

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: ORANGE BROOK ELEMENTARY SCHOOL

District Name: Broward

Principal: Dr. Joanne M. Nitti

SAC Chair: Ms. Lititia Frazier/Ms. Gretchen Atkins

Superintendent: Mr. James Notter

Date of School Board Approval: 12/01/09

Last Modified on: 09-11-2009

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VISION and MISSION STATEMENTS

Our Vision

All children will receive a quality education in a safe and caring environment.

Our Mission

The mission of Orange Brook Elementary School is to provide a quality education, instill a love for learning and prepare students to become productive members of society. We provide a stimulating, interesting and disciplined environment with diverse activities and experiences to meet the needs of all students.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

Orange Brook Elementary was originally opened in 1961. A new facility was begun in 2005 and was built in 2 phases. The first phase provided the main building which houses the classrooms, the cafeteria, the offices, the media center, and the music room. In the Fall of 2008, the PE pavilion and playgrounds were completed. OBE is considered a neighborhood school. The majority of students live less than 2 miles from the school and therefore are not eligible for bus transportation. Approximately 80% of our students are car riders.

Unique School Strengths for Next Year

Unique School Strengths for Next Year

- Orange Brook has 6 National Board certified teachers.
- The school is equipped with 46 SMART classrooms that include document cameras, LCD projectors, media carts and computer stations. Promethean Boards are available for each grade group and located in the media center. A computer lab includes the media cart, and 25 computers. In addition the Media is equipped with the above technology, a Promethean Board and a computer lab. Each grade level shares a laptop mini lab that is shared.

Unique School Weaknesses for Next Year

Due to lack of funding, there will be a:

- loss of 6 instructional staff members and 3 teacher assistants
- loss of Art as a special
- loss of a grade chair representing specials reducing the number of people on Leadership Team
- loss of reading resource teachers

Due to a reduction of Title 1 funds there will be a:

- loss of Acaletics Math Program
- loss of afterschool and Saturday FCAT camps

In addition, OBE completed the 6th year of the Reading First Grant so that will no longer be funded.

Student Demographics

The student demographics for Orange Brook are as follows:

- White-12.3%
- Black-46.4%
- Hispanic-35.2%
- Asian-2.68%
- Multi-2.81%
- Free/Reduced-73.9%
- ELL-22.2%
- ESE-11.8%

Student Attendance Rates

Student attendance rate is:

2007 - 94.1
2008 - 94.7
2009 - 94.4

Student Mobility

Student mobility rate is:

2007 - 26.7
2008 - 33.0
2009 - 24.4

Student Suspension Rates

Student suspension rate is:

2007 - .5
2008 - 1.3
2009 - 3.20

Student Retention Rates

Student retention rate is:

2007 - 4.54
2008 - 5.95
2009 - 4.18

Class Size

Orange Brook maintains class size according to mandated state guidelines of:

K-3 18:1
4-5 22:1

2007
PK-3 17.52
4-8 20.63

2008
PK-3 17.3
4-8 20.3

2009 In progress
PK-3 16.62
4-8 18.53

Academic Performance of Feeder Pattern

NA

Partnerships and Grants

- Memorial Regional Health Care - provides counseling services, small group assistance, incentives, material support, volunteer services
- Vocelli Pizza - provides instructional support, fund raisers, donations and incentives
- Alpha Tire - provides mentoring services, financial support
- Memorial Regional Hospital - South - provides instructional support and donations
- Hillcrest Nursing & Rehabilitation Center - provides instructional support, donations
- Papa Johns Pizza - provides instructional support, incentives and fundraiser opportunities

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 | Joanne M. Nitti | Degrees: Educational Doctorate: (Curriculum & Instruction); Educational Specialist: (Elementary Education); Master of Science: (Reading); Bachelor of Arts: (Elementary Education) Certifications: Florida Professional Educator: Elementary Ed. Reading, School Principal, Broward Special ESOL New Jersey: Principal/ Supervisor K-12 North Carolina Professional License II | 8 | 22 | 2001-2002 Grade C AYP – N/A 2002-2003 Grade B AYP criteria not met by E.L.L. and E.S.E 2003-2004 Grade A AYP criteria not met by ESE 2004-2005 Grade A AYP criteria met by all subgroups 2005-2006 Grade A AYP criteria met by all subgroups 2006-2007 Grade A AYP criteria met by all subgroups 2007-2008 Grade A AYP criteria not met by ESE 2008-2009 Grade A AYP criteria not met by ESE |
| Assis Principal | Diane S. Pressman | Degrees: Educational Doctorate: (Curriculum & Instruction); Master of Arts: (Educational Leadership); Bachelor of Arts: (Elementary Education). Certifications: Florida: Professional Educator Elementary (grades 1-6); Educational Leadership (all levels); ESOL Endorsed Pennsylvania: Professional Educator Elementary; Educational Leadership (all levels). | 2 | 5 | 2007-2008 Grade A AYP criteria not met by ESE 2008 -2009 Grade A AYP criteria not met by ESE |

* 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 * |
|--------------|------|---|------------------------------|-----------------------|--|
| | | B.A. in Early Childhood and Elementary Ed Masters in | | | 2001-2002 Grade C AYP – N/A 2002-2003 Grade B AYP criteria not met by E.L.L. and E.S.E 2003-2004 Grade A AYP criteria not met by ESE |

| | | | | | |
|------------------|---------------------|--|---|---|---|
| Reading Resource | Stephanie Modarelli | Curriculum and Instruction in reading Will have completed Reading Endorsement by May 2010. Certification: Elementary (Grades 1-6), ESOL Endorsement. | 8 | 8 | 2004-2005 Grade A AYP criteria met by all subgroups 2005-2006 Grade A AYP criteria met by all subgroups 2006-2007 Grade A AYP criteria met by all subgroups 2007-2008 Grade A AYP criteria not met by ESE 2008-2009 Grade A AYP criteria not met by ESE |
|------------------|---------------------|--|---|---|---|

* 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) |
|---|-------------------------|---------------------------|---|
| New teachers/new teachers to Orange Brook are partnered with New Educator Support System, NESS,mentors | NESS Coordinator | Ongoing | |
| New Teachers meet weekly with grade level team leaders on their grade level for continuing support | Grade appropriate Chair | Ongoing | |
| New Teachers/new teachers to Orange Brook are invited to an Early Orientation prior to Pre-planning to acquaint them with school procedures | Administration | August, 2009 | |
| New Teachers/new teachers to Orange Brook will be invited to informal monthly meetings to ensure they are acclimating to the school | Administration | Ongoing | |
| A Database is maintained at the school that monitors the highly qualified status | Administration | Ongoing | |

Non-Highly Qualified Instructors

| Name | Certification | Teaching Assignment | Professional Development/Support to Become Highly Qualified |
|------|---------------|---------------------|---|
| NA | NA | NA | NA |

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 |
|-------------------------------------|--------------------------|--|---|--|-------------------------------------|--------------------|-----------------------------|-------------------------------------|-----------------|
| 48 | 0 | 21 | 52 | 25 | 31 | 100 | 6 | 13 | 88 |

Teacher Mentoring Program

| Mentor Name | Mentee Assigned | Rationale for Pairing | Planned Mentoring Activities |
|------------------|--------------------------------------|---|---|
| Danielle Mueller | Duchesse Delpeche Aqila Rhodes | Grade Chair works closely with grade group and provides support and first line of information | Provides assistance to teachers new to grade level Review Policies and Procedures Monthly Meetings Learning Communities Observations Lesson Plan check Collaboration Data Analysis and student support |
| Lynn Adamo | Marie Ressler Melanie Hodge-Lewis | Grade Chair works closely with grade group and provides support and first line of information | Provides assistance to teachers new to grade level Review Policies and Procedures Monthly Meetings Learning Communities Observations Lesson Plan check Collaboration Data Analysis and student |

| | | | |
|---------------------|------------------------------------|---|--|
| | | | support |
| Tonya Krecker | Christina Lockhart | Veteran 1st grade teacher provides support for new teacher to grade level | Provides assistance to teachers new to grade level. Review Policies and Procedures Monthly Meetings Learning Communities Observations Lesson Plan check Collaboration Data Analysis and student support |
| Daina Derrico | Beatrice Morin Kimberly Vaughan | Grade Chair works closely with grade group and provides support and first line of information | Provides assistance to teachers new to grade level. Review Policies and Procedures Monthly Meetings Learning Communities Observations Lesson Plan check Collaboration Data Analysis and student support |
| Alisa Clifton | Anna Fusco | Grade Chair works closely with grade group and provides support and first line of information | Provides assistance to teachers new to grade level. Review Policies and Procedures Monthly Meetings Learning Communities Observations Lesson Plan check Collaboration Data Analysis and student support |
| Stephanie Modarelli | Lisa Meltzer Michelle Ho On | Grade Chair works closely with grade group and provides support and first line of information | Tour of school new teachers Review Policies and Procedures Monthly Meetings Learning Communities Observations Lesson Plan check Collaboration Data Analysis and student support |
| Ann DeCoeur | Michelle Ho On | Veteran ESE resource teacher/Specialist provides support for new teacher to school | Provides assistance to teachers new to grade level. Review Policies and Procedures Monthly Meetings Learning Communities Observations Lesson Plan check Collaboration Data Analysis and student support |

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

Title 1 Part A support funding for teachers who instruct low performing students. Title 1 funds are also used to provide parent involvement activities to further enhance student achievement. A portion of funds from Title 1, Part A are dedicated to staff development that will support the school goals.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

Title III support funding for teachers who provides support for English Language Learner students. Title III funded teachers address individual needs through small group and/or individual assistance and are to improve the education of immigrant and English Language Learners.

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

SAI support funding for teachers who provide additional academic instruction through individual, small group tutoring, and differentiated programs.

Violence Prevention Programs

N/A

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.

The RtI Leadership Team consists of regular members:

- **Principal:** Provides a common vision for the use of data-based decision making, monitors that the Leadership Team implements RtI, ensures implementation of intervention support and documentation, ensures adequate professional development to support implementation, and communicates with shareholders the school's RtI plans and activities.
- **Assistant Principal:** Monitors the fidelity of instruction and interventions, collects and monitors data, analyzes data and presents updates to Leadership Team.
- **Guidance Counselor:** Provides expertise on student and parent services available in and out of school, conducts CPS meetings, consults with teachers, students and parents, develops behavior plans, and assists with data collection.
- **Reading Resource Specialist:** Distributes and coaches teachers on the use of the Reading program, ensures that the staff is current in the curriculum requirements for implementations and provides expertise on reading assessment results.
- **ESE Specialist:** Participates in data collection, integrates core instructional activities and materials into Tier 2 & Tier 3 instruction, and collaborates with general education teachers through planning and identification of students, develops behavior plans
- **Select General Education Teachers (Primary and Intermediate):** Provides first hand information regarding the student including student progress and behavior, collects data, delivers Tier 1 instruction/intervention, collaborates with other staff members to implement Tier 2 interventions, and integrates Tier 1 materials and instruction with Tier 2/3 activities.

The additional members that participate as needed:

- **Social Worker:** Provides expertise on services available to families outside of school, provides additional family and student information
- **Psychologist:** Participates in collection, interpretation, and analysis of data, facilitates development of intervention plans, provides support for intervention fidelity and documentation, provides observation and additional assessment on select students.

- **Speech Pathologist:** Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for program design, assists in the selection of screening measures, and helps identify patterns of student need with respect to language skills.
- **Behavior Specialist:** Provides expertise in identifying students needs based on behavioral issues, assists in program planning and behavior plans for select students.

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

- Students are identified as Tier 1, Tier 2, or Tier 3 students at the beginning of the year based on previous year FCAT, SAT or DIBELS assessments, and beginning of the year placement tests for Reading and Math.
- Baseline data is analyzed at the September Leadership meeting. Initial recommendations will be made for students at Tier 2 and Tier 3 (Level 1 & 2 and identified subgroup students at risk).
- The Leadership team meets monthly to monitor each Tier 2 and Tier 3 students' progress.
- New students that register at Orange Brook and appear to have academic difficulty will also be placed onto the Tier and data will be collected and analyzed and the student will be placed onto a Tier based on academic performance.
- The team discusses individual students and makes recommendations to the classroom teacher for specific interventions and programs specific to that student. Many recommendations will be made using the Struggling Reader and Struggling Math charts created by the District.
- The team monitors Tier 2 & Tier 3 student progress through bi-weekly and monthly progress reports.
- The team may recommend further testing if students are not showing progress following Tier 3 intensive interventions. The referral for further evaluation will be initiated when progress is not made after each recommended intervention has been implemented with fidelity for 4-6 weeks.

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

- The team assists in the development and monitoring of the SIP through data analysis and recommendations for students' areas of need. The team recognizes the benchmarks that the school reports show as areas of weakness. Those areas will be addressed in the SIP plan as objectives.
- The RtI Leadership Team reports student progress to the SAC committee quarterly.

RtI Implementation

Describe the data management system used to summarize tiered data.

Describe the data management system used to summarize tiered data.

Baseline Data:

- Progress Monitoring and Reporting Network (PMRN) – Kindergarten
- Virtual Counselor – School Reports, FCAT, QBATS
- Florida Department of Education Reports – Florida Comprehensive Assessment Test (FCAT), BAT 1 & 2)
- Data Warehouse Reports – FCAT data, subgroup data

Progress Monitoring:

- Above the Clouds - Mini Benchmark Assessments, Chapter tests, BAT1 & BAT2, monthly Writing prompts QBATS.
- Filemaker Pro Database – subgroup monitoring

Midyear:

- PMRN - Florida Assessments for Instruction in Reading (FAIR for K)
- Above the Clouds - Diagnostic Assessment for Reading (DAR), Early Reading Diagnostic Assessment (ERDA), BAT 1 & 2, Chapter tests, Mini Bat Assessments
- Filemaker Pro Database – subgroup monitoring

End of Year:

- Progress Monitoring and Reporting Network (PMRN) – Kindergarten
- Virtual Counselor – School Reports, FCAT, QBATS
- Florida Department of Education Reports – Florida Comprehensive Assessment Test (FCAT), Data Warehouse Reports – FCAT data, subgroup data
- Above the Clouds - End of Year Assessments
- Filemaker Pro Database – subgroup monitoring

Frequency of Data Chats: a minimum of once a month for data analysis. Additional chats may be called if needed.

Describe the plan to train staff on RtI.

- Professional development on the RtI will be provided during preplanning to introduce the RtI to the staff. A power point "Collaborative Problem Solving (CPS) and Response to Intervention (RtI): Prerequisites to Referral for Evaluation." The process and the forms will be introduced.

- Additional staff development will occur at grade group meetings, and small sessions will occur throughout the year during faculty meetings, and early release days. Updated information will be presented.

School Wide Florida's Continuous Improvement Model

Plan

Data Disaggregation 2008-2009 FCAT Data

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

Strengths:

- Grade levels 3, 4, & 5, students are performing at District and State averages in Reading; Comparisons, and Reference/Research
- Grade levels 3, 4, & 5 students are performing at or above District and State averages in all Math Strands with the exception of Measurement for grade 5

Weaknesses:

- Reading: Main Idea/Purpose in grades 3 & 5, and Words/Phrases for grade 5
- Math: Measurement in grade 5
- Writing: Narrative
- Science: Physical/Chemical Science, Earth/Space & Scientific Thinking

Instructional Calendar Development

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

- Instructional Focus Calendars were developed in July 2009, by the District Core Curriculum departments for grades K-5 for Reading, Math, Science, Social Studies, and Language Arts (Writing).
- When analyzing the Orange Brook school scores and comparing them to the State scores and the District scores, it was evident that OBE students performed at the same level as both the State and the District in most cases.
- Due to Orange Brook being designated a Differentiated Accountability school at Prevent I, we will follow the District Instructional Focus Calendars with fidelity.
- Based on monthly data analysis Leadership Team meetings, the team will determine if secondary benchmarks should be addressed.

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

Reading:

- Grade 3 - Main Idea/Purpose
- Grade 5 - Main idea/purpose and words/phrases

Writing:

- Narrative writing

Math:

- Grade 5 - Measurement

Science:

- Physical/Chemical
- Earth/Space
- Scientific Thinking

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

- Broward School District has developed Instructional Focus Calendars that provide differentiated lessons for grades K-5.
- These IFC's have been designed to address student's learning for on-level, approaching level, and beyond level students.
- Each calendar provides objectives and pacing for all student levels for Reading, Math, Science, Social Studies, and Writing.
- Student levels are determined through data analysis of 2009 FCAT scores, SAT scores, DIBELS scores, and baseline assessments given in the Fall, ie Math Inventory Test and Reading Placement Tests.
- Once a student level is determined, placement in appropriate level groups is assigned by the teacher with the cooperation of the grade chair and the grade level team.
- Each grade level will maintain 3 leveled reading groups and 3 math groups.
- For those students that are outliers, a Walk to Read Program and a Walk to Math Program will provide instruction on their levels.
- Small group instruction will occur daily for students and will address specific student deficiencies.

- Orange Brook has been designated a D.A. school at a Prevent 1 level.
- Orange Brook will follow the District Instructional Focus Calendars, curriculum maps, pacing charts, BEEP (Broward Enterprise Education Portal) lesson plans in Reading, Math, Science, Social Studies, and Writing to ensure that all students will receive timely instruction.
- Bi-monthly grade level meetings will be conducted with grade groups and grade chairs for grade level planning to ensure they are all following the IFC's and address concerns about lessons.
- The Leadership Team will meet monthly to review data regarding student progress.
- Adjustments to instructional programs will be made as data is reviewed.
- Re-grouping of students will be made as data is reviewed.
- Recommendations for staff development will be made when applicable.

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

- A daily focus of classroom teachers is to relate the curriculum and lessons to the students.
- Teachers include real life experiences through discussions and providing real materials from home.
- Children are encouraged to share their experiences and often are asked to bring examples of items from home to use in class.
- Current events are brought into lessons through news article discussion in reading or other subject areas.

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?

- Instructional Focus Calendars have been created by the District Core Curriculum Departments for grades K-5 in the curriculum areas of Reading, Math, Science, Social Studies, and Language Arts (Writing).
- All IFC's are conveniently located on Broward Enterprise Education Portal, Learning Village, BEEP, for teachers to access daily.
- All IFC's are aligned to the Next Generation standards in grades K-2, and are being aligned to the Next Generation standards in grades 3 - 5. Currently grades 3-5 are teaching both the old standards and the Next Generation standards to prepare the students for the change in standards.
- The IFC's provide teachers the instructional focus for each day of the year in Reading, Math, Science, Social Studies and Writing.
- IFC's provide a lesson plan that differentiates for student levels of on-level, approaching level, and beyond level abilities.
- IFC's include Benchmarks taught for each lesson and designate the tested benchmarks for grades K-5 in Reading, Math, Science, Writing, and Social Studies.
- Grade levels will follow the District IFC's to ensure that all students are receiving instruction in all subject areas that includes the grade level expectations in standards based instruction.
- Grade level teams will plan lessons together to ensure curriculum alignment and pacing.
- Classroom walkthroughs will be conducted to ensure implementation of aligned and paced instruction.
- Teacher strengths will be given priority.
- Whole group instruction and small group instruction will occur daily in each classroom.
- Teachers will meet monthly in grade group meetings to share best practices or problems while implementing the District IFC's.

How are instructional focus lessons developed and delivered?

- The District IFCs were created in July 2009.
- The District IFCs were created in July 2009.
- IFC's are linked to lesson plans developed by the District Curriculum Departments and found on BEEP.
- Secondary benchmarks are created when data analysis determines the need to adjust curriculum.
- When comparing OBE student 2009 FCAT scores to the State and District, OBE mirrored State and District scores.
- OBE Classroom Teachers use the IFC's and follow the District developed lesson plans to deliver instruction.
- OBE will follow the District IFC's until the Leadership Team determines the need to adjust during data chats.
- Specials teachers will support the classroom teacher and the benchmarks being taught in the focus lesson through lessons aligned during specials.
- Focus lessons are taught by the Classroom teacher and supported by push in and pull out programs..

How will instructional focus lessons be revised and monitored?

- Classroom walkthrough by administration will ensure that instructional focus lessons are being taught with fidelity.

- The District develop IFC's will be utilized by OBE teachers, grades K-5, in Reading, Math, Science, Social Studies, and Writing beginning in the Fall.
- The Leadership Team meets monthly to analyze student data and monitor student progress.
- During data chats, IFC's will be adjusted if it is determined that a deficiency occurs within a subject area benchmark.

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.

Reading assessments:

- FCAT Weekly Format Test will be administered on Day 10 of each Unit (every 10 days) testing comprehension and vocabulary in grades 1-5.
- Unit Tests will be administered every 28 days in grades 1-5.
- Mini Benchmark Assessments will be given at the end of instruction for each benchmark in Reading for grades K-2.
- Mini Benchmark Assessments will be given at the end of instruction for each benchmark in Reading for grades 3-5.
- Mid-year Primary Reading Assessment will be administered (dates TBA).
- Portfolio Assessment Reading Comprehension for grade 3 will be administered, January to March.
- Reading fluency tests will be administered at the beginning, middle, and end of year for students in grades 1-5 and every 3 weeks for students at Tier 2 and Tier 3.
- Kindergarten students will be administered the FLKRS and the Florida Assessment for Instruction in Reading (FAIR) at the beginning, middle, and end of the year.
- Benchmark Assessment Tests (BAT 1 & BAT 2) will be administered in September and November.
- Students who are scoring consistently below 50% in reading will be monitored. The 50% score is considered below average and are students who are in need of assistance.

Math assessments:

- Weekly Chapter tests will be administered following each chapter.
- Mini Benchmark Assessments will be given at the end of instruction for each benchmark in Math for grades K-2.
- Mini Benchmark Assessments will be given at the end of instruction for each benchmark in Math for grades 3-5.
- FCAT Practice Tests (Harcourt Fast Track to FCAT) will be administered periodically based on IFC's for grade.
- QBAT assessments will be administered quarterly
- Benchmark Assessment Tests (BAT 1 & BAT 2) will be administered in September and November.
- Students who are scoring consistently below 50% in math will be monitored. The 50% is considered below average and are students who are in need of assistance.

Writing assessments:

- Monthly writing prompts will be administered to students and are monitored for understanding of the writing process, samples that follow the writing process, and quality of sample.

Science assessments:

- Mini Benchmark Assessments will be given at the end of instruction for each benchmark in Science for grades 3 – 5.

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

- Administrative classroom walkthroughs will be conducted 2 times per week, utilizing data checklists, and "Look For" checklists in reading, language arts, math, and science.
- Monthly Leadership Team meetings will be conducted to analyze data and track students.
- An assessment administration schedule will be developed that includes assessments administration dates in Reading, Math, Science and Writing.
- The assessments will be administered, scored, and entered into Above the Clouds on the assessment schedule.
- Data will be pulled every 4 weeks for all students, and every 2 weeks for Tier 3 students.
- Tier 2 and Tier 3 student data will be analyzed. FCAT level 1 & 2 students are automatically placed at Tier 3 or Tier 2.
- ESE and ELL students (subgroup identified as at risk) are monitored on a separate database.
- Leadership Team will flag students that appear to be struggling, based on the collected data. This includes students consistently scoring below 50% in Reading and Math.
- Leadership Team will make recommendations for interventions, based on the collected assessment data.
- Recommendations will be made to teachers for interventions and or a change in Tier.

Maintenance

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

- The District Instructional Focus Calendars were developed for grades K-5 for Reading, Math, Science, Social Studies and Writing.
- These IFC's include daily instruction that differentiates instruction for on-level, approaching level, and beyond level

students.

- The IFC's include lesson plans that are provided through the Broward Enterprise Education Portal (BEEP).
- The IFC lesson plans include the Benchmarks being taught and tested for Reading, Math, LA, Science, and Social Studies for each lesson.
- The IFC lesson plans include formal and informal assessments related to the benchmark and lesson being taught.
- The IFC's list teaching strategies for ESE Students, ELL students, and students that are reaching mastery.
- Each class will maintain 3 small groups in reading and math.
- Whole group and small group instruction will occur daily within each classroom.
- Flexible grouping allows students to move in and out of groups based on their progress.
- Walk to Read and Walk to Math provides the student the opportunity to move to another class that may have a group that is more specific to their needs.
- IFC's list resources and materials related to specific strategies for both whole group and small group instruction.
- Teachers will address individual needs during double dose sessions or individually when a student shows a need for a challenge or additional help.

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 groups will meet monthly or more often (as needed) to discuss student concerns. Grade chairs document these meetings through sign in sheets and minutes are taken.
- Grade chairs will provide support and recommendations for initial intervention.
- An Assessment schedule will be posted to tell teachers what assessment is required, the date it should be administered, the date the results must be posted on Above the Clouds, and the data pull date.
- The OBE assessment schedule will follow the District assessment schedule and the recommended IFC curriculum assessment schedule.
- A Leadership Team meeting will be scheduled monthly following the data pull date. The Leadership Team consists of Grade Chairs and Administration.
- The Assistant Principal will pull required data entered by teachers every 2 weeks for students at Tier 3, and monthly for students at Tier 2, and all other students.
- The Assistant Principal will monitor and report students that appear to lack progress or show a drop in progress to the Leadership Team.
- The Leadership Team will meet monthly to review the data, monitor progress, and make recommendations for those students that are reported.

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 Leadership Team consists of the grade chairs, the Reading Resource Teacher, the principal and the assistant principal.
- The team will be provided with roles, responsibilities and expectations.
- The team will meet monthly with a meeting agenda
- This team will work consistently at monitoring student progress and provide assistance and support to the teachers that need additional assistance.
- Collaboration will occur within and between grade groups and teachers
- Support and resources will be directed to the students and teachers, based on need, through the interaction of the Leadership Team.
- Grade chairs will meet with grade groups twice a month to discuss student progress and concerns.
- Grade chairs will report to administration any concerns that occur with students or within grade meeting.
- The Reading Resource Teacher will provide IFC support by making sure all teachers have the materials they need to teach the prescribed lessons.

ACT

Supplemental and Intensive Instruction/Interventions

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

- Reading Core Program: McMillan Treasures
- Reading Supplemental & Intervention Programs: Elements of Reading, Foundations, Wilson Reading, English in My Pocket, Let's Begin, Quick Reads, Great Leaps and 6-Minute Solutions (grades 2-5), Phonics for Reading, McMillan Triumphs Program; Computer applications such as: River Deep, Accelerated Reader, Treasures software, FCAT Explorer

The District's Reading K-12 Comprehensive Reading Plan will be followed.

- Math Core Program: Harcourt Math
- Math Supplemental & Intervention Programs: Calendar Math. Computer applications such as: River Deep, FCAT Explorer, CPALMS.

- Writing Core Program: Broward County K-5 Writing Plan: Writing Workshop
- Writing Supplemental Programs: Computer applications such as: Microsoft Word, Kidspiration, Inspiration
- Science Core Program: Harcourt Science
- Science Supplemental: Delta Hands On Science Kit, Science Alive (BECON), CPALMS online resource website

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

Reading:

- Core Reading Program, McMillan Treasures provides daily differentiated instruction to whole group and small groups according to the Reading IFC's for grades K-5.
- McMillan Triumphs is used to instruct struggling readers and is delivered in small group instruction.
- Foundations is a phonics based program and is delivered in small group to students specifically identified in grades 1-2.
- Wilsons is a phonics based program and is delivered in small groups to students specifically identified in grades 3 – 5.
- River Deep and other reading computer programs (ie FCAT Explorer, Accelerated Reader) are utilized to individualize instruction and practice for students following whole and small group instruction. Students work at their speed, on their level.

Math:

- Core Math Program – Harcourt Math is delivered in daily whole group instruction according to the Math IFC's for grades K-5.
- Moving with Math is delivered in small group instruction to ESE students.
- Student Manipulative Kits provide all students hands on manipulatives and concrete experiences to learn difficult math concepts.
- River Deep and other math computer programs (ie FCAT Explorer) are utilized to individualize instruction and practice for students following whole and small group instruction. Students work at their speed, on their level.

Writing:

- Core Writing Program – K-5 Broward County Writing Program, Writing Workshop; Writing lessons are delivered in whole group instruction according to the LA IFC's for grades K-5, Struggling Writers are provided individual conferences with Teacher.

Science:

- Core Science program - Harcourt Science; Science lessons are delivered in whole group instruction according to the Science IFC's for grades K-5.
- Delta Hands on Kits; Provides a collection of Hands on experiments and activities to reinforce the benchmarks (concepts and skills) being taught in the core science program.
- Science as a Special; The master schedule includes Science as a special with a science resource teacher reinforcing the benchmarks being taught in the core science program.

Additional

- Students are taught daily in whole group instruction in reading, math, science and writing utilizing the core program.
- Students then are placed in small groups for skills lessons in reading and math.
- Students identified as Tier 2 & Tier 3 students receive double dose instruction in small group or individual conference with the teacher within the classroom utilizing supplemental materials.
- As a result of progress monitoring (class work and assessment result) and observations (classroom teacher, reading resource teacher, administrators, guidance counselor, etc) students who consistently demonstrate academic difficulty will receive supplemental and intensive instruction/interventions through small group or double dose opportunities.

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

- Staff Development is offered or approved based on school data.
- Student data, (such as, FCAT scores and classroom summary reports) are analyzed and areas of need are identified.
- Classroom walkthrough and observations may result in staff development recommendations.
- New District initiatives result in staff development, such as, Next Generation Standards and District Instructional Focus Calendars.
- Staff Development may result from grade group needs (such as, 4th grade writing, new reading series for grades 3-5).

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

- Students identified as Level 1 & Level 2 on the 2009 Reading and Math FCAT.
- Students that perform below the 30% on placement tests in Reading and Math.
- Students that are Tier 2 & Tier 3 and are being monitored for progress by the Collaborative Problem Solving Team and the Leadership Team.
- Students new to OBE, arriving from out of state or district, that score low on the placement tests.
- As a result of progress monitoring (through class work and assessment results) and observation (teacher, reading resource, administrators, counselor) students who consistently demonstrate academic difficulty will receive supplemental and intensive instruction/interventions.
- If/when additional funding is received, (e.g. Supplemental Educational Services, SES, students will be offered either after school tutoring or Saturday tutoring.

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

- All teachers or staff working with the student not making mastery will meet to discuss the student's progress documentation.
- Interventions that have been tried, length of time intervention was used, and programs that were used.
- Factors that affect or hinder the effectiveness of the intervention or strategy will be addressed and resolved.
- All documentation will be presented and any factors that may have caused the student's lack of progress, such as, death in family, illness, attendance, behavior).
- Recommendations will be suggested. Example, begin anecdotes, parent conferences, Walk to Read or Walk to Math, or move to the next tier if all interventions and documentation suggests, programs or strategies that were unsuccessful will be discontinued and replaced with alternative interventions.
- Administrative classroom walkthroughs (2 times per week).
- Monthly Data collection and progress monitoring meetings.

Enrichment

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

BEEP lesson plans provide for acceleration of lessons and enrichment activities for grades K-5 in Reading, Math, Science, Writing, and Social Studies.

Delivery methods include:

- Hands On manipulatives (Math)
- Hands On Science experiments and activities
- Cooperative Group Activities
- Project Based Activities
- Readers Theater
- Literature Circles

Describe how students are identified for enrichment strategies.

Students are identified by the following to determine if student should receive enrichment strategies.

- FCAT results
- Consistent student progress in a specific subject area
- assessment results that demonstrate consistent proficiency/mastery in reading and math
- Teacher recommendation
- Parent conferences are held with the recommending teacher, the guidance counselor, the reading resource teacher, and administration. The enrichment strategies are explained and their continued involvement is needed

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) |
|---|------------------------|---------------------------|----------------------------|---|
| Groups 6-8 teachers representing Grades K-5 | G. Atkins | monthly | August 09 - January 10 | Marzano's High Yield Strategies Study Marzano's 7 Strategies to improve instruction |
| Groups of 6-8 teachers A session for each grade group | J. Nitti & D. Pressman | monthly | August 09- December 10 | The use of Broward Enterprise Education Portal Learning Village to access lesson plans, Instructional Focus Calendars and other resources |
| Groups of 6-8 teachers representing Grades K-5 | S. Modarelli | bi weekly | September through December | Reading Best Practices: i.e. Reading Instruction that Works Including Differentiated Learning Centers, Instruction and Grading for ESOL students, Accommodations and Instruction for ESE students |
| Grade groups consisting of 6-8 teachers | S. Modarelli | monthly | September | Diagnostic Assessments - how to administer and interpret |
| Groups 6-8 teachers representing Grades K - 5 | S. Modarelli | bi-weekly | December - April | Articles, research, and book study studying topics related to school needs i.e. Differentiated Learning Centers, Differentiated Instruction, Science Instruction |

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

Pre-School Transition

- An annual Kindergarten Orientation is scheduled prior to the 2009-2010 first day. Students and their families are invited to the school to meet the teacher, visit the classroom, and become familiar with the school and expectations for the upcoming year.
- Students will be assessed within the first 40 days of school in the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. This will result in placement in appropriate groups within the classroom.
- Screening data will be collected and aggregated prior to October 6th, 2009. Data will be used to plan daily academic and social/emotional instruction for all students and to group children for academic instruction. Core Kindergarten academic and behavioral instruction will include daily instruction, modeling, guided practice and independent practice of academic and/or social emotional skills identified by screening data.
- Parent/Teacher conferences are held within the first semester to communicate the kindergarten student progress and discuss any academic or behavioral concerns that may arise.

Postsecondary Transition

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

PART II: EXPECTED IMPROVEMENTS

Reading Goal

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

| Based on the Needs Assessment, Identify Area(s) for Improvement | | Objective Linked to Area of Improvement | | |
|---|--|---|--|--|
| In grades 3-5, 38% of SWD students achieved Level 3 or above on the 2009 FCAT Reading Test. | | In grades 3 -5, 72% of SWD students will achieve mastery for reading on the 2010 FCAT Reading Test. OR 62% of SWD students that scored below the 72% proficiency target in reading will reduce by at least 10% to make AYP through Safe Harbor. | | |
| | Action Step | Person Responsible for Monitoring the Action Step | Process Used to Determine Effectiveness of Action Step | Evaluation Tool |
| 1 | Tier 1 – Determine core instructional needs by retrieving FCAT assessment data for all SWD's. Plan differentiated instruction using evidence-based instruction/interventions through the core reading program within 90 minute reading block. | ESE Specialist Assistant Principal Grade Chair | Ongoing Classroom Walkthrough, student/teacher data chats and Leadership Team meetings to monitor student progress through data analysis | Monthly Data collection based on assessment schedule including mini BATs, BAT 1 & 2, and reading assessments– Classroom Walkthrough data |
| 2 | Tier 2 – Plan supplemental instruction/intervention for SWD's not responding to core instruction. Focus of instruction is determined by review of FCAT assessment data and current performance in class. Interventions may include programs on the Struggling Reader chart and supplemental instruction through a Walk to Read program, Foundations, Phonics for Reading, Kaleidoscope, McMillan Triumphs, or Wilsons Reading Program. | ESE Specialist Assistant Principal Grade Chair | Ongoing Classroom Walkthrough, student/teacher data chats and regular Grade group meetings and data analysis meetings | Monthly Data collection based on assessment schedule including mini BATs, BAT 1 & 2, and reading assessments– Classroom Walkthrough data |
| 3 | Tier 3 – Plan targeted instruction for SWD's not responding to core plus supplemental instruction using collaborative problem solving process. Interventions will be individualized to the student's needs. Targeted instruction may include push in assistance, pull out assistance, or tutoring. | ESE Specialist Assistant Principal Grade Chair | Regular Grade group meetings, student/teacher data chats and curriculum discussion Leadership Team meetings for data analysis | Monthly Data collection based on assessment schedule including mini BATs, BAT 1 & 2, and reading assessments– Classroom Walkthrough data |
| 4 | Students will be provided opportunities to utilize a variety of technology programs such as Success Maker, Riverdeep Destination Reading, Accelerated | Classroom teacher | Electronic reports will be generated monthly to monitor student progress | Electronic student progress reports |

| | | | |
|--|--|--|--|
| Reader, FCAT Explorer that will address individual student strengths and weaknesses. | | | |
|--|--|--|--|

| Based on the Needs Assessment, Identify Area(s) for Improvement | | Objective Linked to Area of Improvement | | |
|---|--|---|---|--|
| In grades 3 – 5, 58% of ELL students achieved Level 3 or above on the 2009 FCAT Reading Test. | | In grades 3-5 , 72% of ELL students will achieve Levels 3 or above on FCAT SSS Reading Test OR 42% of ELL students that scored below the 72% proficiency target in reading will reduce by at least 10% to make AYP through Safe Harbor. | | |
| | Action Step | Person Responsible for Monitoring the Action Step | Process Used to Determine Effectiveness of Action Step | Evaluation Tool |
| 1 | Tier 1 - Determine core instructional needs by retrieving FCAT assessment data for all ELL students. Students will receive differentiated reading instruction/interventions through Treasures reading program with an emphasis on ESOL strategies during the 90 minute reading block. | Grade Chair Administration ESOL Coordinator. | Ongoing Classroom Walkthrough, student/teacher data chats, and monthly Leadership Team meetings for data analysis | Data collection based on assessment schedule including BAT 1 & 2, reading mini BATs and end of unit reading tests. |
| 2 | Tier 2 - Plan supplemental instruction/intervention for ELL's not responding to core instruction. Focus of instruction is determined through a review of the student's current performance in class. Interventions may include supplemental instruction through English in My Pocket and Lets Begin, Foundations, Wilsons Program, McMillan Triumphs Intervention Program or Kaleidoscope. | ESOL Coordinator Administration Grade Chair | Monthly Leadership Team meetings to monitor student progress through analysis, regular classroom walkthrough data, regular student/teacher data chats | Data collection based on assessment schedule including BAT 1 & 2, reading mini BATs and end of unit reading tests |
| 3 | Tier 3 - Plan targeted instruction for ELL's not responding to core plus supplemental instruction using collaborative problem solving process. Interventions will be individualized to the student's needs. Targeted instruction may include push in assistance, pull out assistance, or tutoring. Students will receive instruction with emphasis on ESOL strategies. | Grade chair ESOL Coordinator Administration | Monthly Leadership Team meetings to monitor student progress through data analysis, regular classroom walkthrough, regular student/teacher data chats | Data collection based on assessment schedule including BAT 1 & 2, reading mini BATs and end of unit reading tests |

| Based on the Needs Assessment, Identify Area(s) for Improvement | | Objective Linked to Area of Improvement | | |
|---|---|---|--|--|
| In grades 3-5, 78% of students achieved Level 3 or above on the 2009 FCAT Reading Test. | | In grades 3-5, 80% of students will achieve Level 3 or above on the 2010 FCAT Reading Test. | | |
| | Action Step | Person Responsible for Monitoring the Action Step | Process Used to Determine Effectiveness of Action Step | Evaluation Tool |
| 1 | All students K-5 will be authentically engaged in reading a minimum of 90 minutes daily. | Reading Specialist Administration | regular classroom walkthrough, teacher observation test score analysis at monthly Leadership meetings | BAT 1 & 2 Mini BATS End of Unit tests Classroom walkthrough |
| 2 | Teachers will utilize the instructional focus calendar to target specific FCAT benchmarks correlated to | Administration Reading Specialist Grade Chairs | Regular classroom walkthrough, monthly review of lesson plans | Classroom Walkthrough data |

| | | | | |
|---|---|--|---|---|
| | the Standards | | | |
| 3 | Teachers will implement supplemental reading programs such as Book It, Accelerated Reader, and Reading Across Broward | Administration Reading Specialist Teachers | Data will be maintained on student reading progress through reading folders and data collection | Reading scores on BAT 1 & 2 Mini BATS End of Unit tests |
| 4 | Teachers will utilize Marzano's 9 High Yield instructional strategies to address skills such as higher order thinking and to increase reading comprehension, Elements of Reading for differentiated vocabulary instruction and Triumphs for intensive instruction of main idea, phonemic awareness, phonics, and fluency. | Classroom teachers Reading Specialist | Regular classroom walkthrough, teacher observation | Classroom walkthrough data |

Professional Development Aligned with Objective:

| Objective Addressed | Content/Topic | Facilitator | Target Date | Strategy for Follow-up/ Monitoring | Person Responsible for Monitoring |
|---|--|-------------------------------|----------------------|---|---|
| In grades 3-5, 80% of students will achieve Level 3 or above on the 2010 FCAT Reading Test. | Creating Differentiated Learning Centers | K. Roth & M. Moorman | 8/18 | Classroom walkthrough with checklist Teacher Observation | D Pressman J Nitti |
| In grades 3 -5, 72% of SWD students will achieve mastery for reading on the 2010 FCAT Reading Test. OR 62% of SWD students that scored below the 72% proficiency target in reading will reduce by at least 10% to make AYP through Safe Harbor. | Treasures Reading Series Grade 3-5 | Dayna Jones, District Trainer | September - November | Classroom walkthrough with checklist Teacher Observation | D Pressman J Nitti |
| In grades 3-5, 80% of students will achieve Level 3 or above on the 2010 FCAT Reading Test. | K-12 Reading Plan | S. Modarelli | Fall 2009 | Teacher meetings and classroom observation | S Modarelli |
| In grades 3-5 , 72% of ELL students will achieve Levels 3 or above on FCAT SSS Reading Test OR 42% of ELL students that scored below the 72% proficiency target in reading will reduce by at least 10% to make AYP through Safe Harbor. | ESOL Plan Reading Strategies | L Tonietti, ESOL coordinator | Fall 2009 | Teacher meetings and observation | S Modarelli |
| In grades 3 -5, 72% of SWD students will achieve mastery for reading on the 2010 FCAT Reading Test. OR 62% of SWD students that scored below the 72% proficiency target in reading will reduce by at least 10% to make AYP through Safe Harbor. | ESE Accommodations and Instruction | A. DeCoeur & Michell Ho On | Fall 2009 | Teacher meetings and observation | S Modarelli A Decoeur |
| In grades 3-5, 80% of students will achieve Level 3 or above on the 2010 FCAT Reading Test. | Reading Test Specs and Next Generation Standards | D. Pressman | Fall 2009 | Lesson Plan check and analysis of Mini BAT tests | D Pressman J Nitti D Mueller L Adamo G Furlong D Derrico P Grpsse;d A Clifton S Modarelli |

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 |
|--|-----------------|--------------------------------|
| Phonics for Reading Program | Accountability | \$600.00 |
| | | Total: \$600.00 |
| Technology | | |
| Description of Resources | Funding Source | Available Amount |
| None | NA | \$0.00 |
| | | Total: \$0.00 |
| Professional Development | | |
| Description of Resources | Funding Source | Available Amount |
| Funds to provide substitutes for release to attend Treasures inservice | Title 1, Part A | \$5,000.00 |
| | | Total: \$5,000.00 |
| Other | | |
| Description of Resources | Funding Source | Available Amount |
| None | NA | \$0.00 |
| | | Total: \$0.00 |
| | | Final Total: \$5,600.00 |

End of Reading Goal

Mathematics Goal

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

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

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

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

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

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

| Based on the Needs Assessment, Identify Area(s) for Improvement | | Objective Linked to Area of Improvement | | |
|---|---|--|---|--|
| In grades 3 – 5, 60% of Students With Disabilities achieved level 3 or above on the 2009 administration of the FCAT Mathematics Test. | | In grades 3 -5, 74% of SWD students will achieve mastery for math on the 2010 FCAT Math Test. OR 40% of SWD students that scored below the 74% proficiency target in math will reduce by at least 10% to make AYP through Safe Harbor. | | |
| | Action Step | Person Responsible for Monitoring the Action Step | Process Used to Determine Effectiveness of Action Step | Evaluation Tool |
| 1 | Students will receive instruction in a Walk to Math program to ensure instruction on their level. | Grade Chair ESE Specialist Administration | Regular Classroom Walkthrough, Monthly Leadership Team meetings to monitor student progress through data analysis, monthly student/teacher data chats | Progress of students through BAT 1 & 2, Math Mini BAT assessments, end of chapter test data analysis. |
| 2 | Students will receive supplemental instruction through Moving With Math Program recommended on Struggling Math Chart. | ESE teacher Grade Chair | Regular Classroom Walkthrough, monthly Leadership Team meetings to monitor student progress through data analysis, monthly student/teacher data chats | Progress of students through BAT 1 & 2, Math Mini BAT, end of chapter tests data analysis |
| 3 | Struggling Math students will receive small group differentiated instruction. | Grade Chair ESE Specialist Administration | Monthly Leadership Team meetings to monitor student progress through data analysis, monthly student/teacher data chats | Progress of students through BAT 1 & 2, Math Mini BAT assessments, and end of chapter test data analysis |
| 4 | Students will receive supplemental instruction through Hands On Math Standards recommended on Struggling Math Chart. | ESE teacher Grade Chair | Regular Classroom Walkthrough, monthly Leadership Team meetings to monitor student progress through data analysis, | Progress of students through BAT 1 & 2, Math Mini BATs, end of chapter tests data analysis |

| | | | | |
|---|--|----------------------------------|---|----------------------------|
| | | | monthly student/teacher data chats | |
| 5 | Students will receive instruction based on Math BEEP (Broward Enterprise Education Portal) lesson plans. | Classroom teacher Grade Chair | Regular Classroom Walkthrough, lesson plan review | Classroom Walkthrough data |

| Based on the Needs Assessment, Identify Area(s) for Improvement | | Objective Linked to Area of Improvement | | |
|--|--|--|--|--|
| In grades 3-5, 87% of students achieved Level 3 or above on the 2009 FCAT Math Test. | | In grades 3-5, 89% of students will achieve Level 3 or above on the 2010 FCAT Math Test. | | |
| | Action Step | Person Responsible for Monitoring the Action Step | Process Used to Determine Effectiveness of Action Step | Evaluation Tool |
| 1 | Teachers will analyze test data and develop an action plan to meet the needs of all students using differentiated instruction. | Administration | Regular Classroom Walkthrough with "Look for" checklist, regular student/teacher data chats, Monthly Leadership meeting to analyze student data. | Classroom Walkthrough |
| 2 | All students K-5 will be authentically engaged in math a minimum of 60 minutes daily. | Classroom Teacher Grade Chair Administration | Lesson plan review, Regular Classroom Walkthrough | Classroom Walkthrough and teacher daily schedule |
| 3 | Teachers will utilize the instructional focus calendar to target specific FCAT benchmarks correlated to the Standards | Classroom Teacher Grade Chair Administration | Lesson plan review, Regular Classroom Walkthrough | Classroom walkthrough data |
| 4 | Students will be provided opportunities to utilize technology through programs such as Success Maker, FCAT Explorer, Riverdeep Destination Math, and Virtual Manipulative sites. | Classroom Teacher | Review of Computer generated student achievement reports | Student achievement reports from the listed programs |

Professional Development Aligned with Objective:

| Objective Addressed | Content/Topic | Facilitator | Target Date | Strategy for Follow-up/Monitoring | Person Responsible for Monitoring |
|--|---|------------------|-------------------|---|-----------------------------------|
| In grades 3-5, 89% of students will achieve Level 3 or above on the 2010 FCAT Math Test. | Math Test Specs and Next Generation State Standards | Miriam Sandbrand | November-ongoing | administration will confirm through Classroom walkthrough | Administration |
| In grades 3 -5, 74% of students will achieve mastery for math on the 2010 FCAT Math Test. OR 40% of SWD students that scored below the 74% proficiency target in math will reduce by at least 10% to make AYP through Safe Harbor. | Math Big Ideas Measurement | Miriam Sandbrand | October - Ongoing | Student performance on Math Mini BAT measurement performance will improve | Teacher Leadership Team |

Budget:

| Evidence-based Program(s)/Material(s) | | |
|---------------------------------------|-------------------------|--------------------------|
| Description of Resources | Funding Source | Available Amount |
| Moving With Math | Instructional Materials | \$1,000.00 |
| Hands On Math Standards | Instructional Materials | \$1,200.00 |
| | | Total: \$2,200.00 |
| Technology | | |
| Description of Resources | Funding Source | Available Amount |
| None | NA | \$0.00 |
| | | Total: \$0.00 |
| Professional Development | | |

| Description of Resources | Funding Source | Available Amount |
|---|-----------------|--------------------------|
| Funds to provide substitutes for teacher release to attend Math Test Specs and Next Generation SSS inservice, new programs (Moving with Math, Hands On Math Standards training) | Title 1, Part A | \$5,000.00 |
| | | Total: \$5,000.00 |
| Other | | |
| Description of Resources | Funding Source | Available Amount |
| None | NA | \$0.00 |
| | | Total: \$0.00 |
| Final Total: \$7,200.00 | | |

End of **Mathematics** Goal

Science Goal

Needs Assessment: Based on School Grade Data:

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

What clusters/strands showed decrease in proficiency?

| Based on the Needs Assessment, Identify Area(s) for Improvement | | Objective Linked to Area of Improvement | | |
|---|--|---|---|--|
| Based on the 2009, FCAT Science data, 35% of students achieved level three and above which was a decrease from 44% in 2008. | | In grade 5, 40% of the students will achieve level 3 and above on the 2010 FCAT Science Assessment. | | |
| | Action Step | Person Responsible for Monitoring the Action Step | Process Used to Determine Effectiveness of Action Step | Evaluation Tool |
| 1 | Students will utilize hands on science lab as a special, with science resource teacher, using the District Instructional Focus Calendar. | Grade Chair Administration | Regular Classroom Walkthrough, monthly Leadership Team meetings to monitor student progress through data analysis, student/teacher data chats | Students will show improvement on the Science Mini BATs, pre and post test, BAT 1 & 2 |
| 2 | Students will receive instruction through Harcourt Science Program. | Grade Chair | Leadership Team meetings to monitor student progress through data analysis | Students will show improvement on the Science Mini BATs, pre and post test, BAT 1 & 2 |
| 3 | Students will experience hands on experiments utilizing Delta Science Kits. | Grade chairs Administration | Leadership Team meetings to monitor student progress through data analysis | Science Mini BAT improvement Improvement on BAT 1 & 2, improvement shown on pre and post science test. |
| 4 | Teachers will implement the 5E model of instruction to actively engage students. | Classroom teachers Grade Chair | Lesson plan review Regular classroom walkthrough | Classroom walkthrough data |
| 5 | Students will receive opportunities to utilize technology through teacher presentation using the interactive Promethean Board, the use of united streaming lessons to bring science to life, and Science Alive BECON broadcasts. | Classroom Teachers Science Coach | Regular classroom walkthrough Teacher observation | Classroom Walkthrough data, Teacher Evaluation IPAS |

Professional Development Aligned with Objective:

| Objective Addressed | Content/Topic | Facilitator | Target Date | Strategy for Follow-up/Monitoring | Person Responsible for Monitoring |
|---|---|----------------|----------------|---|-----------------------------------|
| In grade 5, 40% of the students will achieve level 3 and above on the 2010 FCAT Science Assessment. | FCAT Science Test Specs and Next Generation Standards | Administration | August 2009 | Lesson Plan check and classroom walkthrough to observe posted standards | Administration |
| In grade 5, 40% of the students will achieve level 3 or above on the 2010 FCAT Science Assessment. | 5E model of Instruction | W Andrees | September 2009 | Examples of journal entries collected periodically throughout the year | Classroom Teacher Administration |

| | | | | | |
|--|-------------------------|-----------------------------|---------------------------|--|----------------|
| In grade 5, 40% of the students will achieve level 3 or above on the 2010 FCAT Science Assessment. | Science Coach Institute | District Trainer not listed | September 2, 16, 23, 2009 | Coaching skills through Science PLC will be observed | Administration |
|--|-------------------------|-----------------------------|---------------------------|--|----------------|

Budget:

| Evidence-based Program(s)/Material(s) | | |
|---|-------------------------|------------------------------|
| Description of Resources | Funding Source | Available Amount |
| Delta Science Kits | Instructional Materials | \$500.00 |
| | | Total: \$500.00 |
| Technology | | |
| Description of Resources | Funding Source | Available Amount |
| None | NA | \$0.00 |
| | | Total: \$0.00 |
| Professional Development | | |
| Description of Resources | Funding Source | Available Amount |
| Inservice funds to provide release time for science coach to attend Coach's Institute | Inservice funds | \$200.00 |
| | | Total: \$200.00 |
| Other | | |
| Description of Resources | Funding Source | Available Amount |
| None | NA | \$0.00 |
| | | Total: \$0.00 |
| | | Final Total: \$700.00 |

End of Science Goal

Writing Goal

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

| Based on the Needs Assessment, Identify Area(s) for Improvement | | Objective Linked to Area of Improvement | | |
|---|--|---|---|---|
| On the 2009 administration of the FCAT Writing Test, 85% of the students in 4th grade scored level 3.5 or above in writing. | | On the 2010 administration of the FCAT Writing Test, 88% of the 4th grade students will achieve a 3.5 or above. | | |
| | Action Step | Person Responsible for Monitoring the Action Step | Process Used to Determine Effectiveness of Action Step | Evaluation Tool |
| 1 | Students will receive instruction through District K-5 Writing program on Broward Enterprise Education Portal, Learning Village, BEEP and will follow the LA Instructional Focus Calendar. | S Modarelli Administration | Regular Classroom Walkthrough, monthly Leadership Team meetings to monitor student progress through data analysis | Improved scores on end of unit writing prompt |
| 2 | Students will conference with teachers after a writing prompt to identify strengths and weaknesses and to receive instruction on strategies for improvement. | Grade Chair S. Modarelli | Leadership Team meetings to monitor student progress through data analysis | Improved scores on end of unit writing prompt |
| 3 | Struggling writing. Students will receive small group assistance and accommodations. | Grade Chair Leadership Team | Leadership Team meetings to monitor student progress through data analysis | Improved scores on end of unit writing prompt |
| 4 | Teachers will utilize the Six Traits model and Critical Content Writing model to teach the process of | Classroom Teacher Administration | Regular Classroom Walkthrough and Teacher Observation of the Writing Process through end of unit | Improved scores on end of unit writing prompt |

| | |
|----------|-----------------|
| writing. | writing prompts |
|----------|-----------------|

Professional Development Aligned with Objective:

| Objective Addressed | Content/Topic | Facilitator | Target Date | Strategy for Follow-up/ Monitoring | Person Responsible for Monitoring |
|---|--|--|---------------------|---|-----------------------------------|
| On the 2010 administration of the FCAT Writing Test, 88% of the 4th grade students will achieve a 3.5 or above. | K-5 teachers will participate in in-house training on how to access and utilize BEEP Writing Plans | S Modarelli & L Carestio | Aug. 2009 | Student writing samples will be monitored weekly and a monthly prompt will be scored by teacher. Struggling Writer samples will be reviewed by Leadership team at monthly meetings. | Grade Chair and Leadership Team |
| On the 2010 administration of the FCAT Writing Test, 88% of the 4th grade students will achieve a 3.5 or above. | Teachers gr. 3 and/or 4 may attend 6 Traits or Grade level specific Writing inservice | District Facilitator - not yet posted on ESS | When offered on ESS | Student writing samples will be monitored and monthly prompts will be scored. | Grade Chair Leadership Team |

Budget:

| Evidence-based Program(s)/Material(s) | | |
|--|-----------------|------------------|
| Description of Resources | Funding Source | Available Amount |
| None | NA | \$0.00 |
| Total: \$0.00 | | |
| Technology | | |
| Description of Resources | Funding Source | Available Amount |
| None | NA | \$0.00 |
| Total: \$0.00 | | |
| Professional Development | | |
| Description of Resources | Funding Source | Available Amount |
| Funds to provide substitutes for teacher release to attend Six Traits, Critica Content Writing | Title 1, Part A | \$3,000.00 |
| Total: \$3,000.00 | | |
| Other | | |
| Description of Resources | Funding Source | Available Amount |
| None | NA | \$0.00 |
| Total: \$0.00 | | |
| Final Total: \$3,000.00 | | |

End of Science Goal

Parent Involvement Goal

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

| Based on the Needs Assessment, Identify Area(s) for Improvement | | Objective Linked to Area of Improvement | | |
|---|---|---|--|----------------|
| School staff survey indicated that 62% of parents attended Open House in 2008-2009. | | Increase parent participation at Open House to 70% of students parents. | | |
| Action Step | Person Responsible for Monitoring the Action Step | Process Used to Determine Effectiveness of Action Step | Evaluation Tool | |
| 1 | Publicize event using multiple methods and in | Administration | Collect sign in sheets and feedback from parents and | sign in sheets |

| | | | | |
|---|--|--------------------|--|----------------|
| | students' home language | | teachers | |
| 2 | Schedule parent Open House during evening to increase parent interest. | Administration | Collect sign in sheets and feedback from parents | sign in sheets |
| 3 | Have students write invitations for their parents | Classroom teachers | Collect feedback from students and teachers | sign in sheets |

| Based on the Needs Assessment, Identify Area(s) for Improvement | | Objective Linked to Area of Improvement | | |
|---|--|--|--|-----------------|
| School parent survey indicated that the use of technology through BEEP and school website was not utilized or available for parent use. | | Increase parent participation at parent workshops 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 | Survey parents to determine family access to computer and internet. | Assistant Principal | Collect feedback surveys from parents | Parent survey |
| 2 | Establish a computer at school that can be utilized by parents to access student records and other curriculum related resources. | Tech Specialist | Collect feedback survey from parents | Parent survey |
| 3 | Provide assistance to those parents who need help in accessing online records and resources. | Assistant Principal Tech Spec | Collect feedback survey from parents | Parent survey |

| Based on the Needs Assessment, Identify Area(s) for Improvement | | Objective Linked to Area of Improvement | | |
|---|---|--|--|---------------------------------------|
| Sign in Sheets from Parent Workshops during 2008-2009 indicate only 16% of parents attended at least one parent workshop. | | Increase parent participation at parent workshops 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 | Survey parents to determine high interest topics and best days and times for workshops. | Assistant Principal | Collect surveys and analyze for parent workshop types to be scheduled. | Parent Survey |
| 2 | Based on interest survey and needs assessment schedule parent workshops quarterly. | Reading Resource Teacher Assistant Principal | Collect sign in sheets and participant feedback for each workshop. | Sign in sheets Workshop Evaluation |

Professional Development Aligned with Objective:

| Objective Addressed | Content/Topic | Facilitator | Target Date | Strategy for Follow-up/Monitoring | Person Responsible for Monitoring |
|--|---|--------------|-------------|---|-----------------------------------|
| Increase parent participation at parent workshops to 25% of students' parents. | How to Involve Parents in School Activities | S. Modarelli | January | Collect sign in sheets and feedback surveys | S. Modarelli |

Budget:

| Evidence-based Program(s)/Material(s) | | |
|---------------------------------------|----------------|------------------|
| Description of Resources | Funding Source | Available Amount |
| None | NA | \$0.00 |
| Total: \$0.00 | | |
| Technology | | |
| Description of Resources | Funding Source | Available Amount |
| None | NA | \$0.00 |
| Total: \$0.00 | | |
| Professional Development | | |
| Description of Resources | Funding Source | Available Amount |

| | | |
|--|-----------------------|--------------------------------|
| Inservice funds to provide release time for teachers to attend inservice - How to Involve Parents in School Activities | Title 1 Part A | \$2,000.00 |
| | | Total: \$2,000.00 |
| Other | | |
| Description of Resources | Funding Source | Available Amount |
| Parent Education Nights | Title 1 Part A | \$5,000.00 |
| | | Total: \$5,000.00 |
| | | Final Total: \$7,000.00 |

End of Parent Involvement Goal

Other Goals

No Other Goals were submitted for this school

FINAL BUDGET

| Evidence-based Program(s)/Material(s) | | | |
|---------------------------------------|--|-------------------------|---------------------------------|
| Goal | Description of Resources | Funding Source | Available Amount |
| Reading | Phonics for Reading Program | Accountability | \$600.00 |
| Mathematics | Moving With Math | Instructional Materials | \$1,000.00 |
| Mathematics | Hands On Math Standards | Instructional Materials | \$1,200.00 |
| Writing | None | NA | \$0.00 |
| Science | Delta Science Kits | Instructional Materials | \$500.00 |
| Parental Involvement | None | NA | \$0.00 |
| | | | Total: \$3,300.00 |
| Technology | | | |
| Goal | Description of Resources | Funding Source | Available Amount |
| Reading | None | NA | \$0.00 |
| Mathematics | None | NA | \$0.00 |
| Writing | None | NA | \$0.00 |
| Science | None | NA | \$0.00 |
| Parental Involvement | None | NA | \$0.00 |
| | | | Total: \$0.00 |
| Professional Development | | | |
| Goal | Description of Resources | Funding Source | Available Amount |
| Reading | Funds to provide substitutes for release to attend Treasures inservice | Title 1, Part A | \$5,000.00 |
| Mathematics | Funds to provide substitutes for teacher release to attend Math Test Specs and Next Generation SSS inservice, new programs (Moving with Math, Hands On Math Standards training | Title 1, Part A | \$5,000.00 |
| Writing | Funds to provide substitutes for teacher release to attend Six Traits, Critica Content Writing | Title 1, Part A | \$3,000.00 |
| Science | Inservice funds to provide release time for science coach to attend Coach's Institute | Inservice funds | \$200.00 |
| Parental Involvement | Inservice funds to provide release time for teachers to attend inservice - How to Involve Parents in School Activities | Title 1 Part A | \$2,000.00 |
| | | | Total: \$15,200.00 |
| Other | | | |
| Goal | Description of Resources | Funding Source | Available Amount |
| Reading | None | NA | \$0.00 |
| Mathematics | None | NA | \$0.00 |
| Writing | None | NA | \$0.00 |
| Science | None | NA | \$0.00 |
| Parental Involvement | Parent Education Nights | Title 1 Part A | \$5,000.00 |
| | | | Total: \$5,000.00 |
| | | | Final Total: \$23,500.00 |

Differentiated Accountability

School-level Differentiated Accountability Compliance

Intervene
 Correct II
 Prevent II
 Correct I
 Prevent I
 NA

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

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✓ **Yes. Agree with the above statement.**

| Projected use of SAC Funds | Amount |
|--------------------------------------|--------|
| Instructional Materials and Supplies | 5000 |

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

- The SAC Council will consist of members that will work together and will share responsibility for guiding the school toward continuous improvement.
- The SAC Council assists in the development of the School Improvement Plan.
- The SAC Council will be responsible for final decisions related to the implementation of the annual school improvement plan.
- The Council assists in the annual evaluation of the School Improvement Plan through quarterly achievement reports, and in the preparation of the school's annual budget.
- SAC Council assists in the annual preparation and monitoring of the Title 1 program.

SAC Members

Members

- 1) Joanne Nitti, Principal
- 2) Lititia Frazier, SAC Chair
- 3) Gretchen Atkins, SAC Chair
- 4) Lena Leon, Teacher
- 5) Idalina Orta, Teacher
- 6) Rasha El Kasry, Parent
- 7) Adriana Wagner, Parent
- 8) Carole Gerena, Parent
- 9) Telisa Days, Parent
- 10) Anita Henderson, Parent
- 11) Eleanor Dixon-Budgett, Parent
- 12) Debbie Rowan, Community Member
- 13) Ron Bell, Community Member
- 14) Emma Piompino, School Support Personnel
- 15) Judith Farrell, Union Steward

AYP DATA

| 2008-2009 Adequate Yearly Progress (AYP) Report - Page 2 | | | | | | | | | | | | | Broward ORANGE BROOK ELEMENTARY SCHOOL 0711 | | | | | | | | | | | | | |
|---|-------------------------------------|-----|----------------------------------|-----|---|-----|--|-----|--|------|-----|---|---|--|--|---------------------|---|------|--|--|------|----------------------|---|-----|-------------------|-----|
| Number of students enrolled in the grades tested: Click here to see Number of students in each group | | | | | | | | | | | | | Read: 363 Math: 363 | | 2008-2009 School Grade ¹ : A | | Did the School make Adequate Yearly Progress? NO | | | | | | | | | |
| This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²). | | | | | | | | | | | | | This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²). | | | | | | This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model. | | | | | | | |
| Group | Reading Tested 95% of the students? | | Math Tested 95% of the students? | | 65% scoring at or above grade level in Reading? | | 68% scoring at or above grade level in Math? | | Improved performance in Writing by 1%? | | | Increased Graduation Rate ³ by 1%? | | Percent of Students below grade level in Reading | | Safe Harbor Reading | Percent of Students below grade level in Math | | Safe Harbor Math | % of students on track to be proficient in reading | | Growth model reading | % of students on track to be proficient in math | | Growth model math | |
| | 2009 | Y/N | 2009 | Y/N | 2009 | Y/N | 2009 | Y/N | 2008 | 2009 | Y/N | 2007 | 2008 | Y/N | 2008 | 2009 | Y/N | 2008 | 2009 | Y/N | 2009 | Y/N | 2009 | Y/N | 2009 | Y/N |
| TOTAL ⁴ | 100 | Y | 100 | Y | 71 | Y | 82 | Y | | | 94 | Y | | | NA | 37 | 29 | NA | 18 | 18 | NA | 76 | NA | 81 | NA | |
| WHITE | 100 | Y | 100 | Y | | NA | | NA | | | | NA | | | NA | | | NA | | | NA | | | | | |
| BLACK | 100 | Y | 100 | Y | 68 | Y | 80 | Y | | | 92 | Y | | | NA | 43 | 32 | NA | 24 | 20 | NA | 72 | NA | 80 | NA | |
| HISPANIC | 100 | Y | 100 | Y | 74 | Y | 82 | Y | | | 93 | Y | | | NA | 31 | 26 | NA | 16 | 18 | NA | 81 | NA | 80 | NA | |
| ASIAN | | | | | | | | | | | | | | | NA | | | NA | | | NA | | | | | |
| AMERICAN INDIAN | | | | | | | | | | | | | | | NA | | | NA | | | NA | | | | | |
| ECONOMICALLY DISADVANTAGED | 100 | Y | 100 | Y | 70 | Y | 81 | Y | | | 93 | Y | | | NA | 42 | 30 | NA | 21 | 19 | NA | 75 | NA | 80 | NA | |
| ENGLISH LANGUAGE LEARNERS | 100 | Y | 100 | Y | 58 | N | 76 | Y | | | | | | | NA | 47 | 42 | Y | 24 | 24 | NA | 71 | NA | 75 | NA | |
| STUDENTS WITH DISABILITIES | 100 | Y | 100 | Y | 38 | N | 60 | N | | | | | | | NA | 65 | 62 | N | 37 | 40 | N | 56 | N | 67 | N | |

| 2007-2008 Adequate Yearly Progress (AYP) Report - Page 2 | | | | | | | | | | | | | Broward ORANGE BROOK ELEMENTARY SCHOOL 0711 | | | | | | | | | | | | | |
|---|-------------------------------------|-----|----------------------------------|-----|---|-----|--|-----|--|------|-----|---|---|--|--|---------------------|---|------|--|--|------|----------------------|---|-----|-------------------|-----|
| Number of students enrolled in the grades tested: Click here to see Number of students in each group | | | | | | | | | | | | | Read: 339 Math: 339 | | 2007-2008 School Grade ¹ : A | | Did the School make Adequate Yearly Progress? NO | | | | | | | | | |
| This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²). | | | | | | | | | | | | | This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²). | | | | | | This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model. | | | | | | | |
| Group | Reading Tested 95% of the students? | | Math Tested 95% of the students? | | 58% scoring at or above grade level in Reading? | | 62% scoring at or above grade level in Math? | | Improved performance in Writing by 1%? | | | Increased Graduation Rate ³ by 1%? | | Percent of Students below grade level in Reading | | Safe Harbor Reading | Percent of Students below grade level in Math | | Safe Harbor Math | % of students on track to be proficient in reading | | Growth model reading | % of students on track to be proficient in math | | Growth model math | |
| | 2008 | Y/N | 2008 | Y/N | 2008 | Y/N | 2008 | Y/N | 2007 | 2008 | Y/N | 2006 | 2007 | Y/N | 2007 | 2008 | Y/N | 2007 | 2008 | Y/N | 2008 | Y/N | 2008 | Y/N | 2008 | Y/N |
| TOTAL ⁴ | 99 | Y | 99 | Y | 63 | Y | 82 | Y | | | Y | | | NA | 31 | 37 | NA | 22 | 18 | NA | 65 | NA | 84 | NA | | |
| WHITE | 100 | Y | 100 | Y | | NA | | NA | | | | | | | NA | | | NA | | | NA | | | | | |
| BLACK | 100 | Y | 100 | Y | 57 | N | 76 | Y | | | | | | | NA | 36 | 43 | N | 24 | 24 | NA | 59 | Y | 80 | NA | |
| HISPANIC | 98 | Y | 98 | Y | 69 | Y | 84 | Y | | | Y | | | NA | 29 | 31 | NA | 24 | 16 | NA | 71 | NA | 86 | NA | | |
| ASIAN | | | | | | | | | | | | | | | NA | | | NA | | | NA | | | | | |
| AMERICAN INDIAN | | | | | | | | | | | | | | | NA | | | NA | | | NA | | | | | |
| ECONOMICALLY DISADVANTAGED | 99 | Y | 99 | Y | 58 | Y | 79 | Y | | | Y | | | NA | 35 | 42 | NA | 25 | 21 | NA | 62 | NA | 82 | NA | | |
| ENGLISH LANGUAGE LEARNERS | 98 | Y | 99 | Y | 53 | N | 76 | Y | | | | | | | NA | 44 | 47 | N | 32 | 24 | NA | 65 | Y | 85 | NA | |
| STUDENTS WITH DISABILITIES | 100 | Y | 100 | Y | 35 | N | 63 | Y | | | | | | | NA | 58 | 65 | N | 44 | 37 | NA | 52 | N | 60 | NA | |

| 2006-2007 Adequate Yearly Progress (AYP) Report - Page 2 | | | | | | | | | | | | | Broward ORANGE BROOK ELEMENTARY SCHOOL 0711 | | | | | | | | | | | | | |
|---|-------------------------------------|-----|----------------------------------|-----|---|-----|--|-----|--|------|-----|---|---|--|--|---------------------|--|------|--|--|------|----------------------|---|-----|-------------------|-----|
| Number of students enrolled in the grades tested: Click here to see Number of students in each group | | | | | | | | | | | | | Read: 348 Math: 348 | | 2006-2007 School Grade ¹ : 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 ²). | | | | | | | | | | | | | This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²). | | | | | | This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model. | | | | | | | |
| Group | Reading Tested 95% of the students? | | Math Tested 95% of the students? | | 51% scoring at or above grade level in Reading? | | 56% scoring at or above grade level in Math? | | Improved performance in Writing by 1%? | | | Increased Graduation Rate ³ by 1%? | | Percent of Students below grade level in Reading | | Safe Harbor Reading | Percent of Students below grade level in Math | | Safe Harbor Math | % of students on track to be proficient in reading | | Growth model reading | % of students on track to be proficient in math | | Growth model math | |
| | 2007 | Y/N | 2007 | Y/N | 2007 | Y/N | 2007 | Y/N | 2006 | 2007 | Y/N | 2005 | 2006 | Y/N | 2006 | 2007 | Y/N | 2006 | 2007 | Y/N | 2007 | Y/N | 2007 | Y/N | 2007 | Y/N |
| TOTAL ⁴ | 99 | Y | 99 | Y | 69 | Y | 78 | Y | 94 | | Y | | | NA | 40 | 28 | NA | 22 | 22 | NA | 68 | NA | 78 | NA | | |
| WHITE | 100 | Y | 100 | Y | | NA | | NA | | | | | | | NA | | | NA | | | NA | | | | | |
| BLACK | 99 | Y | 99 | Y | 64 | Y | 76 | Y | | | Y | | | NA | 46 | 36 | NA | 27 | 24 | NA | 64 | NA | 75 | NA | | |
| HISPANIC | 98 | Y | 100 | Y | 71 | Y | 76 | Y | 84 | | Y | | | NA | 38 | 25 | NA | 20 | 24 | NA | 70 | NA | 76 | NA | | |
| ASIAN | | | | | | | | | | | | | | | NA | | | NA | | | NA | | | | | |
| AMERICAN INDIAN | | | | | | | | | | | | | | | NA | | | NA | | | NA | | | | | |
| ECONOMICALLY DISADVANTAGED | 98 | Y | 99 | Y | 65 | Y | 75 | Y | 92 | | Y | | | NA | 45 | 32 | NA | 25 | 25 | NA | 65 | NA | 76 | NA | | |
| ENGLISH LANGUAGE LEARNERS | 99 | Y | 100 | Y | 56 | Y | 68 | Y | | | | | | | NA | 51 | 41 | NA | 30 | 32 | NA | 58 | NA | 78 | NA | |
| STUDENTS WITH DISABILITIES | 100 | Y | 100 | Y | 42 | Y | 56 | Y | | | | | | | NA | | 58 | NA | 56 | 44 | NA | 49 | N | 62 | NA | |

SCHOOL GRADE DATA

| Broward School District ORANGE BROOK ELEMENTARY SCHOOL 2008-2009 | | | | | |
|--|---------|------|---------|---------|---------------------|
| | Reading | Math | Writing | Science | Grade Points Earned |
| % Meeting High Standards (FCAT Level 3 and Above) | 78% | 87% | 87% | 46% | 298 |
| % of Students Making Learning Gains | 76% | 78% | | | 154 |
| Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component. 3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level | | | | | |

| | | | | | | |
|---|-----------|-----------|--|--|----------|--|
| | | | | | | 1 or 2 |
| Adequate Progress of Lowest 25% in the School? | 77% (YES) | 71% (YES) | | | 148 | 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 | | | | | 600 | |
| 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 ORANGE BROOK ELEMENTARY SCHOOL 2007-2008 | | | | | | |
|---|-----------|-----------|---------|---------|---------------------|--|
| | Reading | Math | Writing | Science | Grade Points Earned | |
| % Meeting High Standards (FCAT Level 3 and Above) | 69% | 86% | 89% | 50% | 294 | 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 | 67% | 80% | | | 147 | 3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2 |
| Adequate Progress of Lowest 25% in the School? | 65% (YES) | 76% (YES) | | | 141 | 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 | | | | | 582 | |
| 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 ORANGE BROOK ELEMENTARY SCHOOL 2006-2007 | | | | | | |
|---|-----------|-----------|---------|---------|---------------------|--|
| | Reading | Math | Writing | Science | Grade Points Earned | |
| % Meeting High Standards (FCAT Level 3 and Above) | 76% | 84% | 94% | 45% | 299 | 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 | 74% | 79% | | | 153 | 3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2 |
| Adequate Progress of Lowest 25% in the School? | 77% (YES) | 73% (YES) | | | 150 | Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math. |
| Points Earned | | | | | 602 | |
| Percent Tested = 99% | | | | | | Percent of eligible students tested |
| School Grade | | | | | A | Grade based on total points, adequate progress, and % of students tested |