment OR that subgroup will show a 10% decrease in the number of students scoring Level 1 and Level 2 on the FCAT mathematics assessment.

Writing:

Waldo Community School will successfully achieve adequate progress when student achievement in the area of writing is increased by 1% over the previous year's score

OR

Ninety percent (90%) of students show proficiency in writing.

# GOAL: Reading

## Goal Statement

Students in all sub-groups will make adequate yearly progress as defined as NCLB/AYP.

## Needs Assessment

Needs identified through achievement data of All Students on FCAT (Sunshine State Standards):

% Level 3 and Above FCAT Reading

Grade \ Year	3	4	5
2001	NA	35	NA
2002	51	39	40
2003	50	70	45
2004	46	50	61
2005	67	68	56
2006	56	63	71
2007	51	45	64

## Objective

Fifty-eight percent (58%) of students in all sub-groups will be on level in reading.

## Strategies

1. Use Title 1 funds to provide extra teaching unit, lowering class sizes in grades with highest need.
2. Utilize Florida Comprehensive Assessment Test (FCAT) test reports and other academic data for various subtest areas to identify which subtest(s) students performed below standards, targeting the lowest quartile of students.
3. Provide teachers with information and samples to help clarify Florida Comprehensive Assessment Test (FCAT) subtest areas which need strengthening, targeting the lowest quartile of students.
4. Include Florida Comprehensive Assessment Test (FCAT) subtest area activities in daily lesson plans, targeting the lowest quartile of students.
5. Schedule daily reading instruction in a protected block of time.
6. Plan meetings with teachers to analyze student data and monitor student progress.
7. Provide alternate learning strategies for ESE students to meet individual student needs. Methods of instruction include the inclusion model and resource room to focus on specific skills.
8. Conduct beginning of the year reading assessments K-5 (specifically DIBELS for K-3 and DAR for grades 2-5) and provide results to parents.
9. Provide flexible student grouping for reading instruction within classroom to provide for individual needs.
10. Utilize REWARDS (Rate Efficiency and Word Attack Skills) reading program as an additional reading program for all students in grades 4-5 who scored a level 1 or 2 on 2007 FCAT reading.
11. Conduct after school tutoring based on results of the 2007 Adequate Yearly Progress (AYP) report.
12. Target Grades 3-5 in Title I computer lab for computer assisted instruction provided by FCAT Explorer and Harcourt Publishers.
13. Provide (as an additional reading instructional period) alternative programs for instruction and assessment for those students not achieving mastery in the district adopted reading series.
14. Utilize paraprofessionals as in-class tutors to increase reading skills.
15. Conduct "Saturday School Sessions" for parents to acquaint them with skills and concepts tested on the Florida Comprehensive Assessment Test (FCAT), targeting the lowest quartile of students.
16. Use resource teachers as reading teachers to lower student-teacher ratio in reading groups.
17. Implement the Continuous Improvement Model in areas identified as deficient on the 2007 AYP report.

**Evaluation**

The school will meet academic achievements required of *No Child Left Behind Legislation* pertaining to *Adequate Yearly Progress*.

**Research-Based Programs**

1. Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
2. Harcourt Trophies Reading Series
3. Accelerated Reader
4. Waterford Early Reading Program
5. Rate Efficiency and Word Attack Skills (REWARDS)

**Professional Development Aligned with Objective**

1. Essential Elements of Reading
2. Historically Underserved Groups
3. Waterford Early Reading Program
4. Continuous Improvement Model
5. Rate Efficiency and Word Attack Skills (REWARDS)

**Budget for Reading**

Issues to Address	Describe Resources	Funding Sources	Total Available (Numbers Only)	Unmet (Numbers Only)
Research-based Program(s)	1. Harcourt Trophies Reading Program (K-5)	1. District Funds		
Technology	1. FCAT Explorer 2. Waterford Early Reading Program	1. None 2. Title 1		
Professional Development	1. Historically Underserved Groups 2. Differentiated Instruction 3. Continuous Improvement Model 4. Rate Efficiency and Word Attack Skills (REWARDS)	1. Title I 2. Title 1 3. Advanced Placement Funds 4. CREATE Funds		
Other	1. Additional support staff to reduce pupil/teacher ratio during direct instruction and/or tutoring 2. After School Tutoring	1. Title I District Funds 2. Title I District Funds	\$1,500	
		<b>Total</b>	\$1,500	

**Reading Elements: Highly Certified In-Field Instructors**

Please provide a list of and a brief narrative about the certified quality instructors in reading.

All Kindergarten – fifth grade classroom teachers, ESE teachers, and resource teachers are highly qualified instructors of reading. Lynn Whitten, Title I Reading Specialist, and Patricia Tucker, Curriculum Resource Teacher, hold a Florida State Reading Endorsement.

# GOAL: Mathematics

## Goal Statement

Students in all sub-groups will make adequate yearly progress as defined by NCLB/AYP

## Needs Assessment

Needs identified through achievement data of All Students on FCAT (Sunshine State Standards):

% Level 3 and Above FCAT Math

Grade \ Year	3	4	5
2001	NA	NA	51
2002	71	50	17
2003	46	65	41
2004	50	25	39
2005	58	64	67
2006	59	53	57
2007	54	64	39

## Objective

Sixty-two percent (62%) of students in all sub-groups will be on level in math.

## Strategies

1. Use Title 1 funds to provide teaching unit, lowering class sizes in areas of highest need.
2. Utilize Florida Comprehensive Assessment Test (FCAT) test reports and other academic data for various subtest areas to identify which subtest(s) students performed below standards, targeting the lowest quartile of students.
3. Provide teachers with information and samples to help clarify Florida Comprehensive Assessment Test (FCAT) subtest areas which need strengthening, targeting the lowest quartile of students.
4. Include Florida Comprehensive Assessment Test (FCAT) subtest area activities in daily lesson plans, targeting the lowest quartile of students.
5. Conduct periodic meetings with teachers to analyze student data and monitor student progress.
6. Utilize paraprofessionals as in-class tutors to increase math skills.
7. Target Grades 3-5 in Title I computer lab for computer assisted instruction provided by FCAT Explorer and Harcourt Publishers.
8. Conduct "Saturday School Sessions" for parents to acquaint them with skills and concepts tested on the Florida Comprehensive Assessment Test (FCAT), targeting the lowest quartile of students.
9. Provide alternate learning strategies for ESE students to meet individual student needs. Methods of instruction include inclusion model and resource room to focus on specific skills.
10. Provide staff development focusing on differentiated instruction.
11. Conduct after school tutoring based on results of the 2007 Adequate Yearly Progress (AYP) report.
12. Emphasize participation in Math Superstars for grades 1-5.
13. Provide flexible groupings for math instruction within the classroom to allow for individual needs.
14. Implement the Continuous Improvement Model (CIM) in areas identified as deficient on the 2007 AYP report.

## Evaluation

The school will meet academic achievements required of *No Child Left Behind Legislation* pertaining to *Adequate Yearly Progress*.

## Research-Based Programs

1. Harcourt Math
2. FCAT Explorer
3. Everyday Counts

**Professional Development Aligned with this Objective**

- |   |
|---|
| <ol style="list-style-type: none"> <li>1. Differentiated Instruction</li> <li>2. Continuous Improvement Model</li> <li>3. Inclusion</li> <li>4. Great Explorations in Math and Science (G.E.M.S)</li> </ol> |
|---|

**Budget for Mathematics**

Issues to Address	Describe Resources	Funding Sources	Total Available (Numbers Only)	Unmet (Numbers Only)
Research-based Program(s)	1. Harcourt Math	1. District Funds		
Research-based Resource(s)				
Technology	FCAT Explorer	None		
Professional Development	<ol style="list-style-type: none"> <li>1. Inclusion</li> <li>2. Differentiated Instruction</li> <li>3. G.E.M.S</li> </ol>	<ol style="list-style-type: none"> <li>1. District Funds</li> <li>2. Title 1 Funds</li> <li>3. District Funds</li> </ol>		
Other	<ol style="list-style-type: none"> <li>1. After School Tutoring</li> <li>2. Additional support staff to reduce pupil/teacher ratio</li> </ol>	<ol style="list-style-type: none"> <li>1. Lottery Funds AP monies</li> <li>2. Title 1 Funds</li> </ol>	\$1,250	
		<b>Total</b>	\$1,250	

**Mathematics Elements: Highly Certified In-Field Instructors**

Please provide a list of and a brief narrative about the certified quality instructors in mathematics.

All Kindergarten – fifth grade classroom teachers, ESE teachers, and resource teachers are highly qualified instructors of mathematics.
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# GOAL: Writing

## Goal Statement

Students in all sub-groups will make adequate yearly progress as defined by NCLB/AYP.

## Needs Assessment

Needs identified through achievement data of Standard Curriculum Students on FCAT (Sunshine State Standards):

FOURTH GRADE	
% Level 3.5 and Above FCAT Writing	
2002	– 59
2003	– 70
2004	– 45
2005	– 82
2006	– 84
2007	– 86

## Objective

Increase students' writing proficiency by one percent (1%) over the previous year's scores.

## Strategies

1. Use Title 1 Funds to provide extra teaching unit, lowering class sizes in grades with highest need.
2. Plan periodic meetings with teachers to analyze student data and monitor student progress.
3. Conduct after school tutoring based on results of the 2006 Adequate Yearly Progress (AYP) report.
4. Provide alternate learning strategies for ESE students to meet individual student needs. Methods of instruction include inclusion model and resource room to focus on specific skills..
5. Conduct "Saturday School Sessions" for parents to acquaint them with skills and concepts tested on the Florida Comprehensive Assessment Test (FCAT), targeting the lowest quartile of students.
6. Provide FCAT Writing Practice materials.
7. Implement Continuous Improvement Model in areas identified as deficient on the 2007 AYP report

## Evaluation

The school will meet academic achievements required of *No Child Left Behind Legislation* pertaining to *Adequate Yearly Progress*.

## Research-Based Program

None

## Professional Development Aligned with this Objective

1. Consultant Support
2. Inclusion
3. Differentiated Instruction

**Budget for Writing**

<b>Issues to Address</b>	<b>Describe Resources</b>	<b>Funding Sources</b>	<b>Total Available (Numbers Only)</b>	<b>Unmet (Numbers Only)</b>
Research-based Program(s)	None			
Research-based Resource(s)	None			
Technology	None			
Professional Development	1. Consultant Support 2. Inclusion 3. Differentiated Instruction	1. District Funds 2. ESE 3. District Funds		
Other	1. After School Tutoring	1. Lottery Funds AP monies	\$500	
		<b>Total</b>	\$500	

# GOAL: Science

## Goal Statement

Improve student performance in science in grades 1-5.

## Needs Assessment

Needs identified through achievement data on FCAT (Sunshine State Standards):

### Mean Scale Score of All Curriculum Groups

Year	School	District	State
2003	272	293	285
2004	288	295	286
2005	296	307	296
2006	302	306	299
2007	302	311	306

## Objective

Improve student performance in science over previous year's data.

## Strategies

1. Plan periodic meeting with teachers to analyze student data and monitor student progress.
2. Provide alternate learning strategies for ESE students to meet individual student needs. Method of instruction include the inclusion model and resource room to focus on specific skills.
3. Compile Scott Foresman Science test score data from each class.
4. Encourage student participation in various science competitions.
5. Encourage alternative presentation of science curriculum objectives by using ancillary materials (video tapes, cassette tapes, trade books, etc.)
6. Provide FCAT Science Practice Materials.

## Evaluation

Students in grade 5 will have a mean scale score of 297 or higher on FCAT Science Test.

## Research-Based Program

Scott Foresman Science

## Professional Development Aligned with this Objective

1. Differentiated Instruction
2. Inclusion
3. Continuous Improvement Model

## Budget for Science

Issues to Address	Describe Resources	Funding Sources	Total Available (Numbers Only)	Unmet (Numbers Only)
Research-based Program(s)	1. Scott Foresman Science	1. District Funds		
Research-based Resource(s)	None			
Technology	None			
Professional Development	1. Differentiated Instruction	1. District Funds		
Other				
		<b>Total</b>	0	

## Science Elements: Highly Certified In-Field Instructors

Please provide a list of and a brief narrative about the certified quality instructors in science.

All Kindergarten – fifth grade classroom teachers, ESE teachers, and resource teachers are highly qualified instructors of science.

# Goal: Parental Involvement

## Goal Statement

Parents and guardians will be provided opportunities to become active partners in achieving school improvement and education accountability.

## Needs Assessment

Parent involvement is critical to highly successful schools. Early data provides evidence for a need to continue to increase the involvement of parents at Waldo Community School.

## Objective

Parents and guardians will be provided opportunities to become active partners in achieving school improvement and education accountability.

## Strategies

1. Publish a Title I Parent Involvement Plan and School Compact for all parents to sign and return.
2. Inform parents of school's participation in schoolwide Title I and their right to be involved.
3. Distribute Parents' Rights.
4. Utilize homework logs and / or planners in grades K-5.
5. Send to parents a complete list of their child's grade level expectations.
6. Provide a packet of School Information to parents (i.e., Internet usage and permission form, Title I parent information, school rules, "Who to Call," school hours, textbook prices and procedures, etc.)
7. Invite parents of students showing need, based on Proficiency Profiles, to participate in designing an Academic Improvement Plan for their child in the areas of reading, writing, math, and / or science.
8. Send home a weekly folder to communicate to parents regarding student's academic performance and behavior.
9. Survey parents to determine topics for Parenting Skills workshops.
10. Conduct Parenting Skills workshops.
11. Provide "Tips to Parents" via monthly school newsletter.
12. Document number of volunteer hours given by parents and other community members.
13. Document parent contacts.
14. Evaluate effectiveness of parent involvement at our school via needs assessment.

## Evaluation

100% of at-risk students' parents will be invited to participate in their child's Academic Improvement Plan.

## Budget for Parental Involvement

Issues to Address	Describe Resources	Funding Sources	Total Available (Numbers Only)	Unmet (Numbers Only)
Research-based Program(s)	None			
Research-based Resource(s)	None			
Technology	None			
Professional Development	None			
Other	<ul style="list-style-type: none"> <li>• Homework logs / planners</li> <li>• Grade Level Expectation Pamphlets for Parents</li> <li>• Weekly Folders</li> </ul>	Title I Funds		
	Stipends (\$15.00 per hour) for parent workshops	Title I Funds		
		<b>Total</b>	0	