

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: DANIA ELEMENTARY SCHOOL

District Name: Broward

Principal: Donna Patton

SAC Chair: Judith Pitter & Anthony Parisi

Superintendent: Mr. James Notter

Date of School Board Approval: December 1, 2009

Last Modified on: 08-31-2009

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VISION and MISSION STATEMENTS

Mission: The mission of Dania Elementary School is to provide an educational opportunity in a safe academic environment in which excellence is the standard for all students, through a combined partnership of home school and community.

Vision: Dania Elementary provides a caring and learning environment dedicated to supporting our mission by offering programs to meet the needs of each child through a diversified educational program that will promote diversity, success and responsibility. Our staff is committed to offering the students the opportunity to fulfill his or her potential in academics, personal and social growth. We see every child as a leader in charge of his or her learning.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

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Dania Elementary School is a Title I/ Reading First school located east of Federal Highway in Dania Beach, Florida. It is located in the oldest city in Broward County and is one of the oldest school sites. Dania Elementary was established in 1914. In 1971 a new school was built and the old school was destroyed by fire in 1979.

Last year a new cafeteria was completed and is now utilized.

We service students from grades Kindergarten to 5th grade. Our I-Zone feeder schools are Olsen Middle and South Broward High School. We house an Autism Cluster, accompanied by Complex Place and PLACE classrooms.

Unique School Strengths for Next Year

Unique School Strengths for Next Year

Dania Elementary earned a school record high of 577 points on the 2009 FCAT and demonstrated increases in each of the eight accountability data. Dania Elementary's Third grade students showed a 21 percent increase in Math on the 09 FCAT, the second to highest in Broward County and an eight point increase in reading.

Unique School Weaknesses for Next Year

- In the 2009-2010 school year due to budget cut our school will not be able to retain all the additional Support Staff we had that assisted in providing double dose of instruction to student in the lower quartile.
- For the second consecutive year we will be receiving an Assistant Principal new to the school.
- Drop in student enrollment due to school choice, reassignment requests and Charter Schools.
- Budget cuts may also jeopardize after school tutoring camp for identified students.

Student Demographics

Dania Elementary serves a multi-ethnic population that consists of 430 students from a predominantly economically disadvantaged community. 34.8% of students are Black, 32.1% Hispanic, 25.7% White, 4.44% Multi-racial and 19% Native, Economically disadvantaged students account for 75.2% of the population. Additionally, 17.4% of students are Students with Disabilities (SWD), 11.6% are classified as English Language Learners (ELL)

Student Attendance Rates

Dania Elementary 2007- 93.10%, 2008--93.90%, 2009- 93.80% the high percentage is due to the Broward Truancy Intervention Program (BTIP)

Student Mobility

The mobility rate of Dania Elementary is 47.60%.

Student Suspension Rates

In-school suspension rate – 2008-0.60, 2009-1.70

Out-of-School Suspension- 2007- 0.90,2008- 2.40%, 2009-2.50%.

Student Retention Rates

The retention rate decreased from 6.20% in 2007 to 5.56 in 2008.

Class Size

Dania Elementary Administration has consistently strived to reduce class size to strengthen the one-one relationship between students and teachers. The average class size in the General Education class is PK-3 -14.22, 4-5 – 16.6; Autistic classrooms average at 1 teacher to 6 students (although multi-graded).

Academic Performance of Feeder Pattern

Dania Elementary feeds into Olsen Middle, a Correct 1 school which dropped from an A to a B in their FCAT 08-09 scores. AYP status also decreased from a 92% to a 67% only Whites in Reading met AYP.

- South Broward High: a Correct 1 school increased their FCAT school grade from a D to school grade B. AYP status also increased from 64% to 69%, White students in Math met AYP.

Partnerships and Grants

- Dania will continue its strong partnership with Publix Supermarket #788 provides incentives for students.
- Our Second grade Team received a grant from Broward Education Foundation for the 2009-2010 school year titled "Name the State"

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	Donna Patton	Masters of Science in Education Leadership Nova Southeastern Bachelor of Science in Elementary Education Florida A&M Certification Educational Leadership Elementary Ed K-6, Physical Education (k-5) (6-12) ESOL	3	3	Principal of Dania Elementary in 2009-2008 School Grade : A Reading Mastery:76% Math Mastery: 80% Science Mastery: 47% Writing Mastery:92% AYP: ELL did not make AYP in Math and Blacks in Reading 2007-2008 School Grade: A Reading Mastery:70% Math Mastery: 74% Science Mastery35% Writing Mastery: 93% AYP: SWD did not make AYP in Reading and Math 2006-2007 : School Grade: A Reading Mastery: 62% Math Mastery: 69% Science Mastery :27% Writing Mastery: 89% AYP: All subgroups met AYP
		Specialist Degree in Educational Leadership			Assistant Principal of Silver Lakes Elementary in 2009-2008 School Grade:A Reading Mastery: 87% Math Mastery: 89%

Assis Principal	Leslie Phillips	Florida Atlantic University, Masters Degrees in Reading Florida Atlantic University Bachelors of Science in Elementary Education , Florida Atlantic University Certification Educational Leadership, Elementary Education 1-6 ESOL Reading K-12 ESE (K-12)	3	<p>Science Mastery: 62% Writing Mastery: 95% AYP: All subgroups met AYP</p> <p>2007-2008 School Grade :B, Reading Mastery:80% Math Mastery:81% Science Mastery:43% Writing Mastery: 91% AYP: Blacks did not make AYP in Math and SWD did not make AYP in Reading and Math</p> <p>2006-2007 School Grade: A Reading Mastery:83% Math Mastery: 86% Science Mastery:49% Writing Mastery:93% AYP: All subgroups met AYP</p>
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* 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	Janet Phelps	Masters of Science in Curriculum & Instruction Bachelor of Science Elementary Education Certification Reading (K-12) Educational Leadership (K-12) Elementary Education (1-6) ESOL	1	1	<p>Reading Resource Specialist 2008-2009 School Grade A Reading Mastery:76% Math Mastery: 80% Science Mastery: 47% Writing Mastery:92% AYP: ELL did not make AYP in Math and Blacks in Reading</p> <p>Reading Teacher at Sawgrass Springs Middle 2007-2008 : School Grade:A Reading Mastery:77% Math Mastery: 76% Science Mastery: 46% Writing Mastery:91% AYP: Students with disability did not make AYP in Math and Reading</p> <p>Curriculum Specialist at Broward Estates Elementary 2006-2007 : School Grade:C Reading Mastery:61% Math Mastery:61% Science Mastery: 25% Writing Mastery:87% AYP: All subgroups met AYP.</p>
Reading, Math, Writing and Science	Judith Pitter	Master of Science in Early Childhood Bachelor of Science in Elementary Education Certification: Educational Leadership (k-12) Primary Education (K-3) Elementary Education (1-6) ESOL	3	3	<p>Curriculum Specialist Dania Elementary in 2009-2008 School Grade : A Reading Mastery:76% Math Mastery: 80% Science Mastery: 47% Writing Mastery:92% AYP: ELL did not make AYP in Math and Blacks in Reading</p> <p>Curriculum Specialist 2007-2008 School Grade: A Reading Mastery:70% Math Mastery: 74% Science Mastery:35% Writing Mastery: 93% AYP: SWD did not make AYP in Reading and Math</p> <p>Curriculum specialist 2006-2007 : School Grade: A Reading Mastery: 62% Math Mastery: 69% Science Mastery :27% Writing Mastery: 89% AYP: All subgroups met AYP</p>

* 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. Regular meetings of new teachers with Assistant Principal	Assistant Principal	Ongoing	
2. Partnering new teachers or teachers with less than 3 years experience with veteran staff	New Educators Support System (NESS) Liaison	Ongoing	
3. Mentoring and Support of new teachers	Team Leaders	Ongoing	

Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Craig Daley	Elementary Ed	Gifted	Mr. Daley has been given an out-of-field waiver and will be registering for courses to complete his gifted endorsement.

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
49	6	31	20	12	35	86	6	10	73

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Janet Phelps	Chloe Banks	Ms. Banks students have shown below average performance on the DIBELS assessments. Ms. Phelps is the Reading Resource Specialist and she will provide support, model classroom strategies/instruction and work with Ms. Banks.	The mentor and mentee will meet bi-weekly in a professional learning community to discuss evidence based strategies. Time will be given for feedback, coaching and planning.
Petra Cardova	Pamela Lumpp	Ms. Lumpp has not taught PLACE before. Ms. Cardova, the Autism Coach will provide support, model classroom strategies	The mentor and mentee will meet bi-weekly in a professional learning community to discuss evidence based strategies. Time will be given for feedback, coaching and planning

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

Funds are used to fund teachers' salary, provide staff development and purchase materials to implement and support the staff development. Parent activities are planned that will assist parents in helping their child improve his/her academic performance in addition to obtaining materials that parents may use at home to support and assist their child.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

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

Title X- Homeless

District Homeless Social worker provides resources (clothing, school supplies, social service referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. In addition, academic tutoring is provided at homeless shelters and transportation to and from school.

Supplemental Academic Instruction (SAI)

SAI funds are used to provide additional tutoring before and after schools.

Violence Prevention Programs

The school offers a non-violence and anti drugs program through Gang Resistance Education and Training (GREAT) that includes field trips, community service and counseling.

Nutrition Programs

- Dania Elementary adheres to implement the nutrition requirements stated in the District Wellness Policy
- Nutrition Education as per state statute is taught through Physical Education
- The School Food Service Program, school breakfast, school lunch and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy

Housing Programs

N/A

Head Start

N/A

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.

- The RTI Leadership is comprised of :
- The Principal: 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 (Primary/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/instructions with Tier 2/3 activities.
 - ESE Specialist: 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.
 - Curriculum Specialist: 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 students' 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 implementation monitoring.

- Reading Resource Specialist: Provides guidance on the K-12 Reading Plan, 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: 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 Pathologist: 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.

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

The team meets once a week to engage in the following activities:

- Review universal screening data and link to instructional decisions
- Review progress monitoring data at the grade level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks
- The team will identify Professional Development and resources based on the above information
- 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

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

- The RtI Leadership Team met with the School Advisory Council (SAC) and Principal to help develop the SIP.
- The team provided data on Tier 1,2 and 3 targets, academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (rigor, relevance, relationship)
- Facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Extending, Refining, and Summarizing): and aligned processes and procedures

RtI Implementation

Describe the data management system used to summarize tiered data.

Baseline Data: Progress Monitoring and Reporting Network(PMRN), Broward Assessment Test (BAT 1& 2 for Reading, Math and Science) Florida Comprehensive Assessment Test (FCAT)

Progress Monitoring: PMRN, Mini Assessments, FCAT Simulation

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

End of Year: Florida Assessment for Instruction in Reading (FAIR), FCAT

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 time and small sessions will occur throughout the year.
The RtI team will also evaluate additional staff professional development needs during the weekly 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?

Strengths: Third and Fifth grade students are performing at district level in all Strands in Mathematics.

- 92% of the students met high standards in writing

- Fifth graders are performing at district average in Science.
- The number of students below grade level in Reading and Math has decreased.

Weaknesses: Across all grade levels the weakest benchmark in Reading is main idea.

- Fourth grade students were below the district on all benchmarks/strands except for Word Phrases in Reading and Data Analysis and Geometry in Math.-

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 (IFCs) were created in June 2009 based on 2008 FCAT disaggregated data , The IFC will be updated in October 2009 as determined by disaggregated data results from the September District Benchmark Assessment test and again in January 2010 as determined by the disaggregated data results from the December District Benchmark Assessment Test.
- The 2009 FCAT results were utilized to develop the IFC. Data results from the September pre-test and the December mid-term test will also be utilized.
- Team Leaders disaggregated the 2009 FCAT data and teachers will be responsible for determining the instructional focus of whole group lessons and small group differentiated instruction.
- Benchmarks were selected as indicated by students' strengths and weaknesses, which was measured by class work assignments, assessment and data results.
- The duration of each benchmark was determined by the amount of time allotted in the IFC to ensure that students are exposed to all benchmarks by December. Within the amount of time allotted in the IFC teachers will provide instruction on each Benchmark, allow students an opportunity to practice, assess the students' knowledge and then reteach the Benchmark as indicated by students' progress, either in whole group or small group setting.
- Administration will implement a continuous cycle of making classroom visitations, evaluating lesson plans, monitoring teacher data and conduct meetings with teachers to ensure that the IFC is being utilized and implemented effectively. Coaches will be assigned to teachers who are demonstrating signs of struggling with IFC implementation.
- 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 Leadership Team 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 benchmark and will be given priority focus.

- Mathematics: Geometry was the least proficient strand in the fourth grade and will be given the priority focus.
- Science: Physical and Chemical Science was the least proficient strand and will be given the priority focus.

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

- On the release of FCAT scores, the administration determined students' learning gains by teacher and adjusted the master schedule to prevent low performing teachers from teaching the same class again.
- An analysis of learning gains allowed the strongest teacher to be placed with the weakest students.

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

- Student friendly lesson objectives will be clearly posted in every classroom and the classroom teacher will explain the purpose of the lesson.
- Instruction in current events will be consistently integrated into the curriculum in every classroom.
- Through project based and hands on activities, students are exposed and participate in interactive activities that integrate subject areas.
- Math and Science are often integrated through lab activities.
- Reading and Writing are integrated through book clubs and reader's theater.
- Reading is often infused through many of the content areas and instructional focus allows the highlighting of specific benchmarks.

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 have an opportunity to participate in Career Day and Bring Your Child To Work Day. . Both of these activities provide student with the opportunity to meet Professionals in diverse career fields.

Direct the Instructional Focus

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

- During weekly grade level meeting teachers will determine the areas of students' strengths and weaknesses as demonstrated by class work assignments and assessment results.
- Each Grade level focuses on a specific benchmark/strand in Reading, Writing, Math and Science
- Best practices and resources will be shared through monthly Professional Learning Communities and weekly grade level meetings

How are instructional focus lessons developed and delivered?

- The Instructional coaches provide focus lessons based on the review of previous assessments that identified areas of deficiency in addition to District provided focus lessons
- Focus lessons are aligned to the Benchmarks and Standards for each subject area that is annually assessed on the FCAT.
- Teachers will begin each lesson with a 5-10 minute focus lesson on Benchmark/Strand that is being addressed on IFC.
- Mini focus lessons will also be delivered through small group targeted, differentiated instruction to meet students' needs

How will instructional focus lessons be revised and monitored?

- Students will be assessed on covered benchmark utilizing the District Minibats... The results will determine if focus lesson needs to be revised and/or re-taught.
- Analyzing data results from focus lessons as they are re-assessed intermittently throughout the year will ensure teachers and administration of the effectiveness of the focus lesson. If Benchmarks/Strands are being taught as part of the whole group instruction it will be evident in the proficiency of skills and benchmarks.
- Implementation of the focus calendar/lessons will be monitored through daily classroom walkthroughs by administration and support staff.

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.

- District minibats, Quarterly BATs, Odyssey, monthly writing prompts and Acaletics will be utilized based on the IFCs to identify students and monitor intervention progress.
- Ten questions per benchmark will be used for assessment purposes
- Assessment will be administered bi-weekly.

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

- Mastery will be set at 80%. In order to ensure students' proficiency on each benchmark, mastery is set higher than the traditional score of 70%.
- The assessment results will be used to determine instructional focus of whole group lessons. An item-Analysis of the assessment will be used to re-teach the most frequently missed questions.
- Based on minibats results teachers will differentiate instruction accordingly: Students who score less than 50% will be provided intensive instruction to remediate- Students who earn between 50-70% will be given additional instruction and opportunities to practice- Enrichment/advanced instruction will be provided to students scoring 80-100%

Maintenance

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

- Project based activities, hands-on activities and supplemental lessons will be provided to students at and above mastery level to enhance or enrich current skills.

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 meet weekly with their teams to discuss students' progress.
- Meetings will be facilitated by team leaders or Instructional Coaches. A teacher will be designated to take notes and notes and Agenda will be submitted to Administration, A member of support staff is assigned to each grade level and Administration will attend meetings on a rotation schedule.

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.

- The Principal and Leadership Team will conduct monthly data chats with teachers, as a team individually. Data binders providing evidence of instruction and assessment will be utilized during these chats. There should be evidence to support differentiating instruction to meet students' needs. The process of teaching, assessing, re-teaching, and re-assessing will be documented through Progress Monitoring Logs.
- The Instructional Coaches will support teachers either by assisting them in providing instruction on the focus lessons or by modeling whole group instruction in addition to providing small group instruction to assist teachers. The Instructional coach will also help with the process of grading, recording and charting student scores.

ACT

Supplemental and Intensive Instruction/Interventions

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

Computerized programs or instruction software, which is designed for intensive instruction, will be utilized (Odyssey, Harcourt Mathematics), In addition to internet instruction websites such as FCAT Explorer and Florida Achieves will be utilized. In order to provide different methods in instructions to student in mastered areas teachers will utilize resources and strategies provided at professional development. Students consistently demonstrating non – mastery will be required to participate in FCAT After school Tutorial Camp.

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

- Resources from the state adopted textbooks which are designed for intensive instruction will be utilized. Computerized programs or instructional software such as Odyssey, STAR , FCAT Explorer, and Florida Achieves will be utilized. Instructional strategies or best practices discussed in Professional Learning Communities will be utilized by teachers to provide instruction to student in non-mastered areas. Students consistently demonstrating non-mastery may be required to participate in tutorial sessions before or after schools.

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

- Common areas of concern in the areas of instructional delivery ,classroom management , intervention/strategies are identified by Administrative classroom walkthrough, teachers' surveys and student performance/data analysis to generate Staff ' s Professional development
 - FCAT Data
 - BAT Data
 - Professional Growth Plan

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

- Initially Grades 4 and 5 levels 1 and 2 students and 3rd grade students who scored below the 50th percentile as well as 3rd grade retentions will be targeted to receive additional small group instruction with support staff members. Students who consistently demonstrate academic difficulty will also receive supplemental and intensive instruction/interventions as identified through progress monitoring, class work assignments, assessment results and observation.
- Students not meeting mastery and those in the lower quartile will be selected to attend before/after school tutoring and encouraged to receive additional assistance through SES. These students will also receive a double dose of instruction during the regular school day from Instructional Coaches and support staff.
- ELL students will receive supplemental instruction through Primary Basics and Treasure Chest
- Students with disability will receive additional instruction utilizing Zoom in and Ladders

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 been previously utilized. Factors hindering implementation of strategy (attendance, behavior, motivation) will be addressed and resolved. Strategies that are unsuccessful will be discontinued and replaced with alternative interventions. Focus assessments through Odyssey, FCAT Explorer and minibats will also be utilized to determine the effectiveness of supplemental instruction.

Enrichment

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

- Students in Grades K-5 who typically exceed mastery levels are placed in the gifted/high achieving class, being instructed by a gifted endorsed teacher. These students participate in project-based activities, hands on activities in addition to utilizing

computerized instructional activities such as Odyssey, FCAT Explorer and Florida Achieves.

Describe how students are identified for enrichment strategies.

- FCAT results, in addition to student progress in a specific subject, as well as assessment results that demonstrate consistent proficiency/mastery are used to determine placement in the gifted/high achieving class. Teacher recommendation 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 PLC comprised of the Reading Resource Specialist, a representative from each grade level K-5 and ESE.	Reading Resource Specialist	Weekly	Mondays	Analyze the effectiveness of the Reading FCIM calendars, mini-lessons, mini-assessments, maintenance, tutorials and enrichments to determine any necessary revisions.
Mathematics PLC comprised of a representative from each grade level , K-5 and ESE	Curriculum Specialist	Weekly	Mondays	Analyze the effectiveness of the Mathematics FCIM calendars, mini-lessons, mini-assessments, maintenance, tutorials and enrichments to determine any necessary revisions.
Science PLC comprised of Science Coach, a representative from each grade level, K-5 and ESE	Science Coach	Weekly	Mondays	Analyze the effectiveness of the Science FCIM calendars, mini-lessons, mini-assessments, maintenance, tutorials and enrichments to determine any necessary revisions.
Writing PLC comprised of the Reading Resource Specialist, Curriculum Specialist, a representative from each grade level K-5 and ESE.	ESE Specialist	Weekly	Mondays	Analyze the effectiveness of the Writing FCIM calendars, mini-lessons, mini-assessments, maintenance, tutorials and enrichments to determine any necessary revisions.

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 12:53:43 PM)
- Public School Choice with Transportation (CWT) Notification
[Show Attached Public School Choice with Transportation \(CWT\) Notification](#) (Uploaded on 8/31/2009 12:54:23 PM)
- Notification of (School in Need of Improvement) SINI Status
[Show Attached Supplemental Educational Services \(SES\) Notification](#) (Uploaded on 8/31/2009 12:55:02 PM)

Pre-School Transition

- Kindergarten Round Up was held in May 2009 for incoming Kindergarten students and their families to familiarize them with the school and expectations for the coming year.
- All students will be assessed upon entering Kindergarten with the areas of Basic Skills/School Readiness. Print/Letter Knowledge and Phonological Awareness.
- Screening data will be collected and disaggregated prior to September 10, 2009. Data will be used to plan daily academic and social/economical instruction for all students, groups of students or individual students who may need intervention beyond core instruction. High achieving Kindergartners will be offered an accelerated curriculum to meet their needs.
- Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data. Social skills instruction will occur daily for 20 minutes and will be reinforced throughout the day through the use of common language, re-teaching and positive reinforcement of pro-social behavior.
- Screening tools will be re-administered mid-year and at the end of the year in order to determine student learning gains and if needed, changes will be made to the instructional/intervention programs.

Postsecondary Transition

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goal

Needs Assessment:	<p>Based on School Grade and Adequate Yearly Progress Data:</p> <p>Did the total percent proficient increase or decrease? What is the percent change?</p> <p>What clusters/strands, by grade level, showed decrease in proficiency?</p> <p>Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?</p> <p>Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?</p> <p>Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?</p>
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Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
76 percent of students achieved mastery on the 2009 administration of the FCAT Reading Test		79 percent of the students will achieve mastery for reading on the 2010 Reading Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	The school will implement the new FAIR assessments to monitor students progress in Kindergarten	Principal and Reading Coach	Data chats will be conducted with teachers facilitated by administrators	Review FAIR data report to ensure teachers are assessing students' according to the created schedule.
2	Include higher order questions in lesson plans	Principal and Reading Coach	Lesson plans will be reviewed during classroom walkthroughs and submitted quarterly to Assistant Principal	Classroom Walkthrough logs and focus walkthroughs to determine frequency of higher order questions.
3	Develop an Instructional Focus Calendar for Reading and Language Arts	Reading Coach and Curriculum Specialist	Administration will be aware of the IFCs, upcoming focus and monitor implementation through walkthroughs	Effectiveness will be determined through FAIR assessments
4	Students in Grades K-5 will participate in Accelerated Reader	Administration, Reading Coach and Media Specialist	Classroom Walkthrough Data Chat	AR Reports

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
68 percent of the students achieved learning gains on the 2009 administration of the FCAT reading test		71 percent of the students will show learning gains on the 2010 FCAT Reading Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Student Data chats will be conducted with all students following District BAT assessments	Administration, Reading Coach and Curriculum Specialist	Administrators will randomly ask students how they performed on their most recent assessment to determine if data chats are successful.	BAT 1 and 2, Odyssey Reports, Minibats , CARS.
2	Teachers will infuse the Reading Benchmarks in Content Area Lesson plans/Lesson Delivery	Administration Reading Coach	When visiting classrooms during Content Area instruction, administrators will focus their attention to frequency to teaching the Reading Benchmarks in	Assessments will be disaggregated by teachers to determine the effectiveness of Reading benchmark instruction in content area.

			content area.	
3	5. Students in the lower quartile will participate in After School Tutoring	Administration, Curriculum Specialist and Reading Coach	Classroom Walkthrough Data Chat	Camp Participation Log , Pre/Post Test and Checkpoint assessments

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement
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Based on the 2009 FCAT Reading data 58% of Black students scored at or above level 3.	Increase the percent of Black students scoring at or above level 3 from 58% to 63% on the 2010 FCAT Reading.
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	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 2009 test scores and District BAT assessment	Reading Coach	Student progress is assessed using the District minibats bi-monthly.	District minibats data will be used to determine progress from District BAT 1 to District BAT 2 Assessment and FCAT released Test
2	Tier 2- Plan supplemental instruction/ Intervention for students not responding to core instruction. Ladders to Success and Zoom in Main Idea will be utilized by Support Staff to deliver a double dose of Reading Instruction. Focus on instruction is determine by reviewing District BATs and minibats and will include explicit instruction, modeled instruction, guided and independent practice.	Reading Coach	Students progress is assessed using District minibats bi-monthly.	District minibat data will be used to determine progress from District BAT 1 to District BAT 2 Assessment and FCAT released Test
3	Tier 3- Plan targeted instruction for students not responding to core plus supplemental instruction.	Rti Case Manager	Students progress is assessed using District minibats bi-monthly	District minibat data will be used to determine progress from District BAT 1 to District BAT 2 Assessment and FCAT released Test
4	Black students will participate in Before School Odyssey Camp and After School Tutoring	Administration , Reading Coach and Curriculum Specialist	Compass Learning Odyssey will be used for Before School Camp and Buckle Down for After School	Odyssey Reports, Pre/Post Test and checkpoint Assessments will be used to monitor progress.

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement
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Based on the 2009 FCAT and FAA 48 percent of Students with Disability showed proficiency on the Reading portion	54 percent of the students with disability will show proficiency on the 2010 FCAT and FAA Reading Test
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	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1.Student with disability will participate in Before School Camp utilizing Odyssey	Administration, Reading Coach and Autism Coach	Students progress is assessed using District minibats bi-monthly	Odyssey Reports, District BAT 1 and 2. Practice FAA test

2	Students will be exposed to differentiated instruction and flexible small groups, to promote and enrich reading development.	Administration, Reading Coach and Autism Coach	Students progress is assessed using District minibats bi-monthly	Classroom Walkthrough Data Chats
3	Students will receive additional small group reading instruction outside of the Reading Block delivered by the ESE Specialist	Administration Reading Coach ESE Specialist	Students progress is assessed using District minibats bi-monthly	Classroom Walkthrough Data Chats

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT 58 percent of the English Language Learners scored Level 3 and above on the Reading portion		63 percent of the English Language Learners will score level 3 and above on the Reading portion of the 2010 FCAT.		
Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool	
1	Students will utilize Primary Basics in Reading and Treasure Chest delivered daily by a bilingual paraprofessional outside of the Reading Block	Administration and Reading Coach	Students progress is assessed using District minibats bi-monthly	Classroom Walkthrough Data Chats
2	Students will participate in Before School Tutoring	Administration, Curriculum Specialist and Reading Coach	Students progress is assessed using District minibats bi-monthly	Odyssey Reports, Camp Participation Logs
3	ELL students will receive additional language support including, but not limited to, the use of ELL kits, Compass Learning.	Administration, Reading Coach and Guidance Counselor	Students progress is assessed using District minibats bi-monthly	Classroom Walkthrough and Data Chats
4	ELL students in K-2 will receive additional support through English in My Pocket delivered by bilingual paraprofessional outside of the Reading block	Administration, Reading Coach Guidance Counselor	Students progress is assessed using District minibats bi-monthly	Classroom Walkthrough Data Chats

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
79 percent of the students will achieve mastery for reading on the 2010 Reading Test.	Differentiating Instruction	District Trainer	September 2009	Lesson plans and classroom visits	Administration, Reading Coach
71 percent of the students will show learning gains on the 2010 FCAT Reading Test.	Small Group Instruction	District Trainer	October, 2009	Lesson plans and classroom visits	Administration, Reading Coach
Increase the percent of Black students scoring at or above level 3 from 58% to 63% on the 2010 FCAT Reading	CRISS	District Trainer	October-November, 2009	Lesson plans and classroom visits	Administration, Reading Coach

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
Florida Standard Based	Instructional Resources	\$5,000.00
STARS, CARS	Instructional Resources	\$3,000.00
Scoring High	Instructional Resources	\$2,000.00
		Total: \$10,000.00

Technology		
Description of Resources	Funding Source	Available Amount
Odyssey, Accelerated Reader	General Funds	\$0.00
FCAT Explorer, Florida Achieves		\$0.00
Accelerated Readers	Professional Development	\$2,500.00
		Total: \$2,500.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Odyssey STARS CARS Extension in Reading	Title 1	\$5,000.00
		\$0.00
Elements of Reading - Vocabulary	Title 1	\$3,000.00
		Total: \$8,000.00
Other		
Description of Resources	Funding Source	Available Amount
After School Tutoring	School Accountability Fund	\$3,872.33
Before School Tutoring	School Accountability	\$0.00
		Total: \$3,872.33
		Final Total: \$24,372.33

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, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
80 percent of students achieved mastery on the 2009 administration of the FCAT Math Test		83 percent of students will achieve mastery on the 2010 administration of the FCAT Math Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Increase the use of manipulative and hands-on activities to reinforce math concepts.	Administration and Curriculum Specialist	Curriculum Specialist will assist teachers in the creation of centers and stations, and administration will ensure activities are implemented.	Progress of students on assessments.
2	Identify and closely monitor the progress of the lowest 25 percentile consistently; revise instruction and intervention groups as indicated by student progress.	Administration and Curriculum Specialist	Maintain a record of strategies and interventions utilized with the lowest 25 percentile.	Increased achievement between assessments
3	Teachers in grades K-5 will follow the district's curriculum maps for mathematics.	Administration Curriculum Specialist	Classroom walkthroughs will be utilized to determine trends in grade levels. Data Chats	Grade level lesson plans will be monitored to ensure implementation of curriculum maps
4	Teachers in Grades K-2 will implement the New Generation Standards in Math and 3-5 will begin	Administration Curriculum Specialist	Classroom Walkthroughs Data Chat Lesson Plans	Grade level lesson plans will be monitored to ensure implementation of new standards

	implementation after the administration of the 2010 FCAT Assessment			
5	Third through fifth grade students, meeting criteria for the district MATS program will have the opportunity to participate in the MATS program to enrich achievement and provide acceleration	Administration Curriculum Specialist	Data Chats Classroom Walkthroughs Lesson Plans	BATs Classroom Walkthroughs Minibats Chapter Tests Quizzes

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
71 percent of the students achieved learning gains on the 2009 administration of the FCAT Math test		74 percent of the students will achieve learning gains on the 2010 administration of the FCAT Math test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Student Data chats will be conducted with all students following District BAT assessments.	Administration and Curriculum Specialist	Administrators will review data chat logs during walkthroughs	Administrators will randomly ask students how they performed on their most recent assessment to determine if data chats are successful.
2	Identify and closely monitor the progress of the lowest 25 percentile consistently; revise instruction and intervention groups as indicated by student progress.	Administration and Curriculum Specialist	. Maintain a record of strategies and interventions utilized with the lowest 25 percentile.	Increased achievement between assessments
3	Teachers will provide differentiated instruction during the math	Administration and Curriculum Specialist	Data Chats Classroom walkthroughs BEEP Lesson Plans	Minibats District BAT Chapter Tests Quizzes Odyssey Reports

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Math data 67 percent of ELL students scored at or above level 3.		Increase the percent on the 2010 FCAT Math test of the ELL students from 67 percent to 70 percent.		
	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 ELL students. Plan differentiated instruction using evidence-based instruction/ interventions within the math block.	Curriculum Specialist	Grade-level teams will review results of common assessment data every 6 weeks to determine progress toward benchmarks.	Common assessments tied to Harcourt Math standards administered bi-weekly.
2	Tier 2 – Plan supplemental instruction/ intervention for students not responding to core instruction.	Curriculum Specialist	Grade-level teams will review results of common assessments data every 4 weeks to determine progress toward benchmarks	Common assessments tied to Harcourt Math standards administered bi-weekly.
3	Tier 3 – Plan targeted interventions for students not responding to core plus supplemental instruction using problem-solving process. Interventions will be matched to individual students needs, be evidence-based, and provided in addition to core	RtI Team	Grade-level teams will review results of common assessments data every bi-weekly to determine progress toward benchmarks	Common assessments tied to Harcourt Math standards administered bi-weekly.

instruction.			
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Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT, 65 percent of the Blacks scored at or above Level 3 on the Math portion of the Test		70 percent of the Blacks will score at or above Level 3 on the 2010 administration of the FCAT Math Test		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Quik Pik /FCAT Daily Questions will be implemented during the beginning of the math block to provide multiple strand exposure to all students.	Administration Curriculum Specialist	Data Chats Classroom Walkthrough	Bi-weekly minibat assessments Chapter test Quizzes
2	Teachers will provide differentiated instruction during the math block to help with students' individual needs.	Administration Curriculum Specialist	Data Chats Classroom Walkthrough	Harcourt Assessments, Weekly School-Wide FCAT Preparation District Benchmark Assessment Bi-weekly minibats
3	Black Students will participate in Before School Camp utilizing Odyssey	Administration Curriculum Specialist Computer Tech	Data Chats	Odyssey Reports Minibat District Bat Chapter Tests and Quizzes

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT/FAA 57 percent of Students with Disability score at or above proficiency on the Math portion of the Test.		62 percent of the Students with Disability will score at or above proficiency on the Math portion of the 2010 administration of the FCAT/FAA		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students will participate in math tutorial programs and use math manipulative to assess, remediate and maintain and/or enhance individual instruction	Administration Curriculum Specialist	Classroom Walkthrough Data Chats	District BAT Mini bats Chapter Tests
2	K-5 students will be exposed to grade level appropriate math vocabulary in their classrooms including, but not limited to Word Walls, Journals, charts, etc	Administration Curriculum Specialist	Classroom Walkthrough Data Chats Math Journals Center Activities	District BAT Mini bats Chapter Tests Quizzes
3	Students with Disability will participate in Before School Tutoring utilizing Odyssey and After School Tutoring	Administration Curriculum Specialist Computer Tech	Classroom Walkthrough Data Chats	Odyssey Report Camp Participation Log Minibats District BAT

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
83 percent of students will achieve mastery on the 2010 administration of the FCAT Math Test.	Effective Implementation of the Instructional Focus Calendar.	Curriculum Specialist	August 2009	Modeling of Lessons Classroom Visits	Administration and Curriculum Specialist
Increase the percent on the 2010 FCAT Math test of the ELL students from 67 percent to 74 percent.	Effective use of Manipulative and Hands-on Activities	Curriculum Specialist	September 2009	Observation of center use and documentation in lesson plans.	Administration and Curriculum Specialist

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Acaletics	Title I	\$3,000.00

Total: \$3,000.00		
Technology		
Description of Resources	Funding Source	Available Amount
FCAT Explorer , Odyssey	General Funds	\$0.00
Total: \$0.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
Acaletics	Title 1	\$5,000.00
Total: \$5,000.00		
Other		
Description of Resources	Funding Source	Available Amount
After School Tutoring	Accountability Fund	\$0.00
Before School Tutoring	Accountability Fund	\$0.00
Total: \$0.00		
Final Total: \$8,000.00		

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, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on 2009, FCAT Science data 47 percent of students achieved level three or above.		Given instruction based on the Sunshine State Standards, 50 percent of students will score at level three or above on the 2010 FCAT Science assessment		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Utilize hands-on laboratory experiments three times per week using the 5E model, science stations.	Administration and Science Coach	District Science Pre/Post Test will be given August 2009 to determine the struggling science students	District Science BAT 1 and 2 Improvement on the science mini-assessments.
2	Provide real-world science experiments and engaging activities	Administration and Science Coach	Review the benchmark science mini tests to determine progress toward benchmark every 3- 4 weeks	Improvement on the science mini-assessments
3	All students will complete hands-on lab activities weekly and use a common lab report format to document hands-on investigations.	Administration, Curriculum Specialist and Science Coach	Grade-level teams will review results of common assessments data every 6 weeks to determine progress toward benchmarks.	Common assessments tied to Florida Science Standards administered weekly
4	Students will be given the opportunity to utilize Compass Learning Odyssey	Administration Science Coach Computer Tech	Classroom Walkthroughs Data Chats	Odyssey Report District BAT District minibats
5	Students will utilize Science Alive (BECON)	Administration Science Coach	Classroom Walkthrough Data Chats	District BAT Minibats Chapter Test Journals
6	Students in K-5 will participate in the Science Fair utilizing the Scientific Process	Administration Science Coach	Classroom Walkthrough Data Chats	Science Projects
7	Fifth grade students will participate in Science Jeopardy to develop science vocabulary	Administration Science Coach	Classroom Walkthrough Data Chat	Minibat District BAT 1 and 2
8	Identified students will be	Administration	Classroom Walkthrough	Minibats

given the opportunity to participate in After School Tutoring	Science Coach	Data Chats	Ditric BAT 1 and 2 Camp Participation Log
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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
Given instruction based on the Sunshine State Standards, 50 percent of students will score at level three or above on the 2010 FCAT Science Assessment	Florida's Continuous Improvement Model Training	HRD	August 2009	Common planning minutes will be reviewed to ensure data trends are discussed and lesson plans are developed. Classroom Walkthroughs Informal Observation Lesson Plans	Administration. Science Coach

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
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
Substitute teachers to provide temporary coverage for Professional Development	Title 1	\$1,500.00
Total: \$1,500.00		
Other		
Description of Resources	Funding Source	Available Amount
After School Tutoring	School Accountability Fund	\$0.00
Total: \$0.00		
Final Total: \$1,500.00		

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, Identify Area(s) for Improvement		Objective Linked to Area of Improvement	
On the 2009 administration of the FCAT Writing Test, 92% of the students in 4th grade scored level 3.5 or above in Writing.		On the 2010 administration of the FCAT writing test 95% 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 Students will be given a Writing Pre-test in August	Reading Coach	Administration will conduct classroom walkthroughs to ensure learned strategies are utilized	Classroom walkthrough logs

2	Writing Remedial assistance will be provided to students who require additional instruction in various stages of the writing process	Administration and Reading Coach	. Students for this remediation group will be pre-identified by writing screening and any student who identified as unscorable and Level One will be provided additional tutorial writing services. They will be assessed every three weeks to determine progress	2. School wide Writing Prompt will be administered monthly. Scored writing samples will be used to determine progress between the Pre test Prompt and Mid test Prompt
3	Teachers will implement the school-wide writing plan that outlines benchmarks at every grade level in order to demonstrate writing mastery. The map also includes a monthly monitoring piece for all students as well as differentiated instruction for ESE students and students needing additional assistance in writing.	Administration Reading Coach	Data Chats Classroom walkthrough	Monthly Writing Prompt
4	Students will create writing utilizing technology through programs such as Word processing, kidspiration, Odyssey Writing and Power point	Administration Reading Coach	Data Chats Classroom Walkthrough	Classroom Walkthrough Student Sample
5	Fourth Grade Teachers will team teach with Third grade teachers during the fourth quarter for writing instruction	Administration Reading Coach	Data Chats Classroom Walkthrough	Classroom Walkthrough Student Sample
6	Teachers K-5 will utilize BEEP Lesson Plans that aligns to school Instructional Focus Calendar	Administration Reading Coach	Data Chats Classroom Walkthrough	Classroom Walkthrough Students' Samples
7	The Six trait of Writing and Critical Content writing will be incorporated in daily writing instruction	Administration Reading Coach	Data Chats Classroom Walkthroughs	Classroom Walkthrough Students' Writing samples
8	Students will utilize media reources for reports writing, academic fair projects and research projects	Administration Reading Coach Media Specialist	Data Chats Classroom Walkthroughs	Classroom Walkthrough Students' writing samples
9	Fourth grade students struggling in writing will be given the opportunity to participate in after school tutorin	Administration Reading Coach Curriculum Specialist	Data Chats Classroom Walkthrough	Classroom Walkthrough Students Work Sampple Camp Participation Log

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
On the 2009 administration of the FCAT Writing Test. 92% of the students in 4th grade scored level 3.5 or above in Writing.	Six Traits in Writing	District Trainer	September 2009	Classroom Walkthroughs, Monthly writing prompt will be submitted for review by Reading Coach and analyze. Based on analysis , instruction will be developed/modified to meet students' needs	Administration, Curriculum Specialist and Reading Coach.
On the 2009 administration of the FCAT Writing Test. 92% of the students in 4th grade scored level 3.5 or above in Writing.	Critical Content Writing	District Trainer	October 2009	Classroom Walkthroughs, Monthly writing prompt will be submitted for review by Reading Coach and analyze. Based on analysis , instruction will be developed/modified to meet students' needs	Administration Curriculum Specialist Reading Coach

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Critical Content Writing	Title 1	\$500.00
Six Traits of Writing	Title 1	\$500.00
		Total: \$1,000.00
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
FCAT Writing, Assessing Writing with the 6 Traits, FCAT Rubric	Title 1	\$500.00
		Total: \$500.00
Other		
Description of Resources	Funding Source	Available Amount
After School Tutoring Camp	School Accountability Fund	\$0.00
		Total: \$0.00
		Final Total: \$1,500.00

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, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Parent Survey sent home 30% of parents responded		Increase parent response to survey to 35%		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Provide survey in native language	1. Principal, Title 1 Liaison	Collect logs from each classroom	Classroom logs Title 1 Evaluation Tool
2	Utilize parent link to remind parents to return survey	Principal, Office manager	Ensure that parent contact information is current	Title 1 Evaluation Tool
3	Provide incentive to students returning survey	Principal, Title 1 Liaison	Classroom Participation Log	Title 1 Evaluation Tool

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Attendance log s for Open house in 2008-2009 indicate only 20% of parents participated.		Increase parent participation in Open House to 40% of students parents		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Publicize event in using multiple methods and in students' home language	Principal, Title 1 Liaison	Collect attendance logs from each classroom	Maintain attendance logs in each classroom
2	Schedule high parent interest whole school event during evening to induce greater parent participation	Principal, Title 1 Liaison	Collect feedback survey from parents	Parent Surveys

3	. Have students compose invitations to their parents.	Principal, Title 1 Liaison	Survey Parents to see if this is the first time they are attending Open House	Parent Surveys
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Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Sign in Sheets from Parent workshops during 2008-2009 indicate only 20% of students' parents attended at least one workshop		Increase parent participation at parent workshops to 50%		
Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool	
1. Survey parents to determine high interest topics and best days and times for workshops	1. Principal, Title 1 Liaison	1. Collect sign-in sheets and participants feedback for each workshop	1. Sign in sheets and workshop evaluation.	

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Increase parent participation at parent workshops to 50%	Reading Math Writing Science Writing	Leadership Team	Aug-Jan, 2009	Parent Survey	Title 1 Liaison

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Material and supplies for workshop handouts	Title 1	\$2,501.00
Parent Newsletter	District	\$0.00
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
No Data	No Data	\$0.00
Total: \$0.00		
Final Total: \$2,501.00		

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	Florida Standard Based	Instructional Resources	\$5,000.00
Reading	STARS, CARS	Instructional Resources	\$3,000.00
Reading	Scoring High	Instructional Resources	\$2,000.00
Mathematics	Acaletics	Title I	\$3,000.00
Writing	Critical Content Writing	Title 1	\$500.00
Writing	Six Traits of Writing	Title 1	\$500.00
Parental Involvement	Material and supplies for workshop handouts	Title 1	\$2,501.00
Parental Involvement	Parent Newsletter	District	\$0.00
			Total: \$16,501.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Odyssey, Accelerated Reader	General Funds	\$0.00
Reading	FCAT Explorer, Florida Achieves		\$0.00
Reading	Accelerated Readers	Professional Development	\$2,500.00
Mathematics	FCAT Explorer , Odyssey	General Funds	\$0.00
			Total: \$2,500.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Odyssey STARS CARS Extension in Reading	Title 1	\$5,000.00
Reading			\$0.00
Reading	Elements of Reading - Vocabulary	Title 1	\$3,000.00
Mathematics	Acaletics	Title 1	\$5,000.00
Writing	FCAT Writing, Assessing Writing with the 6 Traits, FCAT Rubric	Title 1	\$500.00
Science	Substitute teachers to provide temporary coverage for Professional Development	Title 1	\$1,500.00
			Total: \$15,000.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	After School Tutoring	School Accountability Fund	\$3,872.33
Reading	Before School Tutoring	School Accountability	\$0.00
Mathematics	After School Tutoring	Accountability Fund	\$0.00
Mathematics	Before School Tutoring	Accountability Fund	\$0.00
Writing	After School Tutoring Camp	School Accountability Fund	\$0.00
Science	After School Tutoring	School Accountability Fund	\$0.00
			Total: \$3,872.33
			Final Total: \$37,873.33

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 8/31/2009 8:52:48 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
After School Tutoring	3872.330078125

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

The School Advisory Council (SAC) has an important function to the success of Dania Elementary. Listed below are some of the functions of the SAC.

- Dania Elementary School Advisory Council (SAC) is the sole body responsible for final decision-making at the school related to implementation of the provisions of section 10001.42 and 1008.345.F.S. School Improvement.
- The SAC Committee will oversee the implementation of the School Improvement Plan.
- Sponsor drives to increase parent involvement.
- Organize FCAT Family Night Events
- Assist the school to create and analyze school climate surveys for parents and students
- Organize FCAT/SAT Incentive Awards

SAC Members

Members

- 1) Donna Patton, Principal
- 2) Judith Pitter, SAC Chair
- 3) Anthony Parisi, SAC Chair
- 4) Catherine Wires, Teacher
- 5) Marie Podesta, Teacher
- 6) Pamela Lumpp, Teacher
- 7) Susan Lee, Teacher
- 8) Morshita Horner, Teacher
- 9) Kristin Johnson, Teacher
- 10) Janet Phelps, Teacher
- 11) Alan Montero, Business Member
- 12) Tom Chiles, Business Member
- 13) Lisa Clearwater, Parent
- 14) Alex Hirschoffer, Parent
- 15) Ronald Joseph, Parent
- 16) Christina Crocker, Parent
- 17) Patricia McElligott, Parent
- 18) Julia Merel, Parent
- 19) Eddy Moise, Parent
- 20) Tom Oates, Parent
- 21) Karena Pinzan, Parent
- 22) Traian Popescu, Parent
- 23) Sherry Schublom, Parent

24) Tiffany Sweet, School Support Personnel

25) Rene Ruttenberg, School Support Personnel

26) Sonia Arango, School Support Personnel

27) Eric Reveron, Union Steward

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Broward DANIA ELEMENTARY SCHOOL 0101													
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 270 Math: 270		2008-2009 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?		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	99	Y	70	Y	74	Y			92	Y			NA	35	30	NA	31	26	NA	74	NA	73	NA		
WHITE	100	Y	100	Y	82	Y	83	Y					NA		NA	22	18	NA	26	17	NA	89	NA	79	NA		
BLACK	99	Y	99	Y	58	N	65	N					NA		NA	46	42	N	42	35	Y	64	N	69	NA		
HISPANIC	100	Y	100	Y	75	Y	78	Y			90	Y			NA	33	25	NA	26	22	NA	76	NA	72	NA		
ASIAN			NA				NA							NA							NA						
AMERICAN INDIAN			NA				NA							NA							NA						
ECONOMICALLY DISADVANTAGED	100	Y	99	Y	70	Y	74	Y			91	Y			NA	39	30	NA	34	26	NA	75	NA	71	NA		
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	58	N	67	N					NA		NA	42	42	N	33	33	N	69	Y	61	N		
STUDENTS WITH DISABILITIES	98	Y	96	Y	48	N	57	N					NA		NA	58	52	Y	57	43	Y	55	NA	62	NA		

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Broward DANIA ELEMENTARY SCHOOL 0101													
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 240 Math: 240		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	99	Y	99	Y	65	Y	69	Y			92		Y		NA	42	35	NA	35	31	NA	69	NA	75	NA		
WHITE	99	Y	99	Y	78	Y	74	Y					NA		NA	39	22	NA	27	26	NA	78	NA	70	NA		
BLACK	100	Y	100	Y	54	N	58	N					Y		NA	46	46	N	47	42	Y	63	Y	70	NA		
HISPANIC	99	Y	99	Y	67	Y	74	Y					NA		NA	39	33	NA	32	26	NA	66	NA	80	NA		
ASIAN			NA				NA							NA							NA						
AMERICAN INDIAN			NA				NA							NA							NA						
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	61	Y	66	Y			92	Y			NA	47	39	NA	39	34	NA	66	NA	72	NA		
ENGLISH LANGUAGE LEARNERS	99	Y	99	Y	58	Y	67	Y					NA		NA	53	42	NA	35	33	NA	59	NA	70	NA		
STUDENTS WITH DISABILITIES	96	Y	96	Y	42	N	43	N					NA		NA	58	58	NA	57	57	NA	48	N	61	N		

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Broward DANIA ELEMENTARY SCHOOL 0101													
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 263 Math: 263		2006-2007 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?		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	100	Y	100	Y	58	Y	65	Y	93	92	Y			NA	49	46	NA	43	35	NA	58	NA	71	NA			
WHITE	99	Y	99	Y	61	Y	73	Y					NA		NA	37	46	NA	41	27	NA	57	NA	76	NA		
BLACK	99	Y	99	Y	54	Y	53	N					NA		NA	66	53	NA	52	47	N	55	NA	65	Y		
HISPANIC	100	Y	100	Y	61	Y	68	Y					NA		NA	58	39	NA	41	32	NA	63	NA	74	NA		
ASIAN			NA				NA							NA							NA						
AMERICAN INDIAN			NA				NA							NA							NA						
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	53	Y	61	Y	93	92	Y			NA	53	50	NA	45	39	NA	54	NA	70	NA			
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	47	N	65	Y					NA		NA	56	NA	46	35	NA	51	Y	74	NA			
STUDENTS WITH DISABILITIES	99	Y	99	Y			NA						NA		NA						NA						

SCHOOL GRADE DATA

Broward School District DANIA ELEMENTARY SCHOOL 2008-2009					
	Reading	Math	Writing	Science	Grade Points Earned
% Meeting High Standards (FCAT Level 3 and Above)	76%	80%	92%	47%	295
% of Students Making Learning Gains	68%	71%			139

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.

3 ways to make gains:

- 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?	66% (YES)	77% (YES)			143	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					577	
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 DANIA ELEMENTARY SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	70%	74%	93%	35%	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	66%	74%			140	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?	59% (YES)	78% (YES)			137	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					549	
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 DANIA ELEMENTARY SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	62%	69%	89%	27%	247	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	67%	76%			143	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?	73% (YES)	82% (YES)			155	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					545	
Percent Tested = 99%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested