

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: OAKLAND PARK ELEMENTARY SCHOOL

District Name: Broward

Principal: Joanne Krisel

SAC Chair: Monica Barski

Superintendent: James Notter

Date of School Board Approval: December 1, 2009

Last Modified on: 09-16-2009

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VISION and MISSION STATEMENTS

Vision - Oakland Park Elementary will be recognized as a school where all students and staff will achieve to their greatest potential in an environment of caring and trust.

Mission- The mission of Oakland Park Elementary is to have all children mastering grade level reading and math skills.
Opportunity Promotes Excellence

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

Brief History and Background of the School

Oakland Park Elementary is located in the City of Oakland Park, Florida. The school opened in 1927 and is on the Historical Registry. It is a neighborhood school and currently serves a population of 610 students in grades pre-K-5th with Head Start and PLACE programs. Oakland Park is proud to have earned a grade of "A" on the 2008 - 2009 FCAT Assessment. We also made AYP for the first time in three years.

Unique School Strengths for Next Year

We have 12 National Board Certified teachers. Mrs. Krisel, the principal, has been in the school for 6 years. She was given the Turn Around Principal award by the Florida DOE for the 2005/06 school year when our school grade increased from a "C" to an "A". She was also evaluated as Highly Effective in 2006 and in 2009. There is low faculty mobility. The previous Assistant Principal became a Principal at another school. Our new Assistant Principal for the 09-10 school year has been a guidance counselor for the past nine years with many administrative responsibilities. A strength during the 08-09 school year was the departmentalization program in 4th grade. Their reading and math scores went up dramatically. This program will be extended to 3rd and 5th grades in 09-10. Another strength is that we have a part time ESOL Resource Teacher who works with children in the sheltered classes. We also received many materials and programs from the ESOL Department to be used with our ELL children.

Unique School Weaknesses for Next Year

Due to budget cuts the purchase of materials and supplies will be severely reduced. One of our resource teachers who was sent to us from the ESOL Department will not be returning to our school. The custodial staff has been reduced impeding the cleanliness of the school. Due to the low socioeconomic neighborhood surrounding Oakland Park, we have relatively low parental involvement as many parents have two jobs and little time to spend at the school. A Community Liaison would be beneficial to assist with parental involvement. The placement of surplus teachers and teachers who are being recalled from the lay-off list who do not have a proven record of student achievement may impede our growth.

Student Demographics

Female - 44.4%
Male - 55.5%
White - 16.2%
Black - 41.1%
Hispanic - 37.1%
Asian - 1.67%
Native - 0
Multi - 3.84%

Free/Reduced - 87.1%
 ELL - 38.7%
 ESE - 13.5%

Student Attendance Rates

94.10

Student Mobility

32.60

Student Suspension Rates

Internal - .20
 External - .50 as of 2008
 2009 not available

Student Retention Rates

3.80

Class Size

Pre-K to 3 - 17.37
 4-8 - 19.50

Academic Performance of Feeder Pattern

Oakland Park Elementary students will feed to Rickards Middle School, a B school, who has not met AYP criteria for the last 6 years. Our children will then go to Northeast High School, a C school.

Partnerships and Grants

Our partners are Whole Foods, Oakland Park Kiwanis, Publix, Primanti Brothers Pizza, and the YMCA. Several teachers applied for and received Donors Choose grants to purchase materials and supplies. In addition, one of the fifth grade teachers won the Impact II Grant this year. Our Reading Coach has been the recipient of the DOE First Book Grants through which we received several thousand books to give the children to use at home. The art teacher won the Picturing America Grant. Oakland Park was awarded the Golden School Award for 16 consecutive years and the Five Star School Award for the 2006/2007 and 2008/2009 school years.

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	Joanne Krisel	Degrees: Bachelor of Science in Elementary Ed., Master of Science in Educational Leadership Certifications: Elementary Education 1-6, Educational Leadership, ESOL Endorsement	6	9	2008-2009 Grade – A Reading Mastery: 72% Math Mastery: 74% Science Mastery: 40% Writing Mastery: 87% AYP: Yes 2007-2008 Grade: A Reading Mastery: 64% Math Mastery: 72% Science Mastery: 38% Writing Mastery: 95% AYP 92% of the criteria were met. The black, Hispanic, and ELL students did not meet criteria in reading. 2006-2007 Grade: A Reading Mastery: 58.6% Math Mastery: 64% Science Mastery: 39% Writing Mastery: 86% AYP 97% of the criteria were met. ELL students did not meet the criteria in reading. 2005-2006 Grade: C Reading Mastery: 52.6% Math Mastery: 60%

					Science Mastery: 39% Writing Mastery: 59% AYP 97% of the criteria were met. We did not meet the writing criteria. All subgroups met criteria.
Assis Principal	Vonneva Hobbs	Degrees: Bachelor of Social Work, Master of Social Work Certifications: Educational Leadership, Guidance K-12	1	1	Village Elementay: 2008-2009 Grade: C Reading Mastery: 65% Math Mastery: 64% Science Mastery: 15% Writing Mastery: 91% AYP: No 2007-2008 Grade: C Reading Mastery: 59% Math Mastery: 64% Science Mastery: 21% Writing Mastery: 94 AYP - No 2006-2007 Grade: B Reading Mastery: 62% Math Mastery: 71% Science Mastery: 29% Writing Mastery: 90% AYP - Yes

* 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	Laura Quintana	Degrees: Bachelor in Elementary Ed., Master of Science in Reading. Certifications: Elementary Education, 1-6, Reading, K-12 ESOL Endorsement, Gifted Endorsement	1	1	2008-2009 Grade: A AYP: Yes 2007-2008 – Did not work.
Math	Rita Strachan	Degrees: Bachelor of Science, Master of Science Certifications: Art K-12, Reading K-12 Elem Ed 1-6, ESOL Endorsement	23	1	2008-2009 Grade: A AYP - Yes 2007-2008: Grade A The Black, Hispanic, and ELL students did not meet criteria in reading. Mrs. Strachan has taught first grade, third grade and fifth grade. Each year, her students showed extraordinary progress. During the 08-09 school year, she taught art with a focus on math.

* 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)
Experience Broward	Instructional Staffing	August 2009	
New Educator Support System (NESS)	NESS Liaison	Monthly Meetings	09-10 – No new teachers, however support will be given to those who are new to the school.
Team Leaders' Support	Principal	Weekly Meetings	
Professional Development	Principal	Ongoing	
Professional Learning Communities	SAC Chair	Monthly Meetings	

Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified

Salvatore Scavone	Music K-12	Music Pre-K to 5th Grade	Took the Music Subject Area Exam on June 30, 2009.
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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
47	2	27.6	23.4	46.8	27.6	98	6	25.5	76.5

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Jamie Ferguson	Kelly Hickman	Mrs. Ferguson is the NESS Liaison as well as the third grade team leader. She is mentoring Ms. Hickman who began teaching third grade at Oakland Park in August 2009.	Modeling classroom management and student discipline strategies. Assisting with school and district procedures and policies.
Amy Lund	Brenda Black	Ms. Lund is a 5th Grade National Board Certified teacher mentoring Mrs. Black who began teaching fifth grade at Oakland Park in August 2009.	Planning, modeling best practices and curriculum strategies, assist with understanding school and district policies.
Beverly Roth	Shantelle Foreman	Mrs. Roth is the ESE Specialist, and is mentoring Shantelle Foreman, the V.E. Teacher.	Mrs. Roth assists Ms. Foreman with the management of the ESE program; scheduling, programs, and analyzing data.
Monica Barski	Yvonne Rhodes	Mrs. Barski is the Kindergarten Team Leader. She is mentoring Yvonne Rhodes who began teaching Kindergarten at Oakland Park in August 2009.	Planning, modeling best practices and curriculum strategies, assist with understanding school and district policies.
Beverly Roth	TBA	Mrs. Roth is the ESE Specialist, and is mentoring TBA, the part time V.E. teacher who began teaching at Oakland Park in August 2009.	Mrs. Roth assists TBA with the implementation of the inclusion model. She will assist with teaching strategies and analyzing data.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only
Title I, Part A

Title I services provide additional teachers to assist students, particularly low performing students, with additional assistance during the school day. We have a Title I Liaison who attends meetings and coordinates the Title I Activities. The Title I bus will be scheduled to be at the school for parent meetings. The School-Parent Compact is sent home to all parents. Parents are encouraged to attend PTA meetings, SAC meetings, Parent University Nights, and all conferences. School and curriculum information is provided at all parent meetings and is provided in English, Spanish and Creole. The district coordinates with Title I in ensuring staff development needs are provided.

Title I, Part C- Migrant

Title I, Part D

Title II

Additional Release Days for Team Leaders for professional development.

Title III

Services are provided through the district for educational materials and ELL district support services to improve the education of immigrant and English Language Learners.

Title X- Homeless

Supplemental Academic Instruction (SAI)

SAI funds are used to provide additional tutoring after school, on Saturdays, and for additional instructional support during the school day.

Violence Prevention Programs

Threat Assessment and Bullying programs are in effect in the school.

Nutrition Programs

93% Free and Reduced Meals

Housing Programs

Head Start

One Headstart Class

Adult Education

Career and Technical Education

Job Training

Other

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

Our RtI Leadership Team consists of:
Principal, Joanne Krisel – Oversees all processes
Assistant Principal, Vonneva Hobbs – Coordinates the CPST Process
Guidance Counselor, Marylynn Henschel – Works with teachers to develop behavioral and emotional interventions
ESE Specialist, Beverly Roth – Oversees the ESE Program and works with all teachers on interventions for academics and behavior
Reading Coach, Laura Quintana – Oversees the reading program and assists teachers in creating interventions for all areas

of reading.

Math Coach, Rita Strachan – Oversees the math program and assists teachers in creating interventions as they relate to math.

Speech and Language Pathologist, Maryann Hall-Cabrera – Has a wealth of knowledge relating to reading and language development. She works with teachers, and groups of children.

ESOL Contact/Resource Teacher, Maria Moore - Mrs. Moore has a great deal of experience working with the ELL population. She co-teaches in the sheltered classes and works with groups of children. In addition, Mrs. Moore assists teachers with strategies to use with their ELL children.

School Psychologist, Daisy Amador– Assists in evaluating whether a child should go on for further testing and makes suggestions for interventions.

School Social Worker, Lisa McGarry – Works with teachers and parents to ensure proper social, emotional and economic interventions are taking place.

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

The Assistant Principal is responsible for coordinating the RtI Leadership Team. The first step in the process is for teachers to identify a problem and implement interventions. They can come to anyone on the RtI Team for assistance with this implementation. If necessary, the teacher will then complete a referral packet including pre and post data, descriptions of the interventions, parent conferences, etc. Along with the ESE Specialist, the Assistant Principal will schedule meetings with the RtI Team and parents. At that meeting, a determination will be made as to whether the child will go forward for evaluation or further interventions will be suggested. A case manager is assigned to observe and follow up with the teacher.

Team Leaders facilitate team meetings at least once a week. These meetings are used to analyze data, share best practices and to discuss progress of individual students.

Administration meets with Team Leaders at least once a month. Team Leaders have been trained to do Classroom Walkthroughs. These are completed and discussed at the meetings. In addition, data is analyzed, best practices are shared, and training takes place. Many school-wide practices are discussed at these meetings through shared decision making.

Learning communities are scheduled once a month. All instructional staff members sign up for a committee of their choice focusing on their strengths. There is a representative from each grade level as well as specials and support staff. Once again, data and strategies are shared. In addition, these teams monitor the implementation of the School Improvement Plan. It is also at these meetings that vertical planning takes place.

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

The RtI Leadership Team reviews the implementation of the School Improvement Plan with the learning communities on a monthly basis. If changes need to be made in the plan, recommendations are made to administration, the SAC Chair, and support staff. These recommendations are presented to SAC and changes are made as needed. In the spring of every year, the learning communities review the plan and make recommendations for the new School Improvement Plan based on data received from FCAT, BAT 2 and the BEEP mini Assessments. These recommendations are presented for discussion to SAC who also have input into the final writing of the plan.

RtI Implementation

Describe the data management system used to summarize tiered data.

Baseline Data: FAIR (Florida Assessments for Instruction in Reading) for kindergarten, Diagnostic Assessment for Reading (DAR) for 1st through 5th, Broward Assessment Test (BAT1 for reading, math and science) for 3rd through 5th grades, previous year's FCAT for 3rd through 5th grades.

Progress Monitoring: FAIR in kindergarten, BAT 2 for 3rd through 5th, Mini assessments for 1st through 5th, fluency assessments, FCAT Simulations

Midyear: FAIR and Early Reading Diagnostic Assessment (ERDA) for kindergarten, DAR for 1st through 5th,

End of Year: FAIR, FCAT, End of Year Assessments, DAR

Frequency of Data Days: Twice a month for data analysis

Describe the plan to train staff on RtI.

Professional development will be provided during teachers' common planning times and small sessions will occur throughout the year. Two PD sessions entitled, "RtI: Problem Solving Model:

Building Consensus Implementing and Sustaining Problem-Solving/RtI", and "RtI: Challenges to Implementation Data Based Decision-making, and Supporting and Evaluating Interventions" will take place. The RtI Team will also evaluate additional staff PD needs during the regular RtI Leadership Team meetings.

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?

According to the FCAT reading data, third, fourth, and fifth grade students showed strength in reference and research. The third and fifth grade students showed weakness in word/phrases. The fourth grade students demonstrated weakness in main idea/purpose.

According to the FCAT math data, third and fourth grade students demonstrated strength in measurement, while the fifth grade students did best in algebraic thinking. The weaknesses for each grade level in math are as follows: third – algebraic thinking, fourth – number sense, and fifth – geometry.

According to the FCAT writing data, the fourth grade students demonstrated strength in narrative essays and a weakness in expository essays.

According to the FCAT science data, the fifth grade students demonstrated strength in life and environmental sciences and weakness in Earth and Space Sciences and Scientific Thinking.

Instructional Calendar Development

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

The Instructional Focus Calendars were created in July 2009 by district level curriculum departments. They will be updated in October 2009 as determined by disaggregated data results from BAT 1, and again in January 2010 as determined by the disaggregated data results from the BAT 2. We will use the District developed Instructional Focus Calendars to guide us in reading, writing, math, social studies, and science. As the reading calendar was developed based on Treasures, we will adapt it to the Trophies Reading series in grades 4 and 5. The implementation of the Instructional Focus Calendars will be monitored by analyzing mini assessments scores, classroom walkthroughs, observations, and by checking plan books. Teachers will be required to display and review the instructional focus and objectives each day in student friendly terms.

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

In reading we will focus on words/phrases and main idea/purpose. In writing we will focus on expository essays. In math we will focus on algebraic thinking, number sense, and geometry. In science we will focus on earth and space science and scientific thinking.

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

Once FCAT scores were released, the administration determined student learning gains by teacher. Teachers' assignments in the departmentalization model were made based on their strengths. Student needs will be met through differentiated instruction and flexible grouping in addition to departmentalization based on ongoing evaluation of assessments and results.

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

The school plans activities such as Career Day, Environmental Studies, and Project Based Learning. Technology will be integrated throughout the curriculum. Reading materials are provided that are based on current events to make all learning relevant.

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?

NA

DO

Direct the Instructional Focus

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

- *Vertical planning with Team Leaders
- *Using the District Instructional Focus for each grade level.
- *Learning Communities - Share best practices with vertical teams and share ideas and suggestions at team meetings.
- *Subject area planning for teachers in grades three through five who are teaching the same subjects.

How are instructional focus lessons developed and delivered?

They are developed based on data (FCAT, BAT, DAR, SAT). The focus lessons will be delivered by the classroom teachers, resource teachers, specials, and ESE/ESOL teachers based on individual student needs and the instructional focus calendar.

How will instructional focus lessons be revised and monitored?

The lessons will be monitored through BAT, mini-assessments, daily assessments, chapter tests, STAR testing, Odyssey, and teacher observation. They will be revised according to the data on these assessments. Administration will be constantly reviewing progress and will have data chats with teachers and the leadership team.

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.

BAT 1 and 2, publisher created tests, FAIR, BEEP mini-assessments, DIBELS, DAR, IRI's, CELLA, and the QBAT.

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

Assessments will be used by analyzing the results on the assessments and through teacher observation and anecdotes. After data analysis, teachers remediate children who have not mastered the skills. Then another form of the assessment is administered to ensure mastery. Small groups of children are pulled based on skills needed.

Maintenance

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

The Instructional Focus Calendar developed by the District has ongoing assessment and maintenance within it. After each strand is taught, the benchmark mini-assessment (form A) is administered to the students. Those not meeting mastery are re-taught the skill using a different approach and then given form B of the assessment on the same strand.

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.

Teams meet in a variety of ways to review progress monitoring data and to identify instructional modifications. First, they meet as a grade level at weekly meetings to discuss the modifications that are grade level appropriate. Grade levels also meet with administration for quarterly "data chats" and for promotion/retention meetings. Finally in grades 3-5 teachers meet in "vertical teams" to discuss skills and strategies that are subject specific. Departmentalizing in grades 3-5 will facilitate this process. Support Staff and coaches are constantly monitoring data and meeting with teachers to assist with interventions.

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.

Administrators, coaches, support staff, and team leaders play a large role in the formation of classes based on data. Administrators meet with each teacher at the beginning of the year to write the PGP's which are based on data of specific subgroups. Above the Clouds is available to all members of the staff. Data is analyzed on at least a weekly basis for individual children as well as subgroups. The leadership team is trained and assists in classroom walkthroughs. Data chats led by administration with all teachers are held at the beginning of the year and after each administration of the BAT. In addition, Team Leaders have data chats with teachers on their teams and develop programs to meet the needs of the children at that level. Administrators review AR reports, writing samples and other student work on a monthly basis.

ACT

Supplemental and Intensive Instruction/Interventions

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

CORE - Harcourt Math, Harcourt Trophies Reading (grades 4 and 5), McMillian Treasures (grades K-3), Pearson Science Kits, Harcourt Science, Harcourt Social Studies

SUPPLEMENTAL/INTENSIVE – Quick Reads, Soar to Success, Phonics for Reading, Intermediate Rewards, Foundations, Wilson, Voyager, Odyssey, Accelerated Reader, Fast Track to FCAT, Treasure Chest, Reading Basics, CAVS for Math and Science, Mountain Math, Calendar Math, Reading Through Science, Sciensaurus.

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

Students demonstrating academic difficulty will be given additional support. Services will be delivered during the school day by resource teachers, certified classroom assistants and specials' teachers during their co-teach periods. Children also receive supplemental instruction after school, on Saturdays and in SES programs. Materials used will be determined by the specific needs of the children.

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

At the end of the year, administrators work with the leadership team to complete a needs assessment, and to analyze school wide data, grade level data and data for individual teachers. A professional development plan is created for the year. As new data is collected from assessments, walkthroughs, and observations, further needs are determined and professional development is scheduled as needed. In addition, individual teachers are mentored and coached. Time is allocated for teachers to observe each other.

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

As a result of progress monitoring (class work, and assessment results) and observations by classroom teachers, instructional coaches, administrators, and counselors, students who consistently demonstrate academic difficulty will receive supplemental and intensive instruction and interventions. All level 1 and 2 children as well as children who have been previously retained will be given additional support throughout the year.

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

Effectiveness will be measured by analyzing data collected from assessments and administrator/teacher conferences. In addition, the RtI team will meet with teachers and monitor implementation and effectiveness of interventions. Factors hindering success (attendance, behavior, etc.) will be addressed and resolved. Strategies proven unsuccessful will be discontinued and replaced with alternative interventions.

Enrichment

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

All gifted and high achievers are grouped in self-contained classes. Departmentalization will ensure that accelerated and enrichment activities are implemented to meet the needs of these students. Classroom teachers, coaches and resource teachers will implement project-based learning, independent studies, and science and writing enrichment groups.

Describe how students are identified for enrichment strategies.

SAT and FCAT results in addition to student progress as well as assessment results that demonstrate consistent proficiency/mastery are used to determine placement. Parent input is also taken into consideration.

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)
Reading	Laura Quintana, Reading Coach	Monthly	Third Tuesday of each month beginning September 15, 2009.	Data analysis will be implemented to determine areas of specific weaknesses. The PLC will focus on these weaknesses by sharing best practices and researching current trends.
Math	Rita Strachan, Math Coach	Monthly	Third Tuesday of each month beginning September 15, 2009.	Data analysis will be implemented to determine areas of specific weaknesses. The PLC will focus on these weaknesses by sharing best practices and researching current trends.
Writing	Cathy Salloum, 4th Grade Team Leader	Monthly	Third Tuesday of each month beginning September 15, 2009.	Data analysis will be implemented to determine areas of specific weaknesses. The PLC will focus on these weaknesses by sharing best practices and researching current trends.
Science	Mary Terwilleger, Science Special Teacher	Monthly	Third Tuesday of each month beginning September 15, 2009.	Data analysis will be implemented to determine areas of specific weaknesses. The PLC will focus on these weaknesses by sharing best practices and researching current trends.

NCLB Public School Choice

Note: For Title I schools only

- Notification of (School in Need of Improvement) SINI Status
[Show Attached Notification of \(School in Need of Improvement\) SINI Status](#) (Uploaded on 8/31/2009 12:13:55 PM)
- Public School Choice with Transportation (CWT) Notification
[Show Attached Public School Choice with Transportation \(CWT\) Notification](#) (Uploaded on 8/30/2009 2:22:39 PM)
- Notification of (School in Need of Improvement) SINI Status
[Show Attached Supplemental Educational Services \(SES\) Notification](#) (Uploaded on 8/31/2009 12:15:28 PM)

Pre-School Transition

We conduct PLACE and Headstart transition meetings as well as articulation meetings. Parents are invited to be a part of SAC, SAF and PTA.

We have a Kindergarten Round-Up each spring. Flyers are sent to all parents of our students Pre-K through 5th grade. In addition, we give flyers and invitations to the private Pre-K schools in our area.

Administrators attend the PLACE and Headstart end of year programs and inform parents of the Kindergarten program, registration procedures, etc.

There is a Meet the Teacher Day the Friday before school starts. All parents and children are invited to come to school to meet the teachers. Kindergarten parents attend an orientation at this time. Open House is scheduled during the second week of school when parents receive an overview of the curricular programs.

We conduct school tours whenever parents request them.

Postsecondary Transition

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

NA

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		
<p>Based on School Grade and Adequate Yearly Progress Data: Based on the 2009 Reading FCAT, the total percent of students achieving proficiency increased by 8 percentage points as compared to the 2008 Reading FCAT from 64% to 72%. Overall, 5th grade students achieving proficiency in reading on the 2009 FCAT decreased 4 percentage points as compared to the 2008 Reading FCAT. 3rd Grade decreased in Words/Phrases and Main Idea/Purpose. 4th Grade decreased in Main Idea/Purpose 5th Grade decreased in Words/Phrases, Main Idea/Purpose, and Comparisons. The school met 100% of AYP criteria. Seventy-two percent of the total population met proficiency and the percent of students reading below grade level decreased by 8% as compared to the 2008 FCAT. This group met AYP targets for reading in Safe Harbor.</p>		<p>In grades 3-5, 75% of students will achieve mastery in reading on the 2010 FCAT Reading Assessment.</p>		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Departmentalizing will be implemented in grades 3-5.	Administration	Observations and Classroom Walkthroughs, plan books	BEEP mini assessments, Benchmark Assessments 1 and 2.
2	Differentiated Instruction will be implemented in each 3-5 classroom through small groups to meet the needs of children in all subgroups. ESE and ESOL students will be serviced through push-in as well as pullout services depending on needs.	Reading Coach	Observations and Classroom Walkthroughs, plan books	BEEP Mini Assessments, Benchmark Assessments 1 and 2.
3	After school FCAT Camps and Saturday School, and SES Tutoring will be implemented for all level 1 and 2 students as well as others wishing to attend.	Administration, SES Facilitator	Review of lesson plans, observations and walkthroughs during each session.	An evaluation of pretest, mid year and posttest data will be implemented.
4	Tier 1: Determine core instructional needs by reviewing the FCAT, BAT and DAR Assessments for all Level 1 and 2 students. Plan differentiated instruction using evidence-based instruction/interventions within the 90-minute reading block. Children will be referred to the Collaborative Problem Solving Team (RtI) as	Reading Coach	Student progress is assessed using the DAR, STAR, BEEP Mini Assessments and BAT 1 and 2 assessments.	DAR, STAR, BEEP Mini Assessments and BAT1 and 2 Assessments

	needed for intervention strategies.			
5	Tier 2: Plan supplemental instruction/intervention for students not responding to core instruction. Focus of instruction is determined by review of DAR and BEEP Mini Assessment data and will include explicit instruction, modeled instruction, guided practice and independent practice. Children will be referred to the Collaborative Problem Solving Team (RtI) as needed for intervention strategies.	Reading Coach	Student progress is assessed using the DAR, STAR, BEEP Mini Assessments and BAT 1 and 2 assessments.	DAR, STAR, BEEP Mini Assessments and BAT1 and 2 Assessments
6	Teachers will implement Project Based Learning integrating technology using Promethean Boards, Active Votes and the Internet.	Administration	Observations and Classroom Walkthroughs, plan books	BEEP Mini Assessments, Benchmark Assessments 1 and 2.
7	Parents, partners and community members will be recruited to tutor and/or mentor students who need additional academic and emotional support.	Guidance Counselor	STAR System to log volunteers, observation	Guidance Groups, BEEP Mini Assessments, Benchmark Assessments 1 and 2.
8	The District developed Instructional Focus Calendar will be followed by all K-5 teachers.	Administration	Observations and Classroom Walkthroughs, plan books	BEEP Mini Assessments, Benchmark Assessments 1 and 2.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Fifty-four percent of the ELL students met proficiency in reading. The percent of ELL students reading below grade level decreased by 13%. This group also met the AYP target in Safe Harbor		Increase the percent of ELL students in grades three through five scoring at or above level 3 from 54% to 60% on the 2010 Reading FCAT.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Implement Sheltered Classes for ELL students with classifications of A1, A2, or B1 in all grades.	Administration	Review of data, data chats between administrators and teachers after each administration of the BAT and before FCAT, classroom walkthroughs at least three times a week, observations.	DAR, BEEP Mini Assessments, Benchmark Assessments 1 and 2.
2	An ESOL Resource Teacher will work with ESOL children in a push-in and pullout model on a daily basis. She will model lessons and conduct training for teachers on the implementation of ESOL strategies and the use of materials.	Reading Coach	Review of data, data chats between administrators and teachers after each administration of the BAT and before FCAT, classroom walkthroughs at least three times a week, observations.	DAR, BEEP Mini Assessments, Benchmark Assessments 1 and 2.
3	Teachers will conduct data chats with students focusing on areas to be improved and on developing goals.	Administration	Review of data, data chats between administrators and teachers after each administration of the BAT and before FCAT, classroom walkthroughs at least three times a week, observations.	DAR, BEEP Mini Assessments, Benchmark Assessments 1 and 2.
4	A teacher assistant has been assigned to support teachers and children in the sheltered ESOL classes. She works with small groups on a daily basis.	Administration	Review of data, data chats between administrators and teachers after each administration of the BAT and before FCAT, classroom walkthroughs at least three times a week, observations.	DAR, BEEP Mini Assessments, Benchmark Assessments 1 and 2.
5	All sheltered ESOL classes are taught by a dynamic	Administration	Review of data, data chats between administrators and	DAR, BEEP Mini Assessments, Benchmark

	highly qualified teacher.		teachers after each administration of the BAT and before FCAT, classroom walkthroughs at least three times a week, observations.	Assessments 1 and 2.
6	Teachers will use the multitude of materials provided by the Multicultural Department as well as technology to meet the needs of all the children.	Administration	Review of data, data chats between administrators and teachers after each administration of the BAT and before FCAT, classroom walkthroughs at least three times a week, observations.	DAR, BEEP Mini Assessments, Benchmark Assessments 1 and 2.
7	ELL students will be included in all remedial as well as enrichment groups as needed.	ADministration	Review of data, data chats between administrators and teachers after each administration of the BAT and before FCAT, classroom walkthroughs at least three times a week, observations.	DAR, BEEP Mini Assessments, Benchmark Assessments 1 and 2.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Sixty-seven percent of the lowest quartile made learning gains in reading.		By May 2010, at least 70% of the third through fifth grade children who scored in the lowest quartile on the 2009 Reading FCAT will make gains on the 2010 Reading FCAT.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	All children in the lowest quartile will receive a double dose of reading on a daily basis.	Reading Coach	Observations and Classroom Walkthroughs, plan books	BEEP Mini Assessments, Benchmark Assessments 1 and 2.
2	Children in the lowest quartile will be taught using interventions based on their individual needs as determined by the Struggling Reader Chart and RtI as needed.	Reading Coach	Observations and Classroom Walkthroughs, plan books	BEEP Mini Assessments, Benchmark Assessments 1 and 2.
3	Children in the lowest quartile will be encouraged to attend after school FCAT Camps, SES programs and Saturday School.	Administration, Reading Coach, Team Leaders	Review of lesson plans, observations and walkthroughs during each session.	An evaluation of pretest, mid year and posttest data will be implemented.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Fifth-seven percent of the black subgroup met proficiency in reading. The percent of black students reading below grade level decreased by 7%.		The percent of students in the black subgroup meeting proficiency will increase from 57% on the 2009 FCAT Reading Assesemnt to 64% on the 2010 FCAT Reading Assessment.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Departmentalizing will be implemented in grades 3-5.	Administration	Observations, Classroom Walkthroughs, plan books	BEEP mini assesemnts, Benchmark Assessments 1 and 2.
2	Differentiated Instruction will be implemented in each 3-5 classroom through small groups to meet the needs of the children in each subgroup. Students will be serviced through push-in as well as pullout services depending on needs.	Laura Quintana, Reading Coach	Observations, Classroom Walkthroughs, plan books	BEEP mini assessments, Benchmark Assessments 1 and 2.
3	After school FCAT Camps, Saturday School, and SES Tutoring will be implemented for all Level 1 and 2 students as well as others wishing to attend.	Administration, Jamie Ferguson, SES Facilitator	Review of lesson plans, observations and walkthroughs during each session.	An evaluation of pretest, mid year, and posttest data will be implemented.

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
In grades 3-5, at least 75% of students will achieve mastery in reading on the 2010 FCAT Reading Assessment.	Differentiated Instruction for K-5 teachers.	Laura Quintana, Reading Coach, Effective Schools Trainers	September 24, 2009	Lesson Plans, Classroom Visits	Administration, Laura Quintana, Reading Coach
Increase the percent of ELL students in grades three through five scoring at or above level 3 from 54% to 60% on the 2010 Reading FCAT.	ESOL Strategies and use of Resources for K-5 Teachers.	Maria Moore, ESOL Resource Teacher, District Trainers	October 23, 2009	Classroom Walkthroughs, review of lesson plans	Administration, Laura Quintana, Reading Coach

For Schools with Grades 6-12, Describe the Plan to Ensure the Responsibility of Teaching Reading for Every Teacher

NA

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
FCAT Camps, Saturday School	School Budget - SAI	\$1,290.00
		Total: \$1,290.00
Technology		
Description of Resources	Funding Source	Available Amount
Promethean Boards	School Budget - Capital	\$9,000.00
Accelerated Reader	School Budget - Instructional Materials	\$2,400.00
		Total: \$11,400.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Differentiated Instruction Training, Substitutes to cover classes allowing teachers to attend District Reading Training, Summer Staff Development	Title I	\$5,280.00
		Total: \$5,280.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$17,970.00

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
The total percent of students proficient in math increased by 2% on the 2009 administration of the FCAT as compared to the 2008 FCAT.	In grades 3-5, at least 77% of students will score level 3 or higher on the 2010 Math FCAT Assessment.

<p>The percent of third grade students proficient in math decreased by 5% on the 2009 FCAT as compared to the 2008 FCAT. The percent of fifth grade students proficient in math decreased by 2% on the 2009 FCAT as compared to the 2008 FCAT. 3rd Grade decreased in Number Sense, Measurement and Geometry. 4th Grade did not decrease in any area. 5th Grade decreased in Measurement and Geometry.</p>				
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Departmentalizing will be implemented in grades 3-5.	Administration	Data chats between administration and teachers will be conducted after each administration of the BAT and before FCAT. In addition, observations and classroom walkthroughs will be conducted at least three times a week. Lesson plans will be monitored.	BEEP mini assessments, Benchmark Assessments 1 and 2.
2	Differentiated Instruction will be implemented in each classroom through small groups to meet the needs of children in all subgroups. ESE and ESOL students will be serviced through push-in as well as pullout services depending on needs.	Math Coach	Observations and Classroom Walkthroughs, plan books	BEEP Mini Assessments, Benchmark Assessments 1 and 2.
3	After school FCAT Camps and Saturday School, and SES Tutoring will be implemented for all level 1 and 2 students as well as others wishing to attend.	Administration, SES Facilitator	Review of lesson plans, observations and walkthroughs during each session.	An evaluation of pretest, mid year and posttest data will be implemented.
4	Tier 1: Determine core instructional needs by reviewing the FCAT, BAT and Mini Assessments. Plan differentiated instruction using evidence-based instruction/ interventions within the math block for all Level 1 and 2 students. Children will be referred to the RtI Team as needed for intervention strategies.	Math Coach	Student progress is assessed using the BEEP Mini Assessments and BAT 1 and 2 assessments.	BEEP Mini Assessments and BAT1 and 2 Assessments
5	Tier 2: Plan supplemental instruction/ intervention for students not responding to core instruction. Intervention strategies will be determined by need. Focus of instruction is determined by review of BEEP Mini Assessment data and will include explicit instruction, modeled instruction, guided practice and independent practice. Supplemental instruction is provided in addition to core instruction. Children will be referred to the Collaborative Problem Solving Team (RtI) as needed for intervention strategies. Math elevations and V Math will be used by the math coach to provide interventions for children needing them.	Math Coach	Student progress is assessed using the BEEP Mini Assessments and BAT 1 and 2 assessments.	BEEP Mini Assessments and BAT1 and 2 Assessments
6	Teachers will integrate technology using	Administration	Observations and Classroom Walkthroughs, plan books	BEEP Mini Assessments, Benchmark Assessments 1

	Promethean Boards, Active Votes and the Internet.			and 2.
7	Parents, partners and community members will be recruited to tutor and/or mentor students who need additional academic and emotional support.	Guidance Counselor	Observations by teachers and guidance counselor, classroom observations	Guidance Groups, BEEP Mini Assessments, Benchmark Assessments 1 and 2.
8	The District developed Instructional Focus Calendar will be followed by all K-5 teachers.	Administration	Observations and Classroom Walkthroughs, plan books	BEEP Mini Assessments, Benchmark Assessments 1 and 2.
9	Data chats will be conducted between teachers and students after each administration of the BAT and before FCAT. The focus will be on areas to be improved and goals will be developed.	Administration	Observations and Classroom Walkthroughs, plan books	BEEP Mini Assessments, Benchmark Assessments 1 and 2.
10	Calendar Math will be used by all K-2 teachers and Mountain Math by all 3-5 teachers.	Administration, Math Coach	Observations and Classroom Walkthroughs, plan books	BEEP Mini Assessments, Benchmark Assessments 1 and 2.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Fifty-seven percent of ELL students were proficient in math. Sixty-eight percent of these students are on track to be proficient in math. This group met AYP criteria in math in the Growth Model.		Increase the percent of ELL students in grades three through five scoring at or above level 3 from 57% to 65% on the 2010 Math FCAT.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Implement Sheltered Classes for ELL students with classifications of A1, A2, or B1 in all grades.	Administration, ESOL Resource Teacher, Math Coach	Review of data, classroom walkthroughs, observations.	BEEP Mini Assessments, Benchmark Assessments 1 and 2.
2	All classes will be taught by dynamic highly qualified teachers.	Administration	Review of data, classroom walkthroughs, observations.	BEEP Mini Assessments, Benchmark Assessments 1 and 2.
3	A teacher assistant has been assigned to support teachers and students in all sheltered classes. She is working with small groups of children.	Administration	Review of data, classroom walkthroughs, observations.	BEEP Mini Assessments, Benchmark Assessments 1 and 2.
4	Materials provided by the Multicultural Department and technology will be used to meet the needs of all children.	Administration	Review of data, classroom walkthroughs, observations.	BEEP Mini Assessments, Benchmark Assessments 1 and 2.
5	ELL students will be included in all remedial as well as enrichment groups as needed.	Administration	Review of data, classroom walkthroughs, observations.	BEEP Mini Assessments, Benchmark Assessments 1 and 2.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Seventy-eight percent of students in the lowest quartile in grades three through five made gains in math on the 2009 Math FCAT Assessment.		At least 81% of students in grades three through five who scored in the lowest quartile on the 2009 Math FCAT will make gains on the 2010 Math FCAT.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	All children in the lowest quartile will receive a double dose of math on a daily basis.	Math Coach	Observations and Classroom Walkthroughs, plan books	BEEP mini assessments, Benchmark Assessments 1 and 2.
2	Children in the lowest quartile will be taught using interventions based on their individual needs as determined by the Struggling Math Chart or RTI as needed.	Math Coach	Observations and Classroom Walkthroughs, plan books	BEEP mini assessments, Benchmark Assessments 1 and 2.

3	Children in the lowest quartile will be encouraged to attend after school FCAT Camps, SES programs and Saturday School	Administration, SES Facilitator	Observations and Classroom Walkthroughs during each session.	Analysis of Pre and post tests, BEEP mini assessments, Benchmark Assessments 1 and 2.
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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, at least 77% of students will score level 3 or higher on the 2010 Math FCAT Assessment.	Math Big Ideas for K-5. Separate trainings will be conducted for primary and intermediate teachers.	Rita Strachan, Math Coach, Laura Quntana, Reading Coach, District Trainers	October 6, 2009 and ongoing.	Lesson Plans, Classroom Visits	Math Coach
In grades 3-5, at least 77% of students will score level 3 or higher on the 2010 Math FCAT Assessment.	Implementation of Mountain Math for 3-5 teachers.	Rita Strachan, Math Coach	September 16, 2009	Lesson Plans, Classroom Visits	Rita Strachan, Math Coach
Increase the percent of ELL students scoring at or above level 3 from 57% to 65% on the 2010 Math FCAT	Effective use of math manipulatives and hands-on activities for K-5 teachers.	ESOL Resource Teacher, Rita Strachan, Math Coach	November 3, 2009	Lesson Plans, Classroom Visits	Rita Strachan, Math Coach
In grades 3-5, at least 77% of students will score level 3 or higher on the 2010 Math FCAT Assessment.	Implementation of Math Elevations and V Math for the math coach.	Laura Quntana, Reading Coach	October 15, 2009	Observations, Math Coach feedback	Administration

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Mountain Math	School Budget - Instructional Materials	\$460.00
FCAT Camps and Saturday School	School Budget - SAI	\$1,290.00
Math Elevations, V-Math	School Budget, Accountability	\$2,892.00
		Total: \$4,642.00
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
Substitutes to cover classes allowing teachers to attend District Math Training, Summer Staff Development	Title I	\$5,000.00
		Total: \$5,000.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$9,642.00

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		
The total percent of fifth grade students who were proficient in science increased from 38% on the 2008 FCAT to 40% on the 2009 FCAT. The scores decreased in the area of Scientific Thinking.		At least 43% of fifth grade students will score level 3 or higher on the 2010 Science FCAT Assessment.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Departmentalizing will be implemented in grades 3-5.	Administration	Observations and Classroom Walkthroughs, plan books	BEEP mini assessments, Benchmark Assessments 1 and 2.
2	Differentiated Instruction will be implemented in each classroom through small groups.	Administration	Observations and Classroom Walkthroughs, plan books	BEEP Mini Assessments, Benchmark Assessments 1 and 2.
3	After school FCAT Camps and Saturday School, and SES Tutoring will be implemented for all level 1 and 2 students as well as others wishing to attend.	Administration, SES Facilitator	Classroom Walkthroughs	An evaluation of pretest, mid year and posttest data will be implemented.
4	All K-5 teachers will use the district developed Instructional Focus Calendar to guide instruction.	Administration	Observations and Classroom Walkthroughs, plan books	BEEP Mini Assessments, Benchmark Assessments 1 and 2.
5	All K-5 teachers will implement the use of technology such as the Promethean Boards and the Internet.	Administration	Observations, Classroom Walkthroughs, and plan books	BEEP Mini Assessments, Benchmark Assessments 1 and 2.
6	All K-5 teachers will implement web based programs found on BEEP to supplement their instruction.	Administration	Observations, Classroom Walkthroughs, and plan books	BEEP Mini Assessments, Benchmark Assessments 1 and 2.
7	ELL students will be included in all remedial as well as enrichment groups as needed.	Administration	Observations, Classroom Walkthroughs, and plan books	BEEP Mini Assessments, Benchmark Assessments 1 and 2.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
At least 43% of fifth grade students will score level 3 or higher on the 2010 Science FCAT Assessment.	Incorporation of hands-on labs.	Science Resource Teacher	September, 2009	Classroom Walkthroughs, lesson plans	Administration
At least 43% of fifth grade students will score level 3 or higher on the 2010 Science FCAT Assessment.	Integrating reading and science.	Science Resource Teacher	November, 2009	Classroom Walkthroughs, lesson plans	Administration

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Sciencesaurus for Grades 2 and 3	School Budget - Instructional Materials	\$660.00
FCAT Camps and Saturday School	School Budget - SAI	\$645.00
		Total: \$1,305.00
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

Substitutes to cover classes allowing teachers to attend District and School-Based Science Training, Summer Staff Development	Title I	\$5,000.00
		Total: \$5,000.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Final Total: \$6,305.00		

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		
Based on 2009 FCAT Writing scores, the total percent proficient (3.5 and above), decreased from the 2008 FCAT Writing Assessment by 8% from 95% to 87%. 2008: 95%, Expository 97%, Narrative 90% 2009: 87%, Expository 84%, Narrative 92%		On the 2010 administration of the FCAT Writing Test, 91% of the 4th grade students will achieve a 3.5 or above.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	At least a 45 minute block of time will be allotted for writing in grades K-4.	Administration	Classroom Walkthroughs, Examination of student work by teachers, reading coach and administration	Progress on biweekly prompts and scores using the DOE Florida Writes rubric for baseline data and for mid year data. The Six Traits rubric will be used for ongoing progress monitoring.
2	Teachers will incorporate strategies learned through current district training on the Six Traits Writing Program.	Laura Quintana, Reading Coach	Classroom Walkthroughs, Examination of student work by teachers, reading coach and administration	Progress on biweekly prompts and scores using the DOE Florida Writes rubric for baseline data and for mid year data. The Six Traits rubric will be used for ongoing progress monitoring.
3	Departmentalizing will occur in grades 3 to 5 with specific teachers being responsible for teaching reading and writing.	Administration	Classroom Walkthroughs, Examination of student work by teachers, reading coach and administration	Progress on biweekly prompts and scores using the DOE Florida Writes rubric for baseline data and for mid year data. The Six Traits rubric will be used for ongoing progress monitoring.
4	Differentiated Instruction will be implemented. Students needing assistance will be pulled out by administration and support staff members. Higher achieving students will be pulled for enrichment groups. After school Writing FCAT Camp and Saturday School will be held for 4th grade children needing assistance.	Administration	Classroom Walkthroughs, Examination of student work by teachers, reading coach and administration	Progress on biweekly prompts and scores using the DOE Florida Writes rubric for baseline data and for mid year data. The Six Traits rubric will be used for ongoing progress monitoring.
5	High achieving students and those who have improved will be invited to have lunch with the principal on a	Principal	Classroom Walkthroughs, Examination of student work by teachers, reading coach and administration	Progress on biweekly prompts and scores using the DOE Florida Writes rubric for baseline data and

	monthly basis.			for mid year data. The Six Traits rubric will be used for ongoing progress monitoring.
6	Students will use technology to enhance the writing process.	Administration	Classroom Walkthroughs, Examination of student work by teachers, reading coach and administration	Progress on biweekly prompts and scores using the DOE Florida Writes rubric for baseline data and for mid year data. The Six Traits rubric will be used for ongoing progress monitoring.
7	High achieving writers will be invited to present their writing for their parents at Barnes and Noble, our Partner in Excellence.	Administration	Administrative presence at the evening presentation.	Quality of writing presented using the Six Traits Writing Rubric.
8	Teachers will use the district developed Instructional Focus Calendar to guide instruction.	Administration	Classroom Walkthroughs, Examination of student work by teachers, reading coach and administration	Progress on biweekly prompts and scores using the DOE Florida Writes rubric for baseline data and for mid year data. The Six Traits rubric will be used for ongoing progress monitoring.
9	ELL students will be included in all remedial as well as enrichment groups as needed.	Administration	Classroom Walkthroughs, Examination of student work by teachers, reading coach and administration	Progress on biweekly prompts and scores using the DOE Florida Writes rubric for baseline data and for mid year data. The Six Traits rubric will be used for ongoing progress monitoring.

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, at least 91% of the 4th grade students will achieve a 3.5 or above.	The Six Traits Program	Laura Quintana, Reading Coach, District Language Arts Trainers	October 8, 2009	Monitoring student progress on biweekly writing samples using the DOE Writing Rubric and the Six Traits Writing rubric.	Laura Quintana, Reading Coach

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Six Traits Materials	School Budget - Instructional Materials	\$4,000.00
FCAT Camps and Saturday School	School Budget - SAI	\$645.00
		Total: \$4,645.00
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
Substitutes to provide temporary coverage for professional development	Title I	\$5,000.00
		Total: \$5,000.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Final Total: \$9,645.00		

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		
Based on sign-in forms, it was determined that 68% of families took part in school-based activities. This was an increase over the 2008 school year. Parent involvement activities were implemented in the evenings which targeted all academic areas. Parents were given strategies to assist their children at home. Based on surveys, it was determined that more parents would attend trainings if there were more translators in attendance.		At least 75% of families will participate in school-based activities during the 2010 school year.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Have as many translators as possible at parent trainings. Send flyers, memos, newsletters and parent links home in English, Spanish and Creole as often as possible. Parents will be recruited to act as translators for flyers and for parent trainings.	Administration, Volunteer Liaison	Sign-in forms will be used to determine participation at all parent events.	Sign-in forms, parent surveys
2	Plan training for parents at all grade levels and have children perform or present at these parent trainings.	Administration, Team Leaders	Sign-in forms	Sign-in forms, parent surveys
3	Parent input will be solicited through School Advisory Council and PTA.	Administration, SAC Chair	SAC/SAF/PTA sign-in forms and minutes	Sign-in forms, surveys
4	Parents will be given an opportunity to serve on committees.	Administration, SAC Chair	Committee sign-in forms and minutes	Committee sign-in forms and minutes
5	An annual meeting will be held to inform parents of the school's participation in the Title I, Part A programs and to explain the requirements and the right of parents to be involved in Title I, Part A programs.	Administration, Title I Liaison	Sign-in forms, surveys	Surveys
6	Teachers will personally call parents to encourage them to come to events at school.	Administration, Team Leaders	Teacher Phone Conference Forms	Surveys, Sign-in forms
7	Parenting training will be implemented and differentiated for diverse families. The Hispanic and Creole speaking Social Workers will facilitate these trainings.	Administration	Sign-in forms, surveys	Surveys

Professional Development Aligned with Objective:

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

At least 75% of families will participate in school-based activities during the 2010 school year	Parent Participation	Administration, Pat Carter, Title I Liaison	September 1, 2009	Administration and the Title I Liaison will follow up with teachers on their efforts to increase parent involvement.	Administration, Pat Carter, Title I Liaison
At least 75% of families will participate in school-based activities during the 2010 school year	Community training for input on parent involvement activities	Administration Monica Barski, SAC Chair	September 8, 2009	SAC Minutes, Surveys, Sign-in forms	Administration, Monica Barski, SAC Chair

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Materials and supplies for workshop handouts and stipends for teachers who present beyond school hours	Title I	\$1,482.00
Refreshments for parent meetings	Title I	\$1,000.00
		Total: \$2,482.00
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
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$2,482.00

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	FCAT Camps, Saturday School	School Budget - SAI	\$1,290.00
Mathematics	Mountain Math	School Budget - Instructional Materials	\$460.00
Mathematics	FCAT Camps and Saturday School	School Budget - SAI	\$1,290.00
Mathematics	Math Elevations, V-Math	School Budget, Accountabiity	\$2,892.00
Writing	Six Traits Materials	School Budget - Instructional Materials	\$4,000.00
Writing	FCAT Camps and Saturday School	School Budget - SAI	\$645.00
Science	Sciencesaurus for Grades 2 and 3	School Budget - Instructional Materials	\$660.00
Science	FCAT Camps and Saturday School	School Budget - SAI	\$645.00
Parental Involvement	Materials and supplies for workshop handouts and stipends for teachers who present beyond school hours	Title I	\$1,482.00
Parental Involvement	Refreshments for parent meetings	Title I	\$1,000.00
			Total: \$14,364.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Promethean Boards	School Budget - Capital	\$9,000.00
Reading	Accelerated Reader	School Budget - Instructional Materials	\$2,400.00
			Total: \$11,400.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Differentiated Instruction Training, Substitutes to cover classes allowing teachers to attend District Reading Training, Summer Staff Development	Title I	\$5,280.00
Mathematics	Substitutes to cover classes allowing teachers to attend District Math Training, Summer Staff Development	Title I	\$5,000.00
Writing	Substitutes to provide temporary coverage for professional development	Title I	\$5,000.00
Science	Substitutes to cover classes allowing teachers to attend District and School-Based Science Training, Summer Staff Development	Title I	\$5,000.00
			Total: \$20,280.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Total: \$0.00
			Final Total: \$46,044.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

Intervene
 Correct II
 Prevent II
 Correct I
 Prevent I
 NA

[Show Attached school's Differentiated Accountability Checklist of Compliance](#) (Uploaded on 8/5/2009 4:30:59 PM)

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	2892

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

Review and monitor the implementation of the 2009-2010 School Improvement Plan.
Members will create a needs assessment to determine the needs of parents and to determine the types of training parents would prefer.
Shared Decision Making training will take place and members will have input into the budget and implementation of programs and activities.
Members will be trained on the Learning Communities process and research best practices for improving student achievement and for improving parental involvement.
Members will create a parent survey to determine the effectiveness of parent involvement during the 2009-2010 school year.
Assist in the creation of the 2010-2011 School Improvement Plan.

SAC Members

Members

- 1) Joanne Krisel, Principal
- 2) Monica Barski, SAC Chair
- 3) Sharon Rob-Whipple, Business Member
- 4) TBA, Parent
- 5) Manuela Quino, Parent
- 6) Marie Pierre, Parent
- 7) Tom Glaser, Community Member
- 8) Don Jones, School Support Personnel
- 9) Mary Vandenheuver, Union Steward

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Broward OAKLAND PARK ELEMENTARY SCHOOL 0031												
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 239 Math: 239		2008-2009 School Grade ¹ : A		Did the School make Adequate Yearly Progress? YES								
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						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 ³ 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 ⁴	100	Y	100	Y	64	N	70	Y	94	94	Y				NA	44	36	Y	35	30	NA	69	NA	71	NA	
WHITE	100	Y	100	Y		NA		NA			NA				NA			NA			NA					
BLACK	100	Y	100	Y	57	N	62	N	91		Y				NA	50	43	Y	44	38	Y	62	NA	70	NA	
HISPANIC	100	Y	100	Y	69	Y	70	Y			NA				NA	48	31	NA	34	30	NA	73	NA	68	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	65	Y	69	Y	92		Y				NA	44	35	NA	35	31	NA	68	NA	70	NA	
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	54	N	57	N			NA				NA	59	46	Y	42	43	N	67	NA	68	Y	
STUDENTS WITH DISABILITIES	100	Y	100	Y		NA		NA			NA				NA			NA			NA					

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Broward OAKLAND PARK ELEMENTARY SCHOOL 0031												
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 250 Math: 250		2007-2008 School Grade ¹ : A		Did the School make Adequate Yearly Progress? NO								
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						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 ³ 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 ⁴	100	Y	99	Y	56	N	65	Y		94	Y				NA	39	44	N	34	35	NA	59	Y	70	NA	
WHITE	100	Y	100	Y	74	Y	82	Y			NA				NA	26	26	NA	18	18	NA	68	NA	76	NA	
BLACK	99	Y	99	Y	50	N	56	N		91	Y				NA	51	50	N	45	44	N	57	N	65	Y	
HISPANIC	100	Y	99	Y	52	N	66	Y		93	Y				NA	38	48	N	36	34	NA	55	N	70	NA	
ASIAN		NA		NA		NA		NA			NA				NA			NA			NA					
AMERICAN INDIAN		NA		NA		NA		NA			NA				NA			NA			NA					
ECONOMICALLY DISADVANTAGED	100	Y	99	Y	56	N	65	Y		92	Y				NA	41	44	N	34	35	NA	60	Y	68	NA	
ENGLISH LANGUAGE LEARNERS	100	Y	99	Y	41	N	58	N			NA				NA	60	59	N	46	42	N	49	N	67	Y	
STUDENTS WITH DISABILITIES		NA		NA		NA		NA			NA				NA			NA			NA					

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Broward OAKLAND PARK ELEMENTARY SCHOOL 0031												
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 278 Math: 278		2006-2007 School Grade ¹ : A		Did the School make Adequate Yearly Progress? NO								
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						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 ³ 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 ⁴	99	Y	100	Y	61	Y	66	Y	80		Y				NA	51	37	NA	39	34	NA	64	NA	76	NA	
WHITE	100	Y	100	Y	74	Y	82	Y			NA				NA	51	27	NA	24	18	NA	76	NA	75	NA	
BLACK	99	Y	99	Y	49	N	55	N	77		Y				NA	56	48	Y	49	45	N	55	NA	73	Y	
HISPANIC	100	Y	100	Y	62	Y	64	Y			Y				NA	44	37	NA	40	36	NA	63	NA	78	NA	
ASIAN		NA		NA		NA		NA			NA				NA			NA			NA					
AMERICAN INDIAN		NA		NA		NA		NA			NA				NA			NA			NA					
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	59	Y	66	Y	80		Y				NA	52	41	NA	39	34	NA	64	NA	77	NA	
ENGLISH LANGUAGE LEARNERS	99	Y	100	Y	40	N	54	N			NA				NA	53	58	N	47	46	N	47	N	76	Y	
STUDENTS WITH DISABILITIES		NA		NA		NA		NA			NA				NA			NA			NA					

SCHOOL GRADE DATA

Broward School District OAKLAND PARK ELEMENTARY SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	72%	74%	87%	40%	273	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	70%	79%			149	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level

						1 or 2
Adequate Progress of Lowest 25% in the School?	67% (YES)	78% (YES)			145	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					567	
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 OAKLAND PARK ELEMENTARY SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	64%	72%	95%	38%	269	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	60%	66%			126	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	68% (YES)	63% (YES)			131	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					526	
Percent Tested = 99%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

Broward School District OAKLAND PARK ELEMENTARY SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	67%	70%	89%	43%	269	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	80%	77%			157	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	78% (YES)	87% (YES)			165	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					591	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested