

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: PALMVIEW ELEMENTARY SCHOOL

District Name: Broward

Principal: Robert Gibson

SAC Chair: Carolyn Quintal

Superintendent: James Notter

Date of School Board Approval: 12/1/09

Last Modified on: 10-12-2009

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

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

VISION and MISSION STATEMENTS

Vision - Palmview Elementary School's vision is to provide a quality education through high academic standards in a safe environment.

Mission - We at Palmview are dedicated to providing a meaningful, quality education where each individual student will achieve his or her full potential. As positive role models, we will provide a safe, respectful and nurturing environment. We will create increasingly higher expectations, teach academic skills and model socially responsible behavior so that our students will develop and succeed.

Beliefs -

1. Student Achievement is our Primary Purpose
2. Education is a Shared Responsibility — achievement requires the commitment and participation of staff, students, family and community.
3. High Expectations Yield High Result
4. All Students Can Learn and Succeed
5. Learning is a Life-Long Process
6. All Students Have Unique Skills and Talents
7. High Self-Esteem Enhances Success — people develop best through sincere praise and validation.
8. School Climate Contributes to Achievement — learning occurs best in a safe, caring and positive learning environment of mutual respect and trust
9. Cooperation is Essential — learning experiences must encourage and teach skills which develop a cooperative attitude.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

Brief History and Background of the School

- Opened in 1969

Unique School Strengths for Next Year

Unique School Strengths for Next Year

- Science Magnet Program
- Four National Board Certified Teachers
- Bilingual Community Liaison (Creole speaking)

Unique School Weaknesses for Next Year

Unique School Weaknesses for Next Year

- Discontinuation of Caring Committee Grant (losing part time social worker, guidance counselor, part time data processor)
- Budget Reduction: Losing Personnel (one reading coach, 2 classroom teachers, 1 ESE teacher and 1 paraprofessional) and Reduction of Supplies and Materials

Student Demographics

Student Demographics

Gr W B H A I M ul
PK 11 30 0 0 1 0

KG 16 97 2 0 4 2
 1st 15 61 1 0 4 2
 2nd 22 78 0 0 1 3
 3rd 6 71 1 0 13 4
 4th 22 74 0 1 2 2
 5th 13 79 0 1 0 1

Student Attendance Rates

Student Attendance Rates 95.60

Student Mobility

Student Mobility 20.30

Student Suspension Rates

Student Suspension Rates 3.10

Student Retention Rates

Student Retention Rates

Class Size

Class Size (PK -3) 16.76
 (4 – 5) 19.77

Academic Performance of Feeder Pattern

Academic Performance of Feeder Pattern
 NA

Partnerships and Grants

Partnerships and Grants
 Partnerships – After School Programs, Publix, Walmart, Lenscrafter, Office Depot

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	Robert Gibson	Masters in Educational Leadership/Certification in Educational Leadership and Music K – 12, ESOL endorsement	4	11	08/09 School Grade A and met AYP 07/08 School Grade A and met AYP
Assis Principal	Melissa Geraine	Masters in Educational Leadership/Certification in Educational Leadership and Elementary Education, ESOL and Gifted endorsement	1	3	08/09 School Grade A and met AYP 07/08 School Grade A and met AYP

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

HIGHLY QUALIFIED INSTRUCTIONAL COACHES

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as a Coach	Prior Performance Record *
Reading	June Carey	Elementary 1-6 Reading Elementary 1-6 Reading Elementary 1-6 Reading Elementary 1-6 Elementary Education 1-6 Reading	30	3	08/09 and 07/08 School Grade A and met AYP

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

HIGHLY QUALIFIED TEACHERS

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. New Educator Support System (NESS)	Kathy Barnes	On-going one a month	
1. "Protected Hour" – grade level teams meet with support staff and administration to discuss curriculum, data and share best practices	June Carey	On-going approximately every eight days for two hours	

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
41	0	37	32	31	41	100	12	10	68

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Cheryl Templeton	Mellony Sellers	New to Grade Level	Lesson Plan Development, Instructional Strategies, Classroom Management
Cheryl Templeton	Stacy Hulst	Additional Support	Lesson Plan Development, Instructional Strategies, Classroom Management

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

The Title I allocation allows us to hire personnel and purchase student agendas to increase home-school communication.

Title I, Part C- Migrant

NA

Title I, Part D

NA

Title II

NA

Title III

NA

Title X- Homeless

NA

Supplemental Academic Instruction (SAI)

The SAI funds allow to provide classroom instructional support with the hiring of instructional personnel.

Violence Prevention Programs

GREAT Program, Anti-Bullying Program

Nutrition Programs

Commit to be Fit Program

Housing Programs

NA

Head Start

Palmview has one full time Head Start class and one Head Start/Place

Adult Education

NA

Career and Technical Education

NA

Job Training

NA

Other

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

Robert Gibson (Principal), Melissa Geraine (Assistant Principal), Jurea Allen (Guidance Counselor), Robin Friedman (ESE Specialist), June Carey (Reading Coach), Sophia Loubeau (Social Worker), Stacey Alexa (Psychologist)

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

The school-based RTI Leadership Team meets biweekly.

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

The school-based RTI Leadership Team met to develop the goals and action steps.

RtI Implementation

Describe the data management system used to summarize tiered data.

K – 2 : DIBELS, Mini-Benchmark Assessments, Rigby, DAR, ORF
3rd – 5th: Mini-Benchmark Assessments, Buckle Down, Leadership Resources, BAT 1 & 2, DAR, ORF

Describe the plan to train staff on RtI.

Staff will have continuous training through the Protected Hour, where grade levels meeting with Support and Administration 3 times monthly.

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?

Kindergarten

? Strength – Oral Reading Fluency, Phonics, Phonemic Awareness

? Weakness – Vocabulary Development

1st Grade

? Strength – Phonemic Awareness, Oral Reading Fluency

? Relative Weakness – Vocabulary Development

2nd Grade

? Strength – Oral Reading Fluency, Phonics

? Relative Weakness – Vocabulary Development

3rd Grade

? Strength – Math 84%

? Relative Weakness – Reading (Main Idea and Author's Purpose) Math (Number Sense)

4th Grade

? Strength – Writing 93%, Math 71% (Geometry and Data Analysis)

? Relative Weakness – Reading (Main Idea, Author's Purpose, Compare and Contrast) Math (Number Sense)

5th Grade

? Weakness – Reading (All Strands), Math (All Strands), Science (All Strands)

Instructional Calendar Development

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

The district curriculum department provides the primary benchmark calendar. Grade level teams modify the benchmark calendar based on grade level data. Teachers will utilize the Instructional Focus Calendar to drive their instruction. The Instructional Focus Calendar will be monitored by administration through Classroom Walk Throughs and data conferences with teachers.

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

Reading: Main Idea and Author's Purpose

Writing: Narrative and Expository

Mathematics: Number Sense

Science: Scientific Thinking

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

Teachers will differentiate instruction in order to meet individual students' needs. Time is build into the instructional focus calendar for reteaching/enrichment.

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

Teachers will use show relationship of how lessons apply to real world.

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

NA

DO

Direct the Instructional Focus

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

Teachers follow grade level Instructional Focus Calendar as aligned on BEEP to develop and implement lesson plans.

How are instructional focus lessons developed and delivered?

Instructional focus lessons are developed by using the IFC based on the needs of the students in the classroom.

How will instructional focus lessons be revised and monitored?

Teachers will use data from assessment to drive instruction including reteaching skills.

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.

Reading – KG (FAIR), 1st (Treasures Unit Tests, Rigby Running Records), 2nd (Treasures Unit Tests, Triumphs and Treasures Weekly Assessment, Treasures Oral Reading Fluency), 3rd (Broward Assessment Test, Treasures Unit Tests, Treasures Oral Reading Fluency), 4th (Broward Assessment Test, mini-assessments, Harcourt Oral Reading Fluency), 5th (Broward Assessment Test, mini-assessments, Harcourt Oral Reading Fluency)
Math – KG (Harcourt Chapter Tests), 1st and 2nd (Harcourt Chapter Tests, QBATs quarterly), 3rd – 5th (BAT, Acaletics Monthly Comprehensive Pre and Post Tests)
Writing – Monthly Writing Prompts K – 5
Science – Harcourt Chapter Tests K - 5

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

Assessments are analyzed to determine students reaching mastery and those not reaching mastery.

Maintenance

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

Benchmarks are spiraled throughout the year to ensure maintenance of skills. On-going assessment are build into IFC at each grade level.

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.

Leadership Meetings, Support Staff Meetings and Grade Level Meetings are used to progress monitor 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.

Administration will conduct daily classroom walk throughs. Leadership Team will model lessons and review data to increase student achievement.

ACT

Supplemental and Intensive Instruction/Interventions

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

Reading
KG – Core (Treasures), Supplemental and Intensive Instruction/Interventions (Foundations), Supplemental (Riverdeep, CCC)

1st Grade – Core (Treasures) Intervention (Triumphs), Intensive (Foundations), Supplemental (Riverdeep, CCC)
 2nd Grade – Core (Treasures) Intervention (Triumphs), Intensive (Foundations), Supplemental (Reading Connections, STARS, Riverdeep, CCC)
 3rd Grade – Core (Treasures), Supplemental (Riverdeep, CCC)
 4th Grade – Core (Harcourt), Supplemental (Riverdeep, CCC), Interventions (Harcourt)
 5th Grade – Core (Harcourt), Supplemental (Riverdeep, CCC), Interventions (Harcourt)
 Math
 KG – 5 Core (Harcourt), Interventions (Harcourt), Supplemental (Acaletics (3-5), Riverdeep, CCC, FCAT Explorer)
 Science – Core (Harcourt), Supplemental (Delta Kits)

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

Supplemental and Intensive Instruction are utilized daily as a double dose in reading and math.

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

Staff’s professional development needs are identified by classroom data and classroom walk throughs.

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

Retained students and any student performing below level will be targeted for supplemental and intensive instruction/interventions.

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

The effectiveness of the interventions will be measured by analyzing the on-going assessment to determine students’ present level of performance.

Enrichment

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

Technology is used as an alternative instructional delivery method to support acceleration and enrichment activities (i.e. Riverdeep, CCC, AR)

Describe how students are identified for enrichment strategies.

Students are identified for enrichment strategies based on assessment results (FCAT scores, SAT scores, NNAT scores)
 Technology is used as an alternative instructional delivery method to support acceleration and enrichment activities (i.e. Riverdeep, CCC, AR)

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)
Protected Hour – grade level meetings with support staff and administration	Reading Coach	Approximately every 8 days	12:50 p.m. – 2:50 p.m.	Data Analysis, Curriculum, Best Practices
Science	Carolyn Quintal	Monthly	2:15 p.m. – 2:50 p.m.	Implementation of Science Environmental Magnet, Science Fair
Grant Writing	Sheri Dominguez	Monthly	2:15 p.m. – 2:50 p.m.	Identifying grants and providing assistance in writing grants
Technology	Technology Specialist	Monthly	2:15 p.m. – 2:50 p.m.	Monitors Reports (Accelerated Reader (AR) reports, Riverdeep, CCC)
NESS	Kathy Barnes	Monthly	2:15 p.m. – 2:50 p.m.	Classroom

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

Palmview hosts a kindergarten orientation during the summer for parents to meet personnel, tour the school, register, and learn about the kindergarten curricular expectations.

Postsecondary Transition

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

PART II: EXPECTED IMPROVEMENTS

Reading Goal

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

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
68% of students scored Level 3 or above on FCAT		73% of students scored Level 3 or above		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Students in grades 3 – 5 will receive 15 minutes of CCC daily 2. Students in grades K – 3 will receive core reading instruction in the Treasures Reading Series 3. Students in grades 4 – 5 will receive core reading instruction in the Harcourt Trophies Reading Series	1. Technology Specialist 2. Reading Coach and Assistant Principal 3. Reading Coach	1. Pull reports biweekly 2. Classroom Walkthroughs 3. Classroom Walkthroughs	1. Monthly CCC Reports – Level of Performance 2. KG – FAIR Assessment 1ST – 3rd Unit Assessments and Treasures Oral Reading Fluency 3. 4th – 5th Trophies Oral Reading Fluency and Unit Assessments

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
67% of ELL students scored Level 3 or above on FCAT		73% of students scored Level 3 or above		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Students < 1 year will receive daily access to Discovery English on CCC 2. All ELL students will receive ESOL strategies on a daily basis	1. Technology Specialist 2. Administration	1. Pull reports biweekly 2. Lesson Planbook Documentation, Classroom Walkthroughs	1. KG – 5th IDEA Placement Test/CELLA 2. KG – 5th IDEA Placement Test/CELLA

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
45% of ESE students scored Level 3 or above on FCAT		65% of ESE students scored Level 3 or above on FCAT		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Students in grades 3 – 5 deficient in phonics will receive Wilson instruction daily 2. Students in grades K – 2 will receive Foundations instruction	1. ESE Specialist 2. ESE Specialist	1. Classroom Walkthroughs 2. Classroom Walkthroughs	1. WADE Assessment and DAR Assessment 2. Foundations Unit Test

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
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77% of lowest 25% made learning gains			79% of lowest students will make learning gains	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Students in grades K – 2 will receive a double dose of reading instruction in Triumphs 2. Students in grades 3 -5 will receive a double does of reading instruction with Harcourt Intervention Series	1. Reading Coach and Assistant Principal 2. Reading Coach	1. Classroom Walkthroughs 2. Classroom Walkthroughs	1. Triumphs Unit Assessment 2. Harcourt Intervention Unit Assessment

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
1	Treasures Reading – Third Grade Teaches and teachers new to grade level	District	Summer 09	Classroom Walkthroughs and Observations	Administration Reading Coach
1	FAIR Assessment – Kindergarten Teachers	District	Summer 09	Accessing and reviewing FAIR reports on the PMRN	Assistant Principal Reading Coach
4	Triumphs Intervention – New teachers grades 1 and 2	District	Fall 09	Classroom Walkthroughs	Assistant Principal Reading Coach
1-5	FCAT Strategies – All new teachers to grade level 3 – 5	District	Summer 09 Fall 09	Classroom Walkthroughs	Administration Reading Coach
1-5	Small Reading Instruction – select teachers 1 – 5	District	Summer 09 Fall 09	Classroom Walkthroughs	Administration Reading Coach
1-5	FCAT Specifications Training	District	Fall 09	Classroom Walkthroughs	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
Third Grade Treasures Reading Series	Textbook Allocation	\$0.00
Buckle Down	General Budget	\$7,575.97
Leadership Resources	General Budget	\$896.00
		Total: \$8,471.97
Technology		
Description of Resources	Funding Source	Available Amount
Accelerated Reader	General Budget	\$2,700.00
		Total: \$2,700.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Reading Instructional Training	General Budget	\$3,000.00
		Total: \$3,000.00
Other		
Description of Resources	Funding Source	Available Amount
Afterschool Tutoring	General Budget	\$2,500.00
		Total: \$2,500.00
		Final Total: \$16,671.97

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		
79% of students scored Level 3 or above on FCAT		80% of students will score Level 3 or above on FCAT		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Students in grades 3 - 5 will receive Acaletics Instruction 2. Students in grades K – 5 will receive instruction in Harcourt Math 3. Students in grade 3 – 5 will be instruction with FCAT Dailies	1. Reading Coach 2. Administration 3. Administration	1. Classroom Walkthroughs 2. Classroom Walkthroughs 3. Classroom Walkthroughs	1. Acaletics Monthly Assessments 2. Chapter Tests 3. Acaletics Monthly Assessments

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
54% of ESE students scored Level 3 or above on FCAT		65% of ESE students will score Level 3 or above on FCAT		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Students in grade 3- 5 will receive instruction in Voyager Math 2. Students in grade K – 2 will receive instruction with Number Worlds	1. ESE Specialist 2. ESE Specialist	1. Classroom Walkthroughs 2. Classroom Walkthroughs	1. Voyager Unit Assessments 2. Number Worlds Unit Assessment

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
73% lowest 25% of students received learning gains		75% lowest 25% of students will receive learning gains		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Students in grades 3 – 5 will receive additional instruction through morning tutoring utilizing CCC and/or FCAT Explorer Programs 2. Students in grades 3 – 5 will receive small group instruction in Acaletics with modified pacing	1. Technology Specialist 2. Administration and Reading Coach	1. Attendance Sheets 2. Classroom Walkthroughs	1. CCC and FCAT Explorer Reports 2. Acaletics Monthly Assessments

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
	High Yield Math			Classroom	

1-3	Instructional Strategies Focusing on Math Strands- Grades 3 - 5	June Carey (in house)	Fall 09	Walkthroughs, Follow up lessons by teachers	June Carey
1-3	Critical Content Math – Grade 3 and teachers new to grade level K - 5	District	Fall 09	Classroom Walkthroughs	Administration

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Acaletics Quik Book & Test	General Budget	\$8,000.00
Measuring Up Book	General Budget	\$3,219.75
		Total: \$11,219.75
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
Math Instructional Training	General Budget	\$3,000.00
		Total: \$3,000.00
Other		
Description of Resources	Funding Source	Available Amount
Afterschool Tutoring	General Budget	\$2,500.00
		Total: \$2,500.00
		Final Total: \$16,719.75

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		
32% students will score Level 3 or above on FCAT		40% students will score Level 3 or above on FCAT		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Major/Minor Science Special for targeted groups of students in grade 5 2. Students in grades K – 5 will utilize the scientific method while conducting hands-on experiments	1. Carolyn Quintal 2. Administration	1. Classroom Walkthroughs 2. Classroom Walkthroughs	1. Science BAT 2. Performance Assessments

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
1	Science Specification Training – K - 5	District	Summer 09 Fall 09	Classroom Walkthroughs, Review of Data	Administration

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Science leadership Resources	General Budget	\$336.00
		Total: \$336.00
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 Instructional Training	General Budget	\$1,000.00
		Total: \$1,000.00
Other		
Description of Resources	Funding Source	Available Amount
Afterschool Tutoring	General Budget	\$2,500.00
		Total: \$2,500.00
		Final Total: \$3,836.00

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		
95% of students scored 3.5 or above on FCAT Writes		96% of students will score 3.5 or above on FCAT Writes		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Students in grades K – 5 will receive instruction through the Mary Lewis Writing Program 2. Students in grades 3 and 4 will participate in cross grade level cooperative learning groups 3. Students in grade 4 will be offered after school writing tutoring	1. Reading Coach 2. Reading Coach 3. 4th Grade Team Leader	1. Classroom Walkthroughs 2. Classroom Walkthroughs 3. Attendance Sheets	1. Monthly Writing Prompts 2. Monthly Writing Prompts 3. Monthly Writing Prompts

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
1	Mary Lewis Writing Program – instructional strategies/best practices	June Carey	Fall 09	Classroom follow-up lessons	June Carey

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00

Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
Writing Instructional training	General Budget	\$1,000.00
Total: \$1,000.00		
Other		
Description of Resources	Funding Source	Available Amount
Afterschool Tutoring	General Budget	\$2,500.00
Total: \$2,500.00		
Final Total: \$3,500.00		

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		
35% of parents participated in school activities		45 % of parents will participate in school activities.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Parents will participate in Literacy Nights to learn strategies to work with their children at home. 2. Parents will receive school communication in multiple languages (English, Spanish and Creole) 3. Parents will communicate with teachers daily through the use of student agendas.	1. Administration 2. Community Liaison 3. Assistant Principal	1. Parent Sign-in Sheets 2. Title One Binder 3. School Survey	1. Percent of Parents in Attendance 2. Title One Binder 3. School Survey

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
1	Strategies for parents to assist at home	Administration	Fall 09	Parent Literacy Nights	Administration

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Maintain Daily Communication with Parents	Title I Budget	\$4,000.00
Total: \$4,000.00		
Technology		

Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$4,000.00

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	Third Grade Treasures Reading Series	Textbook Allocation	\$0.00
Reading	Buckle Down	General Budget	\$7,575.97
Reading	Leadership Resources	General Budget	\$896.00
Mathematics	Acaletics Quik Book & Test	General Budget	\$8,000.00
Mathematics	Measuring Up Book	General Budget	\$3,219.75
Science	Science leadership Resources	General Budget	\$336.00
Parental Involvement	Maintain Daily Communication with Parents	Title I Budget	\$4,000.00
			Total: \$24,027.72
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Accelerated Reader	General Budget	\$2,700.00
			Total: \$2,700.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Reading Instructional Training	General Budget	\$3,000.00
Mathematics	Math Instructional Training	General Budget	\$3,000.00
Writing	Writing Instructional training	General Budget	\$1,000.00
Science	Science Instructional Training	General Budget	\$1,000.00
			Total: \$8,000.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Afterschool Tutoring	General Budget	\$2,500.00
Mathematics	Afterschool Tutoring	General Budget	\$2,500.00
Writing	Afterschool Tutoring	General Budget	\$2,500.00
Science	Afterschool Tutoring	General Budget	\$2,500.00
			Total: \$10,000.00
			Final Total: \$44,727.72

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
Afterschool Tutoring	3075

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

Elect New Board Members, Plan for Upcoming Year School-wide Parental Involvement Calendar, Plan Parent & Students Literacy Nights, Plan for Construction of New Cafeteria Building, Ongoing Review of the SIP Plan, Collaborate on Writing the SIP Plan for Next Year.

SAC Members

Members

- 1) Robert Gibson, Principal
- 2) Carolyn Quintal, SAC Chair
- 3) Katina Elam, Teacher
- 4) Nikesha Clark, Parent
- 5) Grantis Bell, Parent
- 6) Nastasha Pierre, Parent
- 7) Lovely Derivois, Parent
- 8) Collin Destine, Parent
- 9) Marshall Weston, Parent
- 10) Junell Sansom, Parent
- 11) Luciana Thelusme, Parent
- 12) Dorothy Reid, School Support Personnel
- 13) Robin Friedman, Union Steward
- 14) Melissa Geraine, Assistant Principal

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Broward PALMVIEW ELEMENTARY SCHOOL 1131												
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 292 Math: 292		2008-2009 School Grade ¹ : 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 ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.						
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math	
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	2008	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N
TOTAL ⁴	99	Y	99	Y	64	N	75	Y	94		Y			NA	44	36	Y	34	25	NA	70	NA	77	NA		
WHITE		NA		NA		NA		NA			NA			NA			NA			NA						
BLACK	99	Y	99	Y	62	N	75	Y	93		Y			NA	46	38	Y	35	25	NA	69	NA	77	NA		
HISPANIC	100	Y	100	Y		NA		NA			NA			NA			NA			NA						
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA						
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA						
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	62	N	75	Y	94		Y			NA	43	38	Y	35	25	NA	69	NA	76	NA		
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	67	Y	77	Y			Y			NA	51	33	NA	37	23	NA	69	NA	76	NA		
STUDENTS WITH DISABILITIES		NA		NA		NA		NA			NA			NA			NA			NA						

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Broward PALMVIEW ELEMENTARY SCHOOL 1131												
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 284 Math: 284		2007-2008 School Grade ¹ : 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 ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.						
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math	
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N
TOTAL ⁴	100	Y	100	Y	56	N	66	Y	94		Y			NA	50	44	Y	40	34	NA	60	NA	69	NA		
WHITE		NA		NA		NA		NA			NA			NA			NA			NA						
BLACK	100	Y	100	Y	54	N	65	Y	93		Y			NA	52	46	Y	44	35	NA	60	NA	67	NA		
HISPANIC	100	Y	100	Y		NA		NA			NA			NA			NA			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	57	N	65	Y	94		Y			NA	50	43	Y	40	35	NA	61	NA	68	NA		
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	49	N	63	Y			NA			NA	58	51	Y	42	37	NA	50	NA	75	NA		
STUDENTS WITH DISABILITIES		NA		NA		NA		NA			NA			NA			NA			NA						

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Broward PALMVIEW ELEMENTARY SCHOOL 1131												
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 303 Math: 303		2006-2007 School Grade ¹ : 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 ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.						
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math	
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N
TOTAL ⁴	100	Y	100	Y	50	N	60	Y	93		Y			NA	49	47	N	40	40	NA	47	N	64	NA		
WHITE		NA		NA		NA		NA			NA			NA			NA			NA						
BLACK	100	Y	99	Y	48	N	56	Y	94		Y			NA	52	51	N	42	44	NA	45	N	62	NA		
HISPANIC	100	Y	100	Y		NA		NA			NA			NA			NA			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	50	N	60	Y	91		Y			NA	52	48	N	43	40	NA	48	N	64	NA		
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	42	N	58	Y	94		Y			NA	49	52	N	45	42	NA	40	N	63	NA		
STUDENTS WITH DISABILITIES		NA		NA		NA		NA			NA			NA			NA			NA						

SCHOOL GRADE DATA

Broward School District PALMVIEW ELEMENTARY SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	68%	79%	95%	32%	274	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	74%	73%			147	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level

						1 or 2
Adequate Progress of Lowest 25% in the School?	77% (YES)	73% (YES)			150	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					571	
Percent Tested = 99%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

Broward School District PALMVIEW ELEMENTARY SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	60%	72%	92%	40%	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	63%	77%			140	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	52% (YES)	78% (YES)			130	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					534	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

Broward School District PALMVIEW ELEMENTARY SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	55%	64%	88%	29%	236	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	57%	66%			123	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	62% (YES)	67% (YES)			129	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