

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: HOLLYWOOD CENTRAL ELEMENTARY SCHOOL

District Name: Broward

Principal: Delicia Decembert

SAC Chair: Paula Stone and Aurora Cuadros

Superintendent: James Notter

Date of School Board Approval:

Last Modified on: 09-20-2009

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VISION and MISSION STATEMENTS

The mission of Hollywood Central Elementary school and community is to provide a quality education for all students by providing a safe, orderly and caring environment, offering well planned learning opportunities, and stressing high but individualized expectations.

Hollywood Central Elementary is "Charting the Course for Educational Excellence." This concept is based on the following guided beliefs:

Guiding Beliefs

1. We believe every student has the right to a quality education.
2. We believe every student can learn, but in different ways and at different times.
3. We believe a safe, orderly, and caring environment is necessary for learning.
4. We believe every student has the right to be treated with respect.
5. We believe every student's achievement will rise to the level of expectation.
6. We believe quality education results from a partnership that is shared among the home, school, and community.
7. We believe the ultimate success of democracy is dependent upon the quality of public education.
8. We believe students should be taught to "Learn How to Learn."
9. We believe that to meet the challenges of change, risks must be taken.
10. We believe that all students and staff should have experiences that develop interpersonal skills and sensitivity.

Vision:

Hollywood Central Elementary's vision is that by our united commitment to the mission and beliefs, all students will flourish and become productive citizens.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

Hollywood Central is located in the downtown section in the city of Hollywood in Broward County. It is a traditional elementary school serving 628 students in grades kindergarten through fifth grade. The majority of the students live in the bounded area while a few are on reassignment or attending as NCLB school of choice recipient.

During the 2008-2009 school year, the HCE earned a school grade of "A" and all subgroups met AYP criteria in all areas. We will continue addressing all areas of the curriculum and needs of the students.

HCE has received the Golden Apple Award for 25 consecutive years. Additionally, the school has been the recipient of the Five Star School Award for eight years. This year, HCE earned the prestigious Little Red Schoolhouse award for the seventh time.

Unique School Strengths for Next Year

HCE is fortunate to have all highly qualified teachers and teacher assistants.

Parental and community involvement levels show the commitment and support garnered to the school's initiatives and success.

High levels of student achievement in learning gains, all subgroups and lowest quartile.

There will be a focus to enhance extracurricular activities, fine arts and family and community events.

Unique School Weaknesses for Next Year

- *27% student achievement in science-below state and district average
- *Severe budget cut in all areas-personnel (including staff supplements), materials, technology etc.
- *Reduction in staff and art

Student Demographics

The following is a percentage of ethnic backgrounds:

- American Indian/ Alaskan- 1%
- Asian/Pacific Islander- 4%
- Black/Non Hispanic- 10%
- White/Non Hispanic- 54%
- Multiracial- 5%
- Hispanic- 27%

Student Attendance Rates

The student attendance rate for the 2008-2009 school year was 94.50%

Student Mobility

The student mobility rate for the 2008-2009 school year was 37.70%

Student Suspension Rates

The student suspension rate was .70%.

Student Retention Rates

The retention rate for 2008-2009 was .026 with 17 students out of 653 being retained.

Class Size

Class size will be determined following the current state guidelines of an average of 18:1 ratio in grades K-3 and 22:1 ratio in grades 4-5.

Academic Performance of Feeder Pattern

The majority of HCE students will attend Olsen Middle School. Olsen Middle School received a "B" for the 2008-2009 school year and an "A" for the 2007-2008 school year. From the students will attend South Broward High School. Hollywood Central is in the South Broward Innovation Zone.

Partnerships and Grants

Hollywood Central is fortunate to have "active" partnerships with the following partners: ASP (After School Programs), Barnes and Noble Booksellers, Dr. Edward Neuwirth, D. D.S., First Baptist Church of Hollywood, First Presbyterian Church, Golfcoast Nursing facility, Hollywood Fire and Rescue Administration, Hollywood Police Dept., Hollywood Women's Club, Hometown Buffett, Humane Society of Broward County, Jubilee Center of South Broward, Kiwanis Club of Hollywood, Lee's Locksmith and Bicycle Shop Memorial Healthcare/Pembroke, Publix Super Markets and Rosie's Italian Ices. These partners support HCE by hosting family nights, providing incentives, serving on SAC and/or supporting the school with time, talents or donations.

HCE will be writing grants that focus on science, technology and student achievement as a whole.

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 *
		Educational Specialist-Educational Leadership			

Principal	Delicia Decembert	Masters- Urban Multicultural Education Bachelors- Elementary Education	1	6	Prior records includes meeting AYP for the past 5 years and receiving an "A" for the past 4 years
Assis Principal	Kathy Hazelcorn	Masters/ Educational/Leadership	1	9	Prior records includes meeting AYP for the past 3 years and receiving an "A" for the past seven years

* 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 Specialist	Kathleen Fleming	Elementary Education ESOL Endorsement Reading Endorsement classes are complete - application in progress	22	9	Prior record includes earning AYP for the past two years and earning the following grades: 2006-07-B 2007-08-A 2008-09-A.

* 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)
Hollywood Central Elementary maintains the following in an effort to retain high quality, highly qualified teachers: <ul style="list-style-type: none"> An open door policy for teachers to share successes and concerns "Best Practice" sessions Peer Teachers Weekly grade level meetings to discuss and pace curriculum Professional Learning Communities Opportunities to attend district trainings 	Principal Assistant Principal Reading Coach Classroom Teachers	On Going	

Non-Highly Qualified Instructors

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

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
42	0.02	20	56	24	0	0	0	0	0

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Lynn Hicks	Jacqueline Singleton	Grade Level assignment change. Ms. Hicks is the current team leader and has successfully taught for 18 years. She has mastered the skills of differentiated curriculum to	<ul style="list-style-type: none"> Common planning time Sharing of curriculum pacing/strategies Planned shared classroom activities Attendance at "Best Practice" sessions

		share with her mentee.	
Cecilia Green	Tara Rodriguez	Grade Level assignment change. Ms. Green is National Board Certified teacher and has successfully taught for 11 years. She has mastered the skills of differentiated curriculum to share with her mentee.	<ul style="list-style-type: none"> • Common planning time • Sharing of curriculum pacing/strategies • Planned shared classroom activities • Attendance at "Best Practice" sessions
Peggy Cannis	Jana Hanson	Grade Level assignment change. Ms. Green is a National Board and Gifted Certified teacher and has mastered the skills of differentiated curriculum at the upper end of the curriculum to share with her mentee.	<ul style="list-style-type: none"> • Common planning time • Sharing of curriculum pacing/strategies • Planned shared classroom activities • Attendance at "Best Practice" sessions
Stephanie Lupo	Olivia Tenn	Grade Level assignment change. Ms. Lupo is has taught first grade for the past three years. She will share her experiences and assist Ms. Tenn in her transition to first grade.	<ul style="list-style-type: none"> • Common planning time • Sharing of curriculum pacing/strategies • Planned shared classroom activities • Attendance at "Best Practice" sessions
Kathleen Fleming	Regina Giacobbe	New teacher to school. Ms. Fleming has been the Reading Specialist for the past ten years. She is the current New Educator Support Liaison and experienced in curriculum Ms. Fleming will assist Ms. Giacobbe as a veteran teacher new to our school.	<ul style="list-style-type: none"> • Sharing of curriculum pacing/strategies • Assistance with curriculum planning • Attendance at "Best Practice" session • Orientation to school

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

Title I Funds will be coordinated and integrated in the school in the following ways:

- Staff Professional Development
- Parent Involvement Workshops
- Family Curriculum Nights
- Resource materials for student utilization to enhance curriculum
- Computer based assessments

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

The district provides assistance to our homeless students

Supplemental Academic Instruction (SAI)

SAI funds are used to reduce class size.

Violence Prevention Programs

HCE accesses District Curriculum that are appropriate. We have anti-bullying presentations. Guidance and social worker go from classroom to classroom to discuss the anti-bullying policy/activities. On morning news the administration reviews these topics as well with reminders that promote safety and character building. The school also participates in Silence Hurts and Safe Zones.

Nutrition Programs

The Food Services Department of Broward Schools is constantly assessing the nutritional value of the food they serve. Teachers are encouraged to reward students with non-edible rewards and to use pretzels and/or crackers in place of candy or gum. Nutrition programs are incorporated into classroom activities as part of the science/health curriculum.

Housing Programs

If the need arises, our school social worker can access Broward County District Resources and guide families to the appropriate agencies.

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

The services of a health technician are available daily to assist in monitoring diabetic children, administering medication and maintaining the clinic.

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

The RtI Team at our school is known as the CPST team(Comprehensive Problem Solving Team). It is composed of a school psychologist,the Reading Resource teacher, an ESE Specialist, a guidance counselor, speech pathologist,a regular education teacher, the Principal and/or Assistant Principal. Many times parents are invited to CPST meetings as a participant.

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

The process is explained to the staff on an annual basis. If a child is having difficulties, the teacher discusses the child's issues with their peers at weekly grade level meetings to gather possible interventions or strategies. If the concern persists after these strategies have been in place, the teacher seeks additional intervention and then request for a CPST meeting. The CPST meets frequently to "brainstorm" strategies, interventions and resources that may assist the teacher and student.

Parents are often invited to discuss home to school issues. The interventions are implemented and then the student's success, or lack of, is reviewed at a later meeting. At that time, additional educational decisions are made as to whether further information or interventions, screenings and/or psycho-educational evaluations are needed.

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

The RtI team evaluates many of the intervention programs that are in place at our school. Throughout the year, there will be feedback as to what works and what is not effective. This input is given to the SIP Team and focus groups as to what to include, modify or delete from the instructional component of the SIP.

RtI Implementation

Describe the data management system used to summarize tiered data.

The management systems used to summarize data are:

- * Data Warehouse
- * Above The Clouds
- * Data Binder
- * Virtual Counselor

Describe the plan to train staff on RtI.

Staff will be trained on RtI by the ESE Specialist during a staff meeting.

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: Fourth grade reading scores increased from 64% to 74% meeting proficiency. Fourth grade math scores increased from 71% to 77% meeting proficiency. In the area of writing, our fourth grade students went from 74% to 89% proficiency.

Weaknesses: Our 3rd grade scores in Reading went from 81% to 76%. Fifth grade scores in math went from 59% to 56%. Fifth grade science scores went from 29 % to 25% of our fifth graders scoring 3.5 % or higher.

Instructional Calendar Development

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

The Broward County school District has invested many resources in developing IFC's for academic areas. Teachers will access these IFC's via BEEP. At the school site we will disaggregate data from last school year and adjust the IFC's to meet our educational needs.

Teachers will be responsible for determining the instructional focus of whole group lessons, and small group/ differentiated instruction.

As the school year progresses we will use current information from BAT (Bench Mark Testing) to further drive the direction of the IFC's grade by grade.

Administration will implement a continuous cycle of Classroom visitations, evaluation of lesson plans, monitoring teacher data and organizing several data meetings to review growth/or lack of growth and adjust instruction.

Coaches will be assigned to teachers having difficulty implementing IFC's effectively. Additional learning opportunities will be made available to these staff members.

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

We will continue to focus on all areas and all strands/clusters. Teachers and support staff will regularly collaborate to review student performance and to adjust IFC pacing. Teachers will teach, measure, and reteach specific information reinforcing the prioritized clusters and strands.

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

Once children are placed in specific classes, teachers begin to assess their skills via mini bats, and various diagnostic testing

and move children accordingly within their own classrooms. If a child is struggling in addition to double dosing the child in the classroom, coaches will provide additional triple dosing in specific skill groups. These groups will be a combination of push-in and pull-out models. ELL students will get additional instruction which is not reflective in the master schedule. Administration and academic coaches will not only be monitoring the intervention component of instruction, we will also monitor and provide for enrichment activities as well.

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

Connections will be made through a variety of instruction and formal data chats, planned and implemented by administration and the support staff. We will sponsor a Career Day giving students an opportunity to see future job possibilities. Teaching of math concepts, use of percentages, through science-hands on experiments, students will be made aware of relationships between what they are learning and their future working opportunities.

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?

N/A

DO

Direct the Instructional Focus

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

The district IFC's are used as an initial focus and secondary goals are based on our school's data. Instructional groups are formulated class by class. Teacher's group and exchange children according to their remedial/enrichment instructional needs. Instructional groups are fluid within a classroom and or a grade. Teachers meet on a weekly basis to plan curriculum and to share best practices. Lesson plans will be created for differentiated instruction, providing lessons for all levels of students, below mastery, at mastery and above mastery. This assures that instructional delivery is aligned across grade levels and subject areas.

How are instructional focus lessons developed and delivered?

Teachers begin each learning block with a focus skill/objective. Using a variety of resources, including the District's BEEP and Teacher Editions lessons are selected and modified to meet student needs. This is accomplished during the teacher's common planning time. Student data drives which lessons will be utilized. During instruction, teachers will utilize the strategies of Bloom's Taxonomy addressing higher order questioning.

How will instructional focus lessons be revised and monitored?

Through the utilization of multiple mini assessments, the instructional focus will be monitored and revised if needed. When there is a need, the curriculum will be differentiated to incorporate the skill and consideration for modalities for specific students to have them meet with success. .

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.

The BAT (Benchmark Assessment) is administered to students in grades 3-5 two times before students take the FCAT. The BAT is a good predictor of how specific students are working toward mastery of the Sunshine State Standards. Instruction and IFC's are adjusted to address the findings of the BAT. Other ongoing formative assessments are the DRA, DAR, Rigby, Vocabulary Assessments, Mini Bats from BEEP, Basal, Science Dept. Pre and Post tests, and teacher made assessments.

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

Following the administration of each assessment, the classroom teacher will analyze the student performance data for strengths and weaknesses in the academic areas. Teachers will use this information to target benchmarks for additional instruction in areas of concern.

Maintenance

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

Instructional Focus Calendars include a mastery component by directing Instructional Personnel to teach, assess, re-teach and assess again. This is the format for all grade levels in all content areas.

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, meetings are facilitated by the grade chair. A designated teacher will keep notes for weekly meetings and submit them to Administration. Administration will attend these weekly meetings on a rotational basis. The results of the summative and mini-bats will be discussed at scheduled data chat meetings with teachers, administration and support staff. Instructional modifications will be implemented to increase student achievement.

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 Administration and the Leadership Team will meet with teachers either during weekly meetings, or one-on-one to discuss assessment results and student progress. During these meetings, current data results, data binders, student portfolios will be utilized to provide evidence of instruction, assessment, and differentiation to address individual needs. Administration and support staff will meet to discuss successes and strategies implemented during formal data chats with students.

ACT

Supplemental and Intensive Instruction/Interventions

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

Core Instructional Programs are mandated by the district. District issued Struggling Reading and Math Charts are used for intensive instruction and interventions. Additional supplemental materials are utilized to work towards mastery of Sunshine State Standards.

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

A variety of supplemental resources are utilized to work towards mastery. Some of them are computerized core content programs, (i.e. Compass Learning, River Deep). There are many internet websites such as FCAT Explorer in the area of science. Harcourt has their books on line and several of the adopted instructional series have intensive instruction components to address the struggling student and the re-teach component of mastery.

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

Professional development needs are developed through needs assessments, repeated common concerns in the area of delivery of instruction, classroom management, student performance and data analysis.

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

As a result of progress monitoring, and observations, students who consistently demonstrate academic deficiencies will receive supplemental and intensive instructional interventions. Students will be offered tutorials via FCAT camp, before and or after school tutoring if funds are available.

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

All personnel that are involved in working with students in intensive interventions will meet on a scheduled basis to discuss the effectiveness of their interventions. Strategies that are not effective will be discontinued. Rti procedures will be implemented if necessary.

Enrichment

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

All classroom teachers will provide opportunities for enrichment for their students via, small groups or differentiated instruction. At Hollywood Central we have clustered our students into a Gifted/High Achieving Model in grades 3,4 and 5.

These students are provided with an accelerated/enriched curriculum.

Describe how students are identified for enrichment strategies.

Results of Standardized testing such as the FCAT, BAT, Mini-Bats, assessment results are used to determine which students are eligible to receive enrichment instruction. In addition to test scores, parents and teachers can make recommendations. School Psychologists/as well as private psychologists administer a variety of I.Q. tests to see if children are eligible for placement in gifted/high achieving classes via an "gifted" eligibility.

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)
Scientific Process Skills	Science Contact	Weekly with different grade levels	After school on Wednesdays	Analyze the effectiveness of the Science IFC, mini lessons, mini assessments, maintenance, tutorials and enrichments to determine any necessary revision.
Reading Strategies	Reading Specialist	as needed	after school	Analyze the effectiveness of the Reading IFC, mini lessons, mini assessments, maintenance, tutorials and enrichments to determine any necessary revision.
Math	Math Contact	once a month	after school	Analyze the effectiveness of the math IFC, mini lessons, mini assessments, maintenance, tutorials and enrichments to determine any necessary revision.
Writing	Fourth Grade Chair person	bi monthly	after school/common planning times	Analyze the effectiveness of the writing IFC, mini lessons, mini assessments, maintenance, tutorials and enrichments to determine any necessary revision.

NCLB Public School Choice

Note: For Title I schools only

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

Pre-School Transition

When approached by surrounding pre-schools in our area, we share with them our kindergarten readiness expectations in the areas of socialization as well as academic skills which would prepare their preschoolers for academic success in kindergarten. In the spring of each year we invite pre-schoolers and their parents to hear a short presentation and tour our facility.

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		
Based on the Adequate Yearly Progress Report for the 2008-2009 school year, all subgroups were proficient.		After maintaining AYP status, it is our goal to continue working with all subgroups with rigor and fidelity. For the 2009-10 school year, we expect to have at least 79% of students scoring Level 3 or above on the FCAT Reading Assessment.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	<ul style="list-style-type: none"> • Fourth and fifth grade students showing deficiency in comprehension will be given additional reading instruction using Fast Track. • Second – fifth grade students identified as deficient in fluency will be given additional reading instruction using Quick Reads Kits, Quick Reads Technology, and Great Leaps. • Students in grades 3-5 identified in the lowest 25th percentile in the area of Reading will have the opportunity to attend FCAT Camps. • Students identified in the lowest 25th percentile will receive double-dosed interventions. • Students With Disabilities receive whole group reading instruction with their regular education teacher as well as a full reading block with their ESE teacher if indicated by their IEP. • Triumphs, the newly adopted intervention program, will be delivered to first, second and third grade students who are performing below grade level. • Daily use of student planners and work folders will serve as a communication tool between school and home. These communication tools will apprise parents/guardians of weaknesses and/or deficiencies in Reading and will include research-based strategies to be used at home to increase student 	Classroom Teachers, Delicia Decembert Reading Resource Teacher, Kathleen Fleming, ESE Teacher	<ul style="list-style-type: none"> • Students in grades 1-2 will be monitored using Treasures Oral Reading Fluency and Rigby Benchmark three times per year and results will determine any remediation required. • Students in grade 3 will be monitored using Treasures Oral Reading Fluency and Informal Reading Inventory (IRI) three times per year and results will determine any remediation required. • Students in grades 4-5 will be monitored using Trophies Oral Reading Fluency and Informal Reading Inventory (IRI) three times per year and results will determine any remediation required. • Students in grades 3-5 will complete the Benchmark Assessment Test in September and December. • Teachers will utilize Mini-Benchmark assessments to determine if Benchmark has been mastered. 	<ul style="list-style-type: none"> • Florida Assessment for Instruction in Reading • Treasures Oral Reading Fluency • Trophies Oral Reading Fluency • Rigby Benchmark • Informal Reading Inventory (IRI) • Core Reading Assessments • Mini BATS • FCAT Reading Assessment

achievement.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Teachers new to grades K-2 and all 3rd grade teachers will attend training sessions on how to implement the newly adopted reading text, Treasures. <ul style="list-style-type: none"> "Best Practice" workshops modeling new and innovative strategies will be conducted throughout the school year to address the needs of students identified "at risk" or who have scored below the 25th percentile. Teachers in grade K-5 will meet quarterly in vertical teams to discuss gaps in the Reading curriculum. 	Students will be instructed using one or more of the following research-based programs: Wilson Foundations, Treasures, Great Leaps, Fast Track, Accelerated Reader, Riverdeep: Destination Reading, Quick Reads, Quick Reads Technology, Elements of Vocabulary, Words Their Way, Text Talk, Mondo Oral Language, and Road to the Code.	All Classroom Teachers, Kathleen Fleming	Ongoing	Through routinely scheduled data chats specific students will be monitored for their progress or lack of progress in the area of reading.	Principal Assistant Principal ReadingCoach Team Leaders

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

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Leveled Books Elements of Reading Vocabulary Consumables	Textbooks	\$1,650.00
		Total: \$1,650.00
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
FCAT Camps	Accountability	\$3,000.00
		Total: \$3,000.00
		Final Total: \$4,650.00

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, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on 2009 FCAT Mathematics Assessment 76% met high standards in mathematics. In addition, all NCLB subgroups in 2008-2009 scored proficient.		By June 2010, 78% of students will meet high standards in on the FCAT Mathematics Assessment		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	<ul style="list-style-type: none"> Students in grades 2-5 will reflect on math concepts such as interpreting and constructing using "Math Problem of the Day" as starters and other problems encompassing the five strands of the SSS. Students in grades K-5 will use Riverdeep - Destination Math and Calendar Math. These programs reinforce basic math skills and contain activities that meet the needs of all students. Students in grades K-5 will be encouraged to participate in "Math Superstars" weekly. Students in 5th grade will utilize FCAT Explorer as an enrichment tool in the classroom and will also have ability to have access to the program at home. Students identified in the lowest 25th percentile in the area of Math will have the opportunity to attend FCAT Camps. Students identified in the lowest 25th percentile receive double-dose remediation. Daily use of student planners and work folders will serve as a communication tool between school and home. These communication tools will apprise parents/guardians of weaknesses and/or deficiencies in Math and will include research-based strategies to be used at home to increase student achievement. 	Every Teacher in the school. Delicia Decembert, Kathy Hazelcorn Kathleen Fleming	<ul style="list-style-type: none"> Students in grades 3-5 will be administered the Benchmark Assessment Test in September and December. Throughout the school year K-5 students will be given Math Chapter tests, Instructional Focus Mini Assessments and/or mini-BATs to assure student progress and mastery. 	End of chapter tests, daily quizzes, FCAT

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
An analysis of specific areas our students' scores dropped will be completed by grade level teams. Teachers will meet vertically each quarter to discuss gaps in the Math Curriculum.	The following is the list of research-based mathematics programs implemented into the curriculum: Harcourt Basal, Glen Coe Math for Advanced Students, Broward County Curriculum Map, Riverdeep - Destination Math, CCC, Everyday Math Counts, Hands on Equations, and Mountain Math.	All Classroom teachers	on going	Through Routinely scheduled Data chats, specific students will be monitored for their progress in math.	Principal Assistant Principal Math Chair Team Leaders

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
STAR Math program support	Technology	\$250.00
		Total: \$250.00
Professional Development		
Description of Resources	Funding Source	Available Amount
		\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
		\$0.00
		Total: \$0.00
		Final Total: \$250.00

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 the 2009 FCAT Science Test, 25% of 5th grade met high standards in Science.		By June 2010, 35% of 5th graders will meet high standards in Science on the FCAT.	
Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1 •CORE Teacher will collaborate with teachers and will instruct 4th & 5th grade students in the scientific process and Hands-On Science Kits. •All K-5 teachers will implement the Hands-On Science Kits in their curriculum. Student instruction will be enhanced utilizing district created lesson plans on BEEP targeted for grade levels(K-5)Students will increase knowledge of science vocabulary through "Word of the Day"/"Concept of the Week." •Students will utilize appropriate software and websites to incorporate technology into the science curriculum while enhancing classroom instruction, assessment, and application.Students will display science knowledge using graphic organizers	Michelle Nelson, Delicia Decembert, Kathy Hazelcorn Kathleen Fleming.	•After each strand is taught, students will be assessed to ensure content knowledge. •Grade 5 will be given district pre and post tests in September and April. •Grade 3-5 students will be assessed after each strand is taught. •Assessments will be administered periodically to determine students who have mastered content and those who need remediation via school wide Instructional Focus and/or mini-BATs.	•Grade 5 will be given district pre and post tests in September and April. •After each strand is taught, students will be assessed to assure content knowledge.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
<ul style="list-style-type: none"> •New teachers and those changing grade levels will have the opportunity to attend District-based Delta Science Hands-on manipulatives workshops. •Site-based staff development for all teachers on Delta Science Hands-on manipulatives will be provided. •Teachers will utilize BEEP for accessing Science Lesson Plans, Science Curriculum Maps, and additional classroom resources. <p>By providing the above professional development, teachers will gain knowledge and student achievement will increase. Students will take multiple forms of the Mini-Bat Assesments in Science.</p>	Teachers will be oriented to the concept that Science is cummulative from grade K up through grade 5. Grades 4-5 will attend a scheduled science special.	Michelle Nelson	On going	Assessments will be administered periodically to determine students who have mastered content and those who need remediation via school wide Instructional Focus and/or mini-BATs.	Principal Assistant Principal Science Chair Team Leaders

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Replacement of Delta Hands on Science	Textbook	\$1,000.00
		Total: \$1,000.00
Technology		
Description of Resources	Funding Source	Available Amount
		\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
		\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
		\$0.00
		Total: \$0.00
		Final Total: \$1,000.00

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
All Sub groups in grades K-2 will participate in the Mary Lewis Writing Program. Based on the FCAT Writing Test in the Spring of 2009, 89% of our 4th graders achieved a 3.5 or above.This is a 15% improvement from the 2007-2008 school year. In an effort to maintain our AYP status, all subgroups will participate in the Mary Lewis Writing program and will meet weekly with the CORE writing special teacher.	The number of 4th graders to score 3.5 or above went from 74% to 89%.By June 2010, 91% of fourth grade students will score a 3.5 or higher on the FCAT Writing

	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	<ul style="list-style-type: none"> Students in grades K-5 will be instructed to develop written work each month which correlates to the Broward County K-12 Writing Plan. Students in grades 1-5 will utilize a "prompt" format as part of their writing curriculum. Students in grade 4 will complete writing prompts (Focus Friday) which will be scored according to the FCAT rubric, posted to the Above The Clouds database and monitored by administrative personnel. Students in grades K-2 currently receiving writing instruction using the Lucy Calkins Units of Study for Primary Writing will transition to the Mary Lewis Writing program. Students in grades 3-5 will receive writing instruction using the Mary Lewis Writing Program. Teachers in grades K-5 will instruct students on vocabulary, spelling, and/ or sight words using Elements of Reading Vocabulary and "Word Wall" activities to assist in writing. All students in grade 4 will have the opportunity to attend FCAT Writing Camps after school. Students will use Graphic Organizers as a prewriting strategy. Students identified in the lowest 25th percentile receive double-dose remediation by small group instruction in the classroom. 	Michelle Nelson, Kathleen Fleming, Delicia Decembert, Kathy Hazelcorn	<ul style="list-style-type: none"> Students in grade 4 will complete writing prompts (Focus Friday) which will be scored according to the FCAT rubric, posted to the Above The Clouds database and monitored by administrative personnel. 	<p>In October 2009 and April 2010, students in grades 3-5 will be evaluated using the Florida FCAT Rubric.</p> <ul style="list-style-type: none"> In September 2009, January 2009 and May 2010 students in grades K-2 will be evaluated using the Six Traits Continuum.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
<ul style="list-style-type: none"> Teachers new to grades 3, 4 & 5 will be trained in the Mary Lewis Writing Program. Teachers in grades K - 2 will be trained in the Mary Lewis Writing Program. Teachers new to grades K-5 will receive an overview of the Elements of Reading Vocabulary Program. <p>By providing the above professional development, teachers will gain knowledge and student achievement will increase. At the close of the 2009-10 school year, we will provide a needs assessment to determine the effectiveness of our professional development and to plan appropriately for the upcoming school year.</p>	<p>Through the use of Evidence-based</p> <ul style="list-style-type: none"> Mary Lewis Writing Program for grades K-5. <p>Elements of Reading Vocabulary</p> <ul style="list-style-type: none"> Write Traits Kits – Grades 3 & 4 	Michelle Nelson	On Going	<ul style="list-style-type: none"> Students in grade 4 will complete writing prompts (Focus Friday) which will be scored according to the FCAT rubric, posted to the Above The Clouds database and monitored by administrative personnel. In October 2009 and April 2010, students in grades 3-5 will be evaluated using the Florida FCAT Rubric. In September 2009, January 2010 and May 2010 students in grades K-2 will be evaluated using the Six Traits Continuum. 	<p>Principal</p> <p>Assistant Principal</p> <p>ReadingCoach</p> <p>Writing Chair</p> <p>Team Leaders</p>

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Mary Lewis Writing Program		\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
		\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Mary Lewis Writing Program		\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
		\$0.00
		Total: \$0.00
		Final Total: \$0.00

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		
Based on collection data, an average percentage of 70% of parents participated in the Meet and Greet and 52% of parents participated in our Open House. Our objective is to increase parent support and participation in their children's education by providing interactive workshops in the areas of reading, math, writing, and FCAT strategies. Meetings will be held in the evening with baby-sitting and refreshments provided.		By June 2010, 47% of parents will participate in parent interactive training opportunities.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Hollywood Central Elementary will provide various training opportunities for parents including but not limited to Family Math Night, Science night, and workshops to teach parents reading and writing strategies they can use at home.	Administration, Reading Coach, Science Teacher and Classroom teachers.	Parent Feedback Forms	Attendance at meetings/ continued involvement in school activities

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
Our objective is to increase parent	Hollywood Central Elementary will provide various training opportunities for parents	Reading Coach, Science Contact,		We will analyze sign in sheets and feedback forms for each activity looking for	Principal Title I Coordinator

attendance at school trainings held after school hours.	including but not limited to Family Math Night, Science night, and workshops to teach parents reading and writing strategies they can use at home.	Fourth grade chair-person, and other classroom teachers.	On going	an increase in the numbers of parent participating and comments on areas of success and concern.	Volunteer Coordinator Partnership Liaisons
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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
Family Nights in the areas of: Math Night, Writing Night, Science Night	Title I Funds	\$1,910.00
		Total: \$1,910.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$1,910.00

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	Leveled Books Elements of Reading Vocabulary Consumables	Textbooks	\$1,650.00
Writing	Mary Lewis Writing Program		\$0.00
Science	Replacement of Delta Hands on Science	Textbook	\$1,000.00
			Total: \$2,650.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Mathematics	STAR Math program support	Technology	\$250.00
Writing			\$0.00
Science			\$0.00
			Total: \$250.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Mathematics			\$0.00
Writing	Mary Lewis Writing Program		\$0.00
Science			\$0.00
Parental Involvement	Family Nights in the areas of: Math Night, Writing Night, Science Night	Title I Funds	\$1,910.00
			Total: \$1,910.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	FCAT Camps	Accountability	\$3,000.00
Mathematics			\$0.00
Writing			\$0.00
Science			\$0.00
			Total: \$3,000.00
			Final Total: \$7,810.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

Intervene
 Correct II
 Prevent II
 Correct I
 Prevent I
 NA

No Attached school's Differentiated Accountability Checklist of Compliance

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
FCAT TUTORIAL CAMP	3000

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

Hollywood Central Elementary SAC is responsible for the implementation of the provisions of Sections 10001.42(16) and

1008.34F.S.(school improvement) using collaborative decision making. SAC Meetings are publicized via school newsletter, weekly fliers, phone calls and school marquee.

- .Peer groups elect their representatives with Principal, BTU representative and business partners being appointed. The composition of the SAC reflects the demographics of our student population.
- . The tentative 2009-20010 budget is \$3275.00 (\$5.00 per unweighted FTE)
- . The SAC assists in the preparation and evaluation of the SIP and the school's annual budget in the following ways:
- . Needs assessment provided to students, parents, business partners, stakeholders.
- . Analyze students test data for areas of weakness.
- . Subcommittees meet to discuss concerns/priorities of core curriculum.
- . Draft of plan is created.
- . SIP is presented to all stakeholders for input, revisions and approval.
- . Revise as needed.

SAC Members

Members

- 1) Delicia Decembert, Principal
- 2) Paula Stone, SAC Chair
- 3) Aurora Cuadros, SAC Chair
- 4) Jacqueline Singleton, Teacher
- 5) Jeanne Clavijo, Teacher
- 6) Pamela Santos, Parent
- 7) Andrew Vaz, Parent
- 8) Connie Villers-Furze, Parent
- 9) Angela Cherry-Roller, Parent
- 10) Deborah Laiter, Parent
- 11) Kelly Bagiotti, Parent
- 12) Cristian Hauser, Parent
- 13) Erica Lang, Parent
- 14) Felcia Hart, Community Member
- 15) Juilan Gazzano, Community Member
- 16) Perry Pustman, Community Member
- 17) Sandra Sunkins, School Support Personnel
- 18) Deborah Cowfer, Union Steward

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2													Broward HOLLYWOOD CENTRAL ELEMENTARY SCHOOL 0121													
Number of students enrolled in the grades tested: Click here to see Number of students in each group													Read: 294 Math: 294		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	72	Y	73	Y			94	Y			NA	29	28	NA	27	27	NA	76	NA	76	NA	
WHITE	99	Y	99	Y	74	Y	77	Y			90	Y			NA	22	26	NA	23	23	NA	77	NA	78	NA	
BLACK	100	Y	100	Y		NA		NA				NA			NA			NA			NA					
HISPANIC	100	Y	100	Y	68	Y	72	Y				NA			NA	38	32	NA	31	28	NA	73	NA	75	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	67	Y	66	N			93	Y			NA	37	33	NA	33	34	N	70	NA	73	Y	
ENGLISH LANGUAGE LEARNERS	99	Y	99	Y	70	Y	73	Y				NA			NA	41	30	NA	28	27	NA	82	NA	73	NA	
STUDENTS WITH DISABILITIES	100	Y	100	Y		NA		NA				NA			NA			NA			NA					

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2													Broward HOLLYWOOD CENTRAL ELEMENTARY SCHOOL 0121													
Number of students enrolled in the grades tested: Click here to see Number of students in each group													Read: 308 Math: 308		2007-2008 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?		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	100	Y	71	Y	73	Y			Y			NA	43	29	NA	37	27	NA	74	NA	75	NA		
WHITE	100	Y	100	Y	78	Y	77	Y			Y			NA	34	22	NA	27	23	NA	78	NA	77	NA		
BLACK	100	Y	100	Y		NA		NA				NA			NA			NA			NA					
HISPANIC	100	Y	100	Y	62	Y	69	Y				NA			NA	55	38	NA	46	31	NA	68	NA	74	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	63	Y	67	Y			Y			NA	52	37	NA	46	33	NA	71	NA	69	NA		
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	59	Y	72	Y				NA			NA	60	41	NA	49	28	NA	71	NA	76	NA	
STUDENTS WITH DISABILITIES	100	Y	100	Y		NA		NA				NA			NA			NA			NA					

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2													Broward HOLLYWOOD CENTRAL ELEMENTARY SCHOOL 0121													
Number of students enrolled in the grades tested: Click here to see Number of students in each group													Read: 321 Math: 321		2006-2007 School Grade ¹ : B		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	100	Y	100	Y	57	Y	63	Y	90		Y			NA	32	41	NA	39	37	NA	56	NA	65	NA		
WHITE	100	Y	100	Y	66	Y	73	Y			Y			NA	26	29	NA	32	27	NA	64	NA	72	NA		
BLACK	100	Y	100	Y		NA		NA			NA			NA			NA			NA						
HISPANIC	100	Y	100	Y	45	N	54	N	81		Y			NA	39	54	N	49	46	N	47	N	61	Y		
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	48	N	54	N	87		Y			NA	42	50	N	52	46	Y	48	N	59	NA		
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	40	N	51	N			Y			NA	56	NA	45	49	N	48	N	62	Y			
STUDENTS WITH DISABILITIES	100	Y	100	Y		NA		NA				NA			NA			NA			NA					

SCHOOL GRADE DATA

Broward School District HOLLYWOOD CENTRAL ELEMENTARY SCHOOL 2008-2009					
	Reading	Math	Writing	Science	Grade Points Earned
% Meeting High Standards (FCAT Level 3 and Above)	76%	76%	95%	27%	274
% of Students Making Learning Gains	72%	65%			137
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: <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?	71% (YES)	67% (YES)				138	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 = 100%							Percent of eligible students tested
School Grade						A	Grade based on total points, adequate progress, and % of students tested

Broward School District HOLLYWOOD CENTRAL ELEMENTARY SCHOOL 2007-2008							
	Reading	Math	Writing	Science	Grade Points Earned		
% Meeting High Standards (FCAT Level 3 and Above)	77%	76%	73%	29%	255	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	72%	71%			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?	74% (YES)	74% (YES)			148	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					546		
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 HOLLYWOOD CENTRAL ELEMENTARY SCHOOL 2006-2007							
	Reading	Math	Writing	Science	Grade Points Earned		
% Meeting High Standards (FCAT Level 3 and Above)	62%	66%	89%	35%	252	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	69%	58%			127	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?	58% (YES)	63% (YES)			121	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					500		
Percent Tested = 100%						Percent of eligible students tested	
School Grade						B	Grade based on total points, adequate progress, and % of students tested