

School Improvement Plan Executive Summary Gerald Adams Elementary School

Strengths: Gerald Adams School earned a school record high of 601 points in the state accountability system and demonstrated an increase in six of the eight accountability areas. These performance indicators maintained our school grade of an "A". In addition to its improved FCAT scores, Gerald Adams Elementary School also achieved an inclusion rate of 81%, which is much improved from our low of 37% in 2002.

Challenges: Many middle class families moving out of the area, we are also losing students to school choice programs. These factors have steadily changed our school population. We also have an increase in ELL and SWD subgroups.

Targeted Areas Based on Data: Our target areas for this year are improving the performance of our ELL and SWD subgroups in the areas of math and reading.

Response to Instruction (Rtl): Our School-Based Rtl Leadership Team will meet on a weekly basis to plan for and implement Problem Solving/Response to Instruction (PS/Rtl) school-wide. First, we will build the consensus and infrastructure necessary for full implementation of PS/Rtl through training, professional development and coaching. Once we are ready to fully implement PS/Rtl, the School-Based Rtl Leadership Team will be responsible for routinely reviewing Tier 1, 2 and 3 data as a team and will use that data to inform the problem solving process that will be used to ensure student success at every tier. The team will also ensure treatment fidelity/integrity by providing the support necessary to teachers and staff for all instruction and intervention plans developed through the problem solving process.

Continuous Improvement Model (CIM):

Plan: Curriculum areas for improvement include: A) Writing: Improve narrative performance and overall mean score. B) Science--priority will be given to the Scientific Thinking Benchmarks C) Reading: Main Idea at grades 3-5 and D) Math: Grade 3-4 Number Sense, Algebraic Thinking.

Do: We will work to improve the use of data to inform instruction and utilize time optimally. Lessons are developed based on data (FCAT, MBA, Thinklink, FAIR, CELLA). The focus lessons will be delivered by the classroom teachers, specials, and ESE/ESOL teachers based on the individual needs of students and the instructional focus calendar.

Check: Mastery or non-mastery will be determined by analyzing assessment results, teacher observations, student portfolios and teacher anecdotal records. After data analysis, teachers

will remediate students who have not mastered the skill set. At the end of the remediation period, form 2 of the assessment is administered to ensure mastery. Instructional groups are determined based on skill acquisition and intervention times are established for re-teaching of skills.

Act: Core- Math-Harcourt Math K-5; Science-Harcourt Science, Pearson Science Kits; Social Studies-Harcourt; Test Sets from American Reading; Reading-Harcourt; Supplemental--Math: Sums-Scott Foresman; Accelerated Math; Leap Track; FCAT Explorer; Riverdeep; CCC math; Fast Math; Accelerated Reader; Destination Reading; Comprehension Toolkit; Quick Reads; Great Leaps; Six Minute Solution; Text Talk; Reading First through Science; FCAT Explorer-Science; Intervention- Harcourt Math Center; Scott Foresman Early Reading Intervention; Sing, Spell, Read, and Write; Soar to Success; My Sidewalks; in a Flash; Fast ForWard.

Expected Improvements supported by PD:

- **Reading:** Increase the percentage of ELL students in grades 3-5 scoring at or above Level 3 from 55% to 65% on the 2010 Reading FCAT. Increase the percent of SWD students in grades 3-5 scoring at or above level 3 from 52% to 62%. In grades 3-5, 80% of the students will achieve mastery in reading on the 2010 FCAT Reading Assessment.
- **Mathematics:** In grades 3-5, at least 85% of the students will score a 3 or higher on the 2010 Math FCAT Assessment according to the state proficiency criteria. Increase the percentages of sub-groups not meeting AYP by 10% to make AYP through Safe-Harbor: this includes raising the black subgroup from 55%-65% proficiency; Economically Disadvantaged from 65%-74% proficiency; ELL from 59%-69% proficiency and SWD from 52%-62% proficiency.
- **Science:** At least 75 percent of fifth grade students will score level 3 or higher on the 2010 Science FCAT Assessment.
- **Writing:** On the 2010 administration of the FCAT Writing Test, 85% of the 4th grade students will achieve a 3.5 or above.
- **Parent Involvement:** At least 80% of families will participate in school-based activities during the 2010 school year.

Differentiated Accountability Category: Prevent 1