

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN

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School Name: PETERS ELEMENTARY SCHOOL

District Name: Broward

Principal: Kathleen Sedlack

SAC Chair: Ruth B. Marsh/Co-Chair Jacqueline Lomack

Superintendent: Mr. James F. Notter

Date of School Board Approval: 12/1/09

Last Modified on: 08-31-2009

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## VISION and MISSION STATEMENTS

**Mission:** The mission of Peters Elementary School is to foster the highest development of each student's unique potential.

**Vision:** The vision for the students, teachers, administration and parents at Peters Elementary School is one in which each and every stakeholder will be motivated to excel in all areas of learning with an emphasis on literacy.

It is envisioned that Peters will be a diverse learning community directed toward facilitating continued growth and helping learners to reach their potential. We believe that all students can be successful learners and are entitled to an equal educational opportunity. We set high expectations for all students and promote a culture of respect and dignity between staff members, students, parents and educational partners.

## PART I: CURRENT SCHOOL STATUS

### SCHOOL PROFILE/DEMOGRAPHICS

#### Brief History and Background of the School

Peters Elementary School opened its doors in 1958, making it the oldest school in Plantation. The 11.3 acre site, in central Broward County, was donated by Bernice Peters, whose husband was one of the founders of the City of Plantation. The original concrete block buildings consisted of 24 self-contained classrooms, an administrative suite, a cafetorium, a furnace room, lavatories, and a small library. A fine arts complex consisting of a media center, music room, and arts and crafts room was added in 1973. During the mid-1990's new construction and remodeling were completed, expanding and updating the school facility to its present configuration, with a permanent capacity of 845. In 2009, a new cafeteria/multipurpose building was built and the old cafetorium was taken down. Our school feeds into Plantation Middle School and Plantation High School.

#### Unique School Strengths for Next Year

- 5 new Impact Grant instructional projects
- 23 teachers trained in DETA, June 2009
- 7 National Board certified teachers
- 38 teachers with advanced degrees
- Utilize Compass Odyssey program school-wide to assist in instruction and monitoring of student achievement.

#### Unique School Weaknesses for Next Year

- Loss of 6 experienced teachers either through retirement or lay offs
- Loss of full time guidance counselor (position will now be 60%) due to budget reduction
- Loss of full time Spanish teacher (position will now be 50%) due to budget reduction
- Loss of 3 instructional assistants and 2 part time cafeteria assistants due to budget reduction
- AYP subgroups, Black and Economically Disadvantaged, Students with Disabilities did not meet proficiency criteria in Math, Students with Disabilities did not meet proficiency criteria in Reading during the 2008-2009 school year.
- 52% of students are on free/reduced lunch
- Peters is a Differentiated Accountability school, Prevent-One School

- Most buildings do not have Wi-Fi Access (Older School)

#### Student Demographics

Peters Elementary School's current enrollment is 805 students

The student population consists of :

- 46% black
- 24% white
- 20% Hispanic
- 4% Asian/Pacific Islander
- 6% other

- 52% of the students receive free or reduced lunch

- ESOL students make up 7% of the school population.

- Peters school grade this year was an A. AYP was not met in three subgroups; Blacks, Economically Disadvantaged and Students with Disabilities. Our Hispanic and white population met AYP, with a majority of students qualifying as proficient in math, reading and writing.

Currently enrolled students include:

Pre-K - 29 students

Kindergarten - 111 students

Grade 1 - 124 students

Grade 2 - 118 students

Grade 3 - 139 students

Grade 4 - 135 students

Grade 5 - 143 students

#### Student Attendance Rates

95.5% student attendance rate

#### Student Mobility

11% student mobility rate

#### Student Suspension Rates

.01% student suspension rate (internal, alternative and external)

#### Student Retention Rates

.04% retention rate

#### Class Size

Peters Elementary met class size average criteria (18 students per class K-2, 22 students per class 3-5)

#### Academic Performance of Feeder Pattern

N/A

#### Partnerships and Grants

- BankAtlantic – Participates on SAC Committee
- Big Lots – Provides materials and monetary donations
- Chick fil-A - Provides incentives for Citizen of the Month honorees
- Dunkin Donuts – Donates a percentage of sales during a specific time period to school
- Galaxy Skateway, L.C. – Provides incentives for Citizen of the Month honorees
- Greater Plantation Chamber of Commerce - Sponsors writing/art contests for specific occasions
- Helen B. Hoffman Library – Participates on SAC Committee
- Juiceblendz – Provides product during meetings and special events
- Kiwanis Club of Plantation – Provides books and dictionaries to students
- Laughs to Go! – Tootsie the Clown's Reading Challenge for 2nd Grade
- McDonald's Restaurant - Donates a percentage of sales during a specific time period to school
- Outback Steakhouse – Provides lunch each quarter for Merit Roll students
- Papa John's Pizza - Donates a percentage of sales during a specific time period to school
- Plantation Garden Society – Provides materials for planting and guidance in planting
- Plantation Historical Society - hosted Panda Slings, provided student art work for building
- Rainforest Café - Provides incentives for Citizen of the Month honorees
- Soref Jewish Community Center – Participates on SAC Committee, Provides snacks for students
- SpareZ Davie – Provides incentives for students who earn A's on their report card
- Sunrise Cinemas - Provides incentives for Citizen of the Month honorees
- Super Target – Employees read to students; Donated gift cards, books and school supplies
- Target - Employees read to students; Donated gift cards, books and school supplies

- West Regional Library - provide AR lists; students participate in summer reading program
- Xtreme Indoor Karting - Provides incentives for Citizen of the Month honorees

Grants

- IMPACT Adaptor Grants – Were granted to 5 teachers in various areas of concentration

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	Ms. Kathleen Sedlack	BS – Early Childhood Education for the Handicapped; Auburn University M.Ed. – School Psychology; Florida Atlantic University Ed.S. – Educational Leadership; Nova Southeastern University  Certified in: PreK/Primary, Mentally Handicapped, School Psychologist, School Principal  Endorsements are: ESOL and Preschool Handicapped.	1	4	Principal of Peters Elem. in 2008-09. Grade: A Reading Mastery: 79% Math Mastery: 72% Science Mastery: 32% Writing Mastery: 90% AYP: Black, Economically Disadvantaged, and Students with Disabilities did not make AYP in Math; Students with Disabilities did not make AYP in Reading  Principal of Martin Luther King Elementary in 2007-08 Grade: D Reading Mastery: 39% Math Mastery: 43% Science Mastery: 22% Writing Mastery: 78% AYP: Total, Black, and Economically Disadvantaged, did not make AYP in Reading and Math  Principal of Martin Luther King Elementary in 2006-07 Grade: D Reading Mastery: 39% Math Mastery: 48% Science Mastery: 9% Writing Mastery: 79% AYP: Total, Black, and Economically Disadvantaged, did not make AYP in Reading and Math  Principal of Martin Luther King Elementary School in 2005-2006 Grade: C Reading Mastery: 44% Math Mastery: 56% Writing Mastery: 77% AYP: Total, Black, and Economically Disadvantaged, did not make AYP in Reading
Assis Principal	Stephen DeCotis	BS- Education, Rhode Island College  M.Ed. – Education Leadership, Nova Southeastern University  Certified in Physical Education, Elementary Education, and Educational Leadership	1	1	Educator / Croissant Park Elem. 2008-09 Grade - A Reading Mastery: 78% Math Mastery: 81% Science Mastery: 54% Writing Mastery: 91% AYP: Black subgroup did not make AYP in Math Educator / Croissant Park Elem. 2007-08 Grade – A Reading Mastery: 69% Math Mastery: 78% Science Mastery: 43% Writing Mastery: 89% AYP: Students with disabilities did not make AYP in Reading Educator / Croissant Park Elem. 2006-07 Grade – A Reading Mastery: 70% Math Mastery: 75% Science Mastery: 45% Writing Mastery: 88% AYP: Students with disabilities and English Language Learners did not make AYP in Reading Educator / Croissant Park Elem. 2005-06 Grade – A

					Reading Mastery: 66% Math Mastery: 62% Science Mastery: NA Writing Mastery: 94% AYP: Students with disabilities, Black and English Language Learners did not make AYP in Math
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\* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

### HIGHLY QUALIFIED INSTRUCTIONAL COACHES

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as a Coach	Prior Performance Record *
Pre-K-Primary	Rosemarie Ambrosio	AS in Early Childhood Management; Broward College	10	1	Reading Coach at Peters Elem. in 2008-2009. Grade: A Reading Mastery: 79% Math Mastery: 72% Science Mastery: 32% Writing Mastery: 90% AYP: Black, Economically Disadvantaged, and Students with Disabilities did not make AYP in Math; Students with Disabilities did not make AYP in Reading
		BS in Prekindergarten/Primary at Barry University			Second Grade Teacher at Peters Elem. 2007-2008 Grade: C Reading Mastery: 67% Math Mastery: 69% Science Mastery: 25% Writing Mastery: 80% AYP: Black and Economically Disadvantaged did not make AYP in Reading; Black did not make AYP in Math
		MS in Reading (in progress); Barry University  Certified in PreK/Primary  National Board Certified Teacher ESOL Endorsed			Second Grade Teacher at Peters Elem. 2006-2007 Grade: A Reading Mastery: 76% Math Mastery: 75% Science Mastery: 42% Writing Mastery: 88% AYP: All subgroups met AYP.

\* 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. NESS Meetings for all teachers with less than 3 years experience	NESS Coordinator	On-going	
1. Partnering teachers with less than 3 years experience with veteran teachers	NESS Liaison	On-going	
1. NBCT/Mentors will partner with teachers needing additional assistance in a specific area.	NBCT teachers	End of year	
1. Train the Trainer	Staff participating	Throughout the year	

### Non-Highly Qualified Instructors

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

### Staff Demographics

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed
53	2	24	26	45	37	100	2	13	98

## Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
There are not any new teachers at the school this year. We do continue to develop the teachers who have been teaching for two or three years through monthly NESS meetings.	None	Not Applicable	The Ness program has established monthly Learning Communities to provide opportunities for New, first, second and third year educators, Instructional Coaches and other staff members to examine their practices and share their expertise. The Learning Communities focus on the needs and the professional development goals of the new educators as they relate to the Domains of Effective Teaching Behaviors.

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: For Title I schools only**

Title I, Part A

Services provide additional teachers to assist students, particularly low performing students, with additional reading instruction during the day. Parental activities are planned that will assist parents in helping their children improve his/her academic performance. The district coordinates with Title I, Title II and Title III in ensuring staff development needs are provided.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

ESOL 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 to provide additional tutoring during the school day.

Violence Prevention Programs

The school offers a non-violence and anti-drug program to students (GRADE).

Nutrition Programs

Commit 2B Fit (Third Grade)

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

- Dr. Koch-ESE Specialist
- Mrs. Ambrosio-Reading Coach
- Ms. Sedlack-Principal
- Mr. DeCotis-Assistant Principal
- Adrienne Cabrera, School Guidance Counselor
- Sue Shetler, School Psychologist (as needed)
- Pablo Uriarte, School Social Worker(as needed)
- Classroom Teacher
- Ms. Herringto-Speech Pathologist (as needed)

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

The team meets once a week to discuss specific students. Members or/team leaders meet with individual teachers to develop and document strategies. The team assists with selecting and/or developing pre-post tests. The RtI schedules meetings with parents and team members to report on student's progress.

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

The RtI team meets with faculty members and team leaders. Decisions are made based on data provided by benchmark scores, FCAT scores, and the needs of the students.

RtI Implementation

Describe the data management system used to summarize tiered data.

Teachers are presently recording Tiered Strategies on hard copies. Some data sheets are tailored to students' individual needs and the need for daily documentation. Above the Clouds will be used to record Tier I, II, and III strategies. Currently, Child Study data is being entered through the EASY IEP.

Baseline data: Progress Monitoring and Reporting Network (PMRN), Broward Assessment Test (BAT 1 for reading, math, and science), 08-09 Florida Comprehensive Assessment Test (FCAT); Oral Reading Fluency (ORF);

Progress Monitoring: PMRN, Mini Assessments, Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment for Reading (DAR), Running Records; BAT 2 for reading, math and science), Oral Reading FLuency (ORF), QBAT Math - Grades 1 & 2

End of year: FAIR, FCAT, End of year district assessments for grades 1 & 2

Describe the plan to train staff on RtI.

Training will be conducted by Dr. Koch, the ESE Specialist, and Mrs. Ambrosio, the Reading Coach, after teachers complete a needs survey related to the RtI process. Training will be provided based upon the results of the survey. Training for teachers unfamiliar with accessing Above the Clouds will be given by the Media Specialist and/or team leaders.

## 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:

Across all grade levels students are performing at district and state averages in Words/Phrases, Reference/Research. Third grade is performing above district and state averages in Main Idea/Purpose.

Across all grade levels, students are performing at district and state averages in Algebraic Thinking and Data Analysis. The number of students proficient in Science has increased.

86% of students meet standards in writing.

Our reading score has progressively improved.

#### Weaknesses:

Across all grade levels, the lowest content area in reading was Main Idea/Purpose. In math, Grade 3 scored lower in Geometry while grades 4 & 5 scored lower than the district but at state averages in Number Sense, and Measurement.

Three subgroups did not meet AYP in math.

Science scores improved, but were not up to state standards.

Instructional Calendar Development

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

We will be following the District Instructional Focus Calendar and secondary IFCs will be developed based on ongoing data analysis. Administration will do ongoing CWT to ensure the IFCs are used by all teachers, Team leaders will assist teachers who have difficulty implementing IFCs.

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

Reading: Main Idea/Purpose was the least proficient strand and will be given priority focus.

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

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

Science: The Nature of Science was the least proficient strand and will be given priority focus.

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

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

Two reading teachers will be conducting pull-out reading sessions with identified students. Classes were developed so that the number of low performing students were distributed equally.

An analysis of learning gains allowed the strongest teachers to be paired with the weakest students.

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

A daily focus of the school is for teachers and students to ask each other, "why are we learning this?" to ensure that instruction is always relevant. Fifth grade students will be introduced to Junior Achievement through a 20 hour curriculum and follow-up field trip.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

N/A

### DO

Direct the Instructional Focus

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

Grade level teachers meet weekly throughout the school year to analyze data, adjust IFCs, share best practices and resources.

How are instructional focus lessons developed and delivered?

The teachers follow the BEEP lesson plans for reading, science, math and writing. The instructional focus is posted in child friendly language for reference by the students. In science the teachers utilize the Delta Science manual, which follows the IFC.

How will instructional focus lessons be revised and monitored?

The instructional focus calendar will be followed and revised according to mini-benchmark assessment tests.

#### 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.

Weekly tests in reading are given to assess student comprehension. Reading, Math and Science mini-benchmark tests are used after one of the standards are completed. Re-teaching is used when necessary. Chapter tests are administered in math, as well as mini-benchmark tests.

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

Mastery levels would be set at 70% or above on assessments, since this is considered to be the point at which learning has been integrated. The majority of the time students will be taught in small groups based on their mastery of benchmarks.

##### Maintenance

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

An enriched curriculum will be provided for students who are performing at mastery levels.

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

Teachers will work collaboratively to evaluate student data and develop an instructional timeline and secondary focus calendar, which will be re-evaluated and revised, if needed, after each scheduled assessment. Analysis of data will determine which students require tutorial vs. enrichment. Ongoing monitoring of data with frequent classroom walk-throughs will be one of the most essential elements of this model.

##### 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.

Assessment results will be posted in a data room, making the results visible to all staff members. The leadership team will meet with grade level teams on a weekly basis to review results and determine effective intervention strategies. The reading coach will model effective strategies to assist below-level students.

#### ACT

##### Supplemental and Intensive Instruction/Interventions

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

Core –Treasures, Trophies  
Supplemental – Six-Minute Solution, Compass Odyssey, FCAT Explorer, First in Math  
Intensive – Struggling students are given additional instruction in their areas of deficiency. Grade 3 level 1 students are invited to attend a three week summer reading program designed around their weak area of reading as noted in the Diagnostic Assessment of Reading, a Yopp Singer Test of Phoneme Segmentation, and a Rosner Test of Auditory Analysis, In

addition, students in grades 1-5 with a Progress Monitoring Plan in Reading participate in a "double dose" of reading. Kindergarten students who are reading well above grade level participate in a weekly enrichment program in the media center. Emphasis is placed on the reference and research reading standard.

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

Struggling reading students are given intensive instruction throughout the school year in half-hour tutorials each day in addition to extra small-group instruction with the classroom teacher.

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

Teacher requests and data analysis; PGP goals

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

FCAT tests, BAT, mini-benchmarks will be used to determine the students that require intensive instruction. As a result of progress monitoring (class work assignments and assessment results) and observations (classroom teacher, instructional coach, administrators, counselors, etc.) students who consistently demonstrate academic difficulty will receive supplemental and intensive instruction/interventions.

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

All personnel providing services to a student not making mastery will meet to discuss their evidence and/or documentation of strategies and interventions that have previously been utilized. Factors hindering implementation of a strategy (attendance, behavior, etc.) will be addressed and resolved. Strategies that are unsuccessful will be discontinued and replaced with alternative interventions.

Enrichment

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

Gifted certified teachers in grades 2 - 5 will guide team members in planning project based learning activities for enrichment. Gifted students will be placed with gifted certified teachers.

Describe how students are identified for enrichment strategies.

FCAT results, in addition to student progress in a specific course, as well as assessment results that demonstrate consistent proficiency/mastery are used to determine placement in higher level academic programs. Teacher recommendation is also taken into consideration. Results of the Naglieri assist in identifying second grade students for enrichment.

## 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)
Horizontal Teaming	Team Leader	2 times per month	Every other Thursday	<ul style="list-style-type: none"> <li>• Collaborative Lesson Planning</li> <li>• Data Analysis</li> <li>• Share Best Practices</li> </ul>
Noncurricular Professional Learning Communities <ul style="list-style-type: none"> <li>•Professional Development</li> <li>•Safety</li> <li>•Technology</li> <li>•Social</li> <li>•Community Involvement</li> <li>•Parent Involvement</li> <li>•Go Green</li> </ul>	Committee Leader	Once per month	Third Wednesday of the month 2:15 p.m.	Analyze the effectiveness of current activities and make recommendations for new areas of development as necessary.
Curriculum Vertical Teams <ul style="list-style-type: none"> <li>• Reading</li> <li>• Math</li> <li>• Science</li> <li>• Writing</li> <li>• Social Studies</li> </ul>	Committee Leader	Once per month	Second Wednesday of the month at 2:15 p.m.	<ul style="list-style-type: none"> <li>• Analyze the effectiveness of the curriculum IFCS</li> <li>• Determine professional development needs</li> <li>• Review current research</li> </ul>
Admin. Team PLC meetings	Administration	Weekly	Planning time	<ul style="list-style-type: none"> <li>• Data Analysis</li> <li>• Staff Development</li> <li>• Best Practices</li> </ul>

## 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

Preschool programs currently in operation at Peters include the DHH (Deaf and Hard-of-Hearing), PLACE and fee pay. The classroom teachers evaluate students from these programs and staffings are conducted by the ESE specialist. During these meetings placement decisions are collaboratively discussed and determined. Assessments include vision, hearing, academic assessment, developmental profiles, and parent input. Staffings will include district personnel as indicated by the students Individual Education Plan. Staffing participants, including parents, discuss every aspect of the student's current level of performance and set appropriate goals and objectives for the coming year based on that student's individual needs.

Transition meetings are scheduled between the preschool program and the elementary school for parents, students and educators. A Kindergarten Orientation is scheduled annually to provide an opportunity for parents and students to tour the school campus and become familiar with the school prior to the first day of school.

Students are assessed prior to or upon entering within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. Screening data will be collected and aggregated prior to September 10th, 2009. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data. Screening tools will be re-administered mid-year and at the end of the year in order to determine student learning gains in order to determine the need for changes to the instructional/intervention programs.

## Postsecondary Transition

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

N/A

## PART II: EXPECTED IMPROVEMENTS

### Reading Goal

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

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In 08-09, 79% of the students achieved mastery on the 2009 administration of the FCAT Reading Test.		By June 2010, 82% of grade 3-5 students meeting the DOE rule will score at or above Level 3 on the FCAT SSS Reading Assessment.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Six-Minute Solution will be utilized in grades 2-5 to increase fluency.	Reading Coach- Mrs. Ambrosio	Data Chats	BATS Mini-BATs FCAT scores ORF probes
2	Students in grade K-5 will participate in the AR program and will achieve an appropriate level of points.	Media Specialist	AR Reports	BATS Mini-BATs FCAT scores ORF probes
3	Differentiated Instruction will be provided based on student need through small group instruction and learning centers.	Administration	Classroom Walkthroughs to monitor fidelity of small group core instruction. Lesson Plans	BATS Mini-BATs FCAT scores ORF probes

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In 08-09, 59% of the lowest 25% made learning gains in reading.		By June 2010, 65% of the lowest 25% will have made learning gains in reading.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Level 1 and 2 students in reading will be screened using the Diagnostic Assessment of Reading and placed in additional "double-dose" small reading groups according to their individual needs.	Reading Coach/Mrs. Ambrosio	Student progress monitoring will be assessed using DARS, Cold Reads and Running Records, Administration will monitor the implementation of double-dose through walkthroughs.	DAR BAT Mini benchmark ORF probes
2	Grade 3 Tier II students will be referred to the RtI Team and will be provided instruction as delineated in the Broward County Comprehensive Reading Plan (i.e. Triumphs Intervention Program, Quick Reads, Reading Through Science, etc.).	Reading Coach/Mrs. Ambrosio	Student progress monitoring will be assessed using DARS, Cold Reads and Running Records, Administration will monitor the implementation of double-dose through walkthroughs.	Triumphs End-of-unit tests, mini benchmarks BAT ORF probes
3	Differentiated instruction will be provided through	Administration	Classroom Walkthroughs will monitor the fidelity of small	BAT Mini benchmarks

small group instruction and centers based on student need.	group core instruction. Lesson Plans	FCAT ORF probes
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Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In 08-09, 63% of the black population, 67% of the economically disadvantaged students and 39% of the students with disabilities achieved mastery on the 2009 administration of the FCAT Reading Test.		By June 2010, 72% of the black population, and economically disadvantaged, and 49% of the students with disabilities will score at or above grade level in reading.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Subgroups will be screened using the Diagnostic Assessment of Reading and placed in additional "double-dose" small reading groups according to their individual needs.	Reading Coach/Mrs. Ambrosio	Student progress monitoring will be assessed using DARs, Cold Reads and Running Records, Administration will monitor the implementation of double-dose through walkthroughs.	DAR BAT mini benchmarks FCAT ORF probes
2	Grade 3 Tier II students will be referred to the RTI Team and will be provided instruction as delineated in the Broward County Comprehensive Reading Plan (i.e. Triumphs Intervention Program, Quick Reads, Reading Through Science, etc.).	Reading Coach/Mrs. Ambrosio	Student progress monitoring will be assessed using DAR, Cold Reads and Running Records, Administration will monitor the implementation of double-dose through walkthroughs.	Triumphs End-of-unit tests, mini-assessments and BAT
3	Differentiated Instruction will be provided through small group instruction and centers based on student need.	Administration	Classroom Walkthroughs Lesson Plans	BAT Mini benchmarks FCAT ORF probes

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In 08-09, 60% of the ELL students achieved mastery on the 2009 administration of the FCAT Reading Test.		By June 2010, 66% of grade 3-5 ELL students meeting the DOE rule will score at or above Level 3 on the FCAT SSS Reading Assessment.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Level 1 & 2 students in reading will be screened using the Diagnostic Assessment of Reading and placed in additional "double dose" reading groups according to their individual needs.	Dianne Posheluk ESOL Coordinator	Student progress monitoring will be assessed using DAR, cold reads and running records. Administration will monitor the implementation of double dose through walkthroughs.	End of unit tests, mini assessments, BAT
2	ELL students will be given supplemental instruction using materials provided by the ESOL Department.	Dianne Posheluk ESOL Coordinator	Student progress monitoring will be assessed using DAR, cold reads and running records. Administration will monitor the implementation of double dose through walkthroughs.	End of unit tests, mini assessments, BAT

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Students will be taught the core reading program with fidelity.	K-3 Training in Macmillan/McGraw Hill Treasures program	Core Curriculum Department	September 09	Administration will utilize classroom observations to ensure that the program is being delivered with fidelity.	Mrs. Ambrosio Reading Specialist
Students in need of a					

double dose will receive instruction in a program on the struggling reader chart.	Wilson/Fundations Program	Core Curriculum Department	October 09	Teachers will participate in data chats with administration and reading coach to discuss student progress in reading.	Mrs. Ambrosio Reading Specialist
Students will receive instruction based on their individual needs.	Small group instruction; learning centers	Core Curriculum Department	October 09	One teacher from each grade level will attend training and return to teach all team members the strategies learned. This will be done through PLC's and modeling.	Mrs. Ambrosio
Students will increase their reading proficiency.	Six Minute Solution	Mrs. Ambrosio	September 09	Administration will observe 6 Minute Solution in the classroom and conduct ongoing data chats with teachers.	Mrs. Ambrosio, Reading Specialist
Students will increase their reading proficiency.	Compass Odyssey	Compass Odyssey representative	September 09	Administration will monitor Compass reports to determine amount of time and level of proficiency of classes utilizing the program.	Mrs. Ambrosio

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
Wilson/Fundations Program Materials	IDEA Matrix	\$400.00
		Total: \$400.00
Technology		
Description of Resources	Funding Source	Available Amount
Compass Odyssey	N/A	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Treasures Training	Staff Development - subs	\$400.00
Small Group Instruction	Staff Development - subs	\$500.00
Center Training	Staff Development - subs	\$500.00
Compass Odyssey	N/A	\$0.00
		Total: \$1,400.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$1,800.00

*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		
In 2008-2009, 72% of the students achieved a level 3 on the math FCAT.		By June 2010, 75% of grade 3-5 students meeting the DOE Accountability Rule will score at or above level 3 on the FCAT Math SSS Assessment.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Grade levels will meet to analyze 2009 mathematics results and will determine need for secondary Math Instructional Focus calendar.	Team leaders	Team Leader meetings Data analysis of mini assessments	Mini benchmarks, End of Chapter Assessments BAT FCAT
2	Students will receive math instruction based on the new Math Big Idea Standards.	Principal Ms. Sedlack	Classroom walkthrough Data chats Lesson Plans	Mini benchmarks BAT FCAT End of Chapter tests
3	All students in grades K-5 will receive 60 minutes of daily math instruction including time for Math Dailies and Calendar Math.	Principal Ms. Sedlack	Data Chats Classroom Walkthrough Lesson Plans	BAT FCAT End of chapter test mini assessments

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In 2008-2009, 66% of the students in the lowest 25% made learning gains		By June 2010, 70% of the lowest quartile students will make learning gains on the FCAT Math Assessment.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Small group differentiated instruction will supplement daily group math instruction for students according to flagged strands on the Math FCAT and BAT	Principal Ms. Sedlack	Classroom walkthrough Lesson plans Data Chats	Mini assessments End of chapter tests BAT FCAT
2	Students will use Compass Odyssey, First in Math and FCAT Explorer to reinforce and practice math skills and concepts.	Team Leader	Program reports on student progress	Mini assessments BAT FCAT
3	Struggling students will be provided supplementary instruction using Mountain Math.	Assistant Principal Mr. DeCotis	Review of Mountain Math data Data chats	Mini assessments End of chapter tests BAT FCAT

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In 2008-2009, 57% of the economically disadvantaged population was at or above grade level in math. In 2008-2009, 54% of the black population was at or above grade level in math In 2008-2009 42% of students with disabilities was at or above grade level in math		By June 2010, 74% of black students, and economically disadvantaged students and 47% of students with disabilities will score level 3 or above on the FCAT Mathematics Assessment.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Grade level teams will analyze 2009 data for all AYP subgroups in order to determine strengths and weaknesses and create a secondary instructional focus as needed.	Team Leaders	Data Chats Ongoing analysis of mini assessment data	BAT Mini benchmarks FCAT End of chapter tests
2	Small group differentiated instruction will supplement daily group math instruction for students according to	Administration Ms. Sedlack Mr. DeCotis	Data Chats	BAT Mini benchmarks End of chapter tests FCAT

	flagged strands on the Math FCAT and BAT.			
3	A collaborative consultant model will be used to monitor progress and determine instructional needs for ESE students not meeting AYP criteria in math.	ESE Specialist Dr. Koch	3.Data Chats	BAT Mini benchmarks End of chapter tests FCAT
4	Students new to the ESE program will be given a TEMA or TOMA as a diagnostic assessment to determine specific weaknesses.	ESE Specialist Dr. Koch	Data chats	mini benchmarks BAT FCAT End of chapter tests
5	Struggling students will be given supplementary instruction in Mountain Math.	Assistant Principal Mr. DeCotis	Review of Mountain Math data Data chats	Mini assessments End of chapter tests BAT FCAT

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In 2008-09, 63% of ELL students were at or above grade level in Math		By June 2010, 70% of ELL students will score Level 3 or above on the FCAT Math Assessment.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Struggling students will be given supplemental instruction in Mountain Math.	Assistant Principal Mr. DeCotis	Analysis of Mountain Math data Data chats	Mini benchmarks End of chapter tests BAT FCAT
2	Small group differentiated instruction will supplement daily group math instruction for students according to flagged strands on the Math FCAT and BAT.	Principal Ms. Sedlack	Data Chats Classroom walkthrough	Mini benchmarks End of chapter tests BAT FCAT

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
By June 2010, 75% of grade 3-5 students meeting the DOE Accountability Rule will score at or above level 3 on the FCAT Math SSS Assessment.	The new SSS math standards	Core Curriculum Department	October 2009	Math representative from each grade level will share the information learned from the Train the Trainer sessions.	Principal Ms. Sedlack
By June 2010, each AYP subgroup meeting the AYP criteria will have 74% of the students scoring level 3 or above on the FCAT Mathematics Assessment	Mountain Math	Assistant Principal Mr. DeCotis	October 2009	Observation of use and documentation in lesson plans	Assistant Principal Mr. DeCotis
By June 2010, 75% of grade 3-5 students meeting the DOE Accountability Rule will score at or above level 3 on the FCAT Math SSS Assessment.	Compass Odyssey	Compass Odyssey trainer	September 2009	Review of program reports Data chats	Principal Ms. Sedlack

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Mountain Math	Partner donations	\$600.00
		Total: \$600.00
Technology		
Description of Resources	Funding Source	Available Amount

First In Math (\$7 per student)	Parents or Partners	\$2,800.00
Compass Odyssey	N/A	\$0.00
		Total: \$2,800.00
<b>Professional Development</b>		
Description of Resources	Funding Source	Available Amount
New SSS Math Standards	Staff Development/District - subs	\$500.00
Mountain Math Training	N/A	\$0.00
		Total: \$500.00
<b>Other</b>		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
<b>Final Total: \$3,900.00</b>		

End of Mathematics Goal

## Science Goal

Needs Assessment: Based on School Grade Data:

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

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on 2009 FCAT Science data, 32% of the students achieved at or above level 3.		By June 2010, 40% of grade 5 students meeting the DOE rule will score at or above level 3 on the FCAT SSS Science Assessment.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Grades 3-5 students in small tutorial groups will use SRA Snapshots to reinforce and enrich science skills.	Science Contact Ms. Posheluk	Data Chats Classroom walkthrough	Mini assessments BAT FCAT
2	Fifth grade classes will utilize the science lab to conduct weekly science experiments with their teacher.	Principal Ms. Sedlack	Data chats Classroom walkthrough	Unit science tests mini benchmarks BAT FCAT
3	Students will use all their science skills to plan, develop, and display a science project at the school Academic Fair. K-1 will display a class project, grades 2-3 will display group projects and grades 4-5 will complete individual projects.	Academic Fair Coordinator	Classroom walkthrough Display of work	Science projects Student presentations
4	Science lessons will be taught in grades K-5 following the Broward County District Science IFC.	Administration Ms. Sedlack Mr. DeCotis	Data Chats Lesson Plans Classroom walkthrough	End of unit tests BAT mini benchmarks FCAT
5	Grades 3-5 will receive additional science instruction as a special.	Principal Ms. Sedlack	Classroom walkthrough Lesson plans Data chats	End of unit tests BAT mini benchmarks FCAT
6	Scholastic Science will be used to increase knowledge of science concepts and teach reading through the content area.	Administration Ms. Sedlack Mr. DeCotis	Classroom walkthrough Lesson plans Data chats	End of unit tests BAT mini benchmarks FCAT
7	Utilize Sciencosaur as a supplementary reference tool.	Science Contact Ms. Posheluk	Classroom walkthrough	End of unit tests BAT mini benchmarks FCAT

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Given instruction based on the Sunshine State Standards, 40% of students will score at level three or above on the 2010 FCAT Science Assessment	Training on effective use of supplemental science materials (i.e. SRA Snapshot, Sciencesaurus, Delta Science kits)	Science contact Ms. Posheluk	12/2009	Inclusion of supplementary materials in lesson plans Classroom walkthrough	Principal Ms. Sedlack
Given instruction based on the Sunshine State Standards, 40% of students will score at level three or above on the 2010 FCAT Science Assessment	K-5 Science PLC will explore best practices for utilization of Delta science kits.	Committee chair	Ongoing	Sharing of ideas with grade level members at horizontal PLC's.	Principal Ms. Sedlack

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Scholastic Science magazines	PTA	\$2,000.00
Sciencesaurus	Instructional Materials/Grants	\$2,000.00
SRA Snapshot	Instructional Materials	\$1,200.00
Consummables for Delta Science kits	Instructional Materials	\$1,500.00
		Total: \$6,700.00
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
Science Boards and materials	Parents, PTA	\$1,000.00
		Total: \$1,000.00
		Final Total: \$7,700.00

End of Science Goal

## Writing Goal

Needs Assessment: Based on School Grade Data:

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

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
On the 2009 FCAT Writing Test, 88% of grade 4 students scored 3.5 and above		By June 2010, 92% of grade 4 students meeting the DOE rule will score at or above 3.5 on the FCAT Writes + Assessment.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students will participate in additional expository writing activities in the content areas and through community sponsored essay contests..	Assistant Principal Mr. DeCotis	Professional Learning Community discussions Student writing samples Conferencing and editing with students Data chats	Scored writing samples will be used to determine progress between the Pre-test Prompt and Mid-year Prompt.

2	Exemplary student writing assignments and projects will be displayed at the Academic Fair and posted throughout campus.	Assistant Principal Mr. DeCotis	Professional Learning Community discussions	Writing Samples FCAT Writing
3	Elements of Reading Vocabulary will be utilized to increase reading/writing vocabulary.	Assistant Principal Mr. DeCotis	Professional Learning Communities Student conferencing and editing Review of prompts	Writing Samples FCAT Writing

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
On the 2009 FCAT Writing Test, 74% of grade 4 students scored 4.0 and above		By June 2010, 80% of grade 4 students meeting the DOE rule will score at or above 4.0 on the FCAT Writes + Assessment.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Differentiated writing instruction will be provided to all AYP subgroups (especially black, economically disadvantaged students with disabilities and ELL) of students through the use of modeling, guided practice, and student practice and conferences. Grouping will be determined by results from periodic writing prompts.	Assistant Principal Mr. DeCotis	Professional Learning Community discussions	Scored writing samples will be used to determine progress between the pretest prompt (8/09) and the mid-year prompt.
2	Teachers representing each grade level will participate in DETA I training to enhance writing strategies and incorporate technology into the writing process. Those teachers will share ideas for implementing best practices with grade-level team members.	Assistant Principal Mr. DeCotis	Professional Learning Community discussions	Scored writing samples will be used to determine progress between the pretest prompt (8/09) and the mid-year prompt. (11/09)
3	Teachers in grades PK-5 will participate in a vertical professional learning community that will meet monthly to share effective writing strategies and target instructional areas of weakness.	Assistant Principal Mr. DeCotis	Professional Learning Community discussions	Scored writing samples will be used to determine progress between the pretest prompt (8/09) and the mid-year prompt (11/09).
4	Grade 4 students will be paired with peer writing buddies to encourage sharing of best practices in writing and peer editing of work products.	Team Leader Ms. Oks	Classroom walkthrough Professional Learning Community discussions Conferencing with students to edit work	Scored writing samples will be used to determine progress between the pretest prompt (8/09) and the mid-year prompt (11/09).
5	Special area teachers will incorporate writing as part of their instructional plan for teaching music, art, PE, Spanish and media skills. Original songs and descriptive words will be incorporated into the programs.	Special Area Team Leader Mrs. Duplessis	Classroom walkthrough Professional Learning Community discussions	Scored writing samples will be used to determine progress between the pretest prompt (8/09) and the mid-year prompt (11/09).
6	Students in grades PreK-5 will be shown age-appropriate models for learning and writing figurative language, alliteration, metaphors, similes, and other effective tools for quality writing.	Administration Ms. Sedlack Mr. DeCotis	Classroom walkthrough Professional Learning Community discussions	Scored writing samples will be used to determine progress between the pretest prompt (8/09) and the mid-year prompt (11/09).

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
By June 2010, 92% of grade 4 students meeting the DOE rule will score at or above 3.5 on the FCAT Writes + Assessment.	Elements of Reading Vocabulary	Assistant Principal Mr. DeCotis	October 2009	Monitor Lesson Plans for incorporation of lessons Data chats Conferencing with students to edit writing samples Classroom walkthrough	Assistant Principal Mr. DeCotis
By June 2010, 80% of grade 4 students meeting the DOE rule will score at or above 4.0 on the FCAT Writes + Assessment.	BEEP Writing	Team Leader Ms. Oks	September 2009 - June 2010	Monitor Lesson Plans for incorporation of BEEP lessons Data chats Conferencing with students to edit writing samples classroom walkthrough	Assistant Principal Mr. DeCotis

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Elements of Reading Vocabulary	Instructional Materials	\$1,200.00
		Total: \$1,200.00
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
Broward County Writing Workshops that correlate to BEEP lessons.	Staff Development	\$540.00
		Total: \$540.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$1,740.00

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	
80% of parents at Peters Elementary School were actively involved as evidenced by participation in at least 2 events/conferences during the school year.		By June 2010, 90% of parents at Peters Elementary School will be actively involved as evidenced by participation in at least two events/conferences during the school year.	
Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool

1	A series of parent trainings will be held by grade levels to increase the skills and strategies for parents to help their students increase academic achievement.	Guidance Counselor Ms. Cabrera	Sign In Sheets	Increased percentage of parental involvement as indicated on customer survey.
2	Title 1 Open House(s) will be held for all PreK-5 parents during the first month of school.	Title 1 Coordinator Mrs. Ambrosio	Sign In Sheets	Increased percentage of parental involvement as indicated on customer survey.
3	The school-wide Academic Fair will be held in the Spring to showcase art, music, physical education, and classroom activities with exemplar projects and performances.	Academic Fair Coordinator	Sign in sheets	Increased percentage of parental involvement as indicated on customer survey
4	Parents will be notified of all important school activities and events through the Parent Link Callout program.	Office Manager Ms. Arias	Parent Link call out log	Increased percentage of parental communication as indicated on customer survey.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
By June 2010, 90% of parents at Peters Elementary School will be actively involved as evidenced by participation in at least two events/conferences during the school year.	Title 1 MegaSkills Facilitator Training	Title 1	December 2009	Deliver MegaSkills Parent Training	Title 1 Coordinator Mrs. Ambrosio
By June 2010, 90% of parents at Peters Elementary School will be actively involved as evidenced by participation in at least two events/conferences during the school year.	Communicating with Parents	Administration	September 2009	Customer survey reponses; feedback from parents	Administration

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Math manipulatives	Title I Parent Involvement Funds	\$500.00
Reading materials	Title I Parent Involvement Funds	\$500.00
Writing materials	Title I Parent Involvement Funds	\$400.00
Megaskills materials	Title I Parent Involvement Funds	\$200.00
		Total: \$1,600.00
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
Megaskills Parent Facilitator Training	Title I Parent Involvement Funds	\$200.00
		Total: \$200.00
Other		
Description of Resources	Funding Source	Available Amount
Title One Parent Conference	Title 1 Parent Training Funds	\$700.00
Parent Training facilitators	Title I Parent Involvement Funds	\$900.00
		Total: \$1,600.00
		Final Total: \$3,400.00

## Other Goals

No Other Goals were submitted for this school

## FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Wilson/Fundations Program Materials	IDEA Matrix	\$400.00
Mathematics	Mountain Math	Partner donations	\$600.00
Writing	Elements of Reading Vocabulary	Instructional Materials	\$1,200.00
Science	Scholastic Science magazines	PTA	\$2,000.00
Science	Sciencesaurus	Instructional Materials/Grants	\$2,000.00
Science	SRA Snapshot	Instructional Materials	\$1,200.00
Science	Consummables for Delta Science kits	Instructional Materials	\$1,500.00
Parental Involvement	Math manipulatives	Title I Parent Involvement Funds	\$500.00
Parental Involvement	Reading materials	Title I Parent Involvement Funds	\$500.00
Parental Involvement	Writing materials	Title I Parent Involvement Funds	\$400.00
Parental Involvement	Megaskills materials	Title I Parent Involvement Funds	\$200.00
			Total: \$10,500.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Compass Odyssey	N/A	\$0.00
Mathematics	First In Math (\$7 per student)	Parents or Partners	\$2,800.00
Mathematics	Compass Odyssey	N/A	\$0.00
			Total: \$2,800.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Treasures Training	Staff Development - subs	\$400.00
Reading	Small Group Instruction	Staff Development - subs	\$500.00
Reading	Center Training	Staff Development - subs	\$500.00
Reading	Compass Odyssey	N/A	\$0.00
Mathematics	New SSS Math Standards	Staff Development/District - subs	\$500.00
Mathematics	Mountain Math Training	N/A	\$0.00
Writing	Broward County Writing Workshops that correlate to BEEP lessons.	Staff Development	\$540.00
Parental Involvement	Megaskills Parent Facilitator Training	Title I Parent Involvement Funds	\$200.00
			Total: \$2,640.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Science	Science Boards and materials	Parents, PTA	\$1,000.00
Parental Involvement	Title One Parent Conference	Title 1 Parent Training Funds	\$700.00
Parental Involvement	Parent Training facilitators	Title I Parent Involvement Funds	\$900.00
			Total: \$2,600.00
			Final Total: \$18,540.00

## 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
Extended day reading instruction for struggling students	5000
Extended day math instruction for struggling students	5000

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

- Meetings are held on a monthly basis
- Monitoring the implementation of the SIP
- Increasing parental involvement
- Increase in the number of business and community partners

## SAC Members

### Members

- 1) Kathy Sedlack, Principal
- 2) Jackie Lomack, SAC Chair
- 3) Ruth Marsh, SAC Chair
- 4) Leticia Oks, Teacher
- 5) Micki Ostendorf, Business Member
- 6) Gina Delisser, Business Member
- 7) Nancy Tillman, Business Member
- 8) Tara Howard, Parent
- 9) Tasha Doctor, Parent
- 10) Roxanna Cini, Parent
- 11) Heidi Colston, Parent
- 12) Harley Mahmet, Union Steward

# AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Broward PETERS ELEMENTARY SCHOOL 0931												
Number of students enrolled in the grades tested: <b>Click here to see Number of students in each group</b>														Read: 404 Math: 404		2008-2009 School Grade <sup>1</sup> : 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 <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	72	Y	67	N	94		Y				NA	39	28	NA	35	33	NA	77	NA	68	Y	
WHITE	100	Y	100	Y	76	Y	77	Y	90		Y				NA	27	24	NA	22	23	NA	83	NA	76	NA	
BLACK	100	Y	99	Y	63	N	54	N	92		Y				NA	49	37	Y	47	46	N	70	NA	56	N	
HISPANIC	100	Y	100	Y	80	Y	76	Y			Y				NA	32	20	NA	24	24	NA	79	NA	76	NA	
ASIAN		NA		NA		NA		NA			NA				NA							NA				
AMERICAN INDIAN		NA		NA		NA		NA			NA				NA							NA				
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	67	Y	57	N	94		Y				NA	46	33	NA	43	43	N	74	NA	60	N	
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA				NA							NA				
STUDENTS WITH DISABILITIES	99	Y	99	Y	39	N	42	N			NA				NA		61	NA		58	NA	49	N	48	N	

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Broward PETERS ELEMENTARY SCHOOL 0931												
Number of students enrolled in the grades tested: <b>Click here to see Number of students in each group</b>														Read: 393 Math: 393		2007-2008 School Grade <sup>1</sup> : C		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	2007	2008	Y/N	2008	Y/N	2008
TOTAL <sup>4</sup>	100	Y	100	Y	61	Y	65	Y			94	Y				NA	28	39	NA	29	35	NA	60	NA	63	NA
WHITE	100	Y	100	Y	73	Y	78	Y			90	Y				NA	22	27	NA	21	22	NA	69	NA	70	NA
BLACK	100	Y	100	Y	51	N	53	N			92	Y				NA	33	49	N	38	47	N	52	N	56	N
HISPANIC	100	Y	100	Y	68	Y	76	Y			NA				NA	27	32	NA	24	24	NA	66	NA	76	NA	
ASIAN		NA		NA		NA		NA			NA				NA							NA				
AMERICAN INDIAN		NA		NA		NA		NA			NA				NA							NA				
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	54	N	57	N	92	94	Y				NA	28	46	N	31	43	N	55	N	63	Y	
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y		NA		NA			NA				NA							NA				
STUDENTS WITH DISABILITIES	100	Y	100	Y		NA		NA			NA				NA							NA				

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Broward PETERS ELEMENTARY SCHOOL 0931												
Number of students enrolled in the grades tested: <b>Click here to see Number of students in each group</b>														Read: 332 Math: 332		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	2006	2007	Y/N	2007	Y/N	2007
TOTAL <sup>4</sup>	100	Y	99	Y	72	Y	71	Y	94		Y				NA	36	29	NA	32	29	NA	69	NA	71	NA	
WHITE	99	Y	98	Y	78	Y	79	Y			NA				NA	31	21	NA	27	21	NA	75	NA	76	NA	
BLACK	100	Y	100	Y	67	Y	62	Y	94		Y				NA	44	34	NA	41	38	NA	62	NA	63	NA	
HISPANIC	100	Y	99	Y	73	Y	76	Y			NA				NA	31	34	NA	29	24	NA	74	NA	77	NA	
ASIAN		NA		NA		NA		NA			NA				NA							NA				
AMERICAN INDIAN		NA		NA		NA		NA			NA				NA							NA				
ECONOMICALLY DISADVANTAGED	100	Y	99	Y	72	Y	69	Y	92	Y					NA	43	27	NA	42	31	NA	69	NA	68	NA	
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y		NA		NA			NA				NA							NA				
STUDENTS WITH DISABILITIES	98	Y	98	Y		NA		NA			NA				NA							NA				

## SCHOOL GRADE DATA

Broward School District PETERS ELEMENTARY SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	79%	72%	90%	32%	273	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	68%	70%			138	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</li> </ul>

						1 or 2
Adequate Progress of Lowest 25% in the School?	59% (YES)	66% (YES)			125	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					536	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

Broward School District PETERS ELEMENTARY SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	67%	69%	80%	25%	241	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	57%	58%			115	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?	63% (YES)	61% (YES)			124	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					480	
Percent Tested = 100%						Percent of eligible students tested
School Grade					C	Grade based on total points, adequate progress, and % of students tested

Broward School District PETERS ELEMENTARY SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	76%	75%	88%	42%	281	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	72%	67%			139	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?	57% (YES)	71% (YES)			128	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					548	
Percent Tested = 99%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested