

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



**School Name: OAKRIDGE ELEMENTARY SCHOOL**

**District Name: Broward**

**Principal: Alan J. Gatzke**

**SAC Chair: Evelyn Schwartz**

**Superintendent: James F. Notter**

**Date of School Board Approval: December 1, 2009**

**Last Modified on: 08-31-2009**

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## VISION and MISSION STATEMENTS

### VISION

The vision of Oakridge Elementary School is to develop an effective learning environment through strong relationships between teachers, staff, students, parents, business partners and members of the community so that all students reach their maximum potential.

### MISSION

We believe that all students can learn in a safe, standards-driven, technologically advancing, culturally diverse school so that they are able to successfully meet the demands of an ever-evolving society.

## PART I: CURRENT SCHOOL STATUS

### SCHOOL PROFILE/DEMOGRAPHICS

#### Brief History and Background of the School

Oakridge Elementary is located in an ethnically diverse community in the southeastern portion of Broward County. Built in 1959, it serves as a neighborhood school in the City of Hollywood. Oakridge is a Schoolwide Title I school based on socio-economic data related to free/reduced meal application criteria (78.3% students qualified). The school staff serves approximately 738 students in grades pre-K through fifth grade.

#### Unique School Strengths for Next Year

Unique school strengths include the following: 21 National Board Certified Teachers; Golden School Award for Excellence in School Volunteerism; addition of a Science Coach; and various grants that support programs to increase student achievement.

#### Unique School Weaknesses for Next Year

Unique school weaknesses include the following: State/District mandated budget cuts have reduced available funds for staff and instructional resources; loss of experienced staff members in key supportive positions (guidance counselor, media specialist, school social worker) as well as veteran teachers due to retirement; reduction of one Specials' teacher; outdated technology; limited parent involvement; 37.3% student mobility rate.

#### Student Demographics

Student demographics are as follows: American Indian - 0.43%; Asian - 0.86%; Black - 33.5%; Hispanic - 36.1%; Multi-Racial - 4.89%; White - 24.0%. The percentage of students who are English Language Learners (ELL) is 16.2%, while 8.7% of the students receive services for Exceptional Student Education (ESE). In addition, 78.3% of students qualify for Free/Reduced Meals.

#### Student Attendance Rates

Our student attendance rates for 2008-2009 school year were 94.60%. This was a slight increase of 0.20% when compared with the rate of 94.20% from the 2007-2008 school year.

#### Student Mobility

The student mobility rate for 2008-2009 was 37.30%. The rate for 2007-2008 was 36.30. An increase of 1.00% was realized.

#### Student Suspension Rates

The in-school student suspension rate for 2008-2009 was 0.40%, while the out-of-school suspension rate was 1.10%. The in-school rate for 2007-2008 was 0.90%, and the out-of-school rate was 1.30%. Thus, a decrease of 0.50% was evident for in-school suspensions, while a decrease of 0.20% was attained when results for 2008-2009 were compared with 2007-2008.

#### Student Retention Rates

The retention rate from 2007-2008 was 5.73%. The retention rate from 2008-2009 was 4.60%. A decrease of 1.13% resulted when retention rates were compared.

#### Class Size

The 2008-2009 class size average for grades PK-3 was 17.42, while the class size average for grades 4-5 was 20.01.

#### Academic Performance of Feeder Pattern

N/A

#### Partnerships and Grants

##### Partnerships and Grants:

The City of Hollywood's Education Grant was awarded to our PE Coach to support our Commit 2B Fit and Student Walking programs.

TDIF grants were awarded so that teachers may attend instructional conferences. In addition, various Citi Success Fund grants were awarded to teachers and the principal.

Business Partners in Education include the following: Barnes & Noble Booksellers, Firehouse Subs, International House of Pancakes Restaurant, Life Enhancing Journeys; McDonald's Restaurant; Memorial Healthcare System; Sunshine Child Care Programs; Target Store; and The Home Depot. Partners are actively involved in providing motivational incentives and awards for students and staff. They support school activities through donations and volunteer efforts.

## 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	Alan J. Gatzke	Ed.S./Educational Leadership; Master of Science/ ELED; Bachelor of Science/ELED	17	21	An "A" school for the past 6 of 7 years; AYP attained once in last four years
Assis Principal	Gregory Charlotin	Master of Science in Educational Leadership; Bachelor of Arts in ELED	14	1	School grade of "A"; AYP not met (95% did meet)

\* 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	Rhonda Ervine	Master of Education/Early Childhood; Bachelor of Arts/ELED; Note: Currently working on Reading Endorsement.	2	2	School grade of "A"; AYP not met (95% of subgroups attained)

\* 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. Partner new educator with veteran educator. 2. Partner new teacher to grade level with team leader/experienced teacher at specific grade level. 3. If new teacher hired, NESS induction and orientation.	NESS Liaison, Leadership Team, NESS Liaison	June 10, 2010	

## Non-Highly Qualified Instructors

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

## Staff Demographics

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed
46	0	34	34	32	28	100	0	47	95

## Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Shelley Starke	Tamue Nelson	Mrs. Nelson is new to our school. Ms. Starke is the kindergarten Team Leader.	Mentor and Mentee will meet on a weekly basis to plan and discuss research based strategies to be implemented throughout the curriculum.
Evelyn Schwartz	Christie Ronca	Ms. Ronca is new to our school and grade level. Mrs. Schwartz is the first grade Team Leader and is a NBCT.	Mentor and Mentee will meet on a weekly basis to plan and discuss research based strategies to be implemented throughout the curriculum.
Elyse Dryden	Sara Ramon	Mrs. Ramon is new to our school. Mrs. Dryden is a veteran fifth grade teacher who will be working together through the departmentalization model.	Mentor and Mentee will meet on a weekly basis to plan and discuss research based strategies to be implemented throughout the curriculum.
Mary Flynn	Celia Johnson	Mrs. Johnson is new to the grade level. Ms. Flynn is the fifth grade Team Leader and is a NBCT.	Mentor and Mentee will meet on a weekly basis to plan and discuss research based strategies to be implemented throughout the curriculum.

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

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

Title I funds will be utilized to support supplemental teacher positions. Also, parent involvement training sessions are funded by Title I. In addition, professional development sessions are funded through Title I.

The District coordinates with Title I to ensure that professional development needs are provided.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

Title II funds are used to reduce class size in that 1.00 instructional position is paid for using these funds.

Title III

N/A

Title X- Homeless

Homeless students are provided additional academic and emotional support. Bus transportation is provided so that students do not need to change schools mid-year.

Supplemental Academic Instruction (SAI)

SAI funds are used to provide additional reading and/or math instruction to level 1 students.

Violence Prevention Programs

Violence prevention programs are presented to all students via classroom guidance activities, teacher activities and programs on our closed circuit television channel.

Nutrition Programs

Nutrition programs are taught in the classroom and during PE periods. Also, nutritional programs are a component of our Commit 2B Fit initiative.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

Response to Instruction/Intervention (RtI)

**School-based RtI Team**

Identify the school-based RtI Leadership Team.

The RtI team includes the following: Rhonda Ervine, Reading Coach; Ellen Kay, ESE Specialist; Debra Lieberman, Guidance Counselor; Debra Mostkoff, School Psychologist; Gregory Charlotin, Assistant Principal; Alan Gatzke, Principal; and Rachel Maxie, School Social Worker. The RtI Team may also include additional personnel based on specific problems or issues as needed.

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

RtI is an extension of the school's Leadership Team, strategically integrated to support the administration through a problem solving process using an ongoing, systematic examination of available data with the goal of improving student achievement, school culture, literacy, school safety, attendance, student social/emotional well-being, and using early interventions to prevent student failure. The RtI Leadership Team functions as follows:

1. Monitors academic and behavior data to evaluate progress by responding to the following:

\*Using curriculum based standards, what will all students learn?

- \*Using assessments, how will we determine if the students have learned?
  - \*Using the problem solving process/monitoring progress, what interventions will we employ when students have not learned?
  - \*Using enrichment opportunities, how will we respond when students have learned or already know?
2. Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.
  3. Hold regularly scheduled team meetings.
  4. Maintain regular communication with staff for input and feedback as well as providing updates on procedures and progress.
  5. Monitor daily instruction and specific interventions to meet student needs.
  6. Provide clear indicators of student need and progress, assisting in examining the validity and effectiveness of program delivery.
  7. Assist with monitoring and responding to the needs of subgroups within the expectations of Adequate Yearly Progress (AYP).

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

1. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
2. The Leadership Team will monitor the fidelity of delivery of instruction and intervention.
3. The Leadership Team will provide levels of support and interventions to students based on data.

### **RtI Implementation**

Describe the data management system used to summarize tiered data.

1. Data will be used to guide instructional decisions and procedures to:
  - \*adjust the delivery of curriculum and instruction to meet the specific needs of students
  - \*adjust the delivery of behavior management systems
  - \*adjust the allocation of school based resources
  - \*drive decisions regarding professional development
  - \*create student growth trajectories in order to identify and develop interventions
2. Managed data will include:
  - \*FAIR assessment
  - \*Benchmark, Mini-BATs, Q-BATs
  - \*State/Local reading, math and science assessments
  - \*FCAT
  - \*Student grades
  - \*School site specific assessments
3. Behavior
  - \*Discipline Management System (DMS) data
  - \*Attendance
  - \* Alternative Programs (Alternative to External Suspension, Behavior Change)

Describe the plan to train staff on RtI.

Professional development will be provided on planning days and Professional Learning Communities will take place during the school year. Two professional development sessions will be provided by the District: RtI Problem Solving and RtI Challenges to Implementation from August to October 2009.

### **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?

Our strengths identified by the 2009 data include: 99-100% of all students in all subgroups were tested. In addition, students met high standards as follows: 71% of students (FCAT Level 3 and above) in reading, 72% in math, and 88% in writing. Our weakness is reflected in a 40% score of students meeting high standards in Science. In addition, 67% of our students are on track to be proficient in reading while 69% of our students are on track to be proficient in math. Our Black and Economically Disadvantaged subgroups did not meet proficiency in math. Finally, 68% of our students made learning gains in reading while 70% made learning gains in math.

#### **Instructional Calendar Development**

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

School staff will utilize the District's Instructional Focus Calendars (IFCs), and will adapt specific IFCs based on needs identified after analysis of data. Secondary IFCs developed by the school will supplement the District IFCs so specific areas of need are targeted with greater depth. Updates on the secondary IFCs will occur in October 2009 after a review of data from the Benchmark Assessment Test 1 (BAT-1) administered in September 2009 takes place, and in January 2010 after disaggregated data is analyzed from the BAT-2 given in December 2009. The creation of the school's IFC took place prior to the start of school. Once the 2009 FCAT data were analyzed using the DART Model, benchmarks were identified that indicated student weakness so they could be included on the secondary IFC. All benchmarks that are tested in FCAT 2010 were included so they are taught and learned by March 2010. Fidelity of implementation will be realized through classroom walkthroughs (CWTs) conducted by administrators. Assistance will be provided by either the team leader or mentor teacher, if difficulty in this area occurs.

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

After school data results are shared, teachers will analyze data for their students to develop an plan to differentiate instruction based on students in their class. The school's Leadership Team will meet quarterly to monitor the implementation of IFCs to ensure fidelity and rigor. Data chats will also be conducted with teachers to monitor the progress of individual students. As a result, IFCs will be adjusted accordingly to afford students every opportunity to achieve mastery.

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

Classroom teachers will analyze their students' data so that individualized or small group differentiated instruction is planned and implemented. The IFC will serve as the instructional map to ensure that all benchmarks are covered with sufficient depth. Also, Leadership Team chats will be held to assess the effectiveness of instruction as measured by student progress in benchmark attainment. Secondary IFCs will be adjusted based on these results and conversations.

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

N/A

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

N/A

## **DO**

### **Direct the Instructional Focus**

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

The Sunshine State Standards (SSS) for each grade level and subject serve as the guiding factors in the development of lessons and delivery of instruction. Teachers will meet horizontally with grade level teams and vertically through Professional Learning Communities (PLCs; a.k.a. SAC Committees) to determine areas of strengths and weaknesses. The SSS and input gleaned from the PLCs will be utilized when modifying the secondary IFCs. Also, during such sessions, teachers will learn about research based best practices and they will share practical strategies that are working successfully as well as those that are not (and why).

How are instructional focus lessons developed and delivered?

The District has developed instructional focus lessons that are available on BEEP. Such lessons will be delivered using research-based strategies.

How will instructional focus lessons be revised and monitored?

Lessons will be revised and monitored based on the success shown by students in mastery of the concept taught. Progress monitoring and ongoing assessments will be used to measure student mastery.

## **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.

Ongoing formative assessments used are as follows: Benchmark Assessments, Mini-BATs, QBATs, DAR, and the FAIR (kindergarten only) will be used to measure student progress in core, supplemental and intensive instruction/intervention. Supplemental assessments may be accessed via FCAT Explorer and Destination Reading/Math. Intensive intervention and instruction programs are assessed using pre and posttests provided for each of the following programs: Phonics for Reading, Quick Reads, Triumphs and Six-Minute Solution.

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

Assessment results are analyzed and criteria are used to determine mastery of skill. Mastery will be set at 80% in lieu of the traditional score of 70% to ensure student proficiency of each benchmark.

These assessment results will be used to guide the instructional focus of whole group lessons. An item analysis of such assessments will be employed to determine which specific items/areas need to be retaught.

Teachers will differentiate their instruction as indicated by assessment results to provide intensive instruction for students who earn less than 50%, additional instruction/practice for students who earn between 51-79%, and enrichment activities for students who earn 80-100%.

#### Maintenance

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

Students at and above mastery will be given opportunities to enrich identified skills through participation in hands-on activities, project-based activities, and/or other supplemental lessons geared to reinforce the skill so that benchmark mastery is maintained.

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.

Grade level teams meet weekly to analyze data and monitor student progress. As a result of these conversations, IFCs may be amended or different strategies to differentiate instruction may be implemented.

#### 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 will meet individually with teachers at the beginning of, and throughout, the school year to review student data and help develop PGP goals. Also, the Principal and Leadership Team will meet with teachers during weekly data chats. During such meetings, lesson plans and student portfolios will be discussed to provide evidence of instruction, assessment, and differentiation. They will assist teachers in the creation of a data notebook to help organize the myriad of data available, and to be kept as a reference source for future data chats.

In addition, progress monitoring data will be used to document the process of teaching, assessing, re-teaching and re-assessing. CWTs will be conducted regularly to identify school trends. The Leadership Team will provide support in the development of Professional Growth Plans (PGPs) and the identification of professional development needs.

#### ACT

##### Supplemental and Intensive Instruction/Interventions

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

The core reading program for grades K-3 is Treasures, while grades 4-5 core program is Trophies. Both provide supplemental, intensive instruction and intervention programs. In addition, Words Their Way, Quick Reads, Six-Minute Solution and Destination Reading as support for students who need intensive instruction and interventions. Junior Great Books and chapter books are also used. The core writing program is the District-based program. The core mathematics program for all grade levels is Harcourt, while the core science program is the Delta Science kits and resource materials.

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

Accompanying resources with core textbooks that are targeted for students in need of intensive instruction/interventions are

used. Computer assisted instruction software is utilized along with internet instructional websites such as FCAT Explorer. Students will receive a double or triple dose of instruction as needed. Push-in and pull-out models will also be implemented to meet the needs of students who are not attaining mastery. In addition, these students will be strongly encouraged to participate in "after student hours" Supplemental Education Services (SES) tutoring sessions.

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

Professional development needs are determined from teacher surveys and Classroom Walkthrough (CWT) data. Professional development needs are revisited to ensure that such decisions are supported through student performance.

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

Students who do not meet benchmark mastery as determined by results on FCAT, BAT-1, BAT-2, Mini-BATs and other school/teacher performance indicators/assessments will be targeted for supplemental and intensive instruction/interventions. Students who qualify for free/reduced meals will be afforded the opportunity of SES tutoring via an approved SES provider. If funds permit, level 1 and 2 students will also have the opportunity to participate in the school's after school AYP Camps.

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

Results of assessments will be reviewed to determine effectiveness. In addition, students who are not meeting benchmark mastery will be recommended for review by the school's Collaborative Problem Solving Team (CPST) to discuss academic data, as well as other data such as attendance, behavior, etc. A plan will be developed, implemented and modified as needed.

### Enrichment

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

Alternative instructional delivery methods for acceleration and enrichment include project based learning activities, instruction provided by gifted certified teachers, internet assignments and opportunities to participate in distance learning.

Describe how students are identified for enrichment strategies.

Teacher identification and recommendation is made based on student results on FCAT, alternate assessments, and consistent classroom daily/weekly progress as identified by high quality student products. In addition, all students in second grade take the Naglieri Nonverbal Ability Test (NNAT) to determine potential for possible gifted placement. Those who score at or above the 80th percentile are recommended for further evaluation.

### 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)
Grade Level Teams	Team Leaders	Weekly	Wednesdays or determined by Team	Horizontal student data reviews; Effective instructional strategies; Procedures/Policies
Leadership Team	Principal	Monthly	Varies	Feedback on student data reviews; Classroom Walk-Throughs/Effective instructional practices; Procedures/Policies
Reading PLC	Reading Resource	Monthly	Second Thursday	Vertical review of student data; Effective instructional strategies relative to specific discipline; Sharing of best practices to focus on teacher professional learning.
Math PLC	Math Resource	Monthly	Second Thursday	Vertical review of student data; Effective instructional strategies relative to specific discipline; Sharing of best practices to focus on teacher professional learning.
Writing PLC	Assistant Principal	Monthly	Second Thursday	Vertical review of student data; Effective instructional strategies relative to specific discipline; Sharing of best practices to focus on teacher professional learning.
Science PLC	Science Resource	Monthly	Second Thursday	Vertical review of student data; Effective instructional strategies relative to specific discipline; Sharing of best practices to focus on teacher professional learning.

### NCLB Public School Choice

Note: For Title I schools only

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

[Show Attached Public School Choice with Transportation \(CWT\) Notification](#)

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

### Pre-School Transition

During the 2008-2009 school year, our school housed a PLACE program. The PLACE teacher met with the kindergarten teachers to share assessment data and assist in the transition process for students who remained at the school. Also, prior to the start preplanning, parents are encouraged to bring in their kindergarten child to participate in a screening so that information may be gleaned to assist with student placement in classes. In addition, all PLACE and kindergarten students and their parents are invited to a Title I Public Meeting/Orientation prior to the first day of school so that they may meet teachers and teacher assistants, if applicable, and to learn about their child's new teacher and class. During these sessions, students also participate in classroom activities, while their parents learn about important school and Title I information, policies and opportunities. Following that, parents are invited to seek further information via a question/answer session with the school's administrators and support team members.

### Postsecondary Transition

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

N/A

## PART II: EXPECTED IMPROVEMENTS

### Reading Goal

<b>Needs Assessment:</b>	<p>Based on School Grade and Adequate Yearly Progress Data:</p> <p>Did the total percent proficient increase or decrease? What is the percent change?</p> <p>What clusters/strands, by grade level, showed decrease in proficiency?</p> <p>Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?</p> <p>Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?</p> <p>Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?</p>
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<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>		<b>Objective Linked to Area of Improvement</b>		
Results on the 2009 FCAT Reading Assessment indicated that 63% of students in grades 3-5 scored level 3 or above. Overall, 67% of students made a year's work of progress in reading. Of struggling students who were on the bottom quartile, 37% made learning gains in reading on the 2009 FCAT Reading Assessment.		By May 2010, an average of 72% of the students in grades 3-5 will score a level of 3 or higher on the FCAT Reading SSS.		
	<b>Action Step</b>	<b>Person Responsible for Monitoring the Action Step</b>	<b>Process Used to Determine Effectiveness of Action Step</b>	<b>Evaluation Tool</b>
1	All teachers in grades K-5 will follow the District Reading Instructional Focus Calendar to ensure that all Standards for each grade level are taught.	Administration, Team Leaders, Reading Resource Specialist, ESE Support Staff	Classroom Walkthroughs, Leadership and Team Meetings	Bi-Weekly review of Classroom Walkthrough Bi-monthly Data Chats
2	Analyze student achievement data to identify specific curriculum needs.	Team Leaders, Leadership Team, Administration	Bi-monthly Data Chats	Mini-BAT, Benchmark Assessment I & II, FCAT 2010
3	Differentiated Instruction Reading groups will be established during small group reading instruction with teachers working in teams and departmentalizing in grades 4 and 5 to meet students' instructional needs.	Team Leaders, Reading Resource Specialist, Administration (grade level collaboration along with vertical communication)	Group progress monitoring for effective grouping, Classroom Walkthroughs, Grade Level Meetings and Data Chats	Weekly Reading Assessments, Mini-Bats, Benchmark Assessments I & II and FCAT 2010
4	Teachers will participate in New Item Specifications training.	Reading Resource Specialist, Administration	Classroom Walkthroughs, Quarterly Data Chats	Weekly Reading Assessments, Mini BATS, Benchmark Assessments I & II, FCAT 2010
5	Third Grade Teachers will attend Treasures/Triumphs Training.	District Personnel, Reading Resource Specialist, ESE Support Staff	Classroom Walkthroughs, Quarterly Data Chats	Weekly Treasures/Triumphs Reading Assessments
6	FCAT Reading Camp will be offered for select students in Grades 3-5.	Administration, Reading Resource Specialist, Team Leaders	Mini-BAT Assessments administered during Camp, Classroom Walkthroughs, Data Chats	Mini-BATS, Benchmark Assessments I & II, FCAT 2010
7	Teachers will collaborate in Professional Learning Communities (PLCs) to strengthen reading instruction and effectively utilize available reading resources and technology.	Administration, Reading Resource Specialist, Team Leaders	Classroom Walkthroughs, Quarterly Data Chats	Mini-BATS, Benchmark Assessments I & II, FCAT 2010

<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>		<b>Objective Linked to Area of Improvement</b>	
Results on the 2009 FCAT Reading Assessment indicated that 48% of Black students and 43% of Economically Disadvantaged students scored a level 1 or 2. Main		By May 2010, Black and Economically Disadvantaged students in grades 3-5, will increase the average score on the Main Idea/Author's Purpose subtest to meet or	

	Idea/Author's Purpose was identified as the weakest strand.		exceed the district level.	
	<b>Action Step</b>	<b>Person Responsible for Monitoring the Action Step</b>	<b>Process Used to Determine Effectiveness of Action Step</b>	<b>Evaluation Tool</b>
1	Teachers will utilize strategies for Main Idea/Author's Purpose in order to increase reading comprehension.	Administration, Leadership Team, Reading Resource Specialist, ESE Specialist, and Support Staff	Classroom Walkthroughs (CWT), Data Chats	Mini BATS, Benchmark Assessments I & II, FCAT 2010
2	Teachers, para-professionals, and support staff will participate in push in or pull out double-dose reading instruction.	Administration, Reading Resource Specialist, ESE Specialist, and Support Staff	Classroom Walkthroughs (CWT) and Data Chats	Weekly Reading Assessments, Mini-BATs, Benchmark Assessments I & II, and FCAT 2010
3	Departmentalizing in grades 4 and 5 will help teachers focus on identified strands during small group reading instruction.	Administration, Reading Resource Specialist, ESE Specialist, and Support Staff	Classroom Walkthroughs (CWT)and Data Chats	Weekly Reading Assessments, Mini-BATs, Benchmark Assessments I & II, and FCAT 2010
4	Teachers will utilize Webb's Levels of Complexity to stimulate higher order thinking during reading instruction.	Administration, Reading Resource Specialist, ESE Specialist, and Support Staff	Classroom Walkthroughs (CWT), Data Chats	Journals, Weekly Reading Assessments, and Teacher Observation

<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>		<b>Objective Linked to Area of Improvement</b>		
Results on the 2009 FCAT Reading Assessment indicated that 35% scored a level 1 or 2. Main Idea/Author's Purpose was identified as the weakest strand.		By May 2010, students in the lowest quartile from grades 3-5 will increase the average score on the Main Idea/Author's Purpose subtest to meet or exceed the district level.		
	<b>Action Step</b>	<b>Person Responsible for Monitoring the Action Step</b>	<b>Process Used to Determine Effectiveness of Action Step</b>	<b>Evaluation Tool</b>
1	Teacher will use strategies for Main Idea/Author's Purpose in order to increase reading comprehension.	Administration, Leadership Team, Reading Resource Specialist, ESE Specialist, and Support Staff	Classroom Walkthroughs (CWT); Data Disaggregation and Chats	Mini BATS, Benchmark Assessments I & II, FCAT 2010
2	Teachers, para-professionals, and support staff will participate in push in or pull out double-dose reading instruction.	Administration, Reading Resource Specialist, ESE Specialist, and Support Staff	Classroom Walkthroughs (CWT) and Data Chats	Weekly Reading Assessments, Mini-BATs, Benchmark Assessments I & II, and FCAT 2010
3	Departmentalizing in grades 4 and 5 will help teachers focus on identified strands during small group reading instruction.	Administration, Reading Resource Specialist, ESE Specialist, and Support Staff	Classroom Walkthroughs (CWT)and Data Chats	Weekly Reading Assessments, Mini-BATs, Benchmark Assessments I & II, and FCAT 2010

**Professional Development Aligned with Objective:**

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
By May 2010, an average of 72% of the students in grades 3-5 will score a level of 3 or higher on the FCAT Reading SSS	Treasures Reading Series	District Reading Trainers	August 2009	Classroom Walkthroughs, Effective utilization of reading series and related assessments	Administration, Reading Resource Specialist
By May 2010, an average of 72% of the students in grades 3-5 will score a level of 3 or higher on the FCAT Reading SSS	Instructional Focus Calendars, BEEP Lessons, and new Sunshine State Standards	Reading Resource Specialist, Administration	September 2009	Classroom Walkthroughs, Data Chats	Administration, Reading Resource Specialist
By May 2010, Black and Economically disadvantaged students in grades 3-5, will increase the average score on the Main Idea/Author's Purpose subtest to meet or exceed the district level.	Updated Struggling Readers' Chart	Reading Resource Specialist, Team Leaders	September 2009	Classroom Walkthroughs, Data Chats	Reading Resource Specialist/, RTI Team, Administration
By May 2010, Black and					

Economically disadvantaged students in grades 3-5, will increase the average score on the Main Idea/Author's Purpose subtest to meet or exceed the district level.	Disaggregate Data to Drive Instruction	District Personnel, Administration	September 2009	Data Chats	Reading Resource Specialist, Rt1 Team, Administration
By May 2010, an average of 72% of the students in grades 3-5 will score a level of 3 or higher on the FCAT Reading SSS	Accelerated Reader Renaissance Place and Destination Success	Reading Resource Specialist, Team Leaders	September 2009	Data Chats	Reading Resource Specialist, Administration
By May 2010, Black and Economically disadvantaged students in grades 3-5, will increase the average score on the Main Idea/Author's Purpose subtest to meet or exceed the district level.	Triumphs Intervention Program	District Reading Trainers	September 2009	Data Chats	Reading Resource Specialist, Administration
By May 2010, students in the lowest quartile from grades 3-5 will increase the average score on the Main Idea/Author's Purpose subtest to meet or exceed the district level.	Triumphs Intervention Program	District Reading Trainers	September 2009	Data Chats	Reading Resource Specialist, Administration

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

**Budget:**

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Extended Day Reading Camp for Grades 3-5	Accountability	\$3,000.00
Treasures Reading Program for Grade 3	Instructional Materials	\$22,500.00
Supplemental Educational Services (SES) After Student Hours Tutoring	Title I	\$210,000.00
		<b>Total: \$235,500.00</b>
Technology		
Description of Resources	Funding Source	Available Amount
Purchase of Accelerated Reader Renaissance Place	Accountability	\$4,500.00
		<b>Total: \$4,500.00</b>
Professional Development		
Description of Resources	Funding Source	Available Amount
District Trainings	Title I - Professional Development	\$5,800.00
Team Collaboration - Reading Topics/Activities	Title I - Professional Development	\$4,000.00
		<b>Total: \$9,800.00</b>
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
		<b>Final Total: \$249,800.00</b>

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

<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>		<b>Objective Linked to Area of Improvement</b>		
Results on the 2009 FCAT Mathematics Assessment indicated that 72% of students in grades 3-5 scored Level 3 or above. Overall, 70% of students made a year's worth of progress in mathematics.		By May 2010, at least 74% of students will meet high standards on the 2010 FCAT Mathematics Assessment.		
	<b>Action Step</b>	<b>Person Responsible for Monitoring the Action Step</b>	<b>Process Used to Determine Effectiveness of Action Step</b>	<b>Evaluation Tool</b>
1	Members of the leadership team and teachers will disaggregate mathematics assessment data to determine areas of benchmark mastery and weakness.	Leadership Team: Administration	Compile matrix to identify benchmark strengths and weaknesses based on FCAT Math. Review matrix.	School's Mathematics Benchmark Matrix
2	Review District's Instructional Focus Calendar, and add secondary benchmark IFC to address deficient areas in measurement and number sense.	Leadership Team, SAC Math Committee	Review District IFC for specific grade levels. Amend as needed to meet school needs.	Chapter Assessments;BAT 1 & 2; Mini-BAT's:
3	Students will participate in the Harcourt Math program as a basal/foundation that is supplemented by the following: Everyday Counts Calendar Math and/or Mountain Math, manipulatives, real-life learning activities, skills development, FCAT or QBAT practice and math centers.	Leadership Team & Administration	Classroom Walkthroughs; Bi-monthly Data Chats with students	BAT-1 & 2 results; Mini-BATs; FCAT Explorer and/or First in Math data
4	Students in grades 3-5 will be tested two or three times annually to assess knowledge and automaticity of multiplication basic facts.	Administration	Conduct pre, mid and posttest; Conference with individual students to discuss results; Set plan for those who do not master with at least 95% accuracy.	Multiplication Basic Facts Hundred Hardest Timed Test (7 minutes) Note: School created
5	Students in K-5 will be encouraged to participate in Sunshine Math SuperStars (SMS) "at home" enrichment program.	PTA Coordinator & Volunteer Parents; Teachers; Administration	Students will earn stars for correct responses on weekly problem sheets; PTA will award incentives incrementally based on number of stars students accrue	Review number of stars earned by students quarterly; End-of-year SMS assessment based on consistent participation
6	High achieving and Gifted students will participate in web-based math programs, such as "First in Math," funds permitting.	Administration	Schedule time for students to use programs in school; Share information with parents for programs that are web-based and can be accessed at home. Conduct data chats with students on a bi-monthly basis.	Analyze student participation/ achievement reports to determine strengths and weaknesses.

<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>		<b>Objective Linked to Area of Improvement</b>		
AYP data for Black students indicated that 54% were proficient. This subgroup needs additional interventions because AYP was not attained.		By May 2010, at least 74% of Black students will meet high standards on the 2010 FCAT Mathematics Assessment.		
	<b>Action Step</b>	<b>Person Responsible for Monitoring the Action Step</b>	<b>Process Used to Determine Effectiveness of Action Step</b>	<b>Evaluation Tool</b>
1	Students from all subgroups who are in the lowest quartile will be strongly encouraged to participate in additional tutoring sessions that take place during non-student hours.	AYP Camp Coordinator; Supplemental Services (SES) Facilitator	Administer pretest; Provide instruction; Administer posttest.	Evaluation tool varies as per AYP camp and SES provider; Pretest and Posttest results will be analyzed.

2	Members of the leadership team and teachers will disaggregate mathematics assessment data to determine areas of benchmark mastery and weakness.	Leadership Team	Compile and review matrix to identify strengths and weaknesses based on FCAT Math.	School's Mathematics Benchmark Matrix
3	Students will participate in the Harcourt Math program as a basal/foundation that is supplemented by the following: Everyday Counts Calendar Math and/or Mountain Math, manipulatives, real-life learning activities, skills development, FCAT or QBAT practice and math centers.	Leadership Team, Administration	Classroom Walkthroughs (CWT); Bi-monthly data chats include students	BAT 1 & 2 results; Mini-BATs; FCAT Explorer and/or First in Math data

<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>		<b>Objective Linked to Area of Improvement</b>		
Of struggling students who were in the bottom quartile, 59% made learning gains in mathematics on the 2009 FCAT Mathematics Assessment.		By May 2010, at least 74% of struggling students who were in the bottom quartile will meet high standards on the 2010 FCAT Mathematics Assessment		
	<b>Action Step</b>	<b>Person Responsible for Monitoring the Action Step</b>	<b>Process Used to Determine Effectiveness of Action Step</b>	<b>Evaluation Tool</b>
1	Students from all subgroups who are in the lowest quartile will be strongly encouraged to participate in additional tutoring sessions that take place during after school hours.	AYP Camp Coordinator; Supplemental Education Services (SES) facilitator	Administer pretest; Provide instruction; Administer posttest	Evaluation tool varies as per AYP Camp and SES provider; Pretest and posttest results will be analyzed.
2	Members of the leadership team and teachers will disaggregate mathematics assessment data to determine areas of benchmark mastery and weakness.	Leadership Team	Compile and review matrix to identify strengths and weaknesses based on FCAT Math.	School's Mathematics Benchmark Matrix.
3	Students will participate in the Harcourt Math program as a basal/foundation that is supplemented by the following: Everyday Counts Calendar Math and/or Mountain Math, manipulatives, real-life learning activities, skills development, FCAT or QBAT practice and math centers.	Leadership Team and Administration	Classroom Walkthroughs; Bi-monthly data chats including students.	BAT 1 & 2 results; Mini-BATs; FCAT Explorer and/or First in Math data.

<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>		<b>Objective Linked to Area of Improvement</b>		
61% of Economically Disadvantaged students were proficient in Mathematics. This subgroup needs additional interventions as AYP was not attained.		By May 2010, at least 74% of Economically Disadvantaged students will meet high standards on the 2010 FCAT Mathematics Assessment.		
	<b>Action Step</b>	<b>Person Responsible for Monitoring the Action Step</b>	<b>Process Used to Determine Effectiveness of Action Step</b>	<b>Evaluation Tool</b>
1	Students from all subgroups who are in the lowest quartile will be strongly encouraged to participate in additional tutoring sessions that take place during non-student hours.	AYP Camp Coordinator; Supplemental Services (SES) Facilitator.	Administer pretest; Provide instruction; Administer posttest.	Evaluation tool varies as per AYP Camp and SES provider; Pretest and posttest results will be analyzed.
2	Members of the leadership team and teachers will disaggregate mathematics assessment data to determine areas of benchmark mastery and weakness.	Leadership Team	Compile and review matrix to identify benchmark strengths and weaknesses based on FCAT Mathematics.	School's Mathematics Benchmark Matrix.

3	Students will participate in the Harcourt Math program as a basal/foundation that is supplemented by the following: Everyday Counts Calendar Math and/or Mountain Math, manipulatives, real-life learning activities, skills development, FCAT or QBAT practice and math centers.	Leadership Team; Administration	Classroom Walkthroughs; Bi-weekly Data Chats include students.	BAT 1 & 2 results; Mini-BAT's; FCAT Explorer and/or First in Math data.
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**Professional Development Aligned with Objective:**

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
By May 2010, at least 74% of students will meet high standards on the 2010 FCAT Mathematics Assessment.	Use of District's Math Resources	District Curriculum Specialist	On or before September 25, 2009	Classroom Walkthroughs; Leadership and Team Meetings; Lesson Plans; Peer Observation; Teacher Reflections	Team Leader; Math Committee Chair
By May 2010, at least 74% of students will meet high standards on the 2010 FCAT Mathematics Assessment.	New Generation Math Standards: K-2	District Curriculum Specialist	On or before September 25, 2009	Classroom Walkthroughs; Leadership and Team Meetings; Data Chats	Team Leader; Math Committee Chair
By May 2010, at least 74% of students will meet high standards on the 2010 FCAT Mathematics Assessment.	New Generation Math Standards: Grades 3-5	District Curriculum Specialist	On or before November 25, 2009	Team Learning Communities; SAC Math Committee	Team Leader; Math Committee Chair

**Budget:**

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Harcourt Mathematics Consumable Textbooks for Grades K-2	District	\$11,250.00
Extended Day/AYP Math Camp	Accountability	\$1,500.00
		<b>Total: \$12,750.00</b>
Technology		
Description of Resources	Funding Source	Available Amount
First in Math	General Fund	\$1,100.00
First in Math	Title I Parent Involvement	\$1,000.00
		<b>Total: \$2,100.00</b>
Professional Development		
Description of Resources	Funding Source	Available Amount
Mathematics Standards Training	Title I - Professional Development	\$1,870.00
District Initiated Mathematics Training	Title I - Professional Development	\$1,200.00
Team Collaboration - Mathematics Topics/Activities/Data Chats	Title I - Professional Development	\$2,400.00
		<b>Total: \$5,470.00</b>
Other		
Description of Resources	Funding Source	Available Amount
Sunshine Math SuperStars Program Materials/Incentives	PTA	\$500.00
		<b>Total: \$500.00</b>
		<b>Final Total: \$20,820.00</b>

End of **Mathematics Goal**

**Science Goal**

**Needs Assessment:** Based on School Grade Data:

Did the total percent proficient increase or was the percent proficient maintained?

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Results on the 2009 FCAT Science Assessment indicated that 40% of fifth grade students scored at Level 3 or above.		By May 2010, 50% of fifth grade students will score at least Level 3 or higher 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	Identify Science Coach who will work primarily with students and teachers in grades 4-5.	Administrators	Hire Science Coach; Meet bi-monthly to assess progress	Utilize Mini BATs to monitor student progress
2	All K-5 teachers will follow the District's Science IFC to ensure that all standards are taught with fidelity.	Science Resource Specialist, Science Coach, Administrators	Classroom Walkthroughs (CWTs); Bi-monthly Data Chats	BAT 1 & 2; Mini BATs; Science Journals; FCAT Science Assessment
3	All K-5 students will attend a Science special at least one time per week	Science Resource Specialist, Administrators	CWTs; Build into Specials' Schedule	Science journals; Science projects; Portfolio's
4	Students in grade 5 will be assessed using BAT-1, BAT-2 and/or District pretest and posttest.	Administrators	Data Chats	BAT 1 & 2 and/or District pretest/posttest
5	Students in K-2 will complete a Class Science Fair Project, while students in grades 3-5 will complete an individual or small group Science Fair Project.	Science Resource Specialist, Science Coach	Science Fair entry; Scoring Rubric	Science Fair entry; Scoring Rubric
6	Students will view the Science Alive and Soaring into Science videos.	Administrators	CWTs; Data Chats	Participation in Science Alive & Soaring into Science contests; Science Journals; 2010 FCAT
7	Students will perform hands-on experiments on a regularly scheduled basis	Science Resource Specialist, Science Coach, Administrators	CWTs; Data Chats	Science Journals; 2010 FCAT

**Professional Development Aligned with Objective:**

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
By May 2010, 50% of fifth grade students will score at least Level 3 or higher on the 2010 FCAT Science Assessment.	DELTA Experiment Kits Training /Hands-on science experiments	Science Resource Specialist, Science Coach, Science Committee	October 2009	Completion of 2-3 hands-on experiments per month	Science Committee; Administration
By May 2010, 50% of fifth grade students will score at least Level 3 or higher on the 2010 FCAT Science Assessment.	Next Generation Science Standards, Science IFCs, Science Test Specs	District and/or Science Resource Specialist/Science Coach	September 2009	Implementation of new standards and Science IFCs; Lesson Plan reviews	Science Resource Specialist/Science Coach; Administration

**Budget:**

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Science Kit replacement items, if allocated	General	\$1,000.00
		<b>Total: \$1,000.00</b>
Technology		
Description of Resources	Funding Source	Available Amount
None	N/A	\$0.00
		<b>Total: \$0.00</b>
Professional Development		

Description of Resources	Funding Source	Available Amount
Substitutes for in-house training	Title I - Professional Development	\$1,600.00
District Science training	Title I - Professional Development	\$1,000.00
Effective Strategies to Ensure Student Success When Creating Science Fair Projects Training	Title I - Professional Development	\$1,130.00
		<b>Total: \$3,730.00</b>
<b>Other</b>		
Description of Resources	Funding Source	Available Amount
Science Coach Position	Title I-Stimulus Funds	\$67,000.00
		<b>Total: \$67,000.00</b>
		<b>Final Total: \$71,730.00</b>

End of *Science Goal*

## Writing Goal

**Needs Assessment:** Based on School Grade Data:

Did the total percent proficient increase or was the percent proficient maintained?

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Results on the 2009 FCAT Writes indicated that 88% of our fourth grade students scored a level 3 or above.		By March 2010, 90% of our fourth grade students will score a level 3 or above on the FCAT Writes.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Teachers will follow the Broward County Writing Program as outlined in the Instructional Focus Calendar.	Reading Resource Specialist, Administration	Classroom Walkthroughs, Data Chats, Bi-monthly review of writing samples	Pre/Mid/Post Writing Prompt scores; District Writing Models via BEEP lessons; 2010 FCAT
2	Teachers in grade 4 will departmentalize for writing instruction to maximize instructional focus, allow for teacher/student/peer conferencing and maximize time.	Teachers, Reading Resource Specialist, Administration	Classroom Walkthroughs, Data Chats, Bi-monthly review of writing samples	Pre/Mid/Post Writing Prompt scores, 2010 FCAT
3	Teachers will showcase students' published writing throughout the school as created through the use of computer software technology.	Teachers, Reading Resource Specialist, Administration	Classroom Walkthroughs, Data Chats, Bi-monthly review of writing samples	Student Writing Samples; Pre/Mid/Post Writing Prompt scores, 2010 FCAT
4	Teachers will utilize DVD from the State DOE of 2009 FCAT student writing examples as a model for student instruction and reflection.	Reading Resource Specialist, Administration	Classroom Walkthroughs, Lesson Plans, Data Chats; Bi-monthly review of writing samples	Student writing samples/rubrics

### Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Teachers will be trained in District's writing program.	Writing Curriculum	District Personnel	November 2009	Classroom Walkthroughs, Quarterly review of writing samples	Reading Resource Specialist/Coach, Administration
Teachers will develop professional learning communities to foster writing instructional strategies.	Writing Curriculum	Team Leaders, Administration	October 2009	Classroom Walkthroughs, Quarterly review of writing samples	Reading Resource Specialist/Coach, Administration

Teachers will be trained in effective use of writing rubrics to inform instruction	Writing Curriculum	Reading Resource Specialist, Volunteer Writing Consultant	September 2009	Classroom Walkthroughs, Quarterly review of writing samples	Reading Resource Specialist/Coach, Administration
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**Budget:**

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No data	No data	\$0.00
<b>Total: \$0.00</b>		
Technology		
Description of Resources	Funding Source	Available Amount
No data	No data	\$0.00
<b>Total: \$0.00</b>		
Professional Development		
Description of Resources	Funding Source	Available Amount
District Writing training	Title I - Professional Development	\$1,000.00
In-house follow-up practice utilizing student data chat model	Title I - Professional Development	\$2,000.00
<b>Total: \$3,000.00</b>		
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
<b>Total: \$0.00</b>		
<b>Final Total: \$3,000.00</b>		

*End of Science Goal*

## Parent Involvement Goal

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

Were parent involvement activities and strategies targeted to areas of academic need?

Based on information from surveys, evaluations, agendas, or sign-ins:

Was the percent of parent participation in school activities maintained or increased from the prior year?

Generally, what strategies or activities can be employed to increase parent involvement?

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
During school year 2008-2009, 82% of the parents attended at least one school-based parent involvement activity/event. This was an increase of 2% from the previous school year.		By May 2010, at least 85% of parents will participate in decisions regarding their children's education as documented by attendance at Title I Public Meetings, parent trainings, other parent meetings and/or conferences.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Prior to the first day of school, PLACE & kindergarten parents will be invited to participate in a Title I Public Meeting & Orientation.	PLACE/K Teachers, Support Team, Administration	Identify number of parents in attendance	Data from Sign-in Sheet
2	Parents of children in grades 1-5 will be invited to a Title I Public Meeting & Open House to learn about child's class and to inform them of school's participation in Title I Schoolwide program, Title I requirements and parents' rights.	Teachers, Support Team, Administration	Identify number of parents in attendance	Data from Sign-in Sheet

3	Parents, students, teachers and principal will develop the Title I Parent-School Compact to demonstrate a commitment to each child's education (signed by parent and returned to school).	Teacher, Principal	Identify number of Compacts returned	Data from Class Checklist; Office file
4	Parents will be involved in the development, implementation and evaluation of the School Improvement Plan	SAC Chairperson, Administration	Identify number of parents at SAC meetings	Data from SAC Meeting Sign-in Sheets; SAC Meeting Minutes
5	Parents will be active participants on our School Advisory Committee (SAC) when elected	SAC Chair, Administration	Interest Survey; Identify number of parents at SAC Meetings	Data from SAC Meeting Sign-in Sheets; SAC Meeting Minutes
6	Parents will be invited to training sessions on topics relevant to child development and student achievement	Teachers, SAC Committee Chairs, Support Staff, Administration	Identify parents in attendance; Parents complete Parent Training Evaluation	Data from Sign-in Sheet; Results of Parent Training Evaluation Forms
7	Parents will be encouraged to participate in the District's Title I Parent Seminar	Administration	Identify parents in attendance	Verbal Feedback after event
8	Parents will receive individual student assessment results, along with interpretation of those results through conferences, interim reports, progress reports (a.k.a. report cards) and/or FCAT student results sheets. In addition, they will receive instruction and/or instructional materials to assist during parent-teacher conferences (at least two annually).	State DOE, District, Teacher, Support Staff, Administration	Distribution of DOE/District materials; Number of parent conferences conducted	DOE/District documents; Signed Parent Conference Forms
9	Parents will receive a copy of the Parent Involvement Plan, and will have input into its revision, as needed.	Parents, SAC Chair, Administration	Distribute Parent Involvement Plan; Review/Revise during SAC meeting(s)	Parent Involvement Plan & revised version as warranted
10	Parents will be involved in decisions about how Title I funds are to be allocated and documentation retained to support this requirement.	Parents, SAC Chair, Administration	Review Title I Budget during SAC meeting (s); Make recommendations as needed.	Data from SAC Meeting Sign-in Sheets; SAC Meeting Minutes
11	Parents of children in grades 2-5 will participate in training involving the use of Student Agendas.	Teachers, Administration	Parents will complete Evaluation Survey after training is conducted	Parent Evaluation Survey
12	Parents will participate in a First in Math technology training.	Teachers, Administration	Parents will learn and practice various aspects of First in Math technology program; Parents will complete Evaluation Survey	Parent Evaluation Survey

**Professional Development Aligned with Objective:**

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
By May 2010, at least 85% of parents will participate in decisions regarding their children's education as documented by attendance at Title I Public Meetings, parent trainings, other parent meetings and/or conferences.	Volunteer Training	Reading Resource Specialist	9/16/2009	Compile Volunteer attendance data	Reading Resource Specialist
By May 2010, at least 85% of parents will participate in decisions regarding their children's education as documented by attendance at Title I Public Meetings, parent trainings, other parent meetings and/or conferences.	Parent Trainings - Topics Vary	Varies	Varies	Review sign-in sheets; Compile results from Parent Training Evaluation Forms	Varies

**Budget:**

<b>Evidence-based Program(s)/Material(s)</b>		
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
Parent Training Resource Materials	Title I - Parent Involvement	\$1,000.00
Student Agendas: Grades 2-5	Title I - Parent Involvement	\$1,200.00
Title I Parent Seminar Registration	Title I - Parent Involvement	\$300.00
First in Math site licenses	Title I - Parent Involvement	\$1,000.00
		<b>Total: \$3,500.00</b>
<b>Technology</b>		
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
None		\$0.00
		<b>Total: \$0.00</b>
<b>Professional Development</b>		
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
Volunteer Orientation	Partners in Education	\$0.00
		<b>Total: \$0.00</b>
<b>Other</b>		
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
None		\$0.00
		<b>Total: \$0.00</b>
		<b>Final Total: \$3,500.00</b>

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*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	Extended Day Reading Camp for Grades 3-5	Accountability	\$3,000.00
Reading	Treasures Reading Program for Grade 3	Instructional Materials	\$22,500.00
Reading	Supplemental Educational Services (SES) After Student Hours Tutoring	Title I	\$210,000.00
Mathematics	Harcourt Mathematics Consumable Textbooks for Grades K-2	District	\$11,250.00
Mathematics	Extended Day/AYP Math Camp	Accountability	\$1,500.00
Writing	No data	No data	\$0.00
Science	Science Kit replacement items, if allocated	General	\$1,000.00
Parental Involvement	Parent Training Resource Materials	Title I - Parent Involvement	\$1,000.00
Parental Involvement	Student Agendas: Grades 2-5	Title I - Parent Involvement	\$1,200.00
Parental Involvement	Title I Parent Seminar Registration	Title I - Parent Involvement	\$300.00
Parental Involvement	First in Math site licenses	Title I - Parent Involvement	\$1,000.00
			<b>Total: \$252,750.00</b>
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Purchase of Accelerated Reader Renaissance Place	Accountability	\$4,500.00
Mathematics	First in Math	General Fund	\$1,100.00
Mathematics	First in Math	Title I Parent Involvement	\$1,000.00
Writing	No data	No data	\$0.00
Science	None	N/A	\$0.00
Parental Involvement	None		\$0.00
			<b>Total: \$6,600.00</b>
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	District Trainings	Title I - Professional Development	\$5,800.00
Reading	Team Collaboration - Reading Topics/Activities	Title I - Professional Development	\$4,000.00
Mathematics	Mathematics Standards Training	Title I - Professional Development	\$1,870.00
Mathematics	District Initiated Mathematics Training	Title I - Professional Development	\$1,200.00
Mathematics	Team Collaboration - Mathematics Topics/Activities/Data Chats	Title I - Professional Development	\$2,400.00
Writing	District Writing training	Title I - Professional Development	\$1,000.00
Writing	In-house follow-up practice utilizing student data chat model	Title I - Professional Development	\$2,000.00
Science	Substitutes for in-house training	Title I - Professional Development	\$1,600.00
Science	District Science training	Title I - Professional Development	\$1,000.00
Science	Effective Strategies to Ensure Student Success When Creating Science Fair Projects Training	Title I - Professional Development	\$1,130.00
Parental Involvement	Volunteer Orientation	Partners in Education	\$0.00
			<b>Total: \$22,000.00</b>
Other			
Goal	Description of Resources	Funding Source	Available Amount
Mathematics	Sunshine Math SuperStars Program Materials/Incentives	PTA	\$500.00
Science	Science Coach Position	Title I-Stimulus Funds	\$67,000.00
Parental Involvement	None		\$0.00
			<b>Total: \$67,500.00</b>
			<b>Final Total: \$348,850.00</b>

## Differentiated Accountability

School-level Differentiated Accountability Compliance

**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
AYP After School Camps	2000
DIBELS - Grades 1 & 2	350

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

1. Review/revise SIP objectives and action steps.
2. Plan and implement parent training sessions.
3. Review and approve expenditures from Accountability Funds to promote student achievement.
4. Oversee operation of SAC Committees in the areas of Reading, Writing, Math and Science.
5. Conduct shared meetings with School Advisory Forum (SAF) two times per year.

## SAC Members

### Members

- 1) Gatzke, Alan, Principal
- 2) Schwartz, Evelyn, SAC Chair
- 3) Paultre, Joyce, Teacher
- 4) Speropoulos, Teddy, Business Member
- 5) Rodriguez, Mike, Parent
- 6) Romero, Katherine, Parent
- 7) Toliver-Lyons, Kevin, Parent
- 8) Rubio, Heidi, Parent
- 9) Perez, Ruth, Parent
- 10) Caraballo, Rosa, Parent
- 11) Cruz, Lucia, Parent
- 12) Desrosiers, Elsa, Parent
- 13) Mitchell, Cedric, Parent
- 14) Bacon, Rosa, School Support Personnel
- 15) Kemp, Judy, Union Steward

# AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2													Broward OAKRIDGE ELEMENTARY SCHOOL 0461													
Number of students enrolled in the grades tested: <a href="#">Click here to see Number of students in each group</a>													Read: 350 Math: 350		2008-2009 School Grade <sup>1</sup> : A		Did the School make Adequate Yearly Progress? NO									
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).													This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math	
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	2008	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N
TOTAL <sup>4</sup>	99	Y	99	Y	63	N	65	N		92	Y				NA	40	37	N	34	35	N	67	Y	69	Y	
WHITE	100	Y	100	Y	65	Y	71	Y			NA				NA	34	35	NA	33	29	NA	70	NA	71	NA	
BLACK	99	Y	99	Y	54	N	54	N	91	91	Y				NA	52	46	Y	38	46	N	59	NA	57	N	
HISPANIC	100	Y	100	Y	68	Y	70	Y		92	Y				NA	35	32	NA	33	30	NA	72	NA	77	NA	
ASIAN		NA		NA		NA		NA			NA							NA								
AMERICAN INDIAN		NA		NA		NA		NA			NA							NA								
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	59	N	61	N	94	92	Y				NA	44	41	N	37	39	N	66	Y	65	N	
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y		NA		NA			NA				NA			NA			NA					
STUDENTS WITH DISABILITIES	100	Y	100	Y		NA		NA			NA				NA			NA			NA					

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2													Broward OAKRIDGE ELEMENTARY SCHOOL 0461													
Number of students enrolled in the grades tested: <a href="#">Click here to see Number of students in each group</a>													Read: 360 Math: 360		2007-2008 School Grade <sup>1</sup> : A		Did the School make Adequate Yearly Progress? NO									
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).													This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math	
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N
TOTAL <sup>4</sup>	100	Y	100	Y	60	Y	66	Y	93		Y				NA	39	40	NA	37	34	NA	65	NA	63	NA	
WHITE	100	Y	100	Y	66	Y	67	Y			NA				NA	31	34	NA	35	33	NA	69	NA	60	NA	
BLACK	100	Y	100	Y	48	N	62	Y	87	91	Y				NA	49	52	N	47	38	NA	61	Y	67	NA	
HISPANIC	100	Y	100	Y	65	Y	67	Y	94		Y				NA	38	35	NA	35	33	NA	66	NA	64	NA	
ASIAN		NA		NA		NA		NA			NA							NA								
AMERICAN INDIAN		NA		NA		NA		NA			NA							NA								
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	56	N	63	Y	94	94	Y				NA	43	44	N	41	37	NA	61	Y	61	NA	
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	43	N	45	N			NA				NA	59	57	N	48	55	N	53	N	53	N	
STUDENTS WITH DISABILITIES	100	Y	100	Y	25	N	34	N			NA				NA	69	75	N	56	66	N	49	N	38	N	

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2													Broward OAKRIDGE ELEMENTARY SCHOOL 0461													
Number of students enrolled in the grades tested: <a href="#">Click here to see Number of students in each group</a>													Read: 383 Math: 383		2006-2007 School Grade <sup>1</sup> : A		Did the School make Adequate Yearly Progress? NO									
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).													This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math	
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N
TOTAL <sup>4</sup>	100	Y	100	Y	61	Y	63	Y	93	Y					NA	35	43	NA	35	37	NA	61	NA	66	NA	
WHITE	100	Y	100	Y	69	Y	65	Y			NA				NA	26	31	NA	25	35	NA	62	NA	65	NA	
BLACK	100	Y	100	Y	51	Y	53	N	87	N					NA	45	55	NA	47	47	N	54	NA	59	N	
HISPANIC	100	Y	100	Y	62	Y	65	Y	93	94	Y				NA	35	44	NA	34	35	NA	63	NA	67	NA	
ASIAN		NA		NA		NA		NA			NA							NA								
AMERICAN INDIAN		NA		NA		NA		NA			NA							NA								
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	57	Y	59	Y	94	Y					NA	37	48	NA	35	41	NA	58	NA	63	NA	
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	41	N	52	N			NA				NA	69	Y	45	48	N	45	NA	58	Y		
STUDENTS WITH DISABILITIES	100	Y	100	Y	31	N	44	N			NA				NA	57	68	N	61	56	N	29	N	58	Y	

## SCHOOL GRADE DATA

Broward School District OAKRIDGE ELEMENTARY SCHOOL 2008-2009					
	Reading	Math	Writing	Science	Grade Points Earned
<b>% Meeting High Standards (FCAT Level 3 and Above)</b>	71%	72%	88%	40%	271
<b>% of Students Making Learning Gains</b>	68%	70%			138

**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:**

- Improve FCAT Levels
- Maintain Level 3, 4, or 5
- Improve more than one year within Level

						1 or 2
<b>Adequate Progress of Lowest 25% in the School?</b>	65% (YES)	59% (YES)			124	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					533	
Percent Tested = 99%						Percent of eligible students tested
<b>School Grade</b>					<b>A</b>	Grade based on total points, adequate progress, and % of students tested

<b>Broward School District OAKRIDGE ELEMENTARY SCHOOL 2007-2008</b>						
	Reading	Math	Writing	Science	Grade Points Earned	
<b>% Meeting High Standards (FCAT Level 3 and Above)</b>	69%	74%	87%	38%	268	<b>Writing and Science:</b> Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
<b>% of Students Making Learning Gains</b>	58%	62%			120	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
<b>Adequate Progress of Lowest 25% in the School?</b>	70% (YES)	67% (YES)			137	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					525	
Percent Tested = 99%						Percent of eligible students tested
<b>School Grade</b>					<b>A</b>	Grade based on total points, adequate progress, and % of students tested

<b>Broward School District OAKRIDGE ELEMENTARY SCHOOL 2006-2007</b>						
	Reading	Math	Writing	Science	Grade Points Earned	
<b>% Meeting High Standards (FCAT Level 3 and Above)</b>	69%	69%	82%	53%	273	<b>Writing and Science:</b> Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
<b>% of Students Making Learning Gains</b>	72%	64%			136	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
<b>Adequate Progress of Lowest 25% in the School?</b>	64% (YES)	74% (YES)			138	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					547	
Percent Tested = 100%						Percent of eligible students tested
<b>School Grade</b>					<b>A</b>	Grade based on total points, adequate progress, and % of students tested