

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: LAUDERDALE MANORS ELEMENTARY

District Name: Broward

Principal: Heather Hedman-DeVaughn

SAC Chair: Mary Faulkner

Superintendent: Mr. James F. Notter

Date of School Board Approval: December 1, 2009

Last Modified on: 09-08-2009

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VISION and MISSION STATEMENTS

Vision: We believe in an exemplary school that provides the highest quality education for all students.

Mission: The mission of Lauderdale Manors Elementary School is to ensure an optimum teaching and learning environment, which sets high expectations and enables all students to reach their maximum potential. Through a united staff, parent, and community commitment, we will meet the diverse needs of our students to prepare them to become productive citizens in a changing society.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

Lauderdale Manors Elementary is a Title I school located in the northwest section of the city of Fort Lauderdale serving students grades Pre-K (Head Start) through grade 5. The school opened in 1954 and is a neighborhood school. The majority of the students and families that Lauderdale Manors Elementary serves are either African-American or of Haitian decent with little to moderate resources and a multitude of barriers. The school serves as a place of resource for students and their families.

Earlier this year the original cafeteria building was demolished to make room for a new 2-story (fifteen classroom) building. The new building is scheduled for completion by July 2010, but is currently on track to be completed by January 2010.

Unique School Strengths for Next Year

- Lauderdale Manors Elementary enters the next school year with a positive school spirit and absolute confidence it will earn the additional 22 points needed to achieve a "B" school grade in 2010.
- Last year, it increased to 473 accountability points on the 2009 FCAT, a record high for the school, and increased the school's grade from a low "C" to a high "C".
- The school retained its staff and therefore enters the new school year with more experienced teachers and staff than in previous years.
- Grades 3 through 5 will departmentalize

Unique School Weaknesses for Next Year

- Due to its student achievement success, Lauderdale Manors Elementary lost its curriculum support specialist, mathematics coach, and science coach positions. These individuals were instrumental in providing staff development, conducting data chats with teachers and students, as well as providing ongoing teacher support and mentoring.
- The school has a high mobility rate and an increasing number of homeless families due to the current economic situation. The school has also experienced a decline in enrollment/FTE and has low parental involvement.

Student Demographics

Lauderdale Manors Elementary School serves approximately 530 students from a predominantly economically disadvantaged community. The demographic populations consists of: 99% Black, 1% Hispanic, 1% Multi Race.

Additionally, 96% of students are on Free or Reduced Lunch, 8% are ELL, and 11% are in the ESE program.

Student Attendance Rates

Lauderdale Manors Elementary School had a minimal decline in student attendance over the past three years and was pretty much aligned with the district average.

The average daily attendance rate was as follows:

2006-2007: 94.7%

2007-2008: 94.3%

2008-2009: 94.1%

The average student attendance rate for school district has been a steady 94.50 for the last three years.

Student Mobility

The mobility rate of the school is 36%. Mobility in the Lauderdale Manors community is fairly high.

Student Suspension Rates

The suspension rate at Lauderdale Manors has increased over the past three years.

2006-2007: In-school 1.0, Out-of-school 1.6

2007-2008: In-school 2.2, Out-of-school 2.7

2008-2009: In-school 6.1, Out-of-school 1.1

Student Retention Rates

The retention rate decreased two percentage points from 11.8% in 2007-2008 to 9.6 percent in 2008-2009.

Class Size

Class Size

Lauderdale Manors has made to reducing class sizes across grade levels.

The average class size in PreK through grade 3 general education classrooms is 16 students during the 2008-2009 school year. In grades 4 and 5, the average class size is 19 students during the 2008-2009 school year.

Academic Performance of Feeder Pattern

Lauderdale Manors students follow the feeder pattern of the following schools:

Arthur Ashe Middle School: 2009 School Grade was a C; 97% of AYP criteria was met (did not make AYP with Students with Disabilities subgroup in reading)

William Dandy Middle School: 2009 School Grade was an A; 95% of AYP criteria was met (did not make AYP in Black and Economically Disadvantaged subgroups)

Dillard High School: 2009 School Grade was a D; 95% of AYP criteria was met (did not make AYP in Black and Economically Disadvantaged subgroups)

Partnerships and Grants

Partners:

- Haliczzer, Pettis & Schwamm Law Firm – Mentored students, donated "Bringing Up Grades (BUG)" student incentives , and provided staff incentives
- After School Care Programs – Aftercare provider and donated student incentives
- Summit - Tutoring and student achievement incentives
- Palm Harbour Prep - Tutoring and student achievement incentives
- TNT Learning - Tutoring and student achievement incentives
- Publix Supermarkets – Donated donated "Bringing Up Grades (BUG)" student incentives
- Waterworks 2011 - Donated school supplies
- Panera Bread Company - Donated food for staff
- Wilton Manors Kiwanis Club - Donated dictionaries for each third grade student and teacher

Grants:

- Picturing America - Artwork and teacher resource book

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	Heather Hedman-DeVaughn	B.A - Elementary Education, Florida International University M.S. - Educational Leadership from Nova University Certifications: Early Childhood Elementary Education ESOL Educational Leadership	3	7	Principal of Lauderdale Manors Elementary in 2008-2009 Grade: C Reading Mastery: 60%, Math Mastery: 62%, Science Mastery: 33%, Writing Mastery: 100%, AYP: 92%, Black and Economically Disadvantaged did not make AYP in math. 2007-2008 Grade: C Reading Mastery: 48%, Math Mastery: 59%, Science Mastery: 5%, Writing Mastery: 94%, AYP: 95%, Economically Disadvantaged did not make AYP in math. 2006-2007 Grade: D Reading Mastery: 41%, Math Mastery: 52%, Science Mastery: 11%, Writing Mastery: 78%, AYP: 82%, Black and Economically Disadvantaged did not make AYP in reading and math. Assistant Principal of Westwood Heights Elem. 2005 – 2006 Grade C Reading Mastery 49% Math Mastery: 57% Writing Mastery: 83 AYP: 100% Assistant Principal of Westwood Heights Elem. In 2004- 2005 Grade: B Reading Mastery: 54% Math Mastery: 53 Writing Mastery: 81 AYP: 97% ESOL Math did not meet this criteria. Assistant Principal of Westwood Heights Elem. 2003 – 2004 Grade C Reading Mastery: 49% Math Mastery: 43% Writing Mastery 89 AYP: 97% ESE students did not meet this criteria.
Assis Principal	Vicki Flournoy	BS – Business Administration, Bethune-Cookman College; MS – Elementary Education, Nova Southeastern University; EdS – Educational Leadership, Nova Southeastern University Endorsement: ESOL	4	4	Assistant Principal of Lauderdale Manors Elementary in 2008-2009 Grade: C Reading Mastery: 60%, Math Mastery: 62%, Science Mastery: 33%, Writing Mastery: 100%, AYP: 92%, Black and Economically Disadvantaged did not make AYP in math. 2007-2008 Grade: C Reading Mastery: 48%, Math Mastery: 59%, Science Mastery: 5%, Writing Mastery: 94%, AYP: 95%, Economically Disadvantaged did not make AYP in math. 2006-2007 Grade: D Reading Mastery: 41%, Math Mastery: 52%, Science Mastery: 11%, Writing Mastery: 78%, AYP: 82%, Black and Economically Disadvantaged did not make AYP in reading and math. 2005-2006 Grade: I Reading Mastery: 50%, Math Mastery: 66%, Writing Mastery: 92%, AYP: Not Available.

* 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 *
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Reading; Mathematics	Latonya Cooper	BA – Arts and Humanities; Elementary Ed (Certification 1- 6)Florida Atlantic Elementary; MA – Mathematics; Nova Southeastern University; Ed. Specialist; Educational Leadership and Curriculum and Teaching ESOL Endorsed	4	4	2008-09. Grade: C Reading Mastery: 60% Math Mastery: 62% Science Mastery: 33% Writing Mastery: 100% AYP: Black, ELL, and SWD did make AYP in Reading; SWD did not make AYP in Math 2007-08: Grade: C Reading Mastery: 43% Math Mastery: 53% Science Mastery: 7% Writing Mastery: 92% AYP: Black, ELL, and SWD did make AYP in Reading and Math
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* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

HIGHLY QUALIFIED TEACHERS

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Partnering new teachers with experienced teachers	NESS Coordinator	Ongoing	
2. Partnering teachers who need additional support with experienced teachers	NESS Coordinator	Ongoing	
3. Regular meetings of new teachers with the Principal and/or Assistant Principal	Principal	Ongoing	
4. NESS Induction and Orientation	NESS Coordinator	Ongoing	

Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Not Applicable	Not Applicable	Not Applicable	Not Applicable

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
40	0	48	33	20	18	100	10	0	43

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Not Applicable	Not Applicable	Not Applicable	We do not have any new educators on-site at this time.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

These additional funds provide salaries for teachers to work with low performing students. Parental activities are such as reading/writing and math/science night are scheduled to provide parents with strategies to children improve their academic performance. Staff development funds are also provided.

Title I, Part C- Migrant

Not Applicable

Title I, Part D

Not Applicable

Title II

Not Applicable

Title III

Not Applicable

Title X- Homeless

Not Applicable

Supplemental Academic Instruction (SAI)

The total allotment is approximately \$9,000. This will be used to provide after-school tutorials for at risk students.

Violence Prevention Programs

Not Applicable

Nutrition Programs

Not Applicable

Housing Programs

Not Applicable

Head Start

Funding is used for 3 teacher salaries and 3 paraprofessional salaries for the Head Start program.

Head Start teachers will collaborate with district Head Start facilitators to determine appropriate assessments and develop a timeline for their administration. The Head Start Parent Educator will facilitate a Kindergarten Orientation to help Head Start parents' transition their children from preschool to kindergarten.

The program includes educational, social, medical, vision, dental, nutritional, and mental health services.

Adult Education

Not Applicable

Career and Technical Education

Not Applicable

Job Training

Not Applicable

Other

Not Applicable

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

Principal and/or Assistant Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, and ensures adequate professional development to support RtI implementation.

General Education Teachers (Primary and Intermediate): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Specialist: Participates in student data collection, ensures the integration of core instructional activities/materials into Tier 3 instruction, and supports the ESE and general education teachers.

Curriculum Specialist: Provides guidance on K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

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

Social Worker: Provides interventions, links child-serving and community agencies to the schools and families, and visits homes to support the child's academic, emotional, behavioral, and social success.

Community Liaison: Consults and cooperates with RtI team in providing support services to parents. visits students' homes to explain concerns to parents learn of any home problems that may have a bearing on student accomplishments in school; provide data and discourage absenteeism.

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

The RtI Leadership Team will focus on providing strategies in delivering high quality instruction and interventions based on students' needs to increase student achievement and reduce behavior problems.

The team meets once a week to engage in the following activities:

- Make decisions about the effectiveness of general, remedial, and special education instruction/interventions.
- Providing evidence-based interventions and adjusting the intensity and nature of those interventions depending on a student's responsiveness.
- Monitoring student achievement progress.
- Preventing unnecessary identification of students with disabilities.
- Making decisions about student eligibility for special programs
- Gathering and analyzing data to determine professional development needs.

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

The RtI Leadership Team collaborated with teachers twice a month and the School Advisory Council (SAC) monthly to develop the SIP goals, objectives, and RtI components.

The school-based RtI Leadership team will assist in monitoring the SIP throughout the school year and provide ongoing feedback on the effectiveness of the plan.

RtI Implementation

Describe the data management system used to summarize tiered data.

Baseline data: Broward Assessment Test (BAT 1) for reading, math, and science, Florida Comprehensive Assessment Test (FCAT)

Progress Monitoring: PMRN, Mini-BAT Assessments, FCAT Simulation

Midyear: Broward Assessment Test (BAT 2) for reading, math, and science, Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment for Reading (DAR)

End of year: FAIR, FCAT

Frequency of Data Days: twice a month for data analysis; weekly with team members

Describe the plan to train staff on RtI.

Professional development will be provided during teachers' common planning time and differentiated small group sessions will occur throughout the year based on needs. The RtI Leadership Team will provide ongoing support for struggling teachers; facilitated by the guidance counselor.

School Wide Florida's Continuous Improvement Model

Plan

Data Disaggregation 2008-2009 FCAT Data

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

Strengths: Grade 4 students are performing above district and state averages in Writing with 100% proficiency. Grade 5 students gained 28 accountability points in 2009 and are scoring right at district and state averages in Physical and Chemical Sciences, Earth and Space Sciences, and Life and Environmental Sciences mean points. The number of students proficient in reading has increased across grade levels.

Weaknesses: Across all grade levels, the lowest content area in mathematics is Algebraic Thinking, followed by measurement. Additionally across all grade levels, the lowest content area in reading is Reference and Research. The number of third grade students proficient in mathematics declined nearly 10 percentage points.

Instructional Calendar Development

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

- The district's Curriculum Team developed district-wide Instructional Focus Calendars for reading, mathematics, and science. These IFCs will be used as a guideline and differentiated based on individual classroom data.
- Select teachers, Curriculum Support, and the Leadership Team were included in the development of the IFCs. Teachers will be responsible for determining the instructional focus of small group/differentiated instruction based on their classroom data.
- Benchmarks were selected as indicated by students' strengths and weaknesses on standardized assessments.
- Administration and the Curriculum Support Team will monitor implementation of IFCs by making classroom visitations, evaluating lesson plans, monitoring teacher data, and facilitating data meetings with teachers.
- The Curriculum Coach will also be assigned to struggling teachers.
- Struggling teachers will be provided additional IFC professional development opportunities, mentoring, and opportunities to observe successful teachers. Observing other teachers who are successful implementing the IFCs. The subject area coaches and/or department chairperson will provide additional assistance to the teacher. The teacher will participate in weekly Professional Learning Communities by grade level to learn effective strategies in effective IFC implementation.

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

Reading: Reference and Research was the least proficient strand and will be given priority focus.

Mathematics: Algebraic Thinking and Measurement were the least proficient strands and will be given priority focus.

Writing: Organization was the least proficient strand and will be given priority focus.

Science: Scientific Thinking 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?

- After disaggregating data, students are grouped based on their ability levels and differentiated plans are developed to address their academic needs.
- Administration will conduct individual teacher conferences to discuss previous student learning gain data, make adjustments in teacher and/or student placements, and closely monitor teacher performance data to determine if a professional development plan is appropriate.
- Struggling teachers will be paired with more experienced teacher to provide additional support and mentoring.

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?

- Grade level teachers will meet weekly to discuss student data such as strengths and weaknesses based on class

assignments and assessment results and support each other through the sharing of best practices.

- Differentiated small group lesson plans will be created for tutorials, on level, and enrichment.
- Teachers will attend bi-weekly Professional Learning Communities to share best practices.

How are instructional focus lessons developed and delivered?

Teachers will utilize IFCs for whole group instruction and work collaboratively to develop differentiated small group lessons.

How will instructional focus lessons be revised and monitored?

- Student mastery on district and school-based mini-assessments will determine the effectiveness of focus lesson and whether it needs to be revised and/or re-taught.
- Administration and curriculum support staff conduct classroom visitations regularly to monitor the effectiveness of classroom instruction.

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

Reading: September and December BAT, Mini-BAT Assessments
Mathematics: September and December BAT, Mini-BAT Assessments
Writing: Monthly writing prompts
Science: September and December BAT, Mini-BAT Assessments

Supplemental Assessments

Reading: FCAT Released Tests, FCAT Explorer, Compass Odyssey, DRA, FAIR, Instructional Leadership Resources, Buckle Down
Mathematics: FCAT Released Tests, FCAT Explorer, Compass Odyssey, Instructional Leadership Resources, Buckle Down
Science: FCAT Released Tests, Buckle Down

Intensive Instruction/Intervention Assessments

Reading: DRA, Quick Reads, TRIUMPS, Fast Track, Phonics for Reading
Mathematics: Harcourt Intervention

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

- Mastery is set at 70% to ensure proficiency of each benchmark.
- The assessment results are used to determine the instructional focus of whole group instruction and small group tutorials.

Maintenance

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

Students scoring above mastery level will be provided with enrichment activities such as projects, hands-on activities, or other supplemental lessons which will reinforce the skill and maintain the level of mastery/proficiency.

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

- Teachers will meet weekly to review data and discuss pacing, trends, effective practices, and determine modifications needed. Notes are taken and submitted to administration.
- A database is used to track and monitor student achievement progress.
- Administration and the Curriculum Coach will conduct classroom and meet to discuss walkthrough data along with identifying required instructional modifications.
- Bi-weekly data chats with teachers will be conducted to review student-by-student data

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 Principal, Assistant Principal and Curriculum Coach will conduct regular classroom walkthroughs.
- Walkthrough data, student assessment data, and RtI information will be discussed at weekly leadership meetings to identify required instructional modifications.
- The Curriculum Team will meet with teachers either during bi-weekly data chats or one-on-one to discuss assessment results and individual student progress.
- Lesson plans, data binders, and student portfolios will be reviewed by the Curriculum Team to determine the effectiveness of instruction, assessment, and differentiation.
- The instructional coach will assist teachers by modeling effective instructional practices.
- Follow-up meeting will be held to monitor progress.

ACT

Supplemental and Intensive Instruction/Interventions

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

Reading Core:

- Treasures

Intensive:

- Voyager (3rd grade)
- Phonics for Reading
- Wilson

Interventions:

- TRIUMPS
- Quick Reads
- Fast Track

Mathematics Core:

- Harcourt Mathematics

Intensive:

- Harcourt Mathematics

Interventions:

- Harcourt Mathematics

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

Reading:

- Struggling students will receive double-dosed reading instruction
- Special Area Teachers and Paraprofessionals will provide tutorials
- Students will be assigned Compass Odyssey computerized tutorials

Mathematics:

- Struggling students will receive small group instruction
- Students are assigned Compass Odyssey computerized tutorials

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

Professional development needs are determined by analyzing student performance data, classroom walkthrough data, teacher surveys, and feedback from administration/teacher conferences.

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

- Students who perform in the lowest quartile on standardized assessments will be targeted for intensive instruction.
- Lower quartile students will be invited to attend after-school camp

- Students who do not show mastery on mini-BAT assessments will receive tutorials during the school day.
- All students will be offered after school assistance through Supplemental Educational Services.

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

All students who receive intervention services will be administered a pre and post assessment. There will be ongoing progress monitoring and assessments. All personnel providing intervention services to students will meet regularly to discuss student achievement data to determine the effectiveness of the interventions. Ineffective strategies and interventions will be discontinued and replaced with alternative interventions.

Enrichment

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

Students who exceed mastery levels will be enriched utilizing the core enrichment programs for reading and mathematics along with project based learning.

Describe how students are identified for enrichment strategies.

Students who exceed mastery levels will be enriched with project based learning. All level 4 and 5 students as identified by the 2009 FCAT scores and students consistently demonstrating mastery on mini-BAT assessments will be targeted for enrichment.

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 / 1	Constance Campbell	Bi - Weekly (1.5 hours each month)	Alternate Wednesdays	FCIM, Building Background Knowledge, Technology to enhance instruction, School Culture
2/3	Holly Klotz	Bi - Weekly (1.5 hours each month)	Alternate Wednesdays	FCIM, Building Background Knowledge, Technology to enhance instruction, School Culture
4/5	Paula Fijalkowski / Michael Hamm	Bi - Weekly (1.5 hours each month)	Alternate Wednesdays	FCIM, Building Background Knowledge, Technology to enhance instruction, School Culture

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

A variety of methods are being used for communicating with parents throughout the year to provide benchmarks and expectations for upcoming kindergarten experiences. An annual Kindergarten Orientation was held in May of this year to assist and support the preschool students and their families with transitioning from early childhood programs to kindergarten. This orientation included an information session, school tour, and kindergarten classroom visitations.

Postsecondary Transition

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

Not Applicable

PART II: EXPECTED IMPROVEMENTS

Reading Goal

Needs Assessment: Based on School Grade and Adequate Yearly Progress Data:

Did the total percent proficient increase or decrease? What is the percent change?

What clusters/strands, by grade level, showed decrease in proficiency?

Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?

Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?

Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Reading data, 60% of students in grades 3 - 5 achieved level three and above.		Objective Linked to Area of Improvement Given Instruction based on the Sunshine State Standards, 66% of the students in grades 3-5 will score at level 3.0 or above and at least 51% of the lowest 25th percentile students in grades 3-5 will make learning gains on the 2010 Reading FCAT Assessment.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Teachers will engage students in a guided reading program (Treasures grades K-3 and Trophies grades 4-5) utilizing the 5 - Day school wide instructional focus calendar.	Curriculum Coach, Latonya Cooper	The school wide 5 - Day Reading Plan will be implemented with fidelity and monitored by the Reading/ Curriculum Coach - Latonya Cooper	Improvement on the Bi- Weekly Reading Mini - BAT and end of unit Assessments
2	Students will use graphic organizers, reading portfolios/folders, and note taking strategies to reinforce comprehensive skills	Curriculum Coach, Latonya Cooper and Reading Teachers: (3rd) - Audrey Smith, (4th) - Jennifer Sobers-Gay, and (5th) - Tomeia Overstreet	Teachers will require students to utilize graphic organizers, reading portfolios/ folders and notes.	Improvement on the Bi- Weekly Reading Mini - BAT and end of unit Assessments
3	Utilize FCAT Explorer and Compass Learning Odyssey to reinforce reading skills	Curriculum Coach, Latonya Cooper and Reading Teachers: (3rd) - Audrey Smith, (4th) - Jennifer Sobers-Gay, and (5th) - Tomeia Overstreet	Review student performance data on FCAT Explorer and Compass Odyssey reports to ensure students are completing assigned tasks and following learning paths.	Improvement on the Bi-Weekly Reading Mini - BAT and end of unit Assessments
4	Provide push-in services for the lowest 25th percentile students.	Assistant Principal, Vicki Flournoy / Curriculum Coach, Latonya Cooper / Principal, Heather Hedman-DeVaughn	Review student performance data on mini-BAT assessments.	Improvement on the Bi-Weekly Reading Mini - BAT and end of unit Assessments
5	Provide strategies to assist ESOL students with reading concepts.	ESOL Coordinator, Latonya Cooper	Review student performance data on mini-BAT assessments and end of unit assessments.	Improvement on the Bi-Weekly Reading Mini - BAT and end of unit Assessments

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
Given Instruction based on the Sunshine State Standards, 66% of students					Principal, Heather

in grades 3-5 at level 3.0 or above on the 2010 Reading Assessment and 61% of the lowest 25% students in grades 3-5 will score at level 3.0 or above on the 2010 FCAT Reading Assessment	Reading Item Specifications	Curriculum Coach-Latonya Cooper	August 2009	Lesson Plans and weekly Classroom Walkthroughs	Hedman-Devaughn and Assistant Principal, Vicki Flournoy
Given instruction based on the Sunshine State Standards, 66% of students in grades 3-5 will score at level 3.0 or above on the 2010 FCAT Reading Assessment and 61% of the lowest 25% students in grades 3-5 will score at level 3.0 or above on the 2010 FCAT Reading Assessment	Navigating through and Implementing the Reading Instructional Focus Calendar	Team Leaders: 3rd Grade - Audrey Smith, 4th Grade - Andrea Borio, 5th Grade - Paula Fijalkowski	August 2009	Lesson Plans and weekly Classroom Walkthroughs	Principal, Heather Hedman-Devaughn and Assistant Principal, Vicki Flournoy
Given instruction based on the Sunshine State Standards, 66% of students in grades 3-5 will score at level 3.0 or above on the 2010 FCAT Reading Assessment and 61% of the lowest 25% students in grades 3-5 will score at level 3.0 or above on the 2010 FCAT Reading Assessment	Effective use of the Reading Instructional Focus Calendar	Team Leaders- (3rd) -Audrey Smith, (4th) - Andrea Borio, and (5th) - Paula Fijalkowski	August 2009	Reading/ Curriculum Coach- Latonya Cooper will attend the learning community and ensure strategies are implemented.	Principal , Heather Hedman-Devaughn and Assistant Principal, Vicki Flournoy
Given instruction based on the Sunshine State Standards, 66% of students in grades 3-5 will score at level 3.0 or above on the 2010 FCAT Reading Assessment and 61% of the lowest 25% students in grades 3-5 will score at level 3.0 or above on the 2010 FCAT Reading Assessment	Who Took My Chalk? (This training will allow teachers to move from the chalk board to incorporating more technology.)	Consultant- Monica Stokes	August 2009 - May 2010	Review of Lesson Plans and weekly Classroom Walkthroughs	Principal (Heather Hedman - Devaugh), Assistant Principal (Vicki Flournoy), and Curriculum Coach (Latonya Cooper)
Given instruction based on the Sunshine State Standards, 66% of students in grades 3-5 will score at level 3.0 or above on the 2010 FCAT Reading and 61% of the lowest 25% students in grades 3-5 will score at level 3.0 or above on the 2010 FCAT Reading Assessment	C.R.I.S.S. Training includes different reading strategies.	District Curriculum Department- Sandy Lefowitz	September 2009	Review of Lesson Plans, Weekly Classroom Walkthroughs, reviewing student data	Principal (Heather Hedman - Devaugh), Assistant Principal (Vicki Flournoy), and Curriculum Coach (Latonya Cooper)
Given instruction based on the Sunshine State Standards, 66% of students in grades 3-5 will score at level 3.0 or above on the 2010 FCAT Reading and 61% of the lowest 25% students in grades 3-5 will score at level 3.0 or above on the 2010 FCAT Reading Assessment	Daily 5 Five component reading block	Susan Smith	August 2009- June 2010	Review of Lesson Plans, Classroom Walkthroughs, reviewing student data	Principal (Heather Hedman - Devaugh), Assistant Principal (Vicki Flournoy), and Curriculum Coach (Latonya Cooper)

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

Not Applicable

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
DRA Kits	General Budget	\$2,177.00
		Total: \$2,177.00
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

Who Took My Chalk?	Title I	\$7,000.00
Professional Learning Communities	Title I	\$2,000.00
		Total: \$9,000.00
Other		
Description of Resources	Funding Source	Available Amount
Stipends for after- school and Saturday camp teachers	S.A.I.	\$3,000.00
		Total: \$3,000.00
		Final Total: \$14,177.00

End of Reading Goal

Mathematics Goal

Needs Assessment: Based on School Grade and Adequate Yearly Progress Data:

Did the total percent proficient increase or decrease? What is the percent change?

What clusters/strands, by grade level, showed decrease in proficiency?

Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?

Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?

Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Mathematics data, 62% of students in grades 3 - 5 achieved level three and above.		Given Instruction based on the Sunshine State Standards, 69% of the students in grades 3-5 will score at level 3.0 or above and at least 61% of the lowest 25th percentile students in grades 3-5 will make learning gains on the 2010 Math FCAT Assessment.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Teachers will engage students in a guided math program utilizing the 5 - Day Math Instructional Focus Calendar.	Curriculum Coach - Latonya Cooper	Review of lesson plans, student data, and weekly classroom walkthroughs	Improvement on the Math Bi-Weekly Mini - BAT and unit Assessments
2	Students will use manipulatives to reinforce math concepts and skills.	Curriculum Coach - Latonya Cooper and Math Teachers - (3rd)- Latosha West-Graves, Audrey Smith, (4th) - Christi Grant, and (5th) - Paula Fijalkowski	Teachers will require students to utilize manipulatives, math folders and notes.	Improvement on the Bi-Weekly Math Mini - BAT Assessments
3	Utilize FCAT Explorer and Compass Learning Odyssey to reinforce math concepts and skills	Curriculum Coach - Latonya Cooper and Math Teachers - (3rd)- Latosha West-Graves, Audrey Smith, (4th) - Christi Grant, and (5th) - Paula Fijalkowski	Teachers will require students to utilize manipulatives, math folders and notes.	Improvement on the Bi-Weekly Math Mini - BAT Assessments
4	Provide the lowest 25th percentile student with pull-out tutorials.	Curriculum Coach - Latonya Cooper and Math Teachers - (3rd)- Latosha West-Graves, Audrey Smith, (4th) - Christi Grant, and (5th) - Paula Fijalkowski	Review student achievement data on mini-BAT assessments and end of unit assessments.	Improvement on the Math Bi-Weekly Mini - BAT and unit Assessments
5	Provide ESOL strategies to assist student with math concepts.	ESOL Coordinator, Latonya Cooper and Math Teachers - (3rd)- Latosha West-Graves, Audrey Smith, (4th) - Christi Grant,	Review student achievement data on mini-BAT assessments and end of unit assessments.	Improvement on the Math Bi-Weekly Mini - BAT and unit Assessments

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Given Instruction based on the Sunshine State Standards, 69% of students in grades 3-5 at level 3.0 or above on the 2010 Math Assessment and 72% of the lowest 25% students in grades 3-5 will score at level 3.0 or above on the 2010 FCAT Math Assessment	Math Item Specifications	Math/ Curriculum Coach - Latonya Cooper	August 2009	Lesson Plans and Weekly Classroom Walkthroughs	Principal - Heather Hedman-Devaughn and Interim Principal-Vicki Flournoy
Given instruction based on the Sunshine State Standards, 69% of students in grades 3-5 will score at level 3.0 or above on the 2010 FCAT Math Assessment and 72% of the lowest 25% students in grades 3-5 will score at level 3.0 or above on the 2010 FCAT Math Assessment	Navigating Through and Implementing of the Math Instructional Focus Calendar	Team Leaders- (3rd) - Audrey Smith, (4th) - Andrea Borio, and (5th) - Paula Fijalkowski	August 2009	Lesson Plans and Weekly Classroom Walkthroughs	Principal-Heather Hedman-Devaughn and Assistant Principal-Vicki Flournoy
Given instruction based on the Sunshine State Standards, 69% of students in grades 3-5 will score at level 3.0 or above on the 2010 Math Assessment and 72% of the lowest 25% students in grades 3-5 will score at level 3.0 or above on the 2010 FCAT Math Assessment.	Who Took My Chalk? (This training will allow teachers to move from the chalk board to incorporating more technology).	Consultant- Monica Stokes	August 2009 - May 2010	Review of Lesson Plans and Weekly Classroom Walkthroughs	Principal - Heather Hedman Devaughn, Assistant Principal-Vicki Flournoy, and Curriculum Coach - Latonya Cooper

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
Who Took My Chalk?	Title I	\$7,000.00
Professional Learning Communities	Title I	\$2,000.00
Total: \$9,000.00		
Other		
Description of Resources	Funding Source	Available Amount
Stipends for after school and Saturday camp teachers	S.A.I.	\$3,000.00
Total: \$3,000.00		
Final Total: \$12,000.00		

End of **Mathematics** Goal

Science Goal

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

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Science data, 33% of students in grade 5 achieved level 3.0 and above.		Given instruction based on the Sunshine State Standards, 40% of students in grade 5 will score at level 3.0 or above on the 2010 FCAT Science Assessment.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Teachers will engage students in guided science inquiry-type activities utilizing the 5-Day Science Plan.	Assistant Principal, Vicki Flournoy	Review of lesson plans, student data, and weekly classroom walkthroughs	Responses in Science Journals and improvement on the Science Mini-BAT and BAT Assessments.
2	Students will utilize graphic organizers, journals, and note taking strategies to reinforce science skills.	Assistant Principal, Vicki Flournoy and the grade 5 science teacher, Krisna Boodhoo	Review of lesson plans, student data, and weekly classroom walkthroughs	Improvement on the Science Mini-BAT, and BAT Assessments.
3	Utilize FCAT Explorer and Compass Odyssey to reinforce science skills.	Assistant Principal, Vicki Flournoy and the grade 5 science teacher, Krishna Boodhoo	Review of lesson plans, student data, and weekly classroom walkthroughs	Improvement on the Science Mini-BAT and BAT Assessments.
4	Utilize district support materials (BEEP, Science Kits, and Harcourt Science Textbook)	Assistant Principal, Vicki Flournoy	Review of lesson plans and walkthrough data	Responses in Science Journals and improvement on the Science Mini-BAT and BAT Assessments.
5	Monthly Data Chat with 5th Grade Science Teacher.	Assistant Principal, Vicki Flournoy	Review of student performance on Science Mini-BAT, and BAT Assessments	Improvement on the Science Mini-BAT, and BAT Assessments.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Given instruction based on the Sunshine State Standards, 40% of students in grade 5 will score at level 3.0 or above on the 2010 FCAT Science Assessment.	Science Item Specification	Assistant Principal, Vicki Flournoy	June – August 2009	Lesson Plans and Classroom Walkthroughs	Principal , Heather Hedman - Devaughn and Assistant Principal, Vicki Flournoy
Given instruction based on the Sunshine State Standards, 40% of students in grade 5 will score at level 3.0 or above on the 2010 FCAT Science Assessment.	Navigating Through and Implementing of the Science Instructional Focus Calendar	Assistant Principal, Vicki Flournoy	June – August 2009	Lesson Plans and weekly Classroom Walkthroughs	Principal, Heather Hedman Devaughn and Assistant Principal , Vicki Flournoy
Given instruction based on the Sunshine State Standards, 40% of students in grade 5 will score at level 3.0 or above on the 2010 FCAT Science Assessment.	Effective use of the 5E Model (Engage, Explore, Explain, Elaborate, and Evaluate) in Science instruction.	District Science Representative, Dr. Laura Saef	June - August 2009	Assistant Principal, Vicki Flournoy will attend the learning community and ensure strategies are implemented.	Assistant Principal , Vicki Flournoy

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

Professional Learning Communities	Title I	\$200.00
		Total: \$200.00
Other		
Description of Resources	Funding Source	Available Amount
Stipends for after school and Saturday camp teachers	Title I - SAI	\$1,000.00
		Total: \$1,000.00
		Final Total: \$1,200.00

End of Science Goal

Writing Goal

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

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Writing Test, 90% of students in grade 4 achieved level 4.0 and above.		Given instruction based on the Writing Test, 95% of students in grade 4 will score at level 4.0 or above 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	Teachers will utilize the Dillard Innovation Writing plan to incorporate a variety of effective writing strategies aligned with the district's BEEP lessons.	Principal, Heather Hedman-Devaughn and the 4th Grade Writing Teacher, Andrea Borio	Review of lesson plans and student writing samples (graded based on the writing rubric)	Improvement on the monthly writing prompts.
2	Students will use the writing process daily (all writing samples will be dated, recorded in a journal notebook, or work folder for monitoring of growth across time).	Principal, Heather Hedman-Devaughn and the 4th Grade Writing Teacher, Andrea Borio	The fourth grade teachers (Andrea Borio, Christi Grant, and Jennifer Gay) utilize the team approach to grading to provide alignment with objectives.	Improvement on the monthly writing prompts.
3	Monthly Student Conferences	Principal, Heather Hedman-Devaughn and the 4th Grade Writing Teacher, Andrea Borio	Review of student performance data on monthly writing prompts	Improvement on the monthly writing prompts.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Given instruction based on the Writing Test, 95% of students in grade 4 will score at level 4.0 or above on the 2010 FCAT Writing Assessment.	Writing Item Specification (Narrative/ Expository) Treasures Rubric	Principal, Heather Hedman-Devaughn	August 2009	Lesson Plans and Weekly Classroom Walkthroughs	Principal, Heather Hedman - Devaughn and Assistant Principal, Vicki Flournoy
Given instruction based on the Writing Test, 95% of students in grade 4 will score at level 4.0 or above on the 2010 FCAT Writing Assessment.	Navigating Through and Implementing of the Writing Instructional Focus Calendar	Principal, Heather Hedman - Devaughn	August 2009	Lesson Plans and Weekly Classroom Walkthroughs	Principal, Heather Hedman - Devaughn and Assistant Principal, Vicki Flournoy
Given instruction based on the Writing Test, 95% of students in grade 4 will score at level 4.0 or above on the 2010 FCAT Writing Assessment.	Effective use of the Writing Process Model in Writing instruction.	4th Grade Writing Teacher, Andrea Borio	August 2009	The Principal - Heather Hedman-Devaughn will attend the learning community and ensure strategies are implemented.	Principal, Hedman-Devaughn

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
Professional Learning Communities	Title I	\$360.00
		Total: \$360.00
Other		
Description of Resources	Funding Source	Available Amount
Stipends for after school and Saturday camp teachers	Title I - SAI	\$2,000.00
		Total: \$2,000.00
		Final Total: \$2,360.00

End of *Science* Goal

Parent Involvement Goal

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

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the Parent Surveys, parent trainings, meetings and/ or conferences 53% of the parents participated in decisions regarding their child's educational programs.		Based on the Parent Surveys, Trainings, meetings, and/ or conferences 55% of the parents will participate in decisions regarding their child's educational programs		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Publicize events in using multiple methods in multiple languages	School Liaison, Dawn Yate and Parental Involvement Committee	Utilize sign-in logs and review survey feedback sheet	Attendance logs
2	Schedule events after school at 6:30p.m. to increase greater parent participation	School Liaison, Dawn Yates and Parental Involvement Committee (Made up of representatives from each grade level)	Utilize sign-in logs and review survey feedback sheet	Attendance logs
3	Have school liaison send a phone recording out to all parents and/ or send home a reminder note school wide.	School Liaison , Dawn Yates and Parental Involvement Committee	Review call-out report	Call-out report

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring

Based on the Parent Surveys, parent trainings, meetings and/ or conferences 53% of the parents participated in decisions regarding their child's educational programs.	Framework for Understanding Poverty	Effective Schools Department	August 2009	Review Child Study referrals and discipline data	Administrators
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Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Parent Agenda Books	Title I	\$4,470.00
		Total: \$4,470.00
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
Reading, Math, Science and Technology, and Writing Family Nights	Title I	\$660.05
		Total: \$660.05
		Final Total: \$5,130.05

End of Parent Involvement Goal

Other Goals

Not Applicable Goal:

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
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$0.00

End of **Not Applicable** Goal

FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	DRA Kits	General Budget	\$2,177.00
Parental Involvement	Parent Agenda Books	Title I	\$4,470.00
			Total: \$6,647.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Total: \$0.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Who Took My Chalk?	Title I	\$7,000.00
Reading	Professional Learning Communities	Title I	\$2,000.00
Mathematics	Who Took My Chalk?	Title I	\$7,000.00
Mathematics	Professional Learning Communities	Title I	\$2,000.00
Writing	Professional Learning Communities	Title I	\$360.00
Science	Professional Learning Communities	Title I	\$200.00
			Total: \$18,560.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Stipends for after- school and Saturday camp teachers	S.A.I.	\$3,000.00
Mathematics	Stipends for after school and Saturday camp teachers	S.A.I.	\$3,000.00
Writing	Stipends for after school and Saturday camp teachers	Title I - SAI	\$2,000.00
Science	Stipends for after school and Saturday camp teachers	Title I - SAI	\$1,000.00
Parental Involvement	Reading, Math, Science and Technology, and Writing Family Nights	Title I	\$660.05
			Total: \$9,660.05
			Final Total: \$34,867.05

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
Technology Upgrades	7000

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

The School Advisory Council (SAC) is responsible for final decision making at Lauderdale Manors Elementary School relating to school improvement. Members will be elected at the first meeting this school year. Meetings will be held on the first Tuesday of each month. Each academic and area of importance will be appointed to a committee (Reading, Mathematics, Science, Technology, Behavior, Parent Involvement, etc.) Each committee is comprised of SAC members (Staff Members and Members of the Community).

SAC Members

Members

- 1) Heather Hedman-DeVaughn, Principal
- 2) Mary Faulkner, SAC Chair
- 3) Sammie Johnson, Parent
- 4) Carline Sterlin, Parent
- 5) Cynthia Samuel, Parent
- 6) Jessie Floyd, Parent
- 7) Jerry Taylor, Community Member
- 8) Audrey Smith, Union Steward

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Broward LAUDERDALE MANORS ELEMENTARY 0431												
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 221 Math: 221		2008-2009 School Grade ¹ : C		Did the School make Adequate Yearly Progress? NO								
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.						
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math	
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	2008	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N
TOTAL ⁴	100	Y	100	Y	56	N	59	N			Y			NA	56	44	Y	44	41	N	65	NA	57	N		
WHITE		NA		NA		NA		NA			NA			NA			NA			NA						
BLACK	100	Y	100	Y	55	N	59	N			Y			NA	57	45	Y	44	41	N	64	NA	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	56	N	59	N			Y			NA	56	44	Y	45	41	N	64	NA	57	N		
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA			NA			NA			NA						
STUDENTS WITH DISABILITIES		NA		NA		NA		NA			NA			NA			NA			NA						

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Broward LAUDERDALE MANORS ELEMENTARY 0431												
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 237 Math: 237		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	Y/N
TOTAL ⁴	100	Y	100	Y	44	N	56	N	93		Y			NA	62	56	N	51	44	Y	51	N	57	NA		
WHITE		NA		NA		NA		NA			NA			NA			NA			NA						
BLACK	100	Y	100	Y	43	N	56	N	93		Y			NA	65	57	Y	52	44	Y	51	NA	57	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	55	N	92		Y			NA	64	56	Y	49	45	N	51	NA	57	N		
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 LAUDERDALE MANORS ELEMENTARY 0431												
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 265 Math: 265		2006-2007 School Grade ¹ : D		Did the School make Adequate Yearly Progress? NO								
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.						
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math	
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N
TOTAL ⁴	100	Y	100	Y	38	N	49	N	93		Y			NA	51	62	NA	33	51	NA	36	NA	49	NA		
WHITE		NA		NA		NA		NA			NA			NA			NA			NA						
BLACK	100	Y	100	Y	35	N	48	N	93		Y			NA	52	66	NA	34	52	NA	34	NA	49	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	36	N	51	N	92		Y			NA	50	64	NA	33	49	NA	34	NA	52	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 LAUDERDALE MANORS ELEMENTARY 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	60%	62%	100%	33%	255	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	62%	58%			120	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?	44% (NO)	54% (YES)			98	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					473	
Percent Tested = 100%						Percent of eligible students tested
School Grade					C	Grade based on total points, adequate progress, and % of students tested

Broward School District LAUDERDALE MANORS ELEMENTARY 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	48%	59%	94%	5%	206	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	53%	67%			120	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?	56% (YES)	67% (YES)			123	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					449	
Percent Tested = 100%						Percent of eligible students tested
School Grade					C	Grade based on total points, adequate progress, and % of students tested

Broward School District LAUDERDALE MANORS ELEMENTARY 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	41%	52%	78%	11%	182	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	48%	50%			98	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	71% (YES)	65% (YES)			136	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					416	
Percent Tested = 100%						Percent of eligible students tested
School Grade					D	Grade based on total points, adequate progress, and % of students tested