

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN

---



School Name: LLOYD ESTATES ELEMENTARY SCHOOL

District Name: Broward

Principal: Pamela A. Govoni

SAC Chair: Marjorie Gomez

Superintendent: James Notter

Date of School Board Approval: 12/1/09

Last Modified on: 09-15-2009

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

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

---

## VISION and MISSION STATEMENTS

- The vision of Lloyd Estates Elementary is to ensure that by 2014 all students are reading on grade level.
- The mission of Lloyd Estates Elementary is to ensure that students leaving our school will be productive members of the 21st century.

## PART I: CURRENT SCHOOL STATUS

### SCHOOL PROFILE/DEMOGRAPHICS

#### Brief History and Background of the School

- Lloyd Estates was built in 1967 in the city of Oakland Park, Florida. Lloyd Estates Elementary school serves Pre-K/ESE, Head Start and Kindergarten through Gr. 5 students. The school has been designated as a Title 1 school. Two hundred twenty four students receive ELL services through differentiated instruction.

#### Unique School Strengths for Next Year

- 100% Highly Qualified Teachers
- 5 SMART classrooms with GLIDES trained teachers
- 5 National Board Certified Teachers
- Departmentalization planned for 2009-2010 in grades 3, 4 and 5
- Very low mobility rate for teachers and staff

#### Unique School Weaknesses for Next Year

- Budget cuts resulting in loss of two classroom teachers and reduction in hour/days for our Teacher Assistants/Office Clerk
- Acculturation for families new to the country
- Correct 1 status with 95% of criteria being met for AYP

#### Student Demographics

- Black, Non-Hispanic: 55%
- White, Non-Hispanic: 8.86%
- Multi-Racial: 2.88%
- Hispanic: 31.7%
- Asian: 1.44%
- Male: 54.6%
- Female: 45.3%
- Free/Reduced: 90.5%
- ELL: 46.3%
- ESE: 17.7%

#### Student Attendance Rates

• 95%

Student Mobility

• 28.20%

Student Suspension Rates

• 0.20%

Student Retention Rates

• 4.70%

Class Size

• Grades K, 1, 2, 3 ratio 16.52  
• Grades 4, 5 ratio 18.25

Academic Performance of Feeder Pattern

• N/A

Partnerships and Grants

• KAPOW, Women In Distress, City of Oakland Park Mentor, KIWANIS, Rotary Club of Oakland Park, City of Oakland Park, McDonalds, Bank Atlantic.

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	Pamela A. Govoni	Masters of Science in Ed. Leadership Bachelor of Arts in Elementary Education Certifications in : Elem. Ed. K-6 ESOL School Principals, Early Childhood Education	2	10	Lloyd Estates: 2008 "B" No Oakland Pk.: 2007 "A", No; 2006 "C", No; 2005 "A", Yes; 2004 "A", Yes.
Assis Principal	Sheila K. Lewis	ED.D in Ed. Leadership & Curriculum ED Specialist major Ed Leadership Masters in Exceptional Student Education B.Ed majoring in English and Social Studies Certification in Ed. Leadership, ESE K-12 Lang. Arts 6-12 ESOL& Reading Endorsement.	1	1	Human Resource Development Trainer & Program Facilitator.

\* 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 *
Math	Mark Schipani	Elem. Ed. 1-6 ESOL ESE K-12	17	1	08 B No 07 B No 06 A Prov. 05 B Prov. 04 B No
Reading Core	Emmy Louvaris	Elem. Ed. 1-6 ESOL NBCT	9		08 B No 07 B No 06 A Prov. 05 B Prov. 04 B No
Reading Coach	Troy Robinson	Elem. Ed. 1-6 ESOL School Principal	5.5	5.5	2008 "B" No 2007 "B" No 2006 "A" Prov. 2005 "B" Prov.

\* 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. NCBT receive additional monies to meet the needs of students of a Title 1 school	Principal	6/2009	
2. Professional Development on Pre-Planning and Planning Days	Principal Assistant Principal	6/2010	
3. NESS Liaison and Coaches provide support to new and struggling teachers	NESS Liaison Coaches	6/2010	
4. Team Leaders provide support to grade level and support teachers	Team Leaders	6/2010	
5. Leadership Team and Support Staff provide information, training and support to all LEES Staff members.	Leadership Team Support Staff	6/2010	
6. Professional Learning Communities provide training to identify effective teacher skills and strategies.	Troy Robinson, Emmy Louvaris, Reading Coaches; Mark Schipani, Math Coach; Angie Russell, 4th Gr. Team Leader; Steve Gehalo, %th Gr. teacher.	6/2010	

## Non-Highly Qualified Instructors

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

## Staff Demographics

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed
29	0	16	57	27	41	100	1	14	99

## Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Winnifred Walters, NESS Liaison; Darcy Cassell, Gr. 1 Team Leader; Troy Robinson, Reading Specialist; Carolyn Reidy, ESE Specialist.	Gerald Hurley, Grade 1 teacher	Providing intervention strategies, classroom management, organizational skills	Modeling, coaching, observations, follow-up meetings
		New to school	

Sheila Lewis, Assistant Principal	Marti Moore, Guidance Counselor	orientation, experienced guidance counselor	Explanation of processes in place, CPST responsibilities
Debbie Lacek, Media Specialist	Thomas Mullen, Music teacher	New to school orientation, experienced teacher	Explanation of processes in place, tour of school

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: For Title I schools only**

Title I, Part A

- Professional Development, Parent training, textbooks to support student learning.
  - Additional assistance via teacher salaries to meet the needs of struggling students.
  - . The Title I initiative is explained to parents at our annual Open House and via the Parent-School Compact which is sent home to families on the first day of school.
  - . Parents are notified of meetings and events via Parent Link.
- Flyers are sent home in multiple languages. A Spanish Speaking clerk is available in our front office for immediate Spanish translation.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

- CAVS trained staff and implementation of materials; Spanish instruction, weekly; Rosetta Stone online
- Program for staff and students; Decree met for English, Spanish and Haitian-Creole requirements; Sheltered
- Kindergarten class and grade 3 meeting the needs of A1, A2 and B1 students; Teacher Assistants working with small groups of ESOL students at most grade levels.

Title X- Homeless

- Homeless needs are met via a variety of resources available through the School Board of Broward County and Broward County resources.

Supplemental Academic Instruction (SAI)

- Push-in model utilized to assist struggling students during the school day.
- . SAI funds provide additional learning opportunities beyond the school day.

Violence Prevention Programs

- Anti-Bullying Policy (Project Bridge), Just Say No Program (Red Ribbon Week), SBBC Discipline Matrix.
- . Threat Assessment trained Support Staff.

Nutrition Programs

- Commit to be Fit: Grade 3
- . Reduced-fat and sugar SBBC meals

Housing Programs

- N/A

#### Head Start

- One Head Start class, 1:18 ratio, with a Teacher Assistant at all times.

#### Adult Education

- N/A

#### Career and Technical Education

- N/A

#### Job Training

- N/A

#### Other

- N/A

### Response to Instruction/Intervention (RtI)

#### School-based RtI Team

Identify the school-based RtI Leadership Team.

- The RtI Leadership will include the following: Carolyn Reidy, ESE Specialist; Marti Moore, Guidance; Pamela Govoni, Principal; Sheila Lewis, Assistant Principal; Marjorie Gomez, VE Teacher; Wayne Davis, Speech/language; Janie White, Psychologist; Victoria Schreiber, Social Worker; Grysell Cruz, ESOL Social Worker; Classroom teacher, and Parent(s).

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

- Monthly meetings will be scheduled (additional meetings, if needed) to identify students struggling in reading and/or math. At the first meeting, roles and responsibilities will be assigned to RtI Team Members. Interventions will be prescribed based on data, progress being noted by the teacher and student individual needs. Progress monitoring and follow-up meetings will also be scheduled to develop small group interventions for struggling students.

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

The RtI Leadership Team members monitor the action steps of the School Improvement Plan in a focus group. Additional emphasis on goal attainment will be revisited by the team leaders, teachers, support staff members and administration. Adjustments are made to the curriculum delivery if progress is not being noted.

#### RtI Implementation

Describe the data management system used to summarize tiered data.

A database will be maintained to identify students and interventions, by tiers, that will assist in making academic/curriculum decisions for students, teachers and the school. Teachers regularly utilize Virtual Counselor, "Above the Clouds", and BEEP to retrieve data and correlate lessons to subject area concerns. By utilizing mini-assessments, BAT 1 & 2, FCAT preparation activities, end of book/chapter tests, Accelerated Reader and various reading assessments data, the RtI Team will continue to monitor student achievement and progress.

Describe the plan to train staff on RtI.

Professional development will be provided during teachers' common planning time and planning days throughout the year. Classroom Walkthrough data will be analyzed to determine areas in need of growth during grade chair and faculty meetings. Test Specs training- Reading, Math & Science by PLC leaders. Our ESE Specialist will discuss the RtI process and will train the faculty, with the School Psychologist, on September

8, 2009. The Reading Specialist will identify the correlation between RTI and the new version of the Struggling Readers Chart.

## 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?

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

The data below indicates an upward trend in Gr. 3 Reading and Math, and gain of percentile points in Gr. 4 Reading, a loss of percentile points in Gr. 4 Math and Writing, and a loss of percentile points in Gr.5 Reading, Math and Science. A Math Coach has been added to the school staff for the 2009-2010 school year.

Lloyd Estates Elementary FCAT data points 2009:

Grade	Reading	Math	Writing	Science
Grade 3	+8	+2		
Grade 4	+4	-8	-2	
Grade 5	-2	-1	-2	

#### Instructional Calendar Development

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

Teacher representatives from each grade level created the Instructional Focus Calendar (IFC) in June 2009. The teachers worked collaboratively, for a period of three days, to identify the benchmarks, level of difficulty and correlated the information with the upcoming school year calendar. Teachers use Forms A, B and C mini-assessments to verify student mastery of the skills.

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

The benchmarks were selected based on the skill level of the students. The duration of instruction is based on the level of difficulty of each skill. Students will be taught the skill via Form A, tested via Form B and re-tested, following intervention, via Form C.

- In Math, the priority focus will be Geometry and Number Sense
- In Reading, the priority focus will be Words and Phrases, Authors Purpose and Main Idea
- In Writing, the priority focus will be incorporating rich vocabulary in response to prompts and implementation of the Six Writing Traits
- In Science, the priority focus will be Strand H in Grade 5, continued daily Science experiences in Grades K-4, and weekly Science Lab experiments.

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

.Teachers identify student strengths/weaknesses via individualized testing (DRA, STAR, DA, DIBELS), teach individualized skills groups, re-teach, provide ongoing practice in centers and read-aloud stories. Technology programs, such as Compass Odyssey, Destination Success, Riverdeep, FCAT Explorer, Harcourt Math (online) are used to provide additional practice for students.

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

- . The school plans activities such as Recycling and Project Based Learning for students K-5.
- . Technology is integrated throughout the curriculum K-5.
- . KAPOW, Gr. 2, introduces students to the World of Work. Field trips to Patriot Risk Management provides students with real-life work experiences.

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?

- Daily Shared Team Planning
- Use of the schoolwide Instructional Focus Calendar
- Weekly team meetings
- Monthly Team Leader meetings
- Monthly faculty meetings
- Monthly Professional Learning Communities: Vertical subject area teachers discuss best practices and strategies
- Uninterrupted Reading and Math blocks

How are instructional focus lessons developed and delivered?

- Using the Instructional Focus Calendars, the lessons are developed using basal, intervention, and BEEP lessons in addition to Item Specifications in the content areas
- Teachers and Teacher Assistants use our Literacy Learning Room to access additional materials used during small group instruction and support.
- . Instructional focus lessons are developed based on the current student data and support is provided by teachers, teacher assistants, the VE teacher, CORE teacher, and the Reading/Math coach.

How will instructional focus lessons be revised and monitored?

- Lessons will be revised and monitored using the FCIM model
- Teachers will revise lessons based on results of current diagnostic tools: Teacher observation, Odyssey, daily assessment, mini-assessments, BAT 1 & 2, chapter tests, STAR tests, DAR and Accelerated Reader results.

#### 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.

- Benchmark Assessment Tests 1 & 2
- Mini-assessments in Reading, Math and Science
- End-of-Book assessments
- FAIR
- Chapter tests in all subject areas
- Dibels
- FCAT Reading, Math, Writing, Science
- Primary Reading and Math End of Year Assessment
- FLKRS
- STAR
- Accelerated Reader
- DAR

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

- Data Chats, with Administration and the Support Staff, identify students reaching mastery and those struggling with the concepts. The teacher identifies interventions being utilized in the classroom. Instruction and practice activities are differentiated with the curriculum being re-taught to those not meeting mastery by both the teacher, support personnel, and extension being provided to those students exceeding grade-level skills.

#### Maintenance

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

- Assessment dates are indicated for each benchmark. The benchmarks are taught using Form A, tested using Form B, re-taught and re-tested using Form C. Data chats are ongoing with the Reading, Core, and Math coaches. Teachers will follow the SBBC's Benchmark Calendars for Reading, Math, Writing and Science.

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

- Weekly results are reviewed and shared by teams
- Remediation is provided based on results
- "Best Practices" are identified for each subject area in monthly Learning Community meetings
- Progress is monitored by the Reading, Core, and Math coaches and reviewed at weekly Support Staff meetings.
- Monthly team chats with administration and support staff
- Leadership team and team leaders review data

#### 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.

Classroom Walk Through's  
Monthly leadership team meetings focusing on data points and analysis of trends and student progress  
Sharing of "Best Practices" for each subject area  
Collaborative Problem Solving Team input to identify effective interventions for struggling or advanced students  
Modeling for team members  
Workshop participation and sharing of knowledge gained  
Content based Learning Communities  
Data Chats with teachers and students  
Job-embedded practice

#### ACT

Supplemental and Intensive Instruction/Interventions

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

- Treasures/Trophies
- Elements of Vocabulary
- Words their Way
- Foundations
- Quick Reads
- Destination Success
- Compass Learning
- CAVS (ELL students)
- FCAT Explorer
- Harcourt Math/Science
- SES providers: afterschool tutoring

- Delta Science kits

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

- The following will be used to re-teach non-mastered targeted areas:
  - Double-dose grouping in addition to teacher intervention
  - Practice centers
  - Read-aloud stories
  - Compass Odyssey
  - Destination Success
  - Riverdeep
  - FCAT Explorer
  - Elements of Vocabulary (Reading and Writing)
  - Harcourt Math (online)
  - Accelerated Reader is used extensively to enhance reading comprehension K-5

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

- Teacher Survey
- Professional Growth Plan based on previous year scores
- Classroom Walk-Throughs
- Data Analysis
- Interest Inventory

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

- Students who scored below 30% SAT-10
- Students who scored below Level 3, Reading and/or Math, FCAT
- \*Students who scored High Risk and Moderate Risk on Dibels
- FAIR results
- SES offered to students who qualify and parents complete the necessary paperwork on time
- Students who are not projected proficient on BAT 1 and BAT 2

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

- Weekly Assessments
- Formative/Summative Assessments
- Triumph Interventions
- Data Chats
- Collaborative Problem Solving Team

Enrichment

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

- Gr. 5 class comprised of Gifted and High Achievers
- Technology: GLIDES (Global Learning Initiative for Digital Education for Students providing technology based instruction and enrichment activities
- Project-Based Learning
- Cooperative Learning Groups
- Departmentalization, Grades 3, 4 and 5
- KAPOW, Gr. 2, introducing students to the World of Work

Describe how students are identified for enrichment strategies.

- Naglieri Assessment (Gr. 2)
- FCAT Assessment Score
- Teacher Observations
- Collaborative Problem Solving Team discussions
- Data Chats with Team Leaders and Administration

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (include Lesson Study and Data Analysis)
Reading PLC	Troy Robinson, Reading Coach and Emmy Louvaris, Core Tchr.	Monthly	9/8/09, 10/13/09, 11/10/09, 12/8/09, 1/12/10, 22/16/10, 3/9/10, 4/13/10, 5/11/10	Data analysis, Interventions, "Best Practices", High Yield Strategies
Math PLC	Mark Schipani, Math Coach	Monthly	9/8/09, 10/13/09, 11/10/09, 12/8/09, 1/12/10, 22/16/10, 3/9/10, 4/13/10, 5/11/10	Data analysis, Interventions, "Best Practices", High Yield Strategies
Writing PLC	Angie Russell, 4th Grade Team Leader	Monthly	9/8/09, 10/13/09, 11/10/09, 12/8/09, 1/12/10, 22/16/10, 3/9/10, 4/13/10, 5/11/10	Six Traits implementation K-5, Writing vocabulary enrichment, Writing Plan K-5, Student work review
Science PLC	Steve Gehalo, 5th Grade Teacher	Monthly	9/8/09, 10/13/09, 11/10/09, 12/8/09, 1/12/10, 22/16/10, 3/9/10, 4/13/10, 5/11/10	Science Lab experiments, Critical Thinking skills, Strand H development, Data analysis, Interventions, "Best Practices", High Yield Strategies

## NCLB Public School Choice

**Note: For Title I schools only**

- Notification of (School in Need of Improvement) SINI Status  
[Show Attached Notification of \(School in Need of Improvement\) SINI Status](#) (Uploaded on 8/6/2009 8:15:20 AM)
- Public School Choice with Transportation (CWT) Notification  
[Show Attached Public School Choice with Transportation \(CWT\) Notification](#) (Uploaded on 8/27/2009 5:56:04 PM)
- Notification of (School in Need of Improvement) SINI Status  
[Show Attached Supplemental Educational Services \(SES\) Notification](#) (Uploaded on 8/6/2009 8:17:02 AM)

## Pre-School Transition

- Kindergarten Roundup for parents and students
- Assessment for incoming Kindergarteners
- Screening of hearing and vision
- Articulation for PLACE and Head Start Students with Kindergarten teachers and ESE Specialist
- Grouping students based on prior experiences (VPK, PLACE, etc)
- "Sneak a Peek" is held on the Friday before the 1st day of school to acclimate students to the campus, their teachers and classrooms

## 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		
69% of our Gr. 3, 4 and 5 students scored FCAT Level 3 and above on the 2009 Reading assessment.		72% of our Gr. 3, 4, and 5 students will score Level 3 and above 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	Data Chat meetings will be held with teachers, administrators, and team leaders to identify benchmark data goals, attainment, and interventions being utilized.	Pamela Govoni, Sheila Lewis, respective Team Leaders and teachers	Database to record Data Chat information	BAT 1 & 2 and classroom achievement
2	90 minute Reading block with small group instruction meeting the needs of all subgroups. Departmentalization will take place in Grades 3, 4 and 5.	Pamela Govoni, Sheila Lewis, respective Team Leaders and teachers	Classroom Walk Throughs and Data Chats; CWT's take place 2-3 times per week per administrator.	BAT 1 & 2, classroom achievement, results of monthly assessments
3	Teachers will identify Gr. 1-5 students performing in the lowest 40th percentile, or below Level 3, in reading for AYP skills groups.	Pamela Govoni, Sheila Lewis, Troy Robinson, Reading Specialist and Emmy Louvaris, Core instructor, teacher	FCIM	FCAT, BAT 1&2, Treasures & Trophies Placement Test, DAR.
4	Additional support via: double/triple dose small group support, Saturday FCAT camp, "Wake up for Reading" 30 minutes before school, daily, for Level 1 and 2 students.	Pamela Govoni, Sheila Lewis, Troy Robinson, Reading Specialist, Emmy Louvaris, Reading Core teacher	FCIM	FCAT, BAT 1&2, Treasures & Trophies Placement Test, DAR.
5	Parents will be trained, at the Parent FCAT Night, on strategies being used with students to help parents assist their children with reading at home. Accelerated Reader program will continue to be emphasized: students are encouraged to complete 30 minutes of independent reading at home each night.	Administrators, Reading Coach and Core Teacher, Teachers	FCIM	Attendance by parents in the event and successful AR points earned by students.
6	Ronald McDonald Reading Challenge to increase independent reading among our students. The challenge will be to exceed our previous total of 7200 books to 10,000 books.	Pamela Govoni, Sheila Lewis, Debbie Lacey, Media Specialist, Troy Robinson, Reading Coach and Emmy Louvaris, Core Teacher, Teachers	Weekly AR totals; quarterly incentive recipients	Total number of books read, AR test results with 80% accuracy.

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

67% of our ELL population scored at or above grade level on the 2009 Reading FCAT, an increase of 13% over the 2008 FCAT Readingscores.		70% of the ELL population will score at or above grade level in Reading on the 2010 FCAT assessment.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Sheltered classes: serving A1, A2, and B1 students in Kindergarten and Grade 3.	Pamela Govoni, Sheila Lewis, Angela Focarazzo, Kdgn. teacher; Lewis Striggles, Gr. 3 teacher	Classroom Walk-Throughs, Observations, Cella, IPT results	Formative and teacher evaluations
2	Push-in support services provided by grade-level Teacher Assistants emphasizing vocabulary, word recognition, and main idea.	Respective Team Leaders, Grade Level Teacher Assistants, Troy Robinson, Reading Specialist	Classroom Walk-Throughs, Observations, Cella, IPT results	Formative and teacher evaluations

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
38% of our Students With Disabilities scored at or above grade level on the 2009 FCAT in Reading, no change from the 2008 FCAT Reading results.		48% of our Students With Disabilities will score on or above grade level 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	Analyze data provided by FCAT, FAIR, mini-assessments to target specific areas of weakness. Students will be enrolled in Morning Math and Reading groups. ESE students will receive double dose instruction from the homeroom teacher in addition to IEP instruction by the VE teacher.	Pamela Govoni, Sheila Lewis, Marjorie Gomez, Carolyn Reidy, Teacher	Data review CPST Classroom Walk Throughs Teacher observation	BAT 1 & 2 results Ongoing formative assessments in the classroom and VE room
2	Monthly Data Chats with the ESE Specialist, VE teacher and classroom teacher to identify progress being made.	Carolyn Reidy, Marjorie Gomez, Classroom teacher Pamela Govoni, Sheila Lewis	Observation by teachers Improvement on mini-assessments	BAT 1 & 2 results Ongoing formative assessments in the classroom and VE room

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
42% of the struggling students made a years worth of progress in reading.		47% of the struggling students will make a years worth of progress in reading.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Reading Specialist will identify struggling students in Gr. 3, 4 and 5 and model effective strategies for these students.	Troy Robinson, Reading Specialist	FCIM and data chats	BAT 1 & 2 and classroom achievement
2	Reading Core teacher will work with identified students, teaching skills, reinforcing benchmarks and assessing progress.	Emmy Louvaris, Reading Core teacher	FCIM and data chats	BAT 1 & 2 and classroom achievement
3	SES, AM FCAT Camps, and January FCAT Camps will be offered to struggling reading students.	Lewis Striggles, SES Facilitator, Troy Robinson; Reading Specialist; Sheila Lewis, Assistant Principal; Pamela Govoni, Principal	FCIM and data chats	BAT 1 & 2 and classroom achievement

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
69% of our Gr. 3, 4 and 5 students scored FCAT Level 3 and above on the 2009 Reading assessment.	Utilize differentiated instruction to meet the individual needs of students.	Troy Robinson, Reading Specialist, Marva Charles, Angie Russell, Marjorie Gomez	9/15/09 and ongoing	Lesson plans, CWT's	Administration, Reading Coach
38% of our Students With Disabilities scored at or above grade level on the 2009 FCAT in Reading, no change from the 2008 FCAT Reading results.	VE strategies	Carolyn Reidy, ESE Specialist,	10/24/09	Lesson plans, CWT's	Administration, Reading Coach

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

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Cars & Stars; Gr. 3, 4, 5	School Funds	\$3,400.00
FCAT Prep. workbooks, Treasures	School Funds	\$900.00
		Total: \$4,300.00
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
IRA Convention (2 teachers)	TDIF	\$3,000.00
Reading Coach PLC training	SBBC	\$300.00
		Total: \$3,300.00
Other		
Description of Resources	Funding Source	Available Amount
FCAT Camp, 8 Saturdays, Jan. - March	SBBC	\$6,000.00
Accelerated Reader incentives	School funds	\$1,900.00
		Total: \$7,900.00
		Final Total: \$15,500.00

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
70% of students in grades 3-5 scored FCAT level 3 and above on the 2009 Math Assessment.	73% of students in Grades 3-5 will score Level 3 and above on the 2010 FCAT Math assessment.
Person Responsible	Process Used to

	Action Step	for Monitoring the Action Step	Determine Effectiveness of Action Step	Evaluation Tool
1	Data Chat meetings will be held with teachers, administrators, and team leaders to identify benchmark data goals, attainment, and interventions being utilized.	Pamela Govoni, Sheila Lewis, Team Leaders, Mark Schipani, Math Coach and teachers	Database to record Data Chat information	BAT 1 & 2, Harcourt chapter tests, FCAT
2	60-minute Math block with small group and differentiated instruction meeting the needs of subgroups.	Pamela Govoni, Sheila Lewis, respective Team Leaders and teachers	CWT's, BEEP lesson plans, Data Chats	BAT 1 & 2, Harcourt chapter tests, FCAT
3	Teachers will identify Gr. 1-5 students performing in the lowest 40th percentile, or below Level 3, in Math for AYP skills groups instruction.	Pamela Govoni, Sheila Lewis, Mark Schipani, and Teacher	FCIM, CWT's, Data Chats.	BAT 1&2, Harcourt Math chapter tests, FCAT
4	Additional support via: double/triple dose small group support, Saturday FCAT camp, "Wake Up for Math" 30 minutes before school, daily, for Level 1 and 2 students.	Pamela Govoni, Sheila Lewis, Mark Schipani and teacher	FCIM, CWT's, Data Chats	BAT 1 & 2, Harcourt Math Text, Placement Test.
5	Tier 1: review data, identify needs, instruction based on individual skills with follow-up assessment. Monitor through observation and data chats	Pamela Govoni, Sheila Lewis, Mark Schipani, respective Team Leaders, Teachers	FCIM, CWT's, Classroom observation, Data chats	BAT 1 & 2, Harcourt chapter tests, FCAT
6	Tier 2: Identify specific areas of need; provide additional materials and lessons to target specific areas of weakness; double-dose instruction to enhance skills	Pamela Govoni, Sheila Lewis, Mark Schipani, respective Team Leaders, Teachers	FCIM, CWT's, Classroom observation, Data chats	BAT 1 & 2, mini benchmark assessments
7	ELL and SWD students will receive small group and differentiated instruction through push-in model	Pamela Govoni, Sheila Lewis, Mark Schipani, Team Leaders, Teachers	FCIM, CWT's, Classroom observation, Data chats	BAT 1 & 2, mini benchmark assessments
8	Economically Disadvantaged students will receive math tutoring after-school hours	Pamela Govoni, Sheila Lewis, Lewis Striggles, Teachers, SES Tutoring Providers	Data Chats, student conference	Harcourt Pre-tests, Post-tests, BAT 1 & 2

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
61% of students in grades 3-5 demonstrated learning gains on the 2009 FCAT Mathematics Assessment which is a 11 percentage point decline from the 2008 FCAT Mathematics Assessment.		75% of students in grades 3-5 will demonstrate learning gains as measured by the FCAT 2010 Mathematics Assessment.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Teachers will vary grouping methods (small/flex groups) for differentiated math instruction based on data reports, BEEP lessons, and trends of individual student progress.	Pamela Govoni, Sheila Lewis, Mark Schipani, classroom teacher	CWT's, classroom observations, plans, quarterly Data Chats, student conference	BAT 1&2, mini benchmark assessments, teacher made tests
2	All students in the lowest 40% percentile will receive a double dose of math instruction on a daily basis. They will be taught using technology infused lessons and interventions based on their individual needs as determined by RtI and the classroom teacher.	Pamela Govoni, Sheila Lewis, Mark Schipani, classroom teacher	CWT's, classroom observations,	BAT 1&2, mini benchmark assessments, CCC Reports
3	Students in the lowest 40% percentile will attend Saturday Math Camps	Pamela Govoni, Sheila Lewis, Mark Schipani, classroom teacher	Pre-Test and Post-Test results will be reviewed for Math Camp Monitoring	Harcourt Pre-Test and Post-Test, teacher tests, Benchmark assessments

	beginning in January 2010 to improve math skills.			
4	Students in the lowest 40% percentile will receive before-school math tutorials for 30 mins. per day, 5 days per week in the computer lab.	Mark Schipani, Math Coach	Pre-tests, Post-tests on student ability level	Computer lab reports (bi-weekly)
5	Students will receive technology based instruction including FCAT Explorer and Compass Odyssey Learning as a remedial or enrichment tool.	Pamela Govoni, Sheila Lewis, classroom teacher, respective Team Leader	Pre-tests, Post-tests on student ability level	Computer lab reports (bi-weekly)
6	ELL and SWD subgroups will receive small group and differentiated instruction, and tutoring before, and after school utilizing technology.	Pamela Govoni, Sheila Lewis, Mark Schipani, classroom teacher	CWT's, Data Chats, Teacher observations	Weekly mini Benchmark assessment
7	Students will receive instruction in Mountain Math, Calendar Math, and teacher will utilize Math dailies and math word walls in addition to the math curriculum.	Pamela Govoni, Sheila Lewis, Mark Schipani, classroom teacher	CWT's, Data Chats, Teacher observations	BAT 1&2, mini Benchmark assessment
8	Teachers will utilize technology and model effective math strategies to non-AYP-subgroup students.	Pamela Govoni, Sheila Lewis, Mark Schipani, classroom teacher	CWT's, Data Chats, Teacher observations	BAT 1&2, mini Benchmark assessment

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
61% of the lowest 25% in the school made learning gains in FCAT 2009 Math Assessment. This shows a decrease of 3% when compared to the FCAT 2008 Math Assessment		69% of the lowest 25% in the school will make learning gains in FCAT 2010 Math Assessment.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	SWD and ELL students will receive after-school tutorials by the SES Providers: ASP, Rocket Learning, Summit Learning, Urban League.	SES Teacher, SES Coordinator	Data Chats, Student Conference	Pre-Test, Post-Test, BAT 1&2, Benchmark Assessment
2	ELL, SWD, and Level 1-3 Students will receive modified instruction through push in / pull out model.	Pamela Govoni, Sheila Lewis, Mark Schipani, classroom teacher	CWT's ( 2-3 times per week per administrator, quarterly Data Chats, classroom observations	BAT 1&2, Benchmark Assessment, Chapter Tests, Quizzes
3	Administration and support staff will meet with students in grades 3-5 for goal setting and progress discussion.	Pamela Govoni, Sheila Lewis, Troy Robinson, Emmy Louvaris, Carolyn Reidy, Mark Schipani	Teacher Conferences, quarterly Data Chats, Student Conference	Calendar Math oral Assessments, Benchmark Assessments, BAT 1&2,
4	Students in the lowest quartile will receive a double dose of math instruction on a daily basis and be taught using interventions based on their individual needs as determined by RtI and classroom teacher.	Pamela Govoni, Sheila Lewis, Mark Schipani, classroom teacher	CWT's (2-3 times per week per administrator, quarterly Data Chats, classroom observations	BAT 1&2, Benchmark Assessment, Chapter Tests, Quizzes
5	Parents will be invited to attend a Math FCAT session to learn tips and strategies to assist their child with homework and/or resources.	Pamela Govoni, Sheila Lewis, Mark Schipani, classroom teacher	Parent, Student, Teacher Conference	Benchmark Assessment, Quizzes, homework completion
6	Students will receive math instruction using manipulatives, small group instruction, and technology based instruction to enhance skill attainment.	Pamela Govoni, Sheila Lewis, Mark Schipani, classroom teacher	CWT's (2-3 times per week per administrator), quarterly Data Chats, classroom observations	BAT 1&2, Benchmark Assessment, Chapter Tests, Quizzes

7	Students will be provided the opportunity to attend Saturday Morning Math Camps in January of 2010 for 8 weeks to attain proficiency in math skills.	Pamela Govoni, Sheila Lewis, FCAT Camp teachers	CWT's (2-3 times per week per administrator), Classroom observations, quarterly Data Chats	BAT 1&2, Benchmark Assessment, Chapter Tests, Quizzes
---	--	---	--	---

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
70% of our struggling students will demonstrate learning gains as measured by 2010 FCAT Mathematics Assessment.	Best practices to Differentiate Mathematics Instruction for all students to ensure that subgroups are demonstrating proficiency.	Mark Schipani, Math Coach	10/15/09	Teacher Lesson Plans demonstrating differentiated activities for their flex groups.	Administration
75% of students in grades 3-5 will demonstrate learning gains as measured by the FCAT 2010 Mathematics Assessment.	Math Item Specs	Mark Schipani, Math Coach	9/10/09	Lesson Plans, CWT's	Administration
69% of the lowest 25% in the school will make learning gains in FCAT 2010 Math Assessment.	Math vocabulary, word walls, Calendar Math, Mountain Math.	Mark Schipani, Math Coach	9/20/09	CWT's, Lesson Plans, classroom observations.	Administration

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Buckle Down Math books for FCAT Camp	School Budget, Instructional Materials	\$800.00
Leadership Resources, Gr. 4,5	School Budget, Instructional Materials	\$400.00
FCAT Camps on 8 Saturdays prior to FCAT	School Budget, Title I	\$2,000.00
		Total: \$3,200.00
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
Substitutes provided while teachers participate in ongoing SBBC professional development and Summer IFC planning.	Title 1	\$2,000.00
		Total: \$2,000.00
Other		
Description of Resources	Funding Source	Available Amount
Calendar Math Kits	School funds	\$600.00
		Total: \$600.00
		Final Total: \$5,800.00

*End of Mathematics Goal*

## Science Goal

Needs Assessment: Based on School Grade Data:

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

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement	Objective Linked to Area of Improvement
31% of the Gr. 5 students scored Level 3 and above on	34% of the Gr. 5 students will score Level 3 and above

the 2009 FCAT Science assessment.			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	Students in grades 1-5 will participate in monthly hands on science related activities.	Pamela Govoni, Sheila Lewis, classroom teachers	Observation of Science Lab experiences, FCIM, Classroom Walk Throughs (2-3 times per week)	Mini-Science assessments, FCAT Science, BAT 1 & 2
2	Science Fair projects will be completed as follows: Class Projects in Gr. K, 1, 2 and individual projects in Gr. 3, 4 and 5.	Pamela Govoni, Sheila Lewis, classroom teachers	Classroom Walk Throughs (2-3 times per week), Science Fair participation, Projects	Mini-Science assessments, Science Matrix for projects
3	District benchmark plan for K-5 grade science lessons will be utilized. In addition, BEEP lessons, Science IFC's, and FCAT Explorer will be utilized to enhance instruction.	Pamela Govoni, Sheila Lewis, classroom teachers	Classroom Walk Throughs (2-3 times per week), observation of Science experiments in the Science Lab and ongoing Science word wall.	Mini-Science assessments, Chapter tests, quizzes, quarterly Data Chats
4	Environmental Emphasis: theme for 2010 is Reuse, Replace and Recycle. The Recycling Team and Ecology Kids will continue the emphasis on reducing the carbon footprint at LEES.	Pamela Govoni, Sheila Lewis, classroom teachers, Grade 5 team: Andy Piehler, Steve Gehalo, Suzanne Asaad	Classroom Walk Throughs, recycling efforts of students, turning off lights when rooms are empty.	Data Chats to emphasize Science concept acquisition and evidence of science vocabulary being used within extended responses. (quarterly)

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
34% of the Gr. 5 students will score Level 3 and above on the 2010 FCAT Science assessment.	FCAT Item Specs	L. Saef	12/20/09	Lesson plans, CWT's	Administration

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Harcourt FCAT Practice, Gr. K-5	School Materials	\$0.00
Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
Science PLC training	School Budget	\$150.00
Substitutes for Science classroom teachers to attend SBBC Science training and Summer IFC planning	Title 1	\$1,000.00
Total: \$1,150.00		
Other		
Description of Resources	Funding Source	Available Amount
Replacement components for Delta Science kits	SBBC	\$1,000.00
Total: \$1,000.00		
Final Total: \$2,150.00		

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		
88% of the Gr. 4 students met high standards on the 2009 Florida Writes assessment.		91% of the Gr. 4 students will meet high standards on the 2010 Florida Writes assessment.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	6-Traits instruction will be implemented in grades K-5. Push-in services will be provided by the Support Staff.	Pamela Govoni, Sheila Lewis, Troy Robinson, Carolyn Reidy, respective Team leaders	Classroom Walk Throughs Observations Writing prompt samples	Demand Writing experiences, monthly Writing Samples, and DOE Fla. Writes Rubric for baseline and mid-year progress monitoring
2	Schoolwide Writing Program, K-5 with focus on vocabulary development and monthly writing samples of writers of varying abilities.	Pamela Govoni, Sheila Lewis, respective Team Leaders, Teachers	Classroom Walk Throughs Observations Writing prompt samples	Writing samples from each grade level utilizing the Six Traits Rubric for ongoing progress monitoring

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
91% of our fourth grade students will score at or above a 4.0 on the FCAT 2010 Writing Assessment	Writing/Six traits	District	10/15/09	CWT's(2-3 times per week per administrator), Team Leaders, classroom observations, monthly writing prompts	Pamela Govoni, Sheila Lewis, Angie Russell

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
FCAT Writing Coach workbooks	School Budget, Instructional Materials	\$1,000.00
Six Traits Materials	School Budget	\$400.00
		Total: \$1,400.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Substitutes to cover classes to allow teachers to attend SBBC writing training.	School Budget	\$2,000.00
		Total: \$2,000.00
Other		
Description of Resources	Funding Source	Available Amount
FCAT Writing Camp, Gr. 3 and 4	School Budget, Title 1	\$2,000.00
		Total: \$2,000.00
		Final Total: \$5,400.00

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		
Excluding Open House and Ronald McDonald Night our parent attendance at meetings is approximately 2%.		By June 2010, we will improve attendance to an average of 5% per meeting, excluding Open House and Ronald McDonald Night.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Student talent will be showcased at each PTO meeting, throughout the year, by grade level.	PTO Board, Pamela Govoni, Sheila Lewis, Teachers Students	Student work displayed and/or student performances	Parent attendance at meetings
2	Use of student agendas to enhance communication between the school and home regarding upcoming meetings.	Pamela Govoni, Sheila Lewis, Teachers Students	Ongoing written communication by teachers and parents	Parent attendance at meetings
3	Parents will be trained, at Parent FCAT Nights, about the FCAT and what can be done at home to extend learning beyond the school.	Pamela Govoni, Sheila Lewis, Troy Robinson, Emmy Louvaris	Attendance at the scheduled meetings	Sign-in sheets indicating attendance. Response cards indicating pleasure/displeasure with training.
4	Evening meetings will be scheduled at 6:00 pm to better meet the needs of families.	Pamela Govoni, Sheila Lewis, Andy Piehler, Marjorie Gomez, PTO Board	Attendance at the scheduled meetings	Sign-in sheets indicating attendance. Needs assessment to indicate best time for attendance, am or pm.
5	Translators and translator technology available in Spanish and Creole for meetings.	Lisa Palonka	Interaction, participation and comprehension of meeting topics.	Increased parental participation and attendance of ELL parents.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
By June 2010, we will improve attendance to an average of 5% per meeting, excluding Open House and Ronald McDonald Night.	PTO SAC Family Nights Technology Training	SAC Chair PTO President Reading Coach TLC	Sept. 2009 - June 2010	Monitor attendance through sign-in sheets and response from parents in attendance	Sheila Lewis and Lisa Palonka

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Materials provided to parents during workshops.	Title I	\$200.00
Teacher stipends to compensate staff for attending workshops beyond work hours.	Title 1	\$800.00
		Total: \$1,000.00
Technology		
Description of Resources	Funding Source	Available Amount
Digital Divide for Parents including training for parents/students on a Saturday by the TLC and Media Specialist	Title 1	\$300.00
		Total: \$300.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00

		Total: \$0.00
<b>Other</b>		
Description of Resources	Funding Source	Available Amount
Refreshments for parents and students during parent trainings.	Title 1	\$500.00
Meetings to identify school initiatives, involvement opportunities and the volunteer program. Brochures and reference materials will be provided.	Title 1	\$200.00
		Total: \$700.00
		Final Total: \$2,000.00

*End of Parent Involvement Goal*

---

# Other Goals

No Other Goals were submitted for this school

## FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Cars & Stars; Gr. 3, 4, 5	School Funds	\$3,400.00
Reading	FCAT Prep. workbooks, Treasures	School Funds	\$900.00
Mathematics	Buckle Down Math books for FCAT Camp	School Budget, Instructional Materials	\$800.00
Mathematics	Leadership Resources, Gr. 4,5	School Budget, Instructional Materials	\$400.00
Mathematics	FCAT Camps on 8 Saturdays prior to FCAT	School Budget, Title I	\$2,000.00
Writing	FCAT Writing Coach workbooks	School Budget, Instructional Materials	\$1,000.00
Writing	Six Traits Materials	School Budget	\$400.00
Science	Harcourt FCAT Practice, Gr. K-5	School Materials	\$0.00
Parental Involvement	Materials provided to parents during workshops.	Title I	\$200.00
Parental Involvement	Teacher stipends to compensate staff for attending workshops beyond work hours.	Title 1	\$800.00
			Total: \$9,900.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Parental Involvement	Digital Divide for Parents including training for parents/students on a Saturday by the TLC and Media Specialist	Title 1	\$300.00
			Total: \$300.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	IRA Convention (2 teachers)	TDIF	\$3,000.00
Reading	Reading Coach PLC training	SBBC	\$300.00
Mathematics	Substitutes provided while teachers participate in ongoing SBBC professional development and Summer IFC planning.	Title 1	\$2,000.00
Writing	Substitutes to cover classes to allow teachers to attend SBBC writing training.	School Budget	\$2,000.00
Science	Science PLC training	School Budget	\$150.00
Science	Substitutes for Science classroom teachers to attend SBBC Science training and Summer IFC planning	Title 1	\$1,000.00
			Total: \$8,450.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	FCAT Camp, 8 Saturdays, Jan. - March	SBBC	\$6,000.00
Reading	Accelerated Reader incentives	School funds	\$1,900.00
Mathematics	Calendar Math Kits	School funds	\$600.00
Writing	FCAT Writing Camp, Gr. 3 and 4	School Budget, Title 1	\$2,000.00
Science	Replacement components for Delta Science kits	SBBC	\$1,000.00
Parental Involvement	Refreshments for parents and students during parent trainings.	Title 1	\$500.00
Parental Involvement	Meetings to identify school initiatives, involvement opportunities and the volunteer program. Brochures and reference materials will be provided.	Title 1	\$200.00
			Total: \$12,200.00
			Final Total: \$30,850.00

## Differentiated Accountability

School-level Differentiated Accountability Compliance

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
Instructional Materials for students	2000

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

The School Advisory Council meets monthly to discuss subject area data, upcoming events, differentiated accountability to meet the needs of all students, testing information and School Improvement goals being met. The SAC meeting is held following the monthly PTO meetings. Planned meetings include presentations by the Reading Coach, Math Coach, 4th grade Team Leader (Writing), and Science Liaison (5th grade teacher). SAC members will have input into the SAC budget and implementation of programs and activities at Lloyd Estates.

### SAC Members

#### Members

- 1) Pamela Govoni, Principal
- 2) Marjorie Gomez, SAC Chair
- 3) Christine Schick, Teacher
- 4) Mr. Tyler, Business Member
- 5) Mrs. Saunders, Parent
- 6) TBA, Parent
- 7) Mrs. Garcia, Parent
- 8) Mr. Shank, Community Member

# AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Broward LLOYD ESTATES ELEMENTARY SCHOOL 1091													
Number of students enrolled in the grades tested:														Read: 215		2008-2009 School Grade <sup>1</sup> :		C		Did the School make Adequate Yearly Progress?		NO					
<a href="#">Click here to see Number of students in each group</a>														Read: 215		2008-2009 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?		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			
TOTAL <sup>4</sup>	99	Y	99	Y	63	N	68	Y	94		Y			NA	44	37	Y	29	32	NA	69	NA	65	NA			
WHITE		NA		NA		NA		NA			NA			NA						NA							
BLACK	100	Y	99	Y	65	Y	62	N	92		Y			NA	44	35	NA	34	38	N	68	NA	59	N			
HISPANIC	97	Y	99	Y	57	N	73	Y			NA			NA	46	43	N	23	27	NA	73	Y	78	NA			
ASIAN		NA		NA		NA		NA			NA			NA						NA							
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA						NA							
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	61	N	68	Y	93		Y			NA	45	39	Y	31	32	NA	68	NA	65	NA			
ENGLISH LANGUAGE LEARNERS	100	Y	99	Y	67	Y	68	Y	89		Y			NA	46	33	NA	32	32	NA	76	NA	66	NA			
STUDENTS WITH DISABILITIES	96	Y	100	Y	38	N	69	Y			NA			NA	62	62	N	39	31	NA	53	N	67	NA			

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Broward LLOYD ESTATES ELEMENTARY SCHOOL 1091													
Number of students enrolled in the grades tested:														Read: 212		2007-2008 School Grade <sup>1</sup> :		B		Did the School make Adequate Yearly Progress?		NO					
<a href="#">Click here to see Number of students in each group</a>														Read: 212		2007-2008 School Grade <sup>1</sup> :		B		Did the School make Adequate Yearly Progress?		NO					
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).										This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.			
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math		
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N			
TOTAL <sup>4</sup>	100	Y	100	Y	56	N	71	Y	94	Y				NA	43	44	N	35	29	NA	59	Y	72	NA			
WHITE		NA		NA		NA		NA			NA			NA						NA							
BLACK	100	Y	100	Y	56	N	66	Y	92	Y				NA	46	44	N	43	34	NA	58	Y	70	NA			
HISPANIC	100	Y	100	Y	54	N	77	Y			NA			NA	41	46	N	25	23	NA	61	Y	75	NA			
ASIAN		NA		NA		NA		NA			NA			NA						NA							
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA						NA							
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	55	N	69	Y	93	Y				NA	46	45	N	37	31	NA	60	Y	71	NA			
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	54	N	68	Y	89	N				NA	48	46	N	37	32	NA	60	N	74	NA			
STUDENTS WITH DISABILITIES	99	Y	100	Y	38	N	61	N			NA			NA	65	62	N	60	39	Y	57	N	70	NA			

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Broward LLOYD ESTATES ELEMENTARY SCHOOL 1091													
Number of students enrolled in the grades tested:														Read: 236		2006-2007 School Grade <sup>1</sup> :		B		Did the School make Adequate Yearly Progress?		NO					
<a href="#">Click here to see Number of students in each group</a>														Read: 236		2006-2007 School Grade <sup>1</sup> :		B		Did the School make Adequate Yearly Progress?		NO					
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).										This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.			
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math		
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N			
TOTAL <sup>4</sup>	100	Y	100	Y	57	Y	65	Y	86		Y			NA	53	44	NA	36	35	NA	56	NA	60	NA			
WHITE		NA		NA		NA		NA			NA			NA						NA							
BLACK	100	Y	100	Y	54	Y	57	Y	86		Y			NA	57	47	NA	45	43	NA	54	NA	56	NA			
HISPANIC	100	Y	100	Y	59	Y	75	Y			NA			NA	50	42	NA	28	25	NA	57	NA	65	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	Y	63	Y	83	Y				NA	58	47	NA	35	37	NA	55	NA	59	NA			
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	52	Y	63	Y	89	Y				NA	59	50	NA	41	37	NA	50	NA	58	NA			
STUDENTS WITH DISABILITIES	100	Y	100	Y	35	N	40	N			NA			NA	69	62	Y	56	60	N	35	NA	48	N			

## SCHOOL GRADE DATA

Broward School District LLOYD ESTATES ELEMENTARY SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	69%	70%	88%	36%	263	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	61%	61%			122	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?	42% (NO)	61% (YES)			103	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					488	
Percent Tested = 99%						Percent of eligible students tested
School Grade					C	Grade based on total points, adequate progress, and % of students tested

Broward School District LLOYD ESTATES ELEMENTARY SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	65%	76%	91%	36%	268	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	59%	72%			131	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	61% (YES)	64% (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					524	
Percent Tested = 100%						Percent of eligible students tested
School Grade					B	Grade based on total points, adequate progress, and % of students tested

Broward School District LLOYD ESTATES ELEMENTARY SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	64%	72%	97%	31%	264	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	59%	63%			122	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)	74% (YES)			137	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					523	
Percent Tested = 100%						Percent of eligible students tested
School Grade					B	Grade based on total points, adequate progress, and % of students tested