

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: MARGATE ELEMENTARY SCHOOL

District Name: Broward

Principal: Sharon P. Schmidt

SAC Chair: Kesha Roberts

Superintendent: James Notter

Date of School Board Approval:

Last Modified on: 09-17-2009

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

Our mission at Margate Elementary School is to create a nurturing environment so that our students will become independent, successful, life-long learners by providing a high quality, differentiated, and innovative curriculum based on the Sunshine State Standards.

Our Beliefs are the following:

- We believe that everyone must be valued as a member of our family for their uniqueness and diversity.
- We believe it is our responsibility as educators to provide quality differentiated educational programs that meet the individual needs of all of our students.
- We believe that our educational programs must reflect our ever-changing world and will continue to evolve.
- We believe in creating a life-long passion for learning by drawing upon students' natural abilities and interests.
- We believe in providing opportunities that encourage and enable students to be independent learners, critical thinkers, and self-motivators.
- We believe that a safe and orderly environment is essential to our success.
- We believe that education starts at home and continues through a partnership with the school, home and community.
- We believe in a positive school environment which fosters important social and academic growth

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

- The school is currently 54 years old.
- It was the first school opened in the city of Margate.
- Over the course of 54 years, there have been 4 principals.
- We currently have two PLACE Classrooms.
- The school has earned the Five Star School Award for the past 10 years.
- The School has earned the Golden School Award for the past 14 years.
- For the 2009-2010 school year, Margate Elementary will be identified as a Title I school.

Unique School Strengths for Next Year

- Our writing scores have continued to increase with another 3 point increase from the previous year.
- Our writing curriculum (Margate published student learning plans) has continuously resulted in student achievement increases.
- Our fourth grade students demonstrated significant gains in the area of reading as measured by the FCAT.
- Overall, our school improved our students' achieving learning gains in the area of reading as measured by the FCAT.

Unique School Weaknesses for Next Year

- The area presently with the most difficulty is our decline in student achievement results in mathematics.
- Additionally, we have noted a downward trend in all subgroups' achievement scores in mathematics.
- Next year our specials team will be reduced by one member, therefore larger classes will result for the existing specials.

Student Demographics

White non-Hispanic—36%
Black, 28%

Hispanic-26%
Asian-6%
Multi-racial-5%

LEP—13%
ESE—17% up 7 percent
50% for Free/Reduced Lunch

Student Attendance Rates

The attendance rates for 2007 was 94.70%
The attendance rates for 2008 was 94.50%
The attendance rates for 2009 was 94.20%

Student Mobility

The student mobility rate for 07 school year was 22.80%
The student mobility rate for 08 school year was 22.40%
The student mobility rate for the 09 school year was 19.90%.

Student Suspension Rates

The in-school suspension rate for the 2009 school year was .40%.
The out-of-school suspension was for the 2009 school year was 1.0%

Student Retention Rates

The 2007 retention rate 2.84 and the 2008 retention rate was 2.77.

Class Size

Our 2009 PK-3 school average was 16.84 and the 4-5 average was 21.17.

Academic Performance of Feeder Pattern

Partnerships and Grants

- Five Star School Award for the past 10 years
- Golden School Award for the past 14 years

The following are our active business partnerships:

- Sunshine Childcare Inc.
- Publix
- Ritters Custard
- World Class Martial Arts Academy
- Dairy Queen
- George Pocs
- Papa John's Pizza
- Cokesbury Methodist Church

Active Community Involvement includes:

- Victory Living (Adult daycare center for Disabled Adults) works in tandem with PLACE, Cafeteria Supervision and our Student-Service Clubs
- City of Margate with Monthly Student of the Month Recognition Program
- City-wide Essay Contest Participation

Grants

Citi-Bank Grant Recipient for the past two years relating to Brain research and cognitive strategies for increasing student achievement

- Florida Youth Orchestra Grant to work collaboratively with Margate Elementary students for orchestra lessons
- Unique, school-developed Kindergarten Report Card and Conference Interim

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	Sharon P. Schmidt	Bachelors of Arts in Education Masters of Arts in Reading Certifications: Elementary Education, Reading, Educational Leadership and ESOL	14	22	06-07 school year, A graded School with all AYP Subgroups meeting proficiency; 07-08 school year, A Graded School with all AYP Subgroups meeting proficiency; 08-09 A graded School 90% of AYP Criteria Met; Black, Hispanic and Economically Disadvantaged Demonstrating a Need for Improvement in the Area of Mathematics
Assis Principal	Thomas J. Schroeder	Bachelor of Arts in Education Masters of Science in Educational Leadership Certifications: Elementary Education, Educational Leadership, ESOL Endorsement	5	5	06-07 school year, A graded School with all AYP Subgroups meeting proficiency; 07-08 school year, A Graded School with all AYP Subgroups meeting proficiency; 08-09 A graded School, 90% of AYP Criteria Met; Black, Hispanic and Economically Disadvantaged Demonstrating a Need for Improvement in the Area of Mathematics

* 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	Jeanne Kraus	Bachelors of Arts in Education, Masters of Science in Curriculum Instruction Certifications: Reading, Gifted, ESOL, Elementary Education	13	12	06-07 school year, A graded School with all AYP Subgroups meeting proficiency; 07-08 school year, A Graded School with all AYP Subgroups meeting proficiency; 08-09 A graded School, 90% of AYP Criteria met with Black, Hispanic and Economically Disadvantaged students demonstrating need for improvement in the area of mathematics

* 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. Induction Ceremony of new staff members to Margate	Jeanne Kraus, Curriculum Specialist	August 17, 2009	
2. Orientation to Margate Elementary	Jeanne Kraus, Curriculum Specialist	August 17, 2009	
3. Welcome to Margate Elementary Dinner Meeting with Support Staff and Administration	Jeanne Kraus, Curriculum Specialist	August 17, 2009	
4. Margate Buddy Program in which Highly Qualified Teachers are tapped to support those in need	Jeanne Kraus, Curriculum Specialist	August 17, 2009	
5. NESS Learning Community—Expert Guest Speakers from the faculty	Jeanne Kraus, NESS Liaison	August 17, 2009	
6. Vertical Team Facilitators/Learning Community Coaches/Grade Chairpersons—Identification of school-wide leaders to facilitate learning communities/vertical teams to develop school-wide initiatives	Shari Schmidt, Principal and Tom Schroeder, Assistant Principal	June 2010	
7. Team Planning and Weekly Collaboration Meetings—Staff members plan with their grade level teams, vertical teams and fellow colleagues in order to identify strategies to solve problems	Shari Schmidt, Principal and Tom Schroeder, Assistant Principal	June 2010	

Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Carol Pardo	ELEMENTARY ED. K-6, EXCEPTIONAL ED K-12	PLACE	Sent form to the State of New York in order to verify her Highly Qualified Status in the State of New York

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
66	0	30	36	33	40	99	11	3	100

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Jeanne Kraus	Nicholas DeCesare	New to School	Orientation Assistance with Supplies Planning Staff Development Overview of Margate Initiatives Assistance with Setting up the Classroom
Wendy Schaal	Nicole Mangone	New to School	Orientation Assistance with Supplies Planning Staff Development Overview of Margate Initiatives Assistance with Setting up the Classroom
Margaret Anderson	Susan DeMarco	New to School	Orientation Assistance with Supplies Planning Staff Development Overview of Margate Initiatives Assistance with Setting up the Classroom
Shannon Mills	Janette Meyers	New to School	Orientation Assistance with Supplies Planning Staff Development Overview of Margate Initiatives Assistance with Setting up the Classroom
Patti Moore	Jessica Kovach	New to School	Orientation Assistance with Supplies Planning Staff Development Overview of Margate Initiatives Assistance with Setting up the Classroom
Sandy Frapart	Darlene Bragg	New to School	Orientation Assistance with Supplies Planning Staff Development Overview of Margate Initiatives Assistance with Setting up the Classroom
Arlene Reisner	Ealton McDuffie	New to School	Orientation Assistance with Supplies Planning Staff Development Overview of Margate Initiatives Assistance with Setting up the Classroom

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

- With our Title I funds, we were able to add an additional instructional position to support class size mandate. Additionally, our Title I funds will be utilized to fund parental involvement workshops.
- Workshop topics will range from: Ways to Support Students in the FCAT, Hands-On Support for Students in the Area of Reading, Writing, Mathematics, Science; Parenting Skills and/or Handling Behavior Problems with Difficult Students.

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

- The purchase of ESOL materials, Oxford Program, for utilization with our LEP population.

Title X- Homeless

Supplemental Academic Instruction (SAI)

- We utilize such funds to provide remediation to students in the method of creating smaller classes with a lower pupil to teacher ratio.
- Funds are also utilized to purchase research-based supplemental programs such as Quick Reads, FAST Track, Great Leaps, Soar to Success, Math Manipulatives

Violence Prevention Programs

- Bully-free Classrooms, District-wide Silence Hurts, Creation of school-based Peacekeepers to pair up students experiencing behavioral difficulty

Nutrition Programs

School's Wellness Policy, Commit to Be Fit Program extended to Gr. 3-5

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

Thomas J. Schroeder-Intern Principal, Collaborative Problem Solving Team Coordinator; Toba Keener-ESE Specialist; Donna Schwartz-School Psychologist; Kathy Francis-School Social Worker; Jeanne Kraus-Curriculum/Reading Coach; Pamela Parks-Guidance Counselor; Classroom Teacher; Wendy Schaal-ESE Resource Teacher; Maddie Ferriera-Speech Language Pathologist.

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

Teachers create an inquiry question based on a concern or deficiency noted for a particular student. The teacher frames the question with the assistance of their grade-level team and/or colleagues. The teacher then meets with the child's parent to discuss the concern and to generate interventions and suggestions for improvement. After this step, the teacher then submits the inquiry question along with supportive information (interventions currently being implemented) to the Assistant Principal, CPST Coordinator. Within 10 school days, the team convenes on this particular student and discusses the inquiry question. Interventions are generated which are designed to solve the problem and create success for the student. Tier I and Tier II Interventions are typically developed first and look at the basics for solutions. A follow-up date is planned at the

first meeting for four weeks in the future. The team reconvenes four weeks later and reviews data to determine effectiveness of interventions. At this time, additional interventions may be recommended, student's successes may be celebrated or psychological evaluation may be suggested for further analysis. In the event psychological evaluation is recommended, the team creates Tier III interventions for implementation

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

As part of the RtI process, the team ensures that all actions steps outlined in the SIP are being implemented in the classroom of a student being discussed. Additionally, the RtI team collaborates with the School Advisory Council to generate interventions and/or action steps relating to student deficiencies and/or areas of concern. The RtI team also reviews grade level data and looks for trends in order to ensure that the SIP Goals are being met and that students are progressing.

RtI Implementation

Describe the data management system used to summarize tiered data.

All data is contained on an electronic portfolio housed on the school's database. This portfolio is reviewed during each RtI/CPST Meeting to ensure that interventions being implemented have yielded positive results. For example, if the suggestion of a Tier II intervention such as Quick Reads was made for a student experiencing fluency concerns, then in the electronic portfolio the team will review the DIBELS and/or Fluency scores of this student.

Describe the plan to train staff on RtI.

Annually, during our pre-planning meetings, school staff is reviewed the role of the Collaborative Problem Solving Team and its purpose in driving student achievement. Additionally, Tier Interventions are reviewed with the staff in order to give a frame of reference for the types of interventions to be developed. New teachers to Margate will receive an in-depth review of the CPST process and how RtI is a plan for student success.

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?

On the 2009 FCAT Assessment we noted a 2 percentage point decline in the % of students scoring at or above a level 3 on the Reading Assessment--72% of grade 3-5 students scored a level 3 on the 2009 FCAT Reading Assessment. As a result of the 2009 FCAT Scores, we noted a 3 percentage point increase in the number of students demonstrating learning gains in the area of reading--70% of grades 3-5 students demonstrated learning gains in the area of reading on the 2009 FCAT Reading Assessment.

In the area of mathematics, our 2009 FCAT scores were 5 percentage points below our 2008 FCAT scores with 70% of students scoring at or above a level 3 on the FCAT Math Assessment.

As a result of the 2009 FCAT Scores, we noted a 3 percentage point decrease in the number of students demonstrating learning gains in the area of mathematics--66% of grade 3-5 students demonstrated learning gains in the area of mathematics on the 2009 FCAT.

Our fourth grade writing scores indicated a 3 percentage point increase to 97% of students scoring a 3.5 or above. Science FCAT scores remained the same with 41% of fifth grade students scoring at or above a level 3.

Instructional Calendar Development

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

- The Instructional Focus Calendar (IFC) were created during our leadership retreat by members of the leadership and support staff teams.
- Grade level teams will work collaboratively, during pre-planning, to identify the benchmarks, level of difficulty and correlate the information with the upcoming school year calendar.

.Second Instructional Focus Calendars will be developed and revised based on the September BAT, December BAT, Mini-Assessments.

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

- In Math, the priority focus for third and fourth graders will be Algebraic Thinking and Data Analysis.
- In Math, the priority focus for fifth graders will be measurement as it was found to be our weakest strand.
- In Reading, the priority focus will be Reference and Research, Author's Purpose and Main Idea

- In Writing, the priority focus will be elaborating responses to include mature word choice and supporting details.
- In Science, the priority focus will be Strand H in Grade 5 and continued daily Science experiences in Grades K-4 with Science Lab experiments, weekly

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

- Teachers identify student strengths or weaknesses via individualized testing (DRA, STAR, DA), teach individualized skills groups, re-teach, provide ongoing practice in centers and read-aloud stories.
- Teachers will meet in grade level teams with administration and support staff to discuss monthly benchmark data in the area of reading, writing, mathematics and science. Instructional plans will then be revised for individual students.
- Time allotted for collaboration and planning between the regular education and special education teachers in order to continually design an individual program to meet the needs of eac

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

N/A

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

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
- School wide instructional focus calendar
- Weekly team meetings,
- Team Leader and faculty meetings,
- Professional Learning Communities,
- 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, BEEP and Item Specifications in the content areas
- Teachers utilize the literacy resource room for instructional focus lessons which are tailored to individual reading levels and subgroups.

How will instructional focus lessons be revised and monitored?

- Teachers will revise lessons based on data gathered from mini-assessment, weekly classroom assessment, diagnostic tools and team input.

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.

Rigby Running Records
 Student Benchmark Portfolios
 DIBELS Fluency Assessment
 Mini-BAT Assessments in the Area of Reading, Mathematics and Science
 Cycle Writing Prompts
 BAT Assessments
 DAR
 Accelerated Reader
 STAR
 DRA
 Calendar Math Assessments

Weekly and Monthly Chapter Assessments

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

Analysis of data determines which students require double-dose assistance, specific skills needs as well as those students needing enrichment and extension of learning activities.

Maintenance

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

The school will be following the district Benchmark Calendars for Reading, Writing, Mathematics and Science. Our secondary will be tailored to the needs of the school, that will revolve around data gleaned from monthly benchmark assessments.

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

Monthly team chats with administration and support staff
Weekly review of team data
Faculty meeting review of data trends
Leadership team meetings will analyze data trends
Learning Communities structured around inquiry based questions will monitor data and develop research-based instructional strategies
SAC Team will meet monthly and review data generated as part of "Monthly Team Chats"

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 participate in monthly data-chats with all teachers to review grade level trends, individual data scores and the progress of subgroups.
During monthly leadership team meetings, data portfolios and results from Classroom Walkthroughs will be reviewed to analyze grade level trends and progress.
Administration will participate in the Collaborative Problem Solving Team to assist struggling students and generate effective interventions.
Administration will meet with individual teachers and students to discuss data and collaboratively develop instructional strategies and plans for student achievement.

ACT

Supplemental and Intensive Instruction/Interventions

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

- Treasures/Trophies,
- Elements of Vocabulary and Great Leaps Reading
- Wilson Foundations,
- Quick Reads
- Fast Track/Gear Up
- Harcourt Math/Science
- Steck Vaughan Science
- Delta Science Kits
- Literacy Leaps Resource Room
- Calendar Math
- Margate Writing Notebook
- Using Science Journals in the Elementary Classroom

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 and progress monitoring will be ongoing:

- Double-dose groups plus utilizing intensive instruction and intervention materials
- Literacy centers,
- Read-aloud stories/Shared Reading
- FCAT Explorer,

- Elements of Vocabulary (Reading),
- Online Harcourt Math
- Accelerated Reader is used extensively to enhance reading comprehension K-5
- Use of level readers from the literacy room
- Benchmark lessons based on data
- Flexible groups based on skill

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
- *Staff Development Learning Community Input

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

- *Students who score below 30% SAT-10
- *Students who are identified as high-risk or moderate risk on DIBELS
- *All students scoring a level 1 or 2 on the FCAT Reading and Mathematics Assessment
- *Students failing to demonstrate proficiency on the September, December BAT Scores

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

- * Weekly Assessments
- * Formative/Summative Assessments
- * Triumph Interventions
- * Kid by Kid Data Chats
- *Collaborative Problem Solving Team
- *Student Portfolios

Enrichment

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

- * Gr.2-5 classes comprised of Gifted and High Achievers
- * Project-Based Learning utilizing multimedia technology
- * Cooperative Learning Groups
- *Advanced Math Club
- *Business Entrepreneur Simulation
- *Public Speaking Presentations
- *Community Involvement and Outreach programs

Describe how students are identified for enrichment strategies.

- * Naglieri Assessment (2nd grade)
- * FCAT Assessment Score
- * Teacher Observations
- *Benchmark Assessments
- *Weekly and Monthly Chapter Tests
- *Student Portfolios

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)
Reading PLC	Shannon Mills	Twice per month	Second and Fourth Monday of Each Month at 2:15 p.m.	Effective Reading Strategies, Ways to Assist the Struggling Reader, Analysis of High Yield Strategies and Their Implementation
Math PLC	Jeanne Kraus	Twice per month	Second and Fourth Monday of Each Month at 2:15 p.m.	Effective Mathematic Strategies, Ways to Assist the Struggling Math Students, Analysis of Research-Based programs aimed at improving student achievement
Science PLC	Sandy Frapart	Twice per month	Second and Fourth Monday of Each Month at 2:15 p.m.	Five E Method for Exploration and Discovery relating to Science Instruction, Hands-On Science Instruction, Critical Thinking Skills, Utilization of Science Journals in the Elementary Science Classroom

Writing PLC	Deana Tomsey	Twice per month	Second and Fourth Monday of Each Month at 2:15 p.m.	School-wide Writing Plan, Expository and Narrative Writing Development, Ways to Reach the Struggling Writer, Elaboration and Editing, Review of Student Work Samples
Technology PLC	Nicole Smiley	Twice per month	Second and Fourth Monday of Each Month at 2:15 p.m.	Ways to utilize technology to increase student productivity and/or achievement
Parent Community Outreach PLC	Wendy Schaal	Twice per month	Second and Fourth Monday of Each Month at 2:15 p.m.	Effective methods for including parents in the decision-making process, home-school partnerships, ways to increase parental involvement in school-wide events, academic support for our LEP, ESE and struggling students.
School Climate/Discipline PLC	Pamela Parks	Twice per month	Second and Fourth Monday of Each Month at 2:15 p.m.	Effective classroom and school-wide behavioral strategies which focus of positive, consistent and effective means of increasing student engagement; In-depth review of the strategies outlined in the Florida Positive Behavior Support Project
Staff Development PLC	Daniel Bass	Twice per month	Second and Fourth Monday of Each Month at 2:15 p.m.	Thorough review of learning community models for delivering quality, data-driven, inquiry-based staff development to meet the needs of our faculty Ways to utilize the results of each PLC to increase knowledge-base of the entire faculty

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

- All of our new K students are screened in the summer to determine their readiness level relating to numbers, letters, concepts of print
- All new K students and parents are invited to a Kindergarten Orientation to review the school's curriculum, instructional programs, and receive a tour of the school.
- Additionally, any student in an ESE program such as PLACE or Pepper are matriculated with our ESE specialist, ESE Resource Teacher and Kindergarten Team Leader.
- Regular meetings with our local pre-schools to convey our mission and expectations for K student

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		
72% of our third-fifth grade students in the standard curriculum groups scored at or above a level 3 on the FCAT Reading Test.		75% of our third-fifth grade students will score at or above a level 3 of the 2010 FCAT Reading Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	On a monthly basis, teachers, administration and support staff will meet to review benchmark data and goal attainment. Instructional plans and methods will be revised and developed.	Administration and Team Leaders	Monthly Chats and data reports created.	Data gleaned from Benchmark Assessments in the area of Reading
2	Administration and support staff will meet with students in grades 3-5 for goal setting and progress discussion.	Administration and Support Staff	Student portfolios and individual student data progress reports will be utilized to determine the effectiveness of interventions developed during chats.	FCAT Data, BAT Scores, Mini-BAT, Teacher Observation, Accelerated Reader, and DIBELS.
3	All students will participate in a balanced uninterrupted 120 minute reading instructional block including shared reading, guided reading, read alouds, and a focus on non-fiction.	Reach Coach	Classroom Walk-throughs, Learning Communities, Student Data, and Leadership Team Review of progress.	Mini-BATs, BAT Scores, Weekly Treasures/Trophies Assessment, Daily Teacher Schedules/Lesson Plans
4	Differentiated Instruction will be implemented in each K-5 classroom through small groups to meet the needs of children in all subgroups. ESE and ESOL students will be serviced through push-in as well as pullout services depending on needs.	Administration	Lesson Plans and Classroom Walkthroughs	Mini-BAT assessments, Benchmarks Assessments
5	Tier 1: Determine core instructional needs by reviewing the FCAT, BAT and DAR, Rigby Running Record Assessments for all Level 1 and 2 students. Plan differentiated instruction using evidence-based instruction/interventions within the 120-minute reading block. Students will be referred to the Collaborative Problem Solving Team (RtI) as needed for intervention strategies.	Reach Coach, Administration	Benchmark Assessments, Monthly Data Chat Meetings	DAR, Running Records, BAT, Benchmark Assessments
6	Tier 2:	Reach Coach,	Benchmark Assessments,	DAR, Running Records, BAT,

	Plan supplemental instruction/intervention for students not responding to core instruction. Focus of instruction is determined by review of data and will include explicit instruction, modeled instruction, guided practice and independent practice in the area of deficiencies. Students will be referred to the Collaborative Problem Solving Team (RtI) as needed for intervention strategies	Administration	Collaborative Problem Solving Team, Monthly Data Chat Meetings	Benchmark Assessments
7	Teachers will implement Project Based Learning integrating technology using the Internet and multi-media applications.	Administration	Observations, Classroom Walkthroughs and review of projects	Student based projects, Benchmark Assessments

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
65% of our struggling students in grades 3-5 demonstrated learning gains as measured by the 2009 FCAT Reading Test.		69% of our struggling students in grades 3-5 will demonstrate learning gains as measured by the 2010 FCAT Reading Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	At each grade level 1-5 a class will be formed to target our lowest quartile in which the student/teacher ratio is lower and alternative research-based programs are utilized.	Administration	Monthly Data Reports Reviewed and Analyzed during Team Meetings to review benchmark goals and goal attainment.	Benchmark Assessments, Running Records, DAR
2	PRIDE Camps will be held bi-weekly beginning in January for our struggling students to assist in their reading progress and preparation for state assessments.	Reach Coach, Administration	Review of pre-test and post-test data scores to determine the effectiveness of Pride Camps. Classroom walk-through data generated by visiting pride camp groups. Teacher conferences to determine progress and monitor mastery.	Pre-Test Benchmark Pride Camp Assessment, Post-Test Benchmark Pride Camp Assessment, FCAT Scores
3	Our struggling students Level 1 and level 2 will meet weekly with a staff mentor to develop goals, monitor progress and provide motivation.	Administration	Monthly meetings of mentors to review the implementation and effectiveness of the program.	Weekly mini-bat assessment, classroom-based assessments and teacher observation.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
57% of our Black Students, 61% of our Hispanic Students, and 55% of our Economically Disadvantaged students demonstrated proficiency as measured by NCLB/AYP.		The percentage of Black, Hispanic and Economically Disadvantaged students not meeting proficiency in Reading will be reduced by 10% as measured by 2010 NCLB/AYP Report.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	On a monthly basis, teachers, administration and support staff will meet to review benchmark data and goal attainment with particular attention to the subgroup progress. Instructional plans and methods will be revised and developed.	Administration and Team Leaders	Monthly Chats and data reports created.	Data gleaned from Benchmark Assessments in the area of Reading
2	Administration and support staff will meet with students in grades 3-5 for goal setting and progress	Administration	Students portfolios and individual student data progress reports will be utilized to determine the	FCAT Data, BAT Scores, Mini-BAT, Teacher Observation, Accelerated Reader, and DIBELS.

	discussion.		effectiveness of interventions developed during chats.	
3	Students demonstrating significant deficiencies and failure to respond to interventions implemented in the classroom will be referred to the Collaborative Problem Solving Team.	Administration	Review of benchmark data gathered on a monthly basis on Team Chats	Running Records, DAR Assessments, DIBELS, FAIR Assessments, BAT Scores, Mini-Assessments, Benchmark Assessments

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
69% of our struggling students in grades 3-5 will demonstrate learning gains as measured by the 2010 FCAT Reading Test	Ways to Increase Student Achievement for all subgroups through implementation of research-based strategies and effective critical thinking skills.	Reading Coach	8/21/09	Teachers will implement new strategies learned in their daily reading lesson plans.	Classroom walk-through reports to determine if effective reading strategies are being implemented. Individual conferences with teachers.
75% of our third-fifth grade students will score at or above a level 3 of the 2010 FCAT Reading Test.	Literature Circle Training as part of emphasis of differentiated instruction	Reach Coach	10/1/09	Use of Literature Circle Format during guided reading. Examples of activities associated with literature circles and evidence of collaboration with team members.	Observations and Classroom Walk-throughs. Literature Circles Lesson Plans.

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
Curriculum Associates Material Comprehension based program for our ESE Students as well as struggling students	Non-state adopted textbook materials	\$2,000.00
		Total: \$2,000.00
Technology		
Description of Resources	Funding Source	Available Amount
Accelerated Reader/Renaissance Place-Comprehension-based program designed to monitor independent reading.	General Fund	\$4,000.00
		Total: \$4,000.00
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
Bookroom Worm Kids Program Parent Read-aloud program aimed at increasing home to school emphasis on reading.	BoxTop Funds from Internal Accounts	\$1,000.00
		Total: \$1,000.00
		Final Total: \$7,000.00

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 our grades 3-5 students scored at or above a level 3 on the FCAT 2009 Mathematics Assessment which is a 5 percentage point decline from 2008.		75% of grades 3-5 students will score at or above a level 3 on 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	There will be a 90 minute block of math daily, including flex groups for instruction for struggling students.	Curriculum Coach	Lesson Plans will be reviewed along with daily schedules by administration. Additionally CWT data will be utilized to monitor status.	Benchmark Assessments, BAT Scores, CWT Data, and Harcourt Chapter Assessments.
2	There will be a school-wide implementation of Calendar Math daily.	Administration, Curriculum Coach	Classroom walk-through, observation of program in utilization, review of calendar math assessment scores in relation to Benchmark scores.	Calendar Math Pre, Winter, and Post Assessment Scores.
3	On a monthly basis, teachers, administration and support staff will meet to review benchmark data and goal attainment. Instructional plans and methods will be revised and developed.	Administration and Team leaders	Monthly Data Chats and reports created will be reviewed	Data gleaned from Benchmark Assessments in the area of Mathematics.
4	Differentiated Instruction will be implemented in each classroom through small groups to meet the needs of children in all subgroups. ESE and ESOL students will be serviced through push-in as well as pullout services depending on needs.	Administration	Monthly Data Chats and reports created will be reviewed	Benchmark Assessments, Calendar Math Assessments, CWT Data, and Harcourt Chapter Assessments
5	Tier 1: Determine core instructional needs by reviewing the FCAT, Calendar Math, BAT and Mini Assessments. Plan differentiated instruction using evidence-based instruction/ interventions within the math block for all Level 1 and 2 students. Students will be referred to the Collaborative Problem Solving Team (RtI) as needed for intervention strategies.	Curriculum Coach	Progress monitoring through monthly review of data by administration and grade level team; teachers will review data on a constant basis	Benchmark Assessments, Calendar Math Assessments, CWT Data, and Harcourt Chapter Assessments
6	Tier 2: Plan supplemental instruction/ intervention for students not responding to core instruction. Focus of instruction is determined by review of BEEP Mini Assessment data and will include explicit instruction, modeled instruction, guided practice and independent practice. Supplemental instruction is provided in addition to core instruction.	Administration	Progress monitoring through monthly review of data by administration and grade level team; teachers will review data on a constant basis	Benchmark Assessments, Calendar Math Assessments, CWT Data, and Harcourt Chapter Assessments

Children will be referred to the Collaborative Problem Solving Team (Rtl) as needed for intervention strategies.			
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Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
66% of our grades 3-5 students demonstrated learning gains on the 2009 FCAT Mathematics Assessment which is a 3 percentage point decline from the 2008 FCAT Mathematics Assessment.		70% of our grades 3-5 students 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	Administration and support staff will meet with students in grades 3-5 for goal setting and progress discussion.	Administration and Support Staff	Student's individual mathematics scores will be reviewed along with their student portfolios.	Calendar Math Assessments, Benchmark Assessments, BAT Scores and Teacher Conferences.
2	All teachers will vary grouping methods (small/flex groups) for differentiated mathematics instruction based on data reports and trends of individual student progress.	Administration and Curriculum Coach	Lesson plans and math group list will be reviewed in order ensure that students are receiving differentiated instruction.	Daily Schedules and Lesson plans. Benchmark assessments, CWT Data.
3	Student work portfolios will reflect Math benchmark progress.	Administration	Portfolios will be reviewed as student samples during learning community meetings, monthly data meetings and individual teacher conferences.	Student Samples scored based on rubrics, Benchmark Activities
4	All students in the lowest quartile will receive a double dose of mathematics instruction a daily basis and be taught using interventions based on their individual needs as determined by Rtl.	Administration and Curriculum Coach	Observations, Classroom Walkthroughs, lesson plan reviews and monthly data reports	Calendar Math Assessments, Benchmark Assessments, BAT Scores and Teacher Conferences.
5	Students in the lowest quartile will attend Pride Math Camps beginning in January to improve math skills	Administration	Pre-Test and Post-Test results will be reviewed for Pride Camp Monitoring	Pride Camp Pre-Tests, Pride Camp Post-Tests
6	Our struggling students Level 1 and level 2 will meet weekly with a staff mentor to develop goals, monitor progress and provide motivation.	Administration	Monthly meetings of mentors to review the implementation and effectiveness of the program.	Weekly mini-bat assessment, classroom-based assessments and teacher observation.
7	At each grade level 1-5 a class will be formed to target our lowest quartile in which the student/teacher ratio is lower and alternative research-based programs are utilized.	Administration	Monthly Data Reports Generated during Individual Teacher Chats to review benchmark progress and goal attainment.	Benchmarks Assessments and Diagnostic Evaluations will be reviewed to ensure that instructional activities are effective and appropriate to maximize learning gains.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
57% of our black students, 63% of our Hispanic students, 55% of our economically disadvantaged students demonstrated proficiency in the area of mathematics as measured by 2009 NCLB/AYP.		The percentage of Black, Hispanic and Economically Disadvantaged students not meeting proficiency in Mathematics will be reduced by 10% as measured by 2010 NCLB/AYP Report.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. On a monthly basis, teachers, administration and support staff will meet to review benchmark data and goal attainment with particular attention to the subgroup progress. Instructional plans and	Administration and Team leaders	Monthly Data chats and reports generated will be reviewed	Data gleaned from Benchmark Assessments in the area of Mathematics.

	methods will be revised and developed.			
2	Administration and support staff will meet with students in grades 3-5 for goal setting and progress discussion.	Administration and Team Leaders	Students portfolios and individual student data progress reports will be utilized to determine the effectiveness of interventions developed during chats.	FCAT Data, BAT Scores, Mini-BAT, Teacher Observation

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
75% of grades 3-5 students will score at or above a level 3 on the FCAT 2010 Mathematics Assessment.	Singapore Mathematics Problem Solving Training	Terrilyn Latour	11/12/09	Lesson Plans, Round-table discussions and benchmark data.	Administration will review on a monthly basis with teachers and leadership team the progress of benchmark assessments for all students.
70% of our struggling students will demonstrate learning gains as measured by 2010 FCAT Mathematics Assessment.	Ways and Methods to Differentiate Mathematics Instruction for all students to ensure that subgroups are demonstrating proficiency.	Curriculum Coach	10/1/09	Teacher Lesson Plans demonstrating differentiated activities for their flex groups.	Administration will review lesson plans, daily schedules and benchmark data with teachers on a monthly basis.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Calendar Math Replacement Kits	Accountability Funds	\$500.00
		Total: \$500.00
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
Singapore Math Training and Stipends	Inservice Funds from General Budget and Title I Professional Development Fund	\$5,000.00
		Total: \$5,000.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Final Total: \$5,500.00		

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
41% of our fifth grade students scored at or above a level 3 on the 2009 FCAT Science Assessment.	50% of our fifth grade students will score at or above a level 3 on the 2010 FCAT Science Assessment.
Action Step	Person Responsible for Monitoring the
	Process Used to Determine Effectiveness
	Evaluation Tool

		Action Step	of Action Step	
1	Monthly Data conferences will monitor science curriculum progress.	Administration	Monthly Data Reports Generated by Teachers and reviewed at Monthly Data Meetings.	Science Benchmark Assessments
2	All teachers will utilize the Five E Model for delivering Science Concepts. (Engagement, Exploration, Explanation, Evaluation and Extension).	Curriculum Coach	Administration/Support staff will conduct CWT during science instruction as well as review Science Journals for progress.	Science Benchmark Assessment, Science Journals, and Lab Sheets.
3	All teachers in grades 1-5 will utilize science notebooks in their classroom.	Administration	Leadership team will discuss and review implementation of science notebooks in the classrooms.	Science Journals and Benchmark Assessments.
4	All teachers will utilize the Delta Science Kits to deliver hands-on instruction and student experiments.	Curriculum Coach	Team leaders will review Delta Kit Lessons and collaboratively plan as a team. Additionally, the Science Learning Community will be reviewing effectiveness of experiments.	Science Benchmark Assessments and Science Journals
5	All students will participate in weekly classroom experiments in order to become familiarized with the scientific method. Students in grades 3-5 will then summarize results through a lab sheet.	Administration	Leadership Team and Grade level teams will review weekly instructional focus calendars and benchmark progress	Science Benchmark Assessments and Science Journals
6	All students will participate in an annual school-wide Science Fair in which students will complete all components of the project in the classroom through collaborative groups.	Administration	Review of projects and rubrics will be analyzed during leadership team meeting.	Science Fair Projects

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
50% of our fifth grade students will score at or above a level 3 on the 2010 FCAT Science Assessment.	Using Science Notebooks in the Elementary Classroom	Science Learning Community Facilitator Sandy Frapart	10/1/09	Science Journals and Notebooks outlining Scientific Process will be reviewed	Administration
50% of our fifth grade students will score at or above a level 3 on the 2010 FCAT Science Assessment.	Peer Observation of Science Lessons and Teacher Demonstrations	Administration	10/1/09	Review of demonstrations observed, peer observation protocols discussed during learning community meetings	Administration

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
Using Science Notebooks in the Elementary Classroom Resource Book	General Budget	\$2,000.00
Total: \$2,000.00		
Other		
Description of Resources	Funding Source	Available Amount

No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$2,000.00

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		
80% of our fourth grade students scored at or above a 4.0 on the FCAT 2009 Writing Assessment.		85% of our fourth grade students at or above a 4.0 on the FCAT 2010 Writing Assessment.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. All teachers in grades K-5 will utilize a cycle for writing instruction which incorporates brainstorming, modeling, conferencing and revising student writing samples.	Curriculum Coach	1. Monthly Data Meetings in which writing plans and prompts scores will be reviewed.	Student Writing Prompts
2	2. Students in grades K-5 will utilize writing frames for both narrative and expository samples.	Curriculum Coach	2. Classroom walk-throughs during writing instruction and discussion during Writing Learning Community meetings.	Student samples of writing frames
3	Fourth grade students will utilize the Margate Writing Notebook which includes curriculum and lessons developed by the Fourth Grade Team of Teachers.	Administration	Fourth grade team meetings will include discussions and sharing of best practices for notebook implementation.	Student Writing Prompts
4	Third and Fourth Grade teachers will meet on a regular basis to score and analyze student writing samples and develop effective instructional strategies.	Third Grade/Fourth Grade Team leader	A review of 3 samples from each teacher at different skill levels to evaluate effectiveness of strategies generated.	Student Writing Samples

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
85% of our fourth grade students at or above a 4.0 on the FCAT 2010 Writing Assessment.	How do we articulate between grade levels in order to ensure consistency and continuation of effective writing strategies for both narrative and expository writing?	Curriculum Coach	10/1/09	Team Meeting notes and Articulation meeting notes detailing the implementation of Writing Cycles throughout the grade levels.	Administration

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
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
Margate Elementary Writing Notebooks for Expository and Narrative Writing	General Budget	\$1,000.00
		Total: \$1,000.00
Final Total: \$1,000.00		

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		
88% of parents surveyed indicated an awareness of the school's goals on the 2009 Customer Survey.		100% of parents surveyed will indicate an awareness of the school's goals on the 2010 Customer Survey.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Translating school flyers, communications, newsletters into Spanish.	Administration	Review of Parent Surveys and increase in participation in Hispanic families at evening events (PTA, Curriculum Nights)	Sign-In Sheets, Feedback Surveys
2	Provide student incentives for parental attendance at evening events.	Administration	A review during leadership team meetings and Parent Community Outreach PLC Meetings of the level of participation of families at each evening.	Sign-In Sheets, Feedback Surveys
3	Schedule Curriculum Nights aimed at assisting parents with hands-on helps for their children in the areas of Reading, Writing, Mathematics, and Science.	Administration, Curriculum Coach	The actions plans and activities for each evening will be reviewed.	Feedback surveys
4	All students in grades 1-5 will utilize daily agendas for the purpose of organizing school work and increasing communication between home and school.	Administration, Curriculum Coach	The leadership team will review the utilization of the planners and their effectiveness. Parent Conferences	Planners and communication between teachers and parents.
5	All students will participate in the Bookworm Kids Read Aloud Parent Program.	Curriculum Coach	The leadership team will review the participation of the parents in the Bookworm Kids Program.	Bookworm Kids Follow-up Activities

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
100% of parents surveyed will indicate an awareness of the school's goals on the	Methods for Increasing Parental Participation in Student's Academic	Curriculum Coach	10/1/09	A review of parental conferences, attendance at evening events and	Administration

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
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
Student Agendas	Accountability Funds	\$2,000.00
Training Materials for Parent Academic Nights	Title I Budget	\$2,900.00
		Total: \$4,900.00
		Final Total: \$4,900.00

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	Curriculum Associates Material Comprehension based program for our ESE Students as well as struggling students	Non-state adopted textbook materials	\$2,000.00
Mathematics	Calendar Math Replacement Kits	Accountability Funds	\$500.00
			Total: \$2,500.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Accelerated Reader/Renaissance Place-Comprehension-based program designed to monitor independent reading.	General Fund	\$4,000.00
			Total: \$4,000.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Mathematics	Singapore Math Training and Stipends	Inservice Funds from General Budget and Title I Professional Development Fund	\$5,000.00
Science	Using Science Notebooks in the Elementary Classroom Resource Book	General Budget	\$2,000.00
			Total: \$7,000.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Bookroom Worm Kids Program Parent Read-aloud program aimed at increasing home to school emphasis on reading.	BoxTop Funds from Internal Accounts	\$1,000.00
Writing	Margate Elementary Writing Notebooks for Expository and Narrative Writing	General Budget	\$1,000.00
Parental Involvement	Student Agendas	Accountability Funds	\$2,000.00
Parental Involvement	Training Materials for Parent Academic Nights	Title I Budget	\$2,900.00
			Total: \$6,900.00
			Final Total: \$20,400.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

Intervene
 Correct II
 Prevent II
 Correct I
 Prevent I
 NA

No Attached school's Differentiated Accountability Checklist of Compliance

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
No data submitted	

The SAC represents all stakeholders (employees, parents, community members, partners). It also represents the cultural diversity of the school itself. The SAC is instrumental in developing the needs assessment that leads to the objectives on the school improvement plan. In addition, the SAC studies and revises the SIP during the year. Monthly meetings are dedicated to monitoring progress on the SIP and analyzing data regarding the SIP. The SAC has helped in the distribution of the A+ money every year and proposed possible distribution choices to the staff and faculty. The SAC helps to make budget decisions regarding accountability funding.

SAC Members

Members

- 1) Sharon P. Schmidt, Principal
- 2) Kesha Roberts, SAC Chair
- 3) Peggy Anderson, Teacher
- 4) Carol Pardo, Teacher
- 5) Daniel Bass, Teacher
- 6) Laura Ryan, Teacher
- 7) Vernett Sims, Teacher
- 8) Colleen Gulla, Business Member
- 9) Mechelle Blanco, Parent
- 10) Patricia Naftaniel, Parent
- 11) Chan Farouk, Parent
- 12) Miriam Marcus, Parent
- 13) Jodi LeSerra, Parent
- 14) Anise Ramos, Parent
- 15) Patti Turner, Parent
- 16) Kelly Devane, Parent
- 17) Ana Silva, Parent
- 18) Jan Perrone, Parent
- 19) Hollie Mammel, Parent
- 20) Stephanie Mahler, Community Member
- 21) George Pocs, Community Member
- 22) Jeni Herman, Community Member
- 23) Shandi Johnson, School Support Personnel
- 24) Howard Russell, Union Steward

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Broward MARGATE ELEMENTARY SCHOOL 1161													
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 523 Math: 523		2008-2009 School Grade ¹ : A		Did the School make Adequate Yearly Progress? NO									
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math	
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	2008	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	
TOTAL ⁴	100	Y	100	Y	66	Y	65	N			Y				NA	30	34	NA	29	35	N	73	NA	63	N		
WHITE	100	Y	100	Y	75	Y	70	Y	93		Y				NA	23	25	NA	25	30	NA	79	NA	66	NA		
BLACK	99	Y	99	Y	57	N	57	N			Y				NA	39	43	N	40	43	N	66	Y	56	N		
HISPANIC	100	Y	100	Y	61	N	63	N			90	Y				NA	31	39	N	24	37	N	72	Y	61	N	
ASIAN		NA		NA		NA		NA			NA				NA			NA									
AMERICAN INDIAN		NA		NA		NA		NA			NA				NA			NA									
ECONOMICALLY DISADVANTAGED	100	Y	99	Y	55	N	55	N	93	93	Y				NA	43	45	N	38	45	N	68	Y	55	N		
ENGLISH LANGUAGE LEARNERS	99	Y	99	Y		NA		NA			NA				NA			NA			NA						
STUDENTS WITH DISABILITIES	100	Y	100	Y		NA		NA			NA				NA			NA			NA						

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Broward MARGATE ELEMENTARY SCHOOL 1161												
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 525 Math: 525		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	2007	2008	Y/N	2008	Y/N	2008
TOTAL ⁴	100	Y	100	Y	70	Y	71	Y			Y				NA	32	30	NA	29	29	NA	68	NA	72	NA	
WHITE	100	Y	100	Y	77	Y	75	Y	93	Y					NA	28	23	NA	26	25	NA	72	NA	77	NA	
BLACK	100	Y	99	Y	61	Y	60	N	94		Y				NA	42	39	NA	41	40	N	64	NA	62	Y	
HISPANIC	100	Y	100	Y	69	Y	76	Y			Y				NA	30	31	NA	26	24	NA	64	NA	73	NA	
ASIAN		NA		NA		NA		NA			NA				NA			NA								
AMERICAN INDIAN		NA		NA		NA		NA			NA				NA			NA								
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	57	N	62	Y	93	Y					NA	42	43	N	38	38	NA	58	Y	65	NA	
ENGLISH LANGUAGE LEARNERS	99	Y	99	Y		NA		NA			NA				NA			NA			NA					
STUDENTS WITH DISABILITIES	100	Y	100	Y		NA		NA			NA				NA			NA			NA					

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Broward MARGATE ELEMENTARY SCHOOL 1161												
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 508 Math: 508		2006-2007 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?		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	2008	Y/N	2007	Y/N	2007
TOTAL ⁴	100	Y	100	Y	68	Y	71	Y			Y				NA	32	30	NA	27	29	NA	64	NA	73	NA	
WHITE	100	Y	100	Y	72	Y	74	Y	93	Y					NA	23	25	NA	18	26	NA	68	NA	74	NA	
BLACK	100	Y	100	Y	58	Y	59	Y	93	94	Y				NA	46	43	NA	43	41	NA	54	NA	67	NA	
HISPANIC	100	Y	100	Y	70	Y	74	Y			Y				NA	35	28	NA	23	26	NA	68	NA	77	NA	
ASIAN		NA		NA		NA		NA			NA				NA			NA								
AMERICAN INDIAN		NA		NA		NA		NA			NA				NA			NA								
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	58	Y	62	Y	92	Y					NA	37	37	NA	36	38	NA	53	NA	67	NA	
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y		NA		NA			NA				NA			NA			NA					
STUDENTS WITH DISABILITIES	100	Y	100	Y		NA		NA			NA				NA			NA			NA					

SCHOOL GRADE DATA

Broward School District MARGATE ELEMENTARY SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	72%	70%	97%	41%	280	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	70%	66%			136	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?	65% (YES)	67% (YES)			132	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					548	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

Broward School District MARGATE ELEMENTARY SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	74%	75%	94%	41%	284	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	67%	69%			136	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?	63% (YES)	68% (YES)			131	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					551	
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 MARGATE ELEMENTARY SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	71%	75%	91%	40%	277	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	70%	71%			141	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?	58% (YES)	80% (YES)			138	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					556	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested