

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: HARBORDALE ELEMENTARY SCHOOL

District Name: Broward

Principal: Theresa Bucolo

SAC Chair: Cecile Wend and Shelley Schoen

Superintendent: James Notter

Date of School Board Approval: December 1, 2009

Last Modified on: 09-18-2009

Dr. Eric J. Smith, Commissioner  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

Dr. Frances Haithcock, Chancellor  
K-12 Public Schools  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

## VISION and MISSION STATEMENTS

**Vision:** Harbordale Elementary School's vision is to ensure every student's intellectual and emotional growth and to promote effective citizenship. We offer a diverse curriculum and cultural experiences, which meet the individual needs of our students through a school-wide and community effort.

**Mission:** In order to fulfill our vision our mission will be to offer a diverse curriculum and cultural experiences, which meet the individual needs of our students through a school-wide and community effort.

## PART I: CURRENT SCHOOL STATUS

### SCHOOL PROFILE/DEMOGRAPHICS

#### Brief History and Background of the School

Harbordale opened its doors to 218 students for the 1957-1958 school year and has remained a small neighborhood school. Two district community involvement programs, "Schools near the Workplace" and "Partners in Excellence" originated from the showcase Harbordale.

#### Unique School Strengths for Next Year

##### Unique School Strengths for Next Year

Due to new construction, we have Intelligent Classrooms. Our parents are active and involved and are an integral part of the school's success. Harbordale School Association (HSA) allows families many opportunities to become involved and plays a vital role in the success of our students. Parents volunteer and participate in many activities and events planned throughout the year, such as Bingo Night, Spaghetti Dinner, Skating Parties, Christmas on Las Olas, Spring Bar-b-Que, Field Days, and Walk-a-Thon. We meet regularly to discuss academic goals, schedule activities and approve the purchase of supplemental resources/materials. Our dedicated parents helped raise over \$37,000 and logged over 1,758 volunteer hours this year to assist us in providing the best educational experiences for all students. Additionally, Harbordale has received the Golden School Award for the past 20 years recognizing their countless hours of service and outstanding contribution. There is ongoing staff development to address recent trends in curriculum and technology. Our teachers are ESOL endorsed. We have a full time Spanish program.

#### Unique School Weaknesses for Next Year

Some of the weaknesses of our school include a transient population, minimal support staff, part time specials, time constraints with scheduling and budget constraints. Our physical education program is constrained due to limited space of our school facility.

#### Student Demographics

##### Student Demographics 2009

Female Percentage 48.9  
Male Percentage 51.0  
White Percentage 54.3  
Black Percentage 15.8  
Hispanic Percentage 22.1  
Asian Percentage 3.27  
Multi Percentage 4.37

Free Reduced Percent 37.7  
 ELL Percentage 9.56  
 ESE Percentage 21.8

Student Attendance Rates

95%

Student Mobility

30.90%

Student Suspension Rates

1.10%

Student Retention Rates

Class Size

We are in compliance with state of Florida class size reduction legislation, which limits the class size to 18 for K to 3 and 22 for 4th and 5th grades.

PK-3 Average 17.56  
 4-8 Average 16.11

Academic Performance of Feeder Pattern

2009 School Grade B  
 2009 AYP was not met

The majority of our students matriculate to Sunrise Middle School, which has consistently maintained an above average to average, school grade. Sunrise offers advanced tracking, GEM program, gifted placement, and Montessori Magnet Program along with regular education placement.

Partnerships and Grants

Sunshine Child Care and Outback Steakhouse are both active business partners with Harbordale and members of our School Advisory Council. They have been instrumental in helping design school improvement activities that will strengthen our status as an "A" school and have contributed greatly to increased student achievement, parent involvement, school improvement and incentives for students and staff. Their support and assistance is a true example of a systematic partnership. Sunshine Child Care provides continuous financial assistance to the school to support student achievement. They assist in the purchase of the Riverdeep Technology Program, providing school and home tutorials. Outback Steakhouse sponsors "student of the month" gift certificates. They also host an annual staff recognition luncheon on an Early Release Day. Grant monies have been provided to our school to implement a full time Spanish program for all students.

STUDENT ACHIEVEMENT DATA

*Note: The following links will open in a separate browser window.*

[School Grades Trend Data](#)

[Adequate Yearly Progress \(AYP\) Trend Data](#)

[Florida Comprehensive Assessment Test \(FCAT\) Trend Data](#)

HIGHLY QUALIFIED ADMINISTRATORS

Position	Name	Degree(s) / Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record *
Principal	Theresa Bucolo	Bachelor of Arts in Education Certified in Elementary Education and Early Childhood  Master of Arts in Education Certified in Educational Leadership	6	10	Principal since 2002.  2008-2009 Grade: A Reading Mastery 89% Math Mastery 87% Writing Mastery 93% Science Mastery 59% AYP met in all sub groups except Students with Disabilities.  2007-2009 Grade: A Reading Mastery 90% Math Mastery 90% Writing Mastery 94% Science Mastery 61% AYP met
					Assistant Principal since 2004.

Assis Principal	Jennifer Kashdin	Bachelor of Arts in Education Certified in Elementary Education  Master of Arts in Education and ESOL Certified in Educational Leadership	4	8	2008-2009 Grade: A Reading Mastery 89% Math Mastery 87% Writing Mastery 93% Science Mastery 59% AYP met in all sub groups except Students with Disabilities.  2007-2009 Grade: A Reading Mastery 90% Math Mastery 90% Writing Mastery 94% Science Mastery 61% AYP met
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\* 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 Coach	Sheryl Bush	Bachelor of Arts in Education  Certification in Reading K-12 and Early Childhood	20	9	2008-2009 Grade: A Reading Mastery 89% Math Mastery 87% Writing Mastery 93% Science Mastery 59% AYP met in all sub groups except Students with Disabilities.  2007-2009 Grade: A Reading Mastery 90% Math Mastery 90% Writing Mastery 94% Science Mastery 61% AYP met

\* 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.New Educator Support System	NESS Coach	n/a	Schedule varies
2. Maintaining a school grade of an "A" and meeting AYP	Faculty	June of each school year	
3.Colleague mentoring	Faculty	n/a	Ongoing

### Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Erin Curran	Elementary Education (K-6)	3rd	She is currently in the process of completing her ESOL endorsement.
Megan Hanley	Elementary Education (K-6) and ESE	VE	She is currently in the process of completing her ESOL endorsement.
Faith Edwards	She is currently in the process of completing her ESOL endorsement.	Kindergarten	She is completing the second half of her ESOL endorsement.

### Staff Demographics

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed
27	0	33	33	33	25	100	11	11	66

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Team leaders: H. Buitron, M. Francillon, M. Corrao, T. Harman, A. Wade, C. Morrow	Transfer teachers, L. Bernard, E. Buzzella, C. Campbell, C. Fleming, T. Miller	to provide new teachers to the school with assistance to help them become acclimated to the school's culture and expectations	Weekly Meetings within grade group. Monthly monitoring meetings with administration

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: For Title I schools only**

Title I, Part A

n/a

Title I, Part C- Migrant

n/a

Title I, Part D

n/a

Title II

n/a

Title III

n/a

Title X- Homeless

n/a

Supplemental Academic Instruction (SAI)

SAI funds are used to provide additional support for students during the school day.

Violence Prevention Programs

Our school offers a non-violence, anti-drug and bullying prevention program to all students that includes assemblies, classroom guidance lessons, school-wide character building program "Project Wisdom", Red Ribbon Week/Just Say No to Drugs and Character Education.

Nutrition Programs

n/a

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.

RtI Coordinator-Guidance Counselor, Shelley Schoen, School Psychologist-Michelle Rogatinsky, School Social Worker-Krissy Rocca, Administrator-Theresa Bucolo, Principal and Jennifer Kashdin, Assistant Principal, Classroom Teacher and when appropriate, Speech Pathologist-Jo Fowler and Reading Specialist-Sheryl Bush.

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

RtI is a multi tiered approach to help struggling learners.

The protocol for RtI is being developed by the District. Schools will receive additional details regarding Broward's plan for RtI from the Core Curriculum Department.

RtI is a new federal mandate for a structured approach for providing intervention to students

- The Collaborative Problem Solving (CPS) Team at the school will form the core of the RtI team
- The RtI team will function in much the same way as the CPS team
- The RtI Leadership team includes the instructional leader(s) at the school who are also involved in the development of the SIP
- The data management system for RtI is being developed by the District.

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

Based on the RTI leadership team's recommendations, the SIP Action Plans will include appropriate interventions for students.

### RtI Implementation

Describe the data management system used to summarize tiered data.

Our school will use the RTI tiered data management system which is prescribed by the School Board of Broward County.

Baseline Data: Progress Monitoring and Reporting Network, Broward Assessment Test (BAT 1 & 2 for reading, math and science), Florida Comprehensive Assessment Test (FCAT)

Progress Monitoring: Mini Assessments FCAT Simulation, Running Records, Chapter Tests

Midyear: Florida Assessment for Instruction in Reading (FAIR) Diagnostic Assessment for Reading (DAR) Early Reading

Diagnostic Assessment (ERDA)

End of Year: FAIR, FCAT

Frequency of Data Days: twice a month for data analysis

Describe the plan to train staff on RtI.

Appropriate staff throughout the school year will conduct in-school inservice training. Professional development will be provided at a monthly Learning Communities Meeting. The RtI team will also evaluate additional staff professional development needs during the weekly RtI Leadership Team meetings.

## School Wide Florida's Continuous Improvement Model

### Plan

Data Disaggregation 2008-2009 FCAT Data

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

- Strengths: Across all grade levels, students are performing at district and state averages in Reference and Research as well as Words/Phrases. Third and fifth grade students met district standards in the area of Comparisons. In mathematics, third and fourth grade students are performing at district and state averages in number sense, geometry, algebraic thinking and data analysis. Fourth grade students are performing at state and district levels in measurement. Ninety-three percent of fourth grade students were proficient in writing.

- Weakness: Across all grade levels, the lowest content area in reading is Main Idea/Purpose. Fifth grade scores indicate a weakness in all content areas of mathematics while third grade students show weakness in the area of measurement. Overall, only 59% of fifth grade students met high standards in science.

Instructional Calendar Development

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

The School Board of Broward County has developed a universal instructional focus calendar for instructional staff. Teachers evaluated the data provided to customize per grade level and per individual student needs. Periodic meetings are held to discuss, develop and implement the appropriate activities in classroom instruction. Progress is monitored throughout the school year with weekly team meetings and monthly progress monitoring meetings between grade level teams and administrators.

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

Reading: Main Idea  
Math: Number Sense, Measurement  
Writing: Narrative Elements  
Science: Physical & Chemical changes

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

The students are placed in ability groups and taught through differentiated instruction to meet the needs of all students. These groups are monitored by the use of ongoing assessments.

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

Fifth grade participates in a Junior Achievement program, which includes a 20 -hour curriculum and periodic field trips. The school provides a balanced educational opportunity to our students through our elective classes, Music, Physical Education, Art, Spanish, and Media. Our student body also participates in a school wide Career Day, highlighting many diverse career opportunities.

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?

Teachers encourage students to select topics of interest within the learning process. Individual strengths are recognized and valued. Our school provides certified instruction in the area of Art, Physical Education, Music and Spanish.

DO

Direct the Instructional Focus

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

The School Board of Broward County (SBBC) has developed an instructional focus calendar and BEEP Lessons, which have aligned consistent instructional focus throughout all grade levels and subject areas. Instructional staff reviews, revises and implements the calendar and lesson plans. Teams monitor their progress in weekly meetings.

How are instructional focus lessons developed and delivered?

They are developed by the SBBC and reviewed, revised, and taught by the instructional staff.

How will instructional focus lessons be revised and monitored?

We will assess student progress through weekly team/faculty meetings. Adjustments will be made as necessary.

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.

The following formative assessments are used to monitor student progress:

- Subject Area Inventory Test
- Mini-Bat and BAT assessment
- Core curriculum assessments
- DAR

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

Mastery is determined for intermediate grade levels as scoring a level 3 or higher on the FCAT. Students who do not meet the mastery level will be given small group, skill focused instruction. Mastery at the Primary level is determined by promotional criteria.

Maintenance

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

The instructional focus calendar used by teachers includes assessments. Children who have mastered skills are provided with enrichment instruction.

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.

The instructional focus calendar used by teachers includes assessments. Children who have mastered skills are provided with enrichment instruction.

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.

Team leaders and administration meet on a monthly basis to monitor and modify staff's instructional needs. Our reading coach continually supplies us with updated instructional information.

ACT

Supplemental and Intensive Instruction/Interventions

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

Instructional staff follows the county adopted core curriculum. Technology programs, including FCAT Explorer, CCC, Riverdeep, Breakthrough, Distance Learning classes, will supplement the curriculum. Progress monitoring plans are developed for students as necessary. Students are given remedial interventions such as double dosing and pull-outs as needed.

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

Re-teaching strategies include using different methodology, repetition, and slower pacing using supplements such as Broward County's Struggling Reading/Math Chart. FCAT Camp is offered to lowest quartile, reviewing remedial skills of the Benchmarks.

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

Data is accumulated through tools such as teacher survey, concerns from team meetings, administrative input to determine professional development.

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

Students who are in the lowest quartile based on test scores. Our school also offers an after school program, FCAT Camp, for those students scoring in the lowest quartile.

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

All personnel providing services to a student not making mastery will meet to discuss the effectiveness of the strategies and interventions being used. Mini BATs and other assessments will be used to evaluate the interventions throughout the year along with team discussions. Factors hindering implementation of a strategy (attendance, behavior, etc.) will be addressed

and resolved. Strategies that are unsuccessful will be discontinued and replaced with alternative interventions.

#### Enrichment

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

Sunshine State books, Research projects, Junior Great books, Accelerated Reader, Book It program, and FCAT Explorer are all used to supplement our reading program. Sunshine Math, Research Data Reports, and FCAT Explorer are used to supplement our math program.

Describe how students are identified for enrichment strategies.

Using FCAT and student inventory scores, skill mastery and teacher recommendation, students are provided enrichment beyond the core curriculum. Parent conferences are held with the grade level team.

#### 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)
Entire Faculty Participates as a whole unit	Jennifer Kashdin, Assistant Principal	Monthly	Third Tuesday of each month from 2:15-3:00pm during faculty meetings	Analyze the effectiveness of our instructional focus calendars, data analysis, reviewing student progress to determine any necessary revisions.

#### NCLB Public School Choice

Note: For Title I schools only

- Notification of (School in Need of Improvement) SINI Status  
[No Attached Notification of \(School in Need of Improvement\) SINI Status](#)
- Public School Choice with Transportation (CWT) Notification  
[No Attached Public School Choice with Transportation \(CWT\) Notification](#)
- Notification of (School in Need of Improvement) SINI Status  
[No Attached Supplemental Educational Services \(SES\) Notification](#)

#### Pre-School Transition

SBBC provides voluntary preschool for all students who wish to attend. VPK students are assessed in the spring. This data is then provided to the kindergarten teachers for appropriate use. Upon entering kindergarten, the students are assessed by the kindergarten teachers using the FAIR preschool evaluation. An orientation meeting will be held prior to the start of the school year for kindergarten students and their families to familiarize them with the school and expectations for the coming year.

#### Postsecondary Transition

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

## 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, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Lowest Quartile		80% will make learning gains		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1.Students will participate in FCAT camp 2.Students will be double dosed 3.Students will be ability grouped for Reading instruction	1. Administration and Reading Specialist 2.Administration 3. Administration and Reading Specialist	1. Monthly Data Analysis Meetings 2. Lesson plans will be reviewed 3.Progress Monitoring Meetings	1. Pre and Post Mini Benchmark Assessments 2. Classroom walkthrough logs 3. Alternative Assessment

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Level 3 and above		92% will score at level 3 or above		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Students will be ability grouped for Reading Instruction 2. Students will utilize technology based programs 3.Students will participate in Reading incentive programs	1.Classroom Teacher/ Reading Specialist 2. Classroom Teacher 3. Classroom Teacher/ Media Specialist	1. Progress Monitoring Meetings, Data Analysis 2. Data Analysis 3. AR Reports, Book Reports, Charting	1. San Diego, FAIR, STAR, FCAT scores, Benchmark scores 2. CCC, AR, FCAT Explorer, Distance Learning, Tumblebooks 3. AR, Sunshine State Readers, Book It Program

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
All students		77% will make learning gains		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1.Students will participate in small group instruction 2.Students will participate in Beep Lessons 3. Students will utilize technology based programs	1. Classroom Teacher 2. Classroom Teacher 3. Classroom Teacher	1. Monthly Progress Monitoring Meetings 2. Data Analysis 3. Data Analysis	1. Teacher Assessments 2. Reading Series Assessments, Mini Benchmark Assessment 3. CCC, AR, FCAT Explorer, Distance Learning, Tumblebooks

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
78% learning gains in Reading	Reading Training for new reading series-Treasures	Program Specialist	Fall 2009	Continue to implement new reading series,use CWT and monthly progress monitoring meetings	Reading Specialist
80% of students in the lowest quartile	Reading Training for new reading series-Treasures	Media Specialist, School Based Technology Support	Spring 2010	Classroom implementation,CWT, weekly team meetings	Classroom teacher

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
Wilson Foundations, McGraw Hill- Treasures	School Budget HSA Group	\$8,000.00
Weekly Reader	HSA Group (Parent Association)	\$500.00
		Total: \$8,500.00
Technology		
Description of Resources	Funding Source	Available Amount
Accelerated Reader	HSA (Parent Association)	\$1,000.00
		Total: \$1,000.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Reading Comprehension Training	School Budget	\$500.00
		Total: \$500.00
Other		
Description of Resources	Funding Source	Available Amount
FCAT Camp	School Budget	\$2,500.00
		Total: \$2,500.00
		Final Total: \$12,500.00

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, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Lowest 25 Quartile		68% will make learning gains		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Students will participate in FCAT Camp 2. Students will participate in small group instruction	1. Classroom Teacher 2. Classroom Teacher 3. Classroom Teacher	1. Progress monitoring meetings, Grade Level Team Meetings, Teacher observation	1. Data Analysis, FCAT scores, MiniBATs 2. Harcourt Assessments using manipulatives.

3. Students will utilize technology based programs	2. Progress monitoring meetings, grade level team meetings 3. Data Analysis at grade level team meetings	3. CCC, FCAT Explorer, Beep, United Streaming, Promethean boards
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Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
All students		72% will make learning gains		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Students will participate in small group instruction 2. Students will utilize technology based programs 3. . Students will utilize FCAT dailies and Beep lessons 4. Students will participate in daily math drills on basic facts	1. Classroom Teacher 2. Classroom Teacher 3. . Classroom Teacher	1. Monthly Analysis meetings, teacher observations 2. Data Analysis 3. Monthly analysis, Data charts	1. BATs, Chapter tests, BEEP 2. CCC Reports, FCAT Explorer 3. Informal assessments, checked assignments

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Level 3 or above		90% will make learning gains		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Student will utilize technology based programs 2. Students will utilize FCAT dailies and Beep lessons 3. Students will participate in math based learning programs, research and exposure to above level math materials	1. Classroom Teacher 2. Classroom Teacher 3. Classroom Teacher	1. Data Analysis, Progress Monitoring 2. Monthly analysis, Data charts 3. Data Analysis	1. Promethean board, CCC, FCAT Explorer, Distance Learning 2. Informal assessments, checked assignments 3. Informal assessments

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
72% learning gains	Training in Content Area of number sense and measurement	Program Specialist	Spring 2010	Data Analysis, Monthly progress meetings, CWT	Classroom Teacher, grade teams
68% of lowest 25% learning gains	Critical Content Training in all strands with integration of promethean board	Program Specialist	Spring 2010	Classroom Instruction, CWT, monthly progress meetings	Classroom Teacher, grade teams

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
FCAT Camp	School Budget	\$2,500.00
Sunshine Math	HSA (Parent Association)	\$500.00
		Total: \$3,000.00
		Final Total: \$3,000.00

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, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
All students		62% of 5th grade students will score a level 3 or above		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Students will be instructed in science standards using BEEP lessons. 2. Students will have the opportunity to experience hands-on science experiments using Harcourt science kits. 3. Students will utilize available technology based programs.	1. Classroom Teacher 2. Classroom Teacher 3. Classroom Teacher	1. Progress Monitoring Meetings, Data Analysis 2. Teacher observation, grade level team meetings 3. Progress monitoring meetings, data analysis	1. Mini Benchmark Assessments, Harcourt Science Assessments 2. Informal assessment, classroom projects/assessments based on rubrics 3. Pre and Post Mini Benchmark Assessments, informal assessments

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
62% level 3 or above	Science kit training	Science Dept Chair	Fall 2009	Classroom instruction, Monthly monitoring meetings	Classroom teacher

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
Garden Materials	Ft. Lauderdale Garden Club	\$500.00

## 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, I identify Area(s) for Improvement			Objective Linked to Area of Improvement	
All students			96% of 4th grade students will score a level 3.5 or more	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Students will participate in daily journal writing. 2. Students will participate in writing prompts utilizing BEEP lessons 3. Students will participate in small group instruction.	1. Classroom Teacher 2. Classroom Teacher 3. Classroom Teacher	1. Student-Teacher Conferencing 2. Monthly Progress Monitoring Meetings 3. Monthly Student-Teacher conferencing, data analysis	1. Teacher assessment based on DOE Florida Writes rubric 2. Teacher assessment based on DOE Florida Writes rubric 3. Teacher assessment based on DOE Florida Writes rubric

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
96% of 4th graders level 3.5 or more	96% of 4th graders level 3.5 or more	Classroom Teachers	Spring 2010	Monthly Progress Monitoring Meetings	Classroom teacher

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		

## 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, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Sign in sheets from parent workshops during 2008-2009 indicate only 20% of parents attended at least one parent workshop		Increase parent participation in academic related school events to 25% of students' parents		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Parents will be trained on school curriculum and state benchmark assessments. 2. Parents will participate in volunteer activities. 3. Publicize event using multiple methods. 4. Monthly parent meetings are held to keep all informed. 5. School wide email system is in place to share important information	1. Principal HSA Liason 2. Principal Volunteer Coordinator 3. Principal	1. Collect sign-in sheets and participant feedback for workshops 2. Collect feedback surveys from parents 3. Collect attendance logs in each classroom.	1. Sign in sheets and workshop evaluations 2. Parent Surveys 3. Maintain attendance logs in each classroom.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Attendance logs for Open House in 2008-09 indicate that 50% of parents participated.		Increase parent participation at Open House to 55% of students' parents		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Publicize event using multiple methods	Principal	1. Collect sign in sheets, surveys from parents	1. Sign in sheets

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
Increase parent participation in academic related school events to 25% of students' parents	Increasing parent involvement	Aministration	8/18/09	Logs from sign-ins, volunteer hours recorded	volunteer coordinator
Increase parent participation at Open House to 55% of students' parents	Increasing parent participation	Team leaders and teachers	8/19/09	Sign-in sheets from Open House	Classroom teachers

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 Parent Involvement Goal*

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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	Wilson Foundations, McGraw Hill-Treasures	School Budget HSA Group	\$8,000.00
Reading	Weekly Reader	HSA Group (Parent Association)	\$500.00
			Total: \$8,500.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Accelerated Reader	HSA (Parent Association)	\$1,000.00
			Total: \$1,000.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Reading Comprehension Training	School Budget	\$500.00
			Total: \$500.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	FCAT Camp	School Budget	\$2,500.00
Mathematics	FCAT Camp	School Budget	\$2,500.00
Mathematics	Sunshine Math	HSA (Parent Association)	\$500.00
Science	Garden Materials	Ft. Lauderdale Garden Club	\$500.00
			Total: \$6,000.00
			Final Total: \$16,000.00

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

Intervene  
  Correct II  
  Prevent II  
  Correct I  
  Prevent I  
  NA

No Attached school's Differentiated Accountability Checklist of Compliance

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
FCAT Camp	7968

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

FCAT Parent Training Breakfast, Monitoring and Revising the SIP plan

### SAC Members

Members

- 1) Bucolo, Theresa, Principal
- 2) Wend, Cecile, SAC Chair

- 3) Schoen, Shelley, SAC Chair
- 4) Hanley, Megan, Teacher
- 5) Vaughn, Terri, Teacher
- 6) Gulla, Colleen, Business Member
- 7) Ahren, Maria, Business Member
- 8) Caiello, Sam, Business Member
- 9) Lowenthal, Randy, Business Member
- 10) Wurts, Beverly, Parent
- 11) Simmons, Nancy, Parent
- 12) Barbosa, Jaime, Parent
- 13) LeClair, April, Parent
- 14) Ash, Carmen, Parent
- 15) Childress, Chris, School Support Personnel
- 16) Harman, Tom, Union Steward

# AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Broward HARBORDALE ELEMENTARY SCHOOL 0491														
Number of students enrolled in the grades tested: <b>Click here to see Number of students in each group</b>														Read: 184 Math: 184		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	2008	Y/N	2009	Y/N
TOTAL <sup>4</sup>	99	Y	99	Y	80	Y	81	Y	94	93	Y				NA	22	20	NA	18	19	NA	83	NA	78	NA			
WHITE	99	Y	99	Y	83	Y	86	Y			Y				NA	14	17	NA	9	14	NA	86	NA	82	NA			
BLACK		NA		NA		NA		NA			NA				NA			NA			NA							
HISPANIC	100	Y	100	Y	81	Y	81	Y			NA				NA	30	19	NA	23	19	NA	77	NA	74	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	78	Y	76	Y			NA				NA	33	22	NA	32	24	NA	82	NA	77	NA			
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA				NA			NA			NA							
STUDENTS WITH DISABILITIES	100	Y	100	Y	54	N	65	N			NA				NA	51	46	N	38	35	N	59	N	65	N			

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Broward HARBORDALE ELEMENTARY SCHOOL 0491														
Number of students enrolled in the grades tested: <b>Click here to see Number of students in each group</b>														Read: 170 Math: 170		2007-2008 School Grade <sup>1</sup> : A		Did the School make Adequate Yearly Progress? YES										
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.								
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math		
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N	2008
TOTAL <sup>4</sup>	99	Y	99	Y	78	Y	82	Y	94	94	Y				NA	21	22	NA	21	18	NA	69	NA	86	NA			
WHITE	99	Y	99	Y	86	Y	91	Y			NA				NA	13	14	NA	17	9	NA	67	NA	91	NA			
BLACK		NA		NA		NA		NA			NA				NA			NA			NA							
HISPANIC	100	Y	100	Y	70	Y	77	Y			NA				NA		30	NA		23	NA							
ASIAN		NA		NA		NA		NA			NA				NA			NA			NA							
AMERICAN INDIAN		NA		NA		NA		NA			NA				NA			NA			NA							
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	67	Y	68	Y			NA				NA	34	33	NA	31	32	NA	70	NA	79	NA			
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA				NA			NA			NA							
STUDENTS WITH DISABILITIES	100	Y	100	Y	49	Y	62	Y			NA				NA	44	51	N	47	38	NA	51	N	74	NA			

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Broward HARBORDALE ELEMENTARY SCHOOL 0491														
Number of students enrolled in the grades tested: <b>Click here to see Number of students in each group</b>														Read: 175 Math: 175		2006-2007 School Grade <sup>1</sup> : A		Did the School make Adequate Yearly Progress? YES										
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.								
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		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	2008	Y/N	2007	Y/N	2007	Y/N	2007
TOTAL <sup>4</sup>	100	Y	100	Y	79	Y	79	Y	94	94	Y				NA	17	18	NA	17	21	NA	79	NA	77	NA			
WHITE	100	Y	100	Y	87	Y	83	Y	94		Y				NA	14	9	NA	13	17	NA	87	NA	80	NA			
BLACK	100	Y	100	Y	63	Y	68	Y			NA				NA		34	NA	19	32	NA	62	NA	69	NA			
HISPANIC		NA		NA		NA		NA			NA				NA			NA			NA							
ASIAN		NA		NA		NA		NA			NA				NA			NA			NA							
AMERICAN INDIAN		NA		NA		NA		NA			NA				NA			NA			NA							
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	66	Y	69	Y			NA				NA	26	32	NA	27	31	NA	68	NA	72	NA			
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA				NA			NA			NA							
STUDENTS WITH DISABILITIES	100	Y	100	Y	56	Y	53	N			NA				NA		33	NA	32	47	NA	59	NA	59	Y			

## SCHOOL GRADE DATA

Broward School District HARBORDALE ELEMENTARY SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	89%	87%	93%	59%	328	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	75%	69%			144	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level</li> </ul>

						1 or 2
Adequate Progress of Lowest 25% in the School?	77% (YES)	65% (YES)			142	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					614	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

Broward School District HARBORDALE ELEMENTARY SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	90%	90%	94%	61%	335	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	71%	68%			139	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>
Adequate Progress of Lowest 25% in the School?	63% (YES)	61% (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					598	
Percent Tested = 99%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

Broward School District HARBORDALE ELEMENTARY SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	87%	87%	87%	63%	324	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	83%	75%			158	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>
Adequate Progress of Lowest 25% in the School?	83% (YES)	71% (YES)			154	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					636	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested