

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



**School Name: BOULEVARD HEIGHTS ELEMENTARY**

**District Name: Broward**

**Principal: Linda Pazos**

**SAC Chair: TBA**

**Superintendent: James Notter**

**Date of School Board Approval:**

**Last Modified on: 09-17-2009**

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

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## VISION and MISSION STATEMENTS

The mission of Boulevard Heights Elementary is to establish a strong foundation for lifelong learning by nurturing, guiding, and challenging all of our students to achieve their maximum potential.

We believe:

- Learning must take place at home, in school, and in the community.
- Learning is a lifelong process.
- We must provide educational opportunities for all students.
- Everyone is accountable for improving student achievement.
- All students must be provided opportunities that encourage creativity, critical thinking and problem solving skills.
- We must prepare all students for a knowledge-based, technologically rich and culturally diverse future.
- We must provide a safe and secure environment, which is essential for teaching and learning.
- We must treat all individuals with respect and dignity.
- Professional staff development ensures a quality learning environment.
- We must promote cultural diversity and the reinforcement of positive character education in order for our students to become productive citizens.

Vision: The vision of Boulevard Heights Elementary School is to provide the highest quality education for every student.

## PART I: CURRENT SCHOOL STATUS

### SCHOOL PROFILE/DEMOGRAPHICS

#### Brief History and Background of the School

Boulevard Heights Elementary School (BHE) is located in Hollywood, Florida serving pre-kindergarten through fifth grade. It was built in 1961 and still retains most of the original buildings, with additional buildings added in 1994 and 2008. It is a Title 1 school with a grade of "A". The school provides ESE, ELL and gifted services to students.

#### Unique School Strengths for Next Year

Golden School Award, 11 Nationally Board Certified Teachers, high teacher retention rate. Boulevard Heights will utilize Above the Clouds as a data management system.

#### Unique School Weaknesses for Next Year

Minority parent involvement due to cultural/language barriers. Lack of updated hardware, limits effective integration of technology, lack of personnel and resources for remedial assistance. Budgetary restraints have eliminated a Math Resource teacher and Art teacher. Drop in FTE.

#### Student Demographics

2007	2008	2009	
Female	46.0	46.5	44.7
Male	53.9	53.4	55.2
White	26.3	24.8	21.0
Black	14.1	15.8	15.8
Hispanic	53.6	52.3	56.4
Asian	3.16	3.69	3.81
Native	0	0	0

Multi 2.71 3.22 2.79  
F/R Lunch 54.7 60.3 63.7  
ELL 17.0 16.4 17.5  
ESE 10.4 10.9 12.9

#### Student Attendance Rates

2007 - 94.70  
2008 - 94.90  
2009 - 95.10

#### Student Mobility

2007 - 21.40  
2008 - 21.00  
2009 - 19.10

#### Student Suspension Rates

In School  
2007 - 0.70  
2008 - 1.30  
2009 - 0.60

Out of School  
2007 - 0.30  
2008 - 0.50  
2009 - 0.80

#### Student Retention Rates

2007 - 2.91  
2008 - 3.63  
2009 - 2.30

#### Class Size

Class Size  
Pk-3  
2007 - 17.29  
2008 - 17.80  
2009 - 17.92

4-5  
2007 - 20.84  
2008 - 20.17  
2009 - 20.24

#### Academic Performance of Feeder Pattern

N/A

#### Partnerships and Grants

All Uniform Wear  
Karate USA  
Sunshine Child Care  
Papa John's Pizza  
Memorial Health Resources  
Tire Kingdom  
McDonald  
Galaxy Skateway  
Grants from City of Hollywood /digital classroom/vocabulary program in 2nd grade

## 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	Linda Pazos	BA: Early Childhood Elem. Education MA: Computer Science Certification: Ed. Leadership School Principal ESOL Endorsed	4	17	Principal Boulevard Hgts. Elementary 2008-2009 School Grade A Reading: 84% Math: 87% Science: 57% Writing: 94% Met AYP  2007-2008 School Grade A Reading: 76% Math: 83% Science: 37% Writing: 98% Met AYP  2006-2007 School Grade A Reading: 72% Math: 75% Science: 36% Writing: 96% Met AYP  2005-2006 Reading: 74% Math: 71% Science: -- Writing: 87% Met AYP  Principal, Palm Cove Elementary 04-05 Grade A 03-04 Grade A 02-03 Grade B 01-02 Grade B 00-01 Grade A
Assis Principal	Sharon Boyd	BA: Elem. Education Early Education MA: Leadership ESOL Endorsed BS: Business Management	3	3	Boulevard Heights Elementary School, Assistant Principal 2008-2009 School Grade A Reading: 84% Math: 87% Science: 57% Writing: 94% Met AYP  2007-2008 School Grade A Reading: 76% Math: 83% Science: 37% Writing: 98% Met AYP  2006-2007 School Grade A Reading: 72% Math: 75% Science: 36% Writing: 96% Met AYP  2006-2007 School Grade A Reading: 72% Math: 75% Science: 36% Writing: 96% Met AYP  Lake Forest Elementary, Reading Resource teacher, 05-06 Grade B 2nd grade teacher/no FCAT scores

\* 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 *
		BA: Elementary Ed ESOL endorsed			Reading Coach, Boulevard Heights 2008-2009 School Grade A Reading: 84% Math: 87% Science: 57% Writing: 94% Met AYP

Reading	Cheryl Boyles	Primary Ed MA: Reading Specialist: Reading	10	2	2007-2008 School Grade A Reading: 76% Math: 83% Science: 37% Writing: 98% Met AYP  Kindergarten teacher/no FCAT scores
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\* 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)
NESS	NESS Liaison	Ongoing	
Social Committee/Morale Builders	Social Committee	Ongoing	
Professional Staff Development	PSDT Chair/Administration	Ongoing	
Professional Learning Communities	Administration/Team Leaders/Curriculum Council	Ongoing	

### Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Betty Bunnell	Elem Ed Music Gifted Endorsed	First Grade	ESOL coordinator for support/assistance/Complete ESOL endorsement
Robyn Pomichter/Keeley	Elem Ed	Fifth Grade	Completed 2 courses/continuing in program

### 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
46	13	13	43	43	39	100	7	22	87

### Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Sherri Johnson	Joseph A LaMonica	National Boards	Biweekly meetings to discuss NBCT program
Monica Chandler	Matthew Petersen Margareth Garcia	Professional Development	Biweekly meetings to discuss research based strategies that impact student achievement. Observation and feedback provided by administration and mentor
Marilyn Montenegro	Sohani Shivsaran	Professional Development	Weekly meetings Workshop w/follow up for behavior management skills. Observation and feedback provided by administration and mentor
Raelyn Hudson	Anne Marie Norce	Professional Development	Weekly meetings to discuss research based strategies for ESE students that impact student achievement. Observation and feedback provided by administration, reading coach and mentor.
			Weekly meetings to discuss research based strategies, behavior

Kelly Cavanaugh	Arin Bolta	Professional Development	management skills and NBCT program Observation and feedback provided by administration and mentor.
Tiffany Smith	Rita Gagne	Professional Development	Weekly meetings to discuss research based strategies that impact student achievement, behavior management skills Observation and feedback provided by administration, reading coach and mentor.
Tonya Beharry	Janet Sosa	National Boards	Biweekly meetings to discuss NBCT program
Connie Gwaltney	Celeste Linares	Professional Development	Weekly meetings to discuss research based strategies that impact student achievement, behavior management skills Observation and feedback provided by administration, reading coach and mentor.
Miranti Murphy	Jill Ungurait (Palm Cove Elem)	National Boards	Biweekly meetings to discuss NBCT program
NESS Coach (TBA)	Rebecca Booher	New Teacher	Weekly meetings review NESS program. Observation and feedback provided by administration and mentor.
Mentor (TBA)	Michelle Ho-On Betty Bunnell	Professional Development	Weekly meetings to discuss research based strategies that impact student achievement. Observation and feedback provided by administration and mentor.

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: For Title I schools only**

Title I, Part A

Teachers to assist students needing help during the instructional day.  
Parental activities are planned to assist parents in helping their child improve academically.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

Support Instructional programs: Oxford Let's Begin & Let's Go, Rigby Readers, CAVS Math & Science

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

Additional teacher support during the school day to assist with low performing students

Violence Prevention Programs

Silence Hurts/Anti-Bullying, Crime Watch/Safety Patrol

Nutrition Programs

Free/Reduced Meals

#### Housing Programs

N/A

#### Head Start

One Head Start class

#### Adult Education

N/A

#### Career and Technical Education

N/A

#### Job Training

N/A

#### Other

Tier III guidance groups, Listeners Program

### Response to Instruction/Intervention (RtI)

#### School-based RtI Team

Identify the school-based RtI Leadership Team.

Linda Pazos, Principal and Sharon Boyd, Assistant Principal – provides administrative leadership and ensures assignment and distribution of resources and services as needed. Review monitoring of intervention strategies and results.

Marcia Satz, Guidance - plans and organizes meetings, maintains records and parent contact. Instrumental in assisting with social/emotional needs of struggling families.

Cheryl Boyles, Reading Resource - articulates knowledge of reading and curriculum support to team, monitors struggling student's progress.

Lilia Francois, School Social Worker and Maggie Puebla, School Psychologist – assist interpretation of data and tests, acts as liaisons between school and community support

Michelle, Ho-On, ESE specialist – articulates knowledge of students with disabilities intervention and curriculum support, monitors progress of ESE students.

Marcia Pasqualin, K Team leader, Jacqueline Alvarado, 1st Grade Team Leader, Tiffany Smith, 2nd Grade Team Leader, Raelyn Hudson, 3rd Grade Team Leader, Margareth Garcia, 4th Grade Team Leader, Robyn Pomichter, 5th grade team leader – knowledgeable about instruction and differentiation in general education and assist referring teacher.

Curriculum Councils reps – TBA – knowledgeable about instruction and differentiation in general education and assist referring teacher.

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

- Students, including (Tier 2 & 3) are brought to the collaborative problem solving team (CPST) for a variety of reasons: initial behavior and/or academic concerns, monitoring of behavior and/or academics.
- Data is discussed with team and recommendations/interventions and results discussed/progress monitored
- CPST meetings are held every Wednesday to discuss items above.

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

- Collaborative problem solving team members are represented on the school improvement team and collaborate with plan development and implementation.
- Teacher implements researched based interventions based on students identified deficiencies and resources.
- Teacher reassesses student and meets with collaborative problem solving team to review results.
- District resources accessed if students are resistant to intervention.

#### RtI Implementation

Describe the data management system used to summarize tiered data.

Baseline data: Broward Assessment Test (Bat 1 & 2 for reading and math) Florida Comprehensive Assessment Test (FCAT, Florida Assessment Inventory of Reading (FAIR), SAT, Cella.

Progress monitoring: Progress Monitoring and Reporting Network (PMRN), Mini Assessments, FCAT simulation, FCAT Explorer reports, River Deep Reports.

Diagnostic Assessments: Diagnostic Assessment of Reading, IRI's, Running Reading Records, Reading and math inventory tests, DAR.

End of year: SAT 10, FCAT, FAIR

Frequency of data days: as per calendar following instructional focus and district testing dates  
Data will be accessed through Above the Clouds data management system.

Describe the plan to train staff on RtI.

Professional staff development will be provided during planning time in small sessions within teams throughout the year. Two PD sessions entitled "RtI: Problem Solving Model: Building Consensus Implementing and Sustaining Problem-Solving/RtI" and "RtI: Challenges to Implementation Data-based Decision-making, and Supporting and Evaluating Interventions" will take place in mid August and in October.

The RtI team will also evaluate additional staff PD needs during the leadership team meetings.

## School Wide Florida's Continuous Improvement Model

### Plan

#### Data Disaggregation 2008-2009 FCAT Data

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

Strengths: Students are performing above the district's average in Writing at 94%, proficient in reading at 84%, proficient in Math at 87%, proficient in science at 57%, learning gains in reading at 71%, learning gains in math at 74%.  
Weaknesses: Students in the lowest 25% are performing below the district's average in reading at 59% and math at 62%. In grades 3-5, 32% of the students in ESE not gifted scored proficient in reading and 46% scored proficient in math. In 4th grade, comparisons & main idea/purpose, in 5th grade, words/phrases and reference & research are identified as weaknesses in reading. In math, areas in need of improvement in 3rd grade-algebraic thinking, 4th grade-measurement and 5th grade-data analysis.

#### Instructional Calendar Development

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

The new Instructional Focus Calendars (IFC's) aligned to the new generation standards will be introduced and reviewed during pre-planning week with all teachers. A review of the school's, teams and individual teacher disaggregated data is aligned to the IFC's highlighting areas of needed reinforcement. The leadership team (team leaders and curriculum council) will meet once a month to discuss data collected from BAT's and mini-bat's to determine further areas of remediation.

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

Reading: In 3rd grade all areas will be addressed, in 4th grade-comparisons & main idea/purpose, in 5th grade- words/phrases and reference & research will be the priority focus.  
Writing: 94% proficient, continue with school-wide writing program.  
Mathematics: In 3rd grade-algebraic thinking, 4th grade-measurement and 5th grade-data analysis will be given priority focus.  
Science: 57% proficient, continue school-wide emphasis on science and strand H.

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

Results are analyzed by individual teachers and data chats are held with administration. Students are grouped based on their diagnosed needs on the first day of school. Instruction is expected to be individualized and differentiated, including enrichment and interventions, as demonstrated by ClassroomWalk-throughs. District assessments will guide instruction to determine the effectiveness of core programs and tutorials. Assessments including Oral Reading Fluency, end of selection tests, and mini-bat results will provide information on student and instructional needs.

The master schedule provides for common planning time for collaboration among teams, including data, problem-solving processes and continuance of professional learning communities.

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

N/A

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

The Leadership Team with grade level teams determines appropriate placement of students based on multi-year articulation data, teacher input and needs of ESE and ELL. Additionally screening and diagnostic tools are used to provide remediation, acceleration and enrichment. Conferences between student and teacher help determine personal goals as the year progresses.

## **DO**

### **Direct the Instructional Focus**

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

Instructional Focus Calendars, the district's pacing chart and BEEP lessons aligned to Sunshine State Standards are followed in all classes in reading, mathematics and science. Additionally, teams meet throughout the year as professional learning communities to share best practices. Vertical articulation to discuss curriculum needs are held throughout the year with the Leadership Team.

How are instructional focus lessons developed and delivered?

Teachers analyze their individual class results to determine student's strengths and weaknesses. Progress monitoring plans are written for intervention students. Additionally, acceleration and enrichment lessons to differentiate instruction based on the BEEP lessons, whole group, small group, double dosing are utilized and documented in lesson plans.

How will instructional focus lessons be revised and monitored?

Teams meet weekly to discuss planning for instruction based on the review of formal and informal data (mini-bat data, BAT's DAR) etc. CWT's are scheduled to ensure that each class is visited once per week. A focus for the CWT is determined by the data collected and in reflective conversations with staff.

## **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.

Minibat, BAT's, DAR, fluency, reading and math inventories, 3rd grade portfolio for intervention students, Midyear reading assessment, oral fluency, Qbats in math for first and second grade, FAIR for Kindergarten students, and core reading program benchmarks assessments are utilized based on the instructional focus.

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

The data collected from the above mentioned formal and informal assessments are analyzed by individual teachers, teams, and leadership team and shared with the School Improvement Team. Deficiencies are identified and remediated during daily instruction. Kindergarten teachers will use Letter names and sounds, Concepts of Print assessments and the core reading program. Students in K are given the first grade placement test at the end of the year. Teachers in grade 1-5 will utilize minibats as a diagnostic tool for students' mastery of standards and plan instruction to address deficient areas. Monitoring of results will be discussed at Team Leader meetings and School Improvement team meetings. Additionally, teacher data trends are monitored and assistance and effective teaching strategies are provided where needed.

### **Maintenance**

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

The IFC is repetitive with increasing level of difficulty. Minibats are administered after specific skills are taught. The IFC is adjusted according to results. Teachers give priority focus to those areas that show the greatest weakness.

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.

Monthly school improvement team meetings and monthly faculty meetings focused on monitoring progress are held. The administration and leadership team meet monthly to review results of instructional programs based on the assessment data. Quarterly data chats are held with teachers and data chats from CWT results are discussed.

## Monitoring

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

The principal, assistant principal, team leaders and curriculum council make up the leadership team. The team monitors mini-bat results and provides feedback at team and faculty meetings. Administration schedules CWT visits (15 visits per class per qtr) and shares results quarterly with the leadership team to ensure that instructional strategies are being implemented with fidelity. Teachers needing assistance are identified by using trend data. Assistance (modeling, lesson planning, classroom management) is given by the reading coach and/or mentor and team leader and documented with administration. Staff development is designed to meet professional growth plans, progress monitoring needs, and aligned to the school improvement goals.

## ACT

### Supplemental and Intensive Instruction/Interventions

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

Reading: K-5 Treasures core reading program, Triumphs intervention, Voyager intervention, Strategies to Achieve Reading success intervention, Great Leaps for fluency deficiencies, Wilson and Foundations for ESE, Quick Reads for fluency, Systematic Sequential Phonics phonemic deficiencies, Super QAR for comprehension deficiencies, Month to Month Phonics, Bringing Words to Life for vocabulary development, Leadership Resources for comprehension and reading strategies, FCRR Materials for learning centers, Destination Learning software, Words Their Way for vocabulary development, Road to the Code for phonics development and use of nine high yield instructional strategies.

Math: Moving with Math and Measure Works for ESE, First In Math for computation automaticity, Touch Math for ESE, math journals and use of nine high yield instructional strategies.

Writing: Writing conferences with individual students to set goals, uninterrupted 45 minute writing block, Writer's in Control program, vertical articulation to review students samples of work, writing intervention for students performing below grade level in writing, grade level benchmarks in writing, and use of nine high yield instructional strategies.

Science: Delta kits, 30 minutes of instruction daily, hands on science experiments, science journals, use of previous grade level science mini-bats to review concepts, daily science blitz, and use of nine high yield instructional strategies.

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

Interventions for students not making mastered target areas are provided through small group instruction, in double doses of reading, pull out models, Blast Off for FCAT strategy practice, FCAT Camp for reading and math deficient students, mini-bat review, fluency groups with paraprofessionals, supplemental tutoring with pool sub, and Voyager groups within grade level.

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

The Staff Development Committee administers a staff survey for staff development needs, training is planning based on the results of formal and informal student data aligned to professional growth plans and the school improvement goals. Teacher observation, data trends and classroom walk-through's help to identify additional staff development needs for individuals. Teacher requests for temporary duty assignments are granted and feedback provided to team/staff.

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

As a result of progress monitoring, class work assignments, assessment results, and observations of classroom teacher, instructional coach, administrators, and counselors, students who consistently demonstrate academic difficulty will receive supplemental and intensive instruction/interventions. ELL, ESE, all tier 2 and 3 students as identified through above analysis. Interventions for students not making mastered target areas are provided through small group instruction, in double doses of reading, pull out models, Blast Off for FCAT strategy practice, after school FCAT Camp, mini-bat review, fluency groups with paraprofessionals, supplemental tutoring with pool sub, and Voyager groups within grade level.

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

All teachers with students not meeting mastery will meet with the Collaborative Problem Solving Team (CPST) to discuss their evidence and/or results of strategies and interventions. Issues dealing with emotional and social growth along with attendance and behavior will be addressed with resolution for reducing such issues. Strategies that are resistant to

intervention will be discontinued and alternative strategies implemented. District personnel will be asked to assist with strongly resistant to intervention students. Parents are invited to attend these meetings as well.

Results of Mini-bat, BAT's, DAR, fluency, reading and math inventories, 3rd grade portfolio, Midyear reading assessment, Qbats, and core reading program benchmarks are reviewed for levels of proficiency and potential adjustments in instruction.

Retained students are closely monitored for progress through the CPST meetings.

### Enrichment

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

Reading: Gifted-High Achieving self contained classes, accelerated BEEP lessons for above level students, Readers Theaters, novels, Literacy Contracts for independent learning, Junior Greats Reading Program, Literature Circles, Performance/Presentations, Accelerated Reader at individual instructional levels, United Streaming resources, Teacher generated extension activities, highly engaged classrooms, Software programs (FCAT Explorer, Riverdeep) project-based learning, real world experiences, integration of content areas and laptop carts for technology integration,

Math: Mathematically Gifted-High Achieving self contained classes, Talented Students Program (MATS) advanced placement, First in Math software, United Streaming resources, accelerated BEEP lessons for above level students, Teacher generated extension activities, highly engaged classrooms, software programs (FCAT Explorer, Riverdeep) project-based learning and laptop carts for technology integration, District Math Competition, and National Council Teachers of Mathematics on-line resources.

Writing: Gifted-High Achieving self contained classes, Writer of the month program, involvement in community projects, response to literature, math and science journals, Cornell Note Taking, writing across all genres, word publications, participation in county wide essay contests, research writing including outlines and biographies, analysis of poetry and folk tales for creative writing and laptop carts for work processing skills.

Science: Gifted-High Achieving self contained classes, Environmental Club, Science Fair, abstracts (independent research) in science, Science Live and Science In Me, Florida Inquires, United Streaming resources, use of Delta Kits for experiments using the scientific method and journal writing, and laptop carts for Power Point Presentations.

Describe how students are identified for enrichment strategies.

The districts policy regarding placement in Gifted High-Achieving classes is strictly adhered to. FCAT/SAT results, MATs requirements, placement tests, and teacher recommendation based on classroom performance demonstrating consistent proficiency of standards. Parents may request placement and records will be reviewed and consideration for placement is determined by the leadership team and teacher. Parents of selected students are counseled regarding expectations and importance of parental involvement.

### Professional Learning Communities

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (include Lesson Study and Data Analysis)
SAC Committees	SAC Chair	Monthly	3rd Wed./month	Review and monitor progress of school improvement goals.
Grade Level meetings	Team Leaders	Weekly	2:10-3:00pm weekly	Analyze the effectiveness of FCIM calendars, mini-bats, assessments, maintenance, tutorial and enrichment to determine necessary revisions. Sharing of best practices and curriculum responsibilities.
Staff Development	PDT/Selected staff and district personnel	Monthly	Planning days/early release	Promethean board training. (targeted staff) Test Specs. 9 High Yield Strategies. Reading for Struggling Students. District's IFC and related BEEP lessons aligned to new generation standards. CWT 3.0. Color-coded research. Math Big Ideas. (HOTS) Higher Order Thinking Questions. Strand H Science.

### 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**

Parents and kindergarten students are invited to a kindergarten orientation the week before the beginning of the school year. Students get to see their class with their parents and meet their teacher.

“Donuts/Tissue Day” sponsored by PTA (donuts and juice for the parents) and coordinated by guidance counselor, provides parents with a place to say good bye to their child on the first day of school.

In the spring, community day care facilities and incoming kindergarten families are invited to a Kindergarten roundup/orientation for the following school year.

**Postsecondary Transition**

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

## PART II: EXPECTED IMPROVEMENTS

### Reading Goal

<b>Needs Assessment:</b>	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?
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Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
34% of SWD in grades 3-5, scored proficient in reading on the 2009 FCAT Reading Assessment.		72% of SWD in grades 3-5, will score proficient in reading on the 2010 FCAT Reading test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Double doses of remedial instruction	Classroom Teacher	Informal classroom reading assessments	End of selection tests
2	Great Leaps	Reading Resource Teacher	Informal classroom reading assessments  Treasures Fluency probes  Quarterly updates to classroom teacher on student level	DAR Fluency Assessment (3X a year)
3	ESE teacher will pull-out to provide reading instruction in small group setting in areas of deficit according to the IEP. Collaborating and consulting will be provided for students that require less intensity of instruction.	ESE teacher, gen ed teacher	ESE teacher participates in common planning times to ensure collaborating and consulting takes place.  CWT-to make sure fidelity of implementation of reading program in VE class.	WADE, DAR, minibat data , informal assessments to measure progress.
4	ESE Teacher will utilize Voyager, Boardmaker to facilitate learning and attainment of goals.	ESE Teacher	CWT-to make sure fidelity of implementation of reading program in VE class.  ESE teacher participates in common planning times to ensure collaborating and consulting takes place.  Review Voyager website reports every six weeks to monitor student progress.	DAR, Voyager assessments

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
59% of students in the lowest 25% in grades 4-5, made learning gains on the 2009 FCAT Reading Assessment.		72% of students in the lowest 25% in grades 4-5, will demonstrate annual learning gains on the 2010 FCAT Reading Assessment.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Double doses of remedial instruction	Classroom Teacher	Teachers will compare pre - and post test data to determine if students have shown improvement.  Analysis of informal classroom reading	FCAT, BAT, Mini-BAT, and Stanford Diagnostic Test

			assessments CWT	
2	Struggling students will be provided additional resources and interventions (Month to Month Phonics, Triumphs Intervention, CARS, STARS, Great Leaps Systematic sequential Phonics...)	Response to Intervention Team, Classroom Teachers	Teachers will compare pre - post test data to determine if students have shown improvement.  Analysis of informal classroom reading assessments.  CWT	FCAT, BAT, Mini-BAT, and Stanford Diagnostic Test
3	Identified students will have the opportunity to attend afterschool FCAT camp for tutorial services.	FCAT Camp coordinator	Attendance of participants will be monitored.  FCAT tutors will provide feedback to camp coordinator every three weeks.	FCAT, BAT, Mini-BAT, and Stanford Diagnostic Test
4	Teachers will utilize higher order thinking questions, 9 High Yield Instructional Strategies, Accelerated Reader, Reading Across Broward and the district's Instructional Focus Calendars.	Administration Reading Resource Specialist	CWT  Accelerated Reader reports  Lesson plan review	FCAT, BAT, Mini-BAT, and Stanford Diagnostic Test

**Professional Development Aligned with Objective:**

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
72% of SWD in grades 3-5 will score proficient on the 2010 FCAT Reading Assessment	Differentiated Instruction	District	September-March	Lesson plan reviews, Focused CWT Team meeting minutes	Administration
72% of students in the lowest 25% in grades 4-5 will demonstrate learning gains on the 2010 FCAT Reading assessment.	Higher Order Thinking Questions, 9 High Yield Instructional Strategies	Reading Resource Specialist	September	Focused CWT	Administration
72% of students in the lowest 25% in grades 4-5 will demonstrate learning gains on the 2010 FCAT Reading assessment.	Test Specs	Reading Resource Specialist	August PrePlanning	Lesson plan reviews Focused CWT Team meeting minutes	Administration
72% of SWD in grades 3-5 will score proficient on the 2010 FCAT Reading Assessment	District's IFC and related BEEP lessons aligned to new generation standards.	Reading Resource Specialist	August PrePlanning	Lesson plan reviews Focused CWT Team meeting minutes	Administration

**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
Treasures Grades 3-5	District & Textbook Allocation	\$500.00
		<b>Total: \$500.00</b>

Technology		
Description of Resources	Funding Source	Available Amount
		\$0.00
<b>Total: \$0.00</b>		
Professional Development		
Description of Resources	Funding Source	Available Amount
Test Specs	none	\$0.00
Training in the new CWT	none	\$0.00
9 High Yield Instructional Strategies	Accountability Funds	\$2,000.00
<b>Total: \$2,000.00</b>		
Other		
Description of Resources	Funding Source	Available Amount
Afterschool Tutoring	Accountability Funds	\$3,000.00
<b>Total: \$3,000.00</b>		
<b>Final Total: \$5,500.00</b>		

*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		
62% of the lowest 25% in grades 4-5 made learning gains on the FCAT Math Assessment.		68% of the lowest 25% in grades 4-5 will demonstrate 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	Teachers will utilize Math Manipulatives in remediating/reteaching struggling students	Classroom Teachers	Teachers will compare pre - post test data to determine if students have shown improvement.  CWT	FCAT, BAT, Mini-BAT, and/or Stanford Diagnostic Test
2	Utilization of the 9 High Yield Strategies	Classroom Teacher Administration	CWT Informal math assessments	Mini-BAT CWT data
3	Teachers will differentiate instruction	Administration	Lesson plan review/individual data chats  CWT Informal math assessments	FCAT, BAT, Mini-BAT, and/or Stanford Diagnostic Test
4	ESE students and others who are resistant to intervention in math will be assessed using TEMA or TOMA Math Assessments to determine their deficient math skills. Instruction will be provided using Moving with Math, Calendar and Harcourt Math	ESE Specialist Administration	Teachers will compare pre - post test data to determine if students have shown improvement.  CWT Lesson plan review/individual data chats	QBats for primary Mini-bats for intermediate
5	Every student in grades 1-5 will be given a First in Math account to master computational skills.	Classroom teachers Team Leaders Curriculum Council	Reports from First in Math	QBats for primary Mini-bats for intermediate

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
46% of SWD in grades 3-5 scored proficient on the 2009 FCAT Math Assessment.		68% of SWD in grades 3-5 will score proficient on the 2010 FCAT Math Assessment.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	SWD will receive a double dose of remedial instruction in math	Classroom Teacher	ESE teacher will collaborate on a scheduled basis with classroom teachers to ensure consistency of instruction  CWT	FCAT, BAT Mini-BAT; Harcourt Chapter Test
2	Teachers will utilize Math Manipulatives in remediating/reteaching struggling students	Classroom Teacher	Teachers will compare pre - post test data to determine if students have shown improvement.  CWT	FCAT, BAT Mini-BAT; Harcourt Chapter Test
3	Differentiated Instruction and Small Group Instruction	Classroom and ESE teachers	Teachers will analyze individual student data on an ongoing basis to monitor student progress.  ESE teacher will collaborate on a scheduled basis with classroom teachers to ensure consistency of instruction  CWT	FCAT, BAT Mini-BAT; Harcourt Chapter Test

**Professional Development Aligned with Objective:**

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
55% of SWD in grades 3-5 will score proficient on the 2010 FCAT Math Assessment.	Differentiated Instruction	District	September/March	Lesson plan review  Focused CWT  Team meeting minutes	Administration
68% of the lowest 25% in grades 4-5 will demonstrate learning gains on the FCAT Math Assessment.	Professional Learning Communities focusing on o Math Big Ideas o CWT Data identifying the 9 High Yield Instructional Strategies	Team Leaders Curriculum Council	Weekly throughout the year  Monthly @ SAC committee meetings	Observation/CWT  Team meeting minutes	Administration
	SIP (Standards in Practice)	Principal	Oct/Nov	Projects submitted for review	

**Budget:**

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Differentiated Instruction	Instructional Inservice	\$1,020.00
		<b>Total: \$1,020.00</b>
Technology		
Description of Resources	Funding Source	Available Amount
First in Math	Internal Accounts	\$2,000.00
		<b>Total: \$2,000.00</b>
Professional Development		

Description of Resources	Funding Source	Available Amount
Standard in Practice	Instructional Inservice	\$2,040.00
		<b>Total: \$2,040.00</b>
Other		
Description of Resources	Funding Source	Available Amount
Afterschool FCAT tutoring	After Care	\$3,000.00
		<b>Total: \$3,000.00</b>
		<b>Final Total: \$8,060.00</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, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
57% of students in 5th grade scored a level 3 or above on the 2009 FCAT Science Assessment		60% students in 5th grade, will score a level 3 or above on the 2010 FCAT Science Assessment		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Science journals will be used in grades K-5 to record data, observations and scientific vocabulary in order to increase comprehension. All students 3-5 will utilize Cornell Notetaking to emphasize science comprehension/summarization and vocabulary development.	Administration	Teachers will review information in journals on a weekly basis.  Teachers will discuss at team meetings.  CWT  Science minibats	Science journals  Open-ended problem solving tasks and assessments
2	Teachers in grades K-5 will use 9 High Yield Instructional Strategies, Science Alive, Science and Me, BEEP lessons, Florida Inquires, post essential questions and simple clear graphics, charts to describe systems and concepts and instructional focus calendar for test spec/question stems to reinforce deficient skills.	Classroom Teachers  Science Committee	Teachers will discuss at weekly team meetings.  Teams will report to SAC science committee.  Science minibats	Performance tests after each chapter.
3	K-5 Teachers will use Delta kits for experiments and teach 2 1/2 hours of science each week.	Classroom Teachers	Documentation in lesson plans  Discussion Weekly Team Meetings  CWT	Performance tasks via science projects, journal entries, and activities linked to science kits.

### Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
60% students in 5th grade, will score proficient on the 2010 FCAT Science Assessment	Higher Order Thinking Questions (HOTS)	Reading Resource Specialist	September	Focused CWT	Administration
60% students in 5th grade, will score proficient on the 2010 FCAT Science Assessment	Training in Science Strand H	3rd Grade Teacher	September	Focused CWT	Administration

**Budget:**

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Consumables for Delta Kits	District	\$0.00
<b>Total: \$0.00</b>		
Technology		
Description of Resources	Funding Source	Available Amount
Digital Cameras, document cameras and/or projectors	Accountability Funds A+ Funds	\$4,000.00
<b>Total: \$4,000.00</b>		
Professional Development		
Description of Resources	Funding Source	Available Amount
Training on Strand H	None	\$0.00
<b>Total: \$0.00</b>		
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
<b>Total: \$0.00</b>		
<b>Final Total: \$4,000.00</b>		

*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		
94% of students scored proficient on the 2009 FCAT Writing Assessment.		96% of students will score proficient on the 2010 FCAT Writing Assessment.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Teachers will utilize BEEP's various web-based tools to enhance instruction.	Assistant Principal Team Leaders Curriculum Council	Students participate in monthly writing prompts, conferencing with teachers as needed  Teams discuss data analysis per grade level  Review vertical scores throughout school at monthly vertical data chats	Quarterly writing samples scored with FCAT rubric
2	ESE students receive 45 minute writing by classroom teacher supplemented by ESE resource teacher	ESE Specialist Classroom Teachers	Students participate in monthly writing prompts, conferencing with teachers as needed	Quarterly writing samples scored with FCAT rubric
3	K-5 teachers will instruct students in writing invitations, letters (to friends business government...) thank you's, research papers, abstracts in science and social studies, in addition to expository, narrative and persuasive formats.	Classroom Teachers Administration	CWT  Lesson Plans	Teacher Evaluation based on grade level benchmarks in writing
4	K-5 teachers will teach grammar, punctuation, and capitalization in the context of student's writing	Classroom Teacher Administration	Students participate in monthly writing prompts, conferencing with teachers as needed	Quarterly writing samples scored with FCAT rubric

**Professional Development Aligned with Objective:**

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
95% of students will score proficient on the 2010 FCAT Writing Assessment.	BEEP lesson plans	Administration	August - initial, quarterly review of IFC/BEEP status	Teachers will submit monthly writing samples Lesson plan review	Assistant principal

**Budget:**

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
<b>Total: \$0.00</b>		
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
<b>Total: \$0.00</b>		
Professional Development		
Description of Resources	Funding Source	Available Amount
Staff development on color-coded research	Instructional Inservice	\$900.00
Vertical Planning	none	\$0.00
<b>Total: \$900.00</b>		
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
<b>Total: \$0.00</b>		
<b>Final Total: \$900.00</b>		

*End of Science Goal*

**Parent Involvement Goal**

**Needs Assessment:** Based on information from School Grade and Adequate Yearly Progress Data:  
 Were parent involvement activities and strategies targeted to areas of academic need?  
 Based on information from surveys, evaluations, agendas, or sign-ins:  
 Was the percent of parent participation in school activities maintained or increased from the prior year?  
 Generally, what strategies or activities can be employed to increase parent involvement?

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
During the 2008-09 school year, 74% of our parents participated in decisions regarding their child's education as documented at parent trainings, meetings and/or conferences.		During the 2009-10 school year, 77% of our parents participated in decisions regarding their child's education as documented at parent trainings, meetings and/or conferences.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Parent Training Nights for various curriculum areas including but not limited to the utilization of technology, science integration, and literacy/reading strategies	SAC Chair Title I Contact	Documentation of attendance and participation in related school sponsored activities.	District's Parent Survey
2	Provide parents with descriptions and explanations of the school's	Title I Contact	Teachers monitor participation of parents for at risk students	Documentation of attendance and participation in related

	curriculum, student academic assessments, and proficiency levels with translations provided when necessary.			school sponsored activities.
3	Provide parents with Parenting classes such as Mega skills	Title I Contact	Attendance at trainings, other parent meetings/trainings, student progress in academics and/or behavior	Documentation of attendance and participation

**Professional Development Aligned with Objective:**

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
During the 2009-10 school year, 77% of our parents participated in decisions regarding their child's education as documented at parent trainings, meetings and/or conferences.	Megaskills	District	October	Select teachers trained in MegaSkills training will conduct a parent training in Megaskills	Title I Contact
During the 2009-10 school year, 77% of our parents participated in decisions regarding their child's education as documented at parent trainings, meetings and/or conferences.	Parent trainings on learning strategies in Reading, Math and Science	Grade level teams	October, December and February	Flyers and Parent links will be sent out to all parents Information shared at trainings will be discussed reagrding individual students at parent conferences	Reading Resource Teacher

**Budget:**

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Parent Training	Title 1	\$4,564.00
		<b>Total: \$4,564.00</b>
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
		<b>Final Total: \$4,564.00</b>

End of **Parent Involvement** Goal

## Other Goals

### Technology Integration Goal:

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
20% of teachers encourage adaption of tool-based software by allowing students to select a tool and modify its use to accomplish a task at hand. 5% of teachers create a learning environment that infuses technology throughout the day and across the subject areas.		25% of teachers create a learning environment that infuses technology throughout the day and across the subject areas.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Distance Learning activities with Mr. G where students engage in hands on exploration math activities.	Classroom Teacher Media Specialist	Attendance by class	Project completion
2	Promethean boards, Document cameras and video projectors are for instructional and student presentations.	Classroom Teacher Media Specialist Administrators	CWT Lesson plan review	Increase percentage in technology adoption levels.
3	Promethean Board trained teachers will meet every six weeks to discuss various technology instructional strategies and sharing of best practices.	Classroom Teacher Media Specialist	CWT focusing on technology integration	Increase in percentage in technology adoption levels

### Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
25% of teachers create a learning environment that infuses technology throughout the day and across the subject areas.	Promethean Board Training	District	Oct/Nov	Presentation to team CWT	Administration Media Specialist

### Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
<b>Total: \$0.00</b>		
Technology		
Description of Resources	Funding Source	Available Amount
Document cameras and projectors	PTA	\$2,000.00
<b>Total: \$2,000.00</b>		
Professional Development		
Description of Resources	Funding Source	Available Amount
Promethean Boards	Accountability	\$1,700.00
<b>Total: \$1,700.00</b>		
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
<b>Total: \$0.00</b>		
<b>Final Total: \$3,700.00</b>		



# FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Treasures Grades 3-5	District & Textbook Allocation	\$500.00
Mathematics	Differentiated Instruction	Instructional Inservice	\$1,020.00
Science	Consumables for Delta Kits	District	\$0.00
Parental Involvement	Parent Training	Title 1	\$4,564.00
			<b>Total: \$6,084.00</b>
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading			\$0.00
Mathematics	First in Math	Internal Accounts	\$2,000.00
Science	Digital Cameras, document cameras and/or projectors	Accountability Funds A+ Funds	\$4,000.00
Technology Integration	Document cameras and projectors	PTA	\$2,000.00
			<b>Total: \$8,000.00</b>
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Test Specs	none	\$0.00
Reading	Training in the new CWT	none	\$0.00
Reading	9 High Yield Instructional Strategies	Accountability Funds	\$2,000.00
Mathematics	Standard in Practice	Instructional Inservice	\$2,040.00
Writing	Staff development on color-coded research	Instructional Inservice	\$900.00
Writing	Vertical Planning	none	\$0.00
Science	Training on Strand H	None	\$0.00
Technology Integration	Promethean Boards	Accountability	\$1,700.00
			<b>Total: \$6,640.00</b>
Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Afterschool Tutoring	Accountability Funds	\$3,000.00
Mathematics	Afterschool FCAT tutoring	After Care	\$3,000.00
			<b>Total: \$6,000.00</b>
			<b>Final Total: \$26,724.00</b>

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

Intervene
  Correct II
  Prevent II
  Correct I
  Prevent I
  NA

No Attached school's Differentiated Accountability Checklist of Compliance

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

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

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

Projected use of SAC Funds	Amount
No data submitted	

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

The newly formed SAC membership will receive training on shared decision making, team building exercises and continuous exposure to budget and data analysis

### SAC Members

#### **Members**

- 1) Linda Pazos, Principal
- 2) Brenda Hawkes, Business Member
- 3) 1st meeting 9/23/09 finalize membership, Parent
- 4) Matthew Petersen, Union Steward

# AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2													Broward BOULEVARD HEIGHTS ELEMENTARY 0971													
Number of students enrolled in the grades tested: <a href="#">Click here to see Number of students in each group</a>													Read: 393 Math: 393		2008-2009 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?		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	77	Y	82	Y			94	Y			NA	28	23	NA	19	18	NA	79	NA	81	NA	
WHITE	99	Y	99	Y	88	Y	92	Y			NA				NA	17	12	NA	14	8	NA	87	NA	91	NA	
BLACK	100	Y	100	Y	72	Y	71	Y			NA				NA	43	28	NA	33	29	NA		NA		NA	
HISPANIC	100	Y	100	Y	74	Y	81	Y			94	Y			NA	29	26	NA	18	19	NA	76	NA	79	NA	
ASIAN		NA		NA		NA		NA				NA			NA			NA			NA					
AMERICAN INDIAN		NA		NA		NA		NA				NA			NA			NA			NA					
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	73	Y	79	Y			93	Y			NA	33	27	NA	23	21	NA	77	NA	79	NA	
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y		NA	77	Y			93	Y			NA			NA	25	23	NA				NA	
STUDENTS WITH DISABILITIES	99	Y	98	Y		NA		NA				NA			NA			NA			NA					

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2													Broward BOULEVARD HEIGHTS ELEMENTARY 0971													
Number of students enrolled in the grades tested: <a href="#">Click here to see Number of students in each group</a>													Read: 433 Math: 433		2007-2008 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?		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	72	Y	81	Y			Y				NA	33	28	NA	30	19	NA	71	NA	81	NA	
WHITE	100	Y	100	Y	83	Y	86	Y			Y				NA	18	17	NA	18	14	NA	78	NA	81	NA	
BLACK	100	Y	100	Y	57	N	67	Y			NA				NA	NA	43	NA	33	NA	NA	66	Y	78	NA	
HISPANIC	100	Y	100	Y	71	Y	82	Y			Y				NA	38	29	NA	33	18	NA	72	NA	80	NA	
ASIAN		NA		NA		NA		NA			NA				NA			NA			NA					
AMERICAN INDIAN		NA		NA		NA		NA			NA				NA			NA			NA					
ECONOMICALLY DISADVANTAGED	100	Y	99	Y	67	Y	77	Y			Y				NA	41	33	NA	36	23	NA	70	NA	79	NA	
ENGLISH LANGUAGE LEARNERS	99	Y	99	Y	55	N	75	Y			NA				NA	53	45	Y	51	25	NA	60	NA	81	NA	
STUDENTS WITH DISABILITIES	100	Y	99	Y		NA		NA			NA				NA			NA			NA					

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2													Broward BOULEVARD HEIGHTS ELEMENTARY 0971													
Number of students enrolled in the grades tested: <a href="#">Click here to see Number of students in each group</a>													Read: 431 Math: 431		2006-2007 School Grade <sup>1</sup> : A		Did the School make Adequate Yearly Progress? YES									
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).													This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	Y/N	2007
TOTAL <sup>4</sup>	100	Y	100	Y	67	Y	70	Y	93		Y				NA	38	36	NA	36	30	NA	68	NA	74	NA	
WHITE	100	Y	100	Y	82	Y	82	Y	93		Y				NA	26	18	NA	26	18	NA	77	NA	79	NA	
BLACK	99	Y	99	Y		NA		NA			NA				NA			NA			NA					
HISPANIC	100	Y	100	Y	62	Y	67	Y	93		Y				NA	42	42	NA	42	33	NA	64	NA	74	NA	
ASIAN		NA		NA		NA		NA			NA				NA			NA			NA					
AMERICAN INDIAN		NA		NA		NA		NA			NA				NA			NA			NA					
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	59	Y	64	Y	93		Y				NA	49	45	NA	45	36	NA	64	NA	70	NA	
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	47	N	49	N			NA				NA	71	57	Y	47	51	N	54	NA	62	Y	
STUDENTS WITH DISABILITIES	100	Y	100	Y		NA		NA			NA				NA			NA			NA					

## SCHOOL GRADE DATA

Broward School District BOULEVARD HEIGHTS ELEMENTARY 2008-2009					
	Reading	Math	Writing	Science	Grade Points Earned
<b>% Meeting High Standards (FCAT Level 3 and Above)</b>	84%	87%	94%	57%	322
<b>% of Students Making Learning Gains</b>	71%	74%			145
<b>Writing and Science:</b> 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: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level					

						1 or 2
<b>Adequate Progress of Lowest 25% in the School?</b>	59% (YES)	62% (YES)			121	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					588	
Percent Tested = 100%						Percent of eligible students tested
<b>School Grade</b>					<b>A</b>	Grade based on total points, adequate progress, and % of students tested

<b>Broward School District BOULEVARD HEIGHTS ELEMENTARY 2007-2008</b>						
	Reading	Math	Writing	Science	Grade Points Earned	
<b>% Meeting High Standards (FCAT Level 3 and Above)</b>	76%	83%	98%	37%	294	<b>Writing and Science:</b> 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.
<b>% of Students Making Learning Gains</b>	67%	77%			144	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>
<b>Adequate Progress of Lowest 25% in the School?</b>	59% (YES)	72% (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					569	
Percent Tested = 99%						Percent of eligible students tested
<b>School Grade</b>					<b>A</b>	Grade based on total points, adequate progress, and % of students tested

<b>Broward School District BOULEVARD HEIGHTS ELEMENTARY 2006-2007</b>						
	Reading	Math	Writing	Science	Grade Points Earned	
<b>% Meeting High Standards (FCAT Level 3 and Above)</b>	72%	75%	96%	36%	279	<b>Writing and Science:</b> 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.
<b>% of Students Making Learning Gains</b>	72%	73%			145	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>
<b>Adequate Progress of Lowest 25% in the School?</b>	77% (YES)	69% (YES)			146	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 = 100%						Percent of eligible students tested
<b>School Grade</b>					<b>A</b>	Grade based on total points, adequate progress, and % of students tested