

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: STEPHEN FOSTER ELEMENTARY SCHOOL

District Name: Broward

Principal: Mr. Michael Cassaw

SAC Chair: Mrs. Jennifer McHenry

Superintendent: Mr. James Notter

Date of School Board Approval: December 1, 2009

Last Modified on: 08-26-2009

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

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

VISION and MISSION STATEMENTS

Our vision is to meet each child's unique needs and to provide opportunities for our students to develop their full potential in the following areas - F (foundations of learning), O (optimum growth), S (self-esteem), T (transition into tomorrow's leaders), E (effective decision-making skills), R (responsible citizenship). We believe in working together to create an environment where teachers can teach and students can learn. We believe that students learn and develop best in a safe environment that provides structure, consistency, fairness, as well as clear rules and consequences. We strive to provide a variety of experiences and opportunities to help students gain the necessary skills to become responsible and productive citizens.

Our mission is to continue to be an A rated school and strive to increase the number of overall students meeting high standards in reading, math, writing, and science with specific focus on our AYP subgroups. As the adequate yearly progress benchmarks move forward from 65% to 72% in reading and from 68% to 74% in math, our mission is to push our AYP subgroup (Black, Hispanic, SES, SLD, and ESOL) students forward to meet these goals.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

Stephen Foster Elementary is a Title I school located in the south central section of the city of Fort Lauderdale in Broward County. Founded in 1961, Stephen Foster recently completed construction on a 12 "Smart Room" addition, featuring "state of the art" wireless technology, Promethean boards, amplification equipment, and document cameras. The school is a neighborhood school in an area known as "The Riverlands". Students in our boundaries have the option of attending Martin Luther King Elementary School. Our students feed into New River Middle School. Stephen Foster Elementary has maintained an "A" rating since the 2005-2006 school year.

Unique School Strengths for Next Year

Stephen Foster Elementary continues to retain an experienced, dedicated and highly qualified staff. We currently have (7) National Board Certified teachers, as well as (16) teachers with advanced degrees. The average level of experience for our teachers is 14+ years. The recent addition of 12 "Smart Rooms" provides our students daily interactions with advanced technology.

Unique School Weaknesses for Next Year

Due to limited financial allocations, reduced funds will dramatically decrease the amount of supplies available to our staff and students, as well as denying access to the Florida Treasures reading series for our 4th and 5th grades. In addition, we feel an area of weakness to be improved upon is in dealing with our push-in groups of target students. We are currently working to develop an optimum schedule for these groups and to implement a proven curriculum with fidelity.

Student Demographics

As of July 27, 2009, Stephen Foster's total enrollment count was 534 students. The demographic breakdown of our school population is as follows: 3% Asian or Pacific Islander, 23% Black non-Hispanic, 33% White non-Hispanic, 1% Multi-racial, and 39% Hispanic.

Student Attendance Rates

2007 - 94%
2008 - 94.2%

2009 – 93.9%

Student Mobility

2007 – 20.8%
2008 – 21.6%
2009 – 26.6%

Student Suspension Rates

2007 - 0.9%
2008 – 0.3%
2009 – 0.2%

Student Retention Rates

2007 – 3.59%
2008 – 4.49%

Class Size

Stephen Foster's student to teacher ratio averages 18:1.

Academic Performance of Feeder Pattern

NA

Partnerships and Grants

Stephen Foster Elementary works with several community partners, such as Publix, McDonald's, Fort Lauderdale Marina, Wheel-A-Brator, Western High School, U-Store-It, and Living Color Nursery. These partnerships provide our school with volunteers, incentives, supplies, classroom adoption monies, as well as hosting various events and field trip opportunities for our students and their families. Students at Stephen Foster participate in the "Student Enrichment in the Arts" (SEAS) program, a collaboration between the Broward County Public schools and the Broward Center for the Performing Arts. In addition, Stephen Foster Elementary offers the SWIM Central program presented by the Broward County Parks and Recreation Department to all Place, Head Start, and Kindergarten students.

STUDENT ACHIEVEMENT DATA

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

[School Grades Trend Data](#)

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

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

HIGHLY QUALIFIED ADMINISTRATORS

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record *
Principal	Mr. Michael Cassaw	Elementary 1-6 Early, Childhood Nursery-K, Reading K-12, School Principal (all levels)	12	23	2008-2009 – Grade: A 80% Proficient in Reading 81% Proficient in Math 89% Proficient in Writing 53% Proficient in Science Did not reach AYP benchmarks for Students with Disabilities and Blacks 2007-2008 – Grade: A 76% Proficient in Reading 80% Proficient in Math 94% Proficient in Writing 35% Proficient in Science Did not reach AYP benchmarks for Students with Disabilities and Blacks 2006-2007 – Grade: A 78% Proficient in Reading 83% Proficient in Math 88% Proficient in Writing 51% Proficient in Science Did not reach AYP benchmarks for Students with Disabilities
Assis Principal	Ms. Mayra Menendez	Administration/Support K-12, Early Childhood Nursery-K, Elementary 1-6	14	22	same as above

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

HIGHLY QUALIFIED INSTRUCTIONAL COACHES

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as a Coach	Prior Performance Record *
Reading Math Science Writing	No Coaches at this time	NA			NA

* 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. Advertisement of teacher vacancies will be made via the district Employment sites and teacher recruitment job fairs.	Principal Assistant Principal	Ongoing	
2. Providing resources, support, and continuous improvement opportunities through the New Educator Support System (NESS).	Principal NESS Coordinator NESS Coach	Ongoing	
3. Weekly team planning sessions to discuss curriculum scope and sequence using quarterly instructional calendars.	Team Leader	Ongoing	
4. Bi-weekly data chats to discuss student progress towards FCAT goals.	Principal Assistant Principal Reading Specialist Team Leader	Ongoing	
5. Monthly Professional Learning Community (Book Club) meetings to discuss academic, behavioral, management, and social topics.	Assistant Principal	Ongoing	

Non-Highly Qualified Instructors

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

Staff Demographics

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed
40	0	27	28	45	40	100	2	18	90

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Jennifer McHenry	Danielle Reiter	Ms. Reiter is being paired with the team leader as she is changing from 1st grade to 5th grade.	Weekly planning sessions to discuss curriculum, lesson planning, and classroom management issues. Bi-weekly data chats to discuss student progress towards FCAT goals.
Christine Leffel	Keri Luna	Mrs. Luna is being paired with the team leader as she is changing from 2nd grade to 4th grade.	Weekly planning sessions to discuss curriculum, lesson planning, and classroom management issues. Bi-weekly data chats to discuss student progress towards FCAT goals.
Natalie Carty	Kathy Herrera	Mrs. Herrera is being paired with the team leader as she is changing from ESE to 2nd grade.	Weekly planning sessions to discuss curriculum, lesson planning, and classroom management issues. Bi-weekly data chats to discuss student progress towards FCAT goals.
		Mrs. Drake is an experienced teacher. However, this	Weekly planning sessions to discuss curriculum,

Marilyn Green	Marris Drake	is her first year working with ESE students at Stephen Foster. She is being paired with the team leader.	lesson planning, and classroom management issues. Bi-weekly data chats to discuss student progress towards FCAT goals.
Kelly Moore	Jai Borrer	Mrs. Borrer is an experienced teacher. However, this is her first year teaching 3rd grade at Stephen Foster. She is being paired with the team leader.	Weekly planning sessions to discuss curriculum, lesson planning, and classroom management issues. Bi-weekly data chats to discuss student progress towards FCAT goals.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

Title I funds provide additional staff to assist students during the instructional day, as well as during Saturday School. Parental activities are planned that will assist parents in helping their child improve his/her academic performance. Funds are also used to provide in-house "summer" training for staff. The district coordinates with Title I, Title II, and Title III in ensuring staff development needs are provided.

Title I, Part C- Migrant

NA

Title I, Part D

NA

Title II

Title II funds provide salary for additional staff.

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

District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. In addition, academic tutoring is provided at homeless shelters.

Supplemental Academic Instruction (SAI)

SAI funds are used for additional instructional support during the school day.

Violence Prevention Programs

In cooperation with New River Middle School, Stephen Foster Elementary presents the G.R.E.A.T. program to all 4th and 5th grade students. The G.R.E.A.T. Program is a school-based, law enforcement officer-instructed classroom curriculum. With prevention as its primary objective, the program is intended as an immunization against delinquency, youth violence, and gang membership. In addition, the School Board of Broward County has approved the first school district Anti-Bullying policy in Florida. The policy sets forth guidelines for identification and reporting of bullying. The policy requires teachers and staff to utilize a variety of prevention and intervention activities and includes tools and resources that create environments of safety and respect and expectations of appropriate behavior.

Nutrition Programs

NA

Housing Programs

NA

Head Start

Stephen Foster offers the HEAD START and PLACE programs. Head Start is a national, federally-funded program that provides free comprehensive services for low-income preschool children and families. These services include educational, social, medical, vision, dental, nutritional, and mental health. The Preschool Learning Activities Classroom Experience Program (PLACE) is language-based, emphasizing problem solving, discovery learning, and receptive/expressive language development for children who age ages 3 to 5 years of age and function in the mildly handicapped range. The program also includes family education, support, and assistance.

Adult Education

NA

Career and Technical Education

The guidance counselor conducts quarterly lessons within the classroom focusing on career and technical education. In addition, all fifth grade students will receive instruction through the Junior Achievement BizTown program.

Job Training

NA

Other

NA

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

Stephen Foster's RtI Leadership Team includes our Principal, Assistant Principal, Guidance Counselor/ESOL Coordinator, ESE Specialist, Speech and Language Pathologist, Reading Specialist, School Psychologist, Social Worker, and student's teacher

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

Student data is compiled and discussed during "Class Review" meetings held at the beginning of each school year. Classroom teachers identify problem area(s) based on data and present concerns regarding individual students to the team. The team assists the teacher in forming interventions matched to the target problem. The implementation of interventions is monitored and data is collected on student progress in response for a period of 4 to 6 weeks. Additional meetings are scheduled to review and discuss progress of student.

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

Several members of the RtI Leadership Team are also members of the School Advisory Council. Through the School Advisory Council, the members of the RtI Leadership Team help to analyze, develop, recommend and evaluate interventions and programs the school will implement to meet the needs of students with the overall goals of increasing academic achievement and improving student behavior.

RtI Implementation

Describe the data management system used to summarize tiered data.

Classroom teachers utilize a spreadsheet to collect and organize student data. Data collected includes: FCAT scores, reading and math levels, ESOL/ESE/SPEECH/LANGUAGE status, retention information, SES status, as well as relevant teacher observations and concerns. Other academic data used to evaluate students throughout the year includes: BAT scores, Mini-assessments, End of Story/Chapter Tests, Florida Assessments for Instruction in Reading (FAIR), Oral Fluency Assessments, Diagnostic Assessment for Reading (DAR), as well as written teacher observations and intervention implementation evaluation forms.

Describe the plan to train staff on RtI.

At the beginning of the school year, all staff members will be trained by the RtI team regarding the purpose, process and goals for "Response to Intervention/Instruction". Additional professional development will be provided during faculty meetings, team leader meetings, and grade level meetings 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?

STRENGTHS:

3rd grade made a 5% gain in reading moving from 76% to 81%, as well as a 3% gain in math moving from 86% to 89%.
5th grade made a 12% gain reading moving from 72% to 84%, an 11% gain in math moving from 63% to 74%, as well as a 18% gain in science moving from 35% to 53%.
71% of students made a year's worth of progress in reading compared to 65% last year.
61% of struggling students made a year's worth of progress in reading compared to 52% last year.
Our Black subgroup made a 2% gain in reading moving from 51% to 53%, as well as a 6% gain in math moving from 58% to 64%.
Our Hispanic subgroup made a 4% gain in reading moving from 63% to 67%, as well as a 1% gain in math moving from 72% to 73%.
Our SES subgroup made a gain of 6% in reading moving from 61% to 67%.

WEAKNESSES:

4th grade lost 5% in reading moving from 81% to 76%, a 12% loss in math moving from 91% to 79%, as well as a 5% loss in writing moving from 94% to 89%.
65% of students made a year's worth of progress in math compared to 66% last year.
70% of struggling students made a year's worth of progress in math compared to 71% last year.
Our ESE subgroup lost 3% in reading moving from 32% to 29%, as well as a 2% loss in math moving from 49% to 47%.

Instructional Calendar Development

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

Teachers will use the district's curriculum maps, struggling reading/math charts along with revised Sunshine State Standards to develop daily instructional calendars for each subject at each grade level. Weekly team planning meetings will be held to discuss curriculum focus calendars and corresponding daily lessons. Bi-monthly data chats will be held to discuss student data and progress. Focus calendars will be adjusted to meet the students' needs according to data analysis.

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

Reading – Main Idea, Words and Phrases
Writing – Expository Writing
Mathematics – Algebraic Thinking
Science – 3rd grade (Processes of Living Things, Processes that Change the Earth), 4th grade (Systems and Interactions in Nature, The Solar System and Beyond), 5th grade (Building Blocks of Matter, Energy and Motion)

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

Grades 4 and 5 will be departmentalized into 2 and 3 teacher teams. 90-minute uninterrupted blocks will be established for Reading, Math/Science, and Writing/Social Studies in 4th grade and Reading, Math, Science/Social Studies in 5th grade. Weekly team planning meetings will be held to discuss curriculum focus calendars and corresponding daily lessons. Bi-monthly data chats will be held to discuss student data and progress. Focus calendars and daily lessons will be adjusted to meet the students' needs according to data analysis.

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

NA

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?

NA

DO

Direct the Instructional Focus

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

Students will be instructed according to instructional focus calendars developed by Stephen Foster teachers and staff in

conjunction with Broward County Core Curriculum guidelines. Teachers will collaborate during weekly team meetings to provide meaningful instruction and develop appropriate strategies to accelerate the skills of our students.

How are instructional focus lessons developed and delivered?

Instructional focus lessons are developed and delivered by the classroom teachers. The development of these lessons will be based on instructional focus calendars and student needs identified during bi-weekly data chats. Additional strategies and references for lessons will be accessed by teachers through B.E.E.P and discussed during weekly team meetings. Lessons will be delivered daily by the classroom teachers.

How will instructional focus lessons be revised and monitored?

Instructional focus lessons will be revised and monitored according to student needs identified through evaluation of BAT scores, teacher observation of student progress, and formal and informal assessments. Revision of lessons will be discussed during weekly team meetings and bi-weekly data chats.

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.

Assessments to be used to measure student progress include the Broward Benchmark Assessment Test (BAT), Broward Mini-Assessments, Assessments provided by textbook series, IRI, DAR, Computer-based Assessments (Compass Learning, CCC, AR, FCAT Explorer, FAIR), and formal writing prompts.

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

Grade level mini-assessments will be used to identify mastery of instructional focus benchmarks. Mini-assessments will be administered according to instructional focus calendars and scores will be recorded by classroom teachers to be discussed during bi-weekly data chat meetings.

Maintenance

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

Benchmark assessment and maintenance is revisited through the use of FCAT daily review exercises, End of Unit Tests, Compass Learning and FCAT Explorer activities, as well as differentiated learning centers.

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.

Weekly team planning meetings facilitated by team leader.
Bi-weekly grade level data chats facilitated by administration.

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 Administration / Leadership team will . . .

- facilitate staff meetings, grade level data chat meetings, team leader meetings, and RtI meetings
- conduct regular Classroom Walk-Throughs and provide constructive and reflective feedback
- encourage and support the development of Professional Learning Communities
- provide Professional Development opportunities in areas of need

ACT

Supplemental and Intensive Instruction/Interventions

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

Core – district adopted textbook series
 Supplemental – B.E.E.P., Compass Learning, SRA Snapshots Science, FCAT Explorer, Writer’s In Control, FCAT Daily Review, Mountain Math
 Intensive – Wilson Reading and Hand’s On Math, Foundations, Phonics for Reading
 Interventions – district adopted textbook series, Compass Learning, FCAT Explorer, B.E.E.P.

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

Students will receive instruction/intervention to re-teach non-mastered target areas during small group instruction, push-in and pull-out groups, computer instruction, and during extended learning opportunities such as before and after school tutoring and Saturday school.

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

Professional development will be identified and provided according to test data analysis, classroom walk-through evaluations, school trends, and teacher requests.

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

Students targeted for supplemental and intensive instruction/interventions will include:

- all Level 1 and 2 students
- all ESE, SES, LEP students
- all students in danger of not meeting “adequate yearly progress”

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

The effectiveness of the interventions will be measured using the Broward Benchmark Assessment Test (BAT), Broward Mini-Assessments, Assessments provided by textbook series, IRI, DAR, Computer-based Assessments (Compass Learning, CCC, AR, FCAT Explorer, FAIR), and formal writing prompts.

Enrichment

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

Alternative instructional delivery methods include:

- cooperative learning activities/projects
- small group instruction
- push-in/pull-out groups
- differentiated learning centers
- technology integration

Describe how students are identified for enrichment strategies.

Students are identified through formal and informal testing, as well as teacher/parent observation of student progress, behavior and work samples.

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)
Team Planning Meetings	Team Leaders (Susana Gonzalez, Bernard Korosec, Natalie Carty, Christine Leffel, Jennifer McHenry, Kelly Moore, Gail Newman, Caryn Stevens)	weekly	after school	Discussion of instructional focus calendar and lesson study
Data Chats	Administration (Michael Cassaw, Mayra Menendez, Linsey Jones)	bi-weekly	after school	Analysis of assessment data collection
Team Leader Meetings	Administration (Michael Cassaw, Mayra Menendez, Linsey Jones)	Monthly	during school hours/after school	Data analysis, Instructional focus calendars, grade level and school focus/goals, staff development
	Administration			

Support Team Meetings	(Michael Cassaw, Mayra Menendez, Linsey Jones)	Weekly	during school hours	Data analysis, Instructional focus calendars, grade level and school focus/goals, staff development
Leadership Mentoring	Administration (Mayra Menendez)	Quarterly	after school	Discussion of school policy and procedures
Book Club	Book Club Leader (Alexis Lindholm)	Monthly	after school	Discussion of reading selections/topics relevant to school focus and goals

NCLB Public School Choice

Note: For Title I schools only

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

Pre-School Transition

Stephen Foster elementary offers both the Head Start and PLACE programs to eligible families.

Head Start is a national, federally-funded program that provides free comprehensive services for low-income preschool children and their families. These services include educational, social, medical, vision, dental, nutritional and mental health. Every child receives a variety of learning experiences to foster intellectual, social and emotional growth. Each class of 18 children is staffed with a certified teacher and instructional aide. Parent involvement is an essential part of the program and parents are provided with opportunities to participate in the decision-making process, as well as links to educational and social programs that support their efforts to become self-sufficient and achieve educational and vocational goals. Parents also receive training and education to foster their understanding of and involvement in the development of their children.

The Preschool Learning Activities Classroom Experience Program (PLACE) is language-based, emphasizing problem solving, discovery learning and receptive/expressive language development. The PLACE student follows a daily routine similar to the schedules followed in developmentally appropriate preschool programs for three to five year old children. The classroom is a well-organized, clearly defined environment that is arranged to promote independence, foster decision-making and encourage initiative and involvement. Other characteristics of the program include: multisensory stimulation, cognitive and pre-academic development, increasing social competence, behavior management, and active play. The PLACE program provides an educational program for children, who are ages three to five years of age and function in the mildly handicapped range. The program also includes family education, support and assistance.

Postsecondary Transition

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

NA

PART II: EXPECTED IMPROVEMENTS

Reading Goal

Needs Assessment:	<p>Based on School Grade and Adequate Yearly Progress Data:</p> <p>Did the total percent proficient increase or decrease? What is the percent change?</p> <p>What clusters/strands, by grade level, showed decrease in proficiency?</p> <p>Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?</p> <p>Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?</p> <p>Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?</p>
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Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
On the 2008-2009 FCAT Reading Assessment, 80% of students in Grades 3-5 scored a Level 3 or higher and 71% of students made a year's worth of progress in reading.		On the 2009-2010 FCAT Reading Assessment, 83% of students in Grades 3-5 will score a Level 3 or higher and 74% of students will make a year's worth of progress in reading.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	All students will be instructed according to the reading instructional focus calendar developed by Stephen Foster teachers and staff in conjunction with District guidelines.	Team Leaders, Teachers, Administration	Classroom Walkthrough, Team Planning, Bi-Weekly Data Chats	BAT, Mini-bats, Trophies Assessments, Computer-based Assessments
2	Teachers will access Virtual Counselor to acquire student data to assist with curriculum focus.	Team Leaders, Teachers, Administration	Bi-Weekly Data Chats	BAT, Mini-bats
3	Teachers will use FAIR assessment system to access screening, diagnostic, and progress monitoring information essential to guiding instruction and identifying students most likely to be on or above grade level in reading by the end of the school year.	Team Leaders, Teachers, Administration	Bi-weekly Data Chats	FAIR assessments and reports
4	Administration and support personnel will conference with students individually to discuss achievement levels and goals.	Administration (Michael Cassaw, Mayra Menendez, Linsey Jones) Support Personnel (Caryn Stevens, David Kramb)	Twice per year	FCAT, BAT

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
On the 2008-2009 FCAT Reading Assessment, 61% of struggling students made a year's worth of progress in reading and the AYP subgroups performed as follows: Black-53%, Hispanic-67%, SES-67%, SLD-29%.		On the 2009-2010 FCAT Reading Assessment, 68% of struggling students will make a year's worth of progress in reading and the AYP Target Subgroups will show at least a 10% gain as follows: Black-63%, Hispanic-74%, SES-74%, SLD-39%.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Teachers will collaborate with the reading resource specialist, ESE specialist and ESE teacher to provide meaningful instruction and develop appropriate	Teachers, Reading Specialist (Linsey Jones), ESE Specialist (Marilyn Green)	Bi-Weekly Data Chats, RtI meetings	BAT, Mini-bats, Trophies Assessments, Computer-based Assessments

	strategies to accelerate students' skills.			
2	Teachers will use the "ESOL Instructional Strategies Matrix" to document ESOL strategies that will be used in daily plans to meet the specific needs and provide appropriate instruction for LEP students. Exited students will also be continually monitored.	Teachers, Administration	Classroom Walkthrough, Team Planning	BAT, Mini-bats, Trophies Assessments, Computer-based Assessments
3	Extended learning opportunities such as before and after-school reading programs, individualized push-in/pull-out instruction, tutoring, and Saturday School will be provided for intensive reading acceleration for target students.	Teachers, Administration, Parents	Bi-weekly Data Chats, RtI meetings	BAT, Mini-bats, Trophies Assessments, Computer-based Assessments, Surveys, Attendance Records
4	Kindergarten and First Grade ESOL students will be grouped together in a sheltered classroom with a bilingual teacher.	Administration, Teachers (Susana Gonzalez, Liuvy Reges), ESOL Coordinator (Caryn Stevens)	Bi-weekly Data Chats, Classroom Walkthroughs, RtI meetings	Yearly ESOL evaluations

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
On the 2009-2010 FCAT Reading Assessment, 83% of students in Grades 3-5 will score a Level 3 or higher and 74% of students will make a year's worth of progress in reading.	On-going in-service training and support for Trophies and Treasures reading materials, strategies and intervention techniques.	Reading Specialist (Linsey Jones)	Ongoing	Classroom walk-through	Administration (Mr. Cassaw, Mrs. Menendez)
On the 2009-2010 FCAT Reading Assessment, 83% of students in Grades 3-5 will score a Level 3 or higher and 74% of students will make a year's worth of progress in reading.	In-house workshops to assist with implementation of new technology focusing on individualized instruction and monitoring student progress, such as BEEP, Compass Learning Odyssey, and Virtual Counselor	Technology Specialist (Janice McLeese)	August 2009 to continue throughout the year	Data Chats, Classroom Walkthrough	Administration (Mr. Cassaw, Mrs. Menendez)
On the 2009-2010 FCAT Reading Assessment, 68% of struggling students will make a year's worth of progress in reading and the AYP Target Subgroups will show at least a 10% gain as follows: Black-59%, Hispanic-74%, SES-74%, SLD-32%.	District workshops focusing on intervention strategies and techniques, such as Small Group Instructions, Highly Effective Strategies for Struggling Readers, Wilson Foundation, Trophies Interventions	In-service facilitator	Ongoing	Faculty Meetings, Data Chats, Classroom Walkthrough	Reading Specialist, Administration

For Schools with Grades 6-12, Describe the Plan to Ensure the Responsibility of Teaching Reading for Every Teacher

NA

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
FCAT practice materials	Accountability	\$500.00
Remediation/Intervention/Assessment Tools	Accountability	\$2,500.00
		Total: \$3,000.00
Technology		
Description of Resources	Funding Source	Available Amount
DETA, BEEP, Virtual Counselor, FCAT Explorer, Harcourt On-line, Compass	Technology	\$1,000.00

Learning Odyssey		
FAIR	School Budget	\$2,500.00
		Total: \$3,500.00
Professional Development		
Description of Resources	Funding Source	Available Amount
District Workshops	School Budget	\$1,500.00
In-house Summer Training (ie: departmentalization and instructional focus calendars)	Title I	\$1,200.00
New Technology	School Budget	\$2,300.00
		Total: \$5,000.00
Other		
Description of Resources	Funding Source	Available Amount
Reading Incentives	PTA	\$3,000.00
Kind News	Partners in Excellence	\$400.00
Parent Workshops	Title I	\$1,205.00
		Total: \$4,605.00
		Final Total: \$16,105.00

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		
On the 2008-2009 FCAT Math Assessment, 81% of students in Grades 3-5 scored a Level 3 or higher and 65% of students made a year's worth of progress in math.		On the 2009-2010 FCAT Math Assessment, 84% of students in Grades 3-5 will score a Level 3 or higher and 68% of students will make a year's worth of progress in math.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	All students will be instructed according to the math instructional focus calendar developed by Stephen Foster teachers and staff in conjunction with District guidelines.	Team Leaders, Teachers, Administration	Classroom Walkthrough, Team Planning, Bi-weekly Data Chats	BAT, Mini-bats, Harcourt Assessments, Computer-based Assessments, Classroom Assessments (textbook tests/quizzes, center products/portfolios, journals)
2	Teachers will access Virtual Counselor to acquire student data to assist with curriculum focus.	Team Leaders, Teachers, Administration	Bi-weekly Data Chats	BAT, Mini-bats
3	Students will be assessed bi-monthly using the Broward County Benchmark Assessment Tests (mini-bats). Teachers will use student data to guide instruction and identify students most likely to be on or above grade math by the end of the school year.	Team Leaders, Teachers, Administration	Bi-weekly Data Chats	Mini-bats

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement	
On the 2008-2009 FCAT Math Assessment, 70% of		On the 2009-2010 FCAT Math Assessment, 74% of	

struggling students made a year's worth of progress in math and the AYP subgroups performed as follows: Black-64%, Hispanic-73%, SLD-47%.		struggling students will make a year's worth of progress in math and the AYP Target subgroups will show at least a 10% gain as follows: Black-71%, Hispanic-81%, SLD-57%.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Teachers will collaborate with the math specialist, ESE specialist and ESE teacher to provide meaningful instruction and develop appropriate strategies to accelerate students' skills.	Teachers, Math Specialist (Jeff Allagood), ESE Specialist (Marilyn Green)	Bi-weekly Data Chats, RtI meetings	BAT, Mini-bats, Harcourt Assessments, Computer-based Assessments
2	Daily in-class remediation will occur through materials included with the Harcourt series; technology such as FCAT Explorer and Compass Learning Odyssey; daily mini-lessons such as Mountain Math, Calendar Math, FCAT/SAT dailies, and math timings.	Teachers	Classroom Walkthrough, Bi-weekly Data Chats, Team Planning	BAT, Mini-bats, Harcourt Assessments, Computer-based Assessments
3	Extended learning opportunities such as before and after-school math programs, individualized push-in/pull-out instruction, tutoring, and Saturday School will be provided for intensive reading acceleration for target students.	Teachers, Administration, Parents	Bi-weekly Data Chats, RtI meetings	BAT, Mini-bats, Trophies Assessments, Computer-based Assessments, Surveys, Attendance Records
4	Kindergarten and First Grade ESOL students will be grouped together in a sheltered classroom with a bilingual teacher.	Administration, Teachers (Susana Gonzalez, Liuvy Reges), ESOL Coordinator (Caryn Stevens)	Bi-weekly Data Chats, Classroom Walkthrough, RtI meetings	Yearly ESOL evaluations

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
On the 2009-2010 FCAT Math Assessment, 84% of students in Grades 3-5 will score a Level 3 or higher and 68% of students will make a year's worth of progress in math.	On-going in-service training and support for Harcourt math materials, strategies and intervention techniques.	Math Specialist (Jeff Allagood)	Ongoing	Classroom Walkthrough	Administration (Mr. Cassaw, Mrs. Menendez)
On the 2009-2010 FCAT Math Assessment, 84% of students in Grades 3-5 will score a Level 3 or higher and 68% of students will make a year's worth of progress in math.	In-house workshops to assist with implementation of new technology focusing on individualized instruction and monitoring student progress, such as BEEP, Compass Learning Odyssey, and Virtual Counselor	Technology Specialist (Janice McLeese)	August 2009 to continue throughout the year	Data Chats, Classroom Walkthrough	Administration (Mr. Cassaw, Mrs. Menendez)
On the 2009-2010 FCAT Math Assessment, 74% of struggling students will make a year's worth of progress in math and the AYP Target subgroups will show at least a 10% gain as follows: Black-71%, Hispanic-81%, SLD-52%.	District workshops focusing on intervention strategies and techniques, such as Calendar Math, Problem Solving for FCAT, On the WRITE Track in Mathematics, Mental Math.	Inservice Facilitator	Ongoing	Faculty Meetings, Data Chats, Classroom Walkthrough	Math Specialist, Administration

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
FCAT/SAT Practice materials	School Budget	\$600.00

Remediation/Intervention/Assessment Tools	Accountability	\$2,500.00
		Total: \$3,100.00
Technology		
Description of Resources	Funding Source	Available Amount
DETA, BEEP, Virtual Counselor, FCAT Explorer, Harcourt On-line, Compass Learning Odyssey	Technology	\$2,000.00
		Total: \$2,000.00
Professional Development		
Description of Resources	Funding Source	Available Amount
District Workshops	Accountability	\$500.00
In-house Summer Training (ie: departmentalization/instructional focus calendars)	Title I	\$1,200.00
New Technology	School Budget	\$2,350.00
		Total: \$4,050.00
Other		
Description of Resources	Funding Source	Available Amount
Parent Workshops	Title I	\$1,205.00
Student Incentives and Events	Partners in Excellence PTA	\$450.00
		Total: \$1,655.00
		Final Total: \$10,805.00

End of **Mathematics** Goal

Science Goal

Needs Assessment: Based on School Grade Data:

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

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
On the 2008-2009 FCAT Science Assessment, 53% of students in Grade 5 scored a Level 3 or higher.		On the 2009-2010 FCAT Science Assessment, 59% of students in Grade 5 will score a Level 3 or higher.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	All students will be instructed according to the science instructional focus calendar developed by Stephen Foster teachers and staff in conjunction with District guidelines and according to the Broward County Elementary Science Benchmark Plan.	Team Leaders, Teachers, Administration	Classroom Walkthrough, Team Planning, Bi-weekly Data Chats	Mini-bats, Teacher Observation, Textbook Assessments
2	Teachers will use district curriculum support materials such as Delta Hands-on Activities, FCAT dailies, BEEP, and Core Curriculum web resources.	Teachers, Administration	Classroom Walkthrough, Team Planning	Mini-bats, Teacher Observation, Textbook Assessments
3	All students will be instructed on and practice scientific methods through review of science benchmarks and a variety of other activities, such as hands-on investigations, class-created and individual science projects, and science related writing projects.	Teachers, Administration	Classroom Walkthrough, Team Planning	Mini-bats, Teacher Observation, Textbook Assessments, Project Rubrics, Textbook provided lab reports, Journals
4	All students will be instructed on science and technology research skills	Teachers, Administration	Classroom Walkthrough, Team Planning	Mini-bats, Teacher Observation, Textbook Assessments, Project

using the internet resources and related software programs via classroom and laptop computers.	Rubrics
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Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
On the 2009-2010 FCAT Science Assessment, 56% of students in Grade 5 will score a Level 3 or higher.	On-going in-service training and support on Harcourt science materials, strategies, and intervention techniques.	In-service Facilitator	Ongoing	Classroom Walkthroughs	Administration (Mr. Cassaw, Mrs. Menendez)
On the 2009-2010 FCAT Science Assessment, 56% of students in Grade 5 will score a Level 3 or higher.	On-going in-service training and support for supplemental science materials (i.e.: Snapshot Science and Delta Hands-on Kits).	In-service Facilitator	Ongoing	Classroom Walkthroughs	Administration (Mr. Cassaw, Mrs. Menendez)
On the 2009-2010 FCAT Science Assessment, 56% of students in Grade 5 will score a Level 3 or higher.	In-house workshops to assist with implementation of new technology focusing on individualized instruction and monitoring student progress, such as BEEP, Compass Learning Odyssey, and Virtual Counselor.	Technology Specialist (Janice McLeese)	August 2009 to continue throughout the year	Bi-weekly Data Chats, Classroom Walkthroughs	Administration (Mr. Cassaw, Mrs. Menendez)

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
FCAT Practice Materials	Accountability	\$500.00
DELTA Science Kit Replenishment Materials	School Budget	\$1,250.00
Total: \$1,750.00		
Technology		
Description of Resources	Funding Source	Available Amount
DETA, BEEP, Virtual Counselor, FCAT Explorer, Harcourt On-line, Compass Learning Odyssey	Technology	\$1,000.00
Total: \$1,000.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
District Workshops	School Budget	\$500.00
In-house Summer Training (ie: departmentalization/instructional focus calendars)	Title I	\$1,200.00
Total: \$1,700.00		
Other		
Description of Resources	Funding Source	Available Amount
Kind News	Partners in Excellence	\$400.00
Student Incentives	PTA	\$450.00
Total: \$850.00		
Final Total: \$5,300.00		

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, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
On the 2008-2009 FCAT Writing Assessment, 89% of students in Grade 4 met high standards in writing.		On the 2009-2010 FCAT Writing Assessment, 94% of students in Grade 4 will meet high standards in writing.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students will practice "Writers in Control" daily to improve their narrative and expository writing skills.	Teachers, Administration	Classroom Walkthrough, Team Planning	Classroom Walkthrough, Team Planning
2	Students will be instructed on how to read, understand, and respond to narrative and expository writing prompts. "Mock prompts" will be assessed throughout the year, and teachers will conference with individual students regarding results.	Teachers, Administration	Classroom Walkthrough, Team Planning, Bi-weekly Data Chats	Monthly writing prompt rubric
3	Students will utilize classroom and laptop computers to edit and publish their writing.	Teachers, Administration	Classroom Walkthrough, Team Planning	Monthly writing prompt rubric
4	All students will be instructed according to the writing instructional focus calendar developed by Stephen Foster teachers and staff according to District guideline. Calendar will reference lessons outlined on BEEP.	Team Leaders, Teachers, Administration	Classroom Walkthrough, Team Planning, Bi-weekly Data Chats	Teacher Observation, 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 2009-2010 FCAT Writing Assessment, 94% of students in Grade 4 will meet high standards in writing.	Writer's In Control Materials/Training/Support	Reading Specialist	August 2009 to continue throughout the year	Classroom Walkthroughs	Administration

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Writer's In Control materials	Title I	\$4,600.00
Remediation/Intervention/Assessment Materials	Accountability	\$1,000.00
		Total: \$5,600.00
Technology		
Description of Resources	Funding Source	Available Amount
ClarisWorks, Inspiration/Kidspiration, PowerPoint, Appleworks	Technology	\$1,000.00
		Total: \$1,000.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Writer's In Control Training	Title I	\$5,000.00
		Total: \$5,000.00
Other		
Description of Resources	Funding Source	Available Amount
Parent Workshops	Title I	\$1,205.00
Student Incentives	PTA	\$450.00
		Total: \$1,655.00

Parent Involvement Goal

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

Were parent involvement activities and strategies targeted to areas of academic need?

Based on information from surveys, evaluations, agendas, or sign-ins:

Was the percent of parent participation in school activities maintained or increased from the prior year?

Generally, what strategies or activities can be employed to increase parent involvement?

Based on the Needs Assessment, Identify Area(s) for Improvement			Objective Linked to Area of Improvement	
Active Parent Participation at school functions and events.			By June 2010, 75% of parents will participate in school sponsored functions and events.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Monthly newsletter posted on school website.	Newsletter coordinator (Gail Carter), Web Mistress (Amanda Rivero, Janice McLeese)	Parent attendance at functions and events.	Sign-in sheets and participant forms.

Based on the Needs Assessment, Identify Area(s) for Improvement			Objective Linked to Area of Improvement	
Active parent participation at parent training seminars and workshops.			By June 2010, 75% of parents will participate in school sponsored functions and events.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Monthly newsletter posted on school website.	Newsletter coordinator (Gail Carter), Web Mistress (Amanda Rivero, Janice McLeese)	Parent attendance at functions and events.	Sign-in sheets and participant forms.
2	Flyers and notices sent home with students.	Office staff (Ana Maria, Jamuti Smith, Nancy Thompson), teachers	Parent attendance at functions and events.	Sign-in sheets and participant forms.
3	Events listed on school marquee.	PTA (Susana Gonzalez)	Parent attendance at functions and events.	Sign-in sheets and participant forms.
4	Stephen Foster will work with Community Partners to provide incentives to parents who attend school sponsored events.	Partners in Excellence Coordinators (Nancy Haugen, Amanda Rivero), PTA (Susana Gonzalez)	Parent attendance at functions and events.	Sign-in sheets and participant forms.
5	Automated phone call reminders	Administration	Parent attendance at functions and events.	Sign-in sheets and participant forms.

Based on the Needs Assessment, Identify Area(s) for Improvement			Objective Linked to Area of Improvement	
Parent understanding and active participation in ELL and ESE support and services.			By June 2010, 75% of ELL and ESE parents will participate in IEP meetings and related seminars and trainings.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Notices sent home with students	ESE specialist (David Kramb), ESOL coordinator (Caryn Stevens), Teachers	Parent attendance at functions and events.	Sign-in sheets and participant forms.
2	Phone call reminders	ESE specialist (David Kramb), ESOL	Parent attendance at functions and events.	Sign-in sheets and participant forms.

		coordinator (Caryn Stevens), Teachers		
3	Monthly newsletter posted on school website.	Newsletter coordinator (Gail Carter), Web Mistress (Amanda Rivero, Janice McLeese)	Parent attendance at functions and events.	Sign-in sheets and participant forms.
4	Events listed on school marquee.	PTA (Susana Gonzalez)	Parent attendance at functions and events.	Sign-in sheets and participant forms.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
NA	NA	NA	NA	NA	NA

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
NA	NA	\$0.00
Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
Website Development	Title I	\$680.00
Virtual Counselor, FCAT Explorer, Harcourt On-line, Compass Learning Odyssey	Accountability	\$200.00
Total: \$880.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
NA	NA	\$0.00
NA	NA	\$0.00
Total: \$0.00		
Other		
Description of Resources	Funding Source	Available Amount
Flyers/Announcements	Title I	\$540.00
Total: \$540.00		
Final Total: \$1,420.00		

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	FCAT practice materials	Accountability	\$500.00
Reading	Remediation/Intervention/Assessment Tools	Accountability	\$2,500.00
Mathematics	FCAT/SAT Practice materials	School Budget	\$600.00
Mathematics	Remediation/Intervention/Assessment Tools	Accountability	\$2,500.00
Writing	Writer's In Control materials	Title I	\$4,600.00
Writing	Remediation/Intervention/Assessment Materials	Accountability	\$1,000.00
Science	FCAT Practice Materials	Accountability	\$500.00
Science	DELTA Science Kit Replenishment Materials	School Budget	\$1,250.00
Parental Involvement	NA	NA	\$0.00
			Total: \$13,450.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	DETA, BEEP, Virtual Counselor, FCAT Explorer, Harcourt On-line, Compass Learning Odyssey	Technology	\$1,000.00
Reading	FAIR	School Budget	\$2,500.00
Mathematics	DETA, BEEP, Virtual Counselor, FCAT Explorer, Harcourt On-line, Compass Learning Odyssey	Technology	\$2,000.00
Writing	ClarisWorks, Inspiration/Kidspiration, PowerPoint, Appleworks	Technology	\$1,000.00
Science	DETA, BEEP, Virtual Counselor, FCAT Explorer, Harcourt On-line, Compass Learning Odyssey	Technology	\$1,000.00
Parental Involvement	Website Development	Title I	\$680.00
Parental Involvement	Virtual Counselor, FCAT Explorer, Harcourt On-line, Compass Learning Odyssey	Accountability	\$200.00
			Total: \$8,380.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	District Workshops	School Budget	\$1,500.00
Reading	In-house Summer Training (ie: departmentalization and instructional focus calendars)	Title I	\$1,200.00
Reading	New Technology	School Budget	\$2,300.00
Mathematics	District Workshops	Accountability	\$500.00
Mathematics	In-house Summer Training (ie: departmentalization/instructional focus calendars)	Title I	\$1,200.00
Mathematics	New Technology	School Budget	\$2,350.00
Writing	Writer's In Control Training	Title I	\$5,000.00
Science	District Workshops	School Budget	\$500.00
Science	In-house Summer Training (ie: departmentalization/instructional focus calendars)	Title I	\$1,200.00
Parental Involvement	NA	NA	\$0.00
Parental Involvement	NA	NA	\$0.00
			Total: \$15,750.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Reading Incentives	PTA	\$3,000.00
Reading	Kind News	Partners in Excellence	\$400.00
Reading	Parent Workshops	Title I	\$1,205.00
Mathematics	Parent Workshops	Title I	\$1,205.00
Mathematics	Student Incentives and Events	Partners in Excellence PTA	\$450.00
Writing	Parent Workshops	Title I	\$1,205.00
Writing	Student Incentives	PTA	\$450.00

Science	Kind News	Partners in Excellence	\$400.00
Science	Student Incentives	PTA	\$450.00
Parental Involvement	Flyers/Announcements	Title I	\$540.00
			Total: \$9,305.00
			Final Total: \$46,885.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

Intervene
 Correct II
 Prevent II
 Correct I
 Prevent I
 NA

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

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

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

Projected use of SAC Funds	Amount
Technology Training	500
SAC Chair Supplement	800
Workshops	750
FCAT Parent Night	350

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

The School Advisory Council will facilitate the development of the School Improvement Plan through faculty sub-committees for each academic area as well as other areas of need. The Council will monitor the implementation of the SIP through faculty sub-committees who oversee the execution of SIP strategies and action steps and monitor data throughout the year. The Council will support the academic focus of the school and evaluate the effectiveness of the SIP and make recommendations as to the alignment of instructional staffing/materials to support the SIP.

SAC Members

Members

- 1) Mr. Michael Cassaw, Principal
- 2) Mrs. Jennifer McHenry, SAC Chair
- 3) Ms. Danielle Reiter, Teacher
- 4) Mrs. Nancy Haugen, Teacher
- 5) Mrs. Theresa Freni, Teacher
- 6) Mrs. Luivy Reges, Teacher
- 7) Mr. Michael Porter, Teacher
- 8) Mrs. Beth Nanney, Teacher
- 9) Mrs. Lisa Cunningham, Parent
- 10) Mrs. Janet Kenny, Parent

- 11) Mrs. Naziha Smaali-Djabri, Parent
- 12) Mrs. Junie Vung, Parent
- 13) Mrs. Claudia Gonzalez, Parent
- 14) Mrs. Amy Saulsby-Smith, Parent
- 15) Mrs. Dina Mercado, Parent
- 16) Mrs. Heidi Engel, Parent
- 17) Ms. Dorothy Thompson, Community Member
- 18) Ms. Dorothy Thompson, Community Member
- 19) Mrs. Ana Maria, School Support Personnel
- 20) Ms. Linda Tibbetts, Union Steward
- 21) Ms. Mayra Menendez, Assistant Principal
- 22) Ms. Mayra Menendez, Assistant Principal

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Broward STEPHEN FOSTER ELEMENTARY SCHOOL 0921											
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 305 Math: 305		2008-2009 School Grade ¹ : A		Did the School make Adequate Yearly Progress? NO							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.					
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	2008	2009	Y/N	2009	Y/N	2009	Y/N	2009
TOTAL ⁴	99	Y	99	Y	71	Y	75	Y			Y			NA	32	29	NA	25	25	NA	75	NA	75	NA	NA
WHITE	99	Y	99	Y	85	Y	83	Y	91	94	Y			NA	18	15	NA	12	17	NA	86	NA	77	NA	NA
BLACK	100	Y	100	Y	53	N	64	N			NA			NA	49	47	N	42	36	Y	62	N	68	NA	NA
HISPANIC	98	Y	99	Y	67	Y	73	Y			Y			NA	37	33	NA	28	27	NA	71	NA	75	NA	NA
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA					
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA					
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	67	Y	71	Y			Y			NA	39	33	NA	27	29	NA	72	NA	73	NA	NA
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	60	N	79	Y			NA			NA		40	NA		21	NA	76	Y	80	NA	NA
STUDENTS WITH DISABILITIES	97	Y	97	Y	29	N	47	N			NA			NA	68	71	N	51	53	N	40	N	53	N	NA

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Broward STEPHEN FOSTER ELEMENTARY SCHOOL 0921											
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 312 Math: 312		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
TOTAL ⁴	99	Y	99	Y	68	Y	75	Y	92		Y			NA	30	32	NA	23	25	NA	64	NA	73	NA	NA
WHITE	100	Y	99	Y	82	Y	88	Y	91	91	Y			NA	19	18	NA	12	12	NA	75	NA	78	NA	NA
BLACK	100	Y	99	Y	51	N	58	N			NA			NA	40	49	N	35	42	N	44	N	61	N	NA
HISPANIC	98	Y	97	Y	63	Y	72	Y			Y			NA	37	37	NA	27	28	NA	64	NA	74	NA	NA
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA					
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA					
ECONOMICALLY DISADVANTAGED	99	Y	98	Y	61	Y	73	Y	93		Y			NA	34	39	NA	28	27	NA	61	NA	72	NA	NA
ENGLISH LANGUAGE LEARNERS	98	Y	98	Y		NA		NA			NA			NA		NA			NA						
STUDENTS WITH DISABILITIES	99	Y	98	Y	32	N	49	N			NA			NA	64	68	N	48	51	N	40	N	51	N	NA

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Broward STEPHEN FOSTER ELEMENTARY SCHOOL 0921											
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 305 Math: 305		2006-2007 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?		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
TOTAL ⁴	99	Y	99	Y	70	Y	77	Y	91	92	Y			NA	32	35	NA	32	23	NA	69	NA	76	NA	NA
WHITE	100	Y	99	Y	81	Y	88	Y	89	91	Y			NA	23	24	NA	20	12	NA	79	NA	82	NA	NA
BLACK	100	Y	100	Y	60	Y	65	Y			NA			NA	49	45	NA	50	35	NA	56	NA	65	NA	NA
HISPANIC	99	Y	99	Y	63	Y	73	Y			Y			NA	38	41	NA	35	27	NA	64	NA	75	NA	NA
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA					
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA					
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	66	Y	72	Y	91	93	Y			NA	41	39	NA	36	28	NA	69	NA	73	NA	NA
ENGLISH LANGUAGE LEARNERS	99	Y	98	Y	48	N	68	Y			NA			NA	45	55	N	52	32	NA	51	Y	75	NA	NA
STUDENTS WITH DISABILITIES	100	Y	98	Y	36	N	52	N			NA			NA	70	69	N	54	48	Y	40	N	63	NA	NA

SCHOOL GRADE DATA

Broward School District STEPHEN FOSTER ELEMENTARY SCHOOL 2008-2009					
	Reading	Math	Writing	Science	Grade Points Earned
% Meeting High Standards (FCAT Level 3 and Above)	80%	81%	89%	53%	303
% of Students Making Learning Gains	71%	65%			136
Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.					
3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 					

						1 or 2
Adequate Progress of Lowest 25% in the School?	61% (YES)	70% (YES)			131	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					570	
Percent Tested = 99%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

Broward School District STEPHEN FOSTER ELEMENTARY SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	76%	80%	94%	35%	285	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	65%	66%			131	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?	52% (YES)	71% (YES)			123	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					539	
Percent Tested = 99%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

Broward School District STEPHEN FOSTER ELEMENTARY SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	78%	83%	88%	51%	300	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	65%	70%			135	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?	51% (YES)	65% (YES)			116	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					551	
Percent Tested = 99%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested