

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: HALLANDALE ELEMENTARY SCHOOL

District Name: Broward

Principal: Sharon Ludwig

SAC Chair: Nicole Coleman

Superintendent: James Notter

Date of School Board Approval: December 1, 2008

Last Modified on: 09-10-2009

Dr. Eric J. Smith, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Frances Haithcock, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

VISION and MISSION STATEMENTS

Our Vision:

All of our children will be successful in achieving excellence in education in a safe and nurturing environment.

Our Mission:

Hallandale Elementary is committed to providing a quality education. We believe that the process of education involves the establishment of a teaching and learning environment which sets high expectations enabling all students to become productive citizens. Through a variety of educational experience we encourage and motivate students to achieve their maximum potential. We promote the academic, social, emotional and physical development of all students in order that they may grow to be responsible members of our society.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

Our school is a five track calendar year round facility that has implemented this model for the past fifteen years. We are a Title I school that has a high percentage rate of free and reduce lunch students. Our school received an A for the 2008-2009 school year and made Adequate Yearly Progress. This is an accomplishment that we are striving for this school year as well.

Hallandale Elementary School is located in a large county in South Florida's metropolitan area. According to data from the Florida Department of Education, the estimated population of the community is 34,504. The demographics of the community are 62% White, 15.9% Black, 1% Asian, Multiracial 1.7% and 18.2% of the population is of Hispanic. The median household income as of 2009 is \$26,804, according to the Florida Department of Education. The percentage of the population below poverty is 18.2%, and the unemployment rate is 3.5%. The graduation rate is 30.8% from high school and 17.8% of the residents attend college.

Unique School Strengths for Next Year

The unique school strengths for the 2009-2010 school year will be the departmentalization of the fifth grade curriculum. Our fifth grade teachers have worked extremely hard to create and implement this educational program.

Unique School Weaknesses for Next Year

The unique school weakness for this school year is the loss of our instructional coaches in Reading, Science and Math due to budget cuts. Also, another unique school weakness is the loss of 6 teacher assistants to assist with teachers and students due to budget cuts.

Student Demographics

We currently have 1,075 students with a projection of 1,167 in grades K through 5. Demographics include the following: Caucasian 10.56%, African-American 40.34%, Hispanic 42.32%, Asian 1.13%, Indian .47%, and Multi-Racial 5.18%. 90% of Hallandale students are on Free or Reduced lunch.

Student Attendance Rates

The average daily attendance as of August 2009 is 94.30%.

Student Mobility

42.60%

Student Suspension Rates

The suspension rate for 2008 was as follows:

In-school suspension= 0.30%

Out-of-School suspension= 0.08%

2009 is as follows:

In-School suspension= 0.10%

Out-of-School suspension= 0.30%

Student Retention Rates

N/A

Class Size

The average class size as of now for kindergarten through third grade is 16.65%.

The average class size as of now for fourth through fifth grade is 18.89%.

Academic Performance of Feeder Pattern

Gulfstream Middle School received a C for their letter grade and did not make Adequate Yearly Progress.

McNicol Middle School received a B for their letter grade and did not make Adequate Yearly Progress.

Hallandale High School received a C for their letter grade and did not make Adequate Yearly Progress.

Partnerships and Grants

Hallandale Beach Police Department is a supporter of the 5th grade D.A.R.E. Program.

International House of Pancakes donates coupons throughout the school year to promote student achievement.

Memorial Regional Health Care councils families weekly in need, and they provide services to families on school and home visits as well from the use of their mobile van.

Hallandale Beach Fire Department assists with safety and Fire Prevention Week. Their services are also offered during Career Week and they host a fire prevention poster contest each year.

Chrysalis Counseling Center addresses student"s concerns in a professional and kind manner.

Memorial Adult Day Care Center assists many of our families and they offer services that are valuable to senior care. They have yearly visits to our school

Nova Southeastern University provides UTAP participation and provides the students with great role models and assistance with curriculum.

Austin Hepburn Community Center assists our students with tutoring and after school services.

Hallandale Beach Public Library encourages reading for our students and allows them to utilize their computers for research. They also sponsor a tutoring program.

Hometown Buffet is always supportive with providing incentives to promote student achievement.

Sheraton Hotels assists with character traits with "The Gentlemen's Club" and "Because I'm Beautiful Club". They give these students gift cards occasionally for school supplies.

City of Hallandale is a great asset in contributing to our environmental kick-off with the science club.

Dunkin' Donuts gives incentives to teachers and our families during school events.

Kiwanis Club provides the students with dictionaries in different languages to utilize in school.

Barnes and Noble provides students with discounts on purchasing books to increase reading success. They also sponsor a

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	Sharon Ludwig	B.A. Elementary Education M.A. Computer Science Specialist Degree Administrative Leadership	15	20	<p>2008-2009 Grade: A Reading Mastery: 74% Math Mastery: 56% Science Mastery 41% Writing Mastery: 98% AYP:Black, ELL, and SWD made AYP in Reading and Math.</p> <p>2007-2008 Grade: A Reading Mastery: 68% Math Mastery: 86% Science Mastery: 47% Science Mastery:47% Writing Mastery: 100% AYP: Hispanic subgroup made AYP in Reading and Math</p> <p>2006-2007 Grade: A Reading Mastery: 74% Math Mastery: 84% Science Mastery: 44% Writing Mastery: 99% AYP: Hispanic subgroup made AYP in Reading and Math.</p> <p>2005-2006 Grade: A Reading Mastery: 72% Math Mastery: 85% Science Mastery: No Score writing Mastery: 98% AYP:Hispanic subgroup made AYP in Reading and Math.</p>
Assis Principal	Troy Holding	B.A. Biology/Math M.A. Educational Leadership	3	3	<p>2008-2009 Grade: A Reading Mastery: 74% Math Mastery: 56% Science Mastery 41% Writing Mastery: 98% AYP:Black, ELL, and SWD made AYP in Reading and Math.</p> <p>2007-2008 Grade: A Reading Mastery: 68% Math Mastery: 86% Science Mastery: 47% Science Mastery:47% Writing Mastery: 100% AYP: Hispanic subgroup made AYP in Reading and Math</p> <p>2006-2007 Grade: A Reading Mastery: 74% Math Mastery: 84% Science Mastery: 44% Writing Mastery: 99% AYP: Hispanic subgroup made AYP in Reading and Math.</p> <p>2005-2006 Grade: A Reading Mastery: 72% Math Mastery: 85% Science Mastery: No Score writing Mastery: 98% AYP:Hispanic subgroup made AYP in Reading and Math.</p>

* 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	Maureen O'brien	B.A. Elementary Education M.S. in Reading	7	5	2008-2009 Grade: A Black, FRPL, ELL, and SWD did make AYP in reading. 2007-2008 Grade: A Hispanic subgroup made AYP in reading.

* 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)
Staff developments are available bi-weekly to encourage our teachers to be effective.	Assistant Principal	Ongoing	
Collaboration of curriculum goals and objectives.	Leadership Team or Department Chairperson	Ongoing	
Veteran teachers serve as mentors to teachers with 3 years or less teaching experience	Veteran Teachers	Ongoing	
Classroom walkthroughs are utilized to collect data and to find a focus area of the school	Principal or Assistant Principal	Ongoing	
All new teachers are assigned to a mentor to assist with the first year. (NESS PROGRAM)	NESS Liaison	N/A	This will not be implemented this school year due to no teachers being hired based on budget cuts.
Advertisements of teacher vacancies and shortages are made via the district Employment Information website, teacher recruitment job fair.	District	Ongoing	
Listings of professional developments are offered to maintain qualified teachers	Broward County's Virtual University	Ongoing	

Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Aleshia Coleman	Gifted Endorsement	4th Grade Gifted Teacher	Mrs. Coleman has completed the course to become certified however it needs to be placed on the professional certificate.
Delcarmen Linares-Colon	Gifted Endorsement	3rd Grade Gifted Teacher	Mrs. Colon has completed the courses to become certified, however it needs to be placed on the professional certificate.
Sean Hoffman	ELL Endorsement	3rd Grade Teacher	Mr. Hoffman has completed the courses to become certified, however it needs to be placed on the professional certificate.
Lunie Francis	ELL Endorsement	4th Grade Teacher	Ms. Francis has completed three of the ESOL Endorsement classes and will register for the last two during the 2009-2010 school year. Ms. Lunie will partner with a veteran teacher who is endorsed to provide assistance.
Monique Hardge	ELL Endorsement	4th Grade Teacher	Mrs. Hardge has completed three of the ESOL Endorsement classes and will register for the last two during the 2009-2010 school year. Mrs. Hardge will partner with a veteran teacher who is endorsed to provide assistance.
			Mrs. Mancuso has completed three of the ESOL Endorsement classes and will register

Cynthia Mancuso	ELL Endorsement	1st Grade Teacher	for the last two during the 2009-2010 school year. Mrs. Mancuso will partner with a veteran teacher who is endorsed to provide assistance.
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Staff Demographics

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed
70	0	34	41	25	30	100	7	14	94

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Nichole Coleman or Carolina Leyva (Third Grade Department Chairs)	LoriAyn Stickler	Ms. Sickler has taught primary grades in the past eight years and she is a third grade teacher for the 2009-2010 school year. Ms. Stickler will be mentored on how to instruct the curriculum.	The mentor and mentee will plan weekly to introduce the goals and objectives of third grade. The mentor will also observe lessons to ensure the curriculum is being taught appropriately. Also, the mentor will discuss the strategies and skills that need to be implemented daily in order to have success on the high stake assessment test. The mentor will model lessons for the mentee if necessary.
Nichole Coleman or Carolina Leyva (Third Grade Department Chairs)	Donya Walker	Ms. Walker has taught fifth grade for the past five years, and she is a third grade teacher for the 2009-2010 school year. Ms. Walker will be mentored on how to instruct the curriculum.	The mentor and mentee will plan weekly to introduce the goals and objectives of third grade. The mentor will also observe lessons to ensure the curriculum is being taught appropriately. Also, the mentor will discuss the strategies and skills that need to be implemented daily in order to have success on the high stake assessment test. The mentor will model lessons for the mentee if necessary.
Nichole Coleman or Carolina Leyva (Third Grade Department Chairs)	Regina Jones	Mrs. Jones has taught fifth grade for the past seven years, and she is a third grade teacher for the 2009-2010 school year. Mrs. Jones will be mentored on how to instruct the curriculum.	The mentor and mentee will plan weekly to introduce the goals and objectives of third grade. The mentor will also observe lessons to ensure the curriculum is being taught appropriately. Also, the mentor will discuss the strategies and skills that need to be implemented daily in order to have success on the high stake assessment test. The mentor will model lessons for the mentee if necessary.
Nichole Coleman or Carolina Leyva (Third Grade Department Chairs)	Jessica Lewis	Mrs. Lewis has taught fifth grade for the past two years, and she is a third grade teacher for the 2009-2010 school year. Mrs. Lewis will be mentored on how to instruct the curriculum.	The mentor and mentee will plan weekly to introduce the goals and objectives of third grade. The mentor will also observe lessons to ensure the curriculum is being taught appropriately. Also, the mentor will discuss the strategies and skills that need to be implemented daily in order to have success on the high stake assessment test. The mentor will model lessons for the mentee if necessary.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

Title I funds will be used to provide double dosing intervention program to low performing students.

Agenda books are purchased for each student to utilize as communication tool for parents and teachers, and an organizational tool for students.

Community Liaison will provide assistance with the parents and the school when dealing with communication.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

The Title III fund allows our school to purchase materials for the ELL students to assist in their education.

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

The SAI money is being used for a partial teacher's salary.

Violence Prevention Programs

The violence prevention programs at Hallandale Elementary consist of D.A.R.E., and our SRO implements this curriculum to our fifth grade students.

The administrators and guidance counselors have trained employees and students on the importance of nonviolence. We have a "No Bullying Zone" within the school, and this area has positive behavior indicators displayed.

Nutrition Programs

Commit 2B Fit program is provided to third, fourth and fifth grade students to explain the purpose of making healthy decisions.

The nurse provides training to students with asthma on how to cope with this medical condition.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

The leadership team consists of the following:

The Principal serves as an overseer to ensure that the vision, mission, goals, and objectives are being attained successfully for the school.

Assistant Principal serves as an overseer to ensure that the vision, mission, goals, and objectives are being attained successfully for the school.

Reading Instructional Coach presents new information from the district and explains what instructional focus areas should be implemented each week. Also, the instructional coach ensures that various interventions are being implemented in grade K-5.

Department Chairs and Co-chairs for each grade level will brainstorm with other members to report what strategies and objectives are working for student achievement.

Exceptional Student Education Specialist will notify the team of new information from the district and state pertaining to ESE and ELL students. The ESE specialist will also receive an update on the progress of this students bi-weekly.

Guidance Counselors will discuss services for parents and students to increase student achievement and parental involvement.

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

The RtI Leadership Team meets bi-weekly on a Monday to discuss the goals for the school, and how they will be attained. The team discusses what was successful from the previous year and what needs to be altered in order for success to occur.

- . Meetings are held to discuss at risk students
- . Teacher presents the area of concern based on instructional focus
- . Data about the student is collected
- . Rti Team makes recommendations of interventions for teacher to implement
- . Interventions are monitored and assessed by teacher for two weeks
- . Additional meetings are scheduled based on academic improvement and may lead to CPST.

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

The RtI Leadership Team creates the goals for Reading, Mathematics, Writing, and Science. The RtL Leadership Team disaggregates data from the previous school year to make decision on goals to be attained.

- . Students who are in the lowest 25% in Reading and Math are brought to the Rti team
- . AYP subgroups are analyzed using the DART and Administrative report
- . Interventions are implemented by teacher
- . Data is collected to monitor progress and address additional concerns

RtI Implementation

Describe the data management system used to summarize tiered data.

- . Baseline data: Previous year test scores, Broward Assessment Test (BAT 1 & 2 for reading, math, and science), Progress Monitoring and Reporting Network (PMRN) and the Florida Comprehensive Assessment Test (FCAT).
- . Progress Monitoring: BEEP Mini Assessments, PMRN, Oral Reading Fluency
- . Midyear: Florida Assessments for Instructions in Reading (FAIR), Diagnostic Assessment for Reading (DAR), and Oral Reading Fluency.
- . End of year: FAIR, ORF, and FCAT
- . Frequency of Data Chat Days: three times during the month we analysis the data from this information below. These tests are administered during the following times throughout the year:
 - FAIR - three times a year
 - DAR-three times a year
 - BAT-twice a year
 - FCAT-once a year
 - ORF- three times a year
- . Teachers will also collect data from pre/post test, frequency charts, and work samples

Describe the plan to train staff on RtI.

- . PowerPoint presentation will be presented during pre-planning days by Assistant Principal
- . Team leaders will meet with team members to discuss common terms and show comparison to other Instructional models
- . Leadership Team meetings will consist of mini-lessons on implementation of RtI

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:

- . 5th grade students made a 12% increase in Reading
- . 5th grade students made a 1% increase in Math
- . 4th grade students made a 8% increase in Reading at level 3 and above
- . 5th grade students made a 13% increase in Reading at level 3 and above
- . DSS scores increased both in Reading and Math in grades 3-5

Weaknesses indicated:

- . Students in 4th grade decreased in Math by 9%
- . Students in 3rd grade decreased in Reading by 2%
- . Students in 3rd grade decreased in Math by 1%
- . Writing scores at 3.5 and above decreased in 4th grade by 2%
- . Science scores at 3.5 and above decreased in 5th grade by 2%

Instructional Calendar Development

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

- . The District Core Curriculum departments for grades 3-5 developed Instructional Focus Calendars in July of 2009
- . The Leadership Team will meet with grade levels and the discuss the Instructional Focus Calendars with fidelity
- . Grade levels will make modifications based on the FCAT data and AYP reports developed by the Assistant Principal to fit the needs of all students and our year round calendar
- . Professional Learning Committees for Writing, Math, Reading and Science will meet to discuss data
- . Based on monthly data analysis, Leadership Team meetings will help determine where revisions are needed

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

Reading:

- . Grade 3- Words/Phrases, Main Idea/Purpose
- . Grade 4- Main Idea/Purpose
- . Grade 5- Words/Phrases, Reference Research

Math:

- . Grade 3- Number Sense, Measurement
- . Grade 4- Number Sense
- . Grade 5- Measurement, Algebraic Thinking

Science:

- . Grade 5- Physical/Chemical, Scientific Thinking

Writing:

- . Grade 4- Narrative

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

- . Grade 5 will be departmentalizing for reading, math, social studies, and science
- . A 90- minute uninterrupted reading block will be established
- . Classes will define 3 homogeneous groups in each classroom
- . Implementation of Instructional Focus Calendars
- . RtI team will be utilized to analyze data and assess grade level needs
- . High achieving self-contained classroom will be formed in grades 3-5

- . Re-grouping of students will be made as data is reviewed
- . Special Arts teachers will pull-out reading groups in grade 4
- . Paraprofessional will work with 3rd grade retentions
- . Recommendations for staff development will be made when applicable with the assistance of Reading Specialist

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

- . Technology is incorporated in daily instruction
- . Guidance curriculum
- . Real-world application is infused into the curriculum
- . Anti-bullying program

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?

- . Utilization of Instructional Focus Calendars located on BEEP for teachers to access
- . Teachers will be monitored through lesson plan checks, and CWT's
- . Leadership Team and Vertical Team meetings
- . Academic committees will meet for Reading, Math, Writing and Science
- . Professional Learning Communities
- . Homogeneous groupings

How are instructional focus lessons developed and delivered?

- . BEEP lessons will be used by grade levels
- . Instructional Focus Calendars
- . Data analysis
- . Faculty meetings
- . Team Leader meetings
- . Grade level meetings
- . Data chats
- . Lessons will be delivered throughout the day by classroom teacher

How will instructional focus lessons be revised and monitored?

- . BAT scores
- . DATA chats and data analysis
- . Proficiency of student success rate for each Benchmark
- . RTI Team

CHECK

Assessment

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

- . State Adopted exams
- . BAT and Mini BATS
- . IRI
- . DAR
- . RIGBY
- . FAIR
- . FLKRS
- . CELLA
- . Assessments will be administered to determine student progress

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

- . Performing on grade level
- . Performance on State Adopted test based on curriculum benchmarks
- . Scoring 80% or better on Mini BAT's
- . Teachers will meet the needs of the student through utilization of individual
- . Based on the success rate of student achievement, IFC will be modified to benchmark needs

Maintenance

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

- On going assessment and maintenance of Benchmark mastery will be monitored by:
- . Student progress
 - . BAT
 - . Differentiated Instruction developed by Leadership teams/classroom teachers

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.

- . Weekly Leadership Team meetings
- . RtI Team meetings
- . Weekly grade level Team meetings facilitated by team leaders
- . Monthly Leadership team meetings by grade levels
- . Collection of data through Data Warehouse

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.

- . Teacher data chats with Administration
- . CWT
- . Attend grade level meetings
- . RtI Team will report findings to Administration
- . Monitoring and collection of data of weekly math drills
- . Professional Learning Communities will be developed

ACT

Supplemental and Intensive Instruction/Interventions

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

- . State adopted textbooks
- . Struggling Reading and Math charts

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

- . Small group instruction in all content areas
- . FCAT skills will be remediated by paraprofessional for third grade retentions
- . Special Arts Instructional staff will remediate 4th grade students
- . Interventions from struggling reading and math charts will be utilized by all instructional staff

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

- . Needs Assessment Surveys
- . Based on the analysis of data pulled from DWH
- . Trends and patterns within school AYP subgroups
- . School focus

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

- . 3rd grade retentions
- . All level 1 and level 2 students for Reading and Math
- . ELL A1 and A2 students

- . All AYP subgroups will be monitored

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

- . Student portfolio folders will be reviewed
- . CWT
- . BATS
- . Data Chats
- . Data collection will be reviewed by Administration
- . RtI Team and Leadership Team follow up meetings

Enrichment

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

- . High achieving students in grade 3-5 have certified gifted teachers that will service their needs
- . 1st and 2nd grade students that are high achieving will receive modified instruction to meet their needs and have a support facilitator if they are gifted
- . Utilization of technology in lesson presentation to bring in real-world experience
- . United Streaming
- . BEEP lessons
- . Promethean Boards
- . Digital responders will be utilized in 5th grade

Describe how students are identified for enrichment strategies.

- . Data from test scores
- . Pre-screening for Kindergarten students using FLKRS
- . End of year screening for Kindergarten students matriculating to 1st grade

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)
SIP Reading Committee	Maureen O'Brien	Bi-monthly	First Tuesday of month	SIP Implementation and data analysis. Analyze the effectiveness of FCIM calendars
SIP Math/Data Committee	Mark Millar	Bi-monthly	First Tuesday of month	SIP Implementation and data analysis. Analyze the effectiveness of FCIM calendars
SIP Science Committee	Mary DelBorrello	Bi-monthly	First Tuesday of the month	SIP Implementation and data analysis. Analyze the effectiveness of FCIM calendars.
SIP Writing Committee	Aleisha Coleman	Bi-monthly	First Tuesday of the month	SIP Implementation and data analysis. Analyze the effectiveness of FCIM calendars.
Leadership Team 5th Grade	Esther Charles/Mary DelBorrello	Weekly	Wednesday	Data Review, IFC, Peer mentoring, mini-bats, tutorial and enrichments. Sharing of best practices
Leadership Team 4th Grade	Dianne Duga/GonzalezDuque	Weekly	Wednesday	Data Review, IFC, Peer mentoring, mini-bats and sharing of best practices.
Leadership Team 3rd Grade	Carolina Leyva/Nicole Coleman	Weekly	Wednesday	Data Review, IFC, Peer mentoring, mini-bats and sharing of best practices
Leadership Team 2nd Grade	Esther Prendes	Weekly	Wednesday	Data Review, IFC, Peer mentoring, tutorial and enrichment groups.
Leadership Team 1st Grade	Stephanie Bustillo/Ivette Tucker	Weekly	Wednesday	Data Review, IFC, Peer mentoring
Leadership Team Kindergarten	Susan Fleischman/Wilene Galiana	Weekly	Wednesday	Data Review, IFC, Peer mentoring, monitor results of FAIR testing
Team Leader meetings	Sharon Ludwig	Monthly	Third Tuesday of month	Data Analysis, School Focus, IFC for grade levels, SIP goals, and Staff Development. Also analyze the effectiveness of FCIM calendars
SAC/SAF	Mary DelBorrello	Monthly	First Tuesday of month	Data analysis, Implementation and SAC training. Also monitor and review progress of school improvement goals
Technology	Yvette Katz	Bi-monthly	Thursday	Utilization of Software, database, computer proficiency lessons
ESE	Vera Leist	monthly	Tuesday	-Identify teaching strategies -Curriculum Planning -Best Practices

Staff Development	PDT/selected staff and district personnel	monthly	Early Release days	-Test Specs -Struggling Reading with RTI -District IFC and related BEEP lessons -Strand H Science
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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

- . Incoming Kindergarten students and there families are invited to spend the first two weeks in school to meet with teachers, familiarize themselves with the school and go over grade level expectations for the school year
- . Pre-school students upon registration may visit before beginning school, go on a tour of the campus, and meeting with the Curriculum Specialist to discuss expectations
- . Guidance and SRO conduct beginning of the year lessons on social/emotional skills

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		
<p>Did the total percent proficient increase or decrease? The percent proficient indicated an increase.</p> <p>What is the percent change? 3rd- decrease of 3% 4th- increase of 9% 5th- increase of 13%</p> <p>What clusters/strands, by grade level, showed decrease in proficiency? 3rd Grade with Word/Phrases</p> <p>Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets? All subgroups met AYP.</p> <p>Did 50% or more of the lowest 25% make learning gains? Yes</p> <p>What is the percent of the lowest 25% of students making learning gains? 2007-2008 51% 2008-2009 66%</p> <p>Did 50% or more of the total number tested make learning gains? Yes</p> <p>What is the percent of students making learning gains? 2007-2008 52% 2008-2009 72%</p>		<p>By June 2010, 71% of students in grades 3-5 meeting DOE Accountability Rule will score Level 3 and above on the FCAT Reading Test.</p>		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Web-based programs(FCAT Explorer, Destination Reading)provides students with assistance with their individual needs.	Classroom Teacher	Teachers will be keeping records of the progress being made.	Completing assessments within the program
2	America Read Nova Tutors are assigned individual students in grade K-5 , and students who attend Hallandale Elementary After Care Program, who have been identified by as in need of assistance by school based and stated assessments such as DIBELS,DAR, DRA, SAT, and FCAT.	America Reads Nova Tutors	The tutors will keep a log of the interventions being completed, and will update the teacher with progress.	Oral Reading Fluency assesments
3	The classroom teacher will provide instruction at the intervention level for lower level readers to target the individual students' needs.	Classroom Teacher	The classroom teacher will have ongoing mini assessments throughout the school year.	Pre/Mid/Post reading evaluations will be given to known if student gains are occurring.
4	Remedial and enrichment supplemental instruction is provided for all students,	Administration and Classroom Teachers	Students will be given a ten day curriculum geared to reemphasize skills that were	BEEP mini assessments

	including those voluntarily attending the Intersession program.		taught, and to be introduced to new material. Also, administration completes CWT's to ensure that these students are receiving quality Intersession program.	
5	Use of Great Leaps program for fluency improvement with students in the lowest quartile in grades 2-5.	Classroom Teacher or Paraprofessionals	The progress of students will be logged daily to monitor progress.	Oral Reading Fluency assessments
6	Use of Wireless Mobile Computer Lab to enhance reading instruction with science-related materials and projects using appropriate Internet sites.	Classroom Teacher	Check outcomes of teacher made rubrics	Online evaluations
7	"Buddy Reading" is being implemented in grades K-5.	Classroom Teacher	The teacher will circulate around the class to ensure that the students are engaged.	Oral presentations of what was read by the students.
8	Interventions are being implemented through Wilson and Fundation programs in the ESE classrooms to address at least 10% academic gains	ESE teacher	Teachers will monitor and log student progress.	The students will take pre/mid/post test throughout these programs.
9	Struggling readers (bottom 25th %) in grades K-5 will participate in double-dose morning groups and afternoon groups designed to strength reading skills.	Paraprofessionals and Special teachers	Students will be given the appropriate intervention curriculum in order for success to be evident, and monitoring will occur daily.	Ongoing Mini assessments/BAT assessment
10	Utilizing LStar Strategies will instructing Reading	Teachers and Reading Specialist	Keeping records of how the students are performing with the program	Ongoing Monitoring and Mini-Assessments

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2008-09 AYP report 59% of Black students in grade3-5 scored at or above grade level on the FCAT Reading. - 74% of population met high standards - 72% of population made learning gains - 66% of lowest 25% made gains - 61% ELL at or above grade level		72% of Black students in grades 3-5 will score proficient on the 2010 FCAT Reading Assessment		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students in all grade levels will participate in a daily 90 minute literacy block	Classroom Teacher	Whole group and small group instruction, literacy centers, and independent reading	Treasures Reading Series
2	Double doses of remedial Instruction	Classroom teacher/Para professional pull-out	Comparison of pre/post test data to determine if students have shown improvement Analysis of informal classroom reading	FCAT, BAT, mini-bat and Stanford Diagnostic Test

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2008-09 FCAT Reading Assessment 66% of students in grades 3-5 made learning gains in the lowest 25%.		In 2009-2010 75% of students in grades 3-5 will make learning gains in Reading.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Double doses of reading and remedial instruction	Classroom teacher	Teachers will continue to compare pre/post test to determine the degree of improvement Analysis of informal classroom reading	FCAT,BAT, Mini-Bat, SAT

2	Struggling readers will be provided additional resources and interventions from Treasures, CARS, Struggling Readers Chart	Response to Intervention Team, Classroom Teachers	Teachers will compare pre/post test data to determine if growth is being made CWT	FCAT, BAT, and SAT
3	Identified students will have opportunity to work in small pull-out groups for extra support	Special Arts Teachers, Guidance Counselors	Attendance of participation Feedback will be provided back to classroom teacher	FCAT, BAT, SAT
4	Teachers will utilize higher order thinking questions, Reading Across Broward and the District's IFC's	Administration Reading Specialist	CWT Lesson Plan Reviews	FCAT, BAT, SAT

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT scores 61% of ELL were at or above grade level in grades 3-5 in reading.		ELL Students in grades 3-5 will score at least 71% on the 2010 FCAT in Reading.		
Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool	
1	Students in grades K-5 including ELL will use appropriate software programs in the classroom and computer lab to increase comprehension skills	Classroom teacher ELL support staff	Daily access to software programs such as Compass Learning Odyssey	Compass Learning Odyssey growth reports, Racing to Read documentation logs.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Utilizing the LStar strategies to promote student achievement in Reading	Training teachers with this program will promote student success	Broward School Virtual University or Reading Specialist	June 2010	Keep records of students progress while utilizing the program	Reading Specialist
By 2010 72% of black students in grades 3-5 will be at or above grade level in reading	District IFC and related BEEP lessons aligned to the new generation standards	Reading Specialist	July/preplanning	Lesson Plan reviews Focused CWT Team meeting minutes	Administration
By June 2010 71% of ELL students will be at or above grade level in grades 3-3	Professional Learning Communities/Learning Centers	Reading Specialits	October Early Release	Lesson Deliveries CWT	Administration
By June 2010 72% of the lowest 25% in grades 3-5 will make gain in reading	Higher Order Thinking Questions	Reading Resource	November	Focused CWT	Administration

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
Third Grade Test ready Booklets	Accountability Money	\$1,210.00
National Reading Conference (six teachers 1,000.00 per teacher)	Accountability Money	\$6,000.00
Fourth Grade Test Ready Booklets	Accountability Money	\$700.00
Fifth Grade Test Ready Booklets	Accountability Money	\$700.00
		Total: \$8,610.00
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: \$8,610.00		

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		
<p>Did the total percent proficient increase or decrease? What is the percent change?</p> <p>The total percent proficient decreased by 2% from 86% to 84%.</p> <p>What clusters/strands, by grade level, showed decrease in proficiency?</p> <p>In third grade, there was a decrease in one area; Measurement. The average number of correct responses dropped from 6/8 in 2008 to 5/8 in 2009 in the Measurement strand. All other strands remained the same.</p> <p>In fourth grade, there were no decreases or increases in any strand.</p> <p>In fifth grade, there were no decreases in any strand while there was an increase from 7/13 in 2008 to 9/13 in 2009 in Number Sense strand.</p> <p>Did all subgroups meet AYP targets? If not, which subgroup did not meet the targets?</p> <p>All subgroups in mathematics meet AYP 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>Of the lowest 25% of math students, 60% made 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> <p>Of the total number of math students tested, 73% of the students made learning gains.</p>		<p>By June 2010, 86% of the students in grades 3-5 meeting Accountability Rule will score Level 3 or above on the FCAT Math Test.</p>		
Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool	
1	Calendar Math implemented	Teacher or Grade	charting and collecting data	Weekly Math assessments

	for all students in grades K-5.	Chairperson	of outcomes of the program	
2	Timed computation drills will be used in grades 1-5 to instill and reinforce basic math facts	Teacher, Grade Chairperson, or administration	The teacher will chart the outcomes of each daily computation drill, and find interventions to assist the students with increasing their scores.	Weekly Computation Test
3	Remedial and enrichment supplemental instruction is provided for all students, including those voluntarily attending the Intercession program, using Broward County approved lessons provided in BEEP	Teacher or Administration	The teacher will be observed to ensure that remedial and enrichment supplemental instruction is occurring	Pre/Post Test on material that is taught during Intercession
4	Following the Instructional Focus Calendar intertwined with a curriculum that was created by a cadre of Hallandale Elementary School Teachers	Teacher, Department Chair, and Administration	Instruction following these outlines will have a beneficial outcome to the students, and CWT's will occur weekly to ensure that the curriculum is being followed correctly	Ongoing Mini-Assessments and Assessments provided by the Math textbook
5	Nova University America Counts tutors provide supplemental instruction for Level 1 students in grades 2-3.	Teacher, Administration, and Nova Supervisor of the program	The tutors will work on the Math strand that is the weakest for the student, and provide the students with double-dose of the strand to increase student achievement. the tutor will work closely with the teacher to provide feedback of the progress being made	Ongoing Mini-Assessments and Assessments provided by the textbook
6	Teachers will receive training in new Math standards	Broward School Virtual University and Administration	The teacher will have a clear and precise understanding of the new Math strands that are to be implemented in Math, and administration will ensure that the new strands are being utilized within the curriculum daily	Ongoing Mini-Assessments and Assessments provided by the textbook
7	Third grade students will use Riverdeep, and fourth and fifth grade students will use FCAT Explorer to enhance/remediate math skills	Teacher, Department Chair, Administration	Teachers and Administration will be able to collect data on each student's progress while utilizing the program. The report is another instrument used to make the teacher aware of what area need to be retaught for students	Assessments provided by Riverdeep and FCAT Explorer

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 3-5, 60% of students in the lowest 25% demonstrated annual learning gains in Mathematics.		At least 65% of the students in the bottom 25% will demonstrate learning gains in Mathematics on the 2010 FCAT test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students in grades K-5 will participate in daily in a 60 minute Mathematic block	Classroom teacher	Whole group and small group instruction and Calendar Math	Weekly quiz End of Chapter Test
2	Teachers will utilize math manipulatives in remediating struggling students	Classroom teacher	Teachers will compare pre/post test data to determine improvement CWT	FCAT, BAT, SAT
3	Teachers will differentiate instruction	Administration	Lesson Plans review CWT Data chats	BEEP assessments Mini-bats

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 3-5, 74% of ELL students scored at or above grade level in mathematics on the 2009 FCAT		At least 77% of all ELL students will score at or above grade level in mathematics on the 2010 FCAT		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students in grades K-5 will use appropriate software programs and manipulatives as well as centers for learning to attain objective.	Classroom teacher ELL monitor ESE Specialist Administration	Weekly access of software programs and centers	Progress reports weekly quizzes chapter test from Harcourt Math series

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT 76% of Economically Disadvantage students were at or above grade level in math in grades 3-5.		In grades 3-5 82% of Economically Disadvantage students will be at or above grade level showing a decrease of 9% based on the 2010 FCAT.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	All Economically Disadvantaged Students will use appropriate software programs in the classroom and computer lab to increase math skills	-Classroom teacher -ESE resource teacher	Weekly access to software programs Hallandale After School Program will allow usage of computer lab	Data gathered from Computer programs Chapter quizzes/test

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Teachers will be trained on the new Math Standards for the 2009-2010 school year.	Math Test Specs.	Broward School Virtual University	June 2010	Teachers will be observed to ensure that the new standards are implemented	Administration and Department Chairs
65% of students in the lowest 25% will demonstrate learning gains on the FCAT math assessment.	Professional Learning Communities focusing on Math Big Ideas CWT Data Identifying the 9 High Yield Strategies SIP(Standards in Practice)	Teacher Leaders Curriculum Douncil Principal	Weekly Oct/Nov	Observation/CWT Team Meetings minutes Oct/Nov	Administration
77% of ELL students will demonstrate an at grade or above level based on 2010 FCAT	Differentiated Instruction	District	September	Lesson Plan Reviews Focused CWT Team meeting minutes	Administration
82% of Economically Disadvantage Students will be at or above grade level in grades 3-5 based on 2010 FCAT	Test Spec Technology Integration	District	August	CWT Data Chats	Administration

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Third Grade Test Ready Booklets	Accountability Money	\$2,041.00
Math Conference (one teacher)	Accountability Money	\$1,000.00
Fifth Grade Test Ready Booklets	Accountability Money	\$1,400.00
		Total: \$4,441.00
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: \$4,441.00		

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		
<p>Did the total percent proficient increase or was the percent proficient maintained? Maintained</p> <p>What clusters/strands showed decrease in proficiency?</p> <p>Physical and Chemical Sciences</p> <p>Earth and Space Science</p> <p>Life and Environmental Sciences</p> <p>Scientific Thinking</p>		<p>By June of 2010, 41% of the 5th Grade students meeting DOE Accountability Rule will score 3 or above on the FCAT Science.</p>		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Remedial and enrichment supplemental instruction is provided for all students, including those voluntarily attending intersession, using the Broward Schools approved BEEP lessons	Teachers, Science Coach, and Administration	The remedial and enrichment instruction will be monitored for effectiveness.	Science Mini-Benchmark Assessment Tests
2	Utilize BEACON to view "Science Alive," Soaring into FCAT Science, and/or any pertinent district created video lessons, on a weekly basis	Teachers and Science Coach	The students will complete a written response to what was viewed.	Authentic Assessment
3	Teachers will utilize district created FCAT Dailies that include higher order questions and FCAT language	Teachers and Science Coach	Data will be collected weekly on the performance of the students daily outcomes.	Harcourt Science Chapter/Unit Assessments
4	Teachers will make periodic assessments to determine students who have mastered the content and those that need remediation	Teachers and Science Coach	The students will complete evaluated on the Science Strands being taught often.	Science Mini-Benchmark Assessment Tests
5	Science vocabulary will be used and stressed in all classrooms and incorporated into daily practice for students	Teachers	Administration can ensure that the vocabulary is evident by completing CWT's.	Content Academic Vocabulary System(CAVS in 5th grade)
6	Utilizing appropriate hardware, software, and websites to incorporate technology into science curriculum to enhance classroom instruction, assessment, and application	Teachers, Department Chair, and Science Coach	Monitoring to ensure that learning is occurring.	Computer-based assessment intertwined with the strategies of the software or website. (FCAT Explorer)

7	Teachers will incorporate the use of United Streaming to enhance science concepts being taught.	Teachers	Teachers will log each video that has been watched that correlates with instructional focus calendar	Unit Assessment
8	Utilize the 5 E Model (Engage, Explore, Explain/Elaborate, Extend, and Evaluate)	Teachers, Department Chair, Science Coach	Monitoring will be ongoing to ensure that the this model is effective	FCAT style pre, midterm, and post test.
9	Integrate hands-on Delta Science Kit lessons and Science textbooks to create daily grade level lesson plans	Department Chair or Science Coach	Monitoring of the lessons and students will self-reflect on the lessons to provide feedback to teachers	Delta Science Hands-On Kit and Unit Assessments
10	Mini assessments will be used to analyze the performance levels of all students, including ESE/LEP students, and students identified as low performing students will be provided with extra teacher directed hands-on activities	Teachers, Department Chair, or Science Coach	Monitoring and accommodations will be implemented for these students to increase student achievement	Pre/Post tests
11	Buckle down Science Workbooks will be utilized to increase student achievement	Teachers and Science Coach	Monitoring will be evident to ensure that student gains are occurring with this program	Unit Assessments

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 Science FCAT, 25% of Black students scored at or above a level 3.		30% of Black students will score at or above grade level on the 2010 FCAT Science test		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students in grades 3-5 will utilize science kit manipulatives and hands on activities 5th Grade students will rotate to a specific teacher for Science (Departmentalization)	Classroom teacher	Science Projects Student Journals Team meetings CWT	Science Journals Open-ended problem solving tasks Performance tests/end of chapter Respondants

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
41% of 5th grade students will score proficient on the 2010 FCAT Science	Utilizing the 5 E Model (Engage, Explore, Explain and Elaborate, Extend, and Evaluate. This model assists in providing the students with a quality education in Science	Mary Delborrello	July 2009- June 2010	The teachers will monitor results from assessments being provided with this model	Science Coach and Administration

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Test Ready Booklet Fifth Grade	Accountability Money	\$2,200.00
Science Conference (two teachers 1,000.00 per teacher)	Accountability Money	\$2,000.00
		Total: \$4,200.00
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: \$4,200.00

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		
<p>Did the percent total percent increase or decrease? Increase</p> <p>What is the percent change? Based on the 2009 goal of 93%, we increased by 1% which was an overall percentage of 94% of all students receiving a 4.0 or higher on the FCAT Writes Test.</p>		<p>By June 2010, 95% of grade 4 meeting DOE Accountability Rule will score a level 4.0 or above on the FCAT Writes Test.</p>		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Writing journals used in grades 1-5 to reinforce writing style and conventions	Teachers and Department Chair	Monitoring that the information is copied correctly by each student and utilizing the Florida Writes scoring rubric	Bi-Weekly Writing Assessment and Six Traits of Writing
2	Integration of writing with Science literature in grades K-5	Teachers, Department Chairs	Allowing students to express their thoughts about material that is learned in Science. This allows the students to process their thoughts effectively of what was learned. Also, utilizing the Florida Writes scoring rubric	Ongoing assessments and Six Traits of Writing
3	Remedial and enrichment instruction created by a cadre of Hallandale Elementary school teachers during Intercession periods	Teachers and Administration	Teachers will monitor outcomes from the instruction that is taught, and utilizing the Florida Writes scoring rubric	Ongoing assessment and Six Traits of Writing
4	Integration of technology in using word processing software for self-publication of student work	Teachers	Teachers will train the students how to utilize technology for self publication, and utilizing the Florida Writes scoring rubric	Ongoing monitoring and Six Traits of Writing
5	Writing assessments are implemented, reviewed and analyzed quarterly in grades K-5	Teachers, Department Chair, or Administration	Teachers will analyze the student's progress in writing, and utilizing the Florida Writes scoring rubric	Writing assessments and Six Traits of Writing
6	Breakfast Club provides an enrichment and remedial assistance for writing in the mornings (4th grade only)	Teachers (4th grade only)	Teachers will keep records on the students that attend the Breakfast Club, and utilizing the Florida Writes scoring rubric	Six Traits of Writing
7	Writing Conferences will be provided weekly for fourth grade students in the cafeteria	Teachers, Department Chair(4th grade only), and Administration	Teachers will critique student's papers and provide positive feedback to ensure that the Six Traits of Writing is being utilized correctly	Ongoing monitoring and Six Traits of Writing
8	Utilizing the Six Traits of Writing	Writing Committee Chairperson and	Teacher will utilize the Six Traits of Writing rubrics	Six Traits of Writing Assessments

	Administration	during implementation	
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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 writing results 91% of all 4th graders scored a level of 3.5% or above on the Expository prompt administered by the state		95% of all 4th grade students administered the Expository prompt for the 2010 FCAT writes will score a level of 3.5 or above.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Access of various web-based tools to enhance instruction from BEEP	Assistant Principal Team Leaders Writing Committee	Students will participate in weekly writing prompts and peer conference Teams will discuss data analysis per grade level Vertical Data Chats	Monthly writing samples scored with FCAT rubric

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT writing results Black students scored the lowest of all subgroups with a score of 4.43% at or above the state standard		For the 2010 FCAT writing test, Black students will meet state standards with a score of 4.5% or above state standards		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students in all grade levels from K-5 will respond to specific prompts through a shared experience including Art, PE, Music and Media	Administration	Data Chats CWT	Teacher evaluates with assistance of rubric
2	Teachers in grade 4 will conduct writing workshops where students can peer conference and share writings	Administration Team Leaders	Data Chats Feedback from teachers	Teacher modeling Teacher evaluations

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT writing results Black students scored the lowest of all subgroups with a score of 4.43% at or above the state standard		For the 2010 FCAT writing test, Black students will meet state standards with a score of 4.5% or above state standards		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students in all grade levels from K-5 will respond to specific prompts through a shared experience including Art, PE, Music and Media	Administration	Data Chats CWT	Teacher evaluates with assistance of rubric

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
95% of Combined students will be at or above the state standard of 3.5% or above on the 2010 FCAT writes	The Six Traits of Utilizing Writing in grades K-5. Teachers will be taught how to us this model correctly.	Aleisha Coleman	July 2009-June 2010 (Ongoing professional development)	Writing samples from students will be collected and analyzed by the writing committee to ensure that each teacher is implementing the Six Traits of Writing effectively.	Writing Committee Chairperson and Administration
95% of Students will score a 4.0% or higher on FCAT writes	Professional Learning Communities	Team Leader ESE Teachers	monthly	CWT Data chats	Administration

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
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: \$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		
<p>Were parent involvement activities and strategies targeted to areas of academic need? Yes</p> <p>Based on information from surveys, evaluations, agendas, or sign-ins:</p> <p>Was the percent of parent participation in school activities maintained or increased from the prior year? Maintained</p> <p>Generally, what strategies or activities can be employed to increase parent involvement?</p> <ul style="list-style-type: none"> . Open House . Family Math Night . Family Reading Night . FCAT Night . Hispanic Heritage Celebration . African-American Heritage Celebration 		<p>By June 2010, 63% of parents will participate in decisions regarding their children educational program as evidence evidence by attendance at parent trainings, school events, School Advisory Council, and academic/behavioral meetings or conferences.</p>		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Connect families with information and with support groups. One of the most helpful approaches for families can be connecting them with on another. Survey families to identify their specific needs. Support families in completing surveys if needed.	.Administration .Parent Liaison representative .Guidance	Collect feedback from parent and teacher surveys	Parent and Teacher Surveys
2	Hold workshops about general topic of interest to	.Administration	Collect feedback from parent and teacher surveys	Parent and Teacher Surveys

	families, which they have identified: effective family techniques, adolescent development, building student resiliency and assets, and information about the families' role in student achievement. Have families chose the most convenient session times. Respond with resources when families ask for information. Have families assist in choosing times for these workshops.	.Parent Liaison representative .Guidance		
3	Link families to resources by connecting them with support staff, and with community resources.	.Administration .Parent Liaison representative .Guidance	Collect feedback from parent and teacher surveys	Parent and Teacher Surveys
4	Assure that family programs provide information based on the culture and life experiences of your school's family populations. Provided groups for populations that might have specific needs.	.Administration .Parent Liaison representative .Guidance	Collect feedback from parent and teacher surveys	Parent and Teacher Surveys
5	Provide families with information that helps develop home conditions that support learning at school.	.Administration .Parent Liaison representative .Guidance	Collect feedback from parent and teacher surveys	Parent and Teacher Surveys
6	Create opportunities for the whole family to participate at school.	.Administration .Parent Liaison representative .Guidance	Collect feedback from parent and teacher surveys	Parent and Teacher Surveys
7	Provide special family programs that have been shown to be effective (research based)	.Administration .Parent Liaison Representative .Guidance	Collect feedback from parent and teacher surveys	Parent and Teacher Surveys
8	Co-host programs with community partners.	.Administration .Parent Liaison representative .Guidance	Collect feedback from parent and teacher surveys	Parent and Teacher Surveys

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2008-2009 Parent Survey parents expressed a concern about being able to access the District's Beep Web site and not having knowledge to access information from Virtual Counselor in order to gather information about their child's progress.		By June 2010, parent participation will increase from 28.9% to 50% in regards to this need regarding their child's educational progress		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Technology Committee will conduct a Technology Night at school to inform parents on how to access all this information	Mr. Holding	Parents will be required to sign in the nights of such events.	Customer survey will be used as a follow up

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Increase parent participation in gathering school wide data	Virtual Counselor/BEEP access	Technology Committee	October 2009	Based on the event sign in sheets, a customer survey will be sent home to monitor progress	Troy Holding/Assistant Principal

Budget:

Evidence-based Program(s)/Material(s)

Description of Resources	Funding Source	Available Amount
Agenda Books	Title I (Parental Involement)	\$9,634.00
		Total: \$9,634.00
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: \$9,634.00

End of **Parent Involement** 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	Third Grade Test ready Booklets	Accountability Money	\$1,210.00
Reading	National Reading Conference (six teachers 1,000.00 per teacher)	Accountability Money	\$6,000.00
Reading	Fourth Grade Test Ready Booklets	Accountability Money	\$700.00
Reading	Fifth Grade Test Ready Booklets	Accountability Money	\$700.00
Mathematics	Third Grade Test Ready Booklets	Accountability Money	\$2,041.00
Mathematics	Math Conference (one teacher)	Accountability Money	\$1,000.00
Mathematics	Fifth Grade Test Ready Booklets	Accountability Money	\$1,400.00
Writing	No Data	No Data	\$0.00
Science	Test Ready Booklet Fifth Grade	Accountability Money	\$2,200.00
Science	Science Conference (two teachers 1,000.00 per teacher)	Accountability Money	\$2,000.00
Parental Involvement	Agenda Books	Title I (Parental Involvement)	\$9,634.00
			Total: \$26,885.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Writing	No Data	No Data	\$0.00
Parental Involvement	No Data	No Data	\$0.00
			Total: \$0.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Writing	No Data	No Data	\$0.00
Parental Involvement	No Data	No Data	\$0.00
			Total: \$0.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Writing	No Data	No Data	\$0.00
Parental Involvement	No Data	No Data	\$0.00
			Total: \$0.00
			Final Total: \$26,885.00

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
No data submitted	

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

- .The SAC will be active in monitoring how the SIP Goals and Action Steps will be implemented.
- . SAC will approve the expenditures of the Accountability Funds
- . SAC will support the academic focus, and vision and school mission and receive training on how to be more effective

SAC Members

Members

- 1) Sharon Ludwig, Principal
- 2) Nichole Coleman, SAC Chair
- 3) Valerie Burd, Teacher
- 4) Yvette Katz, Teacher
- 5) Aleshia Coleman, Teacher
- 6) Yahzette Tucker, Teacher
- 7) Mary Del Borello, Teacher
- 8) Paul Booker, Parent
- 9) Danielle Antoine-Leard, Parent
- 10) Dorothy Campbell, Parent
- 11) Dolores Canales, Parent
- 12) Valerie Hammond, Parent
- 13) Yelena Lysenko, Parent
- 14) Martha Questa, Parent
- 15) Ayman Rzek, Parent
- 16) Iman Rzek, Parent
- 17) Rosanna Segura, Parent
- 18) Marie thomas-Levy, Parent
- 19) Heather Ferdinand, Parent
- 20) Jeanne Jastram, Parent
- 21) Misty McGowan, Parent
- 22) Michael English, Community Member
- 23) Lourdes Santiago, School Support Personnel
- 24) Donna Edwards, School Support Personnel
- 25) Besty Virgilito, Union Steward

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Broward HALLANDALE ELEMENTARY SCHOOL 0131													
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 574 Math: 574		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	67	Y	77	Y			Y			NA	39	33	NA	21	23	NA	71	NA	74	NA			
WHITE	100	Y	100	Y		NA		NA			NA			NA			NA			NA							
BLACK	99	Y	99	Y	59	N	69	Y			Y			NA	49	41	Y	25	31	NA	64	NA	68	NA			
HISPANIC	100	Y	100	Y	73	Y	81	Y			Y			NA	33	27	NA	19	19	NA	76	NA	75	NA			
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA							
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA							
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	65	Y	76	Y			Y			NA	41	35	NA	21	24	NA	70	NA	73	NA			
ENGLISH LANGUAGE LEARNERS	99	Y	99	Y	61	N	74	Y			93	Y			NA	52	39	Y	29	26	NA	65	NA	74	NA		
STUDENTS WITH DISABILITIES	99	Y	99	Y		NA		NA			NA			NA			NA			NA							

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Broward HALLANDALE ELEMENTARY SCHOOL 0131												
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 576 Math: 576		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	61	Y	79	Y			Y			NA	34	39	NA	23	21	NA	57	NA	76	NA		
WHITE	100	Y	100	Y		NA		NA			NA			NA			NA			NA						
BLACK	99	Y	99	Y	51	N	75	Y			Y			NA	42	49	N	29	25	NA	50	N	69	NA		
HISPANIC	100	Y	100	Y	67	Y	81	Y			Y			NA	29	33	NA	18	19	NA	63	NA	83	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	59	Y	79	Y			Y			NA	36	41	NA	24	21	NA	56	NA	75	NA		
ENGLISH LANGUAGE LEARNERS	99	Y	99	Y	48	N	71	Y			Y			NA	48	52	N	28	29	NA	59	Y	74	NA		
STUDENTS WITH DISABILITIES	100	Y	100	Y		NA		NA			NA			NA			NA			NA						

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Broward HALLANDALE ELEMENTARY SCHOOL 0131												
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 590 Math: 590		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	66	Y	77	Y			Y			NA	41	37	NA	21	23	NA	63	NA	75	NA		
WHITE	100	Y	100	Y		NA		NA			NA			NA			NA			NA						
BLACK	100	Y	100	Y	58	Y	71	Y			Y			NA	46	47	NA	25	29	NA	55	NA	70	NA		
HISPANIC	100	Y	99	Y	71	Y	82	Y			Y			NA	38	32	NA	18	18	NA	67	NA	78	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	64	Y	76	Y			Y			NA	42	40	NA	22	24	NA	61	NA	75	NA		
ENGLISH LANGUAGE LEARNERS	99	Y	99	Y	52	Y	72	Y			Y			NA	55	NA	28	28	NA	52	NA	72	NA			
STUDENTS WITH DISABILITIES	100	Y	100	Y		NA		NA	84		NA			NA			NA			NA						

SCHOOL GRADE DATA

Broward School District HALLANDALE ELEMENTARY SCHOOL 2008-2009					
	Reading	Math	Writing	Science	Grade Points Earned
% Meeting High Standards (FCAT Level 3 and Above)	74%	84%	98%	41%	297
% of Students Making Learning Gains	72%	73%			145
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?	66% (YES)	60% (YES)				126	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						568	
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 HALLANDALE ELEMENTARY SCHOOL 2007-2008							
	Reading	Math	Writing	Science	Grade Points Earned		
% Meeting High Standards (FCAT Level 3 and Above)	68%	86%	100%	47%	301	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	52%	72%			124	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?	51% (YES)	72% (YES)			123	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						548	
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 HALLANDALE ELEMENTARY SCHOOL 2006-2007							
	Reading	Math	Writing	Science	Grade Points Earned		
% Meeting High Standards (FCAT Level 3 and Above)	74%	84%	99%	44%	301	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	73%	72%			145	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?	61% (YES)	75% (YES)			136	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.	
Points Earned						582	
Percent Tested = 100%							Percent of eligible students tested
School Grade						A	Grade based on total points, adequate progress, and % of students tested