

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: BROADVIEW ELEMENTARY SCHOOL

District Name: Broward

Principal: Mr. Donald E. Lee

SAC Chair: Marie Rumble-Wise

Superintendent: Mr. James Notter

Date of School Board Approval:

Last Modified on: 09-18-2009

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VISION and MISSION STATEMENTS

Vision: Broadview Elementary will be recognized as a school that provides a quality education for all students to achieve at their highest potential.

Mission: The mission of Broadview Elementary School is to ensure an optimum teaching and learning environment that sets high expectations and enables all students to reach their maximum potential.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

Broadview Elementary is located in the city of North Lauderdale, Florida. The school opened in 1960 as a portable site. The current main building was constructed in 1964. Additional buildings have been added to accommodate an expanding student population. It is a neighborhood school that currently serves approximately 1000 students in grades pre-K – 5th with Head Start and Place programs. 91.6% of our students live within the 2-mile radius of the school.

Unique School Strengths for Next Year

Broadview Elementary has been a recipient of the Golden School Award for the past twenty-six years. Broadview earned Five Star School Award for the 08 - 09 school year.

Unique School Weaknesses for Next Year

Due to district surplus and downsizing, Broadview has lost key instructional members that served our student in various educational capacities. Also as a result budget cuts, the purchasing of materials and supplies will be severely reduced. In addition, Broadview is in a low socioeconomic neighborhood whereby the school has low parental involvement as many parents have two jobs and little time to spend at the school.

Student Demographics

Broadview Elementary is located in the city of North Lauderdale and is in the Central Area, Boyd Anderson Innovation Zone. The demographics include: 43% Hispanic, 40% Blacks, 9% Whites, 5% Multi-Racial, 3% Asian, and 1% Indian. The school has 32.2% LEP students, 14.1% ESE, and 80.9% of students are eligible for the Free and Reduced Lunch Program.

Student Attendance Rates

An average of 95% of students are in attendance each day for the school year 2008/2009.

Student Mobility

2008/09 school year approximately 80% of our students began and remained enrolled the entire year.
Enrolled students starting 08/20/2008 – 886. (Including Headstart)
Currently enrolled students as of 05/29/2009 – 962 (including Headstart)
Number of students to began the school year 2008/2009 and have remained enrolled the entire year: 775

Student Suspension Rates

In the school year 2008/2009, five students have been suspended one or more school days.

Student Retention Rates

2008 - 2009: 34 students were retained in grades Kindergarten-5.
 2007 - 2008: 25 students were retained in grades Kindergarten-5.
 2006 - 2007: 27 students were retained in grades Kindergarten-5.

Class Size

Average Class Size Pre-K-3: 17.11
 Average Class Size 4-5: 19.39

Academic Performance of Feeder Pattern

Broadview Elementary School students primarily feed into Lauderdale Lakes Middle School, a "B" school who has not met AYP standards for the past 5 years. Our students then go to Boyd T. Andersen High School, a "D" school.

Partnerships and Grants

Our School Community Partners include University Hospital, Papa John's Pizza and McDonald's Restaurants. These partners provide incentives, supplies and support to our students and staff.
 We are a participant in the 21st Century Grant for our third year. This grant provides funding to staff our afterschool learning opportunities and related costs.

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	Donald E. Lee	Degrees: Masters of Science in Educational Leadership. Bachelors of Science in Elementary Education	1	7	2008-2009 Grade: A Reading Mastery: 62% Math Mastery: 67.6% Science Mastery: 40% Writing Mastery: 88% AYP: 100% mastery met 2007-2008 Grade: A Reading Mastery: 57% Math Mastery: 65.6% Science Mastery: 32% Writing Mastery: 93% AYP: 92% mastery. The black, Hispanic, and ELL students did not meet criteria in reading. 2006 - 2007 Grade: D Reading Mastery: 49% Math Mastery: 48% Science Mastery: 20% Writing Mastery: 89% AYP: Not met, 77% mastery 2005 - 2006 Grade: B Reading Mastery: 47% Math Mastery: 47% Science Mastery: N/A Writing Mastery: 75% AYP: Not met, 87% mastery
Assis Principal	Vanessa Schnur	Bachelors Degree Varying Exceptionalities Masters of Science in Marriage and Family Therapy Certification: Educational Leadership K - 12. Elementary Education 1-6.	2	2	2008 - 2009 Grade: A Reading Mastery: 73% Math Mastery: 81% Science Mastery: 42% Writing Mastery: 93% AYP: 100% mastery met. 2007 - 2008 Grade: A Reading Mastery: 71% Math Mastery: 78% Science Mastery: 28% Writing Mastery: 92% AYP: Not met, 97% mastery.

* 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 *
Curriculum Coach	Richelle Gordon	Degree: Elementary Education Early Childhood Education Certifications: PreK-6 ESOL Endorsement, Reading Endorsement is 5/6 completed	22	3	2008 – 2009 Reading: 73% of students met high standards. Math: 81% of students met high standards. Writing: 93% of students met high standards. 2007 - 2008 Reading: 71% of students met high standards. Math: 78% of students achieved high standards. Writing: 92% of students achieved high standards. 2006 - 2007 Reading: 74% of students met high standards. Math: 76% of students achieved high standards Writing: 88% of students achieved high standards. 2005 - 2006 Reading: 65% of students met high standards. Math: 69% of students achieved high standards. Writing: 78% of students achieved high standards.
Reading Specialist	Linda Burciaga	Preschool Ed (Birth -Age 4) Primary Ed (K-3) Elementary Ed (1-6) Masters In Reading (K-12) Certifications: ESOL Endorsement	13	2	2008 – 2009 73% of students met high standards. 2007-2008 71% of students met high standards in reading. 2006-2007 74% of students met high standards in reading 2005-2006 65% of our students were meeting high standards in reading.

* 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. Urban Academies, designed to host a variety of interns from various universities.	Helaine Sikora	continuous	
2. Experience Broward	Instructional Staffing		Surplus teachers were assigned for the 09-10 school year.
3. New Educator Support System	NESS Liaison	Monthly Meetings	
Professional Development	Principal	Ongoing	

Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
No data submitted			

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
66	3	31	42	21	21	100	0	6	100

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
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Pamela Mosser	First Year Teachers	NESS Liaison	Monthly Meetings
Linda Burciaga	Jodi Shelley	Mrs. Burciaga is the Reading Coach and is mentoring Ms. Shelley, a second year teacher.	Mrs. Burciaga will assist Ms. Shelley with modeling best practices and curriculum strategies.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

Title I, Part A – Services provide additional teachers to assist students, particularly low performing students, with additional assistance during the school day. We have a Title I Liaison who attends meetings and coordinates the Title I Activities, We will have the Title I bus scheduled to be at the school for parent meetings. We will send out the School-Parent Compact to be signed by all parents. Parents are encouraged to attend PTO meetings, SAC meetings, and all conferences. School and curriculum information is provided at all parent meetings and is provided in English, Spanish and Creole. The district coordinates with Title I in ensuring staff development needs are provided. Title I funding is used for teacher salaries, staff trainings and, the enhancement of parent involvement within the school.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

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.

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

SAI funds are used to assist in additional instructional support and teacher salaries that work with at risk students.

Violence Prevention Programs

Threat Assessment and Bullying programs are in effect in the school.

Nutrition Programs

80.0% of students are eligible for the Free and Reduced Lunch Program.

Housing Programs

N/A

Head Start

Broadview has two Head Start classes. The Head Start Department pays for instructional and non-instructional staff, materials and supplies, equipment, technology and substitute teachers. All expenditures are used to build programming designed to providing children with experiences that support immediate and future academic, social and emotional growth.

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

Our RtI Leadership Team consists of:

Principal, Donald E. Lee – Oversees all processes

Assistant Principal, Vanessa Schnur – Coordinates the CPST Process

Guidance Counselor, Laura Dunham – Works with teachers to develop behavior and emotional interventions

ESE Specialist, Sue Norton – Oversees the ESE Program and works with all teachers on interventions for academics and behavior.

Curriculum Specialist, Richelle Gordon – Oversees all curriculum and assist teachers in creating interventions.

Reading Coach, Linda Burciaga – Oversees the reading program and assists teachers in creating interventions for all areas of reading.

School Psychologist, TBA – Assists in evaluating whether a child should go on for further testing and makes suggestions for interventions.

School Social Worker, TBA – Works with teachers and parents to ensure proper social, emotional and economic interventions are taking place.

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

The Assistant Principal and Guidance Counselor are responsible for coordinating the Collaborative Problem Solving Team. The first step in the process is for teachers to identify a problem and implement interventions. They can come to anyone on the RtI Team for assistance with this implementation. If necessary, the teacher will then complete a referral packet including pre and post data, descriptions of the interventions, parent conferences, etc. Along with the ESE Specialist, the Assistant Principal will schedule meetings with the classroom teachers, psychologist, social worker, ESE teachers, and the parents. At that meeting a determination will be made as to whether the child will go forward for evaluation or further interventions will be suggested. A case manager is assigned to observe and follow up with the teacher.

Team Leaders facilitate team meetings bi-weekly. These meetings are used to analyze data, share best practices and to discuss progress of individual students.

Administration meets with Team Leaders at least once a month. Team Leaders have been trained to do Classroom Walkthroughs. These are completed and discussed at the meetings. In addition, data is analyzed, best practices are shared, and training takes place.

Learning communities are scheduled once a month. All instructional staff members sign up for a committee of their choice focusing on their strengths. There is a representative from each grade level as well as specials and support staff. Once again, data and strategies are shared. In addition, these teams monitor the implementation of the School Improvement Plan. It is also at these meetings that vertical planning takes place.

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

The RtI Leadership Team reviews the implementation of the School Improvement Plan with the learning communities on a monthly basis. Professional Development will be provided and trainings will occur throughout the school year. If changes need to be made in the plan, recommendations are made to administration and support staff. These recommendations are presented to SAC and changes are made as needed. In the spring of every year, the learning communities review the plan and make recommendations for the new School Improvement Plan based on data received from BAT 2 and the BEEP mini Assessments. FCAT is used if scores are available. These recommendations are presented for discussion to SAC who also have input into the final writing of the plan.

RtI Implementation

Describe the data management system used to summarize tiered data.

Baseline Data: Progress Monitoring and Reporting Network (PMRN), Broward Assessment Test (BAT1 & 2 for reading and math), FCAT

Progress Monitoring: PMRN, Mini assessments, FCAT Simulation

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

End of Year: FAIR, FCAT

Frequency of Data Days: twice a month for data analysis

Describe the plan to train staff on RtI.

Professional development will be provided during teachers' common planning times and small sessions will occur throughout the year. Two PD sessions entitled, "RtI: Problem Solving Model: Building Consensus Implementing and Sustaining Problem-Solving/RtI", and "RtI: Challenges to Implementation Data Based Decision-making, and Supporting and Evaluating Interventions" will take place in mid-August and in October. The RtI Team will also evaluate additional staff PD needs during the regular RtI Leadership Team meetings.

School Wide Florida's Continuous Improvement Model

Plan

Data Disaggregation 2008-2009 FCAT Data

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

According to the FCAT reading data, third, fourth, and fifth grade students showed strength in reference and research. The third and fifth grade students showed weakness in main idea / authors purpose, words / phrases, and comparisons

According to the FCAT math data, third students demonstrated strength in Number Sense and Algebraic Thinking. Third grade students showed weakness in Geometry and Measurement. Forth grade students demonstrated strength Number Sense, Geometry, Algebraic Thinking, and Data Analysis. Forth grade students exhibited weakness in measurement. Fifth grade students did best in Number Sense. Fifth grade students demonstrated weakness in Measurement, Geometry, Algebraic Thinking, and Data Analysis.

According to the FCAT writing data, the fourth grade students demonstrated strength in expository essays and a weakness in narrative essays.

According to the FCAT science data, the fifth grade students demonstrated strength in life and environmental sciences and weakness in Earth and Space Sciences, Scientific Thinking, and Physical and Chemical Science.

Instructional Calendar Development

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

The Instructional Focus Calendars were created in July 2009. They will be updated in October 2009 as determined by disaggregated data results from the September Pre-test, and again in January 2010 as determined by the disaggregated data results from the December Mid-term test. We will use the District developed Instructional Focus Calendars to guide us in reading, writing, math, social studies, and science. As the reading Calendar was developed based on Treasures, we will adapt it to the Trophies Reading series in grades 4 and 5. The implementation of the Instructional Focus Calendars will be monitored by analyzing mini assessments scores, classroom walkthroughs, observations, and by checking plan books. Teachers will be required to display and review the instructional focus and objectives each day in student friendly terms. Each instructional team creates a focus calendar with the focus skill and remediation skill for each week.

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

Mathematics- Number Sense
Writing- Narrative
Science- Earth and Space, Scientific Thinking

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

Students are assessed and placed in small groups according to academic needs. Student needs will be met through differentiated instruction and flexible grouping based on ongoing evaluation of assessments and results.

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

Career Day, Environmental Studies, and Project Based Learning
Technology will be integrated throughout the curriculum.
Reading materials are provided that are based on current events to make all learning relevant.

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?

Vertical planning with Team leaders. *Using the District Instructional Focus for each grade level. *Learning Communities - Share best practices with vertical teams and share ideas and suggestions at team meetings.
* Instructional Focus Calendars created by the district are aligned /consistent throughout county will be polished at school site.

How are instructional focus lessons developed and delivered?

They are developed based on data (FCAT, DAR, SAT). The focus lessons will be delivered by the classroom teachers, resource teachers, specials, and ESE/ESOL teachers based on individual student needs and the instructional focus calendar.

How will instructional focus lessons be revised and monitored?

The lessons will be monitored through mini-assessments, daily assessments, chapter tests, STAR testing, Odyssey, and teacher observation. They will be revised according to the data on these assessments.

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.

Publisher created tests, FAIR, BEEP mini-assessments, DIBELS, DAR, IRI's, CELLA, and the QBAT.

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

By analyzing the results on the assessments and through teacher observation and anecdotes. After data analysis, teachers remediate children who have not mastered the skills. Then another form of the assessment is administered to ensure mastery. Small groups of children are pulled based on skills needed.

Maintenance

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

The Instructional Focus Calendar developed by the District has ongoing assessment and maintenance within it. After each strand is taught, the benchmark mini-assessment (form A) is administered to the students. Those not meeting mastery are re-taught the skill using a different approach and then given form B of the assessment on the same strand.

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.

Teams meet in a variety of ways to review progress monitoring data and to identify instructional modifications. First they meet as a grade level to discuss the modifications that are grade level appropriate. Grade levels also meet with administration for quarterly "data chats" and for promotion/retention meetings. Finally in grades 3-5 teachers meet in "vertical teams" to discuss skills and strategies that are subject specific. Departmentalizing in grades 3-5 will facilitate this process. Support Staff and coaches are constantly monitoring data and meeting with teachers to assist with interventions.

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.

Administrators, coaches, support staff and team leaders play a large role in the formation of classes based on data. Administrators meet with each teacher at the beginning of the year to write the PGP which are based on data of specific subgroups. Above the Clouds is available to all members of the leadership team. Data is analyzed on at least a weekly basis for individual children as well as subgroups. The leadership team will be trained and assist in classroom walk-throughs. Data chats led by administration with all teachers are held at the beginning of the year and after each administration of the BAT. Administrators review AR reports, writing samples and other student work on a monthly basis.

ACT

Supplemental and Intensive Instruction/Interventions

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

CORE - Harcourt Math, Harcourt Trophies Reading (grades 4 and 5), McMillian Treasures (grades K-3), Pearson Science Kits, Harcourt Science, Harcourt Social Studies

SUPPLEMENTAL/INTENSIVE – Quick Reads, Soar to Success, Phonics for Reading, Intermediate Rewards, Foundations, Wilson, Voyager, Odyssey, Accelerated Reader, Fast Track to FCAT, Treasure Chest, Reading Basics, CAVS for Math and Science, Mountain Math, Calendar Math, Reading Through Science, Sciensaurus.

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

Students demonstrating academic difficulty will be given additional support. Services will be delivered during the school day, after school. Materials used will be determined by the specific needs of the children.

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

At the end of the year, administrators work with the leadership team to complete a needs assessment, and to analyze school wide data, grade level data and data for individual teachers. A professional development plan is created for the year. As new data is collected from assessments, walkthroughs, and observations, further needs are determined and professional development is scheduled as needed. In addition, individual teachers are mentored and coached. Time is allocated for teachers to observe each other.

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

As a result of progress monitoring (class work, and assessment results) and observations (classroom teacher, instructional coaches, administrators, counselors, etc.) students who consistently demonstrate academic difficulty will receive supplemental and intensive instruction and interventions. In addition, the identified students who scored in the lowest 30 percentile in reading and/or mathematics are targeted.

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

Effectiveness will be measured by analyzing data collected from assessments and administrator/teacher conferences. In addition, the RTI team will meet with teachers and monitor implementation and effectiveness of interventions. Factors hindering success (attendance, behavior, etc.) will be addressed and resolved. Strategies proven unsuccessful will be discontinued and replaced with alternative interventions.

Enrichment

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

Classroom Walk Throughs (CWT’s) are used ensure that accelerated and enrichment activities are implemented to meet the needs of higher-level students. Classroom teachers, coaches and resource teachers will implement Project-based learning, independent studies, and science and writing enrichment groups.

Describe how students are identified for enrichment strategies.

FCAT results in addition to student progress, as well as assessment results that demonstrate consistent proficiency/mastery, are used to determine placement. Teacher and parent input is also taken into consideration.

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)
				School initiatives, designed to build

Aspiring Leaders	Principal	Monthly	Second Monday	capacity and increase student achievement.
Leadership Team	Principal, Assistant Principal	Monthly	Third Monday	School initiatives, designed to build capacity and increase student achievement.
Science / Technology	Drew Gerlack Science Resource teacher	Monthly	Fourth Monday	Data analysis will be implemented to determine areas of specific weakness. The PLC will focus on these weaknesses by sharing best practices and researching current trends.
Reading	Laura Burciaga, Reading Coach; Shashu Franklin, 3rd grade teacher	Monthly	Fourth Monday	Data analysis will be implemented to determine areas of specific weakness. The PLC will focus on these weaknesses by sharing best practices and researching current trends.
Writing	Richelle Gordon, Curriculum Specialist; Jacquelyn Bray, 4th grade Team Leader	Monthly	Fourth Monday	Data analysis will be implemented to determine areas of specific weakness. The PLC will focus on these weaknesses by sharing best practices and researching current trends.
Math	Maria Mora, 5th grade Team Leader	Monthly	Fourth Monday	Data analysis will be implemented to determine areas of specific weakness. The PLC will focus on these weaknesses by sharing best practices and researching current trends.
Safety / Parent Outreach	Christine Brannin, 1st grade teacher	Monthly	Fourth Monday	Data analysis will be implemented to determine areas of specific weakness. The PLC will focus on these weaknesses by sharing best practices and researching current trends.

NCLB Public School Choice

Note: For Title I schools only

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

Pre-School Transition

We conduct PLACE and Headstart transition meetings as well as articulation meetings. Parents are invited to be a part of SAC, SAF and PTA.

We have a Kindergarten Round-Up each spring. Flyers are sent to all parents of our students Pre-K through 5th grade. In addition, we give flyers and invitations to the private Pre-K schools in our area.

Administrators attend the PLACE and Headstart end of year programs and inform parents of the Kindergarten program, registration procedures, etc.

There is a Meet the Teacher Day the Friday before school starts. All parents and children are invited to come to school to meet the teachers.

We conduct school tours whenever parents request them.

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, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 3-5, 73% of students achieved level 3 or higher on the 2009 administration of the FCAT reading test.		In grades 3-5, 77% of students will achieve mastery in reading on the 2010 FCAT Reading Assessment.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. The school will utilize mini-benchmark assessments to monitor student progress.	.Administration, Reading Coach	1. Use BAT data reports to monitor student progress.	1.BEEP mini assessments, Benchmark Assessments 1 and 2.
2	.Differentiated Instruction will be implemented in each classroom through small groups. ESE students will be serviced through push-in as well as pullout services depending on needs.	Administration, Reading Coach	Observations and Classroom Walkthroughs, plan books	BEEP Mini Assessments, Benchmark Assessments 1 and 2.
3	After school camps will be implemented for all level 1 and 2 students as well as others wishing to attend.	Administration, Reading Coach, Team Leaders	Review of lesson plans, observations and walkthroughs during each session.	An evaluation of pretest, mid year and posttest data will be implemented.
4	Tier 1: Determine core instructional needs by reviewing the FCAT, BAT and DAR Assessments for all Level 1 and 2 students. Plan differentiated instruction using evidence-based instruction/interventions within the 90-minute reading block. Children will be referred to the Collaborative Problem Solving Team as needed for intervention strategies.	Reading Coach	Student progress is assessed using the DAR, STAR, BEEP Mini Assessments and BAT 1 and 2 assessments.	DAR, STAR, BEEP Mini Assessments and BAT1 and 2 Assessments
5	Tier 2: Plan supplemental instruction/intervention for students not responding to core instruction. Focus of instruction is determined by review of DAR and BEEP Mini Assessment data and will include explicit instruction, modeled instruction, guided practice and independent practice. Children will be referred to the Collaborative Problem Solving Team as needed for intervention strategies.	Reading Coach	Student progress is assessed using the DAR, STAR, BEEP Mini Assessments and BAT 1 and 2 assessments.	DAR, STAR, BEEP Mini Assessments and BAT1 and 2 Assessments
6	Teachers will implement Project Based Learning integrating technology using	Administration	Observations and Classroom Walkthroughs, plan books	BEEP Mini Assessments, Benchmark Assessments 1 and 2.

	Promethean Boards, Active Votes and the Internet.			
7	Parents, partners and community members will be recruited to tutor and/or mentor students who need additional academic and emotional support.	Administration, Partnership Liaison, Volunteer Liaison, Guidance Counselor, Reading Resource Teacher	STAR System to log volunteers, observation	Guidance Groups, BEEP Mini Assessments, Benchmark Assessments 1 and 2.

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on 2009 FCAT Reading data, 61% of English Language Learners scored at or above proficiency level		Increase the percent of ELL students scoring at or above level 3 from 61% to 72% on the 2010 FCAT.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Implement Sheltered Classes for ELL students with classifications of A1, A2, or B1 in all grades.	Administration, Reading Coach	Review of data, classroom walkthroughs, observations.	DAR, BEEP Mini Assessments, Benchmark Assessments 1 and 2.
2	. Reading Cach will work with ESOL children in a push-in and pull-out model on a daily basis. She will model lessons and conduct training for teachers on the implementation of ESOL strategies and the use of materials.	Administration, Reading Coach	Review of data, classroom walkthroughs	DAR, BEEP Mini Assessments,

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Reading data, 64% of Black students in grades 3-5 scored at or above proficiency level		Increase the percent of black students with in grades 3-5 scoring at or above a Level 3 from 64% to 72% on the 2010 FCAT Reading		
	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 reviewing reading data for all black students. Plan differentiated instruction using evidence based instruction/interventions within 90 minute reading block	Administration, Reading Coach	Student progress is assessed using data. Percent of students making adequate progress toward benchmark is calculated.	Data will be used to determine progress toward benchmark standards.
2	TIER 2: Plan supplemental instruction for students not responding to core instruction. Focus of instruction is determined by review of data and will include explicit instruction, modeled instruction, guided practice and independent practice.	Administration, Reading Coach	Student progress is assessed using data for all students receiving Tier 2 supplemental instruction. Percent of students making adequate progress toward benchmark is calculated.	Data will be used to determine progress toward benchmark standards.
3	TIER 3: Plan targeted intervention for students not responding to core plus supplemental instruction using problem solving process. Interventions will be matched to individual student needs, be evidenced-based, and provided in addition to core.	RtI Team/Case Manager	Student progress is assessed using data every 20 days for all students receiving Tier 3 targeted intervention	Data will be used to determine progress toward benchmark standards.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
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In grades 3-5, 72% of students will achieve mastery in reading on the 2010 FCAT Reading Assessment.	Differentiated Instruction and the Implementation of the District provided focus calendar	Reading Coach, Effective Schools Trainers	September, 2009	Lesson Plans, Classroom Visits	Administration, Reading Coach
Increase the percent of ELL students scoring at or above level 3 from 61% to 72% on the 2010 FCAT.	ESOL Strategies and use of Resources. Implementation of the Response to Intervention model	ESOL Resource Teacher, District Trainers	September, 2009	Classroom Walkthroughs, review of lesson plans	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
After school camps	21st Century Grant and Sunshine	\$0.00
Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
Promethean Boards	School Budget-Capital	\$0.00
Total: \$0.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
Differentiated Instruction Training, Substitutes to cover classes allowing teachers to attend District Reading Training, Summer Staff Development	Title I	\$0.00
		\$7,000.00
Total: \$7,000.00		
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Final Total: \$7,000.00		

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, 81% of students scored level 3 or higher on the 2009 administration of the mathematics section of the FCAT.		In grades 3-5, at least 84% of students will score level 3 or higher on the 2010 FCAT Mathematics Assessment.		
Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool	
1	Classrooms development is based on student achievement data	Administration, Curriculum Specialist	Observations and Classroom Walkthroughs, lesson plan review	BEEP Mini-Benchmark Assessments, Benchmark Assessment 1 and 2

2	Differentiated Instruction will be implemented in each classroom through small groups. ESE students will be serviced through push-in as well as pullout services depending on needs.	Administration, Curriculum Specialist	Observations, Classroom Walkthroughs, Lesson Plan Review	BEEP Mini Assessments, Benchmark Assessments 1 and 2.
3	After school Camps and tutoring will be implemented for all level 1 and 2 students as well as others wishing to attend.	Administration, Curriculum Specialist, Team Leaders	Review of Lesson Plans, observations, and walkthroughs during sessions	An evaluation of pretest, mid year and post test data
4	Tier 1: Determine core instructional needs by reviewing the FCAT, BAT and Mini Assessments. Plan differentiated instruction using evidence-based instruction/ interventions within the math block for all Level 1 and 2 students. Children will be referred to the Collaborative Problem Solving Team as needed for intervention strategies.	Curriculum Specialist	Student progress is assessed using the BEEP Mini Assessments and BAT 1 & 2 Assessments	BEEP Mini Assessments and BAT 1 and 2 Assessments
5	Tier 2: Plan supplemental instruction/ intervention for students not responding to core instruction. Focus of instruction is determined by review of BEEP Mini Assessment data and will include explicit instruction, modeled instruction, guided practice and independent practice. Supplemental instruction is provided in addition to core instruction. Children will be referred to the Collaborative Problem Solving Team as needed for intervention strategies.	Curriculum Specialist	Student progress is assessed using the BEEP Mini Assessments and BAT 1 and 2 assessments.	BEEP Mini Assessments and BAT1 and 2 Assessments
6	Teachers will integrate technology using Promethean Boards, Active Votes and the Internet.	Administration	Observations and Classroom Walkthroughs, plan books	BEEP Mini Assessments, Benchmark Assessments 1 and 2.
7	Parents, partners and community members will be recruited to tutor and/or mentor students who need additional academic and emotional support.	Administration, Partnership Liaison, Volunteer Liaison, Guidance Counselor, Math Resource Teacher	STAR System to log volunteers, observation	Guidance Groups, BEEP Mini Assessments, Benchmark Assessments 1 and 2.

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on 2009 FCAT Math data, 71% of English Language Learners scored at or above level 3.		Increase the percent of ELL students scoring at or above level 3 from 71% to 75% on the 2010 Math FCAT.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Implement Sheltered Classes for ELL students with classifications of A1, A2, or B1 in all grades.	Administration, Curriculum Coach	Review of data, classroom walkthroughs, observations.	BEEP Mini Assessments, Benchmark Assessments 1 and 2.
2	Students will participate in FCAT/SAT activities that will include the use of short and extended responses, Mini BATS and sample test books.	Administration, Curriculum Coach	Review of data, classroom walkthroughs, observations.	BEEP Mini Assessments, Benchmark Assessments 1 and 2.

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
--	--	--	--	--

In grades 3-5, 64% of students in the lowest 25% of the school demonstrated learning gains in math.		In grades 3-5, 74% of students in the lowest 25% of the school will demonstrate learning gains in math.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Teachers will use resources from the struggling math chart to address the needs of struggling math students.	Curriculum Coach	Observations and Classroom Walkthroughs, plan books	BEEP Mini Assessments, Benchmark Assessments 1 and 2.
2	Differentiated Instruction will be implemented in each classroom through small groups. ESE students will be serviced through push-in as well as pullout services depending on needs. Students will receive direct instruction through the use of manipulatives, calculators and computers to investigate math concepts and verify solutions.	Administration, Curriculum Specialist	Observations and Classroom Walkthroughs, plan books	BEEP Mini Assessments, Benchmark Assessments 1 and 2.

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, at least 84% of students will score level 3 or higher on the 2010 Math FCAT Assessment.	Math Big Ideas	Curriculum Specialist	September, 2009	Lesson Plans, Classroom Visits	Administration, Math Coach
Increase the percent of ELL students scoring at or above level 3 from 71% to 75% on the 2010 Math FCAT	Effective use of math manipulatives and hands-on activities.	Curriculum Specialist, Reading Coach, District Trainers	September, 2009	Lesson Plans, Classroom Visits	Administration, Math Coach, ESOL Resource Teacher

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Afterschool Camps	21st Century Grant and Sunshine	\$0.00
Mountain Math	School Budget- Instructional Resources	\$0.00
		\$460.00
		Total: \$460.00
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
Substitutes to cover classes allowing teachers to attend District Math Training, Summer Staff Development	Title 1	\$0.00
		\$7,000.00
		Total: \$7,000.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$7,460.00

End of **Mathematics** 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 Grade 5 2009 FCAT Science data, 42% of students scored level 3 or above		At least 50% of fifth grade students will score level 3 or higher on the 2010 Science FCAT Assessment.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students in grades K-5 will receive a minimum of 2.5 hours of science instruction each day.	Administration	Observations and Classroom Walkthroughs, plan books. Classrooms in all primary grade levels will submit a minimum of one project and intermediate grade levels will submit individual or small group projects for the school and/or county science fairs.	. Students will be continuously assessed using the Harcourt Science Assessment package, district-created Mini-BAT assessments, and teacher created assessments.
2	Differentiated Instruction will be implemented in each classroom through small groups.	Administration	Observations and Classroom Walkthroughs, plan books. Students K-5 will complete a baseline, midyear, and end of year assessment using Harcourt Science Assessment Package.	BEEP Mini Assessments, Benchmark Assessments 1 and 2. Science Committee will review results of assessments to determine focus.
3	After school Camps and tutoring will be implemented for all level 1 and 2 students as well as others wishing to attend.	Administration	Classroom Walkthroughs	An evaluation of pretest, mid year and posttest data will be implemented.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
At least 50% of fifth grade students will score level 3 or higher on the 2010 Science FCAT Assessment.	Incorporation of hands-on labs.	Science Resource Teacher	October, 2009	Classroom Walkthroughs, Lesson Plans	Administration
At least 50% of fifth grade students will score level 3 or higher on the 2010 Science FCAT Assessment.	Integrating Reading and Science	Science Resource Teacher	September, 2009	Classroom Walkthroughs, Lesson Plans	Administration

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
SRA Science Kits	No Financial Impact	\$0.00
		\$0.00
Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
Publishing and Printing Materials	School Budget	\$0.00
Total: \$0.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
Substitutes to cover classes allowing teachers to attend District and School-Based Science Training, Summer Staff Development	Title 1	\$0.00
		\$7,000.00
Total: \$7,000.00		
Other		

Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$7,000.00

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, 91% of the students in 4th Grade scored level 3.5 or above in writing.		On the 2010 administration of the FCAT Writing Test, 93% 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	. At least a 45 minute block of time will be allotted for writing in grades K-4.	. Administration, Curriculum Specialist, Reading Coach	Classroom Walkthroughs, Examination of student work by teachers, reading coach and administration	Progress on biweekly prompts and scores using the FCAT Writing Rubric.
2	K-4 teachers will continue to implement the Mary Lewis writing strategies and also incorporate strategies learned through current district training on the Lucy Caulkins Writing Program.	Administration, Curriculum Specialist, Reading Coach	Classroom Walkthroughs, Examination of student work by teachers, reading coach and administration	Progress on biweekly prompts and scores using the FCAT Writing Rubric.
3	Differentiated Instruction will be accomplished by: Students needing assistance will be pulled out by administration and support staff members. Higher achieving students will be pulled for enrichment groups.	Administration, Curriculum Specialist, Reading Coach	Classroom Walkthroughs, Examination of student work by teachers, reading coach and administration	Progress on biweekly prompts and scores using the FCAT Writing Rubric.

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, 82% of the students in 4th grade scores level 4.0 or above in writing.		On the 2010 administration of the FCAT Writing Test, 85% of students will achieve a level 4.0 or above.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Fourth grade students will receive targeted instruction on focus, support, organization, and conventions to remediate, maintain, or enrich writing skills.	Curriculum Specialist	Fourth grade students will compose a writing sample on a weekly basis.	Writing samples will be reviewed by the writing committee and 4th grade team during their regular meetings.
2	Fourth grade students whose baseline writing scores indicate a concern for meeting high levels of achievement will receive daily small group instruction to accelerate writing skills.	Curriculum Specialist	Fourth grade students will compose a writing sample on a weekly basis.	Teachers will use the FCAT Writing rubric developed by the DOE to evaluate student-writing samples.

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, 93% of the 4th grade students will achieve a 3.5 or above.	Reviewing Mary Lewis Strategies and Teaching the Lucy Caulkins Program.	Curriculum Specialist, Reading Coach, District Language Arts Supervisor	September, 2009, November, 2009, January, 2010	Classroom Observations	Administration, Curriculum Coach, Reading Coach

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Lucy Caulkins Materials	General Budget	\$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
		\$0.00
Substitutes to provide temporary coverage for Professional Development.	Title 1	\$7,000.00
Total: \$7,000.00		
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Final Total: \$7,000.00		

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		
Sixty percent of families took part in school-based activities during the 2009 school year.		At least 75% of families will participate in school-based activities during the 2010 school year.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Have as many translators as possible at parent trainings. Send flyers, memos, newsletters and parent links home in English, Spanish and Creole as often as possible. Parents will be recruited to act as translators for flyers and for parent trainings.	Administration, Volunteer Liaison	Sign-in forms will be used to determine participation at all parent events.	Sign-in forms, parent surveys
2	Plan training for parents at all grade levels and have children perform or present at these parent trainings.	Administration, Team Leaders	Sign-in forms	Sign-in forms, parent surveys
3	Parent input will be solicited	Administration, SAC	SAC/PTA sign-in forms and	Sign-in forms, surveys

	through School Advisory Council and PTA.	Chair	minutes	
4	Parents will be given an opportunity to serve on committees.	Administration, SAC Chair	Committee sign-in forms and minutes	Committee sign-in forms and minutes
5	An annual meeting will be held to inform parents of the school's participation in the Title I, Part A programs and to explain the requirements and the right of parents to be involved in Title I, Part A programs.	Administration, Title I Liaison	Surveys	Surveys
6	Teachers will conduct a minimum of two parent conferences during the school year for every student, the school's social worker will be available upon request	Administration, Team Leaders	Teacher phone and conference logs	Surveys, Sign-in forms, and conference logs.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
At least 65% of families will participate in school-based activities during the 2010 school year	Parent Participation	Administration, Title 1 Liaison	September, 2009	Administration and the Title I Liaison will follow up with teachers on their efforts to increase parent involvement	Administration, Title I Liaison

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Materials and supplies for workshop handouts, stipends for teachers who present in the evenings.	Title 1	\$0.00
		\$3,920.00
Refreshments for parent meetings.		\$1,000.00
		Total: \$4,920.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$4,920.00

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	After school camps	21st Century Grant and Sunshine	\$0.00
Mathematics	Afterschool Camps	21st Century Grant and Sunshine	\$0.00
Mathematics	Mountain Math	School Budget- Instructional Resources	\$0.00
Mathematics			\$460.00
Writing	Lucy Caulkins Materials	General Budget	\$0.00
Science	SRA Science Kits	No Financial Impact	\$0.00
Science			\$0.00
Parental Involvement	Materials and supplies for workshop handouts, stipends for teachers who present in the evenings.	Title 1	\$0.00
Parental Involvement			\$3,920.00
Parental Involvement	Refreshments for parent meetings.		\$1,000.00
			Total: \$5,380.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Promethean Boards	School Budget-Capital	\$0.00
Science	Publishing and Printing Materials	School Budget	\$0.00
			Total: \$0.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Differentiated Instruction Training, Substitutes to cover classes allowing teachers to attend District Reading Training, Summer Staff Development	Title I	\$0.00
Reading			\$7,000.00
Mathematics	Substitutes to cover classes allowing teachers to attend District Math Training, Summer Staff Development	Title 1	\$0.00
Mathematics			\$7,000.00
Writing			\$0.00
Writing	Substitutes to provide temporary coverage for Professional Development.	Title 1	\$7,000.00
Science	Substitutes to cover classes allowing teachers to attend District and School-Based Science Training, Summer Staff Development	Title 1	\$0.00
Science			\$7,000.00
			Total: \$28,000.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Total: \$0.00
			Final Total: \$33,380.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

Intervene
 Correct II
 Prevent II
 Correct I
 Prevent I
 NA

No Attached school's Differentiated Accountability Checklist of Compliance

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

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

Projected use of SAC Funds	Amount
No data submitted	

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

Review and monitor the implementation of the 2009-2010 School Improvement Plan.
Members will create a needs assessment to determine the needs of parents and to determine the types of training parents would like to have implemented.
Shared Decision Making training will and members will have input into the budget and implementation of programs and activities.
Members will be trained on the Learning Communities process and research best practices for improving student achievement and for improving parental involvement.
Members will create a parent survey to determine the effectiveness of parent involvement during the 2009-2010 school year.
Assist in the creation of the 2010-2011 School Improvement Plan

SAC Members

Members

- 1) Donald E. Lee, Principal
- 2) Marie Rumble-Wise, SAC Chair
- 3) Maria Mora, Teacher
- 4) Alton Bolden, Teacher
- 5) Jacqueline Box, Business Member
- 6) Rebecca Doria, Parent
- 7) Lucia Farias, Parent
- 8) Melissa Perillo, Parent
- 9) Shiela McDonald, Parent
- 10) Rena Brown, Parent
- 11) Phylis Shaw, Parent
- 12) Sylvia Herrera, School Support Personnel
- 13) Dennis Minella, Union Steward

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Broward BROADVIEW ELEMENTARY SCHOOL 0811													
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 427 Math: 427		2008-2009 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?		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	68	Y	76	Y	94		Y			NA	35	32	NA	27	24	NA	75	NA	75	NA			
WHITE	100	Y	100	Y			NA		NA				NA				NA			NA							
BLACK	100	Y	100	Y	64	N	73	Y	94		Y			NA	42	36	Y	36	27	NA	72	NA	68	NA			
HISPANIC	99	Y	99	Y	72	Y	80	Y	93		Y			NA	32	28	NA	22	20	NA	78	NA	82	NA			
ASIAN			NA				NA						NA				NA			NA							
AMERICAN INDIAN			NA				NA						NA				NA			NA							
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	65	Y	75	Y			Y			NA	36	35	NA	29	25	NA	73	NA	72	NA			
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	61	N	71	Y	90		Y			NA	39	39	N	27	29	NA	66	Y	77	NA			
STUDENTS WITH DISABILITIES	100	Y	100	Y			NA						NA				NA			NA							

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Broward BROADVIEW ELEMENTARY SCHOOL 0811													
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 438 Math: 438		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	100	Y	100	Y	65	Y	73	Y	92	94	Y			NA	32	35	NA	28	27	NA	67	NA	70	NA			
WHITE			NA				NA						NA				NA			NA							
BLACK	100	Y	100	Y	58	Y	64	Y	92	94	Y			NA	35	42	NA	37	36	NA	59	NA	64	NA			
HISPANIC	100	Y	100	Y	68	Y	78	Y	93	93	Y			NA	32	32	NA	21	22	NA	73	NA	74	NA			
ASIAN			NA				NA						NA				NA			NA							
AMERICAN INDIAN			NA				NA						NA				NA			NA							
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	64	Y	71	Y	92		Y			NA	34	36	NA	30	29	NA	66	NA	67	NA			
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	61	Y	73	Y	89	90	Y			NA	38	39	NA	28	27	NA	69	NA	76	NA			
STUDENTS WITH DISABILITIES	100	Y	100	Y	46	N	49	N					NA		54	NA		51	NA		62	Y	50	N			

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Broward BROADVIEW ELEMENTARY SCHOOL 0811													
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 429 Math: 429		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	100	Y	68	Y	72	Y	90	92	Y			NA	40	35	NA	34	28	NA	66	NA	71	NA			
WHITE	100	Y	100	Y			NA						NA				NA			NA							
BLACK	99	Y	100	Y	65	Y	63	Y	89	92	Y			NA	46	38	NA	45	37	NA	61	NA	65	NA			
HISPANIC	100	Y	100	Y	68	Y	79	Y	90	93	Y			NA	38	35	NA	27	21	NA	69	NA	72	NA			
ASIAN			NA				NA						NA				NA			NA							
AMERICAN INDIAN			NA				NA						NA				NA			NA							
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	66	Y	70	Y	90	92	Y			NA	40	37	NA	35	30	NA	64	NA	68	NA			
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	62	Y	72	Y	90	89	N			NA	46	39	NA	31	28	NA	64	NA	71	NA			
STUDENTS WITH DISABILITIES	98	Y	99	Y			NA						NA				NA			NA							

SCHOOL GRADE DATA

Broward School District BROADVIEW ELEMENTARY SCHOOL 2008-2009					
	Reading	Math	Writing	Science	Grade Points Earned
% Meeting High Standards (FCAT Level 3 and Above)	73%	81%	93%	42%	289
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	72%	71%			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?	73% (YES)	64% (YES)			137	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					569	
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 BROADVIEW ELEMENTARY SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	71%	78%	92%	28%	269	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	63%	69%			132	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?	59% (YES)	74% (YES)			133	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					534	
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 BROADVIEW ELEMENTARY SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	74%	76%	88%	20%	258	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	78%	63%			141	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?	69% (YES)	52% (YES)			121	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					520	
Percent Tested = 100%						Percent of eligible students tested
School Grade					B	Grade based on total points, adequate progress, and % of students tested