

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: FLORANADA ELEMENTARY SCHOOL

District Name: Broward

Principal: Keith Peters

SAC Chair: Patricia Rowe

Superintendent: James Notter

Date of School Board Approval: December 1, 2009

Last Modified on: 08-28-2009

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

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## VISION and MISSION STATEMENTS

### Vision Statement:

At Floranada Elementary we believe in educating the whole child. Our aim is to create an inviting school community that supports each child's innate passion for learning. We strive to prepare each student for excellence so that they may succeed in their lives academically, socially, culturally, emotionally, and physically. Our goal is to foster the development of responsible, effective, compassionate individuals who develop a strong sense of environmental stewardship and appreciate communities and cultures different from their own.

Mission Statement: High expectations, achievement, excellence.

## PART I: CURRENT SCHOOL STATUS

### SCHOOL PROFILE/DEMOGRAPHICS

#### Brief History and Background of the School

Urban school of 640 from diverse backgrounds  
Faculty is 100% highly qualified  
Instructional programs for K-5, Gifted, Speech, ESE, and Autism.

#### Unique School Strengths for Next Year

Six Nationally Board Certified Teachers  
High degree of parent involvement in all aspects of school operations.  
Teachers focus instruction on current assessment data and ongoing needs assessment

#### Unique School Weaknesses for Next Year

Due to budget cuts, we are no longer able to offer Science Special.  
In addition, 3 senior teachers, our ESE Specialist, and our principal retired.

#### Student Demographics

Urban school of 640 students: 60% White, 8.9% Black, 26.5 Hispanic, 2.4 Asian; 0.1% Am. Indian, 1.9% multiracial. ELL 11.3%

#### Student Attendance Rates

Attendance rate has been a consistent 95%

#### Student Mobility

10.8%

#### Student Suspension Rates

Floranada has a low overall suspension rate. The school prefers in school suspensions over out of school suspensions. All

suspensions are below 1% annually.

Student Retention Rates

3%

Class Size

K-3: 18; 4-5: 22

Academic Performance of Feeder Pattern

N/A

Partnerships and Grants

Barnes and Noble Booksellers: Hosts Reader's Theater and Storytelling event. Provides discounts for all staff members throughout the year and donates a percentage of sales to school.

Botanical Gardens, Inc.: Hosted a planting project with all classes that correlates with science benchmarks and also beautifies our school campus.

Dillard High School: Students with the High Tech Magnet Program along with their teacher, Mr. Euler, assist with inventory of computer equipment.

Upchurch Management, Inc—D-B-A McDonalds: Hosts a Family night, provides ice cream coupons for an incentive for "Reading Challenge", and provides awards for students who achieve academic success during the year.

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	Keith Peters	BA- Early Child Education, Florida Atlantic University MA- Florida Atlantic University Certifications – Education Leadership (All Levels), Elementary Education K-6, and ESOL Endorsement		5	Assistant Principal of Lauderhill Paul Turner Elementary 2008-2009. Grade: C Reading Mastery: 55% Math Mastery: 60% Science Mastery: 31% Writing Mastery: 85% AYP: Black and FRD  Assistant Principal of Lauderhill Paul Turner Elementary 2007-2008. Grade: C Reading Mastery: 56% Math Mastery: 61% Science Mastery: 26% Writing Mastery: 78% AYP: Black and Economically Disadvantaged did not AYP in Reading or Math  Assistant Principal of Lloyd Estates Elementary 2005-2006. Grade: B Reading Mastery: 64% Math Mastery: 72% Science Mastery: 31% Writing Mastery: 97% AYP: Black, Hispanic, Economically Disadvantaged, ELL, and SWD all made AYP in Reading. SWD did not make AYP in Math.
Assis Principal	Dr. Suzanne Romanoff	BEd, MA in Reading K-12, Ed.D-Early Childhood Ed.; ESOL endorsement; Admin-Supervision K-12 Cert; Learning Disabilities K-12 Cert.; Elementary Education 1-6 Cert.	2	19	Park Lakes Elementary: In charge of 13 Kindergarten classes at an off-campus site: Increased DIBELS scores 26%. Floranada Elementary: Decreased referral rates: 2008: 36% referrals, 2009: 11% referrals.

\* 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 *
ESE	Hanna Selim	BS in Varying Exceptionalities; M.S. in ESE; ESE Teaching Certification K-12; Nationally Board Certified Teacher; ESOL Endorsement.	4	2	Teacher at Baudhuin School, NSU: Preschool Center for Autism. (8 years)
Reading	Terri Chelton	BS Elementary Ed.; MS Reading K-12; Exceptional Student Ed K-12; Reading K-12; Elementary Ed 1-6; ESOL Endorsement.	20	7	At current school for 20 years. Floranada has been an A school up until the 2007-2008 when the school received a B.

\* 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. Retention: Positive, cooperative, and caring environment with emphasis on teacher achievement.	Principal and Assistant Principal	On-going	
2. Retention: Open door policy, leadership team meetings, team leader monthly meetings to facilitate input of staff into goals and strategies.	Principal, Assistant Principal, Leadership Team, and Team Leaders	On-going	
3. Retention: Teacher orientation and pairing with experienced teacher as well as support staff guidance.	Principal, Assistant Principal, support staff	On-going	
4. Recruitment: District-wide listing for open positions and promotion within school for highly qualified staff.	Principal and Assistant Principal	When needed	
5. Retention: Weekly Professional Learning Communities (PLC) with grade team.	Team Leader	On-going	

## 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
50	0	22	24	54	41	100	10	14	66

## Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
		Ms. Cruz is new to the Autism	

Hanna Selim and Judith Bub	Stella Cruz, new Autism cluster teacher; Autism cluster teachers, and general ed teachers with SWD	cluster, and Ms. Selim, as the school's Autism Coach, and Ms. Bub, as the ESE Support, provide on-going training for ESE teachers and General Ed teachers.	Weekly meetings, modeling of both lesson planning and delivery. Start date: August 24, 2009
Terri Chelton	Reading tutors to supplement reading program. Coach reading teachers. Support and coach surplus teachers new to Floranada.	Ms. Chelton is the school's Reading Coach and can provide individual training as needed as well as conduct reading workshops on struggling reader strategies and lesson planning. Guidance and support for teachers new to Floranada.	Initial training; weekly meetings to review on-going accomplishments. Ongoing coaching in reading strategies, programs and lesson planning as needed.

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: For Title I schools only**

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

- Keith Peters, Principal,
- Suzanne Romanoff, Assistant Principal,
- Cindy Olstein, School Counselor,
- Terri Chelton, Reading Specialist,
- Hanna Selim, ESE teacher,
- Cynthia Groth, ESE specialist,
- Cathy Dufort, Speech Pathologist and ESOL Rep.,
- Melanie Acton, School Psychologist, and
- Lisa McGarry, Social Worker.

The members were selected because as the school's support staff they have an understanding of the various uniqueness of each child, as well as the ability to collaborate with teachers. This team has functioned as the Collaborative Problem Solving Team based on Broward Schools' model, which has been in effect for the last 10 years.

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

At the beginning of the year, the RtI team meets with all teachers individually for a school-wide child study; throughout the year the team then meets monthly and as needed. At the end of the year, the team again meets with each teacher for a school-wide child study. The focus of each meeting is to identify struggling students and develop strategies to assist the child, family, and teacher.

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

The RtI Leadership Team is continually seeking to improve all areas of school operations. Meetings with the SAC and Team Leaders are scheduled frequently to develop and implement the SIP. All data such as student and customer surveys, FCAT scores, and discipline incidents, etc. are analyzed to prioritize needs.

RtI Implementation

Describe the data management system used to summarize tiered data.

- \* Baseline data: Progress Monitoring and Reporting Network (PMRN), Broward Assessment Test (BAT 1 & 2 for reading, math, and science), Florida Comprehensive Assessment Test (FCAT).
- \* Progress Monitoring: PMRN, Mini Assessments, FCAT Simulation.
- \* Midyear: Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment for Reading (DAR)
- \* End of year: FAIR, FCAT
- \* Frequency of Data Days: Twice a month for data analysis

Describe the plan to train staff on RtI.

Plans are in progress to hold training sessions for the staff during the pre-planning week and throughout the school year.

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?

Preliminary data indicates strength in Writing (97% received a 3.5 or higher), Reading (87% received a 3 or higher), and Math (90% received a 3 or higher). Weaknesses included the lack of adequate progress of the lowest quartile students in reading and the percentage of Students With Disabilities not making AYP progress in both Reading and Math. Although these weaknesses will be address, they are minimal.

#### Instructional Calendar Development

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

A District-wide focus calendar will be provided in all content areas and our school will adjust to suit the needs identified through data disaggregation.

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

Science: Action steps will be implemented to increase student knowledge in physical and chemical science. To date, the school has not received enough comprehensive information from the state to develop priority focus in reading, math, and writing.

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

When the RTI team meets at the beginning of the year for school-wide child study, individual student's strengths and weakness are identified and a plan is developed by the team and teacher to address each student's needs. Regular data chats are held with teachers to monitor progress and implement new strategies when needed. Additionally, each classroom uses differentiated instruction to meet the needs of all students.

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

An integrated curriculum is used in all grade levels.  
\* This past year, and upcoming year, an environmental school-wide project was initiated which incorporated Science, Math, and Language Arts.  
\* Community partners, such as Barnes and Noble and McDonalds, hold events which incorporate reading, oral language/communication skills, math, and career exploration. They also promote community service and character education.  
\* Buddy programs, when an older class buddies with a younger class, promotes interpersonal skills, as well as support academic achievement.

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?

See above and in addition:  
• Middle school magnet presentations and recruitment of our 5th grade students for career and educational planning.  
• Various speakers to motivate students see the relationship between current academic achievement and future vocational success.

#### DO

##### Direct the Instructional Focus

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

Utilization of Focus Calendars and BEEP. Weekly grade-level team meetings to discuss curriculum, best practices and resources.

How are instructional focus lessons developed and delivered?

Grade-level teachers will work together to develop secondary instructional focus calendars.

How will instructional focus lessons be revised and monitored?

Learning communities within each grade level meet weekly to review, revise and monitor whether instructional focus lessons incorporate best practices.

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.

Floranada uses screening, progress monitoring, and diagnostic assessments in reading throughout the school year. Screening assessments include:

- Running Records
- Basic Reading Inventory by Johns, Treasures, Trophies, and Kaleidoscope placement tests
- Treasures and Trophies fluency assessments.

Ongoing formative assessments include:

- Running Records,
- Reading Inventory by Johns, Treasures, Trophies, and Kaleidoscope
- Unit, midyear and end-of-year tests,
- Treasures and Trophies fluency assessments,
- Ongoing informal assessments help teachers identify patterns in student reading and behavior and strategies the student uses to make sense of the text concepts.
- Portfolios also provide samples of student work to show evidence of mastery.

Diagnostic assessments include:

- The DAR (Diagnostic Assessment of Reading) is used to further identify areas of weakness and strength in select reading students.

For all other subject areas, Floranada uses the following assessment tools:

- Unit, midyear and end-of-year tests,
- Ongoing informal assessments help teachers identify patterns in student achievement and behavior and strategies the student uses to make sense of the text concepts.
- Portfolios also provide samples of student work to show evidence of mastery.

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

Assessments are used to provide explicit feedback to adjust ongoing teaching and learning to improve students' academic needs and development. If mastery is not made instructional adjustments are made to close the gap between students' current understanding and the desired goals.

Maintenance

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

Mini Assessments are utilized to conduct ongoing assessment and maintenance of Benchmark mastery.

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

The reading coach conducts progress monitoring by grade level. The Leadership Literacy Team meet by grade level for data chats and to review BAT scores.

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 conduct 3-minute walk-thrus to determine instructional strategies being utilized by the teaching staff. Teachers conduct regularly scheduled data chats with students.

ACT

Supplemental and Intensive Instruction/Interventions

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

For the core, we use the District adopted curriculum, based on the SSS. Supplemental and intensive instruction and interventions are based on individual student needs.

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

Assessments are used to provide explicit feedback to adjust ongoing teaching and learning to improve students' academic needs and development. If mastery is not made instructional adjustments are made to close the gap between students' current understanding and the desired goals. Additionally, tutors are hired and assigned students who need review and remediation.

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

The staff is surveyed annually, and assessment data is analyzed.

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

After disaggregating test data, students in grades 3-5 whose FCAT scores the previous year place them in the lowest quartile (SSS level 1 and 2), and those students in grades 1 and 2 whose SAT scores place them in the lowest quartile will receive tutoring by staff or by hiring additional personnel. Additionally, the RtI team meets at the beginning of the year for school-wide child study; individual student's strengths and weakness are identified. A plan is then developed by the team and teacher to address each student's needs.

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

The RtI team, teachers, and tutors will meet regularly to conduct data chats and review success of intervention. In addition, the Benchmark Assessment Test in Sept and Dec, as well as mini-assessments will measure progress for grades 3-5.

Enrichment

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

Our school has one gifted classroom per grade level to promote acceleration and enrichment activities for gifted or high achieving students. In addition to the gifted classrooms, the general education classes utilize core curriculum lesson plans and textbooks, which provide instructional staff with strategies and activities to enhance enrichment.

Describe how students are identified for enrichment strategies.

Utilizing gifted testing, FCAT scores, and teacher input.

### Professional Learning Communities

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (include Lesson Study and Data Analysis)
Grade Level Teams: K-5, ESE, Specials.	Team Leaders: ESE: M. Lavere K: K. Sterrenberg 1st: L. Nocera/P. Ogle 2nd: S. Goldman 3rd: L. Cummings 4th: M. Szpak 5th: K. Barclay	Weekly	Meetings will be held every Wednesday beginning Sept. 16, 2009	Data chats, best practices, develop strategies for lower quartile and struggling students and share enrichment strategies for the higher achieving students.

### 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

In May of the prior year, a Kindergarten round-up is held to orient families whose children will be entering Kindergarten in the Fall. The families are introduced to the teachers, meet members of the PTA, and are given tours of the school.

When parents register their students for Kindergarten, an informational packet is given to them with information on dress

code, school rules, school calendar, etc.

School tours are offered year-round to all interested parents.

In August, a Kindergarten Orientation is held for the students and parents. At this orientation, the Kindergarten curriculum is discussed as well as the various assessments given throughout the school year (FAIR, FLIKRS, etc).

## Postsecondary Transition

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

## PART II: EXPECTED IMPROVEMENTS

### Reading Goal

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

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

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

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

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

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

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 3-5, 47% of lower quartile students made learning gains on the 2009 administration of the FCAT Reading Test.		In grades 3-5, at least 50% of lower quartile students will make learning gains on the 2010 on the FCAT Reading Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Identify students in need of reading assistance.	Reading Coach	Analysis of data	DAR
2	Monitor student progress	Reading Coach & Reading Teacher	Quarterly data chats will be held between teachers and admin/support staff. This will be followed by data chats between teacher and students.	Jerry Johns IRI/Fluency Probes
3	Appropriate interventions for targeted students	Reading Coach & Reading Teacher	On-going formative assessments	Quick Reads, Phonics for Reading, Rewards, Elements of Reading Vocabulary, Comprehension Matters, Comprehension Strategies Kit, Best Practices in Reading

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 Reading data, 58% of Students With Disabilities scored at or above Level 3.		Increase the percentage of SWD scoring at or above a Level 3 from 58% to 66% 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	Identify students in need of reading assistance.	Terri Chelton, Reading Coach	Analysis of data	DAR
2	Monitor student progress	Terri Chelton, Reading Coach & ESE Teacher	Quarterly data chats will be held between teachers and admin/support staff. This will be followed by data chats between teacher and students.	Jerry Johns IRI/Fluency Probes
3	Appropriate interventions for targeted students	Terri Chelton, Reading Coach & ESE Teacher	On-going formative assessments	Quick Reads, Phonics for Reading, Rewards, Elements of Reading Vocabulary, Comprehension Matters, Comprehension Strategies Kit, Best Practices in Reading

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 50% of lower quartile students will make learning gains on the 2010 on the FCAT Reading Test.	Comprehension Strategies	Terri Chelton, Reading Coach	Sept. 2009 and ongoing	CWT and data chats.	Principal, Assistant Principal, and Reading Coach
Increase the percentage of SWD scoring at or above a Level 3 from 58% to 66% on the 2010 FCAT Reading.	Differentiated instruction strategies	ECindy Groth, ESE Specialist and Terri Chelton, Reading Coach	Sept. 2009 and ongoing	CWT and data chats.	Keith Peters, Principal; Dr. Suzanne Romanoff, Assistant Principal; and Terri Chelton, 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
Quick Read, Elements of Reading Vocabulary	Accountability Funds	\$1,000.00
		Total: \$1,000.00
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
Differentiated Instruction Training	Inservice Funds	\$300.00
		Total: \$300.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$1,300.00

*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	
Based on the 2009 Math data, 64% of Students With Disabilities (SWD) scored at or above Level 3.		In grades 3-5, 74% SWD will achieve at or above a Level 3 on the 2010 FCAT Math Test.	
Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1 Identify students in need of math assistance.	ESE Teacher, Gen Ed Teacher, Autism Coach, and ESE	Analysis of data	Pre and Post tests; mini assessments

		Specialist		
2	Utilization of manipulatives to provide students with hands on experience to understand concepts in a concrete manner	Keith Peters, Principal; Dr. Suzanne Romanoff, Assistant Principal.	Classroom walk-thru	Pre and Post Tests; mini assessments
3	Monitor student progress	ESE Teacher, Gen Ed Teacher, Autism Coach, and ESE Specialist.	Quarterly data chats will be held between teachers and admin/support staff. This will be followed by data chats between teacher and students.	Pre and Post tests; mini assessments
4	Target SWD not achieving mastery (70% or higher) on assessed standards and provide additional instruction.	ESE Teacher, Gen Ed Teacher, Autism Coach, and ESE Specialist	Teacher observation and on-going formative assessments.	Reteach Workbook.

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, 74% SWD will achieve at or above a Level 3 on the 2010 FCAT Math Test.	Differentiated instruction strategies	Assistant Principal	Sept. 2009 and on-going	CWT and data chats.	Keith Peters, Principal; Dr. Suzanne Romanoff, Assistant Principal

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Harcourt Reteach Workbooks	Accountability	\$1,000.00
		Total: \$1,000.00
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
		\$0.00
		Total: \$0.00
		Final Total: \$1,000.00

End of Mathematics Goal

## Science Goal

Needs Assessment: Based on School Grade Data:

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

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement	
Based on the 2009 FCAT Science Data, 51% of students achieved level three and above.		Given instruction based on the SSS, 54% 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	Utilize the District provided Science Instructional Focus Calendar and BEEP lesson plans in K-5.	Team Leaders	Grade-level teams will review results of Focus Calendar assessments during team meetings.	Science mini-assessments; BEEP lesson assessments; Science BAT.
2	All students will complete hands-on lab activities weekly in K-5.	Team Leaders	The created lab schedule will be implemented and monitored by Team Leader.	Performance based assessments.
3	Monitor student progress	Teachers	Quarterly data chats between teachers and admin/support staff will be followed by data chats between teacher and students.	Performance based assessments; Science mini-assessments.

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 SSS, 54% of students will score at level three or above on the 2010 FCAT Science Assessment.	Training on Delta Hands on Kits	Team Leaders: ESE: M. Lavere K: K. Sterrenberg 1st: L. Nocera/P. Ogle 2nd: S. Goldman 3rd: L. Cummings 4th: M. Szpak 5th: K. Barclay	Oct. 2009	Lab schedule and walk-thrus	Keith Peters, Principal; Dr. Suzanne Romanoff, Assistant Principal

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Materials for Science Labs	Accountability Funds	\$1,000.00
		Total: \$1,000.00
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
Delta Hands-on Science Kit Training	Inservice Funds	\$300.00
		Total: \$300.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$1,300.00

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, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
97% of students scored a 3.5 or higher on the FCAT Writing Test.		At least 90% of students will score a 3.5 or higher on the FCAT Writing Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Teachers will provide students with data-driven modeled writing instruction on a regular basis in K-5.	Keith Peters, Principal; Dr. Suzanne Romanoff, Assistant Principal	Data chats in Learning Communities.	DOE Florida Writes 6-Traits rubric and on-going monitoring.
2	Teachers will provide opportunities for editing and revision of papers after conferencing with students.	Keith Peters, Principal; Dr. Suzanne Romanoff, Assistant Principal	Data chats between students and teacher.	DOE Florida Writes 6-Traits rubric and on-going monitoring
3	Teachers will submit one holistically scored essay per month for each student in K-5.	Keith Peters, Principal; Dr. Suzanne Romanoff, Assistant Principal	Scores will be monitored for growth or regression.	Critical content and six traits.
4	Teachers will collaborate during learning communities on strategies to reach struggling writers in K-5.	Keith Peters, Principal; Dr. Suzanne Romanoff, Assistant Principal	Writing samples will be shared within grade level groups.	Learning Communities

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
At least 90% of students will score a 3.5 or higher on the FCAT Writing Test	Writing strategies	Team Leader	August 24, 2009	Weekly team meetings.	Principal and Team Leader

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
Six Traits Training for new fourth grade teacher	Inservice Funds	\$100.00
Total: \$100.00		
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Final Total: \$100.00		

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		
Attendance logs for PTA meetings in 2008-2009 indicate only 3% of parents participated.		Increase parent attendance at PTA meetings to 6%.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Survey parents to determine best days and times to induce greater participation.	Keith Peters, Principal and Kimberly Pearson, PTA President	Collect logs and document attendance on spreadsheet.	Maintain attendance logs and spreadsheet.
2	Publicize meetings using multiple methods.	Keith Peters, Principal and Kimberly Pearson, PTA President	Survey parents to determine what made them attend meeting.	Spreadsheet of effective communication method.
3	Provide multi-lingual communication to assist our diverse families with regards to school programs.	Keith Peters, Principal and Kimberly Pearson, PTA President	Increase attendance by diverse families at school programs	Attendance logs and spreadsheet.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
No data submitted					

Budget:

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

End of Parent Involvement Goal

## 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	Quick Read, Elements of Reading Vocabulary	Accountability Funds	\$1,000.00
Mathematics	Harcourt Reteach Workbooks	Accountability	\$1,000.00
Science	Materials for Science Labs	Accountability Funds	\$1,000.00
			Total: \$3,000.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Total: \$0.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Differentiated Instruction Training	Inservice Funds	\$300.00
Writing	Six Traits Training for new fourth grade teacher	Inservice Funds	\$100.00
Science	Delta Hands-on Science Kit Training	Inservice Funds	\$300.00
			Total: \$700.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Mathematics			\$0.00
			Total: \$0.00
			Final Total: \$3,700.00

## 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
Student supplies/materials	1000
Teacher classroom materials	1000

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

- Meets eight times a year,
- Plan and adopt school improvement objectives,
- Monitor SIP implementation strategies,
- Analyze data and evaluate staff development effectiveness.
- Along with school administration and RTI Leadership Team collects and shares data such as mini-assessments, BAT scores, and CWT observations.
- Makes interim modifications to SIP strategies and/or makes recommendations for new or additional strategies for the

following year.

## SAC Members

### Members

- 1) Keith Peters, Principal
- 2) Patricia Rowe, SAC Chair
- 3) Lauren Stumper, Teacher
- 4) Sandra Barry, Parent
- 5) Trisha Campbell, Parent
- 6) Amy Coletta, Parent
- 7) Chris Lanzetta, Parent
- 8) Christine Lorber, Parent
- 9) Kimberly Pearson, Parent
- 10) Richard Euler, Community Member
- 11) Lew Naylor, Community Member
- 12) Vince McStay, School Support Personnel
- 13) Melissa Lavere, Union Steward

# AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Broward FLORANADA ELEMENTARY SCHOOL 0851													
Number of students enrolled in the grades tested: <b>Click here to see Number of students in each group</b>														Read: 360 Math: 360		2008-2009 School Grade <sup>1</sup> :		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 <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).										This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.			
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math	
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	2008	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	
TOTAL <sup>4</sup>	100	Y	100	Y	80	Y	84	Y	85		Y			NA	21	20	NA	18	16	NA	80	NA	80	NA	80	NA	
WHITE	100	Y	100	Y	81	Y	86	Y	86		Y			NA	17	19	NA	16	14	NA	80	NA	78	NA			
BLACK	100	Y	100	Y		NA		NA			NA			NA			NA			NA							
HISPANIC	100	Y	100	Y	82	Y	83	Y	83		Y			NA	24	18	NA	20	17	NA	81	NA	81	NA			
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA							
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA							
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	75	Y	77	Y	81		Y			NA	26	25	NA	22	23	NA	76	NA	76	NA			
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y		NA		NA			NA			NA			NA			NA							
STUDENTS WITH DISABILITIES	100	Y	100	Y	58	N	64	N			NA			NA	44	42	N	39	36	N	58	N	61	N			

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Broward FLORANADA ELEMENTARY SCHOOL 0851													
Number of students enrolled in the grades tested: <b>Click here to see Number of students in each group</b>														Read: 370 Math: 370		2007-2008 School Grade <sup>1</sup> :		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 <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).										This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.			
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math	
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	
TOTAL <sup>4</sup>	100	Y	100	Y	79	Y	82	Y		85	N			NA	17	21	NA	17	18	NA	73	NA	76	NA			
WHITE	100	Y	100	Y	83	Y	84	Y		86	N			NA	14	17	NA	16	16	NA	77	NA	75	NA			
BLACK	100	Y	100	Y		NA		NA			NA			NA			NA			NA							
HISPANIC	100	Y	100	Y	76	Y	80	Y	94	83	N			NA	22	24	NA	17	20	NA	69	NA	79	NA			
ASIAN		NA		NA		NA		NA		NA				NA			NA			NA							
AMERICAN INDIAN		NA		NA		NA		NA		NA				NA			NA			NA							
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	74	Y	78	Y		81	N			NA	18	26	NA	25	22	NA	66	NA	75	NA			
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA		NA				NA			NA			NA							
STUDENTS WITH DISABILITIES	100	Y	100	Y	56	N	61	N			NA			NA	33	44	NA	39	39	NA	52	NA	56	NA			

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Broward FLORANADA ELEMENTARY SCHOOL 0851													
Number of students enrolled in the grades tested: <b>Click here to see Number of students in each group</b>														Read: 348 Math: 348		2006-2007 School Grade <sup>1</sup> :		A		Did the School make Adequate Yearly Progress?		YES					
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).										This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.			
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math	
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	
TOTAL <sup>4</sup>	100	Y	100	Y	83	Y	83	Y	94		Y			NA	19	19	NA	21	17	NA	77	NA	73	NA			
WHITE	100	Y	100	Y	86	Y	84	Y	93		Y			NA	17	16	NA	19	16	NA	78	NA	73	NA			
BLACK	100	Y	100	Y		NA		NA			NA			NA			NA			NA							
HISPANIC	100	Y	100	Y	78	Y	83	Y	94	Y				NA	18	22	NA	24	17	NA	74	NA	78	NA			
ASIAN		NA		NA		NA		NA		NA				NA			NA			NA							
AMERICAN INDIAN		NA		NA		NA		NA		NA				NA			NA			NA							
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	82	Y	75	Y		Y				NA	30	20	NA	30	25	NA	76	NA	70	NA			
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y		NA		NA		NA				NA			NA			NA							
STUDENTS WITH DISABILITIES	99	Y	100	Y	67	Y	61	Y			NA			NA	45	34	NA	49	39	NA	59	NA	63	NA			

## SCHOOL GRADE DATA

Broward School District FLORANADA ELEMENTARY SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	87%	90%	97%	51%	325	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	71%	70%			141	3 ways to make gains: ● 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?	47% (NO)	70% (YES)			117	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					583	
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 FLORANADA ELEMENTARY SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	85%	88%	76%	76%	325	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	64%	63%			127	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	48% (NO)	62% (YES)			110	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					562	
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 FLORANADA ELEMENTARY SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	89%	90%	88%	77%	344	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	71%	70%			141	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	61% (YES)	65% (YES)			126	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					611	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested