

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: COLLINS ELEMENTARY SCHOOL

District Name: Broward

Principal: Lincoln Pasteur

SAC Chair: Eleanna Hurst

Superintendent: James Notter

Date of School Board Approval:

Last Modified on: 08-31-2009

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

The vision of Collins Elementary is to provide the highest quality education for all students and to prepare them to be competitive in the 21st century global economy.

The mission of Collins Elementary is to ensure a quality education for all students by: providing optimum learning opportunities, setting high expectations within a challenging, nurturing, rewarding, safe and orderly environment.

Belief Statements:

1. We are accountable for improving student achievement.
2. Learning must take place at home, in school, and in the community.
3. All students will learn when their individual needs are met.
4. All individuals will be treated with respect and dignity.
5. Professional staff development enhances a quality school.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

Collins Elementary School is located in the northwest section of the city of Dania Beach. The school opened in 1957, and is a neighborhood school. The school serves 378 students in grades Pre-K through 5th grade.

Unique School Strengths for Next Year

Staff morale and teacher initiative has increased because we went from a "C" to an "A".

Unique School Weaknesses for Next Year

The loss of additional staff members which impacts push-in schedule for remediation of students and a decrease in budget funding has eliminated science as a special.

Student Demographics

The following is a percentage of ethnic backgrounds that mirror our community:

- 76% Black
- 13% Hispanic
- 9% White
- 2% Multiracial
- 1% Asian

* Student attendance rate averages ninety three percent (93.3%)

* Ninety three percent (93%) of our students are eligible for the Free and Reduced Lunch Program.

Student Attendance Rates

93.30%

Student Mobility

38.10%

Student Suspension Rates

1.80%

Student Retention Rates

7.0%

Class Size

Pre-K - 3rd grade 14.83

4th grade - 5th grade 19.00

Academic Performance of Feeder Pattern

Attucks Middle School

Partnerships and Grants

O.R. Colan - Partner, Publix - Brent Heenan, Barnes and Noble, Partner, Incentive Programs for Students.

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	Lincoln Pasteur	Master of Science Degree in Educational Leadership	4	4	2008-2009 school grade A Reading Mastery 59% Math Mastery 70% Science Mastery 51% Writing Mastery 96% AYP: Economically Disadvantaged, did not make AYP in Reading Learning Gains - Reading 67% Learning Gains - Math 67% 2007-2008 School Grade C Reading Mastery 58% Math Mastery 67% Science Mastery 31% Writing Mastery 90% AYP: Economically Disadvantaged, did not make AYP in Reading and Math Learning Gains - Reading 56% Learning Gains - Math 45%
Assis Principal	Rhonda Parris	Ms. Ed. Leadership	1		School Grade A 2008-2009 Reading Mastery 59% Math Mastery 70% Science Mastery 51% Writing Mastery 96% Learning Gains 67% - Reading Learning Gains - 67% Math Bottom 25% 67% Reading 83% Math District Reading Coach 5 years. Decreased bottom 25% of students, Focus Schools Reading First Increase number of Level 3 students - 24%

* 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	Terri Braynon Glasford	Masters of Science in Reading (K-12)	1	5	Coordination of reading assessments, including data analysis and reporting consultation to principals on operation of a successful reading program Providing formal and informal professional development for teachers Common planning and conferences with teachers Modeling research-based reading instruction Building teachers' own professional

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

HIGHLY QUALIFIED TEACHERS

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1.Regular meetings of new teachers	Assistant Principal	Ongoing	
2.Partnering new teachers or teachers with less than 3 years experience with veteran teachers	Ness Liaison	Ongoing	

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
27	0	22	44	33	19	100	15	7	96

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Renee Coore-Barrett	Carol Czarnecki	Ms. Coore-Barrett is the former ESE Specialist with clinical educator training. She is a former NESS coach and would work well with the newly reassigned ESE Specialist who is new to the school, as well as to the ESE department.	Training on Easy IEP, Bi weekly meetings, RTI trainings
Theresa Day	Carol Howard	Ms. Howard is a newly reassigned teacher to Collins Elementary. Ms. Day is a veteran teacher who has over 20 years of experience. She also teaches the same grade level. She will serve as a teacher mentor to Ms. Howard.	Weekly Meetings, Lesson Planning and Pacing, Small Group Planning and Rotations
Cynthia Swanson	Crystal Capre	Ms. Capre has taught for two years and is new to her present grade level. Ms. Swanson's wealth of knowledge from her 16	Weekly Meetings, Lesson Planning and Pacing, Behavior Management, Small Group Centers and Rotations

		years experience will be invaluable.	
Nancy Slingwine	Sharon Chan-Williams	Although Ms. Chan-Williams has taught for 11 years, she has spent the last 4 years as a Science Resource teacher. She is presently teaching 1st grade and would benefit from a teacher mentor. Ms. Slingwine taught first grade for 25 years and based on classroom data has shown consistent improvement among students. Her classroom is the model first grade classroom and Ms. Chan-Williams would greatly benefit from her mentorship.	Weekly Meetings, Lesson Planning and Pacing, Behavior Management, Small Group Centers and Rotations

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

Local: Collins Elementary is in partnership with the SEAS Program (Student Enrichment in the Arts). These experiences bring learning to life to improve academic achievement.
 State: Florida Diagnostic and Learning Systems (FDLRS) plans and provides information, training, technical assistance, and resources related to effective instructional strategies and models for the education of the school and community.
 Federal Parent Involvement and Resources Centers (PIRC) are promoted by the school to encourage parent participation in PIRC (centers and/or online resources), which provide information about academic and social service programs, other services and resources. The goal of this program is to help parents understand educational issues and more effectively communicate with school personnel.

Title I, Part C- Migrant

Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Dropout Prevention programs.

Title II

District receives supplement funds for improving basic education programs through the purchase of small equipment to supplement education programs.

Title III

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

Title X- Homeless

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

Supplemental Academic Instruction (SAI)

SAI Funds are used to provide additional tutoring before and after school and for additional instructional support during the day.

Violence Prevention Programs

The District offers a non-violence and anti- drug program to students, which include field trips, community service, and counseling. The school offers an anti-bullying program.

Nutrition Programs

Housing Programs

Head Start

Currently Head Start and Place programs are used to assist preschoolers in attaining academic readiness skills. Parents are provided an overview of Kindergarten expectations and District requirements before their children leave for the spring.

Adult Education

Career and Technical Education

Job Training

Other

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

Collins Elementary RTI Leadership Team consists of the Principal, Assistant Principal, Reading Coach, Guidance Counselor, ESE Specialist, School Psychologist, and Grade Chairs.

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

The RTI team will meet once a week to engage in data chats of level 1,2 and 3 students. In addition, the team will monitor the acceleration of level 4 and 5 students.

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

The RTI Leadership Team met with the School Advisory Council (SAC)and principal to help develop the school improvement plan.

RtI Implementation

Describe the data management system used to summarize tiered data.

The RTI Team will utilize the following data management system to summarize tiered data:
Baseline data: Broward Assessment Test(Bat 1& 2 for reading, math, and science), FCAT, DAR, and Dibels
Progress Monitoring: Mini Assessments, Oral Reading Fluency, and FCAT Simulation
Midyear: Dibels,(FAIR) Florida Assessment for Instruction, BAT Assessment 2
End of year: Dibels, FCAT
Frequency of Data Days: twice a month for data analysis

Describe the plan to train staff on RtI.

Collins Elementary Staff has had a summer Professional Development "Raising the Bar" for 4 days on the RTI. In addition, Professional Development on Data and Interventions will be provided

during teachers' common time and small sessions will occur throughout the year. Monthly Professional Book Studies entitled: "Seven Keys to Comprehension". The RtI team will also evaluate additional staff PD needs during the weekly RTI Leadership Team meeting.

School Wide Florida's Continuous Improvement Model

Plan

Data Disaggregation 2008-2009 FCAT Data

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

Strength: Across all grade levels students in the bottom 25 % showed an increase of 17% in reading and a 40% increase in math. 96% of students are at level 3.5 or higher in writing. In addition, 57% of our students are meeting high standards in reading.

Weaknesses: Across all grade levels, the lowest strand in reading is main idea and number sense in math.

Instructional Calendar Development

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

The Instructional Focus Calendars were created in June 2009. The IFC will be updated in October 2009, as determined by disaggregated results from the September BATS and, again in January 2010, as determined from the BAT data in December.

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

Reading: Main Idea/Purpose was the least proficient strand and will be given priority focus. Math: Number Sense was the least proficient strand and will be given priority focus. Science: Scientific Thinking and Earth Space was the least proficient strand and will be given priority focus.

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

The leadership team reviewed 2009 FCAT scores and the administration determined student learning gains by teacher(2 or more Years) and assigned high performing teachers to lower performing students.

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

Career Day and the use of technology

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?

As an elementary school, we conduct a career day involving professionals from the community.

DO

Direct the Instructional Focus

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

Teachers worked together by grade levels (horizontal/vertical) to create the Instructional Focus Calendars according to the strengths and weaknesses of the FCAT strands. In addition, teachers will meet throughout the school year to share best practices and resources, when implementing IFCs.

How are instructional focus lessons developed and delivered?

The instructional focus lessons are aligned to district IFCS and FCAT strands are embedded in each lesson according to the schools data. Each teacher has a designated time for teaching each subject.

How will instructional focus lessons be revised and monitored?

Teachers will meet monthly during data chats to discuss student's strengths and progress. In addition, adjustments will be made according to the BAT 1 and 2.

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.

Teachers will give weekly mini BATS and the end of the book skills test. Students in supplemental programs will have on-going progress monitoring/acceleration in their area of weakness.

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

Students will need to meet 85% mastery on the mini BATS. Students not meeting mastery will be monitored using a prescription for learning plan and teachers will differentiate their instruction during small group. In addition, a push-in program will be in place to meet the area of weakness.

Maintenance

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

Teachers will use differentiated instruction during small groups, based on the clusters/strands.

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.

Every teacher is required to maintain a data folder on each student. Teachers will meet bi-weekly with the leadership team to discuss student's progression/remediation. Based on the data, adjustments will be made to accelerate the academic growth of all students.

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.

Each member of the leadership team is assigned to a grade level for on-going progress monitoring. In addition, focus lessons will be aligned to IFCs and the reading coach/assistant principal will assist with instructional needs.

ACT

Supplemental and Intensive Instruction/Interventions

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

Students will use the Treasures//Trophies core programs. In addition, Collins will implement and use the struggling Readers/Math Charts.

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

Intervention programs will be implemented as a push-in according to the area of weakness for an additional 30 minutes a day. Also, SES tutoring will play a vital role in working with students in our AYP sub groups.

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

The school identifies professional development based on data, administrative walk-throughs, and teacher request.

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

Students who consistently demonstrate academic difficulty will receive supplemental and intensive instruction based on the results of progress monitoring (mini assessments, BATS, Dibels, etc.).

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

The leadership team will meet bi-weekly to discuss the success of the intervention programs. Strategies that are unsuccessful will be discontinued and replaced with alternative interventions. Factors hindering implementation of an intervention (attendance, behavior) will be addressed.

Enrichment

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

Acceleration activities include project base learning, advance placement programs from the core program.

Describe how students are identified for enrichment strategies.

FCAT results, in addition, assessment results that demonstrate consistent mastery in a particular academic area. Teacher recommendation is also taken into consideration. Parents are included in the enrichment process.

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)
K-5th grade teachers, reading coach, ESE Specialist, guidance, assistant principal	Reading Coach, Terri Glasford	Monthly	Mondays	Book Study 7 Keys to Comprehension
K-5th grade teachers, reading coach, ESE Specialist, guidance, assistant principal	Reading Coach, Terri Glasford	Bi-Monthly	TBA	Discipline/Motivation, Lesson Study, Data Analysis

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

Currently, Head Start and Preschool-ESE programs are used to assist preschoolers in attaining academic readiness skills. Parents are provided an overview of Kindergarten expectations and District requirements before their children leave in the spring. The transitioning students shadow our Kindergarten classrooms in the spring. This learning opportunity eases their transition into Kindergarten. The Kindergarten teachers administer the SRUSS to all incoming students, implementing the state guidelines.

Postsecondary Transition

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

PART II: EXPECTED IMPROVEMENTS

Reading Goal

Needs Assessment:	<p>Based on School Grade and Adequate Yearly Progress Data:</p> <p>Did the total percent proficient increase or decrease? What is the percent change?</p> <p>What clusters/strands, by grade level, showed decrease in proficiency?</p> <p>Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?</p> <p>Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?</p> <p>Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?</p>
--------------------------	---

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 3-5, 59% of students achieved mastery on the 2009 administration of the FCAT Reading Test. This represents an increase of 1 percentage point.		In grades 3-5 70% of students will achieve mastery for reading on the 2010 FCAT Reading Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. The school will implement the Dibels /Mini Bats assessments to monitor student progress.	1. Principal and the Reading Coach	1. Review Dibels data reports to ensure teachers are assessing students according to the created schedule	1. Printout of Dibels assessments from school's database.
2	2. Include higher-order questions in lesson plans and lesson delivery.	2. Principal and the Reading Coach	2. Lesson plans will be reviewed during classroom walkthroughs and will be submitted monthly to Assistant Principal	2. Classroom walkthrough log and focused walkthroughs to determine frequency of higher order questions
3	3. Develop an Instructional Focus Calendar for Reading	3. Reading Coach, Grade Chair	3. Administration will be aware of the IFC's upcoming focus and monitor implementation through classroom walkthroughs.	3. Effectiveness will be determined through Dibels assessments.
4	4. Students will participate in FCAT camp, targeting specific areas, such as higher order thinking and comprehension.	4. Reading Coach	4. Classroom walkthrough, support and monitor FCAT	4. Mini End of unit assessments will be used to determine effectiveness.

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 3-5, 67% of students achieved learning gains on the 2009 FCAT Reading Test. This represents an increase of 11 percentage points.		In grades 3-5, 77 % of the students will achieve Learning gains for reading on the 2010 FCAT Reading Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Data chats will be conducted with all students following the Dibels assessments	1. Reading Coach and Principal	1. Leadership team will review data binder folders	1. Dibels Assessment/OPM
2	2. Teachers will explicitly infuse the reading benchmarks in lesson plans and instructional delivery.	2. Reading Coach	2. Reading Coach will focus their attention to the benchmark outside of the reading block.	2. Mini Bat assessments will be disaggregated to determine the effectiveness of the instruction
3	3. Teachers will explicitly teach main idea during instructional delivery.	3. Reading Coach	3. Classroom walkthrough	3. Mini BAT Assessments will be disaggregated to determine the effectiveness of instruction.

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 3-5, 55% of our Economically Disadvantage students scored at / or above level 3.		In grades 3-5 66% of the ED students will achieve mastery for reading on the FCAT Reading Test		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Data chats will be conducted with all students following the Dibels /OPM assessments	1. Reading Coach and Principal	1. Leadership team will review data binder folders	1. OPM data will be used to determine progress from benchmark assessment test
2	2.Determine core instructional needs by reviewing BAT data	2. Reading Coach and Principal	2.Using the ongoing Progress Monitoring every 20 days to determine percent of students making adequate progress towards benchmark goals.	2. OPM

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
In grades 3-5 70% of students will achieve mastery for reading on the 2010 FCAT Reading Test	Teacher will learn effective use of the instructional Focus Calendar	Reading Coach, Terri Glasford	August 2009	Classroom Visits, teachers will align lesson plans to IFC	Reading Coach, Terri Glasford
In grades 3-5 66% of the ED students will achieve mastery for reading on the FCAT Reading Test	Teacher will learn how to use FCAT Specs to plan instruction	Reading Coach, Terri Glasford/ Assistant Principal, Rhonda Parris	9/25/09, 10/23/09, 11/25/09, 01/22/10, 02/26/10	Focused walkthroughs with leadership teams, teachers will use FCAT specs during instructional delivery	Assistant Principal, Rhonda Parris/ Reading Coach, Terri Glasford

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

N/A

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
FCAT Camp	SAI Funds	\$4,000.00
		Total: \$4,000.00
Technology		
Description of Resources	Funding Source	Available Amount
Quick reads technology	Title I	\$1,000.00
		Total: \$1,000.00
Professional Development		
Description of Resources	Funding Source	Available Amount
FCAT SPECS	Title I	\$1,000.00
		Total: \$1,000.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$6,000.00

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	
In grades 3-5, 70% of students achieved mastery on the 2009 administration on of the FCAT Math Test. This represents a 3% increase.			In grades 3-5 80% of students will achieve mastery for reading on the 2010 FCAT Math ITest.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Develop an Instructional Focus Calendar for Math	1. Team Leaders	1. Math Contact will assist teachers in the creation of the IFC and the administration will ensure implementation.	1. Student End of the chapter test.
2	2. Students will participate in FCAT camp, targeting specific areas.	2. Math Contact	2. Classroom walk through to support and monitor FCAT lessons.	2. Mini end of unit assessments will be used to determine effectiveness.
3	3. Teachers will align instruction with instructional focus calendar and K-2 teachers will align lessons with the instructional focus calendar and Next Generation Sunshine State Standards.	3. Principal and Assistant Principal	3. Classroom walk throughs	4. End of chapter tests, mini assessments.
4	4. Teachers will use Accaletics program to differentiate instruction for level 3's and above.	4. Principal and Assistant Principal	4. Classroom walk throughs, leadership team will review assessment data to determine progress.	4. Data chats every 20 days.

Based on the Needs Assessment, Identify Area(s) for Improvement			Objective Linked to Area of Improvement	
In grades 3-5 67% of the students made learning gains in math on the 2009 FCAT Test. This represents a 22% increase.			In grades 3-5 77% of the students will achieve Learning gains in math on the 2010 FCAT Math Test.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Plan differentiated instruction using evidence-based instruction/ intervention	1. Principal and Assistant Principal	1. Leadership Team will review assessment data to determine progress toward benchmark.	1. Assessment tied to math standards, data chats every 20 days
2	2. Teacher will use First in Math to infuse technology into instruction.	2. Principal, Assistant Principal	2. Classroom walk throughs, review data	2. Data chats every 20 days, end of chapter assessments.

Based on the Needs Assessment, Identify Area(s) for Improvement			Objective Linked to Area of Improvement	
In grades 3-5, 33 % of ED are below grade level on the 2009 FCAT Test. This represents a decrease of 5%.			In grades 3-5, 25% of our ED will be below grade Level on the 2010 FCAT Test.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Identify and monitor the Progress of the bottom 25% Revise instruction and intervention groups	1. Leadership Team	1. Leadership Team will review assessment data to determine progress toward benchmark.	1. Assessment tied to math standards.
2	2. Teacher will incorporate BEEP lessons into planning instruction.	2. Principal and Assistant Principal	2. Classroom walk through, review lesson plans.	2. BAT 1 and BAT 2

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
In grades 3-5 80% of students will achieve mastery for reading on the . In grades 3-5 80% of students will achieve mastery for reading on the 2010 FCAT Math ITest.	Effective implementation of the instructional Focus Calendar	Math contact	August	Modeling of lessons/ Classroom visits.	Principal/ Assistant Principal
In grades 3-5 77% of the students will achieve Learning gains in math on the 2010 FCAT Math Test.	Effective use of Hands-on- Activities /First in Math	Assistant principal	On going	Classroom visits/Data chats	Assistant Principal

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
FCAT Camp	SAI	\$4,000.00
Manipulative(s) and various math supplies	Title 1	\$1,500.00
		Total: \$5,500.00
Technology		
Description of Resources	Funding Source	Available Amount
Promethean Training	Free from the District	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Teacher Training/Math Crosswalks	Title 1	\$1,000.00
		Total: \$1,000.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$6,500.00

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		
51% of students achieved level 3 and above on the 2009 Science FCAT. This is an increase of 20 percentage points		61% of students will score at level three or above on the 2010 FCAT Science Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Increase the number of hands on experiments per week	1.Ms Harvey - Classroom Teacher/Science Contact	1. The created lab schedule will be implemented and monitored by the leadership team	1.Improvement on the science mini assessments, data from science BAT 1 & 2
2	2. Provide real world science and project base learning	1.Ms Harvey-Science Contact/Classroom Teacher	2.Teachers will use Science videos/Becon to provide real world science	2 improvement on the science mini assessments, data from science BAT 1 & 2
3	3. Implementation of the science IFC	3. Assistant principal/ Principal	3.Lesson Plans will be reviewed during classroom walkthroughs/ observation	3. informal assessments, Science Journals, FCAT Explorer (Science), Compass Odyssey (Science)
4	4. Participate in Science	4. Principal, Assistant	4. Teachers will plan and	4. Science Challenge data

	Alive Challenge	Principal, Ms. Harvey	help students with challenge	
5	5. Teacher will infuse technology to enhance classroom instruction and provide guided practice and application of process skills.	5. Assistant Principal and Principal	5. Classroom walkthrough	5. FCAT Explorer (Science)

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
61% of students will score at level three or above on the 2010 FCAT Science Test.	Science strands	Dr. Safe	Sept 2010	On going data meeting/trends, teacher will use science strands to plan effective instruction Teacher will use science strands to plan effective instruction	Principal

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Write Score	SAC Funds	\$600.00
		Total: \$600.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Substitute teachers to provide temporary coverage for PD	Title One	\$1,500.00
		Total: \$1,500.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$2,100.00

End of Science Goal

Writing Goal

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

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
On the 2009 administration of the FCAT writing test 96% of students scored a level 3.5 or higher. This is an increase of 6 percentage points.		On the 2010 administration of the FCAT writing 99 % will achieve a level 3.5 or higher.		
Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool	
1. All 4th grade students will receive additional instruction on the writing process daily. All writing will be dated and recorded in	1. Ms Swanson, Reading Coach, Principal	1. Administration will monitor Data binder folders	1.Progress between the pretest and mid-year.	

	The Collins data binder.			
2	2. School based Instructional Focus Calendar will be used daily to accelerate expository and narrative writing.	2. Ms. Swanson, Reading Coach, Principal	2. Classroom walkthrough, review of lesson plans	2. student writing samples
3	3. Teachers will incorporate BEEP lesson plans into classroom instruction.	Ms. Swanson, Reading Coach, Principal	3. Classroom walk through	3. Student writing samples

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
On the 2010 administration of the FCAT writing 99 % will achieve a level 3.5 or higher.	Scoring a Level 4 or higher	Ms. Swanson	October/ November	Monitor students writing sample.	Reading Coach

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
Substitute teachers to provide temporary coverage for PD	Title 1	\$3,000.00
Total: \$3,000.00		
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Final Total: \$3,000.00		

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		
Sign In Sheets from Parent Workshops during 2008-2009 indicate only 11% of students' parents attended		Increase parent participation at parent trainings to 35%.		
Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool	
1. Survey best times for training and topics	1. Principal/PTA SAC Chair	1. Collect sign in sheets after training	1. Sign in sheets	

Based on the Needs Assessment, Identify Area(s) for Improvement			Objective Linked to Area of Improvement	
Parent Surveys indicated 12% of parents use technology daily			Increase of parent use of 35%	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Survey best times for training and topics.	1.Principal/PTA/SAC Chair	1. Collect sign-in sheets after training.	1. Sign-in sheets

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
No data submitted					

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Parent Nights Technology Training	Title I	\$3,000.00
		Total: \$3,000.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
Parent Night to celebrate the school's "A" status		\$0.00
		Total: \$0.00
		Final Total: \$3,000.00

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	FCAT Camp	SAI Funds	\$4,000.00
Mathematics	FCAT Camp	SAI	\$4,000.00
Mathematics	Manipulative(s) and various math supplies	Title 1	\$1,500.00
Science	Write Score	SAC Funds	\$600.00
Parental Involvement	Parent Nights Technology Training	Title I	\$3,000.00
			Total: \$13,100.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Quick reads technology	Title I	\$1,000.00
Mathematics	Promethean Training	Free from the District	\$0.00
			Total: \$1,000.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	FCAT SPECS	Title I	\$1,000.00
Mathematics	Teacher Training/Math Crosswalks	Title 1	\$1,000.00
Writing	Substitute teachers to provide temporary coverage for PD	Title 1	\$3,000.00
Science	Substitute teachers to provide temporary coverage for PD	Title One	\$1,500.00
			Total: \$6,500.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Parental Involvement	Parent Night to celebrate the school's "A" status		\$0.00
			Total: \$0.00
			Final Total: \$20,600.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

Intervene
 Correct II
 Prevent II
 Correct I
 Prevent I
 NA

[Show Attached school's Differentiated Accountability Checklist of Compliance](#)

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
Student Materials, Incentives	2500

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

- * Needs assessment provided to students, parents, business partners, stakeholders
- * Review data for areas of weakness
- * Create a draft of the SIP plan

- * SIP plan is shared with all stakeholders for input and revisions
- * Final SIP plan is submitted
- * SIP plan is posted to the school web site after it is Board approved

SAC Members

Members

- 1) Lincoln Pasteur, Principal
- 2) Eleanna Hurst, SAC Chair
- 3) Crystal Capre, Teacher
- 4) Ebony Harvey, Teacher
- 5) Renee Coore-Barrett, Teacher
- 6) Catherine Muth, Business Member
- 7) Amalia Sala, Parent
- 8) Jackie Ford, Community Member
- 9) Victor Thompson, Community Member
- 10) Terri Glasford, School Support Personnel
- 11) Rhonda Parris, Assistant Principal

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Broward COLLINS ELEMENTARY SCHOOL 0331											
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 127 Math: 127		2008-2009 School Grade ¹ : A		Did the School make Adequate Yearly Progress? NO							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.					
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	2008	2009	Y/N	2009	Y/N	2009	Y/N	2009
TOTAL ⁴	99	Y	99	Y	55	N	66	N			Y			NA	48	45	N	37	34	N	58	N	57	N	
WHITE		NA		NA		NA		NA			NA			NA			NA			NA					
BLACK	100	Y	100	Y	55	N	64	N			NA			NA	54	45	Y	42	36	Y	57	NA	54	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	99	Y	99	Y	55	N	67	N			NA			NA	48	45	N	38	33	Y	58	N	57	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 COLLINS ELEMENTARY SCHOOL 0331											
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 134 Math: 134		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	52	N	63	Y			Y			NA	50	48	N	37	37	NA	56	N	62	NA	
WHITE		NA		NA		NA		NA			NA			NA			NA			NA					
BLACK	100	Y	100	Y	46	N	58	N			NA			NA	54	54	N	41	42	N	53	N	57	N	
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	52	N	62	Y			Y			NA	54	48	Y	37	38	NA	55	NA	59	NA	
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA			NA			NA			NA					
STUDENTS WITH DISABILITIES		NA		NA		NA		NA			NA			NA			NA			NA					

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Broward COLLINS ELEMENTARY SCHOOL 0331											
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 136 Math: 136		2006-2007 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?		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	50	N	63	Y			Y			NA	50	49	N	37	37	NA	50	N	57	NA	
WHITE		NA		NA		NA		NA			NA			NA			NA			NA					
BLACK	100	Y	100	Y	46	N	59	Y	94	Y				NA	52	53	N	39	41	NA	47	N	55	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	46	N	63	Y			Y			NA	55	53	N	39	37	NA	45	N	58	NA	
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA			NA			NA			NA					
STUDENTS WITH DISABILITIES		NA		NA		NA		NA			NA			NA			NA			NA					

SCHOOL GRADE DATA

Broward School District COLLINS ELEMENTARY SCHOOL 2008-2009					
	Reading	Math	Writing	Science	Grade Points Earned
% Meeting High Standards (FCAT Level 3 and Above)	59%	70%	96%	51%	276
% of Students Making Learning Gains	67%	67%			134
Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.					
3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 					

						1 or 2
Adequate Progress of Lowest 25% in the School?	67% (YES)	83% (YES)			150	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					560	
Percent Tested = 99%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

Broward School District COLLINS ELEMENTARY SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	58%	67%	90%	31%	246	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	56%	45%			101	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?	50% (YES)	43% (NO)			93	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					440	
Percent Tested = 99%						Percent of eligible students tested
School Grade					C	Grade based on total points, adequate progress, and % of students tested

Broward School District COLLINS ELEMENTARY SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	55%	69%	97%	28%	249	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	51%	46%			97	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?	47% (NO)	60% (YES)			107	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					453	
Percent Tested = 100%						Percent of eligible students tested
School Grade					C	Grade based on total points, adequate progress, and % of students tested