

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



**School Name: DILLARD ELEMENTARY SCHOOL**

**District Name: Broward**

**Principal: Dr. Eric T. Miller**

**SAC Chair: Adrienne Smoot**

**Superintendent: James F. Notter**

**Date of School Board Approval: 12/1/09**

**Last Modified on: 08-28-2009**

**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

Mission: To provide students with a quality education within a safe and secure learning environment.

Vision: Dillard Elementary strives to be a community that nurtures academic, social and emotional excellence for all students.

## PART I: CURRENT SCHOOL STATUS

### SCHOOL PROFILE/DEMOGRAPHICS

#### Brief History and Background of the School

Dillard Elementary is a Title I school with a grade of "A". The school is located in the northwest section of the city of Ft. Lauderdale. Dillard Elementary School opened in 1954 and is a neighborhood school. The school serves approximately 760 students in Grades Pre-K through 5th grade.

#### Unique School Strengths for Next Year

Maintain an "A" School Grade, Develop a Mentor Program for Aspiring Administrators, Differentiate Instruction in Grades 4 and 5 (i.e., team teaching).

#### Unique School Weaknesses for Next Year

Due to budget cuts the science resource teacher was placed in the classroom.

#### Student Demographics

#### Student Attendance Rates

#### Student Mobility

#### Student Suspension Rates

#### Student Retention Rates

#### Class Size

#### Academic Performance of Feeder Pattern

Partnerships and Grants

Westside Gazette and Paradise Bank – Mentored students and donated student incentives, Community in Schools – Tutoring, YMCA – Aftercare provider and donated student incentives, Dunkin Donuts – Assisted with recruiting parents for Parent Involvement Activities, Palm Harbour Prep – Tutoring and donated student incentives.

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	Dr. Eric Miller	Doctorate Degree in Educational Leadership, Masters Degree in Educational Leadership		11	Walker Elementary 2008-2009 Grade: C Reading Mastery: 56% Math Mastery: 61% Science Mastery: Writing Mastery: 93% AYP: Black, ED did not make AYP in Reading but made AYP in Math. 2007-2008 Grade: D Reading Mastery: 48% Math Mastery: 55% Science Mastery: Writing Mastery: 87% AYP: Black, ED did not make AYP in Reading or Math.
Assis Principal	Kimberly L. Fernander	BS- Marketing Master- Elem. Education ED. Specialist- Ed Leadership	5	7	Dillard Elementary 2008-2009 Grade: A Reading Mastery: 57% Math Mastery: 74% Science Mastery: 17% Writing Mastery: 97% AYP: Black, ED did not make AYP in Reading, but made AYP in Math. 2007-2008 Grade: A Reading Mastery: 57% Math Mastery: 67% Science Mastery: 14% Writing Mastery: 87% AYP: Black, ED did make AYP in Reading

\* 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	Sharol Alexander	Professional Educator's: Elem. Ed 1-6, ESOL Endorsement, Early Childhood (N-K)	31	12	Dillard Elementary 2008-2009 Grade: A Reading Mastery: 57% Math Mastery: 74% Science Mastery: 17% Writing Mastery: 97% AYP: Black, ED did not make AYP in Reading, but made AYP in Math. 2007-2008 Grade: A Reading Mastery: 57% Math Mastery: 67% Science Mastery: 14% Writing Mastery: 87% AYP: Black, ED did make AYP in Reading and Math.
Reading	Ruth Williams	Professional Educator's: Elem. Ed 1-6, ESOL Endorsement, English 6-12, Journalism 6-12	32	17	Dillard Elementary 2008-2009 Grade: A Reading Mastery: 57% Math Mastery: 74% Science Mastery: 17% Writing Mastery: 97% AYP: Black, ED did not make AYP in Reading, but made AYP in Math. 2007-2008 Grade: A Reading Mastery: 57% Math Mastery: 67%

Science Mastery: 14%  
 Writing Mastery: 87%  
 AYP: Black, ED did make AYP in Reading and Math.

*\* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)*

### HIGHLY QUALIFIED TEACHERS

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Partnering new teachers or teachers with less than 3 years experience with veteran staff.	NESS Liaison	Ongoing	
2. Staff Development	Support Staff	Ongoing	

### Non-Highly Qualified Instructors

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

### Staff Demographics

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed
43	0	60	28	12	0	100	1	1	47

### Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Sherilynn Wilder	Veronica Campbell	Grade level/ Curriculum Experience	Classroom Observations, demonstrate lessons using scientifically-based reading materials for reading, provide assistance with classroom set ups for effective reading instruction (word walls, leveled text, small group instruction, etc.)
Sandra Pierre	Abbie Bryan	Grade level/ Curriculum Experience	Classroom Observations, demonstrate lessons using scientifically-based reading materials for reading, provide assistance with classroom set ups for effective reading instruction (word walls, leveled text, small group instruction, etc.)
Tonya Philpot	Louise Richards	Abbie Bryan Grade level/ Curriculum Experience	Classroom Observations, demonstrate lessons using scientifically-based reading materials for reading, provide assistance with classroom set ups for effective reading instruction (word walls, leveled text, small group instruction, etc.)

### ADDITIONAL REQUIREMENTS

#### Coordination and Integration

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

Title 1 is the largest federal funded education program in the United States Authorized by Congress, it provides supplemental funds to school districts to assist eligible public and private schools with the highest student concentration of poverty to meet school educational goals. The purpose of this title is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments.

**Title I, Part C- Migrant**

N/A

**Title I, Part D**

N/A

**Title II**

N/A

**Title III**

N/A

**Title X- Homeless**

N/A

**Supplemental Academic Instruction (SAI)**

N/A

**Violence Prevention Programs**

Silence Hurts is a campaign designed to encourage students to break the code of silence. In the vast majority of serious campus violence incidents, someone knew prior to the act taking place. Many potential violent acts have been prevented because someone did the right thing. They took a stand. They did not allow themselves or their friends to be victims.

**Nutrition Programs**

N/A

**Housing Programs**

N/A

**Head Start**

Head Start is a national program that promotes school readiness by enhancing the social and cognitive development of children through the provision of educational, health, nutritional, social and other services to enrolled children and families.

**Adult Education**

N/A

**Career and Technical Education**

N/A

**Job Training**

N/A

**Other**

N/A

**Response to Instruction/Intervention (RtI)**

**School-based RtI Team**

Identify the school-based RtI Leadership Team.

Dr. Eric Miller, Principal  
Mrs. Kimberly Fernander, Intern Principal  
Ruth Williams, Reading Resource Specialist  
Valerie Gardner, Intermediate Reading Coach  
Sharol Alexander, Curriculum Facilitator  
Laura Martin, Guidance Counselor  
Dezzie Smith-Walker, ESE Specialist

Melissa Holloway, Speech Language Pathologist  
Rosa Santiago, Micro-tech  
Vince Watson, Math/Science Coach  
Paul Zenon, School Social Worker  
Shakuanda Holt, School Psychologist

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

The Principal and Intern Principal preside over staff, data, and leadership meetings. The support staff lends support to the faculty and staff. The School Advisory Council (SAC) officers oversee the School Improvement Plan (SIP) and insure that the staff maintains the focus described in the SIP.

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

The School-Based RtI Leadership team meets with the School Advisory Counsel (SAC) and principal monthly to help develop the School Improvement Plan (SIP). Their role is to analyze test data, identify goals and objectives to be achieved during the school year, and monitor the implementation of the SIP through classroom walkthroughs.

### RtI Implementation

Describe the data management system used to summarize tiered data.

**Academic Data Management**  
Review previous year's Stanford Assessment Test (SAT 10)/Florida Comprehensive Assessment Test (FCAT) scores to identify struggling and advanced students.

Reading and Math placement tests are administered to students to determine appropriate small group placement.

District mini-benchmarks/ school developed checkpoint assessments are administered as scheduled on the Instructional Focus Calendars (i.e., every 2 to 3 weeks) to assess and identify areas of weakness and growth in specific strands that are tested on the SAT-10 and FCAT (i.e. Reading, Math and Science).

Diagnostic Assessment or Reading (DAR) is administered to students that fell below the 30th percentile on the SAT-10 reading and all students scoring at a Level 1 on the FCAT reading.

FAIR- is developed by the Florida Center for Reading Research in collaboration with Just Read, Florida! The assessment system provides teachers with screening, progress monitoring, and diagnostic information that is essential for guiding instruction.

The Compass Learning Odyssey technology program is used daily to assess, monitor and provide practice on specific strands, that are tested on the SAT and FCAT (i.e. Reading and Math).

Virtual Counselor, Excel and FileMaker Pro databases are used to house and generate student data.

Describe the plan to train staff on RtI.

Professional Development will be provided during teachers' common planning time and small sessions will occur throughout the year. Two PD sessions entitled: "RtI: Problem Solving Model: Building Consensus Implementing and Sustaining Problem-Solving/RtI" and "RtI: Challenges to Implementation Data-based Decision-making, and Supporting and Evaluating Interventions" will take place in mid-August and in October.

### 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?

##### Clusters/Strands 2008- 2009 Proficiency

Reading  
(All numbers are in percents)

(Grade 3)

Words/ Phrases 63% (2008) 56% (2009) -7% (decrease)

Main Idea/ Purpose 59% (2008) 54% (2009) -5% (decrease)

Comparisons 50% (2008) 56% (2009) +6% (increase)

Reference and Research 60% (2008) 67% (2009) +7% (increase)

(Grade 4)

Words/ Phrases 57% (2008) 71% (2009) +14% (increase)

Main Idea/ Purpose 61% (2008) 57% (2009) -4% (decrease)

Comparisons 50% (2008) 59% (2009) +9% (increase)

Reference and Research 50% (2008) 75% (2009) +25% (increase)

(Grade 5)

Words/ Phrases 63% (2008) 50% (2009) -13% (decrease)

Main Idea/ Purpose 61% (2008) 52% (2009) -9% (decrease)

Comparisons 64% (2008) 60% (2009) -4% (decrease)

Reference and Research 40% (2008) 67% (2009) +27% (increase)

Clusters/Strands 2008-2009 Proficiency

Math

(All numbers are in percents)

(Grade 3)

Number Sense 58% (2008) 58% (2009) 0 (No Difference)

Measurement 62% (2008) 62% (2009) 0 (No Difference)

Geometry 71% (2008) 71% (2009) 0 (No Difference)

Algebraic Thinking 50% (2008) 50% (2009) 0 (No Difference)

Data Analysis 57% (2008) 71%(2009) +14% (increase)

(Grade 4)

Number Sense 55% (2008) 64% (2009) +9% (increase)

Measurement 63% % (2008) 75% (2009) +12% (increase)

Geometry 71% (2008) 71% (2009) 0 (No Difference)

Algebraic Thinking 57% (2008) 71% (2009) +14% (increase)

Data Analysis 71% (2008) 71% (2009) 0 (No Difference)

(Grade 5)

Number Sense 46% (2008) 69% (2009) + 23% (increase)

Measurement 55% (2008) 55%(2009) 0 (No Difference)

Geometry 46% (2008) 54%(2009) +8% (increase)

Algebraic Thinking 64% (2008) 55% (2009) - 9% (decrease)

Data Analysis 58% (2008) 58%(2009) 0 (No Difference)

Science (Grade 5) 2008- 2009

( All numbers are in percents)

Scientific Thinking 50% (2008) 46% (2009) -4% (decrease)

Earth and Space 42% (2008) 46% (2009) +4% (increase)

Life and Environment 46% (2008) 53% (2009) + 7% (increase)

Physical and Chemical 58% (2008) 50% (2009) -8% (decrease)

### Instructional Calendar Development

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

First, the leadership team and grade chairs analyze and disaggregate data from the FCAT and SAT 10 Test. Strengths and weaknesses by grade level, subject area and cluster/stands are identified. Then the Instructional Focus Calendar is developed and includes the following: benchmarks and stands to address; dates to cover content, give assessments, conduct staff development, and hold data chats; chapters to cover in text books; remediation and enrichments resources. Once the Instructional Focus Calendar is completed, teachers are inserviced on how to implement the calendar in their classrooms. Last, the leadership team conducts daily classroom walkthroughs to ensure that teachers are implementing the Instructional Focus Calendar with fidelity in reading, writing, math, and science.

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

Reading: Main Idea/ Author's Purpose, Words/Phrases and Comparisons

Math: Algebraic Thinking/Number Sense

Writing: Narratives

Science: Scientific Thinking

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

First, test scores (i.e., FCAT & SAT 10) from the previous school year and various pre-test (i.e., DAR and Broward Assessment Test (BAT-1)) are analyzed by teachers and the leadership team. Then, students are grouped based on their ability levels and instructional plans are developed to address their academic needs. Throughout the school year, planning sessions (i.e., Data chats, support team meetings, child study, and grade level team meetings) are held to address students' progress. If a student is not making progress and Individualized Education Plan (IEP) is developed and implemented with fidelity by the classroom teacher and monitored by the leadership team.

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?

The school wide instructional focus calendar, which list the various benchmarks/strands to cover and the school wide lesson plan template, which emphasis Sunshine State Standards (SSS) benchmarks and objectives as well as accommodations for English speakers of other languages (ESOL) and Exceptional Student Education (ESE) students is used to aligned instruction across grade levels and subject areas.

How are instructional focus lessons developed and delivered?

During team meetings teachers work collaboratively to develop lessons based on student needs, research, best practices, BEEP/other on-line resources and lessons learned at workshops. Lessons are delivered in whole and small group settings.

How will instructional focus lessons be revised and monitored?

Instructional focus lessons are revised when data from district mini-assessments show that there are strands that need to be re-taught. Lessons will be revised by teachers at their weekly team meetings with input and assistance from the leadership team when needed.

**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.

**Core Assessments**

**BAT 1 and 2**

Tests developed around individual Sunshine State Standard benchmarks or clusters of similar benchmarks.

**District Mini Assessments**

Tests developed around individual Sunshine State Standard benchmarks or clusters of similar benchmarks.

**Checkpoints**

Reading, Math and Science test designed by Dillard Elementary curriculum team. Test access student mastery of targeted skill/clusters. Test are aligned to state standards using district assessment materials and curriculum guides.

**Supplemental Assessments**

FCAT Release Test are administered in the areas of reading, mathematics, and science. Test are used to assess students proficiency levels and increase their comfort level.

#### Acaletics

Test developed to expose students to multiple math stands daily.

#### Intervention Assessments

DAR- assessment that diagnoses the areas of weakness in reading (i.e., phonemic awareness, phoneme segmentation, fluency, comprehension, and vocabulary).

#### FAIR

Developed by the Florida Center for Reading Research in collaboration with Just Read, Florida! The assessment system provides teachers with screening, progress monitoring, and diagnostic information that is essential for guiding instruction.

#### Monthly Writing Assessments

Grade level monthly assessment of student progress utilizing narrative and expository writing prompts.

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

The minimum percentile for mastery is set at 70%, based on the traditional standard for proficiency. Any student scoring below 70% have not reach the traditional proficiency level. Students who have not reached mastery are re-grouped in small groups and re-taught the skills they did not master.

#### Maintenance

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

Students' assessments on strands taught every two weeks are posted along with dates for data meeting between teachers and the leadership team to discuss students' progress.

Describe the process and schedule for teams to review progress monitoring data (summative and mini assessments) to identify the required instructional modifications that are needed to increase student achievement.

Teachers have weekly team meetings to discuss students' assessment data. Minutes are taken and given to administration for review. In addition, bi-weekly data chats are held between teachers and the leadership team to discuss students' progress, and make the required instructional modifications needed to increase student achievement.

#### Monitoring

Describe the Principal's and Leadership Team's roles as instructional leaders and how they will be continuously involved in the teaching and learning process.

The following is a list of the roles of the Principal as an instructional leaders and how he will continuously be involved in the teaching and learning process: assist with the development of all instructional focus calendars; analyze and disaggregate students' data bi-weekly; provide staff development; order required instructional materials and supplies; conduct daily classroom walkthroughs; meet with teams on a weekly rotating schedule and assist with the development of lessons (i.e., goals and objectives), meet with teams every two weeks to review and discuss student assessment data; assist with revisions to the instructional focus calendars when needed; meet with students individually on a monthly bases to review their assessment scores and establish goals to achieve.

The following is a list of the roles of the Leadership Team as instructional leaders and how they will continuously be involved in the teaching and learning process: assist with the development of all instructional focus calendars; analyze and disaggregate students' data bi-weekly; meet with teams every two weeks to review and discuss student assessment data; model instruction in classrooms when needed; provide staff development; conduct daily classroom walkthroughs; meet with assigned teams weekly and assist with the development of lessons (i.e., goals and objectives), assist with revisions to instructional focus calendars when needed, and teaching small groups to enhance student achievement daily.

#### ACT

##### Supplemental and Intensive Instruction/Interventions

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

#### Reading

Grade K-3 will be utilizing Treasures as the core program.

Grade K – 3 will utilize Triumphs, Foundations, Destination Success Riverdeep, Odyssey and Wilson as their intervention programs for reading. All new teachers in Grades K-3 will be trained on how to implement these programs.

Grade 3 will also utilize Voyager as an intervention progra.

Grades 4 and 5 will be utilizing the Trophies Reading series as their core program

Grade 4-5 will be utilizing Trophies interventions, Destination Read Riverdeep and Odyssey as their remediation programs for reading. All new teachers in Grades 4-5 will be trained on how to implement these programs.

**Math**

Grades K-5 will utilize the Harcourt Math series as their core for math.  
Grades 3-5 supplemental math program is Acaletics.

Grade 1-5 will utilize the Moving with Math and Odyssey programs as their remediation resources.

Grade 5 will also utilize Math at Hand as their remedial program.

**Science**

Grades K-5 will utilize the Harcourt Science series and Delta Science Kits as their core.

**Writing**

Grade K-5 will use the Six Traits for Writing Program as their core.

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

Data is used to identify students with needs, students are grouped according to weaknesses and instruction is delivered in a small group setting utilizing remediation resources, in all targeted areas.

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

Professional Development is based on test data, district initiatives, grade level trends, and teacher needs assessment.

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

All level 1 and 2 students as identified by the 2009 FCAT scores and all retained third grade students and incoming third graders that scored below the 30th percentile on the SAT-10 will be targeted for supplemental and intensive instruction/interventions. In addition, students scoring below the 70th percentile on the district's mini and school developed checkpoint assessments will be targeted.

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

The effectiveness of the interventions will be measured bi-weekly with the following instruments: district mini assessments and school developed checkpoints. In addition, data from BAT 1 and 2, FAIR, DAR, FCAT Release questions, and pre/post reading and math series assessments will be utilized to measure students' progress throughout the school year.

**Enrichment**

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

Students mastering 70% or above on district mini and school developed checkpoints will receive enriched instruction through center and extension activities included in the Broward County adopted resources.

Describe how students are identified for enrichment strategies.

All level 4 and 5 students as identified by the 2009 FCAT scores and all incoming third grade students scoring above the 90th percentile on the SAT 10 are targeted for enrichment. In addition, students scoring above the 90th percentile on the district's mini and school developed checkpoint assessments are targeted.

**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)
	Dr. Eric Miller0 (Principal), Kimberly Fernander (Asst. Principal), Vince Watson(Behavior Specialist/			

K-2nd Classroom Teachers Reading Coach VE Teacher	Science & Math Coach), Valerie Harley- Gardner ( Intermediate Reading Resource), Ruth Williams ( Primary Reading Specialist), Sharol Alexander ( Curriculum Specialist), Rosa Santiago (Micro Technology Specialist), Laura Martin (Guidance Counselor)	Every second and fourth Monday of the month, and every Early Release Day for Dr. Miller's Leadership Group.	Friday during common planning time	Analyze the effectiveness of the Reading FCIM calendars, mini-lessons, Mini assessments, maintenance, tutorials, and enrichments to determine any necessary revisions.
3rd-5th Classroom teachers Reading coach VE Teacher	Dr. Eric Miller (Principal), Kimberly Fernander (Asst. Principal), Vince Watson (Behavior Specialist/ Science & Math Coach), Valerie Harley- Gardner ( Intermediate Reading Resource), Ruth Williams ( Primary Reading Specialist), Sharol Alexander ( Curriculum Specialist), Rosa Santiago (Micro Technology Specialist), Laura Martin (Guidance Counselor)	Every second and fourth Monday of the month, and every Early Release Day for Dr. Miller's Leadership Group.	Friday during common planning time	Analyze the effectiveness of the Reading FCIM calendars, mini-lessons, Mini assessments, maintenance, tutorials, and enrichments to determine any necessary revisions.

### NCLB Public School Choice

Note: For Title I schools only

- Notification of (School in Need of Improvement) SINI Status  
[Show Attached Notification of \(School in Need of Improvement\) SINI Status](#)
- Public School Choice with Transportation (CWT) Notification  
[Show Attached Public School Choice with Transportation \(CWT\) Notification](#)
- Notification of (School in Need of Improvement) SINI Status  
[Show Attached Supplemental Educational Services \(SES\) Notification](#)

### Pre-School Transition

During the end of each preschool year, Dillard Elementary offers a "Moving-Up" Ceremony. Parents are informed of the transition from Preschool to the elementary level. During the summer, Broward County screens all incoming Kindergarten students. In August, a parent meeting is held to inform parents of the requirements for Kindergarten.

Dillard Elementary gives a Pre-K Program Inventory. It is administered to all preschoolers as an initial diagnostic assessment tool to determine the specific skills and knowledge of students; and, as a final assessment tool as students prepare to transition to Kindergarten. The Florida Kindergarten Readiness Screening (FLKRS) is administered to all kindergarten students. It is an early childhood observation tool called "ECHOS".

ECHOS is an assessment tool designed to collect information and monitor the progress and seven domains of learning. These domains include: Language and Literacy, Mathematics, Social and Personal skills, Science, Social Studies, Physical Development and Fitness and Creative Arts.

The staff provides parents with packets of kindergarten activities, registration materials, and offers workshops to train parents to assist their child(ren) at home. An exit interview and assessment is administered to each student before they transition to kindergarten, which is designed to determine overall readiness and/or identify the need for any remediation. Testing helps in the determination of student placement and assignment of learning groups.

### Postsecondary Transition

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

N/A



## PART II: EXPECTED IMPROVEMENTS

### Reading Goal

<b>Needs Assessment:</b>	<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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<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>		<b>Objective Linked to Area of Improvement</b>		
In Grades 3-5, 60% of the students achieved at or above a level three on the 2009 FCAT Reading Assessment.		In Grades 3-5, 72% of the students will score at or above a level 3 on the 2010 FCAT Reading Assessment.		
	<b>Action Step</b>	<b>Person Responsible for Monitoring the Action Step</b>	<b>Process Used to Determine Effectiveness of Action Step</b>	<b>Evaluation Tool</b>
1	Develop an Instructional Focus Calendar for Reading.	Grade Chairs and Dr. Eric Miller, Principal; Kimberly Fernander, Intern Principal; Ruth Williams, Reading Resource Specialist; Valerie Gardner, Intermediate Reading Coach; Sharol Alexander, Curriculum Facilitator; Laura Martin, Guidance Counselor; Dezzie Smith-Walker, ESE Specialist; Melissa Holloway, Speech Language Pathologist; Vince Watson, Math/Science Coach; Paul Zenon, School Social Worker; Shakuanda Holt, School Psychologist	Administration will be aware of the IFC's upcoming focus and monitor implementation through classroom walkthroughs.	Effectiveness will be determined through district mini and checkpoint assessments(i.e., multiple resources compiled to assess a targeted skill/strand).
2	Teachers will utilize higher order thinking questions during lessons	Dr. Eric Miller, Principal; Kimberly Fernander, Intern Principal; Ruth Williams, Reading Resource Specialist; Valerie Gardner, Intermediate Reading Coach; Sharol Alexander, Curriculum Facilitator	Classroom Walkthroughs will be conducted weekly and constructive feedback will be given to teacher.	Classroom walkthrough log and focused walkthroughs to determine frequency of high order questions.
3	The school will utilize district mini and school developed checkpoint assessments to monitor student progress.	Ruth Williams, Reading Resource Specialist; Valerie Gardner, Intermediate Reading Coach; Sharol Alexander, Curriculum Facilitator	Bi-weekly data chats between the Leadership Team and 3-5 grade teachers will be held to discuss student progress and make instruction changes.	Printout of district mini and checkpoint assessments results.
4	The school will departmentalize in Grades 4-5. Each classroom will be set up as a "lab" where centers, word walls and a print rich environment will revolve around the subject	Dr. Eric Miller, Principal; Kimberly Fernander, Intern Principal; Ruth Williams, Reading Resource Specialist; Valerie Gardner,	Classroom Walkthroughs will be conducted weekly and constructive feedback will be given to teacher.	Classroom walkthrough log and focused walkthroughs to determine frequency of high order questions.

	area taught.	Intermediate Reading Coach; Sharol Alexander, Curriculum Facilitator		
5	The school will utilize district approved interventions during reading blocks to address students' individual needs in small group settings.	Ruth Williams, Reading Resource Specialist; Valerie Gardner, Intermediate Reading Coach; Sharol Alexander, Curriculum Facilitator	Bi-weekly data chats between the Leadership Team and 3-5 grade teachers will be held to discuss student progress and make instruction changes.	Effectiveness will be determined through district mini and checkpoint assessments.

<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>	<b>Objective Linked to Area of Improvement</b>
In Grades 3-5, 58% of the students achieved learning gains on the 2009 FCAT Reading Assessment.	In Grades 3-5, 63% of the students will achieve learning gains on the 2010 FCAT Reading Assessment.

	<b>Action Step</b>	<b>Person Responsible for Monitoring the Action Step</b>	<b>Process Used to Determine Effectiveness of Action Step</b>	<b>Evaluation Tool</b>
1	Student data chats will be conducted with all students in Grades 3-5 following district mini and school checkpoint assessments.	Dr. Eric Miller, Principal; Kimberly Fernander, Intern Principal; Ruth Williams, Reading Resource Specialist; Valerie Gardner, Intermediate Reading Coach; Sharol Alexander, Curriculum Facilitator	Administration will be aware of the IFC's upcoming focus and monitor implementation through classroom walkthroughs	Effectiveness will be determined through district mini and checkpoint assessments.
2	Teachers will utilize higher order thinking questions during lessons.	Dr. Eric Miller, Principal; Kimberly Fernander, Intern Principal; Ruth Williams, Reading Resource Specialist; Valerie Gardner, Intermediate Reading Coach; Sharol Alexander, Curriculum Facilitator	Classroom Walkthroughs will be conducted weekly and constructive feedback will be given to teacher.	Classroom walkthrough log and focused walkthroughs to determine frequency of high order questions.
3	Teachers will infuse reading benchmarks in small group. Reading benchmarks will be documents in lesson plans and observed through instructional delivery.	Dr. Eric Miller, Principal; Kimberly Fernander, Intern Principal; Ruth Williams, Reading Resource Specialist; Valerie Gardner, Intermediate Reading Coach; Sharol Alexander, Curriculum Facilitator	Classroom Walkthroughs will be conducted weekly and constructive feedback will be given to teacher.	Printout of district mini and checkpoint assessments results.
4	The school will departmentalize in grades 4-5. Each classroom will be set up as a "lab" where centers, word walls and a print rich environment will revolve around the subject area taught.	Dr. Eric Miller, Principal; Kimberly Fernander, Intern Principal; Ruth Williams, Reading Resource Specialist; Valerie Gardner, Intermediate Reading Coach; Sharol Alexander, Curriculum Facilitator	Classroom Walkthroughs will be conducted weekly and constructive feedback will be given to teacher.	Classroom walkthrough log and focused walkthroughs to determine frequency of higher order questions.
5	The school will utilize district approved interventions during reading blocks to address students' individual needs in small group settings.	Ruth Williams, Reading Resource Specialist; Valerie Gardner, Intermediate Reading Coach; Sharol Alexander, Curriculum Facilitator	Bi-weekly data chats between the Leadership Team and 3-5 grade teachers will be held to discuss student progress and make instruction changes.	Effectiveness will be determined through district mini and checkpoint assessments.

<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>	<b>Objective Linked to Area of Improvement</b>
Based on the 2008 FCAT Reading data, 60% of students in the Black and Economically Disadvantage subgroups scored at or above Level 3.	Sixty- five percent of Black and Economically Disadvantage subgroups will score at or above a level three on the 2010 FCAT Reading assessment.
	<b>Person Responsible</b>
	<b>Process Used to</b>

	<b>Action Step</b>	<b>for Monitoring the Action Step</b>	<b>Determine Effectiveness of Action Step</b>	<b>Evaluation Tool</b>
1	Student data chats will be conducted with all students in Grades 3-5 following district mini and school checkpoint assessments.	Dr. Eric Miller, Principal; Kimberly Fernander, Intern Principal; Ruth Williams, Reading Resource Specialist; Valerie Gardner, Intermediate Reading Coach; Sharol Alexander, Curriculum Facilitator	Administration will be aware of the IFC's upcoming focus and monitor implementation through classroom walkthroughs	Effectiveness will be determined through district mini and checkpoint assessments.
2	Teachers will utilize higher order thinking questions during lessons.	Dr. Eric Miller, Principal; Kimberly Fernander, Intern Principal; Ruth Williams, Reading Resource Specialist; Valerie Gardner, Intermediate Reading Coach; Sharol Alexander, Curriculum Facilitator	Classroom Walkthroughs will be conducted weekly and constructive feedback will be given to teacher.	Classroom walkthrough log and focused walkthroughs to determine frequency of higher order questions.
3	The school will utilize district mini and school developed checkpoint assessments to monitor student progress.	Ruth Williams, Reading Resource Specialist; Valerie Gardner, Intermediate Reading Coach; Sharol Alexander, Curriculum Facilitator	Bi-weekly data chats between the Leadership Team and 3-5 grade teachers will be held to discuss student progress and make instruction changes.	Printout of district mini and checkpoint assessments results.
4	The school will departmentalize in grades 4-5. Each classroom will be set up as a "lab" where centers, word walls and a print rich environment will revolve around the subject area taught.	Dr. Eric Miller, Principal; Kimberly Fernander, Intern Principal; Ruth Williams, Reading Resource Specialist; Valerie Gardner, Intermediate Reading Coach; Sharol Alexander, Curriculum Facilitator	Classroom Walkthroughs will be conducted weekly and constructive feedback will be given to teacher.	Classroom walkthrough log and focused walkthroughs to determine frequency of high order questions.
5	The school will utilize district approved interventions during reading blocks to address students' individual needs in small group settings.	Ruth Williams, Reading Resource Specialist; Valerie Gardner, Intermediate Reading Coach; Sharol Alexander, Curriculum Facilitator	Bi-weekly data chats between the Leadership Team and 3-5 grade teachers will be held to discuss student progress and make instruction changes.	Effectiveness will be determined through district mini and checkpoint assessments.

<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>		<b>Objective Linked to Area of Improvement</b>		
In Grades 3- 5, 65% of the lowest 25% achieved learning gains on the 2009 FCAT Reading Assessment.		In Grades 3- 5, 72% of the lowest 25% will achieve learning gains on the 2010 FCAT Reading Assessment.		
	<b>Action Step</b>	<b>Person Responsible for Monitoring the Action Step</b>	<b>Process Used to Determine Effectiveness of Action Step</b>	<b>Evaluation Tool</b>
1	Develop an Instructional Focus Calendar for Reading.	Grade Chairs and Dr. Eric Miller, Principal; Kimberly Fernander, Intern Principal; Ruth Williams, Reading Resource Specialist; Valerie Gardner, Intermediate Reading Coach; Sharol Alexander, Curriculum Facilitator; Laura Martin, Guidance Counselor; Dezzie Smith-Walker, ESE Specialist; Melissa Holloway, Speech Language Pathologist; Vince Watson, Math/Science Coach; Paul Zenon, School Social Worker;	Administration will be aware of the IFC's upcoming focus and monitor implementation through classroom walkthroughs.	Effectiveness will be determined through district mini and checkpoint assessments (i.e., multiple resources compiled to assess targeted skill/strand)

		Shakuanda Holt, School Psychologist		
2	Teachers will utilize higher order thinking questions during lessons	Dr. Eric Miller, Principal; Kimberly Fernander, Intern Principal; Ruth Williams, Reading Resource Specialist; Valerie Gardner, Intermediate Reading Coach; Sharol Alexander, Curriculum Facilitator	Classroom Walkthroughs will be conducted weekly and constructive feedback will be given to teacher.	Classroom walkthrough log and focused walkthroughs to determine frequency of high order questions.
3	The school will utilize district mini and school developed checkpoint assessments to monitor student progress.	Ruth Williams, Reading Resource Specialist; Valerie Gardner, Intermediate Reading Coach; Sharol Alexander, Curriculum Facilitator	Bi-weekly data chats between the Leadership Team and 3-5 grade teachers will be held to discuss student progress and make instruction changes.	Printout of district mini and checkpoint assessments results.
4	The school will departmentalize in Grades 4-5. Each classroom will be set up as a "lab" where centers, word walls and a print rich environment will revolve around the subject area taught.	Dr. Eric Miller, Principal; Kimberly Fernander, Intern Principal; Ruth Williams, Reading Resource Specialist; Valerie Gardner, Intermediate Reading Coach; Sharol Alexander, Curriculum Facilitator	Classroom Walkthroughs will be conducted weekly and constructive feedback will be given to teacher.	Classroom walkthrough log and focused walkthroughs to determine frequency of high order questions.
5	The school will utilize district approved interventions during reading blocks to address students' individual needs in small group settings.	Ruth Williams, Reading Resource Specialist; Valerie Gardner, Intermediate Reading Coach; Sharol Alexander, Curriculum Facilitator	Bi-weekly data chats between the Leadership Team and 3-5 grade teachers will be held to discuss student progress and make instruction changes.	Effectiveness will be determined through district mini and checkpoint assessments.

**Professional Development Aligned with Objective:**

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Critical Content Reading	Main Ideas, Details Critical Words, Phrases and Comparisons	District Trainer	Fall 2009	Data Chats Classroom Walkthroughs Checkpoints District Mini-Assessments	Dr. Eric Miller, Principal Mrs. Kimberly Fernander, Intern Principal Ruth Williams, Reading Resource Specialist Valerie Gardner, Intermediate Reading Coach Sharol Alexander, Curriculum Facilitator Laura Martin, Guidance Counselor Dezzie Smith-Walker, ESE Specialist Melissa Holloway, Speech Language Pathologist Rosa Santiago, Micro-tech Vince Watson, Math/Science Coach Paul Zenon, School Social Worker Shakuanda Holt, School Psychologist
Intro to FCAT Reading Grades 3-5	Main Ideas, Details Critical Words, Phrases and Comparisons	District Trainer	Fall 2009	Data Chats Classroom Walkthroughs Checkpoints District Mini-Assessments	Dr. Eric Miller, Principal Mrs. Kimberly Fernander, Intern Principal Ruth Williams, Reading Resource Specialist Valerie Gardner, Intermediate Reading Coach Sharol Alexander, Curriculum Facilitator Laura Martin, Guidance Counselor Dezzie Smith-Walker, ESE Specialist Melissa Holloway, Speech Language Pathologist Rosa Santiago, Micro-tech

					Vince Watson, Math/Science Coach Paul Zenon, School Social Worker Shakuanda Holt, School Psychologist
Literacy Centers	Main Ideas, Details Critical Words, Phrases and Comparisons	District Trainer	Fall 2009	Data Chats Classroom Walkthroughs Checkpoints District Mini-Assessments	Dr. Eric Miller, Principal Mrs. Kimberly Fernander, Intern Principal Ruth Williams, Reading Resource Specialist Valerie Gardner, Intermediate Reading Coach Sharol Alexander, Curriculum Facilitator Laura Martin, Guidance Counselor Dezzie Smith-Walker, ESE Specialist Melissa Holloway, Speech Language Pathologist Rosa Santiago, Micro-tech Vince Watson, Math/Science Coach Paul Zenon, School Social Worker Shakuanda Holt, School Psychologist
FCAT Test Specs	Main Ideas, Details Critical Words, Phrases and Comparisons	District Trainer	Fall 2009	Data Chats Classroom Walkthroughs Checkpoints District Mini-Assessments	Dr. Eric Miller, Principal Mrs. Kimberly Fernander, Intern Principal Ruth Williams, Reading Resource Specialist Valerie Gardner, Intermediate Reading Coach Sharol Alexander, Curriculum Facilitator Laura Martin, Guidance Counselor Dezzie Smith-Walker, ESE Specialist Melissa Holloway, Speech Language Pathologist Rosa Santiago, Micro-tech Vince Watson, Math/Science Coach Paul Zenon, School Social Worker Shakuanda Holt, School Psychologist

**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
No Data	No Data	\$0.00
<b>Total: \$0.00</b>		
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
<b>Total: \$0.00</b>		
Professional Development		
Description of Resources	Funding Source	Available Amount
Critical Content Reading	Title I-Staff Development	\$1,000.00
Intro to FCAT Reading Grades 3-5	Title I-Staff Development	\$1,600.00
<b>Total: \$2,600.00</b>		
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
<b>Total: \$0.00</b>		

## Mathematics Goal

<b>Needs Assessment:</b>	<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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<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>		<b>Objective Linked to Area of Improvement</b>		
In Grades 3-5, 76% of the students scored at or above a level three 2009 FCAT Math Assessment.		In Grades 3- 5, 81% of the students will score at or above a level 3 on the 2010 FCAT Math Assessment.		
	<b>Action Step</b>	<b>Person Responsible for Monitoring the Action Step</b>	<b>Process Used to Determine Effectiveness of Action Step</b>	<b>Evaluation Tool</b>
1	Develop an Instructional Focus Calendar for Math.	Grade Chairs and Dr. Eric Miller, Principal; Kimberly Fernander, Intern Principal; Ruth Williams, Reading Resource Specialist; Valerie Gardner, Intermediate Reading Coach; Sharol Alexander, Curriculum Facilitator; Laura Martin, Guidance Counselor; Dezzie Smith-Walker, ESE Specialist; Melissa Holloway, Speech Language Pathologist; Vince Watson, Math/Science Coach; Paul Zenon, School Social Worker; Shakuanda Holt, School Psychologist	Administration will be aware of the IFC's upcoming focus and monitor implementation through classroom walkthroughs.	Effectiveness will be determined through district mini and checkpoint assessments (i.e., multiple resources compiled to assess targeted skill/strand) .
2	Student data chats will be conducted with all students in Grades 3-5 following district mini and school checkpoint assessments.	Dr. Eric Miller, Principal; Kimberly Fernander, Intern Principal; Sharol Alexander, Curriculum	Administration will be aware of the IFC's upcoming focus and monitor implementation through classroom walkthroughs.	Effectiveness will be determined through district mini and checkpoint assessments.
3	The school will utilize district mini and school developed checkpoint assessments to monitor student progress. Data from ongoing assessments to drive instruction.	Sharol Alexander, Curriculum	Bi-weekly data chats between the Leadership Team and 3-5 grade teachers will be held to discuss student progress and make instruction changes.	Printout of district mini and checkpoint assessments results.
4	The school will departmentalize in Grades 4-5. Each classroom will be set up as a "lab" where centers, word walls and a print rich environment will revolve around the subject area taught.	Dr. Eric Miller, Principal; Kimberly Fernander, Intern Principal; Sharol Alexander, Curriculum	Classroom Walkthroughs will be conducted weekly and constructive feedback will be given to teacher.	Classroom walkthrough log and focused walkthroughs to determine frequency of high order questions.

<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>		<b>Objective Linked to Area of Improvement</b>		
In Grades 3- 5, 77% of students made learning gains on the 2009 FCAT Math Assessment.		In Grades 3- 5, 82% of the students will make learning gains on the 2010 FCAT Math Assessment.		
	<b>Action Step</b>	<b>Person Responsible for Monitoring the Action Step</b>	<b>Process Used to Determine Effectiveness of Action Step</b>	<b>Evaluation Tool</b>
1	Develop an Instructional Focus Calendar for Math.	Grade Chairs and Sharol Alexander, Curriculum Specialist	Administration will be aware of the IFC's upcoming focus and monitor implementation through classroom walkthroughs.	Effectiveness will be determined through district mini and checkpoint assessments (i.e., multiple resources compiled to assess targeted skill/strand).
2	Student data chats will be conducted with all students in grades 3-5 following district mini and school checkpoint assessments.	Dr. Eric Miller, Principal; Kimberly Fernander, Intern Principal; Sharol Alexander, Curriculum Specialist	Administration will be aware of the IFC's upcoming focus and monitor implementation through classroom walkthroughs	Effectiveness will be determined through district mini and checkpoint assessments.
3	The school will utilize district mini and school developed checkpoint assessments to monitor student progress. Data from ongoing assessments to drive instruction.	Sharol Alexander, Curriculum Specialist	Bi-weekly data chats between the Leadership Team and 3-5 grade teachers will be held to discuss student progress and make instruction changes.	Printout of district mini and checkpoint assessments results.
4	The school will departmentalize in grades 4-5. Each classroom will be set up as a "lab" where centers, word walls and a print rich environment will revolve around the subject area taught.	Dr. Eric Miller, Principal; Kimberly Fernander, Intern Principal; Sharol Alexander, Curriculum	Classroom Walkthroughs will be conducted weekly and constructive feedback will be given to teacher.	Classroom walkthrough log and focused walkthroughs to determine frequency of high order questions.

<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>		<b>Objective Linked to Area of Improvement</b>		
In Grades 3- 5, 94% of the students in the lowest 25% made adequate yearly progress.		In Grades 3- 5, 97% of the students in the lowest 25% will make adequate yearly progress.		
	<b>Action Step</b>	<b>Person Responsible for Monitoring the Action Step</b>	<b>Process Used to Determine Effectiveness of Action Step</b>	<b>Evaluation Tool</b>
1	Tier 1: Determine core instructional needs by reviewing common assessment data for all students within bottom quartile. Plan differentiated instruction using evidence-based instruction/interventions within the 60 minutes math block.	Dr. Eric Miller, Principal; Kimberly Fernander, Intern Principal; Ruth Williams, Reading Resource Specialist; Valerie Gardner, Intermediate Reading Coach; Sharol Alexander, Curriculum Facilitator; Laura Martin, Guidance Counselor; Dezzie Smith-Walker, ESE Specialist; Melissa Holloway, Speech Language Pathologist; Vince Watson, Math/Science Coach; Paul Zenon, School Social Worker; Shakuanda Holt, School Psychologist	Bi-weekly data chats between the Leadership Team and 3-5 grade teachers will be held to discuss student progress and make instruction changes.	Printout of district mini and checkpoint assessments (i.e., multiple resources compiled to assess targeted skill/strand) results. Resources for supplemental instruction will include BEEP Lessons, Moving with Math, and Math at Hand.
2	Tier 2: Plan supplemental instruction/intervention for students not responding to core instruction. Focus of instruction is determined by review of common assessment data and will include explicit instruction,	Dr. Eric Miller, Principal; Kimberly Fernander, Intern Principal; Ruth Williams, Reading Resource Specialist; Valerie Gardner, Intermediate Reading	Bi-weekly data chats between the Leadership Team and 3-5 grade teachers will be held to discuss student progress and make instruction changes.	Printout of district mini and checkpoint assessments results. Resources for supplemental instruction will include BEEP Lessons, Moving with Math, and Math at Hand.

	modeled instruction, guided practice and independent practice. Supplemental instruction is provided in addition to core instruction.	Coach; Sharol Alexander, Curriculum Facilitator; Laura Martin, Guidance Counselor; Dezzie Smith-Walker, ESE Specialist; Melissa Holloway, Speech Language Pathologist; Vince Watson, Math/Science Coach; Paul Zenon, School Social Worker; Shakuanda Holt, School Psychologist		
3	Tier 3: Plan targeted intervention for students not responding to core plus supplemental instruction using problem-solving process. Interventions will be matched to individual student needs, be evidence-based, and provided in addition to core instruction.	Dr. Eric Miller, Principal; Kimberly Fernander, Intern Principal; Ruth Williams, Reading Resource Specialist; Valerie Gardner, Intermediate Reading Coach; Sharol Alexander, Curriculum Facilitator; Laura Martin, Guidance Counselor; Dezzie Smith-Walker, ESE Specialist; Melissa Holloway, Speech Language Pathologist; Vince Watson, Math/Science Coach; Paul Zenon, School Social Worker; Shakuanda Holt, School Psychologist	Bi-weekly data chats between the Leadership Team and 3-5 grade teachers will be held to discuss student progress and make instruction changes.	Printout of district mini and checkpoint assessments results. Resources for supplemental instruction will include BEEP Lessons, Moving with Math, and Math at Hand.
4	The school will departmentalize in Grades 4-5. Each classroom will be set up as a "lab" where centers, word walls and a print rich environment will revolve around the subject area taught.	Dr. Eric Miller, Principal; Kimberly Fernander, Intern Principal; Ruth Williams, Reading Resource Specialist; Valerie Gardner, Intermediate Reading Coach; Sharol Alexander, Curriculum Facilitator; Laura Martin, Guidance Counselor; Dezzie Smith-Walker, ESE Specialist; Melissa Holloway, Speech Language Pathologist; Vince Watson, Math/Science Coach; Paul Zenon, School Social Worker; Shakuanda Holt, School Psychologist	Classroom Walkthroughs will be conducted weekly and constructive feedback will be given to teacher.	Classroom walkthrough log and focused walkthroughs to determine frequency of high order questions. Resources for supplemental instruction include BEEP Lessons, Moving with Math, and Math at Hand.

**Professional Development Aligned with Objective:**

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
					Dr. Eric Miller, Principal Mrs. Kimberly Fernander, Intern Principal Ruth Williams, Reading Resource Specialist Valerie Gardner, Intermediate Reading

In Grades 3- 5, 81% of the students will score at or above a level 3 on the 2010 FCAT Math Assessment.	Algebraic Thinking Critical Content Math Hands on Equations	District Trainer	Fall, 2009	Data Chats Classroom Walkthroughs	Coach Sharol Alexander, Curriculum Facilitator Laura Martin, Guidance Counselor Dezzie Smith-Walker, ESE Specialist Melissa Holloway, Speech Language Pathologist Rosa Santiago, Micro- tech Vince Watson, Math/Science Coach Paul Zenon, School Social Worker Shakuanda Holt,School Psychologist
In Grades 3- 5, 82% of the students will make learning gains on the 2010 FCAT Math Assessment.	Algebraic Thinking Critical Content Math Hands on Equations	District Trainer	Fall, 2009	Data Chats Classroom Walkthroughs	Dr. Eric Miller, Principal Mrs. Kimberly Fernander, Intern Principal Ruth Williams, Reading Resource Specialist Valerie Gardner, Intermediate Reading Coach Sharol Alexander, Curriculum Facilitator Laura Martin, Guidance Counselor Dezzie Smith-Walker, ESE Specialist Melissa Holloway, Speech Language Pathologist Rosa Santiago, Micro- tech Vince Watson, Math/Science Coach Paul Zenon, School Social Worker Shakuanda Holt,School Psychologist
In Grades 3- 5, 97% of the students in the lowest 25% will make adequate yearly progress.	Algebraic Thinking Critical Content Math Hands on Equations	District Trainer	Fall, 2009	Data Chats Classroom Walkthroughs	Dr. Eric Miller, Principal Mrs. Kimberly Fernander, Intern Principal Ruth Williams, Reading Resource Specialist Valerie Gardner, Intermediate Reading Coach Sharol Alexander, Curriculum Facilitator Laura Martin, Guidance Counselor Dezzie Smith-Walker, ESE Specialist Melissa Holloway, Speech Language Pathologist Rosa Santiago, Micro- tech Vince Watson, Math/Science Coach Paul Zenon, School Social Worker Shakuanda Holt,School Psychologist

**Budget:**

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00

<b>Total: \$0.00</b>		
<b>Professional Development</b>		
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
Critical Content Math	Title I-Staff Development	\$1,000.00
Math Connections to FCAT	Title I-Staff Development	\$1,600.00
<b>Total: \$2,600.00</b>		
<b>Other</b>		
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
No Data	No Data	\$0.00
<b>Total: \$0.00</b>		
<b>Final Total: \$2,600.00</b>		

*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?

<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>		<b>Objective Linked to Area of Improvement</b>		
In Grade 5, 17% of the scored at or above a level three on the 2009 FCAT Science Assessment.		In Grade 5, 22% of the students will score at or above a level 3 on the 2010 FCAT Science Assessment.		
	<b>Action Step</b>	<b>Person Responsible for Monitoring the Action Step</b>	<b>Process Used to Determine Effectiveness of Action Step</b>	<b>Evaluation Tool</b>
1	Utilize hands-on laboratory experiments	Dr. Eric Miller, Principal Mrs. Kimberly Fernander, Intern Principal Ruth Williams, Reading Resource Specialist Valerie Gardner, Intermediate Reading Coach Sharol Alexander, Curriculum Facilitator Laura Martin, Guidance Counselor Dezzie Smith-Walker, ESE Specialist Melissa Holloway, Speech Language Pathologist Rosa Santiago, Micro-tech Vince Watson, Math/Science Coach Paul Zenon, School Social Worker Shakuanda Holt, School Psychologist	Bi-weekly data chats will take place with teachers and students.	Effectiveness will be determined through district mini and checkpoint assessments (i.e., multiple resources compiled to assess targeted skill/strand)and lab report templates to assess student achievement on hands-on activities.
2	Infuse technology piece using promethean board and online research	Dr. Eric Miller, Principal Mrs. Kimberly Fernander, Intern Principal Ruth Williams, Reading Resource Specialist Valerie Gardner, Intermediate Reading Coach Sharol Alexander, Curriculum Facilitator Laura Martin, Guidance Counselor Dezzie Smith-Walker,	Classroom Walkthroughs will be conducted weekly and constructive feedback will be given to teacher. Bi-weekly data chats will take place with teachers and students.	Effectiveness will be determined through district mini and checkpoint assessments.

		ESE Specialist Melissa Holloway, Speech Language Pathologist Rosa Santiago, Micro- tech Vince Watson, Math/Science Coach Paul Zenon, School Social Worker Shakuanda Holt,School Psychologist		
3	Provide real-world science experiences and engaging activities.	Dr. Eric Miller, Principal Mrs. Kimberly Fernander, Intern Principal Ruth Williams, Reading Resource Specialist Valerie Gardner, Intermediate Reading Coach Sharol Alexander, Curriculum Facilitator Laura Martin, Guidance Counselor Dezzie Smith-Walker, ESE Specialist Melissa Holloway, Speech Language Pathologist Rosa Santiago, Micro- tech Vince Watson, Math/Science Coach Paul Zenon, School Social Worker Shakuanda Holt,School Psychologist	Classroom Walkthroughs will be conducted weekly and constructive feedback will be given to teacher. Bi-weekly data chats will take place with teachers and students.	Effectiveness will be determined through district mini and checkpoint assessments.
4	The school will departmentalize in Grades 5. Each classroom will be set up as a "lab" where centers, word walls and a print rich environment will revolve around the subject area taught.	Dr. Eric Miller, Principal Mrs. Kimberly Fernander, Intern Principal Ruth Williams, Reading Resource Specialist Valerie Gardner, Intermediate Reading Coach Sharol Alexander, Curriculum Facilitator Laura Martin, Guidance Counselor Dezzie Smith-Walker, ESE Specialist Melissa Holloway, Speech Language Pathologist Rosa Santiago, Micro- tech Vince Watson, Math/Science Coach Paul Zenon, School Social Worker Shakuanda Holt,School Psychologist	Classroom Walkthroughs will be conducted weekly and constructive feedback will be given to teacher. Bi-weekly data chats will take place with teachers and students.	Classroom walkthrough log and focused walkthroughs to determine frequency of high order questions.

**Professional Development Aligned with Objective:**

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
					Dr. Eric Miller, Principal Mrs. Kimberly Fernander, Intern Principal Ruth Williams, Reading Resource Specialist Valerie Gardner,

In Grade 5, 22% of the students will score at or above a level 3 on the 2010 FCAT Science Assessment.	Science Test Specification Hands-On Science	District Trainer	Fall, 2009	Data Chats Classroom Walkthroughs Checkpoints	Intermediate Reading Coach Sharol Alexander, Curriculum Facilitator Laura Martin, Guidance Counselor Dezzie Smith-Walker, ESE Specialist Melissa Holloway, Speech Language Pathologist Rosa Santiago, Micro-tech Vince Watson, Math/Science Coach Paul Zenon, School Social Worker Shakuanda Holt, School Psychologist
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**Budget:**

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Hands-On Science	Accountability	\$4,000.00
		<b>Total: \$4,000.00</b>
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
Professional Development		
Description of Resources	Funding Source	Available Amount
Science Test Specification	Title I-Staff Development	\$1,600.00
Hands-On Science	Title I-Staff Development	\$1,600.00
		<b>Total: \$3,200.00</b>
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
		<b>Final Total: \$7,200.00</b>

*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		
In Grade 4, 87% of the students achieved at or above a level four on the 2009 FCAT Writing Assessment.		In Grade 4, 92% of the students will achieve at or above a level 4.0 on the 2010 FCAT Writing Assessment.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students will use the writing process daily; all writing will be dated, and recorded in writing notebooks.	Valerie Gardner, Intermediate Reading Coach	Teachers will review and score practice test prompts weekly.	Weekly demand writes/ District writing assessment
2	The revision, conferencing, and editing process will be explicitly taught and seen in student writing drafts.	Valerie Gardner, Intermediate Reading Coach	Bi-weekly data chats between the Leadership Team and 3-5 grade teachers will be held to	Effectiveness will be determined through progress made on weekly writing assessments, and

		discuss student progress and make instruction changes.	Writing Portfolios will be created in order to track students' progress.
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**Professional Development Aligned with Objective:**

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
In Grade 4, 100% of the students will score a level three or higher on the 2010 FCAT Writing Assessment.	Critical Content Personal/ Fictional Narrative writing Six Traits	District Trainer	Fall, 2009	Data Chats Classroom Walkthroughs Checkpoints	Dr. Eric Miller, Principal Mrs. Kimberly Fernander, Intern Principal Ruth Williams, Reading Resource Specialist Valerie Gardner, Intermediate Reading Coach Sharol Alexander, Curriculum Facilitator Laura Martin, Guidance Counselor Dezzie Smith-Walker, ESE Specialist Melissa Holloway, Speech Language Pathologist Rosa Santiago, Micro-tech Vince Watson, Math/Science Coach Paul Zenon, School Social Worker Shakuanda Holt, School Psychologist

**Budget:**

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
<b>Total: \$0.00</b>		
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
<b>Total: \$0.00</b>		
Professional Development		
Description of Resources	Funding Source	Available Amount
Critical Content Writing	Title I-Staff Development	\$1,000.00
Personal/ Fictional Narrative Writing	Title I-Staff Development	\$1,200.00
Six Traits	Title I-Staff Development	\$1,200.00
<b>Total: \$3,400.00</b>		
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
<b>Total: \$0.00</b>		
<b>Final Total: \$3,400.00</b>		

*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		
Sign-In Sheets from parent conferences and workshops during the 2008-2009 school year indicated that only 53% of our students' parents attended at least one workshop and/or conference every nine weeks.		Fifty- six percent our students' parent will participate in at least one workshop and/or conference every nine weeks.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Actively recruit parent/community involvement through the utilization of the school website, parent link system, marquee and newsletters to inform parents of meetings, special events, activities, and parent trainings.	Assistant Principal	Sign in sheets and feedback collected from workshops and conferences.	Sign in sheets and Workshop Evaluations

**Professional Development Aligned with Objective:**

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
Fifty- six percent our students' parent will participate in at least one workshop and/or conference every nine weeks.	MegaSkills Training Tech Night Report Card/FCAT Night	Rtl Team Tech committee	Fall, 2009	Parent Survey	Kimberly Fernander (Intern Principal)

**Budget:**

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Mega skills	Title I-Parent Involvement	\$4,153.00
		<b>Total: \$4,153.00</b>
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
Professional Development		
Description of Resources	Funding Source	Available Amount
Mega Skills Training	Title I- Staff Development	\$500.00
		<b>Total: \$500.00</b>
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
		<b>Final Total: \$4,653.00</b>

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
Science	Hands-On Science	Accountability	\$4,000.00
Parental Involvement	Mega skills	Title I-Parent Involvement	\$4,153.00
			<b>Total: \$8,153.00</b>
Technology			
Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			<b>Total: \$0.00</b>
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Critical Content Reading	Title I-Staff Development	\$1,000.00
Reading	Intro to FCAT Reading Grades 3-5	Title I-Staff Development	\$1,600.00
Mathematics	Critical Content Math	Title I-Staff Development	\$1,000.00
Mathematics	Math Connections to FCAT	Title I-Staff Development	\$1,600.00
Writing	Critical Content Writing	Title I-Staff Development	\$1,000.00
Writing	Personal/ Fictional Narrative Writing	Title I-Staff Development	\$1,200.00
Writing	Six Traits	Title I-Staff Development	\$1,200.00
Science	Science Test Specification	Title I-Staff Development	\$1,600.00
Science	Hands-On Science	Title I-Staff Development	\$1,600.00
Parental Involvement	Mega Skills Training	Title I- Staff Development	\$500.00
			<b>Total: \$12,300.00</b>
Other			
Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			<b>Total: \$0.00</b>
			<b>Final Total: \$20,453.00</b>

## 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
Materials/Supplies needed for training	1000

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

FCAT Family Night: Parents will meet in a central location to receive an in depth presentation of the FCAT. This presentation will include the expectations, ideal scoring, and examples of questions on the FCAT.

Learning at Home: Parents will come in and meet with Curriculum Staff to discuss "Best Practices" for making every moment at home a learning experience.

SAT 10 Night- Parents will meet in a central location to receive an in depth presentation of the SAT10. This presentation will include the expectations, ideal scoring, and examples of questions, on the SAT10.

## SAC Members

### **Members**

- 1) Dr. Eric Miller, Principal
- 2) Adrienne Smoot, SAC Chair
- 3) Ruth Williams, Teacher
- 4) Vince Watson, Teacher
- 5) Helen Laforge, Business Member
- 6) Henrietta Johnson, Parent
- 7) Marie Davis, Parent
- 8) Lucretia Peterman, Parent
- 9) Warrenia Murray, Parent
- 10) Althea Parker, Parent
- 11) Gerald Tanelus, Parent
- 12) Barbara Boyd, Community Member
- 13) Dr. Kim Rhone, Community Member
- 14) Bobby Henry, Community Member
- 15) Katrina Blanks, School Support Personnel
- 16) Valerie Harley- Gardner, Union Steward

# AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2													Broward DILLARD ELEMENTARY SCHOOL 0271													
Number of students enrolled in the grades tested: <a href="#">Click here to see Number of students in each group</a>													Read: 316 Math: 316		2008-2009 School Grade <sup>1</sup> : 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 <sup>2</sup> ).													This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						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 <sup>3</sup> 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 <sup>4</sup>	100	Y	100	Y	57	N	74	Y			Y			NA	43	43	N	33	26	NA	60	N	76	NA		
WHITE		NA		NA		NA		NA			NA			NA			NA			NA						
BLACK	100	Y	100	Y	57	N	74	Y			Y			NA	43	43	N	33	26	NA	60	N	76	NA		
HISPANIC		NA		NA		NA		NA			NA			NA			NA			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	57	N	74	Y			Y			NA	44	43	N	34	26	NA	60	N	77	NA		
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 DILLARD ELEMENTARY SCHOOL 0271													
Number of students enrolled in the grades tested: <a href="#">Click here to see Number of students in each group</a>													Read: 311 Math: 311		2007-2008 School Grade <sup>1</sup> : 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 <sup>2</sup> ).													This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						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 <sup>3</sup> 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	2007	Y/N	2008	Y/N	2008	Y/N
TOTAL <sup>4</sup>	100	Y	100	Y	57	N	67	Y	87		Y			NA	53	43	Y	34	33	NA	61	NA	68	NA		
WHITE		NA		NA		NA		NA			NA			NA			NA			NA						
BLACK	100	Y	100	Y	57	N	67	Y	87		Y			NA	53	43	Y	34	33	NA	61	NA	69	NA		
HISPANIC		NA		NA		NA		NA			NA			NA			NA			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	56	N	66	Y	87		Y			NA	56	44	Y	36	34	NA	61	NA	67	NA		
ENGLISH LANGUAGE LEARNERS		NA		NA		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 DILLARD ELEMENTARY SCHOOL 0271													
Number of students enrolled in the grades tested: <a href="#">Click here to see Number of students in each group</a>													Read: 348 Math: 348		2006-2007 School Grade <sup>1</sup> : 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 <sup>2</sup> ).													This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						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 <sup>3</sup> 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 <sup>4</sup>	100	Y	100	Y	47	N	66	Y	88	87	N			NA	56	51	NA	46	34	NA	47	NA	69	NA		
WHITE		NA		NA		NA		NA			NA			NA			NA			NA						
BLACK	100	Y	100	Y	47	N	66	Y	87	87	N			NA	56	50	NA	46	34	NA	46	NA	69	NA		
HISPANIC		NA		NA		NA		NA			NA			NA			NA			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	44	N	64	Y	86	87	Y			NA	60	53	NA	48	36	NA	45	NA	69	NA		
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA			NA			NA			NA						
STUDENTS WITH DISABILITIES	100	Y	100	Y		NA		NA			NA			NA			NA			NA						

## SCHOOL GRADE DATA

Broward School District DILLARD ELEMENTARY SCHOOL 2008-2009					
	Reading	Math	Writing	Science	Grade Points Earned
<b>% Meeting High Standards (FCAT Level 3 and Above)</b>	60%	76%	97%	17%	250
<b>% of Students Making Learning Gains</b>	58%	77%			135
<b>Writing and Science:</b> 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"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level</li> </ul>					

						1 or 2	
<b>Adequate Progress of Lowest 25% in the School?</b>	65% (YES)	94% (YES)				159	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						544	
Percent Tested = 100%							Percent of eligible students tested
<b>School Grade</b>						<b>A</b>	Grade based on total points, adequate progress, and % of students tested

<b>Broward School District DILLARD ELEMENTARY SCHOOL 2007-2008</b>							
	Reading	Math	Writing	Science	Grade Points Earned		
<b>% Meeting High Standards (FCAT Level 3 and Above)</b>	59%	68%	95%	14%	236	<b>Writing and Science:</b> 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.	
<b>% of Students Making Learning Gains</b>	66%	71%			137	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>	
<b>Adequate Progress of Lowest 25% in the School?</b>	74% (YES)	85% (YES)			159	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					532		
Percent Tested = 99%						Percent of eligible students tested	
<b>School Grade</b>						<b>A</b>	Grade based on total points, adequate progress, and % of students tested

<b>Broward School District DILLARD ELEMENTARY SCHOOL 2006-2007</b>							
	Reading	Math	Writing	Science	Grade Points Earned		
<b>% Meeting High Standards (FCAT Level 3 and Above)</b>	50%	67%	52%	28%	197	<b>Writing and Science:</b> 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.	
<b>% of Students Making Learning Gains</b>	65%	69%			134	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>	
<b>Adequate Progress of Lowest 25% in the School?</b>	58% (YES)	76% (YES)			134	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					465		
Percent Tested = 100%						Percent of eligible students tested	
<b>School Grade</b>						<b>C</b>	Grade based on total points, adequate progress, and % of students tested