

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: PEMBROKE PINES ELEMENTARY SCHOOL

District Name: Broward

Principal: Marc Charpentier

SAC Chair: Barbara Sibble

Superintendent: James Notter

Date of School Board Approval: December 1, 2009

Last Modified on: 09-17-2009

Dr. Eric J. Smith, Commission
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

The vision of Pembroke Pines Elementary is to strive to have all students meet grade level expectations by working collaboratively with students, parents, and the community.

The mission of Pembroke Pines Elementary is to serve the students, staff, and community, by providing a quality education, instilling the love of learning and preparing students for the future.

Belief Statements:

1. Learning is a full time experience that takes place at the home, school, and community.
2. We will empower all students with a continuous and sustainable knowledge based, technologically universal experience, and culturally diverse approach to their world.
3. All parents, educators, community businesses, and partners in excellence play a role in driving and maintaining student achievement.
4. It is important that professional development demonstrate consistency between staff development content and student overall needs to maintain a quality school.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

- School was built in 1965
- Oldest School In Pembroke Pines
- Obtained Title I Status in 2007-2008 school year
- New Cafeteria constructed in 2008-2009 school year

Unique School Strengths for Next Year

- Three teachers have become nationally board certified
- Two teachers have received a Social Studies Grant
- Increased test scores in reading in all grade levels

Unique School Weaknesses for Next Year

- Due to budget cuts, ten staff members needed to be surplus
- FTE dropping due to tough economic times
- Adoption of new reading series is incomplete

Student Demographics

- Pembroke Pines Elementary serves 630 students in grades K-5
- 4% Asian or Pacific Islander (27 Students)
- 30%, Black (190 Students)
- 18% White (114 Students)
- 42% Hispanic (264 Students)
- 6% Multiracial (35 Students)
- The school also has approximately 390 students who are eligible for free and reduced lunch.
- 18% ESE (114 students)
- 16% ELL (105 students)

- School met AYP criteria in all subgroups
- 74% of students scored a Level 3 or above on the 2009 FCAT Reading Assessment
- 77% of students scored a Level 3 or above on the 2009 FCAT Math Assessment

Student Attendance Rates

- 2007 95.30
- 2008 94.60
- 2009 94.8

Student Mobility

- 2007 25.90
- 2008 19.90
- 2009 23.90

Student Suspension Rates

- 2007 0.30
- 2008 1.30
- 2009 1.10

Student Retention Rates

- 2007 4.86
- 2008 3.36
- 2009 4.40

Class Size

- PK-3 Average: (2007) 17.82, (2008) 17.63, (2009) 15.92
- 4-5 Average: (2007) 18.79, (2008) 19.56, (2009) 18.8

Academic Performance of Feeder Pattern

Not Applicable

Partnerships and Grants

- Papa Johns Pizza: Provides incentives for staff and student achievement
- Costco: Provides school supplies for students in need
- Damor Waterproofing Painting & Coatings Inc: Provides funds to help beautify our school
- Orange Sunshine Graphics: Provides graphics for school shirts
- Outback Steakhouse: Provides incentives for staff and student achievement
- Pembroke Pine Police Department: Provides G.R.A. D.E Program to fifth grade students. Participates in Career Day
- Publix Supermarket: Provides incentives for Student of the Month program
- Sunshine Aftercare: Provides staff incentives and student childcare

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	Marc Charpentier	Bachelors in Elementary Education Masters in Educational Leadership ESOL Endorsement	3	9	2008-2009 Grade: A Met AYP in all subgroups 80% meeting high standards in Reading 80% meeting high standards in Math 42% meeting high standards in Science 89% meeting high standards in Writing 2007-2008 Grade: A Met AYP in all subgroups 75% meeting high standards in Reading 82% meeting high standards in Math

					82% meeting high standards in Science 35% meeting high standards in Writing
Assis Principal	Daisy Menendez	Bachelors in Elementary Education Masters in Educational Leadership ESOL Endorsement Reading Endorsement Gifted Endorsement	8	3	2008-2009 Grade: A Met AYP in all subgroups 80% meeting high standards in Reading 80% meeting high standards in Math 42% meeting high standards in Science 89% meeting high standards in Writing 2007-2008 Grade: A Met AYP in all subgroups 75% meeting high standards in Reading 82% meeting high standards in Math 82% meeting high standards in Science 35% meeting high standards in Writing

* 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 *
Autism	Susan Schwartz	Bachelors in Behavioral Disorders Masters in Elementary EH Certification	2	2	2008-2009 Grade: A Met AYP in all subgroups 2007-2008 Grade: A Met AYP in all subgroups
Reading	Cristina Rodriguez	Bachelors in Elementary Education Masters in Educational Leadership	5	2	Grade: A Met AYP in all subgroups 80% meeting high standards in reading. 75% of students making learning gains 2007-2008 Grade: A Met AYP in all subgroups 75% meeting high standards in Reading 61% of students making learning gains

* 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. First year teachers are introduced to the staff and a grade level mentor is provided	Ness Coordinator: Karen Vandereems Administration: Marc Charpentier Mentor Teachers: Diana Mingle Christine Andreu Griselle Martin	Aug-June Ongoing	To provide support and ease in transition as a first year teacher.
2. New Educator Support System (NESS) meetings are established on a monthly basis to provide continuous support throughout the year.	Ness Coordinator: Karen Vandereems Administration: Marc Charpentier	Aug-June Ongoing	To provide continuous support for new educators throughout the year.
3. The Principal and Assistant Principal visit the teacher on a regular basis to monitor his/her progress.	NESS Coordinator: Karen Vandereems Administration: Marc Charpentier	Aug-June Ongoing	To ensure that teachers are following school curriculum and students are actively engaged in learning.
4. New Teachers participate in a positive and welcoming	Administration: Marc Charpentier Ness	August	To foster a positive working school

teacher induction program called "Jump on Board" (JOB)	Coordinator: Karen Vandereems	Pre Planning	environment and positive attitudes.
5. TDA's approved for professional development	Administration:Marc Charpentier	Aug-June Ongoing	To allow teachers to grow in the areas needed to maximize student learning potential.

Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
All staff are highly qualified	NA	NA	NA

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
52	0	52	21	27	37	100	8	6	83

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Griselle Martin	Carolyn Scott	Ms. Scott is new to the Kindergarten Team. Ms. Martin has been teaching Kindergarten for 5 years and is team leader for the grade level. Ms. Martin will guide her through the adjustment.	Weekly meetings to discuss grade level expectation and student
Diana Mingle	Ja'nae Gibson	Ms. Gibson is new to the 1st grade team. Ms. Mingle has been teaching for over 20 years and is the 1st grade team leader. She was the former Ness Liason. Ms. Mingle will guide her through the adjustment.	Weekly meetings to discuss grade level expectation and student
Christine Andreu	Ragelle Holmes	Ms. Holmes is new to the Autism Cluster. Ms Andreu has experience as an Instructional Coach. She is a team leader and also trains teachers on curriculum development. She is a former SAC chair.	Monthly meetings to discuss topics relevant to the teachers needs.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

- Title I funds are used for staff salaries and parental involvement activities

Title I, Part C- Migrant

Not Applicable

Title I, Part D

Not Applicable

Title II

- Title II Funds are used to provide professional development to better met our student's need and increase student achievement

Title III

- ESOL

Title X- Homeless

Not Applicable

Supplemental Academic Instruction (SAI)

- SAI funds are used for staff salaries

Violence Prevention Programs

Not Applicable

Nutrition Programs

Not Applicable

Housing Programs

Not Applicable

Head Start

Not Applicable

Adult Education

Not Applicable

Career and Technical Education

Not Applicable

Job Training

Not Applicable

Other

Not Applicable

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

- Marc Charpentier, Principal
- Daisy Menendez, Assistant Principal
- Mariette Donate, Guidance Counselor
- Susan Schwartz, Autism Coach
- Niki Benedeti, ESE Specialist
- Cristina Rodriguez, Reading Coach
- Betty Dostourian, School Psychologist

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

The RtI Leadership Team is designed and used for the collection of information regarding struggling students and to

determine if the teacher has implemented the interventions and applied them with fidelity. Teachers utilize baseline data, apply interventions, and assess students at least three times per school year utilizing assessments such as ORF's and DAR. The school follows the following Tiers with fidelity:

Tier 1 (Universal Level)

Tier 2 (Targeted Level)

Tier 3 (Intensive Level)

The school holds a school-wide RtI meeting in September and October of every school year. Information from previous meetings are reviewed and considered. This information packet is reviewed with the new classroom teacher for the purpose of in depth tracking of student academic/behavioral and emotional/social progress. The team identifies students with performance gaps, reviews data from assessments, school records, parent input, examination of curriculum and instruction, and implementation of strategies.

If needed, the Tier 2 strategies are activated. Teachers continually assess students to monitor progress. Mini benchmarks are administered in all core-content areas on a regular basis. Results of the mini-benchmarks determine whether there is a need to teach the skills further or progress to the next skill.

If Tier 2 interventions have not produced sufficient progress, the RtI conducts an in-depth analysis of the problem. Modification of existing interventions or implementation of additional interventions are considered and frequent ongoing monitoring of the modifications and interventions are conducted. The teacher/interventionist reconvenes with the team to review post-intervention progress data.

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

School Advisory Council (SAC) core curriculum committees develop the School Improvement Plan (SIP) Plan. The School Advisory Council monitors the implementation of the School Improvement Plan. In collaboration with the School Advisory Council, the RtI Leadership team maintains a current data binder and compares previous year data to current gains. Areas of need are identified and actions steps to address them are developed. This is an ongoing process that is geared towards the development of the SIP.

RtI Implementation

Describe the data management system used to summarize tiered data.

Academic data is acquired from several different databases that include: TERMS, Virtual Counselor, Data Warehouse and Above the Clouds. This allows data to be analyzed in a consistent manner and to better meet all students' needs. In addition, a data binder is provided for all teachers and it is a living breathing document consistently monitored and revised by Administration and Team Leaders. Students' scores and performance levels are tracked and therefore used to modify instructional focus, as well as to increase student achievement.

Describe the plan to train staff on RtI.

The RtI Leadership Team will be trained and they will train the staff. The staff will receive a copy and an in-depth explanation of the RtI process. They are instructed to track all students carefully and individually through a school-created tracking form which includes:

- * Testing/Assessment data
- * Interventions
- * ESOL /ESE & Language Evaluations/Status
- * Retention years
- * Previous CPSTS
- * Medical Concerns
- * Parent Conferences
- * Baseline Pre & Post Data

School Wide Florida's Continuous Improvement Model

Plan

Data Disaggregation 2008-2009 FCAT Data

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

Strengths:

Across all grade levels Reference and Research was the strongest strand in reading and Number Sense in math. There was an increase in students meeting high standards in Reading, in all grade levels, according to the 2009 FCAT. There was an increase of students scoring a Level 3 or higher on the FCAT Science Assessment by 8%

Weaknesses: Across all grade levels, Comparison was the weakest strand in reading and Measurement and Geometry in math. There was a decrease of 5th grade students scoring a Level 3 or higher on the FCAT Math Assessment by 5%.

Instructional Calendar Development

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

Teachers utilize district-created Instructional Focus Calendars and curriculum map located on BEEP. After analyzing student pre test data and FCAT and SAT data from the previous year, a school-wide instructional focus map is created based upon students' needs to target specific benchmarks correlated to the Sunshine State Standards. The instructional focus calendar is updated in November as determined by disaggregated data results from the BAT II. Teachers maintain a data binder and consistently review student progress and provide remediation through double and triple dose of additional small group support. Students in our Gifted/High Achieving groups and or classrooms are enriched through rigorous coursework in all curricular areas. Administration will ensure the instructional focus calendars are being used by all teachers through Classroom walkthroughs and monthly data meetings.

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

Reading: Reference and Research was the most proficient strand. Comparisons were the least proficient strand and will be given priority focus.
Math: Number Sense was the most proficient strand. Measurement and Geometry were the least proficient strands and will be given priority focus.
Science: Life and Environmental Sciences was the most proficient strand. Earth and Space Sciences and Scientific Thinking were the least proficient strands and will be given priority focus.
Writing: Focus was the most proficient strand. Support was the least proficient strand and will be given priority focus.

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

The current school's Master Schedule is formatted to enable the teachers to collaborate through common planning. It also allows time for Specials teachers, Support Staff, and administrators to work with struggling students. These groups are called STARS groups.

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

Not Applicable

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?

Not Applicable

DO

Direct the Instructional Focus

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

Teachers use lesson plans and instructional focus calendars that are aligned with The Next Generation Sunshine State Standards created by the district and found on BEEP. The teachers and administrators analyze student data and create a school-wide instructional focus calendar based on students' needs. Grade level teams meet once a week to share best practices and provide support for each other.

How are instructional focus lessons developed and delivered?

Teachers use instructional focus lessons that are developed by the district and found on BEEP. The lessons are delivered throughout the day by the classroom teacher and reinforced by the special area teachers, support staff and administration.

How will instructional focus lessons be revised and monitored?

Teachers maintain a data binder and are consistently monitoring student progress and adjusting curriculum to meet student needs. The Leadership Team meets monthly to review student data and evaluate current programs. Core curriculum committees meet monthly to review school data and determine if the action steps on the School Improvement Plan are meeting students' needs.

CHECK

Assessment

Describe the types of ongoing formative assessments to be used during the school year to measure student progress in core, supplemental, and intensive instruction/intervention.

- Benchmark Assessment I and II given in September and November
- FAIR given three times a year for progress monitoring of Kindergarten students
- Oral Reading Fluency given three times a year for progress monitoring of Level I and Level II students
- FCAT given in March
- SAT given in March
- Mini Benchmark Assessments given throughout the year

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

The data from these assessments are analyzed in a consistent manner and to better meet all students' needs. From the data, the student's areas of need are identified. In addition, a data binder is provided for all teachers and it is a living breathing document consistently monitored and revised by Administration and Team Leaders. Students' scores and performance levels are tracked and therefore used to modify instructional focus, as well as to increase student achievement.

Maintenance

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

The data from ongoing assessments will be used to determine the school's area of weakness. After analyzing student data, the school-wide instructional focus map is created based upon students' needs to target specific benchmarks correlated to the Sunshine State Standards. Teachers will give priority focus to those areas that show the greatest weakness.

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

Teachers meet with their grade level team once a week to review student assessment data. Grade level teams share different ideas on how to better meet the student's individual needs. Teachers also meet with administration on a monthly basis to review team level data and identify the required instructional modifications needed to increase student achievement. Minutes are taken at all meetings and submitted to the administration.

Monitoring

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

The Principal and Leadership Team meet with grade level teams on a monthly basis to review student data and ensure that teachers are meeting the needs of all students. The administration and Leadership Team work collaboratively with the teachers to adjust the instructional focus in all subject areas, so that teachers focus on their student's area of weakness. The Principal and Assistant Principal visit the teacher on a regular basis to monitor his/her progress. The Reading Coach and other support personnel model effective strategies on a regular basis.

ACT

Supplemental and Intensive Instruction/Interventions

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

State adopted materials are used daily in the classroom. These include: Treasures/Triumphs, Trophies Reading Series, Harcourt Math, Harcourt Science with Delta Science Kits, Harcourt Social Studies. Intervention programs are being used according to the Struggling Math and Reading Chart. These include: Quick Reads, Accelerated Reader, Super QAR, Phonics for Reading, Road to Code, CARS/STARS, Touch Math, Moving with Math, Calendar Math, First In Math, Odyssey, and FCAT Explorer.

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

The school utilizes interventions and tutorials both during and after school. The School provides Camp Pirate after-school tutoring programs to assist students. Students are also provided with additional assistance through skilled grouping outside of the classroom, in addition to classroom instruction.

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

- Teachers analyze student data to determine areas of weakness.
- Teachers analyze test data to determine the areas they can improve in.
- Administration analyzes classroom walkthrough data to determine areas needing improvement

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

Those students in the lowest 30%, students in any subgroup not meeting AYP criteria, students who have been previously retained, and students that are predicted not to be proficient on the FCAT, according to the Benchmark Assessment Test, will be targeted for supplemental and intensive instruction.

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

Teachers will utilize pre and post test data to determine if the intervention provided has been effective and adjust instruction accordingly.

Enrichment

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

In grade levels 2nd through 5th, a Gifted/high achievers class has been implemented according to district guidelines. Students are challenged through rigorous coursework such as: Junior Great Books, novels, project –based instruction, Science Fair requirements, and Glencoe Math Series.

Describe how students are identified for enrichment strategies.

In grade levels 2nd through 5th, a Gifted/high achievers class has been implemented according to district guidelines. Students are challenged through rigorous coursework such as: Junior Great Books, novels, project –based instruction, Science Fair requirements, and Glencoe Math Series.

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)
5th Grade Team Leader, 5th Grade teacher	Amadis Esquivel Christine Andreu Administrator: Marc Charpentier	Once a month	The last Wednesday of every month	How to technology to increase student achievement
ESE Teacher, 2nd grade teacher	Nicole Dawson/Dayami Payero Administrator: Marc Charpentier	Once a month	The last Wednesday of every month	Understanding Barriers in Reading and how to meet student needs
4th Grade teachers	Karen VanDerEems Administrator: Marc Charpentier	Once a month	The last Wednesday if every month	Analyzing writing data to identify intervention students

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

We assist preschool children in transition from early childhood programs to our school in many ways. Students that are scheduled to attend Kindergarten at Pembroke Pines Elementary are invited to a Kindergarten Round up before school starts. Here the parents and students get to meet the teachers and see the classroom. Parents are also encouraged to bring their child to the Kindergarten Test Day, where the Kindergarten teachers administer a small academic test to better meet their

individual needs. Once the school year has begun, the parents are invited to an Academic Fair that provides parents with different strategies to help their students at home.

Postsecondary Transition

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

Not Applicable

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, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 3-5, 80% of students met high standards in reading on the 2009 FCAT Reading test.		In grades 3-5, 85% of students will meet high standards in reading on the 2010 FCAT Reading test		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Teachers will utilize higher order thinking questions in their lessons	Administration	Administration will review teacher lesson plans and observe questioning through Classroom Walkthroughs.	Classroom Walkthrough data and lesson plans
2	Teachers will utilize the instructional focus calendar to target specific FCAT benchmarks correlated to the Sunshine State	Administration Reading Coach	Administration will monitor the implementation of the instructional focus calendar through Classroom Walkthroughs.	Classroom Walkthrough data
3	Teachers implement supplemental reading programs such as Book It, Reading in the Hallways, Accelerated Reader, and Reading Across Broward.	Administration Reading Coach Teachers	Administration, Teachers, and Reading Coach will maintain data on student reading progress and participation of students in these programs.	Reading Scores Participation data of programs
4	Teachers will have monthly data chats with students and administration to discuss student achievement	Administration	Administration will review assessment data to determine if students are meeting expectations.	Data Chats Data Binders

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 3-5, 75% of students made learning gains on the 2009 administration of the FCAT Reading Test.		In grades 3-5, 80% of students will make learning gains on the 2010 administration of the FCAT.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Teachers will progress monitor their students utilizing test data, such as the BAT I and BATII, mini benchmark assessments, and the Oral Reading Fluency, and adjust curriculum accordingly.	Administration Reading Coach	Review teacher data binders to ensure that teachers are assessing students and adjusting curriculum to meet their needs.	Teacher Data Binder
2	Struggling students will be provide with 'Reading "pull-out" groups to meet student needs.	Administration Reading Coach Support Staff Specials Teachers	Teachers will compare pre and post test date to determine if students have shown improvement.	BAT I and BAT II results
3	Teachers will implement a variety of reading strategies (graphic organizers, story retelling, small group instruction, etc.) to assist diverse	Administration Reading Coach Teachers	Administration, Teacher, and Reading Coach will monitor student progress in reading to determine effectiveness of strategies implemented and adjust	Reading test scores

learners		accordingly	
----------	--	-------------	--

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 3-5, 56% of ELL students scored at or above grade level in the 2009 administration.		In grades 3-5, 72% of ELL students scored at or above grade level in the 2010 administration of the FCAT in Reading.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	ELL students will receive enrichment through participation in additional small reading groups to improve reading skills.	Administration ESOL Coordinator Teachers	ELL students will be progress monitored on a weekly basis.	Classroom work data Test scores
2	Teachers will implement ESOL accommodation and modifications to better meet the need of the ELL student.	Administration ESOL Coordinator Teachers	Administration, Teacher, and ESOL Coordinator will monitor student progress in reading to determine effectiveness of accommodation and modifications implemented and adjust accordingly	Classroom work data Test scores
3	Teachers will assign a peer buddy to ELL students to assist with reading skills.	Teacher	Teacher will monitor partnership and its effectiveness.	Classroom work data Test scores
4	ELL students will be placed in classes with teachers who are ESOL endorsed and highly qualified.	Administration	Administration will have data chats to discuss progress of ELL students.	Classroom work data Test scores

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
In grades 3-5, 85% of students will meet high standards in reading on the 2010 FCAT Reading test.	Reading Test Spec Review	Reading Coach	October 2009	Classroom Visits Lesson Plan review	Administration
In grades 3-5, 80% of students will make learning gains on the 2010 administration of the FCAT.	Curriculum Maps and the Instructional Focus Calendar	Curriculum Maps and the Instructional Focus Calendar	August 2009	Classroom Visits	Administration

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

Not Applicable

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Diagnostic Assessment of Reading (DAR)	General	\$1,124.20
		Total: \$1,124.20
Technology		
Description of Resources	Funding Source	Available Amount
Accelerated Reader	General	\$1,606.50
		Total: \$1,606.50
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

Mathematics Goal

Needs Assessment: Based on School Grade and Adequate Yearly Progress Data:

Did the total percent proficient increase or decrease? What is the percent change?

What clusters/strands, by grade level, showed decrease in proficiency?

Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?

Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?

Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 3-5, 80 % of students met high standards in Math on the 2009 FCAT Math test.		In grades 3-5, 85%% of students will meet high standards in reading on the 2010 FCAT Math test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Teachers will analyze test data and develop an action plan to meet the needs of all students.	Administration	Administration will review teacher data binder and monitor action plan through Classroom walkthroughs.	Data Binder Classroom Walkthroughs
2	Students will utilize the First in Math program to enhance mathematical instruction.	Reading Coach	Reading Coach will monitor class First in Math reports and provide incentives for students.	First in Math Report
3	Students will provide written or oral explanations to answers of math problems.	Teachers	Teachers will determine if written or oral explanations to math problems show student understands how to determine answer.	Written and Oral explanations to Math problems.
4	Teachers will utilize the instructional focus calendar to target specific FCAT benchmarks correlated to the Sunshine State	Administration Math Contact	Administration will monitor the implementation of the Instructional Focus calendar through Classroom Walkthroughs.	Classroom Walkthroughs

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 3-5, 65% of students made learning gains on the 2009 administration of the Math FCAT.		In grades 3-5, 70% of students will make learning gains on the 2010 administration of the Math FCAT.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Teachers will utilize the new Sunshine State Standards in their daily lessons.	Administration Math Contact	Administration and Math Contact will visit classroom to ensure that the new Sunshine State standards are being implemented.	Classroom Visits Lesson Plans
2	Teachers will utilize district mini benchmark assessments to monitor student progress and meet individual student's needs.	Administration	Administration will review teacher data to determine if student needs are being met	Mini Benchmark Assessment data
3	3.Teaches will utilize the Key 3 Diagnostic Assessment to determine and address areas of weakness.	Administration Reading Coach	Administration and teachers will review results from the Key 3 assessment.	Key 3 Diagnostic Assessment results

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
In grades 3-5, 85% of students will meet high standards in reading on the 2010 FCAT Math test.	Math Standards	Math Contact	Aug-Sept 2009	Classroom Visits	Administration Math Contact
In grades 3-5, 70% of students will make learning gains on the 2010 administration of the Math FCAT	Curriculum Maps and Instructional Focus Calendars	Assistant Principal Reading Coach	Aug 2009	Classroom Visits	Administration

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Key 3 Math Diagnostic Assessment	General	\$1,783.00
		Total: \$1,783.00
Technology		
Description of Resources	Funding Source	Available Amount
First in Math	Accountability Funds	\$2,499.00
		Total: \$2,499.00
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: \$4,282.00

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, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on 2009 FCAT data, 42% of 5th grade students met high standards in Science.		Based on 2010 FCAT data, 47% of 5th grade students will meet high standards in Science.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Teachers will utilize hands on experiments to enhance instruction.	Administration	Administration will visit classrooms during designated science blocks.	Classroom visits data
2	Science Journals will be used to record data, observations, and scientific vocabulary in order to increase comprehension.	Administration	Teachers will review student journals on a weekly basis. Administration will consistently review student journals.	Improvement on Science BAT
3	Teachers will analyze data and develop an action plan to meet the individual needs of their students.	Administration	Teachers and administration will review the results of the Science mini benchmark assessment and determine areas of weakness.	Science mini benchmark assessments
4	Teachers will utilize the instructional focus calendar and BEEP to target specific	Administration	Administration will monitor the implementation of the instructional focus	Classroom walkthrough

FCAT benchmarks correlated to the Sunshine State	calendars through classroom walkthroughs.
--	---

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Based on 2010 FCAT data, % of students will meet high standards in Science	Science Strands	District Science Trainer	Nov 2009	Review of Science data	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
No Data	No Data	\$0.00
Total: \$0.00		
Final Total: \$0.00		

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, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on 2009 FCAT data, 89% of 4th grade students met high standards in Writing.		Based on 2010 FCAT data, 94% of 4th grade students will meet high standards in Writing.		
Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool	
1 Teachers will utilize the Districts writing plans on BEEP to guide Instruction.	Administration	Administration will ensure writing plans are being used through classroom visits.	Classroom visits data	
2 Students will be given monthly writing prompts in which feedback will be provided to help improve writing	Administration 4th grade team leader	Administration and 4th grade team will review student writing prompts.	Scored writing prompts with the FCAT Rubric	
3 The writing process will be integrated into all content areas.	Administration	Administration will utilize Classroom Walkthroughs and lesson plan reviews to ensures all teachers are integrating writing into all content areas.	Classroom Walkthrough data Lesson Plans	

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Based on 2010 FCAT data, 94% of students will meet high standards in Writing	Beep Writing Plans	Mr. Charpentier	Aug 2009	Teachers will submit writing samples to administration for review	Mr. Charpentier

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
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$0.00

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, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
According to SAC attendance records indicate that 5% of parents attended SAC meetings.		Increase parent participation at SAC meetings to 15%.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Notify parents of meetings using multiple methods	SAC Chairperson	SAC chairperson will notify parent of SAC meetings through, flyers, Parent link, and the school marquee.	SAC Attendance logs
2	Survey parents to determine what time will be beneficial for them to meet.	Administration SAC Chairperson	Collect feedback from parent surveys and adjust meeting time accordingly.	Parent Surveys

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
According to attendance logs, 4% of parents attended the MegaSkills parent training provided by the school.		Increase parent participation at MegaSkills training if available to 15%.		

	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Provide childcare for parents .	Administration MegaSkills Instructors	MegaSkills instruction will provide activities for students that participate in the workshop.	Child care attendance logs
2	Survey parents to determine what time will be beneficial for them to meet	Administration MegaSkills Instructors	Collect feedback from parent surveys and adjust meeting time accordingly.	Parent Surveys

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
According to attendance logs, 17% of parents attended the Academic Fair.		Increase parent participation at the Academic Fair to 25%.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Provide incentives for students who bring their parents to the fair.	Teachers	Teachers will provide students with incentive the following school day if their parent attended the Academic Fair.	Attendance logs
2	Survey parents to determine what the areas of need are in regards to their child's academics.	Administration Reading Coach	Collect feedback on what the parents would like to know are adjust Academic Fair accordingly.	Parent Surveys

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Increase parent participation at SAC meetings to 30%.	How to get parents involved	Administration	December 2009	Attendance Record	Administration

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
MegaSkills	Title I	\$195.50
		Total: \$195.50
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: \$195.50

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	Diagnostic Assessment of Reading (DAR)	General	\$1,124.20
Mathematics	Key 3 Math Diagnostic Assessment	General	\$1,783.00
Parental Involvement	MegaSkills	Title I	\$195.50
			Total: \$3,102.70
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Accelerated Reader	General	\$1,606.50
Mathematics	First in Math	Accountability Funds	\$2,499.00
			Total: \$4,105.50
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Total: \$0.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Total: \$0.00
			Final Total: \$7,208.20

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
First in Math	2499

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

- The School Advisory Council monitors the implementation of the School Improvement Plan.
- The School Advisory Council meets monthly to discuss school issues with all stakeholders.

SAC Members

Members

- 1) Marc Charpentier, Principal
- 2) Barbara Sibble, SAC Chair

- 3) Maggie Talbot, Teacher
- 4) Kelli Barrios, Teacher
- 5) Jario Ibarra, Business Member
- 6) Jaqueline Cummings, Parent
- 7) Angela Farquhar, Parent
- 8) Dilshad Ali, Parent
- 9) Keith Allen, Parent
- 10) Daisy Amor, Parent
- 11) Arquimedes Barrios, Parent
- 12) Linda Lopez, Parent
- 13) Michelle Quiles, Parent
- 14) Stacey Rivera, School Support Personnel

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2													Broward PEMBROKE PINES ELEMENTARY SCHOOL 1221																
Number of students enrolled in the grades tested: Click here to see Number of students in each group													Read: 317 Math: 317		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	2008	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N
TOTAL ⁴	100	Y	100	Y	75	Y	76	Y	94	94	Y				NA	31	25	NA	25	24	NA	78	78	NA	78	78	NA	74	NA
WHITE	100	Y	100	Y	80	Y	76	Y			NA				NA	27	20	NA	22	24	NA	76	NA	78	NA	78	NA		
BLACK	100	Y	100	Y	73	Y	74	Y			Y				NA	32	27	NA	29	26	NA	78	NA	75	NA	75	NA		
HISPANIC	100	Y	100	Y	74	Y	76	Y	93	89	N				NA	33	26	NA	23	24	NA	76	NA	69	NA	69	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	74	Y	73	Y			Y				NA	31	26	NA	24	27	NA	78	NA	70	NA	70	NA		
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	56	N	69	Y			NA				NA		44	NA		31	NA	67	Y	63	NA	63	NA		
STUDENTS WITH DISABILITIES	100	Y	100	Y		NA		NA			NA				NA			NA			NA								

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2													Broward PEMBROKE PINES ELEMENTARY SCHOOL 1221																
Number of students enrolled in the grades tested: Click here to see Number of students in each group													Read: 378 Math: 378		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	Y/N	2008	Y/N
TOTAL ⁴	100	Y	100	Y	69	Y	75	Y	93	94	Y				NA	31	31	NA	25	25	NA	69	NA	69	NA	69	NA		
WHITE	100	Y	100	Y	73	Y	78	Y			NA				NA	25	27	NA	22	22	NA	74	NA	72	NA	72	NA		
BLACK	100	Y	99	Y	68	Y	71	Y	92		Y				NA	33	32	NA	29	29	NA	63	NA	69	NA	69	NA		
HISPANIC	100	Y	100	Y	67	Y	77	Y	91	93	Y				NA	34	33	NA	25	23	NA	68	NA	67	NA	67	NA		
ASIAN			NA	NA		NA		NA			NA				NA			NA			NA								
AMERICAN INDIAN			NA	NA		NA		NA			NA				NA			NA			NA								
ECONOMICALLY DISADVANTAGED	100	Y	99	Y	69	Y	76	Y	92		Y				NA	35	31	NA	28	24	NA	68	NA	67	NA	67	NA		
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y		NA		NA			NA				NA			NA			NA								
STUDENTS WITH DISABILITIES	99	Y	99	Y		NA		NA			NA				NA			NA			NA								

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2													Broward PEMBROKE PINES ELEMENTARY SCHOOL 1221																
Number of students enrolled in the grades tested: Click here to see Number of students in each group													Read: 371 Math: 371		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	2006	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N
TOTAL ⁴	100	Y	100	Y	69	Y	75	Y	84	93	Y				NA	37	34	NA	32	25	NA	65	NA	71	NA	71	NA		
WHITE	100	Y	100	Y	75	Y	78	Y	78		NA				NA	24	25	NA	25	22	NA	73	NA	72	NA	72	NA		
BLACK	100	Y	100	Y	67	Y	71	Y	83	92	Y				NA	42	34	NA	33	29	NA	65	NA	69	NA	69	NA		
HISPANIC	100	Y	100	Y	66	Y	75	Y	90	91	Y				NA	45	41	NA	37	25	NA	60	NA	73	NA	73	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	65	Y	72	Y	85	92	Y				NA	45	38	NA	37	28	NA	63	NA	69	NA	69	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 PEMBROKE PINES ELEMENTARY SCHOOL 2008-2009					
	Reading	Math	Writing	Science	Grade Points Earned
% Meeting High Standards (FCAT Level 3 and Above)	80%	80%	89%	42%	291
% of Students Making Learning Gains	75%	65%			140
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.					
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?	70% (YES)	68% (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					569	
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 PEMBROKE PINES ELEMENTARY SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	75%	82%	82%	35%	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	61%	69%			130	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?	59% (YES)	74% (YES)			133	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					537	
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 PEMBROKE PINES ELEMENTARY SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	75%	80%	84%	47%	286	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	59%	63%			122	3 ways to make gains: <ul style="list-style-type: none"> ● 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?	54% (YES)	76% (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					538	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested