

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: NOVA DWIGHT D. EISENHOWER ELEM

District Name: Broward

Principal: Ms. Carol Lesser

SAC Chair: Ms. Dunn, Mr. Moore

Superintendent: Mr. Notter

Date of School Board Approval:

Last Modified on: 09-11-2009

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

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VISION and MISSION STATEMENTS

Nova Eisenhower's vision is to ensure that all students will be reading on grade level by 2014.

Nova Eisenhower's mission is to provide differentiated reading, math, science, writing and social studies instruction so that all students will be proficient, independent life-long learners.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

Brief History and Background of the School

Nova Eisenhower Elementary population represents the diversity within Broward County. The school is not a neighborhood school, rather students are placed in the school through a lottery system. Nova Eisenhower Elementary as part of the Nova schools was founded in 1960 and was known for a progressive curriculum and experimental teaching methods. Throughout the years, Nova Eisenhower Elementary has maintained a reputation for innovation through technology incorporation, partnerships with local universities, learning communities, teacher trainings and differentiating instruction to meet the ever-changing and diverse needs of the students.

Unique School Strengths for Next Year

Unique School Strengths for Next Year

Nova Eisenhower Elementary uses project based learning to enhance learning. Nova Eisenhower Elementary teachers incorporate technology into the curriculum and produce a digital product. Nova Eisenhower Elementary will continue to work for their 7th year as a Five Star School.

Unique School Weaknesses for Next Year

Unique School Weaknesses for Next Year

Budget restraints have lessened our staff members who have been trained to work with select students.

Student Demographics

Student Demographics

775 students...29% White, 43% Black, 19% Hispanic, 4% Asian, 5% MR
46% Economically disadvantaged, Students with disabilities 12.1%, ELL 9.5%

Student Attendance Rates

Student Attendance Rates

96%

Student Mobility

Student Mobility

4%

Student Suspension Rates

Student Suspension Rates
1%

Student Retention Rates

Student Retention Rates
1.5%

Class Size

Class Size
K-3=18, 4-5 =22 This is a school wide average

Academic Performance of Feeder Pattern

Academic Performance of Feeder Pattern
All Nova schools have received an "A" . Both elementary schools have achieved AYP. The middle and high school have not made AYP.

Partnerships and Grants

Partnerships and Grants-Nova Eisenhower Elementary has over ten active partners who assist with academic achievement through monetary resources and various family evening activities.

Teachers have received various grants, citibank, TDIF, Mobile/Exxon. Grants were used to enhance curriculum and/or target a specific group of children with academic concerns and/or enrichment.

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	Carol Lesser	BA:Elementary/Primary Education: Pennsylvania State University MA: Reading Nova Southeastern Ed. Leadership: Nova Southeastern	4	11	Principal of Nova Eisenhower for the 2008-2009 school year. Grade: A Reading Mastery:86% Math Mastery:87% Writing Mastery: 96% 3.5+ Science Mastery: 66% AYP Status: All subgroups achieved AYP 2007-2008 Data Grade A Reading Mastery: 86% Math Mastery: 87% Writing Mastery: 99% 3.5+ Science Mastery: 60% APY Status: All subgroups achieved AYP 2006-2007 Data Grade A Reading Mastery: 85% Math Mastery: 88% Writing Mastery: 93% 3.5+ Science Mastery: 56% APY Status: All subgroups achieved AYP 2005-2006 Data Grade A Reading Mastery: 85% Math Mastery: 85% Writing Mastery: 96% 3.5+ Science Mastery: 49% APY Status: All subgroups achieved AYP
		BA: Computer Science Northwestern State, LA.			Principal of Nova Eisenhower for the 2008-2009 school year. Grade: A Reading Mastery:86% Math Mastery:87% Writing Mastery: 96% 3.5+ Science Mastery: 66% AYP Status: All subgroups achieved AYP 2007-2008 Data Grade A Reading Mastery: 86% Math Mastery: 87% Writing Mastery: 99% 3.5+

Assis Principal	DeShon L. Jenkins	MA: Elementary Ed. Nova Southeastern Ed. Leadership: Nova Southeastern	4	8	Science Mastery: 60% APY Status: All subgroups achieved AYP 2006-2007 Data Grade A Reading Mastery: 85% Math Mastery: 88% Writing Mastery: 93% 3.5+ Science Mastery: 56% APY Status: All subgroups achieved AYP 2005-2006 Data Grade A Reading Mastery: 85% Math Mastery: 85% Writing Mastery: 96% 3.5+ Science Mastery: 49% APY Status: All subgroups achieved AYP
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* 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	Cassandra Pearl-Joseph	BA-Exceptional Student Education ESOL Reading Certification	2	1	2008-2009 "A"

* 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. Nova Eisenhower Elementary is a training facility for student interns. Therefore, many of the interns are recruited to be teachers at the school. Each new teacher is given a New Educator Support System coach and support through learning communities and grade level team meetings.	NESS Facilitator Principal	On-going	

Non-Highly Qualified Instructors

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

Staff Demographics

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed
51	1	37	41	0.06	34	100	0.04	18	93

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Suzanne Balmori	Kristine Caro	First year teacher. Both teachers are "special" teachers, changing classes every 30 minutes.	Meet weekly to discuss concerns, policies and procedures of the school and the district.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

Title I, Part A-Monies from Title 1 will be used for part time math instructional teacher and materials and supplies. Parental activities are planned that will assist parents in helping their child improve his/her academic performance.

Title I, Part C- Migrant

Title I, Part C- Migrant
n/a

Title I, Part D

Title I, Part D
n/a

Title II

Title II
Title II money is used for to help pay for a staff member who works with small groups of students and supplements the curriculum.

Title III

Title III
n/a

Title X- Homeless

Title X- Homeless
n/a

Supplemental Academic Instruction (SAI)

Supplemental Academic Instruction (SAI)
Money is used to fund a teacher to create a small learning environment.

Violence Prevention Programs

Violence Prevention Programs
n/a

Nutrition Programs

Nutrition Programs
n/a

Housing Programs

Housing Programs
n/a

Head Start

Head Start
n/a

Adult Education

Adult Education
n/a

Career and Technical Education

Career and Technical Education
n/a

Job Training

Job Training
n/a

Other

n/a

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

Identify the school-based RtI Leadership Team: Carol Lesser- Principal, DeShon Jenkins- Assistant Principal, Dee Howard- Guidance Counselor, Mindy Encalada- ESE Specialist, Cassandra Pearl-Joseph, Reading Specialist. These staff members are part of the Collaborative Problem Solving team and meet weekly.

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

Weekly meeting to discuss students with academic concerns and/or behavior concerns. Strategies are recorded by the committee and implemented by the teacher. Progress or lack of progress is recorded by the teacher. Depending on the length of the intervention, the teacher meets with the RTI team. Discussion continues as to the progress made or lack of progress. Interventions are continued or redefined.

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

Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan. Data is analyzed to determine the areas of strengths and weaknesses. Strategies are developed to address identified areas of weakness or concern. Specific staff development is planned. The team contributed to the planning of the SIP.

RtI Implementation

Describe the data management system used to summarize tiered data.

Describe the data management system used to summarize tiered data.

Baseline Data: Data is derived from Benchmark Assessments, FCAT scores, Accelerated Reader, Successmaker, Mini Assessments, Progress Monitoring and Reporting Network (PMRN) and FCAT.

Progress Monitoring: PMRN, Mini Assessments, Computer Generated Programs (CCC, IXL)

Midyear: DAR

End of Year: FCAT

RtI team meets with individual teachers based on above data to formulate an academic plan. Each strategy in each tier is given a specific amount of time to initiate prior to meeting again.

Describe the plan to train staff on RtI.

Describe the plan to train staff on RtI. Staff will be trained on RtI philosophy and implementation during preplanning days by the ESE specialist and the guidance counselor. Updates on RtI will be conducted at grade level meetings and during the teacher workdays. Trainings will include all subject area strategies along with ESE and ESOL strategies. Training will be provided by school staff: ESE specialist, Reading Specialist, Math Resource teacher, and Guidance Counselor.

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?

3rd grade-Areas of strengths include 81% meeting proficiency in reading and 82% meeting proficiency in math . The area of weakness includes a three-year downward trend in math by 4 percentage points and in reading by three percentage points. Areas of weakness in math are number sense and measurement and main idea in reading.

4th grade-96% maintained a 3.5 or above which is higher by 1 percentage point.

4th grade- Areas of strengths include 83% meeting proficiency in reading and 86% meeting proficiency in math.

The area of weakness includes a downward trend in reading by 3 percentage points and a 1 percentage point in math. Areas of weakness in math are numbers sense and main idea and comparisons in reading.

5th grade-61% meeting proficiency in science as compared to 55% previously.

The areas of strength include 76% meeting proficiency in math which is 2 percentage points above previous scores and 78% meeting proficiency in reading.

The area of weakness in reading includes a 1 percentage point drop from the previous year.

The areas of weakness include main idea and comparisons in reading and extended response in math.

Instructional Calendar Development

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

Nova Eisenhower Elementary will use the district-made instructional focus calendar as a guide and make necessary revisions

to meet the needs of our students in the core subject areas based on proficiency scores from the previous year. Grade levels will meet weekly to address the implementation process and amount of time on each benchmark. Teachers will post the instructional focus for core subjects on the board and in lesson plan book. Administration will monitor during walkthroughs, district made assessment tests and monthly meetings with teachers . Instructional focus calendars will be updated in October, 2009 as determined by disaggregated data results from September BAT, and again in January based on disaggregated data results from BAT. Assistance will be provided to teachers who are struggling to implement the instructional focus calendar by the reading specialist.

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

Based on current need, priority will be given school wide to main idea, comparisons and vocabulary in reading.
Based on current need, priority will be given school wide to number sense in math. Additionally, 5th grade students will focus on extended response in math.
Based on current need, priority will be given to staying on topic in writing for the ESE children and the lowest quartile.
Based on current need, priority will be given to "The Nature of Science" strand within all of the benchmarks. Additionally, graphics in all benchmarks will be given priority.

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

Instruction is based on data retrieved from district tests, end of book tests and teacher made tests. Teachers form small reading/math/writing/science groups based on the results of the tests. Assessments are given after each benchmark is taught. Data is immediately analyzed and student needs are reviewed.

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

Both science and social studies are incorporated while teaching reading. Additionally the integration of technology through project based learning allows student to make connections between the subjects and the relevance of real life learning.

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?

Based on data, students are given the opportunity to be placed in advanced, gifted and remedial class settings thereby allowing for the course of study to be personally meaningful.

DO

Direct the Instructional Focus

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

Teachers from each grade level meet during summer to align all core subjects. Grade levels then meet to incorporate the discussions on instruction across grade levels throughout the year.

How are instructional focus lessons developed and delivered?

District wide instructional focus calendars are used as a guide to create a school wide instructional focus calendar. Teachers in each grade level meet as a team to review data and prioritize needs in creating the instructional focus calendar, delivery and assessment.

How will instructional focus lessons be revised and monitored?

Revision takes place after informal and formal teachers' assessments of each benchmark. Administration will meet with grade levels to discuss current data and the need to revise lessons based on data.

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.

District made Benchmark Assessment Tests, Mini Assessments, teacher made evaluations, FAIR, Fluency screenings,

Accelerated reader and computer generated math programs, IXL and CCC.

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

Data is pulled from select assessments on a monthly basis, analyzed to the previous months scores to determine mastery or non-mastery of concepts. Mastery is achieved when a score of 75% or greater is scored in assessments.

Maintenance

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

Assessment is regular component of our instructional calendar for each content area. Teachers must assess prior to going to a new benchmark. Small group instruction will take place so that differentiated needs will be met. Regular benchmark reviews are built into core areas.

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.

Grade level teams meet with Administration monthly to discuss current data and any instructional modifications that are needed to increase student achievement. Administration maintains log of all students, needs discussed and modifications made.

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 and the Leadership team will meet on a monthly basis with the teachers to analyze data, interprets data, and communicates strategies needed to enhance the learning process. Each teacher will maintain a data binder for monitoring purpose. Reading specialist and math resource teacher offers assistance where needed. Principal and Assistant Principal utilize the classroom walk through to gauge rigor and relevance of quality instructional strategies.

ACT

Supplemental and Intensive Instruction/Interventions

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

Core instruction is determined by Sunshine State Standards using district approved math, reading, and science series. Supplemental instruction is offered using additional resources such as trade books, chapter books, and technology. Intensive instruction and interventions are provided by ancillary materials used by support staff and/or teacher as noted on the struggling reader and struggling math chart.

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

Administration and Leadership team train support staff to work with select students to re-teach using small group, double dose and/or individual one-on-one tutorials. Students are grouped depending on deficient areas in reading and/or math based on current data.

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

Administration implements a needs assessment based on staff needs, students' needs, and school wide initiatives.

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

Level 1 and 2 students will be targeted for supplemental and instructional interventions. For level 3 students, small group instruction is provided to help maintain and increase academic momentum.

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

Mini assessments are used to determine the effectiveness of the interventions after the instruction.

Enrichment

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

Gifted classes focus on project based learning. The integration of technology in regular education classes also facilitates enrichment in the core subjects.

Describe how students are identified for enrichment strategies.

Students are identified for enrichment strategies using results of monthly data. Students who have mastered the benchmarks will be given supplemental, enrichment activities through technology.

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)
Each grade level will meet to maintain and improve instructional focus	Grade Chair	weekly	Thursday	Based on data, primary focus will be to analyze IF, mini assessments, tutorials, enrichment to determine effectiveness
Learning community based on teacher/class need: *centers, technology, small group instruction, math Big Ideas, Project Based Learning,	Teacher	Monthly	Grade chair Day	Based on teacher need and student data, each teacher will target an area of improvement. Effectiveness will be determined at the end of the year through teacher data and need's assessment

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

Kindergarten "Round-Up": invitation to upcoming Kindergarten parents to tour the school, meet the administration, made aware of policies and protocol of the school and county.

Preliminary screening for all incoming Kindergarten students.

State mandated Kindergarten screening using FAIR.

"Meet and Greet" assists students and parents by officially meeting child's teacher prior to the official start of school.

Postsecondary Transition

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

n/a

PART II: EXPECTED IMPROVEMENTS

Reading Goal

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

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

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

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

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

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

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
<p>Improve the performance of the economically disadvantaged students in reading, particularly in main idea, comparisons and vocabulary</p> <p>In grades 3-5, 70% of Economically Disadvantaged students scored at or above level on the 2009 FCAT reading.</p>		<p>By 2010, third through fifth grade economically disadvantaged students scoring at or above level will increase by 10%</p>		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Determine core instructional needs by reviewing DAR. Plan differentiated instruction using interventions during 90 minute reading block. Identify supplemental staff for push-in tutorial or one-on-one tutorial.	1. Reading Specialist, Principal	1. Assessments, Monthly Grade Level Meetings, Weekly Leadership team meetings, updated Principal Data Review chart	1. Mini Assessments, BAT, end of book tests
2	2. Develop an Instructional Focus Calendar highlighting targeted and/or supplemental intervention for students not responding to core instruction	2. Grade Level Chairs, Principal	2. Monthly Grade Level discussions	2. Classroom walkthrough log to determine small group instruction for select economically disadvantaged students
3	3. Reading instruction will be incorporated into all core subjects and during afternoon STAR time. Main idea, comparisons and vocabulary will be highlighted.	3. Principal, Assistant Principal	3. Monthly Grade Level discussions	3. Classroom walkthrough during all core subjects determining reading skills being taught

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
By 2010, third through fifth grade economically disadvantaged students scoring level 3+ will increase by 10%	Reading training in the areas of: *Reading Centers *Small Group instruction	Reading Specialist	August, 2009	Classroom walkthroughs, monthly grade level meetings	Reading Specialist, Principal, Assistant Principal
By 2010, third through fifth grade economically disadvantaged students scoring level 3+ will increase by 10%	Training in the supplemental programs such as: *Great Leaps *Soar to Success *Quick Reads	Reading Specialist	September, 2009	Classroom walkthroughs	Reading Specialist

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

n/a

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Struggling Reading Chart materials	n/a	\$0.00
Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
Document cameras, projectors, laptops, Accelerated Reader	accountability	\$3,800.00
Total: \$3,800.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
Struggling Reading Chart materials	n/a	\$0.00
Total: \$0.00		
Other		
Description of Resources	Funding Source	Available Amount
Materials and supplies for workshop handouts; stipend to workshop consultants	Title 1 funds	\$500.00
Stipend for Saturday teaching	Accountability	\$1,000.00
Total: \$1,500.00		
Final Total: \$5,300.00		

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, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Improve the performance of the economically disadvantaged students in math particularly in the area of number sense In grades 3-5, 69% of Economically Disadvantaged students scored at or above level on the 2009 FCAT math.		By 2010, third through fifth grade economically disadvantaged students scoring at or above level will increase by 10%		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Increase the use of manipulatives and hands-on activities to reinforce number sense	1. Principal, Assistant Principal	1. Assessments, Monthly Grade Level Meetings, Weekly Leadership team meetings, updated Principal Data Review chart	1. Classroom walkthrough log to assess manipulative usage
2	2. Develop an Instructional Focus Calendar highlighting targeted and/or supplemental intervention for students not responding to core instruction	2. Grade Level Chairs, Principal	2. Monthly Grade Level discussions	2. Classroom walkthrough log to determine small group instruction for select economically disadvantaged students
3	3. Determine instructional needs by reviewing	3. Math resource teacher, Principal	3. Assessments, Monthly Grade Level	3. Mini Assessments, BAT, end of book tests

beginning of the year assessments. Plan differentiated instruction using interventions during 60 minute math block. Identify supplemental staff for push-in tutorial or one-on-one tutorial.	Meetings, Weekly Leadership team meetings, updated Principal Data Review chart
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Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Improve the overall performance of third graders. In third grade, 18 students scored at a level 2 or below.		By 2010, the number of third grade students scoring at a level 2 or below will decrease by 5.		
Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool	
1	1. Plan differentiated instruction based on data.	2. Math resource teacher, Principal	2. Monthly assessments, Monthly grade level meetings, updated Principal Data Review	2. Mini Assessments, BAT, teacher made assessments
2	2. Identify supplemental staff for tutorial help in specific areas	2. Math resource teacher, Principal	2. Monthly assessments, Monthly grade level meetings, updated Principal Data Review	2. Mini Assessments, BAT, teacher made assessments

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Improve the overall score in the extended response section for fifth graders focusing on the level 1 and 2 students.		By 2010, the overall score in the extended response section for fifth grade students scoring at a level 1 and 2 will decrease by 10%		
Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool	
1	1. Plan daily extended response math openers to be used by all fifth grade math teachers.	1. Grade chairs, principal	1. Monthly assessments, Monthly grade level meetings, updated Principal Data Review	1. Teacher made assessments

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, 69% of Economically Disadvantaged students scored at or above level on the 2009 FCAT math. By 2010, the number of third grade students scoring at a level 2 or below will decrease by 5. By 2010, the number of fifth grade students scoring at a level 1 and 2 will decrease by 10%	Math training for effective use of: *Manipulatives *Hands-on activities	math resource	August, 2009	Classroom walkthroughs, monthly grade level meetings	Math Resource teacher, Principal, Assistant Principal

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Materials from Math Struggling district list	n/a	\$0.00
		\$0.00
Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
Document cameras, projectors, laptops, IXL math computer based program	Internal funds	\$0.00
		\$0.00
Total: \$0.00		
Professional Development		

Description of Resources	Funding Source	Available Amount
Math resource teacher	n/a	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
Stipend for Saturday teaching	Accountability	\$1,000.00
		Total: \$1,000.00
Final Total: \$1,000.00		

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 the 2009 FCAT science data, 28% of fifth graders scored at a level 2 or below in Science		By 2010, fifth grade students scoring at or below level 2 will decrease by 20% on the FCAT		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Follow the instructional focus calendar created by the science committee	1.Principal	1. Monthly Grade level meetings with the principal	1. Science Mini Assessments
2	2.Combine the teaching of reading and science using science related materials (highlighting Strand H) during 90 minute reading block. Identify supplemental staff for push-in tutorial or one-on-one tutorial.	2. Reading Specialist, Principal	2. Assessments, Monthly Grade Level Meetings, Weekly Leadership team meetings, updated Principal Data Review chart	1. Mini Assessments , end of book tests
3	3. Provide real-world science experiences and engaging activities.	3.Principal, science committee	3.Grade levels will review results of teacher created assignments	3. Science Mini Assessments, teacher made assessments

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
Based on the 2009 FCAT science data, 28% of fifth graders scored at a level 2 or below in Science	Aligning district science standards with Science Ideas Creating lessons in all strands	Science committee chair	June, 2009	Science committee will meet every other month	Science committee chair, principal

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Science kits, Delta readers, science magazines	n/a	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
Document cameras, projectors, laptops	n/a	\$0.00
		Total: \$0.00
Professional Development		

Description of Resources	Funding Source	Available Amount
n/a		\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
Materials and supplies for workshop handouts; stipend to workshop consultants	Title 1 funds	\$500.00
Stipend for Saturday teaching	Accountability	\$1,000.00
		Total: \$1,500.00
		Final Total: \$1,500.00

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	
In 2009 96% of 4th grade students scored 3.5 or higher on the FCAT writing test.			In 2010, 97% of 4th grade will score 3.5 or higher on FCAT Writing test	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1.Focus calendar highlighting dates to instruct Expository and Narrative prompts	1. Administration and teachers collaborate on calendar	1. Teacher observation and conferencing with students on daily practice of writing prompts.	1. Compare progress on Writing Data Checklist
2	2. Mid year- Assessment of writing prompts will result in small group instruction based on students' needs.	2.Classroom teachers	2. Teachers, Administrators and Reading Coach monitor and review results of Mid year Assessment	2. Progress between pre-test prompt and mid-year prompt using writing rubric
3	3.Small groups focusing on either remediation or enrichment (based on midyear assessment results) will be implemented	3. Teachers, Reading Coach, Administration	3.Bi-weekly monitoring of student progress with the writing process. Daily practice and weekly assessment in the form of writing prompts to determine growth and needs.	3. Progress between pre-test prompt, mid-year prompt and scored student writing samples from small group instruction.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
In 2010, 97% of 4th grade will score 3.5 or higher on FCAT	Grammar, Elaboration, structure, focus in writing though in-house collaborative meetings	district personnel	August, 2009-Ongoing	Sample monthly essays from grade levels.	Administration, leadership team

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
Stipends for teachers, Grade level materials	Accountability	\$1,000.00
Materials and supplies for workshop handouts; stipend to workshop consultants	Title 1 funds	\$500.00
		Total: \$1,500.00
		Final Total: \$1,500.00

End of *Science* Goal

Parent Involvement Goal

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

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Thirty percent of K-2 parents attend Partners in Learning based on quarterly recordkeeping during this evening event.		Increase K-2 parent participation in Partners in Learning by 10%		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1.Publicize event in students' home language	1. Principal, Partner in Learning Coordinator	1. Collect attendance logs	1.Maintain attendance logs
2	1.Publicize event using robo caller	1. Principal, Partner in Learning Coordinator	1. Collect attendance logs	1.Maintain attendance logs
3	1.Publicize event having students create an invitation offering dinner and prizes	1. Principal, Partner in Learning Coordinator	1. Collect attendance logs	1.Maintain attendance logs

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
Increase of parent participation in school functions	Effective two-way communication	Guidance counselor	August, 2009	Guidance counselor will monitor calls to the home that need to be made	Guidance Counselor

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
Materials and supplies for workshop handouts; stipend to workshop consultants	Title 1 funds	\$500.00
		Total: \$500.00
		Final Total: \$500.00

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	Struggling Reading Chart materials	n/a	\$0.00
Mathematics	Materials from Math Struggling district list	n/a	\$0.00
Mathematics			\$0.00
Science	Science kits, Delta readers, science magazines	n/a	\$0.00
			Total: \$0.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Document cameras, projectors, laptops, Accelerated Reader	accountability	\$3,800.00
Mathematics	Document cameras, projectors, laptops, IXL math computer based program	Internal funds	\$0.00
Science	Document cameras, projectors, laptops	n/a	\$0.00
			Total: \$3,800.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Struggling Reading Chart materials	n/a	\$0.00
Mathematics	Math resource teacher	n/a	\$0.00
Science	n/a		\$0.00
			Total: \$0.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Materials and supplies for workshop handouts; stipend to workshop consultants	Title 1 funds	\$500.00
Reading	Stipend for Saturday teaching	Accountability	\$1,000.00
Mathematics	Stipend for Saturday teaching	Accountability	\$1,000.00
Writing	Stipends for teachers, Grade level materials	Accountability	\$1,000.00
Writing	Materials and supplies for workshop handouts; stipend to workshop consultants	Title 1 funds	\$500.00
Science	Materials and supplies for workshop handouts; stipend to workshop consultants	Title 1 funds	\$500.00
Science	Stipend for Saturday teaching	Accountability	\$1,000.00
Parental Involvement	Materials and supplies for workshop handouts; stipend to workshop consultants	Title 1 funds	\$500.00
			Total: \$6,000.00
			Final Total: \$9,800.00

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	

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

- *ongoing training for SAC members in working as a team
- * examine the budget
- *review FCAT/SAT results, BAT results
- *discussions on updated partnership plan
- *discussions on additional school needs

SAC Members

Members

- 1) Carol Lesser, Principal
- 2) Shernette Dunn, SAC Chair
- 3) Mr. Moore, SAC Chair
- 4) Laura Slick, Teacher
- 5) Ms. Brown, Teacher
- 6) Ms. Howard, Teacher
- 7) Dawn Smith, Teacher
- 8) Annischa Reid-McKenzie, Teacher
- 9) DeeDee Fote, Business Member
- 10) Mrs. Kabir, Parent
- 11) Mrs. Lopez, Parent
- 12) Mrs. Akagabosu, Parent
- 13) Mrs. Walters, Parent
- 14) Leslie Schroeder, Community Member
- 15) Wendy Valle, Union Steward

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2													Broward NOVA DWIGHT D. EISENHOWER ELEM 1271																		
Number of students enrolled in the grades tested: Click here to see Number of students in each group													Read: 394 Math: 394		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	2008	2009	2008	2009	2008	2009	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	
TOTAL ⁴	100	Y	100	Y	81	Y	81	Y			Y				NA	21	19	NA	19	19	NA	NA	81	NA	NA	75	NA	NA	NA	NA	
WHITE	100	Y	100	Y	89	Y		Y			Y				NA	12	11	NA			NA	NA	82	NA	NA	85	NA	NA	NA	NA	
BLACK	100	Y	100	Y	73	Y	72	Y			Y				NA	24	27	NA	28	28	NA	NA	77	NA	NA	67	NA	NA	NA	NA	
HISPANIC	100	Y	100	Y	78	Y	74	Y			NA				NA	35	22	NA	27	26	NA	NA	80	NA	NA	76	NA	NA	NA	NA	
ASIAN		NA		NA		NA		NA			NA				NA						NA		NA								
AMERICAN INDIAN		NA		NA		NA		NA			NA				NA						NA		NA								
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	70	Y	69	Y			Y				NA	31	30	NA	29	31	NA	NA	73	NA	NA	67	NA	NA	NA	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								

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2													Broward NOVA DWIGHT D. EISENHOWER ELEM 1271																		
Number of students enrolled in the grades tested: Click here to see Number of students in each group													Read: 436 Math: 436		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	2007	2008	2007	2008	2007	2008	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	
TOTAL ⁴	100	Y	100	Y	79	Y	81	Y			Y				NA	21	21	NA	18	19	NA	NA	76	NA	NA	78	NA	NA	NA	NA	
WHITE	100	Y	100	Y	88	Y		Y			Y				NA	13	12	NA	7		NA	NA	76	NA	NA	88	NA	NA	NA	NA	
BLACK	100	Y	100	Y	76	Y	72	Y			Y				NA	27	24	NA	26	28	NA	NA	74	NA	NA	73	NA	NA	NA	NA	
HISPANIC	100	Y	100	Y	65	Y	73	Y			NA				NA	31	35	NA	24	27	NA	NA	70	NA	NA	71	NA	NA	NA	NA	
ASIAN		NA		NA		NA		NA			NA				NA						NA		NA								
AMERICAN INDIAN		NA		NA		NA		NA			NA				NA						NA		NA								
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	69	Y	71	Y			Y				NA	38	31	NA	31	29	NA	NA	72	NA	NA	71	NA	NA	NA	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								

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2													Broward NOVA DWIGHT D. EISENHOWER ELEM 1271																		
Number of students enrolled in the grades tested: Click here to see Number of students in each group													Read: 460 Math: 460		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	2006	2007	2006	2007	2006	2007	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	
TOTAL ⁴	100	Y	100	Y	79	Y	82	Y			Y				NA	19	17	NA	18	18	NA	NA	74	NA	NA	73	NA	NA	NA	NA	
WHITE	100	Y	100	Y	87	Y	93	Y			Y				NA	10	12	NA	8	7	NA	NA	81	NA	NA	78	NA	NA	NA	NA	
BLACK	100	Y	100	Y	73	Y	74	Y			Y				NA	22	22	NA	29	26	NA	NA	68	NA	NA	70	NA	NA	NA	NA	
HISPANIC	100	Y	99	Y	69	Y	76	Y			NA				NA	30	22	NA	16	24	NA	NA	70	NA	NA	67	NA	NA	NA	NA	
ASIAN		NA		NA		NA		NA			NA				NA						NA		NA								
AMERICAN INDIAN		NA		NA		NA		NA			NA				NA						NA		NA								
ECONOMICALLY DISADVANTAGED	100	Y	99	Y	62	Y	69	Y			Y				NA	30	31	NA	28	31	NA	NA	64	NA	NA	69	NA	NA	NA	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 NOVA DWIGHT D. EISENHOWER ELEM 2008-2009					
	Reading	Math	Writing	Science	Grade Points Earned
% Meeting High Standards (FCAT Level 3 and Above)	86%	87%	96%	66%	335
% of Students Making Learning Gains	72%	69%			141
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?	67% (YES)	64% (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					607	
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 NOVA DWIGHT D. EISENHOWER ELEM 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	86%	87%	99%	60%	332	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%	68%			138	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?	64% (YES)	57% (YES)			121	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					591	
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 NOVA DWIGHT D. EISENHOWER ELEM 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	85%	88%	93%	56%	322	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	73%	66%			139	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?	68% (YES)	65% (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					594	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested