

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: DEERFIELD BEACH ELEMENTARY SCHOOL

District Name: Broward

Principal: Mr. Michael A. Breslaw

SAC Chair: Nicole M. Mancini

Superintendent: Mr. James F. Notter

Date of School Board Approval: 12/1/09

Last Modified on: 09-17-2009

Dr. Eric J. Smith, Commissioner  
Florida Department of Education  
325 West Gaines Street  
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## VISION and MISSION STATEMENTS

**VISION:** Deerfield Beach Elementary School will provide the highest quality education for all students.

**MISSION:** Deerfield Beach Elementary School provides a positive educational environment enabling all students to reach their potential through active participation in the learning process. The school meets the diverse needs of our students and fosters a lifelong love for learning through partnerships with the home and community.

## PART I: CURRENT SCHOOL STATUS

### SCHOOL PROFILE/DEMOGRAPHICS

#### Brief History and Background of the School

Deerfield Beach Elementary School is located in the northern part of Broward County, Florida. Part of Deerfield Beach Elementary School, built in 1926, was added to the list of National Historic Places in 1990 and is among one of the oldest schools in Broward County utilized today. The school serves approximately 700 students in grades Pre-K through 5.

#### Unique School Strengths for Next Year

Deerfield Beach Elementary School has been awarded the Five-Star and Golden School awards. Deerfield Beach Elementary School is a GLIDES (Global Learning Initiative through Digital Education for Students) school which incorporates technology into the content areas.

Deerfield Beach Elementary School increased in 6 out of the 8 accountability areas of the FCAT for a total of 527 accountability points to maintain an "A" status for the sixth consecutive year. The school's Differentiated Accountability (DA) status remained the same due to achieving over 80% of the AYP indicators. A new DA science coach will support classroom instruction by modeling in small groups. A new transition aide within the autism cluster will assist students moving from the autism cluster into the general education classrooms.

One primary and one intermediate model classroom was set up by the district. The learning environment in all classrooms at Deerfield Beach Elementary School will be modeled after these two classrooms. To increase the overall safety of the school environment, the school now has security cameras and a single-point entry. Staff development will be differentiated to meet the individual needs of instructional staff (i.e., calendar staff, think maps). Additional teacher-directed professional learning communities will be held for continued learning opportunities.

The continued development of the school website will include a parent handbook and calendar to enhance parent communication. Increased parent involvement will also include trainings and workshops established for parent education. Increased partnerships with local community businesses will benefit academic support.

#### Unique School Weaknesses for Next Year

Due to district budget cuts, Deerfield Beach Elementary School is not able to continue to support a Science Specialist and has lost 20% of an ESE Resource Teacher and 100% of a Reading Resource Teacher. This will limit the school's ability to continue providing classroom teachers with coaching and support in implementing the reading, math, and science benchmarks across the curriculum. In addition, 40% of a Micro-Technology Specialist, 100% of a School Resource Officer, 50% of a facilities position, and 100% of a School Nurse position will not be funded.

Budget constraints include materials, supplies, and textbooks impacting classroom instruction.

Deerfield Beach Elementary School is without an ITV tower, preventing access to certain instructional materials as outlined in the new Instructional Focus Calendars.

Due the economy, there have been an increased number of lower-economic families enrolling in the school. This results in a reduction of parent participation/resources and an increase in student and family concerns, which may impact student achievement in the classroom.

#### Student Demographics

Deerfield Beach Elementary School serves a multi-ethnic school population that consists of 700 students. 50.4% are White, 23.3% are Black, 19.6% of students are Hispanic, 5.34% are multi-racial, and 1.2% are Asian. Economically-disadvantaged students account for 57% of the population. Additionally, 14.8% of students are classified as English Language Learners (ELL) and 13.3% are Exceptional Student Education (ESE), including gifted.

#### Student Attendance Rates

Attendance rates for Deerfield Beach Elementary School over the past three years are:

2006-2007: 94.40%;

2007-2008: 94.60%;

2008-2009: 94.60%.

#### Student Mobility

The mobility rate of the school is 26.90%.

#### Student Suspension Rates

The suspension rates have decreased over the past three years.

2006-2007: 2.6%;

2007-2008: 1.2%;

2008-2009: .5%.

#### Student Retention Rates

The retention rates decreased from 2006-2007 to 2007-2008 by 2.09%.

The retention rates increased from 2007-2008 to 2008-2009 by 1.14%.

#### Class Size

The average class size in general education classrooms is: PK-3: 17.39 students; 4-5: 20.08 students. The teacher to student ratio in general education classrooms is: PreK: 1 teacher and 1 paraprofessional to 18 students; K-3: 1 teacher to 18 students; 4-5: 1 teacher to 22 students. Students with disabilities are included in all classes. The average class size in inclusion classrooms is: K-3: 18 students; 4-5 Grade: 22 students; Autism: 1 to 8 in addition to one paraprofessional (although multi-graded).

#### Academic Performance of Feeder Pattern

N/A

#### Partnerships and Grants

Deerfield Beach Elementary School will continue strong partnerships with Target, After School Programs (ASP), Deerfield Beach Rotary Club, Deerfield Beach Kiwanis Club, Deerfield Beach Chamber of Commerce, Barnes and Noble, Starbucks, and Publix.

## STUDENT ACHIEVEMENT DATA

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

[School Grades Trend Data](#)

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

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

## HIGHLY QUALIFIED ADMINISTRATORS

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record *
					Principal of Deerfield Beach Elementary School in 2008-2009: School Grade: A, Reading: 73% at or above grade level, Math: 80% at or above grade level, Science: 49% at or above grade level, Writing: 87% meeting state standards. AYP:

Principal	Michael A. Breslaw	Masters, Educational Leadership K-12; Bachelors, Broadcast Journalism and English Literature; Certifications: ESOL K-12; General Education 1-6; Principal K-12 Certification	2	7	87%, Hispanic and SWD did not make AYP in Reading. Black, Economically disadvantaged and SWD did not make AYP in math. 2007-2008: Grade: A, Reading: 69% at or above grade level, Math: 79% at or above grade level, Science: 40% at or above grade level, Writing: 79% meeting state standards. AYP: 95%, SWD did not make AYP in reading and math. Assistant Principal at Charles Drew Elementary School: 2006-2007: Grade B, Reading: 52% at or above grade level, Math: 67% at or above grade level, Science: 26% at or above grade level, Writing: 92% meeting state standards. AYP: 92%, Black and Economically Disadvantaged students did not make AYP in Reading. All subgroups met AYP in math.
Assis Principal	Pamela Huxhold	Bachelors, Elementary Education; Masters, ECEDU/SLD/ N - 12 Certification: Family and Consumer Science (6-12), School Principal (all levels), Gifted and Middle Grades Endorsement	2	1	Assistant Principal at Deerfield Beach Elementary School in 2008-2009: School Grade: A, Reading: 73% at or above grade level, Math: 80% at or above grade level, Science: 49% at or above grade level, Writing: 87% meeting state standards. AYP: 87%, Hispanic and SWD did not make AYP in Reading. Black, Economically disadvantaged and SWD did not make AYP in math. 2007-2008: School Grade: A, Reading: 69% at or above grade level, Math: 79% at or above grade level, Science: 40% at or above grade level, Writing: 79% meeting state standards. AYP: 95%, SWD did not make AYP in reading and math. Assistant Principal at Norcrest Elementary School 2006-2007: School Grade: A, Reading: 76% at or above grade level, Math: 81% at or above grade level, Science: 44% at or above grade level, Writing: 89% meeting state standards. AYP: 97%, Black students did not make AYP All subgroups made AYP in math.

\* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

#### HIGHLY QUALIFIED INSTRUCTIONAL COACHES

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as a Coach	Prior Performance Record *
Reading	Deborah Rothberger	Bachelors, Elementary Education; Masters, Reading; Certification: At-Risk PreK-12, Elementary Education 1-6, ESOL K-12, Reading K-12	20		2008-2009: Grade A. Reading Mastery: 66%, Learning Gains: 81%, Lowest 30% Gains: 86%. White, ELL, SWD, Lowest 30% and Economically-Disadvantaged subgroups made AYP in reading. Black subgroup did not make AYP in reading.
Science	Anne Johnston	Bachelors, Elementary Education 1-6; ESOL K-12	6		2008-2009: Grade A. 45% of third grade students received a passing score on the FCAT; 30% of third grade students were promoted based on good cause; 44% of second grade students were promoted based on SAT-10; 50% of second grade students were promoted based on good cause; 11% of first grade passed based on the SAT-10; 56% were promoted based on good cause

\* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

#### HIGHLY QUALIFIED TEACHERS

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Professional Learning Communities	National Board Certified Teachers and Leadership Team	May 2010	
2. Collaborative Planning	Team Leaders/ Instructional Staff	June 2010	
3. Differentiated Professional Development	Michael A. Breslaw	June 2010	
4. Administrative support- Classroom Walkthroughs, Learning Environment, Summative/Formative Assessments	Michael A. Breslaw	June 2010	
5. Leadership Opportunities for professional growth	Michael A. Breslaw	June 2010	

### Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
No data submitted			

### Staff Demographics

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed
50	0	14	33	53	35	100	4	6	84

### Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Jeanette Kraft	K. Dewitt	Experience as a NESS Coach and team leader of Ms. DeWitt's grade level	Orientation to school, curriculum planning, lesson plan expectations, textbook series, technology and procedures
Sara Caselle	M. Pavlinek	Experience as a grade level chairperson for a teacher returning to the classroom	Curriculum planning, lesson plan expectations, textbook series, technology
Barbara Skulzski	A. Keenan	Experience as a grade level chairperson for a teacher returning to the classroom	Curriculum planning, lesson plan expectations, textbook series, technology
Jeanette Kraft/ Valerie Vitale	R. Kenton	The NESS Coordinator and ESE Specialist will provide necessary support for a new teacher.	Orientation to school, curriculum planning, lesson plan expectations, textbook series, technology and procedures
Jeanette Kraft	A. Erwin	Experience as a NESS Coach and grade level chairperson for Mrs. Erwin's grade level	Orientation to school, curriculum planning, lesson plan expectations, textbook series, technology and procedures
Alison Thabit	G. Talmadge-Brinkley	Experience as a grade level chairperson for Mrs. Brinkley's grade level	Orientation to school, curriculum planning, lesson plan expectations, textbook series, technology and procedures

Nicole Mancini	S. Hotaling	Grade level chairperson and experience in early childhood education	Orientation to school, curriculum planning, lesson plan expectations, textbook series, technology and procedures
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## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: For Title I schools only**

Title I, Part A

\$135,198 allotted to teacher salaries. \$15,022 for staff development (10%). \$3,743 parent involvement (1%)

Academic tutoring camps, funded 100% by After School Programs (ASP), run from November through March and are held 2 times per week. Curricular areas addressed in these camps include; reading, writing and math. Students who attend these camps are performing at a Level 1, 2 and lower level 3 in grades 4 and 5. Students in grade 3 are identified through Broward County's District Assessment Test (BAT). ESE and LEP students who did not meet proficiency levels for NCLB are also included. Student selection for academic camps also includes input from parents and teachers. Another extended learning opportunity afforded to students in grades 3-5 is FCAT Explorer. Enrichment camps will be held for Writing for students already predicted to score 5.0 and above on the FCAT Writing Assessment and Science for students who are borderline proficient (level 2-3).

Supplemental Educational Services (SES) Tutoring provides free tutoring to those students who are on free or reduced lunch throughout the year. Providers are state-approved and aligned to Florida's Sunshine State Standards.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

\$78,110 allotted for teacher salary.

Title III

The district provides services and materials to improve the education of English Language Learners.

Title X- Homeless

The Social Worker assigned to Deerfield Beach Elementary School coordinates and provides resources such as school supplies, clothing, and referrals for additional social service needs to students identified as homeless.

Supplemental Academic Instruction (SAI)

39.02% of a K-3 teacher's salary (\$21,625) is being paid with Supplemental Academic Instruction funds.

Violence Prevention Programs

Students Taking Action and Responsibility (STAR) educates fifth grade students on dealing with everyday situations such as how to resist drugs, gangs, in addition to appropriate behavior in social settings. They learn how to become actively involved in their local community. Zero Tolerance for anti-bullying is designed to empower children and adults to take positive action on inappropriate bullying behavior.

Red Ribbon Week, a drug resistant campaign, is conducted throughout the entire school. The Drug Abuse Resistance Education (DARE) is conducted with the fifth grade students to educate against and prevent drug abuse. Gang Resistance Education and Training (GREAT) helps fourth graders avoid gang membership, prevent violence and develop a positive relationship with the law enforcement.

Nutrition Programs

Deerfield Beach Elementary School offers the Free and Reduced Breakfast and Lunch Program. Households must apply to the program by completing an application and returning it to the school. The application will be used for the purpose of determining eligibility based on household size and income criteria. The Food and Nutrition Services Department reviews applications and determines eligibility.

Commit to be Fit supplies our school with student agendas, rewards and prizes, exercise videos, and professional development.

Housing Programs

N/A

#### Head Start

Deerfield Beach Elementary School provides a Head Start Program for students who are of preschool age (prior to entering kindergarten) and follows the Creative Curriculum Framework. \$76,713 pays for one Head Start teacher and one paraprofessional.

#### Adult Education

N/A

#### Career and Technical Education

N/A

#### Job Training

N/A

#### Other

N/A

### Response to Instruction/Intervention (RtI)

#### School-based RtI Team

Identify the school-based RtI Leadership Team.

**Principal (Michael Breslaw) and Assistant Principal (Pamela Huxhold):** Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

**Select General Education Teachers (19 Primary and 18 Intermediate):** Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

**Exceptional Student Education (ESE) Teachers (5):** Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

**Instructional Coach(es) Reading/Science (Deborah Rothberger and Anne Johnston):**

Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Provides guidance on K-12 reading plan and Science Instructional Focus; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

**School Psychologist (Jami Moll):** Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

**Speech Language Pathologists (2):** Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills

**Student Services Personnel (Guidance Counselor-Kelly Renard/ESE Specialist-Valerie Vitale/Social Worker-Randi Blatt):**

Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Describe how the school-based RtI Leadership Team functions (e.g. meeting processes and roles/functions).

The Leadership Team will meet on a monthly basis (or as needed) to engage in the following activities:

Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation. Depending on the needs/situations of the students, additional teachers and/or itinerants may be included (i.e., School Resource Officer, Family members, etc.).

Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan

The RtI Leadership Team will meet with the School Advisory Council (SAC) and principal to help develop SIP. The team will provide data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that need to be addressed; help set clear expectations for instruction (Rigor, Relevance, Relationship); facilitate the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and align processes and procedures.

#### RtI Implementation

Describe the data management system used to summarize tiered data.

In alignment with Broward County School Board Policy 6000.1, Student Progression Plan:

Baseline data: Progress Monitoring and Reporting Network (PMRN), Florida Comprehensive Assessment Test (FCAT), Florida Assessments for the Instruction in Reading (FAIR), Diagnostic Assessment for Reading (DAR), Reading and Math Placement Tests, Rigby Assessment-Running Records

Ongoing Progress Monitoring: PMRN, Curriculum Based Measurement (CBM), FCAT Mini-Benchmarks, Broward Assessment Tests (BATs and QBATs), Florida Assessments for the Instruction in Reading (FAIR)

Midyear: Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment for Reading (DAR), PMRN

End of year: FAIR, FCAT, District Reading Assessment Grades 1 & 2, End-of-Year Primary Math Test Grades 1 & 2, Portfolio Assessments, Curriculum Based Measurement (CBM), Rigby Assessment-Running Records, Diagnostic Assessment for Reading (DAR)

Frequency of Data Days: twice a month for data analysis

Describe the plan to train staff on RtI.

Professional development will be facilitated and provided by Administration, ESE Specialist, Guidance Counselor and SAC Chairperson(s) during common planning time and through professional learning communities throughout the year. This professional development will be based on the district's role out of new procedures. The protocol for RtI is being developed by the District. Schools will receive additional details regarding Broward's plan for RtI from the Core Curriculum Department. The RtI team will also evaluate additional staff PD needs during the monthly RtI Leadership Team meetings. Team leaders will provide guidance on RtI new procedures.

#### School Wide Florida's Continuous Improvement Model

##### Plan

Data Disaggregation 2008-2009 FCAT Data

What strengths and weaknesses were identified in the 2009 data by grade level, subject area, and clusters/strands?

Strengths: Reading- Across all grade levels, high standards, learning gains, and the lowest 25th percentile learning gains increased. Math- High standards increased. Writing and Science- High standards increased. In reading, the third grade students in 2008 increased their mean scale score as fourth graders in 2009 by 11 points. In math, the fourth grade students in 2008 increased their mean scale score as fifth graders in 2009 by 7 points.

3rd Grade: Geometry, Data Analysis, Words/Phrase, Comparisons, References/Research

4th Grade: Geometry, Algebraic thinking, Data Analysis, Reference/Research

5th Grade: Algebraic Thinking, Comparisons, Reference/Research

Weaknesses: Math- Learning gains and the lowest 25th percentile decreased. In reading, the fourth grade students in 2008 decreased their mean scale score as fifth graders in 2009 by 11 points. In math, the third grade students in 2008 decreased their mean scale score as fourth graders in 2009 by 19 points.

3rd Grade: Measurement, Main Idea/Purpose

4th Grade: Measurement, Comparisons

5th Grade: Words/Phrases, Geometry

##### Instructional Calendar Development

What is the process for developing, implementing, and monitoring an Instructional Focus Calendar for reading, writing, mathematics, and science?

The IFCs were created in July 2009 by the district's Core Curriculum department and identified Primary Benchmarks for instruction. The IFCs were updated with Secondary Benchmarks in mid-July by Deerfield Beach Elementary School's Curriculum Planning Team based on the school's 2009 disaggregated test data. The IFCs will be updated in October 2009 as determined by disaggregated data results from the September Benchmark Assessment Test and again in January 2010 as determined by

the disaggregated data results from the December Benchmark Assessment Test. The 2009 FCAT results were utilized to develop the secondary benchmarks in each content area for the IFCs. Data results from the September BAT and December BAT will also be utilized to update the IFCs. Deerfield Beach Elementary School teachers updated the IFCs in mid-July with Secondary Benchmarks based on the school's 2009 disaggregated test data. Throughout the school year, teachers will plan appropriate focused lessons based on the Instructional Focus Calendars for diverse learners. Deerfield Beach Elementary School teachers updated the IFCs in mid-July with Secondary Benchmarks based on the school's 2009 disaggregated test data. Throughout the school year, teachers will plan appropriate focused lessons based on the Instructional Focus Calendars for diverse learners.

Benchmarks were selected as indicated by students' strengths and weaknesses from the School FCAT Reading and Math Demographics Report. The Benchmarks will be measured by progress on class work assignments, assessments, and data results. The duration of instruction for each Benchmark will be determined by the amount of time allotted in the IFC to ensure that students are instructed, provided practice, assessed, and remediated/enriched in a whole or small group setting for to all Benchmarks prior to FCAT testing. Administration will implement a continuous cycle of making classroom visitations, evaluating lesson plans, monitoring teacher data, and conducting meetings with teachers to ensure that the IFC is being utilized and implemented effectively. Coaches, team leaders, and support staff will also be assigned to teachers who are demonstrating signs of struggling with IFC implementation. The IFCs will also be an integral part of the Professional Learning Communities. Teachers who are struggling with implementing the IFC will be provided additional opportunities to attend professional development sessions, have a mentor assigned to them, and participate in the process of observing other teachers who are successful. The instructional coach, reading and science specialists, and grade-level chairperson will provide additional assistance to the teacher. The teacher will participate in Professional Learning Communities and utilize the support of their colleagues during weekly team meetings.

Which instructional Benchmarks will be given priority focus, based on need, for each content area (reading, writing, mathematics, and science)?

Reading: Main Idea/Purpose was the least proficient strand and will be given priority focus.  
Writing: Priority will be given to increasing the high standard of 3.5 and above.  
Mathematics: Measurement was the least proficient strand and will be given priority focus.  
Science: Scientific Thinking was the least proficient strand and will be given priority focus.

What is the process to ensure instruction is based on individual students' needs, as opposed to the master schedule?

Throughout the school year, teachers will plan appropriate focused lessons based on the Instructional Focus Calendars for diverse learners. Once FCAT scores were released, the administration determined student learning gains for AYP subgroups for each teacher in order to strategically place children in classes and double-dosage groups (pull-out, push-in). All professional growth plans will reflect their learning gains as well as professional development needed. Deerfield Beach Elementary's leadership team considered several factors in placement of students, primarily looking at teacher strengths with student weaknesses. Data "drove" decision-making, however, a focus was placed on teacher expertise and knowledge, experiences and collaborative problem-solving for individual needs.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

The district's 2009-2010 Instructional Focus Calendars (IFCs) along with our school's data (benchmark by benchmark and strand by strand) will ensure that instruction is always differentiated, standards are integrated and that the work is relevant (objectives and concepts are connected to authentic learning. The IFCs provide the focus strategies, essential questions and key vocabulary that is related to each content area and used in daily instruction, practice and application. As a GLIDES school (see Unique Strengths under the Profile/Demographic are), we examine essential questions with increasing complexity of concepts (K-5).

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

All students at Deerfield Beach Elementary participate in the visual arts, performance arts physical arts and media/technology as part of the daily master schedule. In addition, various after school clubs and programs such as Meet The masters and Sunshine Math are offered.

DO

Direct the Instructional Focus

How are lesson plans and instructional delivery aligned across grade levels and subject areas?

Representatives from each grade level, including ESE, created secondary benchmarks in alignment with the IFCs and was based on the school's SAT-10, FCAT and AYP data. Grade level teachers will be asked to meet weekly to determine the areas of students' strengths and weaknesses as demonstrated by class work assignments and assessment results. Lesson plans

will be created for differentiated instruction, which provides lessons for all levels of students, below mastery, at mastery, and above mastery and includes students with disabilities and English-Language Learners. Based on new data (e.g. FLKRS/FAIR, BAT 1 and BAT 2) the IFCs will be ever-changing and be continuously examined and updated. Other collaborative efforts will include Professional Learning Communities and cross-grade planning with administration. Teachers will be scheduled to meet weekly for grade level meetings and will meet bi-weekly during Professional Learning Communities to share best practices and resources. In addition, administration will meet with grade level teams on an as needed basis (e.g. all new data).

How are instructional focus lessons developed and delivered?

A curriculum team created focus areas (secondary benchmarks based on school's data) of instruction based on the district's newly released IFCs for each subject area. Focused Lessons will be developed by our curriculum coaches and leadership team to assist teacher with differentiated instruction, integrated curriculum, assessments, remediation and enrichment.

The focus lessons selected by the instructional coaches are aligned to the Benchmarks and standards for each subject area and cover those Benchmarks that are annually assessed on the FCAT.

The five to 10-minute focus lessons will be taught at the beginning of each subject area lesson. Focused lessons will be designed for various instructional levels (e.g. small group instruction)

Instructional staff (including our Reading and Science Coaches and resource teachers) will teach the focused lessons.

How will instructional focus lessons be revised and monitored?

Student performance on school, district and state assessments will determine if focused lessons and all core instruction need to be revised.

Teachers and administrators will ensure the effectiveness of the focused lessons by analyzing data results from these lessons as they are re-assessed intermittently throughout the year. Proficiency of skills and benchmarks will also be evident in skills and benchmarks that are taught as part of the whole group instruction. Our reading and science coaches will also model effective instruction on focused lessons.

CHECK

Assessment

Describe the types of ongoing formative assessments to be used during the school year to measure student progress in core, supplemental, and intensive instruction/intervention.

Mini-benchmark assessments in reading and science will be given in Grades 3-5. Mini-benchmark assessments in reading will be given in Grades 1-2 beginning mid-year based on the focus lessons. FAIR will be administered to Kindergarten students three times annually (September, January and April).

Approximately ten questions per Benchmark will be utilized for assessment purposes, however, additional questions will be administered after remediation/enrichment in order to verify mastery of each benchmark. Results from BAT 1 and 2 may alter the plan for the number of questions being asked (based on strengths and weaknesses of the data).

The mini-benchmark assessments will be administered on a bi-monthly basis. Results from BAT 1 and 2 may alter the plan for the frequency, however, the remediation/enrichment follow-up assessments will be administered within a week of the original assessment dates.

How are assessments used to identify students reaching mastery and those not reaching mastery?

Mastery will be set at 80%. Mastery is set at higher than the traditional score of 70% to ensure student proficiency of each benchmark.

The assessment results will be used to determine the instructional focus of whole group lessons. An Item- Analysis of the assessment will be utilized to re-teach the questions that students missed most frequently.

Teachers will differentiate their instruction as indicated by assessment results to provide intensive instruction to those students earning less than 50%, additional instruction and practice opportunities for those students earning between 50-70%, and enrichment/advanced instruction to students earning 80-100%.

Mastery will be set at 80%. Mastery is set at higher than the traditional score of 70% to ensure student proficiency of each benchmark.

The assessment results will be used in collaborative grade level/school planning and to determine the instructional focus of future whole group lessons. An Item- Analysis of the assessment will be utilized to re-teach the questions that students missed most frequently as well as in collaborative discussions with students and teachers with regard to comprehension strategies used. The IFCs' timelines and focus lessons will be altered based on the item-analysis.

Teachers will differentiate their instruction as indicated by assessment results to provide intensive instruction to those students earning less than 50%, additional instruction and practice opportunities for those students earning between 50-79%, and enrichment/advanced instruction to students earning 80-100%. The reading specialist and science coach will model classroom lessons for students (small/whole group) and collaboratively plan instruction benchmark by benchmark with teachers to ensure 80-100% mastery for all students.

#### Maintenance

How is ongoing assessment and maintenance of Benchmark mastery for each grade level and content area built into the Instructional Focus Calendar?

Students at and above mastery level will receive opportunities to enhance or enrich current skills by participating in project-based learning with essential real-world situations, performance demonstrations, hands-on activities, literature circles, enrichment camps (e.g. writing and science) and working with advanced concepts and objectives.

Describe the process and schedule for teams to review progress monitoring data (summative and mini assessments) to identify the required instructional modifications that are needed to increase student achievement.

Teachers will be asked to meet on a weekly basis to analyze, review and discuss assessment data by grade level. Administrative data meetings will occur bi-monthly or on an as needed basis (e.g. two teachers mastery levels vary from their grade level team's).

This cycle will take place from August 3, 2009 through June 10, 2010).

The meetings will be facilitated by team leaders, curriculum coaches and/or administration. Team leaders will send each team member, curriculum coaches and administration a synopsis of each meeting.

#### Monitoring

Describe the Principal's and Leadership Team's roles as instructional leaders and how they will be continuously involved in the teaching and learning process.

Administrative Classroom Walkthroughs will ensure that the data results are being used to drive a differentiated approach to instruction. The administrators and leadership team will analyze student learning gains, teacher learning gains and grade level learning gains to ensure that differentiated training, coaching and support are provided for each teacher. Administration and the leadership team will meet with teachers either during weekly meetings, or one-on-one to discuss assessment results and student progress. During these meetings, lesson plans and assessment results will be utilized to provide evidence of instruction, assessment, and differentiation to address individual student needs. Progress monitoring and assessment results will be discussed between:

1. district personnel and school administration
2. administration and teachers
3. teachers and students/parents

The instructional coaches will assist teachers with providing instruction on the focus lessons either by modeling whole group instruction or assisting the teacher in providing small group instruction. The instructional coach will also assist with tracking and monitoring progress of student, teacher, grade level and school-wide data.

#### ACT

##### Supplemental and Intensive Instruction/Interventions

Identify the core, supplemental, and intensive instruction and interventions.

The core reading program (K-3) is McMillan/McGraw-Hill Treasures, (4-5) is Harcourt Trophies.  
The core math program (K-5) is Harcourt Mathematics.  
The core science program (K-5) is Harcourt Science with the Delta Hands-On Science Kits.

Students receive differentiated instruction in small group, differentiated skill groups by benchmark and identified supplemental and intensive programs from the Struggling Reader and Math Chart as well as Test Preparation materials.

Supplemental/Intensive Reading: Fast Track Reading (Grades 3-5), Triumphs Reading (Retained third grade students), Buckle Down (Grades 3-5) and Wilson Reading - Book 2 (Grades 3-5) and Wilson Reading - Book 1 (Grades Kindergarten - 2), Leadership Resources (Grades 3-5), Quick Reads (Grades 2-5) and Super QAR (Grades 2-5). Elements of Vocabulary is being instructed for all students in 2008-2009 (Grades 2-5).

Supplemental/Intensive Math: Programs such as Mr. G's Math (Grades 3-5), Distance Learning (Grades Kindergarten - 5) and High Touch/High Tech (Grades Kindergarten - 5) have given all students hands-on and enriching experiences with math and science.

How are supplemental and intensive instruction/interventions and tutorials structured to re-teach non-mastered target areas?

Maximum use of uninterrupted reading/language arts and math blocks allow for double and/or triple dosages of targeted instruction with special area teachers, reading coach and science coach working with students on a daily basis.

How does the school identify staff's professional development needs to improve their instructional strategies?

Student performance on standardized-tests drive the staff's professional development needs. Data is analyzed student-by-student, teacher-by-teacher, grade level-by-grade level and school-wide. As a result, a differentiated plan is established to address various individual needs. These are outlined in September's Professional Growth Plans and monitored throughout the year. This monitoring includes administrative classroom walkthroughs student performance on various benchmarks throughout the year and data meetings.

Which students will be targeted for supplemental and intensive instruction/interventions?

As a result of past DIBELS assessments, SAT-10 (reading comprehension) and FCAT data (Reading, Writing, Math, and Science), Diagnostic Baseline assessments (FAIR, DAR, Rigby Running Records and reading/mathematics core placement tests) and classroom observations, struggling students will be strategically scheduled for supplemental and intensive instruction.

There will be opportunities for non-proficient students to participate in extended learning activities (e.g. academic camps) as well as push-in and pull-out groups during the regular school day.

How will the effectiveness of the interventions be measured throughout the year?

All personnel providing services to a student not making mastery will meet to discuss their evidence and/or documentation of strategies and interventions that have previously been utilized. Factors hindering implementation of a strategy (attendance, behavior, etc.) will be addressed and resolved. Strategies that are unsuccessful will be discontinued and replaced with alternative interventions. Student progress will be closely monitored with a "Profile Grid," revealing student learning gains on all benchmarks (including BAT 1, BAT 2, mini-assessments etc.)

Enrichment

Describe alternative instructional delivery methods to support acceleration and enrichment activities.

Gifted students in grades 1-3 receive collaborative instruction from a gifted endorsed teacher. Gifted students in grades 4-5 are placed in a gifted/high achieving model as defined by the School Board of Broward County. Accelerated/enriched students are strategically placed within each classroom to allow three instructional groups. This small group within each classroom receives differentiated instruction, opportunities for above grade level practice and assessments. These students are involved with performance-based projects (GLIDES), distance learning, hands-on-algebra, literature circles and extended learning opportunities (e.g. enrichment writing camps).

Describe how students are identified for enrichment strategies.

The SAT, NNAT and FCAT results place students as preventative, developmental or enriched. The NNAT and the Rti process assists gifted student referrals. Progress monitoring of student by student data, may allow students to move within classroom instructional groups. The intermediate gifted/high achieving class is determined by FCAT Reading and Math levels including the developmental scale scores.

Parents are informed when their child is being placed in the gifted/high achieving intermediate. If the child is scheduled to loop with their current teacher and are eligible for the gifted/high achieving class, then the parent has the choice. Parents provide input regarding the needs of their child during the Rti process.

Professional Learning Communities

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (include Lesson Study and Data Analysis)
Math (K-5)	Michael A. Breslaw	Monthly	August 2009 - June 2010	The district's 2009-2010 Instructional Focus Calendars (IFCs) along with our school's data (benchmark by benchmark and strand by strand) will ensure that instruction is always differentiated, standards are integrated and that the work is relevant (objectives and concepts are connected to authentic learning. The IFCs provide the focus strategies, essential questions and key vocabulary that is related to each content area and used in daily instruction, practice and application.

Differentiated Instruction/ Model Classrooms	Michael A. Breslaw	Monthly	August 2009 - June 2010	A curriculum team created focus areas (secondary benchmarks based on school's data) of instruction based on the district's newly released IFCs for each subject area. Focused Lessons will be developed by our curriculum coaches and leadership team to assist teacher with differentiated instruction, integrated curriculum, assessments, remediation and enrichment.
Book Study Groups	Michael A. Breslaw	Monthly	August 2009 - June 2010	Professional Staff Development
New Educator Support System	Jeanette Kraft	Monthly	August 2009 - June 2010	Orientation to new school and procedures/ Support for new grade level content
GLIDES and Digital Learning	Alison Thabit, Nicole Mancini	Weekly	September 2009 - May 2010	Explore project-based learning through digital tools and classrooms and examine essential questions with increasing complexity of concepts (K-5)

## NCLB Public School Choice

Note: For Title I schools only

- Notification of (School in Need of Improvement) SINI Status  
[No Attached Notification of \(School in Need of Improvement\) SINI Status](#)
- Public School Choice with Transportation (CWT) Notification  
[No Attached Public School Choice with Transportation \(CWT\) Notification](#)
- Notification of (School in Need of Improvement) SINI Status  
[No Attached Supplemental Educational Services \(SES\) Notification](#)

## Pre-School Transition

Deerfield Beach Elementary School provides a Head Start Program for students who are of preschool age (prior to entering kindergarten) and follows the Creative Curriculum Framework. Head Start provides an orientation day one week prior to school starting to showcase the program. Four parent nights are held throughout the year with preset discussions about pre-kindergarten issues. The Head Start Program also uses Doors to Discovery and Foundations. The Head Start teacher collaborates with the Kindergarten team regarding grade level expectations. District Teacher Specialists collaborate with the Head Start teacher and paraprofessional to ensure a seamless transition between the Head Start program and Kindergarten by examining Prekindergarten Performance Standards and Kindergarten expectations.

Deerfield Beach Elementary School will coordinate with local area preschools and invite the parents and teachers to the ongoing parent training series the school is conducting throughout the year. The local preschool students will be invited to visit the school campus. In the spring, information and resources on transitioning to Kindergarten and what to expect as well as necessary readiness skills will be available to all incoming Kindergarten families.

In August, Kindergarten parents and students have the opportunity to meet their teachers and see where their classrooms are located. Information will be disseminated to local preschools and throughout the community in addition to being placed on the school's website.

At Deerfield Beach Elementary School, all incoming Kindergarten students are assessed prior to or upon entering Kindergarten in order to ascertain individual and group needs, class placement, and to assist in the development of intensive instructional/intervention programs. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language, Print/Letter Knowledge, and Social Skill Development. Screening data will be collected and aggregated prior to August 24, 2009. Data will be used to plan daily academic and social/emotional instruction for all students. The FLKRS and FAIR assessments will be administered by October 6th and baseline data will be established. This information will especially guide teachers with instruction for groups of students or individual students who may need intervention beyond the core instructional program. Core Kindergarten academic and behavioral instruction will include daily, systemic, and explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data and the FLKRS/FAIR. Ongoing progress monitoring will take place to differentiate instruction in order to meet the changing and individual needs of the students.

The FAIR will be re-administered mid-year and at the end of the year in order to establish student learning gains and determine the need for changes to the instructional/intervention programs.

Kindergarten Round-Up will be held in May 2010 to orient the parents and incoming Kindergarten students to Deerfield Beach Elementary School and the Kindergarten classrooms.

## Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.

N/A

## PART II: EXPECTED IMPROVEMENTS

### Reading Goal

Needs Assessment:	Based on School Grade and Adequate Yearly Progress Data:
	Did the total percent proficient increase or decrease? What is the percent change?
	What clusters/strands, by grade level, showed decrease in proficiency?
	Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?
	Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?
	Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 3-5, 73% of students achieved mastery on the 2009 administration of the FCAT Reading Test.		In grades 3-5, 76% of students will achieve mastery on the 2010 administration of the FCAT Reading Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Analyze data and align with the District's IFC.	Principal and Curriculum Coaches (Reading and Science)	Administration will be aware of the IFC's upcoming focus and monitor implementation of classroom walkthroughs	Classroom walkthrough log and focused walkthroughs to determine alignment with IFC.
2	Develop and continuously refine secondary benchmarks for the IFC in Reading based on progress monitoring.	Principals and Curriculum Coaches (Reading and Science)	Administration will continuously monitor the progress of all student data, teacher and school. Classroom walkthroughs will ensure implementation of all benchmarks according to revised IFCs.	Classroom walkthrough log and focused walkthroughs to determine alignment with IFC.
3	Develop and implement a differentiated comprehensive plan to address school's strategies to increase reading achievement.	Principals and Curriculum Coaches (Reading and Science)	Administration will monitor team planning, staff development needs, student progress and effectiveness of programs.	FAIR, BAT 1 and BAT 2, Mini-benchmarks and classroom performance.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 3-5, 65% of students achieved learning gains on the 2009 administration of the FCAT Reading Test.		In grades 3-5, 68% of students will achieve learning gains on the 2010 administration of the FCAT Reading Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Student Achievement Chats will be conducted with students in grades 3-5 following BAT 1 and mini-assessments.	Principal, Reading Coach	Administration reviews log for student achievement chats during classroom observations and walkthroughs	Follow-up mini-assessments and BAT 2
2	Teachers will explicitly infuse the reading benchmarks throughout all content area lesson plans and instructional delivery.	Principal, Reading Coach	When conducting classroom walkthroughs, administrators will focus their attention to the frequency of explicitly teaching to the reading benchmarks in the content areas.	Assessment data will be disaggregated by administration and teachers to determine the effectiveness of reading benchmark instruction in the content areas.

3	Teachers will utilize promethean boards and digital literacy tools to integrate the content areas and address the reading benchmarks	Principal	Administrators will focus their attention to teaching to the reading benchmarks in the content areas utilizing digital literacy tools and the promethean boards during classroom walkthroughs.	Lesson Plans, Classroom Walkthroughs Reports
4	Teachers K-5 will utilize elements of Reading Vocabulary daily	Principal	Vocabulary skills will be outlined in daily lesson plans; Classroom Walkthroughs	Lesson Plans; Classroom Walkthrough Logs

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Reading data, 40% of Students With Disabilities (SWD) scored at or above Level 3.		Based on the 2010 FCAT Reading data, 43% of Students With Disabilities (SWD) will score at or above Level 3.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Tier 1: Determine core instructional needs by reviewing FAIR (Florida Assessment for Instruction in Reading), mini-assessments, BAT (Broward Assessment Test) 1 and BAT 2 assessment data for all SWDs. Plan differentiated instruction using evidence-based instruction/interventions within 90-minute reading block.	Principal, Reading Coach, ESE Specialist, RtI Team	Student progress is assessed using FAIR, ongoing progress monitoring assessments, and mini-assessments bi-monthly. Percent of students making adequate progress toward benchmark is determined.	FAIR, ongoing progress monitoring assessments, and mini-assessment data will be used to determine progress from Benchmark 1 towards Benchmark 2 and from Benchmark 2 towards Benchmark 3.
2	Tier 2: Plan supplemental instruction/intervention for students not responding to core instruction. Focus of instruction is determined by review of FAIR, mini-assessments, BAT 1 and BAT 2 data and will include explicit instruction, modeled instruction, guided practice and independent practice.	Principal, Reading Coach, ESE Specialist, RtI Team	Student progress is assessed using FAIR, ongoing progress monitoring assessments, and mini-assessments bi-monthly for all students receiving Tier 2 supplemental instruction. Percent of students making adequate progress toward benchmark is determined.	FAIR, ongoing progress monitoring assessments, and mini-assessment data will be used to determine progress from Benchmark 1 towards Benchmark 2 and from Benchmark 2 towards Benchmark 3.
3	Tier 3: Plan targeted intervention for students not responding to core plus supplemental instruction using the collaborative problem-solving process. Interventions will be matched to individual student needs, be evidence-based, and provided in addition to core.	Principal, Reading Coach, RtI Team	Student progress is assessed using FAIR, ongoing progress monitoring assessments, and mini-assessments bi-monthly and/or DIBELS data biweekly for all students receiving Tier 3 targeted intervention.	FAIR, ongoing progress monitoring assessments, and mini-assessment data as well as ? when appropriate will be used to determine progress from Benchmark 1 towards Benchmark 2 and from Benchmark 2 towards Benchmark 3.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009		Based on the 2010		

FCAT Reading data, 47% of Hispanic students scored at or above Level 3.		FCAT Reading data, 50% of Hispanic students will score at or above Level 3.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Teachers will utilize technology programs to enhance instruction (i.e., SuccessMaker, Destination Learning)	Principal, Reading Coach	Focused Classroom Walkthroughs	Classroom Walkthrough Logs
2	The leadership team will schedule according to K-12 ESOL Plan using District approved materials, highly qualified teachers and paraprofessionals and teachers implementing interactive multimedia & multimodal strategies and testing accommodations	Principal, Reading Coach, Guidance Counselor	Focused Classroom Walkthroughs	Running Records (Rigby), Standardized assessments and Developmental Scale Scores (DSS)

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
In grades 3-5, 76% of students will achieve mastery on the 2010 administration of the FCAT Reading Test.	Teachers will understand the Instructional Focus Calendars in Reading and learn strategies to effectively implement all components. Teachers will collaboratively plan the implementation of a weekly focus (emphasizing essential questions and key vocabulary). Teachers will also differentiate instruction to meet the needs of all students.	Reading Coach (Deborah Rothberger), Team Leaders (Jeanette Kraft, Nicole Mancini, Susan Allen, Sara Caselle, Barbara Skulski, Alison Thabit and Patricia Kennedy)	August 2009 - June 2010 (on-going)	Lesson Plans Classroom Visits	Principal (Michael Breslaw), Reading Coach (Deborah Rothberger)
In grades 3-5, 68% of students will achieve learning gains on the 2010 administration of the FCAT Reading Test.	Teachers will understand how Thinking Maps can be utilized to increase achievement within all reading strands. Teachers will collaboratively plan the implementation of thinking map tools and differentiate instruction to meet the needs of all students.	Reading Coach (Deborah Rothberger)	September 2009	Focused walkthroughs with Principal and Reading Coach to observe the frequency and effectiveness of "Thinking Map" strategies.	Principal (Michael Breslaw), Reading Coach (Deborah Rothberger)
In grades 3-5, 68% of students will achieve learning gains on the 2010 administration of the FCAT Reading Test.	Teachers will understand how digital tools can be used to effectively instruct the reading benchmarks. Teachers will use digital literacy tools as supplemental instruction and provide students with opportunities to present multi-media presentations aligned with grade level standards.	Alison Thabit, Nicole Mancini	September 2009 – June 2010 (on-going)	Teachers will share, at Professional Learning Communities, lessons linked to reading benchmarks and created with digital literacy tools that they have used in the classroom	Principal (Michael Breslaw)
Based on the 2010 FCAT Reading data, 43% of Students With Disabilities (SWD) will score at or above Level 3.	Teachers will understand how differentiating instruction and how the principles of Philip Schelecty's "Working on the Work" will assist in meeting the needs of students with disabilities within their classroom. Teachers will identify specific needs of the students and differentiate instruction to meet these individual needs.	ESE Specialist (Valerie Vitale), RtI Team Members (Kelly Renard, Pam Huxhold, Anne Johnston, Karen Hop, Jami Moll and Randi Blatt), Reading Coach (Deborah Rothberger)	September 2009-June 2010 (on-going)	Focused walkthroughs with Principal, Reading Coach, and/or RtI Team members to observe the frequency and effectiveness of Differentiation Strategies being implemented.	Principal (Michael Breslaw), Select RtI Team (Kelly Renard, Pam Huxhold, Anne Johnston, Karen Hop, Jami Moll and Randi Blatt), Reading Coach (Deborah Rothberge)
In grades 3-5, 68% of students will achieve learning gains on the 2010 administration of the FCAT Reading Test.	Teachers will understand the RTI process and how it affects all students. Teachers will implement and manage needed interventions for targeted students within their classroom.	Principal (Michael Breslaw), Select RtI Team (Kelly Renard, Pam Huxhold, Anne Johnston, Karen Hop, Jami Moll and Randi Blatt), Reading Coach (Deborah Rothberger)	September 2009 – December 2009 (on-going)	Teachers and support staff will effectively use strategies and assessment data during Tier 1, Tier 2, and Tier 3 documentation	Principal (Michael Breslaw), Select RtI Team (Kelly Renard, Pam Huxhold, Anne Johnston, Karen Hop, Jami Moll and Randi Blatt), Reading Coach (Deborah Rothberge)

Based on the 2010 FCAT Reading data, 50% of Hispanic students will score at or above Level 3.	Teachers will understand how differentiating instruction and how the principles of Philip Schelecty's "Working on the Work" will assist in meeting the needs of hispanic students within their classroom. Teachers will identify specific needs of the students and differentiate instruction to meet these individual needs.	ESE Specialist, Rtl Team Members, Reading Coach	September 2009-June 2010 (on-going)	Focused walkthroughs with Principal, Reading Coach, and/or Rtl Team members to observe the frequency and effectiveness of Differentiation Strategies being implemented.	Principal (Michael Breslaw), Select Rtl Team (Kelly Renard, Pam Huxhold, Anne Johnston, Karen Hop, Jami Moll and Randi Blatt), Reading Coach (Deborah Rothberge)
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For Schools with Grades 6-12, Describe the Plan to Ensure the Responsibility of Teaching Reading for Every Teacher

N/A

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Instructional Material Allocation: Elements of Reading	District	\$4,365.00
Instructional Services for Materials and Supplies	State	\$3,540.75
		Total: \$7,905.75
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Reading Allocation/Staff	State	\$1,671.00
Title 1 Staff Development	State	\$3,045.00
		Total: \$4,716.00
Other		
Description of Resources	Funding Source	Available Amount
Accountability (SAC)	District	\$1,775.50
Reading Remedial Camp	After School Care Provider (ASP)	\$2,250.00
		Total: \$4,025.50
		Final Total: \$16,647.25

End of Reading Goal

## Mathematics Goal

Needs Assessment: Based on School Grade and Adequate Yearly Progress Data:

- Did the total percent proficient increase or decrease? What is the percent change?
- What clusters/strands, by grade level, showed decrease in proficiency?
- Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?
- Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?
- Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, I identify Area(s) for Improvement	Objective Linked to Area of Improvement
In grades 3-5, 80% of students achieved mastery on the 2009 administration of the	In grades 3-5, 83% of students will achieve mastery on the 2010 administration of the FCAT Mathematics Test.

FCAT Mathematics Test.				
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. All teachers in K-5 will utilize Calendar Math	Principal	Classroom Walkthroughs	Classroom Walkthrough Reports
2	(K-5) Data Meetings with teachers and students	Principal	Progress Monitoring Data Excel Form	Mini-benchmark assessments and District assessments
3	ELL Students will be scheduled according to the K-12 ESOL Plan. Highly qualified teachers and Paraprofessionals will work with ELL students implementing interactive multimedia & multimodal strategies and testing accommodations.	Principal	Progress Monitoring Data Excel Form	Mini-benchmark assessments and District assessments

Based on the Needs Assessment, I identify Area(s) for Improvement			Objective Linked to Area of Improvement	
Based on the 2009 FCAT Mathematics data, 53% of the bottom quartile showed learning gains in grades 3-5.			Based on the 2010 FCAT Mathematics data, 56% of the bottom quartile will show learning gains in grades 3-5.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Increase the use of manipulatives and hands-on activities to reinforce mathematics concepts.	Principal, Curriculum Coaches	Curriculum coaches assist teachers in the creation of centers and stations, and administration will ensure activities are implemented.	Progress of students on common assessments (mini-benchmarks from B.E.E.P.), classroom-based measures and evidence-based instruction/intervention
2	Identify and closely monitor the progress of the lowest 25 percentile consistently; revise instruction and intervention groups as indicated by student progress.	Principal, Curriculum Coaches	The teachers and the leadership team collaborate about the strategies and best practices used for students that make learning gains (based on monthly benchmarks). Instruction is differentiated according to conceptual levels.	Increased achievement between common assessments (mini-benchmarks from B.E.E.P) , classroom-based measures and evidence-based instruction/intervention
3	Utilize the FCIM to identify students needing intervention and enrichment.	Principal	Review student grouping charts frequently and ensure groups are redesigned to target the needs of students based on assessment.	Student progress on classroom-based measures, mini-assessment, BAT 1 and 2 assessments.

Based on the Needs Assessment, I identify Area(s) for Improvement			Objective Linked to Area of Improvement	
In grades 3-5, 48% of Students With Disabilities achieved mastery on the 2009 administration of the FCAT Mathematics Test.			In grades 3-5, 51% of Students With Disabilities will achieve mastery on the 2010 administration of the FCAT Mathematics Test.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Tier 1: Determine core instructional needs by reviewing common assessment data for all students within bottom quartile. Plan differentiated instruction using evidence-based instruction/ interventions within the mathematics blocks of time.	Principal, Curriculum Coaches	Grade-level teams and the Curriculum Coaches will review results of common assessment data every 4 weeks to determine progress toward benchmark (80% on common assessment).	Common assessments tied to Next Generation Math Standards administered as determined by the Instructional Focus Calendars.
2	Tier 2: Plan supplemental	Principal, Curriculum Coaches	Grade-level teams and the Curriculum Coaches	Common assessments tied to

	instruction/ intervention for students not responding to core instruction. Focus of instruction is determined by review of common assessment data and will include explicit instruction, modeled instruction, guided practice and independent practice. Supplemental instruction is provided in addition to core instruction.		will review results of common assessment data every 2-3 weeks to determine progress toward benchmark (80% on common assessment).	Next Generation Math Standards administered as determined by the Instructional Focus Calendars.
3	Tier 3: Plan targeted intervention for students not responding to core plus supplemental instruction using the collaborative problem-solving process. Interventions will be matched to individual student needs, be evidence-based, and provided in addition to core instruction.	RtI Team	Grade-level teams and the Curriculum Coaches will review results of common assessment data weekly to determine progress toward benchmark (80% on common assessment).	Common assessments tied to Next Generation Math Standards administered weekly.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 3-5, 61% of Black students achieved mastery on the 2009 administration of the FCAT Mathematics Test.		In grades 3-5, 64% of Black students will achieve mastery on the 2010 administration of the FCAT Mathematics Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Teachers will utilize a multi-sensory, hands-on approach to teaching mathematics concepts	Principal, Reading Coach	Focused Classroom Walkthroughs	Classroom Walkthrough Logs
2	Differentiated Learning Strategies will be implemented to meet the individual needs of the students	Principal, Reading Coach	Focused walkthroughs with Principal, Reading Coach, and/or Team Leaders to observe the frequency and effectiveness of Differentiation Strategies being implemented	Classroom Walkthrough Logs

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 3-5, 67% of Economically Disadvantaged students achieved mastery on the 2009 administration of the FCAT Mathematics Test.		In grades 3-5, 70 % of Economically Disadvantaged students will achieve mastery on the 2010 administration of the FCAT Mathematics Test		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	SES Tutoring will be offered afterschool.	Assistant Principal	Analyze data from pre and post tests	Pre/Post tests
2	Differentiated Learning Strategies will be implemented to meet the individual needs of the students	Principal	Focused walkthroughs with Principal, Reading Coach, and/or Team Leaders to observe the frequency and effectiveness of Differentiation Strategies being implemented	Classroom Walkthrough Logs

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
In grades 3-5, 83% of students will achieve mastery on the 2010 administration of the FCAT Mathematics Test.	Teachers will understand the components of Calendar Math and how to use them to instruct the math benchmarks effectively.	Team Leaders who have already attended the training (Jeanette Kraft, Nicole Mancini, Susan Allen, Sara Caselle, Barbara Skulski and Alison Thabit)	September 2009	Classroom Walkthroughs	Principal (Michael Breslaw)
Based on the 2010 FCAT Mathematics data, 56% of the bottom quartile will show learning gains in grades 3-5.	Teachers will understand how Thinking Maps can be utilized to increase achievement within all mathematics benchmarks. Teachers will collaboratively plan the implementation of thinking map tools and differentiate instruction to meet the needs of all students.	ESE Specialist (Valerie Vitale), RtI Team Members (Kelly Renard, Anne Johnston, Karen Hop, Jami Moll, Randi Blatt and Pam Huxhold), Reading Coach (Deborah Rothberger)	September 2009-June 2010 (on-going)	Focused walkthroughs with Principal, Reading Coach, and/or RtI Team members to observe the frequency and effectiveness of Differentiation Strategies being implemented.	Principal (Michael Breslaw), Reading Coach (Deborah Rothberger), RtI Team Members (Valerie Vitale), RtI Team Members (Kelly Renard, Anne Johnston, Karen Hop, Jami Moll, Randi Blatt and Pam Huxhold)
In grades 3-5, 51% of Students With Disabilities will achieve mastery on the 2010 administration of the FCAT Mathematics Test.	Teachers will understand how differentiating instruction and how the principles of Philip Schelecty's "Working on the Work" will assist in meeting the needs of students with disabilities within their classroom. Teachers will identify specific needs of the students and differentiate instruction to meet these individual needs.	ESE Specialist (Valerie Vitale), RtI Team Members (Kelly Renard, Anne Johnston, Karen Hop, Jami Moll, Randi Blatt and Pam Huxhold), Reading Coach (Deborah Rothberger)	September 2009-June 2010 (on-going)	Focused walkthroughs with Principal, Reading Coach, and/or RtI Team members to observe the frequency and effectiveness of Differentiation Strategies being implemented.	Principal (Michael Breslaw), Reading Coach (Deborah Rothberger), RtI Team Members (Valerie Vitale), RtI Team Members (Kelly Renard, Anne Johnston, Karen Hop, Jami Moll, Randi Blatt and Pam Huxhold)
In grades 3-5, 64% of Black students will achieve mastery on the 2010 administration of the FCAT Mathematics Test.	Teachers will understand how differentiating instruction and how the principles of Philip Schelecty's "Working on the Work" will assist in meeting the needs of black students within their classroom. Teachers will identify specific needs of the students and differentiate instruction to meet these individual needs.	ESE Specialist (Valerie Vitale), RtI Team Members (Kelly Renard, Anne Johnston, Karen Hop, Jami Moll, Randi Blatt and Pam Huxhold), Reading Coach (Deborah Rothberger)	September 2009-June 2010 (on-going)	Focused walkthroughs with Principal, Reading Coach, and/or RtI Team members to observe the frequency and effectiveness of Differentiation Strategies being implemented.	Principal (Michael Breslaw), Reading Coach (Deborah Rothberger), RtI Team Members (Valerie Vitale), RtI Team Members (Kelly Renard, Anne Johnston, Karen Hop, Jami Moll, Randi Blatt and Pam Huxhold)
In grades 3-5, 70 % of Economically Disadvantaged students will achieve mastery on the 2010 administration of the FCAT Mathematics Test.	Teachers will understand how differentiating instruction and how the principles of Philip Schelecty's "Working on the Work" will assist in meeting the needs of economically disadvantaged students within their classroom. Teachers will identify specific needs of the students and differentiate instruction to meet these individual needs.	ESE Specialist (Valerie Vitale), RtI Team Members (Kelly Renard, Anne Johnston, Karen Hop, Jami Moll, Randi Blatt and Pam Huxhold), Reading Coach (Deborah Rothberger)	September 2009-June 2010 (on-going)	Focused walkthroughs with Principal, Reading Coach, and/or RtI Team members to observe the frequency and effectiveness of Differentiation Strategies being implemented.	Principal (Michael Breslaw), Reading Coach (Deborah Rothberger)

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Instructional Material Allocation: Calendar Math	District	\$2,682.00
Instructional Services for Materials and Supplies	State	\$3,540.75
		Total: \$6,222.75
Technology		
Description of Resources	Funding Source	Available Amount

No Data	No Data	\$0.00
		Total: \$0.00
<b>Professional Development</b>		
Description of Resources	Funding Source	Available Amount
Title 1 Staff Development	State	\$3,045.00
		Total: \$3,045.00
<b>Other</b>		
Description of Resources	Funding Source	Available Amount
Accountability (SAC)	District	\$1,775.50
Math Remedial Camp	After School Care Provider (ASP)	\$2,250.00
		Total: \$4,025.50
<b>Final Total: \$13,293.25</b>		

End of Mathematics Goal

## Science Goal

Needs Assessment: Based on School Grade Data:

Did the total percent proficient increase or was the percent proficient maintained?

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement			Objective Linked to Area of Improvement	
Based on 2009 FCAT Science data, 49% of students achieved level three and above.			Based on 2010 FCAT Science data, 52% of students will achieve level three and above.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Utilize hands-on science kits weekly using the 5E model and science centers.	Principal and Science Coach (Michael Breslaw and Anne Johnston)	Lesson plans, Learning Environment Setup, Classroom Walkthrough	Improvement on the science mini-assessments, Broward's Assessment Tests (BAT) and chapter tests from the science series.
2	Provide real world science experiences and engaging activities.	Principal and Science Coach (Michael Breslaw and Anne Johnston)	Lesson Plans, Classroom Walkthrough	Improvement on the science mini-assessments, Broward's Assessment Tests (BAT) and chapter tests from the science series
3	Use the BEEP (Broward Education Enterprise Portal) lessons and Instructional Focus Calendars to guide instruction	Principal and Science Coach (Michael Breslaw and Anne Johnston)	Lesson Plans, Classroom Walkthrough	Focused classroom walkthroughs and log to determine alignment of benchmarks with IFC.
4	Participating in BECON distance learning programs	Principal and Science Coach (Michael Breslaw and Anne Johnston)	Student performance on mini-assessments	Science mini-assessments.
5	Utilize FCAT Explorer and Broward Educational Enterprise Portal (B.E.E.P.)	Classroom Teachers and Science Coach and Principal (Anne Johnston and Michael Breslaw)	Student performance on mini-assessments, Classroom walkthrough	Science mini-assessments, Broward's Assessment Tests (BAT) and chapter tests from the science series

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring

Based on 2010 FCAT Science data, 52% of students will achieve level three and above.	Teachers will understand how the Hands-On Science Kits integrate with the New Generation Science Standards. Teachers will instruct the students on how to use the Hands-On Science Kit materials in order to solve real-world problems utilizing the scientific process.	Teachers already trained in the Hands-on Kits and Standards; Team Leaders	September 2009	Data will be discussed at weekly team meetings and lesson plans developed	Principal, Science Coach
Based on 2010 FCAT Science data, 52% of students will achieve level three and above.	Teachers will understand the 5 E Model (engage, explore, explain, elaborate and evaluate) and learn how to effectively integrate the model within instruction.	Science Coach	September 2009	Science Coach will attend the training and ensure strategies are implemented	Principal, Science Coach

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Instructional Services for Materials and Supplies	State	\$3,540.75
		Total: \$3,540.75
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Title 1 Staff Development	State	\$3,045.00
		Total: \$3,045.00
Other		
Description of Resources	Funding Source	Available Amount
Accountability (SAC) - Instructional Materials, Program Teacher Training	District	\$1,775.50
Science Strand Enrichment Camp	After School Care Provider (ASP)	\$2,250.00
		Total: \$4,025.50
		Final Total: \$10,611.25

End of Science Goal

## Writing Goal

Needs Assessment: Based on School Grade Data:

Did the total percent proficient increase or was the percent proficient maintained?

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
On the 2009 administration of the FCAT Writing Test, 87% of the students in 4th grade scored level 3.5 or above in writing		On the 2010 administration of the FCAT Writing Test, 90% of the students in 4th grade will score level 3.5 or above in writing.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Utilize thinking maps as a organizational tool for writing	Principal and Reading Coach (Michael Breslaw and Deborah Rothberger)	Performance on monthly writing prompts, Classroom Walkthrough	Department of Education's Writes rubric (twice per year), Six-Traits Rubric, Student Writing Samples
2	Implement Writing Camp	Principal and Reading Coach (Michael Breslaw and Deborah	Performance on monthly writing prompts, Classroom Walkthrough	Department of Education's Writes rubric (twice per year), Six-Traits Rubric,

		Rothberger)		Student Writing Samples
3	Creative Writing through the Arts	Principal and Reading Coach (Michael Breslaw and Deborah Rothberger)	Performance on monthly writing prompts, Classroom Walkthrough	Department of Education's Writes rubric (twice per year), Six-Traits Rubric, Student Writing Samples
4	Upper level writing incentives	Principal and Reading Coach (Michael Breslaw and Deborah Rothberger)	Performance on monthly writing prompts, Classroom Walkthrough	Department of Education's Writes rubric (twice per year), Six-Traits Rubric, Student Writing Samples
5	K-5 Students will use the writing process daily (Six Traits) ; all writing will be dated, and recorded in a journal, notebook, or work folder for monitoring of growth across time.	Principal and Reading Coach (Michael Breslaw and Deborah Rothberger)	Student writing samples will be reviewed and scored monthly by teachers. Percent of students making adequate progress toward goal will be determined once every 6 weeks by comparing writing samples, Classroom Walkthrough	Department of Education's Writes rubric (twice per year), Six-Traits Rubric, Student Writing Samples

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
On the 2010 administration of the FCAT Writing Test, 90% of the students in 4th grade will score level 3.5 or above in writing.	Teachers will understand the process behind using Thinking Maps to improve writing skills. Teachers will instruct students how to plan and organize their writing utilizing Thinking Map strategies.	Reading Coach (Deborah Rothberger)	September 2009	Writing will be displayed in the classrooms and visible during classroom walkthroughs and in student portfolios reflecting in on-going improvement of the Six Traits	Principal (Michael Breslaw)

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Instructional Resources for Materials and Supplies	State	\$3,540.75
		Total: \$3,540.75
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Title 1 Staff Development	State	\$3,045.00
		Total: \$3,045.00
Other		
Description of Resources	Funding Source	Available Amount
Accountability (SAC)	District	\$1,775.50
Writing Enrichment Camp Allocation	After School Programs (ASP) Provider	\$2,250.00
		Total: \$4,025.50
		Final Total: \$10,611.25

End of Science Goal

## Parent Involvement Goal

Needs Assessment: Based on information from School Grade and Adequate Yearly Progress Data:

Were parent involvement activities and strategies targeted to areas of academic need?

Based on information from surveys, evaluations, agendas, or sign-ins:

Was the percent of parent participation in school activities maintained or increased from the prior

year?

Generally, what strategies or activities can be employed to increase parent involvement?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Increasing the percentage of families who attend PTA, SAC, SAF, Academic Events and Family Events, Conferences at Deerfield Beach Elementary, particularly in Broward's Enterprise Education Portal, Literacy Training and Parenting Skills.		By June 2010, 80% of our school's households will attend parent activities at least twice per year.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Increase and Align Parental Involvement through the volunteer program, PTA and an updated needs assessment from staff and parents - August 2009. Outreach will be differentiated to meet the needs of the diverse learning community.	Michael A. Breslaw Principal Pamela Huxhold, Assistant Principal	Create Parent Involvement Calendar based on interest survey/needs assessment (e.g. Broward Enterprise Education Portal training aligned with PTA meeting on September 30th's PTA scheduled meeting).	Sign in sheets and monitoring class by class, 2009-2010 Parent Customer Survey and 2009-2010 Survey

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
Increasing Parental Involvement through Virtual Counselor	Involvement with student data and learning gains	Deborah Rothberger and Anne Johnston, Curriculum Coaches	June 2010	Parent conferencing, Annual Customer Service Survey	Michael A. Breslaw, Principal
Increasing Parenting Skills/Education and Literacy	Involvement with student needs and learning gains	Deborah Rothberger and Anne Johnston (Curriculum Coaches), Nicole Mancini(SAC Chairperson)	June 2010	FLDOE's Report Card (2009-2010), Parent conferencing, Annual Customer Service Survey	Michael A. Breslaw, Principal

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Title 1 Parental Involvement: Parental Communication Student/Parent Calendar/ Handbook and educational resources/strategies during Family nights (Reading, Writing, Math, Science and Digital Technology)	State	\$2,501.00
		Total: \$2,501.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
Parental Involvement	PTA	\$2,000.00
		Total: \$2,000.00
		Final Total: \$4,501.00

End of Parent Involvement Goal

# Other Goals

No Other Goals were submitted for this school

# FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Instructional Material Allocation: Elements of Reading	District	\$4,365.00
Reading	Instructional Services for Materials and Supplies	State	\$3,540.75
Mathematics	Instructional Material Allocation: Calendar Math	District	\$2,682.00
Mathematics	Instructional Services for Materials and Supplies	State	\$3,540.75
Writing	Instructional Resources for Materials and Supplies	State	\$3,540.75
Science	Instructional Services for Materials and Supplies	State	\$3,540.75
Parental Involvement	Title 1 Parental Involvement: Parental Communication Student/Parent Calendar/ Handbook and educational resources/strategies during Family nights (Reading, Writing, Math, Science and Digital Technology)	State	\$2,501.00
			Total: \$23,711.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Total: \$0.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Reading Allocation/Staff	State	\$1,671.00
Reading	Title 1 Staff Development	State	\$3,045.00
Mathematics	Title 1 Staff Development	State	\$3,045.00
Writing	Title 1 Staff Development	State	\$3,045.00
Science	Title 1 Staff Development	State	\$3,045.00
			Total: \$13,851.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Accountability (SAC)	District	\$1,775.50
Reading	Reading Remedial Camp	After School Care Provider (ASP)	\$2,250.00
Mathematics	Accountability (SAC)	District	\$1,775.50
Mathematics	Math Remedial Camp	After School Care Provider (ASP)	\$2,250.00
Writing	Accountability (SAC)	District	\$1,775.50
Writing	Writing Enrichment Camp Allocation	After School Programs (ASP) Provider	\$2,250.00
Science	Accountability (SAC) - Instructional Materials, Program Teacher Training	District	\$1,775.50
Science	Science Strand Enrichment Camp	After School Care Provider (ASP)	\$2,250.00
Parental Involvement	Parental Involvement	PTA	\$2,000.00
			Total: \$18,102.00
			Final Total: \$55,664.00

## Differentiated Accountability

School-level Differentiated Accountability Compliance

Intervene  
  Correct II  
  Prevent II  
  Correct I  
  Prevent I  
  NA

No Attached school's Differentiated Accountability Checklist of Compliance

School Advisory Council

### School Advisory Council (SAC) Membership Compliance

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

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Instructional Materials/Resources	7102

Describe the Activities of the School Advisory Council for the Upcoming Year

Needs Assessment  
Explanation of Florida Department of Education's Report Cards and Accountability Reports  
Explanation of the No Child Left Behind Act, Title One , Supplemental Education Services (SES), Adequate Yearly Progress, Differentiated Accountability  
Explanation of Results from Broward's Assessment Tests (BAT 1 and BAT 2)  
Alignment of SAC with PTA and SAF

### SAC Members

#### Members

- 1) Michael A. Breslaw, Principal
- 2) Nicole M. Mancini, SAC Chair
- 3) Beth Seefeldt, SAC Chair
- 4) Gerilynn Talmadge-Brinkley, Teacher
- 5) Deborah Rothberger, Teacher
- 6) Amy Major, Teacher
- 7) David Honig, Business Member
- 8) Kiska Austin, Parent
- 9) Heather Whitmer, Parent
- 10) Lori Beichert, Parent
- 11) Sandy Santos, Parent
- 12) Melinda Scott, Parent
- 13) Sandy Paolini, Parent
- 14) Christopher Figueira, Parent
- 15) Cy Aneta, Community Member
- 16) Broderick Jones, School Support Personnel
- 17) Melanie Nastri, Union Steward

# AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Broward DEERFIELD BEACH ELEMENTARY SCHOOL 0011												
Number of students enrolled in the grades tested:														Read: 364		2008-2009 School Grade <sup>1</sup> :		A		Did the School make Adequate Yearly Progress?		NO				
<a href="#">Click here to see Number of students in each group</a>														Math: 364												
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.						
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	2008	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N
TOTAL <sup>4</sup>	100	Y	100	Y	67	Y	74	Y	93		Y			NA	37	33	NA	27	26	NA	71	NA	69	NA		
WHITE	100	Y	100	Y	77	Y	83	Y	89		Y			NA	26	23	NA	17	17	NA	80	NA	79	NA		
BLACK	100	Y	100	Y	56	N	61	N	93	94	Y			NA	49	44	Y	41	39	N	60	NA	59	N		
HISPANIC	100	Y	100	Y	47	N	70	Y			NA			NA	47	53	N	27	30	NA	58	N	60	NA		
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA						
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA						
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	60	N	67	N	92	92	Y			NA	47	40	Y	34	33	N	64	NA	64	N		
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y		NA		NA			NA			NA			NA			NA						
STUDENTS WITH DISABILITIES	100	Y	100	Y	40	N	48	N			NA			NA	60	60	N	47	52	N	55	N	53	N		

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Broward DEERFIELD BEACH ELEMENTARY SCHOOL 0011												
Number of students enrolled in the grades tested:														Read: 379		2007-2008 School Grade <sup>1</sup> :		A		Did the School make Adequate Yearly Progress?		NO				
<a href="#">Click here to see Number of students in each group</a>														Math: 379												
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.						
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N
TOTAL <sup>4</sup>	100	Y	100	Y	63	Y	73	Y		93	Y			NA	37	37	NA	30	27	NA	66	NA	72	NA		
WHITE	100	Y	100	Y	74	Y	83	Y		89	N			NA	25	26	NA	21	17	NA	70	NA	79	NA		
BLACK	100	Y	100	Y	51	N	59	N	91	93	Y			NA	54	49	N	45	41	N	60	Y	64	Y		
HISPANIC	100	Y	100	Y	53	N	73	Y			NA			NA	44	47	N	27	27	NA	64	Y	69	NA		
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA						
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA						
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	53	N	66	Y	91	92	Y			NA	45	47	N	39	34	NA	60	Y	64	NA		
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	62	Y	73	Y			NA			NA	38	38	NA	33	27	NA	70	NA	73	NA		
STUDENTS WITH DISABILITIES	100	Y	100	Y	40	N	53	N			NA			NA	55	60	N	51	47	N	48	N	57	N		

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Broward DEERFIELD BEACH ELEMENTARY SCHOOL 0011												
Number of students enrolled in the grades tested:														Read: 401		2006-2007 School Grade <sup>1</sup> :		A		Did the School make Adequate Yearly Progress?		YES				
<a href="#">Click here to see Number of students in each group</a>														Math: 401												
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.						
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N
TOTAL <sup>4</sup>	100	Y	100	Y	63	Y	70	Y	86		Y			NA	41	34	NA	33	30	NA	62	NA	64	NA		
WHITE	100	Y	100	Y	75	Y	79	Y	88		Y			NA	34	26	NA	22	21	NA	74	NA	70	NA		
BLACK	100	Y	100	Y	46	N	55	N	81	91	Y			NA	63	51	Y	51	45	Y	50	NA	54	NA		
HISPANIC	100	Y	100	Y	56	Y	73	Y	90		NA			NA	28	29	NA	30	27	NA	49	NA	67	NA		
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA						
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA						
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	55	Y	61	Y	85	91	Y			NA	47	40	NA	42	39	NA	54	NA	60	NA		
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	62	Y	67	Y			NA			NA	43	29	NA	40	33	NA	60	NA	69	NA		
STUDENTS WITH DISABILITIES	100	Y	100	Y	45	N	49	N			NA			NA	77	58	Y	66	51	Y	57	NA	56	NA		

## SCHOOL GRADE DATA

Broward School District DEERFIELD BEACH ELEMENTARY SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	73%	80%	87%	49%	289	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	65%	57%			122	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level</li> </ul>

						1 or 2
Adequate Progress of Lowest 25% in the School?	63% (YES)	53% (YES)			116	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					527	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

Broward School District DEERFIELD BEACH ELEMENTARY SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	69%	79%	79%	40%	267	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	61%	72%			133	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	62% (YES)	74% (YES)			136	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					536	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

Broward School District DEERFIELD BEACH ELEMENTARY SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	67%	75%	81%	49%	272	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	71%	66%			137	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	69% (YES)	61% (YES)			130	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					539	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested