

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: COLBERT ELEMENTARY SCHOOL

District Name: Broward

Principal: Zaida Prendes

SAC Chair: Natasha Braynen

Superintendent: James F. Notter

Date of School Board Approval: December 1, 2009

Last Modified on: 08-30-2009

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VISION and MISSION STATEMENTS

Mission: Colbert Elementary Magnet School is committed to providing a quality education to all students in a safe and challenging learning environment.

Vision: Colbert Elementary Magnet School strives to become an advanced learning center where students are active participants in their own learning.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

In the fall of 1952 Colbert Elementary School was opened in Hollywood, Florida due to the population increase in Broward County. Letters written by parents, teachers and students resulted in Hollywood naming its new school for Paul F. Colbert. Mr. Colbert served Broward County Public Schools as a Principal, Supervising Principal, Assistant and Associate Superintendent.

Colbert Elementary is currently a Math, Science, and Technology Magnet modified year round school. It is located in an urban setting of Hollywood, Florida. In the Spring of 2008 Colbert's first phase of construction was completed. The new two-story facility holds 28 - 21st century classrooms and therefore is equipped to handle the advancing technological needs of today's students. Colbert's construction continues and when completed the school will have a new facility for the administration building, media center and cafeteria.

Colbert continues to be a Title I school based on socio-economic data related to free/reduced meal applications (90% of its students qualified for free/reduced lunch for the 2008-2009 school year). The school received a grade of "C" in 2008 and 2009 school year. The school serves approximately 560 students PK-5.

Unique School Strengths for Next Year

Colbert Elementary Magnet schools has the following unique strengths for the 2009-2010 school year:

- *New Principal and Assistant Principal
- *New Science Coach position
- *28 21st Century Digital Classrooms
- *National Board Certified Teacher
- *Receiving educational grants: Title I, Math, Science
- *All grade levels K-5 will be using the same reading series - Teasures.

Unique School Weaknesses for Next Year

The school's unique weaknesses for next year are as follows:

- *Budget: State/District mandated budget cuts have reduced available funds for staff and instructional resources.
- *Surplus of one Specials teacher: Music
- *Low parental involvement.
- *Loss of Curriculum Specialist position
- *Received surplus staff with less than 3 years experience

*Possible decline of FTE due to economy and school grade

Student Demographics

The demographics include:

76.9% Black
15.9% Hispanic
4.37% White
1.52% Multi-racial
1.14% Asian
9.50% ELL
9.31% ESE
84.6% Free and Reduced Lunch Program
Student/Teacher ratio is 18:1 (K-3) and 22:1 (4-5)

Student Attendance Rates

The daily student attendance rate is 95.10%.

Student Mobility

The student mobility rate is 43.50%.

Student Suspension Rates

The student suspension rate is .20%

Student Retention Rates

Class Size

The average class size for K-3 is 16.77.
The average class size for 4-5 is 18.33.

Academic Performance of Feeder Pattern

N/A

Partnerships and Grants

Colbert Elementary Magnet School currently has partnerships with:

- *Office Depot
- *Coldstone Ice Creamery
- *Washington Mutual Bank
- *Dandee Donut Factory
- *IHOP
- *Schoem Insurance Group
- *ASP - After School Programs, Inc.
- *Cotsco Wholesale
- *Edco Awards and Specialities
- *Publix Super Market, Inc.

Colbert Elementary Magnet School has received grants in Math and Science to enhance student achievement.

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 *
					Assistant Principal of Dania Elementary School – 2004-2005, Grade B: Reading: 64% Math: 61% Writing: 84% Science: N/A AYP: School earned Provisional status – The black subgroup did not make AYP in math

Principal	Zaida Prendes	BA: Elementary Education, University of South Florida MA: Educational Leadership Certifications: Early Childhood, Educational Leadership, Elementary Education, School Principal, ESOL	1	5	<p>2005-2006, Grade B Reading: 62% Math: 64% Writing: 79% Science: N/A AYP: School earned Provisional status – ESOL and SWD did not make AYP in reading, and SWD did not make AYP in math</p> <p>2006-2007, Grade A Reading: 62% Math: 69% Writing: 89% Science: 27% AYP: ELL made AYP through Growth Model. Black AYP subgroup did not make AYP in math.</p> <p>2007-2008, Grade A Reading: 70% Math: 74% Writing: 93% Science: 35% AYP: SWD subgroup did not make AYP in reading or math</p> <p>Assistant Principal of Colbert Elementary – 2008-2009, Grade C: Reading: 57% Math: 67% Writing: 89% Science: 22% AYP: Hispanic AYP subgroup did not make AYP in reading and the Economically Disadvantaged and the black subgroup did not make AYP in math</p>
Assis Principal	Thomas Darby	B.A. Elementary Education, Florida Memorial; Masters Educational Leadership, Nova University			<p>Support staff at Park Lakes Elem. 2008-09 School Grade B Reading Mastery 58% Math Mastery 62% Science Mastery 30% Writing Mastery 92%</p> <p>AYP- ED & Blk student did not make AYP in math-ED students did not make AYP in reading Support staff at Park Lakes Elem. 2007-08 School Grade C Reading Mastery 54% Math Mastery 61% Science Mastery 28% Writing Mastery 86%</p> <p>AYP- Total, Blk, and ED students did not make AYP in reading-Blk students did not make AYP in 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 *
Science	Debra K. Thomas	B.S. Elementary Education, University of Florida; Masters in Elementary Education, Specialization in Math and Science, University of Florida; Certified Elementary Education and Math K-12	2		<p>2008-2009- 5th grade teacher: Reading- 55% meeting high standards, Math-66% meeting high standards, Science- 22% meeting high standards; Reading- 47% making learning gains, math- 57% making learning gains</p> <p>2007-2008 - 5th grade teacher: Reading-46% meeting high standards, Math- 49% meeting high standards, Science- 26% meeting high standards; Reading- 41% making learning gains, Math- 48% making learning gains</p>
		B.S.- Elementary Education, Eastern			

Reading	Dr. Patricia Stewart	Michigan University; M.S.- Early Childhood, University of New Mexico; Doctorate - Early Childhood/Administration, Nova University; Certified: Gifted Endorsed, ESOL Endorsed, in the process of obtaining Reading Endorsement	4	4	2005-2006: School Grade-C, Meeting High Standards in Reading:63 2006-2007: School Grade-B Meeting High Standards in Reading: 58% 2007-2008: School Grade-C Meeting High Standards in Reading - 51% 2008-2009: School Grade-C Meeting High Standards in Reading - 57%
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* 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)
NESS - Regularly scheduled monthly meetings of new teachers	Natasha Braynen	June 2010	
School Induction Program - Continuing to meet with teachers who have completed the NESS program for ongoing support	Natasha Braynen	Ongoing support	

Non-Highly Qualified Instructors

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

Staff Demographics

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed
32	0	34	47	22	47	100	0	1	94

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Zaida Prendes, Principal	Natasha Braynen Shirline Alexander	Ed. Leadership Certification and Broward SALT & LEAD Programs completed - needs experiences	Shadowing Monthly meetings CAB Conference - Colbert Leadership Team (CLT), School Improvement Planning, Partners In Education
Thomas Darby, Assistant Principal	Sharhoda Day Jinyann Padilla	Aspiring Administrators	Monthly Meetings SALT Program LEAD Program CAB Conference - Colbert Leadership Team
Dr. Patricia Stewart	Cindy Cavieres, IsdeliaPerez New teachers and those in need of Reading Assistance-strategies	To provide on-going support to teachers in need	Modeling Best Practices Planning with teachers Monthly Meetings
	Cindy Cavieres,Isdelia Perez, Julie Spieler-Isaccs,Meredith Chassen,5th grade		

Debra K. Thomas	teachers: Lisa McCormick, Christopher Kohnke, Lisa Clark, Amanda Whitney, Kandra Barnes, and any other teachers in need of Science assistance -strategies	To provide a level of comfort to teachers apprehensive about science	Modeling Best Practices Planning with teachers Monthly Meetings Professional Learning Community
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ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

Parent nights/parental involvement training activities are funded by Title I. Parent trainings and activities are scheduled to assist parents with strategies they can implement at home to promote learning. Staff Professional development is also provided by Title I.

Academic camps are provided for students who are in need of academic assistance in order that they can master the necessary skills for success.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

The Broward County School District provides services for ELL support to improve the education of the English Language Learners.

Title X- Homeless

District social worker provides resources such as clothing, school supplies and social services for students identified as homeless to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

After school Academic Camps and Off Track Tutoring are provided by the use of SAI and Title I funds for Level 1, 2, and Level 3 students.

Violence Prevention Programs

The school Guidance Counselor facilitates and provides lessons for the Anti-Bullying Program (all students) and I'm Thumbody (1st-2nd grades) as well as assist in the facilitation of school safety assemblies.

Nutrition Programs

P.E. Coach implements the Commit To Be Fit Program. The school nurse provides Nutrition Classes to students.

Housing Programs

N/A

Head Start

Colbert Elementary Magnet School is a Title I school that will house two P-K classrooms this school year.

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

School Nurse provided the following programs to students:

*Open Airways (asthma)

*Diabetes Awareness (paid by 21st Century Grant)

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

Ms. Prendes, Principal: ensures the implementation of RtI; the implementation of intervention support; communicates with parents regarding RtI plans and activities.

Mr. Darby, Assistant Principal: ensures the implementation of RtI; the implementation of intervention support; communicates with parents regarding RtI plans and activities.

Ms. Brewster, Guidance Counselor: participates in the collection, interpretation and analysis of data; facilitates development of intervention plans; facilitates data-based decision making activities; communicates with parents regarding RtI plans and activities.

Ms. Engel, ESE Specialist: participates in the collection, interpretation and analysis of data; facilitates development of intervention plans; facilitates data-based decision making activities.

Crystal Evans, School Psychologist: participates in the collection, interpretation and analysis of data; facilitates development of intervention plans; facilitates data-based decision making activities; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning and program evaluation.

Dr. Stewart, Reading Coach: Provides guidance on the K-12 reading plan; provides professional development and assistance to teachers; supports implementation of intervention plans; identifies appropriate, evidence-based intervention strategies; assists with the whole school screening programs to determine at-risk students; assists in the design and implementation for progress monitoring, data collection, and data analysis.

Victor Mora, School Social Worker: In addition to providing interventions the school social worker will continue to link community agencies to the families to support the child's academic, emotional, behavioral, and social success.

Meredith Chassen, Speech/Language Pathologist: Assists in the selection of screening measures; helps identify systemic patterns of student needs with respect to language skills; educates the team in the role language plays in curriculum, assessment and instruction, as a basis for appropriate program design.

General Education Teachers: Teachers will participate in student data collection, provide information about core instruction; collaborates with staff/team members.

Grade Chairs & Support Staff: Case Managers
Occupational Therapist, Physical Therapist (if needed).

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

The Leadership Team meets once a week to discuss students' difficulties, progress, give interventions and follow-up. ESE Specialist and ESE Teacher will work with teachers in all capacities. Guidance does follow-up with Social Worker. The Leadership Team follows the Collaborative Problem Solving Model but incorporates the RTI system.

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

The RTI (CPST) Leadership Team meets with the principal and assists with data analysis and helps develop the School Improvement Plan (SIP).

RtI Implementation

Describe the data management system used to summarize tiered data.

When RtI is implemented, July 1, 2010, tiered data will be analyzed to determine if additional educational services are required. Information will come from data driven curriculum, BAT I and II, BEEP and end of year FCAT.

Describe the plan to train staff on RtI.

Professional development will be provided on August 10, 2009, by the School Psychologist and ESE Specialist.

Additional staff development will be provided as needed throughout the year as the RtI Leadership team determines during meetings.

School Wide Florida's Continuous Improvement Model

Plan

Data Disaggregation 2008-2009 FCAT Data

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

Strengths:

*89% of 4th grade students met standards in writing, an increase of 4 percentage points. 3rd grades achievement levels in reading increase from 44% to 49% and 5th grade from 46% to 49%. In regards to Math 5th grade increased achievement levels from 49% to 58%.

Weaknesses: According to State Standards there was a decrease in the number of students who tested at or above grade level in Science as measured by the Florida Comprehensive Assessment Test. In addition, 4th grade decreased in both reading in math.

Instructional Calendar Development

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

*The school will utilize the district's Instructional Focus Calendar as outlined on BEEP.

*A school specific Instructional Focus Calendar will be developed through data analysis in addition to the district's to ensure weak strands are revisited throughout the year.

*Teachers will follow the Instructional Focus Calendars with fidelity - the implementation will be monitored through Classroom Walkthroughs and Data Chats.

*Teachers will make adjustments to groups and instruction to meet the needs of all students.

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

Reading: 3rd grade will focus on Main Idea/Purpose.

Reference and Research was the least proficient strand and will be given priority focus in 4th grade; and Words and Phrases will be given priority in 5th grade;

Math: 3rd grade will focus on Measurement and Algebraic Thinking; 4th and grade will focus on Data Analysis, Algebraic Thinking and Geometry were the least proficient strands and will be given priority focus.

Writing: Based on 2008 Narrative score of 85% dropping in 2009 to a 79% our priority focus will be Narrative writing.

Science: All strands in Science increased with the exception of Scientific Thinking which dropped from 50% to 46%.

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

*Based on pretest results students are grouped according to ability levels. Instruction is differentiated in order to accommodate individual learning needs.

*Special Area/Magnet teachers will work with small student groups in grades K-5 focusing on thematic enrichment activities.

*Classroom teachers will maintain spreadsheets to document the progress of the students.

*Support Staff, Activity teachers, and Paraprofessionals are assigned to assist students in the lowest 25th%ile. "Push-in" support will be given throughout the day to assist with reading strategies.

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

N/A

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?

Teachers will access the BEEP Instructional Focus Calendars for Reading, Math and Science.

Grade level teachers will meet weekly to disaggregate data and share best practices and resources.

Sunshine State Standards guide lesson development and instructional delivery among grade level and subject area.

How are instructional focus lessons developed and delivered?

Data is reviewed and student weakness/grade level weaknesses are targeted using appropriate intervention programs such as Quick Reads, Voyager, River Deep, Compass Odyssey Learning, Treasures intervention program-Triumphs. The objective is for all teachers in all disciplines to be teaching the same skills throughout the day, according to the Instructional Focus Calendar for a certain amount of time each day - 10 minutes each day at elementary level.

Instructional focus lessons are delivered utilizing high yield strategies.

How will instructional focus lessons be revised and monitored?

Student small group instruction will continuously change once students master the targeted benchmark.

Lessons will be revised and monitored through ongoing assessment and progress monitoring.

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.

To assess student comprehension, teachers in grades 1-5, will use Mini- BATs, teacher made tests, portfolios, and writing samples will be used.

The number of questions range from 5-10.

Assessments will be used weekly or biweekly according to grade level.

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

*Mastery will be set at 80% because a Level 4 on FCAT is comparative to an 80%.

*Results of the assessments will be analyzed by administration and support staff.

*Data results will be disseminated to teachers at their grade level meetings with administration to discuss student progress and areas of academic concern.

*Meetings will be held with teams to monitor the instructional progress of the students.

*Students in 3-5 will take a Reading Benchmark Assessment in September and December to evaluate their understanding of tested curriculum.

*Teachers will differentiate instruction by double dosing during push-in/pull-out, and small group instruction.

Maintenance

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

Instructional Focus Calendar?

*School-based data targets are regularly monitored and the instructional focus calendar is modified based upon student results.

*Teachers will incorporate Project Based Learning and enrichment for students who are performing at mastery levels.

The maintenance activities are a quick way to help students retain what they learned during the Instructional Focus lessons and allow teachers to identify students who are slipping. The maintenance step is mainly the responsibility of the classroom teacher. Instructional Focus skills should be infused into daily lessons and repeated often.

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.

*Follow-up data sharing meetings will occur to discuss student performance and areas in need of remediation weekly. These meetings will be facilitated by grade level chair. Grade level chair will document minutes on a Team-Minutes form and submit to administration.

*Administrators, Support Staff, and Team Leaders will conduct classroom walkthroughs on a regular basis to monitor student progress and the implementation of programs.

*Administration will conduct data chats monthly with all grade levels to analyze data and monitor student progress in order to review and/or revise the instructional focus.

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.

*Leadership team has scheduled monthly meetings

*Topics include but not limited to SIP, data review, instructional groups, curriculum, strategies and articulation between grade levels

*Principal will ensure the scheduling and time-line of the Comprehensive Planning Tool, SIP, and School Leadership team meetings.

*Administration and leadership team will monitor student progress through classroom walkthroughs, data analysis of assessment scores (tracking sheets). Teams monitor student progress and analysis data from assessments to determine SIP revisions.

ACT

Supplemental and Intensive Instruction/Interventions

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

The core reading program for K-5 is Treasures which provides intensive instruction and intervention program - Triumphs. In addition, the following supplemental materials are used to support students in need of intervention:

*Quick Reads

*Six-Minute Solution

*Words Their Way

*Triumphs Intervention Program

*Destination Success - RiverDeep

*Compass Odyssey

*Voyager

*Wilson Foundations

*STAR Reading

*FCAT Explorer

*Elements of Vocabulary

*Text Talk

*FCAT Coach

*CARS

*Reader's Theater

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

Teachers will participate in Professional Learning Communities to learn different methods of providing instruction to students who have not mastered certain skills.

The following resources will also be used to help students who have not mastered certain skills:

*Treasures Intervention Program - Triumphs

*Destination Success - RiverDeep

*Compass Odyssey

*Voyager

*Wilson Foundations

- *Super QAR
- *STAR Reading
- *FCAT Explorer
- *Earobics
- *Words Their Way
- *Elements of Vocabulary
- *Quick Reads
- *6-Minute Solution
- *Text Talk
- *FCAT Coach
- *CARS
- *Reader's Theater
- *Provide training to all teachers on computer programs used at the school, particularly, new teachers and teachers changing grade levels.

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

The staff's professional development needs are based on Teachers' needs assessment survey. Data from various assessments, classroom walk-throughs, and teacher observations are also used to identify teacher needs.

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

The students that will be targeted for supplemental and intensive instruction/intervention will be those identified through standardized testing (scoring below the 40th percentile) , low classroom performance, observations, and retentions.

In addition to those listed above, students will be given push-ins and pull-outs provided by special area teachers, magnet teachers, and paras.

Supplemental Educational Services (SES) program will also be provided.

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

Ongoing assessments and progress monitoring are used to evaluate effectiveness. Personnel providing instruction will meet on a monthly basis with administration and the Leadership Team to discuss students' academic progress or lack thereof. Those not making progress will be given alternative interventions.

Enrichment

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

Technology, research-based programs, distance learning, cooperative learning groups, and project based learning are used to support acceleration and enrichment.

Describe how students are identified for enrichment strategies.

Based on state assessment results, students who demonstrate mastery consistently are used to determine placement in gifted/high achievement courses. Teacher recommendation is also taken into consideration.

Through parent link, PTA, and SAC, all parents are provided the opportunity to give input regarding student academic endeavors.

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)
Science	Debra Thomas	Once a month	Third Wednesday	*lesson study *data analysis *research-based teaching strategies *content area knowledge *student portfolios
All Grade Levels	Grade Chairs	Once a month	First Wednesday	*data analysis *lesson plans
NESS – new teachers	Natasha Braynen	Once a month	Last Monday	*research-based teaching strategies *classroom management

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

Parents of Pre-school children in the community will be invited to a Meet and Greet August 7, 2009 at 9:00 a.m. Flyers will be disseminated to community businesses and churches.

Preschools in the community will be invited to visit Colbert Elementary Magnet School campus on a field trip to familiarize them with the school setting.

A kindergarten round-up will be held in May for parents to visit the campus, receive information, ask questions, and register students for the new school year.

Postsecondary Transition

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goal

Needs Assessment:	Based on School Grade and Adequate Yearly Progress Data: Did the total percent proficient increase or decrease? What is the percent change? What clusters/strands, by grade level, showed decrease in proficiency? Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets? Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains? Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?
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Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
57% of students in grades 3-5 achieved a level 3 or higher on the 2009 FCAT SSS Reading.		60% of students in grades 3-5 will score a level 3 or higher on the 2010 FCAT SSS Reading.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Increase the use of technology programs	Admin., Leadership Team, Reading Coach, Magnet Coordinator	Student/Teacher Data Chats, CWT's, monthly teacher/administration data chats	Monthly Program reports, BAT I-II, FCAT SSS 2010
2	Before and after school Academic Camps	Admin., Leadership Team, Grade Chairs	CWT's, data reports	Mini-assessments during camps, FCAT SSS 2010
3	Students in grades 3-5 will attend a Magnet Technology class	Admin., Magnet Coordinator	CWT's, monthly data chats	Student projects, FCAT SSS 2010
4	Direct explicit instruction in the classroom	Admin., Leadership Team, Reading Coach, Magnet Coordinator	CWT's, monthly data chats	Mini-benchmark assessments, BAT assessments, FCAT SSS 2010

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
The lowest 25% did not make adequate progress of 50% or more on the 2009 FCAT SSS.		Lowest 25% will make adequate progress of 50 % or more on the 2010 FCAT SSS Reading.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. 3rd grade will departmentalize	Administration and 3rd grade Grade Chair	Through classroom walk throughs, monthly data chats, and team meetings	Benchmark Assessments, and Mini BAT's, CWT data
2	2. Differentiated Instruction for small group reading instruction	Admin., Leadership Team, Reading Coach	Through classroom walk throughs, data chats, team leader meetings,	FOCUS Benchmark Assessments, and Mini BATs, weekly reading assessments and FCAT 2010.
3	3. Teachers will attend staff development for the New Item Specifications training	Admin. and Leadership Team, Reading Coach, Grade Chairs	Through classroom walk throughs, monthly data chats, team leader meetings	FOCUS Benchmark Assessments, and Mini BATs
4	Before and after school academic camps	Reading Coach, Grade Chairs, Administration	Mini-bat assessments administered during camps	Mini-Bats, BAT I-II, FCAT 2010
5	School-wide uninterrupted 90 minute reading block	Administration, Grade Chairs, Reading Coach	Through classroom walk throughs, monthly data chats	Mini-Bats, BAT I-II, FCAT 2010
6	Specials teachers, support personnel and paraprofessionals will push-in during reading allowing teachers to provide double dose	Administration, Reading Coach	Through classroom walk throughs and weekly team meetings	weekly reading assessments from reading series

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Needing additional support is the Hispanic AYP subgroup in reading. The subgroup scored 44%/65% target.		The Hispanic AYP subgroup will meet 65% target on the 2010 FCAT SSS Reading.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Before and after school Academic Camps	Admin. and Leadership Team and Reading Coach	Classroom walk throughs, mnthly data chats, team leader meetings, team meetings	FOCUS, Benchmark Assessments, Mini BATs
2	Identified students needing assistance in the Hispanic subgroup will receive a double dose of reading instruction	Admin., and Leadership Team	Classroom walk throughs, mnthly data chats, team leader meetings, team meetings	FOCUS, Benchmark Assessments, Mini-BATs, weekly reading assessments from the series
3	Teachers will provide small group instruction	Admin. and Leadership Team	Classroom walk throughs, monthly data chats, team leader meetings, team meetings	FOCUS, Benchmark Assessments, Mini-BATs, weekly reading assessments
4	Teachers will utilize the ESOL Matrix of Strategies	Administration	CWT's, monthly data chats	CWT's, Lesson Plans

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
61% of the students in grades 3-5 achieved learning gains on the 2009 FCAT SSS Reading.		70% of students in grades 3-5, will achieve learning gains on the 2010 FCAT SSS Reading.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Differentiated Instruction	Admin., Leadership Team, Reading Coach	Classroom walk throughs, monthly data chats, grade chair meetings, team meetings	FOCUS Benchmark assessments, Mini BATs
2	Before and after school Academic Camps	Admin. and Leadership Team	Classroom walk throughs, data chats, grade chair meetings, team meetings	FOCUS Benchmark assessments, Mini BATs
3	Use of Technology programs to enhance individual learning	Admin., Reading Coach, Magnet Coordinator	Classroom walk throughs,	Program reports: Odyssey, River Deep, FCAT Explorer, AR, STAR

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Lowest 25% will make adequate progress of 50 % or more on the 2010 FCAT SSS Reading.	6-Minute Solution-Fluency	Dr. Stewart	August 2009	Classroom walkthrough, team meetings, student monitoring sheet	Admin., Leadership Team, Reading Coach
The Hispanic AYP subgroup will meet 65% target on the 2010 FCAT SSS Reading.	River Deep training for individualized instruction-Comprehension / technology	Dr. Stewart District Trainer	September 2009	Classroom walkthrough, team meetings, and River Deep reports	Admin. And Leadership Team
60% of students in grades 3-5 will score a level 3 or higher on the 2010 FCAT SSS Reading.	New Item Specs Training-New Item Specs.	Dr. Stewart	September 2009	Classroom walk throughs, team meetings	Reading Coach
70% of students in grades 3-5, will achieve learning gains on the 2010 FCAT SSS Reading.	Q-Reads-Technology	Dr. Stewart/Micro-Tech	September 2009	Student monitoring sheet, CWT's, monthly data chats	Reading Coach, Magnet Coordinator
Lowest 25% will make adequate progress of 50 % or more on the 2010 FCAT SSS Reading.	Training on the NEW Struggling Readers' CHart - Reading interventions	Dr. Stewart	September	Classroom walk throughs, team meetings	Reading Coach
Lowest 25% will make adequate progress of 50 % or more on the 2010 FCAT SSS Reading.	Training on Triumphs Intervention piece of Treasures Reading Program	District Trainers	October	Classroom walk throughs, Monthly teacher/administration data chats	Administration, Leadership Team, Reading Coach

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

NA

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
BEEP lessons, 6-minute solution,		\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
Odyssey, River Deep, FCAT Explorer, Accelerated Reader, STAR		\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Q-Reads Technology Component		\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
After school/off track tutoring	ELO	\$4,000.00
Parent Family Nights	Title I	\$1,000.00
		Total: \$5,000.00
		Final Total: \$5,000.00

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		
The Economically Disadvantaged subgroup did not meet AYP criteria in Math. 43% of the students in this subgroup scored below grade level in Math.		By June 2010, 60% of the students meeting the criteria of Economically Disadvantaged will score at or above grade level in math.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Use of math manipulatives to model and focus on needed skill	Administration Support Staff	Classroom Walk Throughs, Observations	Leadership resources, Mini-assessment(BEEP), FOCUS assessments & pre/mid/post test results
2	Differentiated and small group instruction based on math level	Administration, Support Staff	Monthly Data chats, observations, student portfolios, Classroom Walk throughs	FOCUS assessments & pre/mid/post test results, Leadership Resources, BEEP assessments
3	Before school Academic Computer camp & after school tutoring program-Off track tutoring.	Administration, Support Staff	Classroom Walk Throughs, Observations, Student portfolios, monthly Data chats	BEEP assessments, FOCUS assessments pre/mid/post tests results, Leadership Resources

4	Technology based programs such as Odyssey, River Deep, FCAT Explorer	Administration, Leadership Team	Classroom Walk throughs, monthly student/teacher data chats-data binders, teacher/administration data chats, observations	Monthly Program reports, FCAT SSS Math 2010
5	Teachers will use the NEW Math Standards in Grades K-2	Magnet Math Teacher, Administration, Support Staff	Classroom Walk throughs, observations	Monthly assessments

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
The Black subgroup did not meet AYP criteria in Math. 43% of the students in the this subgroup scored below level in math.		By June 2010, 58% of the students in the Black subgroup will score at or above grade level in math.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Use of Calendar Math & Math Vocabulary Activities (word banks)	Administration, Support Staff	Data chats, observations, student portfolios, Classroom Walk throughs	Leadership resources, Mini-assessments (BEEP), FOCUS assessments & pre/mid/posttest results
2	Differentiated and small instruction based on math level	Administration, Support Staff	Classroom Walk Throughs, Observations, Student porfolios, Data chats	FOCUS assessments & pre/mid/posttest results, Leadership Resources, BEEP assessments
3	After school tutoring, Before school academic Computer camp math camp, Off Track Tutoring	Administration, Support Staff	Data chats, observations, student portfolios, Classroom Walk throughs	BEEP assessments, FOCUS assessments, pre/mid/posttest results, Leadership Resources
4	Technology based programs such as Odyssey, River Deep	Administration, Magnet Coordinator	Classroom walk throughs, observations, data chats,	Program reports

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
67% of students in grades 3-5 achieved a level 3 or higher on the 2009 FCAT SSS Math.		70% of students in grades 3-5 will score a level 3 or higher on the 2010 FCAT SSS Math.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	challenging, hands-on, inquiry and project-based activities.	Admin., Leadership team, Magnet Math teacher	Classroom Walk throughs, Observations, Student portfolios, monthly data chats	Mini-BAT assessments, BAT assessments, FOCUS assessments, FCAT SSS Math 2010

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
By June 2010, 60% of the students meeting the criteria of Economically Disadvantaged will score at or above grade level in math.	Provide staff development on AYP subgroups, First In Math (FIM) and differentiating instruction	Principal and Assistant Principal	September 2009	Team meetings, Classroom Visits/ observations focused on differentiated instruction, Data from FIM program	Assist Principal Principal
By June 2010, 58% of the students in the Black subgroup will score at or above grade level in math.	Calendar Math	Assistant Principal	September	Classroom Walk throughs	Assistant Principal
By June 2010, 60% of the students meeting the criteria of Economically Disadvantaged will score at or above grade level in math.	NEW math standards grades K-2-Standards	Magnet Math Teacher	September	Classroom Walk throughs	Administration

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Hands on manipulatives-Learning based projects(Math)		\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
		\$0.00
FCAT Explorer, Odyssey		\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Training-Calendar Math		\$0.00
Training - NEW Math Standards grades K-2		\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
After school camp,Off Track Tutoring	ELO	\$4,000.00
Calendar Math replacement pieces	Accountability	\$800.00
Family Math Night	Title I	\$1,000.00
		Total: \$5,800.00
		Final Total: \$5,800.00

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 data 22% of 5th grade students achieved a level three and above as compared to 26% in 2008.		35% of the fifth grade students will score a level 3 or above on the 2010 FCAT Science assessment.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Provide back-to-back (2 consecutive days) 30 minute Magnet Science blocks for all grade levels in order to complete more in-depth investigations; All investigations will be hands-on and inquiry based.	Grade level teachers, Magnet Science Teacher, Science Coach, Magnet Coordinator, Administration	The Magnet Science Lab plans and lessons will be reviewed and monitored by administration and executed with fidelity by the Magnet Science Teacher and Magnet Coordinator.	FOCUS Benchmark Assessments,science mini-assessments, science Benchmark Assessment Tests (2), science journals, and portfolios
2	Provide hands-on guided-inquiry investigations and project-based learning in which students are required to use science process skills.	Grade-level teachers, Magnet Science Teacher, Science Coach, Magnet Coordinator, Administration	The created lab schedule will be implemented with fidelity and monitored by the Science Coach and Principal.	FOCUS Benchmark Assessments, science mini-assessments, science Benchmark Assessment Tests (2), science journals, Pre/Mid/Post-tests, chapter tests
3	Use research-based strategies for teaching variables, which will be incorporated in weekly lab investigations. Students will maintain a science portfolio documenting lab investigations and outlining variables.	Grade-level teachers, Magnet Science Teacher, Science Coach, Magnet Coordinator, Administration.	Grade-level teams will review results from common assessments and plan future instruction based on identified areas of weakness.	Improvement on- FOCUS Benchmark Assessments,science mini-assessments, science Benchmark Assessment Tests (2), science journals,and portfolios, Pre/Mid/Post-tests, chapter tests

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
On the 2010 FCAT Science assessment, 35% of our fifth grade students will score level 3 or above.	Through Professional Learning Communities and workshops provide staff development addressing student misconceptions and teaching for conceptual change	Science Coach	September 2009	Common planning minutes will be reviewed to ensure data trends are discussed and lesson plans developed	Administration and Science Coach
On the 2010 FCAT Science assessment, 35% of our fifth grade students will score level 3 or above.	Through Professional Learning Communities and workshops provide staff development teaching variables	Science Coach	August 2009	Common planning minutes will be reviewed to ensure data trends are discussed and lesson plans developed	Administration and Science Coach
On the 2010 FCAT Science assessment, 35% of our fifth grade students will score level 3 or above.	Through Professional Learning Communities and workshops provide staff development on the 5E-Model and Inquiry Teaching	Science Coach	October 2009	Common planning minutes will be reviewed to ensure data trends are discussed and lesson plans developed	Administration and Science Coach
On the 2010 FCAT Science assessment, 35% of our fifth grade students will score level 3 or above.	Through Professional Learning Communities and workshops provide staff development in integrating science through the content areas	Science Coach	November 2009	Common planning minutes will be reviewed to ensure data trends are discussed and lesson plans developed	Administration and Science Coach
On the 2010 FCAT Science assessment, 35% of our fifth grade students will score level 3 or above.	Teachers will receive training on the NEW Science Item Specifications and Crosswalk	Science Coach and Magnet Science Teacher	September	Classroom walkthroughs and informal observations	Science Coach

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Delta Science Kits		\$0.00
Sciencesaurus	Accountability Funds	\$1,000.00
		Total: \$1,000.00
Technology		
Description of Resources	Funding Source	Available Amount
Odyssey		\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Training on NEW Item Specifications & Crosswalk for Science		\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
Supplies & equipment	Magnet Funds	\$1,500.00
Family Science Night	Title I	\$1,000.00
		Total: \$2,500.00
		Final Total: \$3,500.00

End of Science Goal

Writing Goal

Needs Assessment: Based on School Grade Data:
 Did the total percent proficient increase or was the percent proficient maintained?
 What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
<p>*All students met the 2009 AYP requirement in writing. *In 2009, 89% of the students scored a level 3.5 or above. *In 2008, 85% of the students scored a level 3.5 or above in writing. 4th grade students scoring level 3 and above increased by one percentage point.</p>		<p>By June 2010, 91% of fourth grade students will score 3.5 or higher as measured by the Florida Writing Assessment Test.</p>		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Teachers will devote a minimum of 45 minutes daily to writing.	The SAC Writing Committee will meet on a regular basis and discuss student achievement on prompts	Classroom walk throughs and informal observations	Monthly Writing Prompts, The 2010 FCAT Writing Assessment
2	During the writing block, teachers, students, and/or peers will conference with individual students or small groups to provide feedback on ways to improve specific writing samples.	The SAC Writing Committee, Administration, Leadership Team	Classroom walk throughs, data chats-data binders	Monthly Writing Prompts, FCAT Writing 2010
3	Teachers in K-5 will implement the Six traits of Writing program.	Administration, Reading Coach, Grade Chairs	Classroom walk throughs and observations	2010 FCAT Writing Assessment
4	Family Nights will be offered to train parents of 3rd and 4th graders in writing strategies.	Leadership Team	Parental Involvement	2010 FCAT Writing Assessment
5	4th grade students will receive extra support in writing through participation in after school camp and small group instruction.	Leadership Team, Reading Coach	Student/Teacher Data chats	Monthly Writing Prompts, FCAT 2010 Writing Assessment
6	Students in grades 3-5 will use technology programs such as Kidspiration, Comic Life and Microsoft Word/Powerpoint	Magnet Coordinator, Teachers	Student Portfolios, Classroom walk throughs	Student work, prompts, 2010 FCAT Writing Assessment

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
By June 2010, 91% of fourth grade students will score 3.5 or higher as measured by the Florida Writing Assessment Test.	Training provided to all new teachers on Sunshine State Standards and GLE's for writing.	Writing Committee Chair, Reading Coach	September through October	Monthly meetings will be held to monitor progress.	4th Grade Team Leader, Reading Coach, Assistant Principal, Writing Committee Chair
By June 2010, 91% of fourth grade students will score 3.5 or higher as measured by the Florida Writing Assessment Test.	New teachers will be trained on the Six Traits of Writing	Writing Committee Chair and Reading Coach	September through October	Monthly meetings will be held to monitor progress	4th grade Team Leader, Reading Coach, Administration, Writing Committee Chair
By June 2010, 91% of fourth grade students will score 3.5 or higher as measured by the Florida Writing Assessment Test.	All teachers will participate in PLC's to learn, develop, and/or share effective writing strategies.	Reading Coach	September through April	Monthly PLC meetings	Administration

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
Broward County BEEP writing lessons		\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Training on Writing Rubric - all grades		\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
After school writing camp	Accountability	\$2,500.00
Curriculum Family Night	Title I	\$1,000.00
		Total: \$3,500.00
		Final Total: \$3,500.00

End of *Science* Goal

Parent Involvement Goal

Needs Assessment: Based on information from School Grade and Adequate Yearly Progress Data:
 Were parent involvement activities and strategies targeted to areas of academic need?
 Based on information from surveys, evaluations, agendas, or sign-ins:
 Was the percent of parent participation in school activities maintained or increased from the prior year?
 Generally, what strategies or activities can be employed to increase parent involvement?

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
70% of parents attended workshops, parent meetings and/or parent conferences during the 2009-2010 school year.		By June 2010, 74% of parents will participate in parent education activities supporting their child's education as documented by attendance at parent trainings, meeting or conferences.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Colbert Elementary will hold an annual Title 1 Open House public meeting and information about the Title 1 program will be distributed to the parents and staff.	Principal, Assistant principal SAC Chairperson, Title I Coordinator	Family nights sign-in sheets.	Percentage of stakeholder participation
2	A Title 1 Parent Compact will be prepared by the Title 1 Coordinator, school staff and parents in October 2009. The completed compact will be distributed to the parents during the first trimester of the school year.	Title I Coordinator, SAC Chairperson	Discuss at SAC/SAF Meetings	Percentage of Compacts returned.
3	MegaSkills training will be scheduled	Title I Coordinator, SAC Chairperson	Percentage of parental participation	MegaSkills Evaluation Form
4	Family Nights in Reading, Math, Science and Technology	Title I Coordinator, SAC Chairperson	Sign-In sheets	Superintendents's annual Customer Survey

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
By June 2009, 73% of parents will					

participate in parent education activities supporting their children's education as documented by attendance at parent trainings, meetings, or conferences.	Effective communication between home and school	Assistant Principal	September 2009	Observation of parent Conferences	Assistant Principal
By June 2009, 73% of parents will participate in parent education activities supporting their children's education as documented by attendance at parent trainings, meetings, or conferences.	Increasing Parental Involvement through MegaSkills Training	Title I Coordinator	October 2009	Weekly evaluation forms	Title I Coordinator, SAC Chairperson, Assistant Principal

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
MegaSkills Workshops		\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
Virtual Counselor		\$0.00
School website		\$0.00
FCAT Explorer		\$0.00
BEEP Parent Portal		\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
MegaSkills Workshops	Title I	\$2,500.00
Family Nights (K-5)		\$0.00
		Total: \$2,500.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$2,500.00

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	BEEP lessons, 6-minute solution,		\$0.00
Mathematics	Hands on manipulatives-Learning based projects(Math)		\$0.00
Writing	Mary Lewis Writing Program		\$0.00
Science	Delta Science Kits		\$0.00
Science	Sciencesaurus	Accountability Funds	\$1,000.00
Parental Involvement	MegaSkills Workshops		\$0.00
			Total: \$1,000.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Odyssey, River Deep, FCAT Explorer, Accelerated Reader, STAR		\$0.00
Mathematics			\$0.00
Mathematics	FCAT Explorer, Odyssey		\$0.00
Writing	Broward County BEEP writing lessons		\$0.00
Science	Odyssey		\$0.00
Parental Involvement	Virtual Counselor		\$0.00
Parental Involvement	School website		\$0.00
Parental Involvement	FCAT Explorer		\$0.00
Parental Involvement	BEEP Parent Portal		\$0.00
			Total: \$0.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Q-Reads Technology Component		\$0.00
Mathematics	Training-Calendar Math		\$0.00
Mathematics	Training - NEW Math Standards grades K-2		\$0.00
Writing	Training on Writing Rubric - all grades		\$0.00
Science	Training on NEW Item Specifications & Crosswalk for Science		\$0.00
Parental Involvement	MegaSkills Workshops	Title I	\$2,500.00
Parental Involvement	Family Nights (K-5)		\$0.00
			Total: \$2,500.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	After school/off track tutoring	ELO	\$4,000.00
Reading	Parent Family Nights	Title I	\$1,000.00
Mathematics	After school camp,Off Track Tutoring	ELO	\$4,000.00
Mathematics	Calendar Math replacement pieces	Accountability	\$800.00
Mathematics	Family Math Night	Title I	\$1,000.00
Writing	After school writing camp	Accountability	\$2,500.00
Writing	Curriculum Family Night	Title I	\$1,000.00
Science	Supplies & equipment	Magnet Funds	\$1,500.00
Science	Family Science Night	Title I	\$1,000.00
			Total: \$16,800.00
			Final Total: \$20,300.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

- Intervene
 Correct II
 Prevent II
 Correct I
 Prevent I
 NA

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✓ **Yes. Agree with the above statement.**

Projected use of SAC Funds	Amount
After school/Off track Academic Camps	1000

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

A member of the School Advisory Council (SAC) is appointed to chair a committee for each academic area as well as other areas of need (i.e., parent involvement, student behavior, etc.) Each committee is comprised of SAC members (including parents and members of the community) as well as members of the faculty who have expertise in the specific area. These committees develop School Improvement objectives, including strategies and recommendations for staff development and budget. Once the plan is approved by the School Advisory Council (SAC), it is shared with all members of the faculty and staff as well as parents and community members. The plan is posted on the school's website after Board Approval. During the year, the SAC committees oversee implementation of the action steps and monitor.

SAC meetings are placed in the school's monthly newsletter, flyers are posted on the parent board in building one and are sent home to parents. The Parent link system is also utilized to call parents and remind them of the meetings.

SAC advisory members are elected by their peer groups with the Principal, BTU representative and business partners being appointed. The composition of the SAC reflects the demographics of the student population.

SAC Members

Members

- 1) Zaida Prendes, Principal
- 2) Natasha Braynen, SAC Chair
- 3) Jinyann Padilla, Teacher
- 4) Janet Golden, Business Member
- 5) Monique Kang, Parent
- 6) Simon Labady, Parent
- 7) Marisol Lado, Parent
- 8) Michelle Thames, Parent
- 9) Rosalyn Bigg, Parent
- 10) Addington Braynen, Community Member
- 11) Carol Brewster, School Support Personnel
- 12) Sharhoda Day, Union Steward

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Broward COLBERT ELEMENTARY SCHOOL 0231											
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 262 Math: 262		2008-2009 School Grade ¹ : C		Did the School make Adequate Yearly Progress? NO							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.					
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	2008	2009	Y/N	2009	Y/N	2009	Y/N	2009
TOTAL ⁴	99	Y	99	Y	52	N	60	N			92	Y			NA	53	48	N	42	40	N	60	N	62	N
WHITE		NA		NA		NA		NA				NA			NA			NA			NA				
BLACK	99	Y	99	Y	53	N	57	N			91	Y			NA	55	47	Y	43	43	N	60	NA	57	N
HISPANIC	100	Y	100	Y	44	N	64	N				NA			NA	54	56	N	45	36	Y		NA		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	53	N	60	N			94	Y			NA	54	47	Y	43	40	N	62	NA	60	N
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA				NA			NA			NA			NA				
STUDENTS WITH DISABILITIES		NA		NA		NA		NA				NA			NA			NA			NA				

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Broward COLBERT ELEMENTARY SCHOOL 0231											
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 278 Math: 278		2007-2008 School Grade ¹ : C		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
TOTAL ⁴	100	Y	100	Y	47	N	58	N			Y				NA	46	53	N	38	42	N	48	N	57	N
WHITE		NA		NA		NA		NA			NA				NA			NA			NA				
BLACK	100	Y	100	Y	45	N	57	N			Y				NA	49	55	N	38	43	N	48	N	54	N
HISPANIC	100	Y	100	Y	46	N	55	N				NA			NA	43	54	N	35	45	N	44	N	62	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	46	N	57	N			Y				NA	45	54	N	37	43	N	48	N	56	N
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y		NA		NA			NA				NA			NA			NA				
STUDENTS WITH DISABILITIES	100	Y	100	Y		NA		NA			NA				NA			NA			NA				

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Broward COLBERT ELEMENTARY SCHOOL 0231											
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 298 Math: 298		2006-2007 School Grade ¹ : B		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
TOTAL ⁴	100	Y	100	Y	54	Y	62	Y			Y				NA	45	48	NA	38	38	NA	52	NA	63	NA
WHITE		NA		NA		NA		NA			NA				NA			NA			NA				
BLACK	100	Y	100	Y	51	Y	62	Y			Y				NA	50	50	NA	40	38	NA	48	NA	63	NA
HISPANIC	100	Y	100	Y	57	Y	65	Y			NA				NA	43	48	NA	36	35	NA	60	NA	60	NA
ASIAN		NA		NA		NA		NA			NA				NA			NA			NA				
AMERICAN INDIAN		NA		NA		NA		NA			NA				NA			NA			NA				
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	55	Y	63	Y	94	Y					NA	51	47	NA	38	37	NA	53	NA	63	NA
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y		NA		NA			NA				NA			NA			NA				
STUDENTS WITH DISABILITIES		NA		NA		NA		NA			NA				NA			NA			NA				

SCHOOL GRADE DATA

Broward School District COLBERT ELEMENTARY SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	57%	67%	89%	22%	235	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	61%	65%			126	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level

						1 or 2
Adequate Progress of Lowest 25% in the School?	45% (NO)	50% (YES)			95	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					456	
Percent Tested = 100%						Percent of eligible students tested
School Grade					C	Grade based on total points, adequate progress, and % of students tested

Broward School District COLBERT ELEMENTARY SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	51%	62%	85%	26%	224	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	55%	57%			112	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					462	
Percent Tested = 100%						Percent of eligible students tested
School Grade					C	Grade based on total points, adequate progress, and % of students tested

Broward School District COLBERT ELEMENTARY SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	58%	67%	93%	24%	242	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	55%	62%			117	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?	62% (YES)	81% (YES)			143	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					502	
Percent Tested = 100%						Percent of eligible students tested
School Grade					B	Grade based on total points, adequate progress, and % of students tested