

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: MEADOWBROOK ELEMENTARY SCHOOL

District Name: Broward

Principal: Mr. Matthew Whaley

SAC Chair: R. Bowen/ S. Blue

Superintendent: Mr. Notter

Date of School Board Approval: 12/1/09

Last Modified on: 08-31-2009

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VISION and MISSION STATEMENTS

Meadowbrook Elementary School's Vision is to be an exemplary school that provides the highest quality education so students can reach their maximum potential.

Meadowbrook Elementary School's Mission and purpose is to be a part of a highly qualified and motivated team that will promote maximum student achievement in a healthy, nurturing environment.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

Meadowbrook Elementary School is located in the urban fringe of the southwest section of Ft. Lauderdale. The school opened in 1959 and is a neighborhood school. This is a Title 1 school and has a total enrollment of 522 students serving those in grades Pre-K through 5, as well as students in the Autism cluster.

The campus has 34 classrooms, 2 portable classrooms, as well as two modular classrooms. This past year a cafeteria/auditorium, two playgrounds, and basketball court were added. In addition, the school is currently part of a beautification process which includes creating a new student pick-up loop and bus loop, and upgrading the landscaping at the school's entrance and parking lots.

Unique School Strengths for Next Year

After earning a school record high of 540 accountability points on the 2009 FCAT (an increase of 34 points) and demonstrating gains in all academic areas (reading, math, science, and writing), the school grade went from a "B" to an "A." Meadowbrook Elementary enters the next school year with renewed confidence to increase student achievement.

Unique School Weaknesses for Next Year

Due to a drop in student enrollment, Meadowbrook Elementary will lose classroom teachers, which provides additional challenges in maintaining a low teacher to student ratio.

Although adjustments have been made to retain a Reading Coach, Math Coach, and ESL Contact, the school will no longer have a full-time guidance counselor. Last year, this individual served as a testing coordinator in addition to serving students and teachers with everyday guidance issues. Meadowbrook Elementary will be required to share the guidance counselor and art teacher with another elementary school.

The school continues to lose students to neighboring schools and due to the slowing economy, many families are relocating to other areas. As a result, the school may need to surplus promising teachers who joined the faculty within the last year three years.

Student Demographics

Meadowbrook Elementary serves a multi-ethnic school population that consists of 523 students from a predominantly economically disadvantaged community. 62% of students are Hispanic, 22% are Black, 11% are White, 2% are Asian, and 3% are multi-racial. Economically disadvantaged students account for 76% of the population.

Additionally, 18% of students are ESE and 35% are classified as English Language Learners (ELL).

Student Attendance Rates

Meadowbrook Elementary School had a minimal increase in student attendance (0.66) from the 2007-2008 school year. The average student attendance rate for school district is 94.50.

Student Attendance Rates - 2006-2007: 94.08%; 2007-2008: 93.33%; 2008-2009: 93.99%

Student Mobility

The mobility rate of the school is 29.20. This mobility comes predominantly from our migrant population.

Student Suspension Rates

The overall suspension rate has decreased from 1.00 in 2008 to 0.30 in 2009. The internal suspension rate for 2009 was 0.50 and the external suspension rate (2009) is not yet available.

Student Retention Rates

The 2008 retention rate was 4.14. This was a dramatic change from 2007 in which the rate was 10.63.

Class Size

A point has been made to reduce class sizes in all subject areas and across grade levels to reduce discipline problems and strengthen the one-on-one relationship between students and teachers. The Pre-K to 3 average is 14.69 and the average for students in grades 4 and 5 is 14.00.

Academic Performance of Feeder Pattern

N/A

Partnerships and Grants

Meadowbrook Elementary will continue to have a Health Support Technician for all students.

The school will also maintain its strong partnerships with Afterschool Programs (ASP), COSTCO, and Publix Supermarkets which provide a number of additional resources, including supplies and academic materials to enhance the curriculum.

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	Mr. Matthew Whaley	Bachelor's Degree in Elementary Education, University of Florida; Master's Degree in Elementary Education, University of Florida; Master's Degree in Educational Leadership, Nova Southeastern University; Principal Certification- State of Florida	1	6	Assistant Principal of Wilton Manors ES from 2008-2009: Grade: A, Reading: 73%, Math: 75%, Writing: 99%, Science: 30%. All subgroups made AYP. Assistant Principal of Wilton Manors ES from 2007-2008: Grade: A, Reading: 73%, Math: 77%, Writing: 95%, Science: 43%. All subgroups made AYP. Assistant Principal of Wilton Manors ES from 2006-2007: Grade: A, Reading: 75%, Math: 72%, Writing: 96%, Science: 43%. All subgroups made AYP.
		BA-Northeastern University; Master's Degree			AP of Meadowbrook ES in 2008-2009: Grade: A, 2008-2009: Reading: 70%, Writing: 97%, Math: 74%, Science: 37%. All subgroups made AYP with the exception of SWD in math.

Assis Principal	Ms. Emilia Espana	in Educational Leadership, Concordia University; Assistant Principal Certification- State of Florida	5	5	AP of Meadowbrook ES in 2007- 2008: Reading: 57%, Math: 71%, Writing: 88%, Science: 22%. The Hispanic and Economically Disadvantaged subgroups made AYP in math. AP of Meadowbrook ES in 2006- 2007: Reading: 63%, Math: 74%, Writing: 79%, Science: 34%. All subgroups made AYP.
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* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

HIGHLY QUALIFIED INSTRUCTIONAL COACHES

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as a Coach	Prior Performance Record *
Reading	Althea Stanley	Specialist in Educational Leadership Master's Degree in Reading (K-12); Bachelor's Degree in Elementary Education	2	7	Meadowbrook ES in 2008-2009: Grade: A, 2008-2009: Reading: 70%, Writing: 97%, Math: 74%, Science: 37%. All subgroups made AYP with the exception of SWD in math. Meadowbrook ES in 2007- 2008: Reading: 57%, Math: 71%, Writing: 88%, Science: 22%. The Hispanic and Economically Disadvantaged subgroups made AYP in math. No subgroups made AYP in Reading
Math	Ruth Bowen	Bachelor's Degree in Elementary Education, Florida Atlantic University	10	4	Meadowbrook ES in 2008-2009: Grade: A, 2008-2009: Reading: 70%, Writing: 97%, Math: 74%, Science: 37%. All subgroups made AYP with the exception of SWD in math. Meadowbrook ES in 2007- 2008: Reading: 57%, Math: 71%, Writing: 88%, Science: 22%. The Hispanic and Economically Disadvantaged subgroups made AYP in math. Meadowbrook ES in 2006- 2007: Reading: 63%, Math: 74%, Writing: 79%, Science: 34%. All subgroups made AYP. Meadowbrook ES in 2005- 2006: Reading: 63%, Math: 70%, Writing: 90%.

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

HIGHLY QUALIFIED TEACHERS

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Regular meetings of new teachers with Administration.	Administration	On-going	
2. Weekly meetings of new teachers with Leadership Team members.	Leadership Team Leader	On-going	
3. Monthly Professional Learning Community gatherings.	Professional Learning Community Coordinators	On-going	
4. Data Chats with all teachers	Administration	On-going	

Non-Highly Qualified Instructors

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

Staff Demographics

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed
41	0	37	41	22	20	100	2	10	85

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Andrea Vengels	Leininger	New Grade Level Assignment; Leininger has a firm understanding of K curriculum	PLCs, Release Time, Feedback, Coaching, Mentoring
Sabrina Cabreja	Gutierrez	New Grade Level Assignment; Gutierrez has a firm understanding of first grade curriculum	PLCs, Release Time, Feedback, Coaching, Mentoring
Lindsey Appelbaum	Gutierrez	New Grade Level Assignment; Gutierrez has a firm understanding of first grade curriculum	PLCs, Release Time, Feedback, Coaching, Mentoring

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

Title I offers a variety of district meetings for parents to attend. Topics are focused on helping their child succeed in school. Title I also offers resources to Meadowbrook Elementary to assist with parent nights. The Title 1 Liaison coordinates these monthly parent nights on a wide variety of topics. In addition, two teachers were trained in Megaskills and serve as regular facilitators of these parent trainings.

Services are provided to ensure students requiring additional remediation are assisted through after-school programs. The district coordinates with Title II and Title III in ensuring staff development needs are provided.

The District's partnership with the SEAS program (Student Enrichment in the Arts), allows for students to attend a variety of cultural experiences that enhance their academic achievement. Lessons are correlated to state standards and are provided at no cost to students.

We partnered with two SES (Supplemental Education Services) providers to offer tutoring services to all of our eligible students. We have the Headstart Program an Educational Program for low-income preschool children and their families. The program includes educational, social, medical, vision, dental, nutritional, and mental health services.

Title I, Part C- Migrant

N/A

Title I, Part D

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

Title II

District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. New technology in classrooms will technology integration within classroom setting enhance literacy and math skills of struggling students. Funds at Meadowbrook Elementary are used to purchase RAZkids licenses and provide professional development for RAZkids.

Title III

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners. A school based ELL Contact coordinates all initiatives in regards to our English Language Learners. Additionally, differentiated accountability (DA) personnel is assigned to Meadowbrook Elementary to provide additional support in meeting the needs of students in this subgroup.

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

We partnered with two SES (Supplemental Education Services) providers to offer tutoring services to all of our eligible students.

Violence Prevention Programs

Safe and Drug Free Schools: District receives funds for programs (Red Ribbon Week, STAR, etc.) that support prevention of violence in and around the school. These programs prevent the use of alcohol, tobacco, drugs and foster a safe, drug free learning environment supporting student achievement.

Meadowbrook Elementary also implements the district's Anti-Bullying Plan and Character Trait curriculum. In addition, our School Resource Officer implements the GREAT (Gang Resistance), STAR (Anti-Drugs), and Fire Safety programs.

Nutrition Programs

A Health Support Technician is assigned to our school to provide nutrition programs, and monitor vaccinations, vision and auditory screenings at our school. In addition, we provide a number of health education programs to promote health awareness (Commit 2B Fit, Human Sexuality and HIV/Aids Curriculum).

Housing Programs

N/A

Head Start

Meadowbrook Elementary is committed to the Head Start Program and the successful transition of students from home to school. This is accomplished through a variety of measures. Meadowbrook Elementary houses two Pre-School/ Headstart classes that provide service to 3 year olds and 4 year olds.

The Pre-K department even works closely with the Kindergarten team to ensure a smooth transition. During the Pre-K year, parents are invited to meetings that cover a wide variety of safety, nutrition, wellness, and academic concerns.

In addition, the school notifies Kindergarten students (who are registered at least 5 days before school begins) who their Kindergarten teacher will be via US mail. Invitations to a "Meet and Greet" on the Friday before school are mailed to each student. At the Meet and Greet parents and students meet their teacher, explore the classroom, tour the school, and meet key school personnel.

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

Meadowbrook Elementary's Health Support Technician teaches an asthma program.

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

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

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

Exceptional Student Education (ESE) Teachers: Collaborates with general education teachers across grade levels and provides in-class support for those ESE students. Participates in student data collection and integrates core instructional activities/materials into Tier 3 instruction.

Instructional Coach(es) Reading/Math/ESL/Autism:

Develops, leads, and evaluates school core content standards and programs. Meets with educators as issues arise throughout the year. These formal and informal meetings can be initiated at the request of an educator, administration or the support staff member. The instructional coaches model classroom lessons, provide release time for shadowing experiences in other classrooms, and conduct on-site workshops. In addition, administration assigns support staff members to provide target assistance based on ongoing data collection (FCAT, BAT, Mini-BAT, DIBELS, SAT, Alternative Assessments) and administrative observations/walk-throughs.

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

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

The Leadership Team members are given monthly release days to plan to analyze data, discuss and modify instructional focus calendars, collaborate across grade levels, observe and model best practices, as well as provide in-class support.

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

On several occasions, the RtI Leadership Team meets with the School Advisory Council (SAC) and Administration to help develop the SIP goals and objectives using feedback from respective grade level teams. Throughout the year, the implementation of the SIP goals and objectives are monitored by the Administration, the RtI Team, Instructional Coaches, and District curriculum personnel.

Support Staff and RtI Leadership Team meets twice a month to review individual student cases. At this time, the team analyzes student data, problem solves, and plans for intervention.

RtI Implementation

Describe the data management system used to summarize tiered data.

Baseline data: DIBELS, Benchmark Assessments

Progress Monitoring: Benchmark Assessments, Quarterly Benchmark Assessment Tests (QBATs), Mini-Benchmark Assessment Tests, Inventory Assessments, FOCUS

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

End of year: FAIR, Florida Comprehensive Assessment Test (FCAT), RIGBY, Reading and Math Benchmark Assessments (1st and 2nd)

Frequency of Data Days: once a month with administration (Data Chats); weekly with team members

Describe the plan to train staff on RtI.

Professional development will be provided throughout the school year. Teachers will begin the RTI training process during planning week (August).

In addition, RtI will be imbedded in monthly Professional Learning Communities and weekly team meetings.

School Wide Florida's Continuous Improvement Model

Plan

Data Disaggregation 2008-2009 FCAT Data

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

Results on the 2009 FCAT Reading Assessment indicated that 70% of students in grades 3-5 scored Level 3 or above. This was a 13% increase from 07-08. 57% of the students in the lowest 25% made learning gains on the 2009 FCAT Reading Test. Overall, 74% of the students made learning gains on the 2009 FCAT Reading Test. Main Idea was a particular strength

with 59%. On the other hand, Reference and Research was 50%.

Results on the 2009 FCAT Mathematics Assessment indicated that 74% of students in grades 3-5 scored Level 3 or above. This was a 3% increase from 07-08. Overall 69 % of students, and 62% of students in the bottom quartile, made learning gains in math. All subgroups, with the exception of Students With Disabilities, achieved AYP in the area of math. Overall 53% of Students With Disabilities scored at or above grade level in math. This was a 5% increase from 07-08. Unfortunately, the Students With Disabilities did not make AYP despite learning gains. The Geometry strand proved to be a strength with 65% proficiency. Algebraic Thinking continues to be a challenge (60% proficiency).

97% of the fourth grade students met high state standards in writing in 2009. This was a 9% increase from 07-08. 73% of students scored 4.0 and above on the 2009 FCAT Writing Assessment. 84% of students scored 3.5 or above on the 2009 FCAT Writing Assessment.

Based on 2009, FCAT Science data, 37% of students achieved level three and above. This was a 15% increase from 07-08.

Instructional Calendar Development

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

In July, the school's leadership team; comprised of grade level chairpersons, instructional coaches (Reading, Math, and Autism), and administration developed instructional focus calendars (IFC) for each grade level. The 2009 FCAT results were disaggregated and utilized to develop the IFC. Additionally, test results from the September 2008 Benchmark Assessment Test (BAT) and December 2008 Benchmark Assessment Test (BAT) were utilized to establish academic trends to determine strengths and weaknesses.

The IFC is updated in October as determined by disaggregated data results from the September Benchmark Assessment Test 1 (BAT), and again in January as determined by the disaggregated data results from the December Benchmark Assessment Test (BAT) 2.

Teachers are responsible for determining the instructional focus of whole group lessons, and small group/differentiated instruction.

Benchmarks were selected as indicated by students' strengths and weaknesses, which were measured by progress on class work, assessments, and data results.

The duration of instruction for each Benchmark was determined by the amount of time allotted in the district IFC to ensure that students are exposed to all Benchmarks prior to FCAT testing. Within the amount of time allotted in the IFC, teachers provide instruction on each Benchmark, allow the students an opportunity to practice, assess the students' knowledge, and then re-teach the Benchmark as indicated by student progress, either in a whole group or small group setting.

Administration implements a continuous cycle of making classroom visitations, evaluating lesson plans, monitoring teacher data, and conducting AYP/ Data meetings with teachers to ensure that the IFC is being utilized and implemented effectively. All teachers participate in Professional Learning Communities to support their implementation process. Coaches are also assigned to teachers who are demonstrating signs of struggling with IFC implementation.

Teachers who are struggling with implementing the IFC are provided additional opportunities to attend professional development sessions, have a mentor assigned to them, and participate in the process of shadowing other teachers who are successful. The subject area coaches and/or department chairperson also provide additional assistance to the teacher. The teacher participates in Professional Learning Communities, and utilize the support of their colleagues during weekly team meetings.

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

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

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

Mathematics: Number Sense was the least proficient strand and will be given priority focus.

Science: Physical/Chemical was the least proficient strand and will be given priority focus.

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

Once FCAT scores were released, the administration determined student learning gains by teacher and adjusted the master schedule to prevent low-performing teachers from teaching the same class again.

Furthermore, to ensure student achievement, administration's analysis of learning gains allowed the strongest teachers to be paired with the weakest students. Additionally, flexible grouping and departmentalization models are implemented to meet students' needs in grades 3-5.

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

The school provides elective courses in art, mathematics, media, music, and physical education. Many of these courses focus on real-world application of content. Additionally, teachers utilize project-based learning opportunities to create real-world connections to core curriculum 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?

The school provides elective courses in art, mathematics, media, music, and physical education. Additionally, the school exposes students to future possibilities through Career Week and other special events. Also, teachers integrate various fiction and nonfiction texts in order to ensure students have meaningful content and enhance student learning.

DO

Direct the Instructional Focus

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

Grade level teachers meet weekly to determine the areas of students' strengths and weaknesses as demonstrated by class work assignments and assessment results. Lesson plans will be created for differentiated instruction, which provides lessons for all levels of students, below mastery, at mastery, and above mastery. Additionally, grade level teachers meet with administration and instructional coaches monthly to discuss assessment results and identify trends within AYP subgroups. To ensure focus amongst all grade levels, teachers meet monthly during Professional Learning Communities to share best practices and resources.

How are instructional focus lessons developed and delivered?

Grade level teachers and instructional coaches, for each subject area, developed focus lessons based on a review of previous assessments where students were struggling. These focus lessons are aligned to the Benchmarks and standards for each subject area and cover those Benchmarks that are annually assessed on the FCAT. The 10-15 minute lessons are taught at the beginning of each class period and reinforced within small group settings. Reading, math, writing, and science teachers teach the focus lesson that correlates with their subject.

How will instructional focus lessons be revised and monitored?

Student mastery on district mini-assessments determine if the lessons need to be revised and/or re-taught. Teachers and administrators ensure the effectiveness of the focus lessons by analyzing data results from focus lessons as they are re-assessed intermittently throughout the year. Proficiency of skills and benchmarks should also be evident in skills and benchmarks that are taught as part of the whole group instruction. Administration and support staff also conduct classroom visitations regularly to monitor the effectiveness of classroom instruction.

CHECK

Assessment

Describe the types of ongoing formative assessments to be used during the school year to measure student progress in core, supplemental, and intensive instruction/intervention.

Mini-assessments based on the focus lessons are administered. Five to eight questions per Benchmark are utilized for assessment purposes. The assessments are administered on a monthly basis.

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

Mastery is set at 70% to ensure proficiency of each benchmark. The assessment results are used to determine the instructional focus of whole group lessons. An Item-Analysis of the assessment is utilized to re-teach the questions that students missed most frequently. Teachers differentiate their instruction as indicated by assessment results to provide intensive instruction to those students earning less than 50%, additional instruction and practice opportunities for those students earning between 50-70%, and enrichment/advanced instruction to students earning 80-100%. Students receiving intensive instruction are administered alternative assessments to measure future proficiency of benchmarks.

Maintenance

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

Students at and above mastery level receive opportunities to enhance or enrich current skills by participating in project-based learning activities, hands-on activities, or other supplemental lessons which reinforce the skill and maintain the level of mastery/proficiency.

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

Teachers meet weekly with grade level teams to review assessment data and modify instructional calendar to enhance student achievement. The grade level team leader and/or administrative designee facilitates the meeting. A teacher is designated to record notes from the meeting, and the notes are submitted along with the weekly agenda to the administrative staff. Members of the administrative staff attend meetings on a rotating basis. Additionally, grade level teams meet with administrative and support staff monthly to review assessment results, in relation, to the AYP subgroups.

Monitoring

Describe the Principal's and Leadership Team's roles as instructional leaders and how they will be continuously involved in the teaching and learning process.

The Principal and Leadership Team meet with teachers either during weekly meetings, or one-on-one to discuss assessment results and student progress. During these meetings, lesson plans, data binders, and student portfolios are utilized to provide evidence of instruction, assessment, and differentiation to address individual student needs. The instructional coaches assist teachers with providing instruction on the focus lessons either by modeling whole group instruction or assisting the teacher in providing small group instruction. The instructional coach also help with the process of grading, recording, and charting student scores.

ACT

Supplemental and Intensive Instruction/Interventions

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

Teachers in grade K-3 utilize the Treasures reading series for core and intensive reading instruction. Teachers in grades 4-5 utilize the Harcourt reading series for core and intensive reading instruction. Additionally, Harcourt Math, Science, and Social Studies text are utilized in their respective subject areas.

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

Resources from the state adopted textbooks which are designed for intensive instruction will be utilized. Computerized programs or instructional software (e.g. Riverdeep), in addition to Internet instructional Websites such as FCAT Explorer, FOCUS, and CPALMS will also be utilized. Teachers will utilize instructional strategies or best practices discussed in Professional Learning Communities to provide different methods of providing instruction to students in non-mastered areas. Resources and strategies provided at professional development workshops will also be utilized. Students consistently demonstrating non-mastery may be required to participate in tutorial sessions after school. After receiving additional instruction, students will be reassessed to determine progress and effectiveness of intervention programs.

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

Common areas of concern in the areas of instructional delivery, classroom management, etc., as evidenced by administrators' observations, teacher surveys, and student performance/data analysis, will determine the need for professional development sessions.

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

As a result of progress monitoring (class work assignments and assessment results) and observations (classroom teacher, instructional coach, administrators, counselors, etc.) students who consistently demonstrate academic difficulty will receive supplemental and intensive instruction/interventions. Students not making mastery will be offered after-school assistance via SES and/or school-based after-school tutorial, as well as assistance during the regular school day from instructional coaches, and personnel hired to provide additional remediation.

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

All personnel providing services to a student not making mastery will meet to discuss their evidence and/or documentation of

strategies and interventions that have previously been utilized. Factors hindering implementation of a strategy (attendance, behavior, etc.) will be addressed and resolved. Strategies that are unsuccessful will be discontinued and replaced with alternative interventions. Focus assessments through FCAT Explorer will also be utilized to determine the effectiveness of supplemental instruction.

Enrichment

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

Students who typically exceed mastery levels participate in the school's gifted program. Additionally, high-achieving and gifted students are clustered to ensure optimal learning opportunities through the use of enrichment activities.

Describe how students are identified for enrichment strategies.

FCAT results, in addition to student progress in a specific subject, as well as assessment results that demonstrate consistent proficiency/mastery are used to determine placement in high-achiever clusters. Teacher recommendation is also taken into consideration. Parent conferences are held with the recommending teacher, instructional coach, guidance counselor, and a member of the leadership or administrative team. The parents are counseled on the expectations for the student in the classes, as well as their continued parental involvement.

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)
Each grade level team	Matthew Whaley, Principal Emilia Espana, Assistant Principal	Monthly	Wednesday	Data analysis of common assessments and FCIM mini-assessment results.
Pre-K, K, 1st, and 2nd grade teachers, ESOL Contact, and Reading Coach	Althea Stanley, Reading Coach	Monthly	Thursday	Analyze the effectiveness of the Reading FCIM calendars, mini-lessons, mini-assessments, maintenance, tutorials, and enrichments to determine any necessary revisions. Share Best Practices, and provide additional training in Differentiated Instruction and technology integration.
3rd, 4th, and 5th grade teachers, ESOL Contact, and Reading Coach	Althea Stanley, Reading Coach	Monthly	Thursday	Analyze the effectiveness of the Reading FCIM calendars, mini-lessons, mini-assessments, maintenance, tutorials, and enrichments to determine any necessary revisions. Share Best Practices, and provide additional training in Differentiated Instruction and technology integration.
Pre-K, K, 1st, and 2nd grade teachers, ESOL Contact, and Math Coach	Ruth Bowen, Math Coach	Monthly	Common Planning	Analyze the effectiveness of the Math FCIM calendars, mini-lessons, mini-assessments, maintenance, tutorials, and enrichments to determine any necessary revisions. Share Best Practices, and provide additional training in Differentiated Instruction, manipulative-based instruction, technology integration, and Next Generation Standards.
3rd, 4th, and 5th grade teachers, ESOL Contact, and Math Coach	Ruth Bowen, Math Coach	Monthly	Tuesday	Analyze the effectiveness of the Math FCIM calendars, mini-lessons, mini-assessments, maintenance, tutorials, and enrichments to determine any necessary revisions. Share Best Practices, and provide additional training in Differentiated Instruction, manipulative-based instruction, technology integration, and Next Generation Standards.
Pre K-5 Science Teachers, ESOL Contact, and Science Support	Matthew Whaley, Principal Ruth Bowen, Science Support	Monthly	Tuesday	Analyze the effectiveness of the Science FCIM calendars, lesson delivery, mini-assessments, maintenance, tutorials, and enrichments to determine any necessary revisions. Provide additional support in inquiry-based learning, scientific thinking, and technology integration.
				Analyze the effectiveness

Pre K-5 Writing Teachers, ESOL Contact, and Science Support	Matthew Whaley, Principal Althea Stanley, Reading Coach Monica Douval, Writing Support	Monthly	Monday	of the Writing FCIM calendars, lesson delivery, mini-assessments, maintenance, tutorials, and enrichments to determine any necessary revisions. Provide additional support with the implementation of the Mary Lewis Writing Program.
Each grade level team	Grade Level Team Leaders	Weekly	Wednesday during common planning time	Lesson Study centered on planning with and utilizing the research-based lesson delivery model.

NCLB Public School Choice

Note: For Title I schools only

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

Pre-School Transition

We provide many opportunities for preschool children to meet and get to know the kindergarten teachers throughout the year. Parents and students are invited to a preschool Meet-n-Greet held before the first day of school each year, where they are introduced to the staff and are able to visit classrooms, go over procedures, sign up for after care, and fill out any necessary paperwork.

Postsecondary Transition

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goal

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

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

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

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

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

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

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Results on the 2009 FCAT Reading Assessment indicated that 70% of students in grades 3-5 scored Level 3 or above. This was a 13% increase from 07-08.		In grades 3-5, 73% of students will meet high standards on the 2009 administration of the FCAT Reading Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Instructional Staff will disaggregate reading assessment data to identify instructional groups and weak and strong objective areas. The data will then be used to create an instructional focus that includes regular monitoring and opportunities for remediation and enrichment in all classrooms grades K - 5.	Principal and Reading Coach	Administration will be aware of the IFC's upcoming focus and monitor implementation through classroom walkthroughs.	Benchmark Assessments Tests
2	Students in grades K-3 will participate in instruction through a scientifically research based program. The Treasures Reading Series by MacMillan/ MacGraw Hill will be the used as the foundation for delivery of high quality, explicit, and systematic instruction, consisting of readalouds, shared reading, guided reading, and independent reading with teacher direction and purpose.	Principal and Reading Coach	Lesson plans will be reviewed during classroom walkthroughs. Administration and support staff will monitor student progress as evidenced in data binders and monthly data chats.	The strengths and weaknesses of students will be diagnosed by teachers and the School Assessment Team, so that instruction will target individual student needs. These will include the following: FAIR (K), DAR (1 - 3), Rosner Test (ESE), FLKERS/ECHOS and FAIR (K), YoppSinger (3 and ESE), San Diego Quick Assessment (ESE), STAR Reading, Treasures assessments(K-3), and Benchmark assessments (K - 3 and ESE).
3	Students in grades 4- 5 will participate in instruction through a scientifically research based program. The Harcourt Trophies Reading Series will be the used as the foundation for delivery of high quality, explicit, and systematic instruction, consisting of read-alouds, shared reading, guided reading, and independent reading with teacher direction and purpose.	Principal and Reading Coach	Lesson plans will be reviewed during classroom walkthroughs. Administration and support staff will monitor student progress as evidenced in data binders and monthly data chats.	The BAT (Benchmark Assessment Test) will be administered in September and December. Frequent assessments, such as chapter and unit tests, will be used to monitor progress and make necessary changes in programs in order to reteach skills as needed. DAR will be administered as a diagnostic assessment for all students scoring below the 40 percentile and those students with disabilities.

4	ELL students will be differentiated based on individual language acquisition. Students will be mainstreamed for core subject areas with other ELL students.	ESOL Coordinator, Classroom Teacher, ELL Paraprofessional	Daily progress monitoring through formal and informal assessments, Consultations with ESOL coordinator	Mini-Benchmark Assessments, BAT 1 and 2, CELLA, FCAT, Research-Based Assessments to determine growth
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Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
57% of the students in the lowest 25% made learning gains on the 2009 FCAT Reading Test		At least 60% of students in the bottom 25% will demonstrate annual learning gains 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	Students in grades 1 - 5 whose reading scores are in the lowest quartile, and students performing significantly below grade level, will participate in additional intensive small group instruction utilizing a variety of methods: classroom strategies, Triumphs (grades 1-3), Voyager Passport, Harcourt Intervention Series (grades 4-5), Wilson Foundations, Wilson Reading System, and FastTrack.	Principal and Reading Coach	The strengths and weaknesses of students will be diagnosed by teachers and the School Assessment Team, so that instruction will target individual student needs.	Bi-weekly/ Monthly Assessments: These assessments will include the following-DAR (1 - 5), Rosner Test (ESE), Yopp Singer (3 and ESE), San Diego Quick Assessment (ESE), STAR Reading, Treasures assessments (K-2), Triumphs/ Treasures assessments (3-5), and Benchmark assessments (K - 5 and (ESE). The BAT (Benchmark Assessment Test) will be administered in September and December. Frequent assessments, such as chapter and unit tests, will be used to monitor progress and make necessary changes in programs in order to reteach skills as needed.
2	Students in grades 1 - 5, who are identified in the lowest quartile, will receive additional instruction through various methods during after school tutoring, mentoring, and classroom skills remediation.	Principal and Reading Coach	Review student grouping charts frequently and ensure groups are redesigned to target the need of students based on assessment.	QBAT, Mini-BATs, BAT 1 & BAT2, & Research-Based Assessments to determine student progress.
3	In accordance with the 2001 No Child Left Behind Acts (NCLB) all classrooms in grades K-5 will offer reading instruction in a dedicated, uninterrupted block of at least 90 minutes.	Principal and Reading Coach	Lesson plans will be reviewed during classroom walkthroughs.	QBAT, Mini-BATs, BAT 1 & BAT2, & Research-Based Assessments to determine student progress
4	TIER1 students scoring below the 40th percentile on the SAT-10 will be placed on a Progress Monitoring Plan (PMP). In addition to the 90 minute instructional reading block that will provide for the specific needs of students, TIER 1 and TIER 2 students will receive double dose intensive intervention using resources that are different from, and in addition to, supplemental and core reading program materials that will provide systematic and explicit instruction in the five essential components of reading. TIER 3 students will receive a daily 180-minute reading	Reading Coach	Grade-level teams will review results of benchmark assessment data every 6 weeks to determine progress toward benchmark (70% on benchmark assessment).	QBAT, Mini-BATs, BAT 1 & BAT2, & Research-Based Assessments to determine student progress

	block, with at least 90 minutes of uninterrupted time, using a scientifically research-based comprehensive core reading program that is different from the core reading program used the previous school year. This program is intended to provide for the acceleration of reading achievement by two years in one school year.			
5	ELL students will be differentiated based on individual language acquisition. Students will be mainstreamed for core subject areas with other ELL students.	ESOL Coordinator Classroom teacher, ELL Paraprofessional	Daily progress monitoring through formal and informal assessments	Mini-BAT, BAT 1&2, CELLA, FCAT, and research-based assessments to determine growth

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Overall, 74% of the students made learning gains on the 2009 FCAT Reading Test.		For the 2009/2010 school year, 76% of students will demonstrate annual learning gains 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	Teachers will implement strategies to enhance reading comprehension that include graphic organizers, modeling short/extended response, vocabulary development, and fluency building.	Reading Coach	Reading Coach will assist teachers in the creation of centers and stations, and administration will ensure activities are implemented.	Research Based Assessments (Treasures/Trophies), Quaterly Benchmark Assessments, Benchmark Assessments, and BAT 1 & BAT 2
2	Grade level teams are each provided with one laptop cart to reinforce reading curriculum daily. Students will utilize the Accelerated Reader Program, RAZKids, Destination Reading (Riverdeep), FCAT Explorer, Learning Today, Florida Achieve, Voyager and other Reading related software to enhance students' reading development.	Reading Coach, Technology Liaison	Reading Coach will assist teachers in selecting appropriate technology resources for enhancing student learning.	Progress of students on Research Based Assessments (Treasures/Trophies), Quaterly Benchmark Assessments, Benchmark Assessments, and BAT 1 & BAT 2, as well as, usage reporting from technology resources.
3	ELL students will be differentiated based on individual language acquisition. Students will be mainstreamed for core subject areas with other ELL students.	ESOL Coordinator Classroom teacher	Daily progress monitoring through formal and informal assessments	Mini-BAT, BAT 1&2, CELLA, FCAT, and research-based assessments to determine growth
4	Teachers will implement higher order questing techniques during instruction to increase student achievement in Reference/Research strand. Teachers will utilize nonfiction text structures to analyze information and enhance student comprehension.	Principal, Reading Coach	Principal and reading Coach will monitor teacher use of higher order questioning techniques during classroom walkthroughs.	Mini Benchmark assessments will be administered weekly and data collected will be used to drive instruction.

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, 73% of students will meet high standards on the 2009 administration of the FCAT Reading Test.	Effective Use of the Instructional Focus Calendar	Reading Coach	August 2009	Observation of documentation in lesson plans; Classroom Walkthroughs	Principal, Reading Coach
For the 2009/2010 school year, 76% of students will demonstrate annual learning gains on the 2010 FCAT Reading Test.	Macmillan/McGraw Hill Treasures reading program.	Summer Trainers	August 2009	Classroom visits	Administration, Reading Coach
2009 FCAT Reading Test. For the 2009/2010 school year, 76% of students will demonstrate annual learning gains on the 2010 FCAT Reading Test.	Lowest 25%, ELL, and Students with disabilities	Reading Coach	August 2009	Data chats, PLC networking	Administration, Reading Coach, Reading PLC representative
Results on the 2009 FCAT Reading Assessment indicated that 70% of students in grades 3-5 scored Level 3 or above. This was a 13% increase from 07-08.	Small Group Instruction	District Trainers	September 2009	Classroom Walkthroughs, Modeling of Lessons	Administration, Reading Coach

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
Supplemental Classroom Reading Resource	P.T.A	\$200.00
		Total: \$200.00
Technology		
Description of Resources	Funding Source	Available Amount
Accelerated Reader Program	Technology Budget	\$2,000.00
		Total: \$2,000.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Wilson Foundations Training, Reading and ESE Trainings	Title 1	\$3,400.00
		Total: \$3,400.00
Other		
Description of Resources	Funding Source	Available Amount
Paraprofessional, ESOL Materials, Listening Center Books and Tapes, Leveled Readers	Personnel and General School Budget	\$16,500.00
		Total: \$16,500.00
		Final Total: \$22,100.00

End of Reading Goal

Mathematics Goal

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

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

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

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

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

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

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Results on the 2009 FCAT Mathematics Assessment indicated that 74% of students in grades 3-5 scored Level 3 or above. This was a 3% increase from 07-08.		In grades 3-5, 76% of students will meet high standards on the 2010 administration of the FCAT Mathematics Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Our grade level teams will disaggregate mathematics assessment data to identify students' strengths and weaknesses.	Administration Math Coach	Focused walkthroughs by administration will be used to ensure all math teachers are using common board configurations.	Progress on assessments: QuarterlyBATs, Mini-BATs, Harcourt Chapter Tests, BATs (Sep and Nov)
2	Math instruction will be delivered following district curriculum maps (based on new Florida standards) that identify specific grade level skills with accompanying lessons for daily instruction.	Administration Math Coach	Review student grouping charts frequently and ensure groups are redesigned to target the need of students based on assessment.	Progress on assessments: QuarterlyBATs, Mini-BATs, Harcourt Chapter Tests, BATs (Sep and Nov)
3	Review and revise instructional focus calendars and instructional groups as indicated by student progress.	Administration Math Coach	Review student assessment data with administration, curriculum coaches, and grade-level team members.	Progress on assessments: QuarterlyBATs, Mini-BATs, Harcourt Chapter Tests, BATs (Sep and Nov)
4	ELL students will be differentiated based on individual language acquisition. Students will be mainstreamed for core subject areas with other ELL students.	Administration, Math Coach, ESOL Coordinator	Daily progress monitoring through formal and informal assessments, Consultations with ESOL coordinator	Progress on assessments: QuarterlyBATs, Mini-BATs, Harcourt Chapter Tests, BATs (Sep and Nov)
5	The CAVS (Content Academic Vocabulary System) materials will be utilized to provide support to ESL students.	Math Coach, ESOL Coordinator	Focused walkthroughs by administration will be used to ensure all math teachers are using CAVS materials.	Progress on assessments: QuarterlyBATs, Mini-BATs, Harcourt Chapter Tests, BATs (Sep and Nov)
6	Teachers will utilize the floridastandards.org website, the Math Test Specifications (E-Specs), Unitedstreaming, Harcourt Online Text, and BEEP as resources for instruction and assessment of math concepts.	Math Coach	Focused walkthroughs by administration will be used to ensure all math teachers are utilizing appropriate resources.	Progress on assessments: QuarterlyBATs, Mini-BATs, Harcourt Chapter Tests, BATs (Sep and Nov)

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Overall 69 % of students, and 62% of students in the bottom quartile, made learning gains in math.		In grades 3-5, 65% students in the bottom quartile will meet high standards on the 2010 administration of the FCAT Mathematics Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Increase the use of manipulatives and math centers to enhance hands-on learning. Students will utilize FCAT Explorer (5th Grade) or Riverdeep Math daily. Students and teachers can use the BEEP educational portal to access district, state, and web-based math resources.	Math Coach, Administration	informal walkthroughs, mini-assessment results	Benchmark Assessment Tests, FCAT
2	Teachers will utilize	Math Coach,	informal walkthroughs, mini-	Benchmark Assessment

	appropriate remedial interventions and web-based programs to enhance instruction and provide practice for ESL, ESE, and lowest quartile students. Fourth and fifth grade students identified as those scoring in the lowest quartile, will receive additional math instruction using the Voyager Math program	Administration	assessment results	Tests, FCAT
3	Students and teachers will use the Activstudio software, Activotes, and Activeexpressions to enhance student engagement.	Math Coach, Technology Liaison	informal walkthroughs	increase in student engagement

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
All subgroups, with the exception of Students With Disabilities, achieved AYP in the area of math. Overall 53% of Students With Disabilities scored at or above grade level in math. This was a 5% increase from 07-08.		In grades 3-5, 55% of Students With Disabilities will meet high standards on the 2010 administration of the FCAT Mathematics Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Teachers will utilize appropriate remedial interventions and web-based programs to enhance instruction and provide practice for ESL, ESE, and lowest quartile students. Fourth and fifth grade students identified as those scoring in the lowest quartile, will receive additional math instruction using the Voyager Math program.	Administration. Math Coach	Informal Classroom Walkthroughs, Evidence in lesson plans	Level of Student achievement

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, 76% of students will meet high standards on the 2010 administration of the FCAT Mathematics Test.	Effective Use of the Instructional Focus Calendar	Mathematics Coach	August 2009	Observation of documentation in lesson plans; Informal Classroom Visits; Data Chats	Principal, Mathematics Coach
In grades 3-5, 65% students in the bottom quartile will meet high standards on the 2010 administration of the FCAT Mathematics Test.	Singapore Math Strategies for Number Sense	District Math Trainers	September 2009, October 2009	Informal Classroom Visits by District and School Leadership; Data Chats	Mathematics Coach, Administration
In grades 3-5, 55% of Students With Disabilities will meet high standards on the 2010 administration of the FCAT Mathematics Test.	Accommodating ESE Students in Math	District Math Trainers	October 2009	Informal Visits by District and School Leadership; Data Chats	Mathematics Coach, ESE Specialist, Administration
In grades 3-5, 76% of students will meet high standards on the 2010 administration of the FCAT Mathematics Test.	Analyzing Student Data	Mathematics Coach	October 2009, December 2009	Data Chats with Administration and Team Members; Data Chats	Mathematics Coach, Team Leaders, Administration
In grades 3-5, 76% of students will meet high standards on the 2010 administration of the FCAT Mathematics Test.	Next Generation Sunshine State Standards (NGSSS)	Mathematics Coach; District Trainers	September 2009, November 2009, January 2010, March 2010, April 2010	Observation of documentation in lesson plans; Informal Classroom Visits	Mathematics Coach, Administration

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Supplemental Classroom Math Resources	Title 1	\$5,800.00
		Total: \$5,800.00
Technology		
Description of Resources	Funding Source	Available Amount
Math Software Programs	Public School Technology Fund	\$950.00
		Total: \$950.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Singapore Math District Training, District Math Trainings	Accountability, General Fund, Title 1	\$1,000.00
		Total: \$1,000.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Final Total: \$7,750.00		

End of Mathematics Goal

Science Goal

Needs Assessment: Based on School Grade Data:

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

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on 2009, FCAT Science data, 37% of students achieved level three and above. This was a 15% increase from 07-08.		Given instruction based on the Sunshine State Standards, 42% of students will score at level three or above on the 2010 FCAT Science Assessment.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students will collect and record data in a clear and concise manner. They will also create charts, graphs, and notes using an appropriate technology program.	Curriculum Coach, Administration	Science Benchmark Assessment Test (BAT), Mini-Benchmark Assessment Tests	1. Improvement on the science mini-assessments.
2	All teachers will conduct a complete class scientific method experiment (science fair project) with their classes.	Curriculum Coach, Administration	Science Benchmark Assessment Test (BAT), Mini-Benchmark Assessment Tests	Science Fair Project
3	Students will participate in weekly hands-on inquiry-based activities to enhance understanding of science concepts, particularly for the students in the lowest quartile.	Curriculum Coach, Administration	Science Benchmark Assessment Test (BAT), Mini-Benchmark Assessment Tests.	Improvement on the science mini-assessments.
4	Teachers will utilize the	Curriculum Coach,	Classroom Walk-throughs;	Increased student

	Broward County Elementary Science Benchmark Plan to guide instruction.	Administration	Documentation in lesson plans; Data Chats	achievement on FCAT Science.
5	Teachers will utilize the floridastandards.org website, the Science Test Specifications manual, Unitedstreaming, Science Alive, and BEEP as resources for instruction and assessment of science concepts.	Curriculum Coach, Administration	Classroom Walk-throughs; Documentation in lesson plans; Data Chats	Increased student achievement on FCAT Science.
6	Students will utilize science kits, a lab report template, and measuring devices to conduct hands-on activities.	Curriculum Coach, Administration	Science Benchmark Assessment Test, Mini-Benchmark Assessment Test, Classroom Walk-throughs; documentation in lesson plans.	Increased student achievement on the science mini-assessments and Harcourt assessments.
7	ELL students will be differentiated based on individual language acquisition. Students will be mainstreamed for core subject areas with other ELL students.	Curriculum Coach, Administration	Science Benchmark Assessment Test, Mini-Benchmark Assessment Test, Classroom Walk-throughs; documentation in lesson plans	Increased student achievement on the science mini-assessments
8	The CAVS (Content Academic Vocabulary System) materials will be utilized to provide support to ESL students.	Curriculum Coach, Administration	Classroom Walk-throughs; documentation in lesson plans	Increased student achievement on the science mini-assessments and Harcourt chapter tests.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Given instruction based on the Sunshine State Standards, 50% of students will score at level three or above on the 2010 FCAT Science Assessment.	Teaching Strategies for Increasing Student Achievement	District personnel	November 2009	informal classroom observations	Science Curriculum Coach
Given instruction based on the Sunshine State Standards, 50% of students will score at level three or above on the 2010 FCAT Science Assessment.	Effective use of Science Stations	District Personnel	December 2009	informal classroom observations	Science Curriculum Coach

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Materials for hands-on experimentation, Non-fiction science trade books	Instructional Materials	\$1,030.00
		Total: \$1,030.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
District Science Trainings	Accountability, General Fund, Title 1	\$1,000.00
		Total: \$1,000.00
Other		
Description of Resources	Funding Source	Available Amount
Science Field Trips	SEAS	\$600.00

Writing Goal

Needs Assessment: Based on School Grade Data:

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

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
97% of the fourth grade students met high state standards in writing in 2009. This was a 9% increase from 07-08.		By June 2010, 76% of fourth grade students will score a 4.0 or higher on FCAT Writing. (Baseline in 2008 was 73% at 4.0 or above)		
73% of students scored 4.0 and above on the 2009 FCAT Writing Assessment.				
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students will use Mary Lewis Writing Program in which all writing will be dated, kept in a work folder for the monitoring of growth across time.	Principal, Reading Coach	Teachers will evaluate students' writing samples to determine appropriate focus for classroom lessons and conference with the students on an individual basis concerning their writing needs.	Progress between the Pretest Prompt and Mid-year Prompt.
2	Students in grades K - 5 will submit monthly writing samples to their classroom teacher who will evaluate them with their instructional level team. The samples will be utilized to determine appropriate focus for classroom lessons.	Principal, Reading Coach	Teachers will evaluate students' writing samples to determine appropriate focus for classroom lessons and conference with the students on an individual basis concerning their writing needs.	Progress between the Pretest Prompt and Mid-year Prompt.
3	Writing samples will be submitted to administration on a monthly basis with administrative comments and conferences held on an as needed basis.	Principal, Reading Coach	Teachers will evaluate students' writing samples to determine appropriate focus for classroom lessons and conference with the students on an individual basis concerning their writing needs.	Progress between the Pretest Prompt and Mid-year Prompt.
4	A school-wide Writing Committee will be established to monitor the SIP writing goals and will act as a liaison to all instructional staff.	Principal, Reading Coach	Teachers will evaluate students' writing samples to determine appropriate focus for classroom lessons and conference with the students on an individual basis concerning their writing needs.	Progress between the Pretest Prompt and Mid-year Prompt.
5	After monthly assessments, struggling writers will receive tutorials and will be closely monitored.	Principal, Reading Coach	Teachers will evaluate students' writing samples to determine appropriate focus for classroom lessons and conference with the students on an individual basis concerning their writing needs.	Progress between the Pretest Prompt and Mid-year Prompt.

6	ELL students will be differentiated based on individual language acquisition. Students will be mainstreamed for core subject areas with other ELL students.	Principal, Reading Coach,	Teachers will evaluate students' writing samples to determine appropriate focus for classroom lessons and conference with the students on an individual basis concerning their writing needs.	Progress between the Pretest Prompt and Mid-year Prompt.
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Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
84% of students scored 3.5 or above on the 2009 FCAT Writing Assessment.		By June 2010, 88% of fourth grade students will score 3.5 or higher on FCAT Writing.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Instructional staff will utilize the Mary Lewis Writing Program.	Curriculum Coach, District Writing Personnel, Administration	Quality of student work	Student Work Quality, FCAT Writing Rubric, FL Writes
2	Teachers will evaluate, interpret, and analyze data with regard to student writing and individual needs.	Curriculum Coach, District Writing Personnel, Administration	Quality of student work	Student Work Quality, FCAT Writing Rubric, FL Writes
3	Teachers will evaluate students' writing samples to determine appropriate focus for classroom lessons and they will conference with the students on an individual basis concerning their writing needs.	Curriculum Coach, District Writing Personnel, Administration	Quality of student work	Student Work Quality, FCAT Writing Rubric, FL Writes
4	Students in grades K - 5 will submit monthly writing samples to their classroom teacher who will evaluate them with their instructional level team. The samples will be utilized to determine appropriate focus for classroom lessons.	Curriculum Coach, District Writing Personnel, Administration	Quality of student work	Student Work Quality, FCAT Writing Rubric, FL Writes
5	Writing samples will be submitted to Administration on a monthly basis with administrative comments and conferences held on an as needed basis.	Curriculum Coach, District Writing Personnel, Administration	Quality of student work	Student Work Quality, FCAT Writing Rubric, FL Writes

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
By June 2010, 88% of fourth grade students will score 3.5 or higher on FCAT Writing.	Effective Implementation of Writing Program	Mary Lewis Writing Consultant	November 2009	Observation of documentation in lesson plans; Informal Classroom Visit	Administration

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		

Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Mary Lewis Writing Training	School Accountability Funds	\$675.00
		Total: \$675.00
Other		
Description of Resources	Funding Source	Available Amount
After School Writing Tutorial	School Accountability Funds	\$1,725.00
		Total: \$1,725.00
		Final Total: \$2,400.00

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, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
During the 2008-2009 school year, 50% of the parents at the school attended at least one school-based parent involvement activity, supporting their children's education as documented by attendance at meetings or conferences.		Objective: By June 2010, at least 60% of parents will participate in parent education activities supporting their children's education as documented by attendance at parent trainings, meetings or conferences.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Parents, students, teachers, and administrators will participate in a Primary and Intermediate Orientation prior to the first day of school.	Title I Coordinator, Althea Stanley	Record and follow the number of involved parents.	Sign-In Sheets; Feedback forms
2	Staff members will assist with Family Media Night, Family Math Night, FCAT Night, Literary Fair, and the showcasing of the Science Fair during non-school hours.	Title I Coordinator, Althea Stanley	Record and follow the number of involved parents.	Sign-In Sheets; Feedback forms
3	Parents, students, teachers, and the principal will sign the Parent/Student/Teacher Compact to demonstrate a commitment to each child's education.	Title I Coordinator, Althea Stanley	Record and follow the number of involved parents.	# of parents involved
4	Parents, students, teachers, and administrators will have the opportunity to participate in at least one Title 1 Public Meeting, targeted for their child's grade level.	Title I Coordinator, Althea Stanley	Record and follow the number of involved parents	Sign-In Sheets; Feedback forms
5	Parents will be invited to attend a series of monthly evening sessions that	Title I Coordinator, Althea Stanley	Record and follow the number of involved parents	Sign-In Sheets; Feedback forms

include activities such as guest speakers, family literacy (reading and writing connection), math manipulative practice, parenting skills training, and open library nights.			
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Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
During the 2008-2009 school year, 50% of the parents at the school attended at least one school-based parent involvement activity, supporting their children's education as documented by attendance at meetings or conferences.		Objective: By June 2010, at least 60% of parents will participate in parent education activities supporting their children's education as documented by attendance at parent trainings, meetings or conferences.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Parents will receive instruction and/or instructional materials to assist in their child's education through our Parent Resource Center.	Title I Liaison, Althea Stanly	Parent Surveys	Parent Surveys
2	Parents will receive instruction and/or instructional materials to assist in the interpretation of individual student assessment results through written documents and verbal communication during parent-teacher conferences.	Title I Liaison, Althea Stanley	Parent Surveys	Parent Surveys
3	A monthly newsletter is sent home informing parents of events at the school and providing tips for helping children with homework. In addition, we have Parent Link, an electronic system that calls all parents and notifies them about upcoming events.	Title I Liaison, Althea Stanley	Parent Surveys	Parent Surveys

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Results on the 2009 FCAT Reading Assessment indicated that 70% of students in grades 3-5 scored Level 3 or above. This was a 13% increase from 07-08.		In grades 3-5, 73% of students will meet high standards on the 2009 administration of the FCAT Reading Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Reading Parent Trainings will take place quarterly, where the Reading specialist will share effective strategies and ideas that can be used at home to increase student learning. These training will also include numerous hands-on activities.	Reading Coach	Collect participation data and survey families.	Parent Attendance Sign-In sheets.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Objective: By June 2010, at least 60% of parents will participate in					

parent education activities supporting their children's education as documented by attendance at parent trainings, meetings or conferences.	Megaskills	Althea Stanley	November 2009	Attend trainings to observe parent involvement	Althea Stanley
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Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Parent Trainings re: Reading, Writing, Math, Science and Parenting skills	Title 1- 1%	\$4,537.00
		Total: \$4,537.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$4,537.00

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	Supplemental Classroom Reading Resource	P.T.A	\$200.00
Mathematics	Supplemental Classroom Math Resources	Title 1	\$5,800.00
Science	Materials for hands-on experimentation, Non-fiction science trade books	Instructional Materials	\$1,030.00
			Total: \$7,030.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Accelerated Reader Program	Technology Budget	\$2,000.00
Mathematics	Math Software Programs	Public School Technology Fund	\$950.00
			Total: \$2,950.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Wilson Foundations Training, Reading and ESE Trainings	Title 1	\$3,400.00
Mathematics	Singapore Math District Training, District Math Trainings	Accountability, General Fund, Title 1	\$1,000.00
Writing	Mary Lewis Writing Training	School Accountability Funds	\$675.00
Science	District Science Trainings	Accountability, General Fund, Title 1	\$1,000.00
Parental Involvement	Parent Trainings re: Reading, Writing, Math, Science and Parenting skills	Title 1- 1%	\$4,537.00
			Total: \$10,612.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Paraprofessional, ESOL Materials, Listening Center Books and Tapes, Leveled Readers	Personnel and General School Budget	\$16,500.00
Writing	After School Writing Tutorial	School Accountability Funds	\$1,725.00
Science	Science Field Trips	SEAS	\$600.00
			Total: \$18,825.00
			Final Total: \$39,417.00

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
Materials and supplies needed for training/meetings	200

Two staff members are elected as Co-Chairpersons by the staff to oversee and assist the Council. A member of the SAC is appointed to chair a committee for each academic area (reading, math, science, writing), as well as the area of technology. Each committee is comprised of SAC members (including parents and members of the community) as well as members of the faculty who have expertise in a specific area. These committees develop School Improvement objectives, including strategies and recommendations, for staff development and budget. Once the plan is approved, it is shared with all members of the faculty and staff, as well as parents and community. The plan is posted on the school's website, after it is Board approved. During the year, the SAC committees oversee the implementation of the action steps and monitor and analyze data.

SAC Members

Members

- 1) Matthew Whaley, Principal
- 2) Ruth Bowen, SAC Chair
- 3) Sheneka Blue, SAC Chair
- 4) Clarence Thomas, Business Member
- 5) Jennifer Rava, Parent
- 6) Elizabeth Arreyoces, Parent
- 7) Maria Salinas, Parent
- 8) Yvaria Sentil, Parent
- 9) Andrea Vengels, Union Steward

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Broward MEADOWBROOK ELEMENTARY SCHOOL 0761												
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 260 Math: 260		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	99	Y	99	Y	65	Y	69	Y	90	93	Y			NA	48	35	NA	35	31	NA	70	NA	69	NA		
WHITE		NA		NA		NA		NA		NA				NA						NA						
BLACK	99	Y	99	Y	61	N	59	N			NA			NA	52	39	Y	46	41	Y	62	NA	60	NA		
HISPANIC	100	Y	99	Y	63	N	69	Y	90	93	Y			NA	48	37	Y	33	31	NA	70	NA	69	NA		
ASIAN		NA		NA		NA		NA		NA				NA						NA						
AMERICAN INDIAN		NA		NA		NA		NA		NA				NA						NA						
ECONOMICALLY DISADVANTAGED	100	Y	99	Y	64	N	68	Y	89	93	Y			NA	50	36	Y	36	32	NA	70	NA	67	NA		
ENGLISH LANGUAGE LEARNERS	99	Y	99	Y	58	N	64	N	86	89	Y			NA	54	42	Y	40	36	Y	63	NA	62	NA		
STUDENTS WITH DISABILITIES	100	Y	100	Y	45	N	53	N			NA			NA	62	55	Y	52	47	N	52	NA	57	N		

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Broward MEADOWBROOK ELEMENTARY SCHOOL 0761												
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 279 Math: 279		2007-2008 School Grade ¹ : B		Did the School make Adequate Yearly Progress? NO								
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.						
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N
TOTAL ⁴	100	Y	100	Y	52	N	65	Y	90	90	Y			NA	42	48	N	33	35	NA	55	N	68	NA		
WHITE	100	Y	100	Y		NA		NA		NA				NA						NA						
BLACK	100	Y	100	Y	48	N	54	N			NA			NA	48	52	N	32	46	N	52	N	54	N		
HISPANIC	100	Y	99	Y	52	N	67	Y	90	90	Y			NA	42	48	N	37	33	NA	53	N	72	NA		
ASIAN		NA		NA		NA		NA		NA				NA						NA						
AMERICAN INDIAN		NA		NA		NA		NA		NA				NA						NA						
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	50	N	64	Y	88	89	Y			NA	44	50	N	35	36	NA	53	N	68	NA		
ENGLISH LANGUAGE LEARNERS	99	Y	100	Y	46	N	60	N	87	86	N			NA	53	54	N	48	40	N	51	N	67	N		
STUDENTS WITH DISABILITIES	100	Y	100	Y	38	N	48	N			NA			NA	62	NA		52	NA		46	N	49	N		

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Broward MEADOWBROOK ELEMENTARY SCHOOL 0761												
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 299 Math: 299		2006-2007 School Grade ¹ : B		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	100	Y	99	Y	58	Y	67	Y	88	90	Y			NA	47	38	NA	36	33	NA	57	NA	68	NA		
WHITE	100	Y	99	Y		NA		NA		NA				NA						NA						
BLACK	98	Y	98	Y	52	Y	68	Y			NA			NA	58	41	NA	38	32	NA	53	NA	63	NA		
HISPANIC	100	Y	100	Y	58	Y	63	Y	84	90	Y			NA	42	38	NA	38	37	NA	59	NA	69	NA		
ASIAN		NA		NA		NA		NA		NA				NA						NA						
AMERICAN INDIAN		NA		NA		NA		NA		NA				NA						NA						
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	56	Y	65	Y	91	88	N			NA	46	41	NA	38	35	NA	57	NA	68	NA		
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	47	N	52	N	77	87	Y			NA	55	51	N	48	48	N	52	Y	63	Y		
STUDENTS WITH DISABILITIES	97	Y	97	Y		NA		NA		NA				NA						NA						

SCHOOL GRADE DATA

Broward School District MEADOWBROOK ELEMENTARY SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	70%	74%	97%	37%	278	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%	69%			143	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?	57% (YES)	62% (YES)			119	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					540	
Percent Tested = 98%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

Broward School District MEADOWBROOK ELEMENTARY SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	57%	71%	88%	22%	238	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	60%	70%			130	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?	62% (YES)	76% (YES)			138	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					506	
Percent Tested = 100%						Percent of eligible students tested
School Grade					B	Grade based on total points, adequate progress, and % of students tested

Broward School District MEADOWBROOK ELEMENTARY SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	63%	74%	79%	34%	250	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	73%	66%			139	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)	63% (YES)			128	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					517	
Percent Tested = 99%						Percent of eligible students tested
School Grade					B	Grade based on total points, adequate progress, and % of students tested