

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: SHERIDAN PARK ELEMENTARY SCHOOL

District Name: Broward

Principal: Mrs. Maria Tracy

SAC Chair: Mr. Robert Ryan

Superintendent: Mr. James Notter

Date of School Board Approval: December 1, 2009

Last Modified on: 09-10-2009

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 mission of Sheridan Park Elementary School is to facilitate the development of lifetime learning habits in our students by providing a foundation of basic academic and social skills.

The Faculty and Staff are committed to providing a quality education to a diverse Multicultural student population, in a safe, positive, and challenging learning environment, so that they can become self-reliant, peaceful, problem-solving citizens in a global community.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

Sheridan Park Elementary School has served the families of Hollywood, Florida since it opened and welcomed its first student body in 1967. The school is located at 2310 N. 70th Terrace, in the City of Hollywood, Florida. The school was named after Sheridan Street, which borders the school on the North side of campus. Our school colors are burgundy for loyalty and white for truth. The panther became our mascot, as the school was built on land that was once part of the Everglades and home to many of these endangered panthers. The name of our mascot, "Sparky" was chosen through a school-wide contest. Our projected enrollment for the 2009-2010 school year is 680 students. Our current enrollment is 686 students. Sheridan Park Elementary is part of the Hollywood Hills Innovation Zone, which includes Hollywood Hills High School, Attucks Middle School, Driftwood Middle School, the Quest, Bethune Elementary, Davie Elementary, Driftwood Elementary, Sheridan Hills Elementary, Sheridan Park Elementary and Stirling Elementary.

Unique School Strengths for Next Year

100% of the SPE Faculty has met the highly qualified status requirements as defined by the No Child Left Behind Act of 2001.

SPE earned the Five Star School Award for the 2009-2010 school year.

Nationally Board Certified Teachers

A-Rated School in 2008-2009

Unique School Weaknesses for Next Year

Due to declining enrollment, Sheridan Park Elementary lost two instructional positions; one teacher through retirement and one teacher through surplus.

Student Demographics

(327) 48% Hispanic, (205) 30% White, non-Hispanic, (91) 13% Black, non-Hispanic, (34) 5% Multiracial, and (29) 4% Asian or Pacific Islander.

Sheridan Park Elementary is a Title I school.

(262) 47.72% of the student population is eligible for free lunch and (80) 14.57% of the student population is eligible for reduced.

108 students are enrolled in the ESE program. Approximately (3) 1 % of ESE students are enrolled in mainstream classes for 100% inclusion, (20) 3 % of ESE students are enrolled in a self-contained autistic cluster program. All ESE students receive

specialized instruction as needed. Students are provided with academic assistance through pullout services, support facilitation, and consult/collaboration with teachers.

The ELL/ESOL population numbered 15.5% of students in 2008-2009. All ELL's receive instruction in the English, Language Arts and content areas through the mainstream program with ESOL accommodations.

Student Attendance Rates

2007: 94.4
2008: 94.3
2009: 94.7

Student Mobility

2007: 19.9
2008: 18.7
2009: 16.7

Student Suspension Rates

2007: 1.2
2008: 3.1
2009: 3.2

Student Retention Rates

2007: 2.87
2008: 3.65
2009: 3.95

Class Size

2007: PK-3 Average: 17.22, 4-5 Average: 17.7
2008: PK-3 Average: 16.46, 4-5 Average: 17.21
2009: PK-3 Average: 17.09, 4-5 Average: 18.63

Academic Performance of Feeder Pattern

NA

Partnerships and Grants

McDonalds, Publix, Hinson Educational Supplies, Florida Marlins, Memorial Hospital, ASP, FELC, Nix Optical Center.

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	Mrs. Maria Tracy	M.A. in Educational Leadership, Certified in Educational Leadership (K-12), Elementary Education, Specific Learning Disabilities & ESOL endorsed	8	14	Sheridan Park Elem. 2008-2009 "A" Rated AYP-Yes Sheridan Park Elem. 2007-2008 "B" Rated AYP-No
Assis Principal	Dr. Shannon Michael Chacona	Ph.D. in Education Leadership, Certified K-12 in Educational Leadership, Guidance & Counseling, & ESOL endorsed	2	2	Sheridan Park Elem. 2008-2009 "A" Rated AYP-Yes Sheridan Park Elem. 2007-2008 "B" Rated AYP-No

* 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	Ms. Luann Comes	Certified Elementary Education, Gifted & ESOL endorsed, Reading endorsement submitted.	12	12	Sheridan Park Elem. 2008-2009 "A" Rated AYP - Yes Sheridan Park Elem. 2007-2008 "B" Rated AYP - No

* 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)
Regular meetings of new teachers with School Leadership Team.	School Leadership Team	Ongoing	
Partnering new teachers or teachers with less than three years experience with veteran teachers.	School Leadership Team	Ongoing	
Ness Program for new teacher orientation	Luann Comes	Ongoing	

Non-Highly Qualified Instructors

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

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
47	0	13	53	34	36	100	4	6	96

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Luann Comes	Heather Gonzalez	Nationally Board Certified Mentor	National Board Activities
Maria Tracy	Jo-Anne Misiewicz	Principal/Aspiring AP	Admin. Experience
Mary Jo Sattler	Robert Ryan	Former/New SAC Chair	SAC Protocol
Cindy O'Linn	Nationally Board Certified Candidate	Nationally Board Certified Mentor	National Board Activities

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

Title I funds are used to support student learning, parent and staff trainings. Activities are planned throughout the year that will assist parents in helping their child improve his/her academic performance. The District coordinates with Title I schools to ensure staff development needs are provided.

Title I, Part C- Migrant

NA

Title I, Part D

NA

Title II

NA

Title III

ESOL Services Grants are used to support the needs of our ELL students through the acquisition of instructional materials that meet their educational needs.

Title X- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

SAI funds are used to provide additional tutoring before and after school and for additional instructional support during the school day. Tutoring Programs offered after school by ASP and FELC Tutors. SES dollars are used to provide additional tutoring services to students who qualify.

Violence Prevention Programs

The school offers a non-violence and anti-drug program to students that includes field trips, community service, and counseling. Violence Prevention at SPE includes the GREAT program offered through the Hollywood Police Department, Silence Hurts, and the "Auntie Bullie" Programs.

Nutrition Programs

Healthy Kids, Commit to be Fit, Jump Rope for Heart are school initiative programs designed to educate students about healthy choices as well as develop good habits.

Housing Programs

NA

Head Start

Sheridan Park has one fully funded Head Start class run by one teacher and a paraprofessional. Services include: family outreach, home educator, wellness & nutrition, parent trainings.

Adult Education

NA

Career and Technical Education

NA

Job Training

NA

Other

NA

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

Response to Intervention (RtI) Leadership Team will consist of: Mrs. Maria Tracy, Principal; Dr. Shannon Michael Chacona, AP; Ms. Luann Comes, Reading Coach; Ms. Sharon Loos, Guidance Counselor; Ms. Monica Lopez, ESE Specialist; Mrs. Maria Medina, Kindergarten Team Leader; Miss Ashley Schrader, First Grade Team Leader; Ms. Colleen Scalese, Second Grade Team Leader; Miss Jill Pavlick, Third Grade Team Leader; Mrs. Arleen Llanes, Fourth Grade Team Leader; Mrs. Elizabeth Holste, Fifth Grade Team Leader; the SIP Committee Chairs; and Mr. Bob Ryan, SAC Chair.

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

Monitor the progress of every student at SPE by disaggregating test data (SSS, BAT, Q-BATS, Mini-BATS).
Identify the strengths & weaknesses in the 2009 data by grade level, subject area, and cluster/strands.
Develop, implement & monitor the Instructional Focus Calendar for Reading, Writing, Math & Science.
Identify priority Instructional Benchmarks based on need for each content area (Reading, Writing, Math, Science).
CWTs will be conducted followed by monthly Data Chats to discuss student progress and areas in need of improvement.

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

The School Leadership Team is comprised of members that are actively involved in the development, implementation, and monitoring of the SIP.
The Leadership Team will monitor reports from the SIP Committees targeting AYP Subgroups.
The School Leadership Team will monitor the progress of students requiring reading intervention quarterly. The SIP Committee Chairs will share assessment data (Mini-BATS, Oral Reading Fluency Probes, CCC Reports and Technology Reports) quarterly to the School Leadership Team.
The School Leadership Team will monitor and analyze core content areas through Mini-BATS, QBATS and the BAT data. The team will identify areas of weakness aligned to the benchmarks and assist in planning and aligning the IFC with the needs of the students.
The School Leadership Team conducts weekly walkthroughs to ensure the SIP is being implemented consistently throughout the grade levels. The data is used to develop suggestions for improvement and shared with staff.

RtI Implementation

Describe the data management system used to summarize tiered data.

The School RtI Leadership Team, in coordination with the SAC Committee, will monitor the progress of the students at SPE. During pre-planning, teachers analyze data (standardized test scores, math inventories, articulation cards) to determine student strengths and weaknesses in the areas of reading, math, science and writing. As a grade level, teams will identify strengths and weaknesses and align the IFC to meet differentiated needs.
Test data (SSS, BAT, QBats, Mini-BATS) will be disaggregated.
Areas for Improvement will be identified.
Areas of Improvement will be linked to SIP objectives.
Action steps will be defined to ensure the SIP objective is met.
Person responsible for monitoring the implementation of the action step will be identified.
Process to determine effectiveness of action step will be identified.
Assessment tool will be identified for evaluation of results.
SAC will receive quarterly updates from SIP Committee Chairs on AYP targeted areas. Objectives and Goals will be reviewed and modified based on student achievement results.
Accountability Funds will be allocated for staff development to target areas of need. Staff will be trained on how to differentiate instruction.
In order to establish baseline data, students are screened in reading, math, and writing. Results are analyzed and used to drive instruction.
Students are grouped according to need. The students practice the new concept and then a post-test is given to see if the students have learned the concept. Re-enforcement is also given by means of centers and homework assignments.
Individual tests are given by the classroom teacher in reading concepts, math concepts, science concepts and writing skills to access progress. Students are placed on a "PMP" when their tests scores are low or if they appear to be fragile in any area. Again, teaching, re-enforcements and re-testing is utilized to see how the students are learning the skills and to re-adjust teaching techniques.
For writing, the teachers give both a Narrative and Expository prompt on the first and second day of school to analyze their needs in writing. The teachers then focus on modeling to teach the students the correct way to write. They continue to give prompts throughout the year. They review the prompts by using the State's Rubrics. The students even get involved by reviewing their own writing and the writings of their fellow students.

Describe the plan to train staff on RtI.

Staff Development on RtI will begin during pre-planning week and continue throughout the 2009-2010 school year.
Professional Development will be provided during teachers' common planning time and small sessions will occur throughout the year. The RtI team will evaluate additional staff PD needs during the weekly RtI Leadership Team meetings.

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?

Reading Strength: Words/Phrases and Reference/Research.
Reading Weakness: Main Idea/Purpose and Comparisons.

Instructional Needs in Reading: To increase the reading achievement of ELL and SWD students in grades 3, 4, and 5.
60% of ELL students scored at or above grade level in Reading. Target is 65%.
42% of SWD students scored at or above grade level in Reading. Target is 65%.

Math Strength: Number Sense/Operations and Geometry & Spatial Sense.

Math Weakness: Measurement and Algebraic Thinking.

Measurement is an area of weakness in 3rd, 4th and 5th Grades.

Algebraic Thinking is an area of weakness in 5th Grade.

Instructional Needs in Math: To increase the Math achievement of SWDs in grades 3, 4, and 5.

55% of SWDs scored at or above grade level in Math. Target is 68%.

Science Strength: Life & Environmental Sciences and Scientific Thinking.

Science Weakness: Physical & Chemical Sciences and Earth & Space Sciences.

Instructional Needs in Science: To increase the Science achievement of ELL and SWDs in 5th grade.

12% of ELL students scored at or above grade level in Science.

22% of SWDs scored at or above grade level in Science.

Writing Strength: Combined and Narrative.

Writing Weakness: Expository.

Instructional Needs in Writing: To increase the Writing achievement of 4th grade students.

86% of 4th Grade students scored 3.5 or above in Writing compared to 90% for the District.

Instructional Calendar Development

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

Instructional Focus Calendars in reading, writing, mathematics, and science are introduced, discussed, and aligned during Leadership Week in June and again during preplanning week in August. The School RtI Leadership Team meets for one week in June to review and disaggregate student achievement data, incorporate IFCs, and align instructional practices and curriculum to the District's pacing charts and the Next Generation Sunshine State Standards. Conduct Best Practice Sharing at Grade Level Meetings and Faculty Meetings throughout the year.

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

Reading:

Main Idea & Purpose: 61% - Mean Points Earned for 4th Grade.

LA.A.2.2.1: Multiple Choice/Short & Extended Response for 4th Grade.

LA.A.2.2.2: Multiple Choice/Short Response for 4th Grade.

LA.E.1.2.2: Multiple Choice/Short Response for 4th Grade.

Comparisons: 59% - Mean Points Earned

LA.A.2.2.7: Multiple Choice/Short Response for 4th Grade.

LA.E.1.2.3: Multiple Choice/Short & Extended Response for 4th Grade.

LA.E.2.2.1: Multiple Choice/Short Response for 4th Grade.

Math:

Measurement: 63% - Mean Points Earned for 3rd Grade.

Measurement: 63% - Mean Points Earned for 4th Grade.

Measurement: 64% - Mean Points Earned for 5th Grade.

MA.B.1.2.1: Multiple Choice/Extended Response.

MA.B.1.2.2: Multiple Choice/Gridded Response for 5th Grade.

MA.B.2.2.1: Multiple Choice/Gridded Response for 5th Grade.

MA.B.2.2.2: Multiple Choice.

MA.B.3.2.1: Multiple Choice for 3rd & 4th Grades and Short Response for 5th Grade.

MA.B.4.2.1: Multiple Choice.

MA.B.4.2.2: Multiple Choice.

Algebraic Thinking: 64% - Mean Points Earned for 5th Grade.

MA.D.1.2.1: Multiple Choice/Gridded Response for 5th Grade.

MA.D.1.2.2: Short Response for 5th Grade.

MA.D.2.2.1: Multiple Choice/Short Response for 5th Grade.

MA.D.2.2.2: Multiple Choice/Gridded Response for 5th Grade.

Science:

Earth & Space Sciences: 54% - Mean Points Earned for 5th Grade.

SC.E.1.2.1: Multiple Choice/Short Response – Annually assessed.

SC.E.1.2.2: Multiple Choice – Content sampled benchmark.

SC.E.1.2.3: Multiple Choice – Content sampled benchmark.

SC.E.1.2.4: Multiple Choice – Content sampled benchmark.

SC.E.1.2.5: Multiple Choice – Content sampled benchmark.

SC.E.2.2.1: Multiple Choice – Content sampled benchmark.

Writing:

86% Scored 3.5 & above in Expository which is 4 percentage points below the District but equal to the State of Florida.
71% scored 4.0 & above in Expository.

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

Monitor the progress of every student at SPE by reviewing disaggregated test data (SSS, BAT, QBATS, Mini-BATS).
Review the strengths & weaknesses in the 2009 data by grade level, subject area, and cluster/strands.
Ensure that Curriculum and SSS Standards are aligned and documented in the Instructional Focus Calendar for Reading, Writing, Math & Science.
Identify priority Instructional Benchmarks based on need for each content area (Reading, Writing, Math, Science).
Data-chats to review Oral Reading Fluency Probes, monthly writing samples, curriculum-based assessments, CCC & Tech Reports to monitor progress and identify areas of weakness in order to ensure the differentiation of instruction. ?Ensure Vertical Teaming Discussions are focused on Curriculum and properly aligned across grade levels.
The Curriculum Assessment Team will assist in the development of the SIP to ensure goals are aligned to the curriculum and the SSS.

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

NA for Elementary School.

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

NA for Elementary School.

DO

Direct the Instructional Focus

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

Grade level teachers meet together in June, August and at bi-monthly grade level/department meetings to:
Monitor the progress of every student at SPE by disaggregating test data (SSS, SAT-10, BAT, Q-BATS, Mini-BATS).
Identify the strengths & weaknesses in the 2009 data by grade level, subject area, and cluster/strands.
Develop, implement & monitor the Instructional Focus Calendar for Reading, Writing, Math & Science.
Identify priority Instructional Benchmarks based on need for each content area (Reading, Writing, Math, Science).
Data Chats will be conducted with teachers and students on a monthly basis to discuss each student's needs. Utilize Oral Reading Fluency Probes, CCC & Tech Reports to monitor progress and differentiated instruction.
The following strategies will be utilized to ensure Continuous Improvement Model: Vertical Teaming Discussions, Best Practice Sharing.
Conduct CWTs to ensure the delivery of instruction is aligned across grade levels and subject areas.

How are instructional focus lessons developed and delivered?

District IFCs and BEEP Lessons are utilized. Instructional Focus Lessons for specific school needs are developed by teachers during Vertical Teaming Discussions in June and August with lessons being delivered throughout the school year according to an assessment timeline based on Benchmark mastery for each grade level in all content areas (Reading, Writing, Math and Science).

How will instructional focus lessons be revised and monitored?

Instructional Focus Lessons are monitored and revised based on Benchmark mastery in content areas (Reading, Math and Science).
Instructional Focus Lessons are monitored and revised based on student needs from monthly writing samples.

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.

The following assessments will be used throughout the school year to measure student progress: SSS, SAT-10, BAT, Q-Bats, Mini-Bats, Oral Reading Fluency Probes, and Running Records (K-2).

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

Assessments are used to identify the strengths and weakness of each individual student according to benchmark, cluster and strand in all content areas (Reading, Writing, Math and Science).

Maintenance

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

Ongoing assessments and maintenance of Benchmark mastery for each grade level in all content areas (Reading, Writing, Math and Science) are built into the IFC through an assessment timeline.

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.

Each grade level team will meet monthly for data chats to discuss student progress and Benchmark mastery. Teachers will re-teach the Benchmark not mastered by individual students in a small group setting. Individual students meeting mastery will be challenged through enrichment activities to increase student achievement. Data will be submitted to the administration for review on a monthly basis.

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 will: Monitor the progress of every student at SPE by disaggregating test data (SSS, SAT-10, BAT, Q-BATS, Mini-BATS). Identify the strengths & weaknesses in the 2009 data by grade level, subject area, and cluster/strands. Develop, implement & monitor the Instructional Focus Calendar for Reading, Writing, Math & Science. Identify priority Instructional Benchmarks based on need for each content area (Reading, Writing, Math, Science). Monthly Data Chats conducted with teachers and students to discuss each student's needs. Utilize Oral Reading Fluency Probes, CCC & Tech Reports to monitor progress and differentiated instruction, Monitor Vertical Teaming Discussions, Monitor Best Practice Sharing, Conduct Classroom Walkthroughs (CWT) and monitor data.

ACT

Supplemental and Intensive Instruction/Interventions

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

Students will be grouped based on their diagnosed needs by the first day of school and teachers in grades 3, 4 & 5 will be organized in departments based on strengths. Data will be disaggregated by student strengths and weaknesses to formulate performance based groupings and design IFCs. Instruction will be individualized and differentiated, as demonstrated by CWTs reports. Individualized instruction will be implemented based on student needs, interventions and enrichment. District assessments such as BAT and Mini-BAT scores will be used to determine effectiveness of core, supplemental, and intensive instruction and intervention programs. Everyday Counts/Calendar Math will be implemented on a daily basis.

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

Disaggregate FCAT and BAT data by benchmarks to individualize instruction to meet students' needs.
Provide specific intervention programs for struggling students based on differentiated needs.
Students in the lowest 25 percentile will be offered to attend after school camps in targeted subject area.
SES tutoring offered for remediation in non-mastered target areas.
Specials teachers provide additional push-in support.
Before school technology block with specialized software.
FCAT Camp to begin in October (two days per week).
Crunch calendar will be used to teach 3rd, 4th & 5th grade students beginning in January 2010.

The following methods will provide for remediation in Reading:
Provide Treasures Intervention for 1st – 3rd grade students performing 1 year or more below grade level.
Provide Harcourt Trophies Intervention for 4th – 5th grade students performing 6 months below grade level.
Provide specific intervention programs for Tier 2 and 3 students and struggling readers based on differentiated needs through an additional 20 minute reading block, which includes an extra dose of reading push-in/pull-out intervention.
-Provide Quick Reads for fluency deficiencies.
-Wilson Foundations (1st & 2nd) for phonemic awareness and phonics deficiencies.
-Destination Reading (K-2) for phonemic awareness and phonics deficiencies.

- Provide Elements of Reading (K – 3rd) for vocabulary deficiencies.
- Provide SuperQAR (1st – 5th) for comprehension deficiencies.
- Specialized ELL materials.

Students in the lowest 30 percent and struggling readers will be offered to attend after school camps in reading for grades 3, 4 & 5.

Teachers will share successful reading strategies with families at Family Reading Night through demonstrations and stations. SES tutoring

Specials teachers provide additional reading support
 Before school technology block with specialized software
 FCAT Camp to begin in October (two days per week)

The following methods will provide for remediation in Writing:

- Disaggregate FCAT and BAT data by benchmarks to individualize instruction to meet students' needs.
- Provide Writing Intervention for students performing below grade level in writing.
- Provide demonstration lessons for deficiencies in specified benchmarks.
- Uninterrupted 45 minutes writing block.
- 4th grade FCAT Writing Saturday Camp - three sessions

The following methods will provide for remediation in Math:

- Harcourt: Intervention and Re-teach.
- Integrate Technology (Promethean Boards, Activotes, websites).
- Math Superstars.
- Harcourt Enrichment Activities.
- Math Bowls.
- Family Math Nights.
- Thinking Maps – Graphic Organizers.
- Calendar Math.
- Math Camps.
- SES Tutoring.
- Differentiated Instruction.
- Multi-Sensory Activities
- Small Group Instruction.
- Peer Tutoring.
- Hands on Activities.

The following methods will provide for remediation in Science:

- FCAT Explorer.
- Multi-Sensory Activities.
- Hands on Activities.
- Science Bowl.
- Mini-BATS.
- FCAT Science Camp.
- BECON-Science Alive.
- Science and Me Videos.
- Differentiated Instruction.
- Individual Science Fair Projects (3-5).
- Class Science Fair Projects (K-2).
- Utilizes Essential Vocabulary.
- Science Websites.
- Science Family Nights.
- Incorporate reading strategies into science instruction.
- Thinking Maps-Graphic Organizers.
- Project Based Learning.
- Technology.

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

The Professional Development Team analyzes student achievement data and coordinates staff development for the year. The team will develop a Professional Development Plan that is aligned with State and District guidelines. A Quia Survey will be given to identify teacher needs. Professional Staff development will be aligned to student achievement, teacher and school needs. Faculty members will take in-service classes in the areas that will help improve the delivery of instruction and student performance. An End-of-Year Survey is developed to identify staff development needs. Professional Staff Development occurs during early release days, planning days, common planning time, and after school.

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

During pre-planning, teachers analyze data (standardized test scores, math inventories, articulation cards) to determine student strengths and weaknesses in the areas of reading, math, and writing. As a grade level, teams will identify strengths and weaknesses and align the IFC to meet differentiated needs.

In order to establish baseline data, students are screened in reading, math, science and writing. Results are analyzed and used to drive instruction.

Students are grouped according to need. The students practice the new concept and then a post-test is given to see if the students have learned the concept. Re-enforcement is also given by means of centers and homework assignments.

Individual reading tests are given by the classroom teacher in reading concepts, math concepts, and writing skills to access progress. Students are placed on a "PMP" when their tests scores are low or if they appear to be fragile in any area. Again, teaching, re-enforcements and re-testing is utilized to see how the students are learning the skills and to re-adjust teaching techniques.

For writing, the teachers give both a Narrative and Expository prompt on the first and second day of school to analyze their needs in writing. The teachers then focus on modeling to teach the students the correct way to write. They continue to give prompts throughout the year. They review the prompts by using the Six Traits Analytical Writing Assessment. The students even get involved by reviewing their own writing and the writings of their fellow students.

BATs are administered according to the district calendar. Test scores are analyzed. Students are placed in groups for remediation.

FCAT Camp is offered to students in need. The students are tested on their skills, analyzed, and then put in groups according to their needs.

Struggling students are brought before the CPST to further study the student's needs. Our School Social Worker and our School Psychologist are actively involved in this process.

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

All personnel providing services to a student not making mastery will meet with the Comprehensive Problem Solving Team to discuss their evidence and/or documentation of strategies and interventions that have previously been utilized. Factors hindering implementation of a strategy (attendance, behavior, etc.) will be addressed and resolved. Strategies that are unsuccessful will be discontinued and replaced with alternative interventions.

Enrichment

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

Reading programs to support enrichment:

Read to the Principal & AP through VIP Reading Program

Accelerated Reader at individual student capability

Family Reading Night to share literacy and projects

Technology Programs (Riverdeep and FCAT Explorer)

SPE Book Club

Gifted and Talented Program

Use novels in Literature Circles

Intelligent classrooms to engage students.

Writing programs to support enrichment:

Student writing piece shared by author on Morning Show.

Family Nights to share writing mastery in all genres, projects, & strategies with parents.

Gifted and Talented Program

Intelligent classrooms to engage students.

Real world applications through contests.

Monthly Author Showcase.

Math programs to support enrichment:

Gifted/High Achieving Classes.

Lego Robotics Program.

Integrate Technology (Promethean Boards, Activotes, websites).

Math Superstars.

Harcourt Enrichment Activities.

Math Bowls.

Family Math Nights.

Thinking Maps – Graphic Organizers.

Calendar Math.

Differentiated Instruction.

Multi-Sensory Activities

Small Group Instruction.

Peer Tutoring.

Hands on Activities.

Technology.

Science programs to support enrichment:

FCAT Explorer.

Multi-Sensory Activities.

Hands on Activities.

Science Bowl.
 FCAT Explorer Teacher Resource Activities.
 BECON-Science Alive.
 Science and Me Videos.
 Differentiated Instruction.
 Individual Science Fair Projects (3-5).
 Class Science Fair Projects (K-2).
 Utilizes Essential Vocabulary.
 Science Websites.
 Science Family Nights.
 Incorporate reading strategies into science instruction.
 Thinking Maps-Graphic Organizers.
 Project Based Learning.

Describe how students are identified for enrichment strategies.

FCAT results, in addition to student progress in a specific course, as well as assessment results that demonstrate consistent proficiency/mastery are used to determine placement in higher-level courses and academic programs. Teacher recommendation is also taken into consideration.

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)
Writing (K-5)	Shannon Arias	2 hours per month	Thursday, 2:15 - 3:00 p.m. 15 minute follow-up activity.	How to conduct an effective writers workshop (Monthly Writing Samples)
Science (K-5)	Jo-Anne Misiewicz	2 hours per month	Thursday, 2:15 - 3:00 p.m. 15 minute follow-up activity.	Increasing basic science knowledge & application of the scientific process. (Pre-test & Post-test, science fair projects).
Differentiating instruction in Math (K-5)	Kathleen Arden	2 hours per month	Thursday, 2:15 - 3:00 p.m. 15 minute follow-up activity.	How to differentiate instruction in math to meet the needs of all students (Q-BATS, Mini-BATS)
Differentiating instruction in Reading (K-5)	Luann Comes	2 hours per month	Thursday, 2:15 - 3:00 p.m. 15 minute follow-up activity.	How to differentiate instruction in reading to increase comprehension and meet the needs of all students (Mini-BATS, Oral Reading Fluency Scores, CCC and Tech Reports).

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

Orientation meetings will be held prior to the start of the school year for kindergarten students and their families to familiarize them with the school and expectations for the coming year.

All students are assessed prior to or upon entering within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing.

Screening data will be collected and aggregated prior to September 10th 2009. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data. Social skills instruction will occur daily for 20 minutes using the Skills Streaming Curriculum and will be reinforced throughout the day through the use of a common language, re-teaching, and positive reinforcement of pro-social behavior.

Screening tools will be re-administered mid-year and at the end of the year in order to determine student learning gains in order to determine the need for changes to the instructional/intervention programs.

Postsecondary Transition

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

NA

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		
60% of ELL students scored at or above grade level in reading, with a target of 65%.		72% of ELL students will score at or above grade level in reading, as measured by the 2010 FCAT Reading SSS, which is an increase of 12% from 2009.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	ELL students will participate in In- Step Readers, Newcomer Kit and Super QAR to increase comprehension.	School Leadership Team: Mrs. Tracy, Dr. Chacona, Ms. Comes, Ms. Lopez, Highly Qualified Teacher	Leadership Team will conduct CWTs and meet once per month for data chats to evaluate In-Step, Newcomer Kit and Super QAR results to monitor the progress of ELL students.	Intervention Specific Evaluation Tools: In-Step Readers, Newcomer Kit, Super QAR, BATs, Mini-BATs, Oral Reading Fluency Scores, monthly CCC & Tech Reports, CWTs and data chats.
2	ELL students will participate in an additional 30 min push-in reading block each day utilizing: Quick Reads for fluency deficiencies, Wilson Foundations (1st & 2nd) for phonemic awareness and phonics deficiencies, Destination Reading (K-2) for phonemic awareness and phonics deficiencies, Super QAR (1st-5th) for comprehension deficiencies, In-Step Readers and Newcomer Kits for oral language, phonics and comprehension.	School Leadership Team: Mrs. Tracy, Dr. Chacona, Ms. Comes, Ms. Lopez, Highly Qualified Teacher	Leadership Team will conduct CWTs and meet once per month for data chats to evaluate and monitor the progress of ELL students utilizing: Quick Reads for fluency deficiencies, Wilson Foundations (1st & 2nd) for phonemic awareness and phonics deficiencies, Destination Reading (K-2) for phonemic awareness and phonics deficiencies, Super QAR (1st-5th) for comprehension deficiencies, In-Step Readers and Newcomer Kits for oral language, phonics and comprehension.	Intervention Specific Evaluation Tools: Quick Reads for fluency deficiencies, Wilson Foundations (1st & 2nd) for phonemic awareness and phonics deficiencies, Destination Reading (K-2) for phonemic awareness and phonics deficiencies, Super QAR (1st-5th) for comprehension deficiencies, BATs, Mini-BATs, Oral Reading Fluency Scores, monthly CCC & Tech Reports, In-Step Readers and Newcomer Kits for oral language, phonics and comprehension.
3	The ELL students will receive additional instructional support utilizing: Quick Reads for fluency deficiencies, Wilson Foundations (1st & 2nd) for phonemic awareness and phonics deficiencies, Destination Reading (K-2) for phonemic awareness and phonics deficiencies, Super QAR (1st-5th) for comprehension deficiencies, In-Step Readers and Newcomer Kits for oral language, phonics and comprehension.	School Leadership Team: Mrs. Tracy, Dr. Chacona, Ms. Comes, Ms. Lopez, Highly Qualified Teacher	Leadership Team will conduct CWTs and meet once per month for data chats to evaluate: Quick Reads for fluency deficiencies, Wilson Foundations (1st & 2nd) for phonemic awareness and phonics deficiencies, Destination Reading (K-2) for phonemic awareness and phonics deficiencies, Super QAR (1st-5th) for comprehension deficiencies and monitor the progress of ELL students, In-Step Readers and Newcomer Kits for oral language, phonics and comprehension.	Intervention Specific Evaluation Tools: Quick Reads for fluency deficiencies, Wilson Foundations (1st & 2nd) for phonemic awareness and phonics deficiencies, Destination Reading (K-2) for phonemic awareness and phonics deficiencies, Super QAR (1st-5th) for comprehension deficiencies, In-Step Readers and Newcomer Kits for oral language, phonics and comprehension, BATs, Mini-BATs, Oral Reading Fluency Scores, monthly CCC & Tech Reports.
4	LF students in need of remediation will receive additional instructional	School Leadership Team: Mrs. Tracy, Dr. Chacona, Ms. Comes,	Leadership Team conduct CWTs and meet once per month for data chats to	Intervention Specific Evaluation Tools: Quick Reads for fluency

	support utilizing: Quick Reads for fluency deficiencies, Wilson Foundations (1st & 2nd) for phonemic awareness and phonics deficiencies, Destination Reading (K-2) for phonemic awareness and phonics deficiencies, Elements of Reading (K-3rd) for vocabulary deficiencies, Super QAR (1st-5th) for comprehension deficiencies.	Ms. Lopez, Highly Qualified Teacher	evaluate: Quick Reads for fluency deficiencies, Wilson Foundations (1st & 2nd) for phonemic awareness and phonics deficiencies, Destination Reading (K-2) for phonemic awareness and phonics deficiencies, Elements of Reading (K-3rd) for vocabulary deficiencies, Super QAR (1st-5th) for comprehension deficiencies and monitor the progress of ELL students.	deficiencies, Wilson Foundations (1st & 2nd) for phonemic awareness and phonics deficiencies, Destination Reading (K-2) for phonemic awareness and phonics deficiencies, Elements of Reading (K-3rd) for vocabulary deficiencies, Super QAR (1st-5th) for comprehension deficiencies, BATs, Mini-BATs, Oral Reading Fluency Scores, monthly CCC & Tech Reports.
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Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
42% of SWDs scored at or above grade level in reading, with a target of 65%.		52% of SWDs will score at or above grade level in reading, as measured by the 2010 FCAT Reading SSS, which is an increase of 10% from 2009.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	SWDs will participate in Triumphs (1st-3rd) for phonemic awareness, phonics deficiencies, fluency, vocabulary & comprehension, Super QAR to increase comprehension.	School Leadership Team: Mrs. Tracy, Dr. Chacona, Ms. Comes, Ms. Lopez	Leadership Team will conduct CWTs and meet once per month for data chats to evaluate and monitor the progress of SWDs utilizing: Triumphs (1st-3rd) for phonemic awareness, phonics deficiencies, fluency, vocabulary & comprehension, Super QAR (1st-5th) for comprehension deficiencies.	Intervention Specific Evaluation Tools: Triumphs (1st-3rd) for phonemic awareness, phonics deficiencies, fluency, vocabulary & comprehension, Super QAR (1st-5th) for comprehension deficiencies, BATs, Mini-BATs, Oral Reading Fluency Scores, monthly CCC & Tech Reports.
2	SWDs will participate in an additional 30 min push-in or pullout reading block each day based on IEP goals utilizing: Triumphs (1-3) for phonemic awareness, phonics deficiencies, fluency, vocabulary & comprehension, Phonics for Reading (2-5), Quick Reads for fluency deficiencies, Wilson Foundations (1st & 2nd) for phonemic awareness and phonics deficiencies, Destination Reading (K-2) for phonemic awareness and phonics deficiencies, Super QAR (1st-5th) for comprehension deficiencies.	School Leadership Team: Mrs. Tracy, Dr. Chacona, Ms. Comes, Ms. Lopez	Leadership Team will conduct CWTs and meet once per month for data chats to evaluate and monitor the progress of SWDs utilizing: Triumphs (1-3) for phonemic awareness, phonics deficiencies, fluency, vocabulary & comprehension, Phonics for Reading (2-5), Quick Reads for fluency deficiencies, Wilson Foundations (1st & 2nd) for phonemic awareness and phonics deficiencies, Destination Reading (K-2) for phonemic awareness and phonics deficiencies, Super QAR (1st-5th) for comprehension deficiencies.	Intervention Specific Evaluation Tools: Triumphs (1-3) for phonemic awareness, phonics deficiencies, fluency, vocabulary & comprehension, Phonics for Reading (2-5), Quick Reads for fluency deficiencies, Wilson Foundations (1st & 2nd) for phonemic awareness and phonics deficiencies, Destination Reading (K-2) for phonemic awareness and phonics deficiencies, Super QAR (1st-5th) for comprehension deficiencies, BATs, Mini-BATs, Oral Reading Fluency Scores, monthly CCC & Tech Reports.
3	SWDs will be provided double dosing in small reading groups and interventions for differentiated needs utilizing: Triumphs (1st-3rd) for phonemic awareness, phonics deficiencies, fluency, vocabulary & comprehension, Phonics for Reading (2nd-5th), Quick Reads for fluency deficiencies, Wilson Foundations (1st & 2nd) for phonemic awareness and phonics deficiencies, Destination Reading (K-2) for phonemic awareness and phonics deficiencies, Super QAR (1st-5th) for comprehension deficiencies.	School Leadership Team: Mrs. Tracy, Dr. Chacona, Ms. Comes, Ms. Lopez	Leadership Team will conduct CWTs and meet once per month for data chats to evaluate and monitor the progress of struggling students utilizing: Triumphs (1st-3rd) for phonemic awareness, phonics deficiencies, fluency, vocabulary & comprehension, Phonics for Reading (2nd-5th), Quick Reads for fluency deficiencies, Wilson Foundations (1st & 2nd) for phonemic awareness and phonics deficiencies, Destination Reading (K-2) for phonemic awareness and phonics deficiencies, Super QAR (1st-5th) for comprehension deficiencies.	Intervention Specific Evaluation Tools: Triumphs (1st-3rd) for phonemic awareness, phonics deficiencies, fluency, vocabulary & comprehension, Phonics for Reading (2nd-5th), Quick Reads for fluency deficiencies, Wilson Foundations (1st & 2nd) for phonemic awareness and phonics deficiencies, Destination Reading (K-2) for phonemic awareness and phonics deficiencies, Super QAR (1st-5th) for comprehension deficiencies, BATs, Mini-BATs, Oral Reading Fluency Scores, CCC & Tech Reports.

comprehension deficiencies.

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
64% of white students scored at or above grade level in reading, with a target of 65%.		72% of white students will score at or above grade level in reading as measured by the 2010 FCAT Reading SSS, which is an increase of 8% from 2009.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Struggling students will participate in Triumphs (1st-3rd) for phonemic awareness, phonics deficiencies, fluency, vocabulary & comprehension, Phonics for Reading (2nd-5th), Super QAR to increase comprehension.	School Leadership Team: Mrs. Tracy, Dr. Chacona, Ms. Comes, Ms. Lopez	Leadership Team will conduct CWTs and meet once per month for data chats to evaluate and monitor the progress of struggling students utilizing data from Triumphs (1st-3rd) for phonemic awareness, phonics deficiencies, fluency, vocabulary & comprehension, Phonics for Reading (2nd-5th), Super QAR.	Intervention Specific Evaluation Tools: Triumphs (1st-3rd) for phonemic awareness, phonics deficiencies, fluency, vocabulary & comprehension, Phonics for Reading (2nd-5th), Super QAR, BATs, Mini-BATs, Oral Reading Fluency Scores, monthly CCC & Tech Reports.
2	Struggling students will participate in an additional 30 min push-in or pullout reading block utilizing: Quick Reads for fluency deficiencies, Wilson Foundations (1st & 2nd) for phonemic awareness and phonics deficiencies, Destination Reading (K-2) for phonemic awareness and phonics deficiencies, Triumphs (1st-3rd) for phonemic awareness, phonics deficiencies, fluency, vocabulary & comprehension, Phonics for Reading (2nd-5th), Super QAR (1st-5th) for comprehension deficiencies.	School Leadership Team: Mrs. Tracy, Dr. Chacona, Ms. Comes, Ms. Lopez	Leadership Team will conduct CWTs and meet once per month for data chats to evaluate Quick Reads for fluency deficiencies, Wilson Foundations (1st & 2nd) for phonemic awareness and phonics deficiencies, Destination Reading (K-2) for phonemic awareness and phonics deficiencies, Triumphs (1st-3rd) for phonemic awareness, phonics deficiencies, fluency, vocabulary & comprehension, Phonics for Reading (2nd-5th), Super QAR (1st-5th) for comprehension deficiencies and monitor the progress of struggling students.	Intervention Specific Evaluation Tools: Quick Reads for fluency deficiencies, Wilson Foundations (1st & 2nd) for phonemic awareness and phonics deficiencies, Destination Reading (K-2) for phonemic awareness and phonics deficiencies, Triumphs (1st-3rd) for phonemic awareness, phonics deficiencies, fluency, vocabulary & comprehension, Phonics for Reading (2nd-5th), Super QAR (1st-5th) for comprehension deficiencies, BATs, Mini-BATs, Oral Reading Fluency Scores, monthly CCC & Tech Reports.
3	Struggling students will be provided double dosing in small reading groups and interventions for differentiated needs utilizing: Quick Reads for fluency deficiencies, Wilson Foundations (1st & 2nd) for phonemic awareness and phonics deficiencies, Destination Reading (K-2) for phonemic awareness and phonics deficiencies, Triumphs (1st-3rd) for phonemic awareness, phonics deficiencies, fluency, vocabulary & comprehension, Phonics for Reading (2nd-5th), Super QAR (1st-5th) for comprehension deficiencies.	School Leadership Team: Mrs. Tracy, Dr. Chacona, Ms. Comes, Ms. Lopez	Leadership Team will conduct CWTs and meet once per month for data chats to evaluate Quick Reads for fluency deficiencies, Wilson Foundations (1st & 2nd) for phonemic awareness and phonics deficiencies, Destination Reading (K-2) for phonemic awareness and phonics deficiencies, Triumphs (1st-3rd) for phonemic awareness, phonics deficiencies, fluency, vocabulary & comprehension, Phonics for Reading (2nd-5th), Super QAR (1st-5th) for comprehension deficiencies and monitor the progress of struggling students.	Intervention Specific Evaluation Tools: Quick Reads for fluency deficiencies, Wilson Foundations (1st & 2nd) for phonemic awareness and phonics deficiencies, Destination Reading (K-2) for phonemic awareness and phonics deficiencies, Triumphs (1st-3rd) for phonemic awareness, phonics deficiencies, fluency, vocabulary & comprehension, Phonics for Reading (2nd-5th), Super QAR (1st-5th) for comprehension deficiencies, BATs, Mini-BATs, Oral Reading Fluency Scores, monthly CCC & Tech Reports.

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
81% of students met high standards (FCAT Level 3 & above) in reading as measured by the FCAT Reading SSS.		86% of students will score at or above grade level in reading as measured by the 2010 FCAT Reading SSS, which is an increase of 5% from 2009.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Book Adventure Reading	School Leadership	Leadership Team will	Specific Evaluation Tools:

	Motivation Program at individual student capability	Team: Mrs. Tracy, Dr. Chacona, Ms. Comes, Teacher	conduct CWTs and meet once per month for data chats to evaluate Book Adventure Reading Motivation Program and monitor data and the progress of high performing students.	Book Adventure Reading Motivation Program data, BATs, Mini-BATs, Oral Reading Fluency Scores, monthly CCC & Tech Reports.
2	Technology Programs (Riverdeep and FCAT Explorer)	School Leadership Team: Mrs. Tracy, Dr. Chacona, Ms. Comes, Teacher	Leadership Team will conduct CWTs and meet once per month to evaluate Riverdeep and FCAT Explorer data and monitor the progress of high performing students.	Specific Evaluation Tools: Riverdeep, FCAT Explorer data, BATs, Mini-BATs, Oral Reading Fluency Scores, monthly CCC & Tech Reports.
3	High performing students will be challenged with higher order thinking questions in the classroom to develop critical thinking skills.	School Leadership Team: Mrs. Tracy, Dr. Chacona, Ms. Comes, Teacher	Leadership Team will conduct CWTs and meet once per month for data chats to evaluate and monitor the progress of high performing students.	Specific Evaluation Tools: BATs, Mini-BATs, student work samples, monthly CCC & Tech Reports.
4	Teacher professional development and materials including: Effective strategies to meet the needs of ELLs and SWDs, Differentiation of Reading Instruction and the effective implementation of strategies in the classroom, Differentiation of Reading Instruction and the effective implementation of the IFC, & Renzulli Learning will be aligned to areas of need linked to AYP subgroups.	School Leadership Team: Mrs. Tracy, Dr. Chacona, Ms. Comes	Leadership Team will conduct CWTs and meet once per month for data chats to evaluate and monitor the effectiveness of the professional development provided.	CWTs and data chats.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
65% of ELL students will score at or above grade level in reading, as measured by the 2010 FCAT Reading SSS, which is an increase of 5% from 2009.	Effective strategies to meet the needs of ELL students.	Luann Comes, Reading Coach	October 2009	Lesson plans, CWT, Data Chats	School Leadership Team: Mrs. Tracy, Dr. Chacona, Ms. Comes
47% of SWDs will score at or above grade level in reading, as measured by the 2010 FCAT Reading SSS, which is an increase of 5% from 2009.	Effective reading strategies to meet the needs of SWD.	Luann Comes, Reading Coach	October 2009	Lesson plans, CWT, Data Chats	School Leadership Team: Mrs. Tracy, Dr. Chacona, Ms. Comes
69% of white students will score at or above grade level in reading as measured by the 2010 FCAT Reading SSS, which is an increase of 5% from 2009.	PLC on differentiation of Reading Instruction and the effective implementation of strategies in the classroom.	Luann Comes, Reading Coach	September 2009	PLC feedback and Data Chats	School Leadership Team: Mrs. Tracy, Dr. Chacona, Ms. Comes
86% of students will score at or above grade level in reading as measured by the 2010 FCAT Reading SSS, which is an increase of 5% from 2009.	Differentiation of Reading Instruction and the effective implementation of the Instructional Focus Calendar.	Luann Comes, Reading Coach	August 2009	Lesson Plans, CWTs, Data Chats	School Leadership Team: Mrs. Tracy, Dr. Chacona, Ms. Comes
86% of students will score at or above grade level in reading as measured by the 2010 FCAT Reading SSS, which is an increase of 5% from 2009.	Renzulli Learning	Luann Comes, Reading Coach	November 2009	Lesson Plans, CWTs, Data Chats	School Leadership Team: Mrs. Tracy, Dr. Chacona, Ms. Comes

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

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Teacher Training/Materials for differentiating instruction in Reading	District Summer Leadership Requirement	\$1,500.00
		Total: \$1,500.00
Technology		
Description of Resources	Funding Source	Available Amount
Accelerated Reader: web-based	Accountability	\$2,500.00
		Total: \$2,500.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Teacher stipends for PLC's	Title I	\$2,500.00
District professional development	Title I	\$1,200.00
		Total: \$3,700.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$7,700.00

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		
55% of SWDs scored at or above grade level in math, with a target of 68%.		60% of SWDs will score at or above grade level in math, as measured by the 2010 FCAT Math SSS, which is an increase of 5% from 2009.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Departmentalizing in grades three through five.	School Leadership Team: Mrs. Tracy, Dr. Chacona, Ms. Comes, Mrs. Arden	Leadership Team will conduct CWTs and meet once per month for data chats to evaluate and monitor the progress of struggling students.	Intervention Specific Evaluation Tool: BATs, Mini-BATs, QBATs, monthly Tech Reports & CWTs.
2	Uninterrupted Math Block in Grades K – 5.	School Leadership Team: Mrs. Tracy, Dr. Chacona, Ms. Comes, Mrs. Arden	Leadership Team will conduct CWTs and meet once per month for data chats to evaluate and monitor the progress of struggling students.	Intervention Specific Evaluation Tool: BATs, Mini-BATs, QBATs, monthly Tech Reports & CWTs.
3	Computer lab for CCC in math and classroom.	School Leadership Team: Mrs. Tracy, Dr. Chacona, Ms. Comes, Mrs. Arden	Leadership Team will conduct CWTs and meet once per month for data chats to evaluate and monitor the progress of struggling students.	Intervention Specific Evaluation Tool: BATs, Mini-BATs, QBATs, monthly Tech Reports & CWTs.
4	Teachers will utilize BEEP for differentiating instruction.	School Leadership Team: Mrs. Tracy, Dr. Chacona, Ms. Comes, Mrs. Arden	Leadership Team will conduct CWTs and meet once per month for data chats to evaluate classroom instruction and student progress.	Intervention Specific Evaluation Tool: BATs, Mini-BATs, QBATs, monthly Tech Reports & CWTs.

5	Teachers will utilize National Library of Virtual Manipulatives & SWDs will utilize additional manipulatives to increase math skills.	School Leadership Team: Mrs. Tracy, Dr. Chacona, Ms. Comes, Mrs. Arden	Leadership Team will conduct CWTs and meet once per month for data chats to evaluate student progress.	Intervention Specific Evaluation Tool: BATs, Mini-BATs, QBATS, monthly Tech Reports & CWTs.
6	Teachers will utilize the Struggling Math Chart to identify resources & specific interventions to differentiate instruction.	School Leadership Team: Mrs. Tracy, Dr. Chacona, Ms. Comes, Mrs. Arden	Leadership Team will conduct CWTs and meet once per month for data chats to evaluate student progress.	Intervention Specific Evaluation Tool: BATs, QBATS, monthly Tech Reports & CWTs.

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
88% of students met high standards (FCAT Level 3 & above) in math as measured by the FCAT Math SSS.		93% of students will score at or above grade level in math as measured by the 2010 FCAT Math SSS, which is an increase of 5% from 2009.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Departmentalization: Gifted/High Achieving Classes.	School Leadership Team: Mrs. Tracy, Dr. Chacona, Ms. Comes, Mrs. Arden	Leadership Team will conduct CWTs and meet once per month for data chats to evaluate and monitor the progress of high achieving students.	Specific Evaluation Tools: BATs, Mini-BATs, QBATS, monthly Tech Reports & CWTs.
2	Harcourt Enrichment Activities.	School Leadership Team: Mrs. Tracy, Dr. Chacona, Ms. Comes, Mrs. Arden	Leadership Team will conduct CWTs and meet once per month for data chats to evaluate and monitor the progress of high achieving students.	Specific Evaluation Tools: Harcourt Evaluations, BATs, Mini-BATs, QBATS, monthly Tech Reports & CWTs.
3	Lego Robotics Program.	School Leadership Team: Mrs. Tracy, Dr. Chacona, Ms. Comes, Mr. Yuen	Leadership Team will conduct CWTs and meet once per month for data chats to evaluate and monitor the progress of high achieving students enrolled in the Lego Robotics Program.	Specific Evaluation Tools: Performance of Robotics Contest, BATs, Mini-BATs, QBATS, monthly Tech Reports & CWTs.
4	Teacher professional development and materials will be aligned to areas of need based on AYP subgroups.	School Leadership Team: Mrs. Tracy, Dr. Chacona, Ms. Comes, Mrs. Arden	Leadership Team will conduct CWTs and meet once per month for data chats to evaluate and monitor the effectiveness of the professional development provided.	CWTs and data chats.
5	Renzulli Learning	School Leadership Team: Mrs. Tracy, Dr. Chacona, Ms. Comes, Mrs. Arden	Leadership Team will conduct CWTs and meet once per month for data chats to evaluate and monitor the effectiveness of Renzulli Learning.	CWTs and data chats

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
60% of SWDs will score at or above grade level in math, as measured by the 2010 FCAT Math SSS, which is an increase of 5% from 2009.	How to effectively differentiate instruction for SWDs.	Kathleen Arden	November 2009	Lesson Plans, CWTs.	School Leadership Team: Mrs. Tracy, Dr. Chacona, Ms. Comes, Mrs. Arden
93% of students will score at or above grade level in math as measured by the 2010 FCAT Math SSS, which is an increase of 5% from 2009.	Effective use of BEEP and the implementation of the Instructional Focus Calendar.	Kathleen Arden	November 2009	Lesson Plans, CWTs.	School Leadership Team: Mrs. Tracy, Dr. Chacona, Ms. Comes, Mrs. Arden

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount

Teacher training/materials for differentiating instruction in math.	District Summer Leadership Requirement	\$1,500.00
Total: \$1,500.00		
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
District professional development	Title I	\$1,200.00
Total: \$1,200.00		
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Final Total: \$2,700.00		

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		
46% of students met high standards (FCAT Level 3 & above) in science as measured by the FCAT Science SSS.		51% of students will score at or above grade level in science as measured by the 2010 FCAT Science SSS, which is an increase of 5% from 2009.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students will utilize FCAT Explorer to increase their understanding of the scientific method.	School Leadership Team: Mrs. Tracy, Dr. Chacona, Ms. Comes, Ms. Misiewicz	Leadership Team will conduct CWTs and meet once per month for data chats to evaluate and monitor the progress of students.	Specific Evaluation Tools: BATS, Mini-BATS, FCAT Explorer Reports, CWTs & Science Fair Projects.
2	Students will use Harcourt Enrichment Activities in Science.	School Leadership Team: Mrs. Tracy, Dr. Chacona, Ms. Comes, Ms. Misiewicz	Leadership Team will conduct CWTs and meet once per month for data chats to evaluate and monitor the progress of students.	Specific Evaluation Tools: Harcourt assessments, BATS, Mini-BATS, FCAT Explorer Reports, CWTs & Science Fair Projects.
3	Project Based Learning.	School Leadership Team: Mrs. Tracy, Dr. Chacona, Ms. Comes, Ms. Misiewicz	Leadership Team will conduct CWTs and meet once per month for data chats to evaluate and monitor the progress of students.	Specific Evaluation Tools: Final Project, CWTs & Science Fair Projects.
4	Students will utilize Delta Hands on Science Kits to increase their understanding of the scientific process.	School Leadership Team: Mrs. Tracy, Dr. Chacona, Ms. Comes, Ms. Misiewicz	Leadership Team will conduct CWTs and meet once per month for data chats to evaluate and monitor the progress of students.	Specific Evaluation Tools: projects, Science Journals, BATS, Mini-BATS, CWTs & Science Fair Projects.
5	Teachers will utilize District's K-5 IFC to support Science instruction.	School Leadership Team: Mrs. Tracy, Dr. Chacona, Ms. Comes, Ms. Misiewicz	Leadership Team will conduct CWTs and meet once per month for data chats to evaluate and monitor the progress of students.	Specific Evaluation Tools: BATS, Mini-BATS, CWTs & Science Fair Projects.
6	Teachers will be trained in Science content.	School Leadership Team: Mrs. Tracy, Dr. Chacona, Ms. Comes, Ms. Misiewicz	Leadership team will conduct CWTs and meet once per month for data chats to evaluate and monitor the effectiveness	Specific Evaluation Tools: BATS, Mini-BATS, CWTs, data chats & Science Fair Projects.

of the professional development provided.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
51% of students will score at or above grade level in science as measured by the 2010 FCAT Science SSS, which is an increase of 5% from 2009.	Increasing basic science knowledge & application of the scientific process.	Jo-Anne Misiewicz, Science Department Chair	September 2009	Lesson Plans, CWTs, Data Chats	School Leadership Team: Mrs. Tracy, Dr. Chacona, Ms. Comes, Ms. Misiewicz
51% of students will score at or above grade level in science as measured by the 2010 FCAT Science SSS, which is an increase of 5% from 2009.	Teachers will participate in Science PLC to increase student achievement.	Jo-Anne Misiewicz, Science Department Chair	September 2009	Lesson Plans, CWTs, Data Chats	School Leadership Team: Mrs. Tracy, Dr. Chacona, Ms. Comes, Ms. Misiewicz

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
Teacher stipends for PLCs	Title I	\$2,500.00
Teacher training/materials to differentiate instruction in Science	Title I	\$1,200.00
Total: \$3,700.00		
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Final Total: \$3,700.00		

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		
91% of students met high standards (FCAT Level 3.5 & above) in writing as measured by the FCAT Writing SSS.		96% of students will score at or above grade level in writing as measured by the 2010 FCAT Writing SSS, which is an increase of 5% from 2009.		
Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool	
1. Uninterrupted writing block in Grades Kindergarten through 5.	School Leadership Team: Mrs. Tracy, Dr. Chacona, Ms. Comes, Ms. Arias	Leadership Team will conduct CWTs and meet once per month for data chats to evaluate and monitor the progress of students.	Administer baseline writing prompt the first week of school. Students will be heterogeneously grouped for teacher modeling. Additional support will be provided based on their	

				diagnosed needs. Specific Evaluation Tools: CWTs, monthly writing samples to monitor progress.
2	Teachers will utilize BEEP lesson plans in writing.	School Leadership Team: Mrs. Tracy, Dr. Chacona, Ms. Comes, Ms. Arias	Leadership Team will conduct CWTs and meet once per month for data chats to evaluate and monitor the progress of students.	Administer baseline writing prompt the first week of school. Students will be heterogeneously grouped for teacher modeling. Additional support will be provided based on their diagnosed needs. Specific Evaluation Tools: CWTs, monthly writing samples to monitor progress.
3	Students not meeting high standards will be offered after school camps and Saturday Camps in writing.	School Leadership Team: Mrs. Tracy, Dr. Chacona, Ms. Comes, Ms. Arias	Leadership Team will conduct CWTs and meet once per month for data chats to evaluate and monitor the progress of students.	Administer baseline writing prompt the first week of school. Students will be heterogeneously grouped for teacher modeling. Additional support will be provided based on their diagnosed needs. Specific Evaluation Tools: CWTs, monthly writing samples to monitor progress.
4	Teachers will be trained in the District's Writing Programs (Six Traits and Critical Content Writing Models).	School Leadership Team: Mrs. Tracy, Dr. Chacona, Ms. Comes, Ms. Arias	Leadership Team will conduct CWTs and meet once per month for data chats to evaluate and monitor the progress of students.	CWTs and data chats.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
96% of students will score at or above grade level in writing as measured by the 2010 FCAT Writing SSS, which is an increase of 5% from 2009.	How to conduct an effective writer's workshop.	Shannon Arias	August 2009	Monitor student writing samples, CWTs.	School Leadership Team: Mrs. Tracy, Dr. Chacona, Ms. Comes, Ms. Arias
96% of students will score at or above grade level in writing as measured by the 2010 FCAT Writing SSS, which is an increase of 5% from 2009.	BEEP Units: Critical Content Writing Models	District Trainer	October 2009	Monitor student writing samples, CWTs	School Leadership Team: Mrs. Tracy, Dr. Chacona, Ms. Comes, Ms. Arias
96% of students will score at or above grade level in writing as measured by the 2010 FCAT Writing SSS, which is an increase of 5% from 2009.	Six Traits of Writing	Shannon Arias	November 2009	Monitor student writing samples, CWTs	School Leadership Team: Mrs. Tracy, Dr. Chacona, Ms. Comes, Ms. Arias

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
Teacher stipends for PLCs	Title I	\$1,000.00
District professional development on critical content	Title I	\$1,200.00
Six Traits in Writing	Title I	\$1,200.00
Total: \$3,400.00		
Other		

Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$3,400.00

End of Science Goal

Parent Involvement Goal

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

Were parent involvement activities and strategies targeted to areas of academic need?

Based on information from surveys, evaluations, agendas, or sign-ins:

Was the percent of parent participation in school activities maintained or increased from the prior year?

Generally, what strategies or activities can be employed to increase parent involvement?

Based on the Needs Assessment, Identify Area(s) for Improvement			Objective Linked to Area of Improvement	
School survey indicated 62% of families participated in at least one evening school activity during the 2008-2009 school year.			65% of families will participate in at least one evening school activity during the 2009-2010 school year, an increase of 3% from the 2008-2009 school year.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Publicize event using multiple methods and in students' home language.	School Leadership Team: Mrs. Tracy, Dr. Chacona, Ms. Comes, Ms. Misiewicz	Sign in sheets for each event to document attendance.	Maintain attendance logs for each event.
2	Utilize parent survey results to identify specific needs.	School Leadership Team: Mrs. Tracy, Dr. Chacona, Ms. Comes, Ms. Misiewicz	Follow-up participant feedback results.	Parent Survey and Participant Feedback
3	Develop high interest topics and best days and times for parent activities.	School Leadership Team: : Mrs. Tracy, Dr. Chacona, Ms. Comes, Ms. Misiewicz	Collect sign-in sheets and participant feedback for each school activity.	Sign-in sheets and school activity evaluations.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
65% of families will participate in at least one evening school activity during the 2009-2010 school year, an increase of 3% from the 2008-2009 school year.	Helping your child be successful in school.	Primary and Intermediate Teacher	November 2009	Collect sign-in sheets and participant surveys.	School Leadership Team: Mrs. Tracy, Dr. Chacona, Ms. Comes, Ms. Misiewicz

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Parent Workshop Materials	Accountability	\$1,000.00
		Total: \$1,000.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00

Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$1,000.00

End of Parent Involvement Goal

Other Goals

No Other Goals were submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Teacher Training/Materials for differentiating instruction in Reading	District Summer Leadership Requirement	\$1,500.00
Mathematics	Teacher training/materials for differentiating instruction in math.	District Summer Leadership Requirement	\$1,500.00
Parental Involvement	Parent Workshop Materials	Accountability	\$1,000.00
			Total: \$4,000.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Accelerated Reader: web-based	Accountability	\$2,500.00
			Total: \$2,500.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Teacher stipends for PLC's	Title I	\$2,500.00
Reading	District professional development	Title I	\$1,200.00
Mathematics	District professional development	Title I	\$1,200.00
Writing	Teacher stipends for PLCs	Title I	\$1,000.00
Writing	District professional development on critical content	Title I	\$1,200.00
Writing	Six Traits in Writing	Title I	\$1,200.00
Science	Teacher stipends for PLCs	Title I	\$2,500.00
Science	Teacher training/materials to differentiate instruction in Science	Title I	\$1,200.00
			Total: \$12,000.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Total: \$0.00
			Final Total: \$18,500.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

Intervene
 Correct II
 Prevent II
 Correct I
 Prevent I
 NA

[Show 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
SAC funds will be used for materials for parent workshops to support SAC goals and student achievement.	3406

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

1. Monitor the School Improvement Objectives, which are aligned with the AYP target areas in need of improvement.
2. Make recommendations for staff development based on AYP target areas in need of improvement.

3. Make recommendations for parent workshops based on areas of need.
4. Allocate accountability dollars to support student achievement.

SAC Members

Members

- 1) Mrs. Maria Tracy, Principal
- 2) Mr. Robert Ryan, SAC Chair
- 3) Ms. Jo-Anne Misiewicz, Teacher
- 4) Mrs. Johanna Couttenye, Business Member
- 5) Mrs. Laurie Bonilla, Business Member
- 6) Mr. Charles Sano, Business Member
- 7) Mr. Jeremy Nix, Business Member
- 8) Mr. Michael Porter, Business Member
- 9) Mr. Michael Tolzman, Business Member
- 10) Ms. Felicia Hart, Business Member
- 11) Yoceline Clicquot Masseror, Parent
- 12) Kathy Serrano, Parent
- 13) Mrs. Melissa Izquierdo, Parent
- 14) Mrs. Martha Bernal, Parent
- 15) Mrs. Melissa Butcher, Parent
- 16) Mr. Michael Rosenthal, Parent
- 17) Ms. Maria Garcia, Parent
- 18) Mrs. Rosemary Jimenez, Community Member
- 19) Dana Davis, School Support Personnel
- 20) Ms. Luann Comes, School Support Personnel
- 21) Mr. Randy Brown, Union Steward

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Broward SHERIDAN PARK ELEMENTARY SCHOOL 1321													
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 353		2008-2009 School Grade ¹ :		A		Did the School make Adequate Yearly Progress?		YES					
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).										This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.			
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math		
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	2008	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	
TOTAL ⁴	100	Y	100	Y	73	Y	82	Y	94	94	Y			NA	33	27	NA	26	18	NA	77	NA	75	NA			
WHITE	100	Y	100	Y	64	N	77	Y		94	Y			NA	34	36	N	24	23	NA	71	Y	72	NA			
BLACK	100	Y	100	Y		NA		NA			NA			NA			NA			NA							
HISPANIC	100	Y	100	Y	76	Y	87	Y	93		Y			NA	31	24	NA	25	13	NA	78	NA	79	NA			
ASIAN			NA			NA		NA			NA			NA			NA			NA							
AMERICAN INDIAN			NA			NA		NA			NA			NA			NA			NA							
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	71	Y	82	Y	92	93	Y			NA	37	29	NA	30	18	NA	75	NA	75	NA			
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	60	N	75	Y			NA			NA	52	40	Y	31	25	NA	61	NA	75	NA			
STUDENTS WITH DISABILITIES	99	Y	99	Y	42	N	55	N			NA			NA	66	58	Y	53	45	Y	55	NA	57	NA			

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Broward SHERIDAN PARK ELEMENTARY SCHOOL 1321													
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 374		2007-2008 School Grade ¹ :		B		Did the School make Adequate Yearly Progress?		NO					
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).										This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.			
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math		
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	
TOTAL ⁴	100	Y	100	Y	67	Y	74	Y	93	94	Y			NA	31	33	NA	26	26	NA	65	NA	71	NA			
WHITE	100	Y	100	Y	66	Y	76	Y	84		Y			NA	29	34	NA	26	24	NA	64	NA	70	NA			
BLACK	100	Y	100	Y		NA		NA			NA			NA			NA			NA							
HISPANIC	100	Y	100	Y	69	Y	75	Y	93	Y				NA	35	31	NA	27	25	NA	69	NA	75	NA			
ASIAN			NA			NA		NA			NA			NA			NA			NA							
AMERICAN INDIAN			NA			NA		NA			NA			NA			NA			NA							
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	63	Y	70	Y	93	92	Y			NA	34	37	NA	30	30	NA	66	NA	66	NA			
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	48	N	69	Y			NA			NA	56	52	N	32	31	NA	62	Y	67	NA			
STUDENTS WITH DISABILITIES	100	Y	100	Y	34	N	47	N			NA			NA	66	66	N	61	53	Y	45	N	41	NA			

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Broward SHERIDAN PARK ELEMENTARY SCHOOL 1321													
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 371		2006-2007 School Grade ¹ :		B		Did the School make Adequate Yearly Progress?		NO					
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).										This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.			
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math		
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	
TOTAL ⁴	100	Y	100	Y	69	Y	74	Y	91	93	Y			NA	37	30	NA	31	26	NA	64	NA	70	NA			
WHITE	100	Y	100	Y	71	Y	74	Y	83	84	Y			NA	36	27	NA	36	26	NA	64	NA	71	NA			
BLACK	100	Y	100	Y		NA		NA			NA			NA			NA			NA							
HISPANIC	100	Y	100	Y	65	Y	73	Y		Y				NA	33	36	NA	27	27	NA	61	NA	69	NA			
ASIAN			NA			NA		NA			NA			NA			NA			NA							
AMERICAN INDIAN			NA			NA		NA			NA			NA			NA			NA							
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	66	Y	70	Y	91	93	Y			NA	38	34	NA	34	30	NA	63	NA	69	NA			
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	44	N	68	Y			NA			NA	61	Y	38	32	NA	48	NA	73	NA				
STUDENTS WITH DISABILITIES	100	Y	100	Y	34	N	39	N			NA			NA	70	69	N	56	61	N	30	N	50	N			

SCHOOL GRADE DATA

Broward School District SHERIDAN PARK ELEMENTARY SCHOOL 2008-2009					
	Reading	Math	Writing	Science	Grade Points Earned
% Meeting High Standards (FCAT Level 3 and Above)	81%	88%	91%	46%	306
% of Students Making Learning Gains	74%	68%			142
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?	64% (YES)	69% (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					581	
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 SHERIDAN PARK ELEMENTARY SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	75%	80%	93%	21%	269	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%	63%			133	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?	61% (YES)	58% (YES)			119	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					521	
Percent Tested = 100%						Percent of eligible students tested
School Grade					B	Grade based on total points, adequate progress, and % of students tested

Broward School District SHERIDAN PARK ELEMENTARY SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	78%	81%	79%	55%	293	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	66%	63%			129	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?	43% (NO)	57% (YES)			100	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					522	
Percent Tested = 100%						Percent of eligible students tested
School Grade					B	Grade based on total points, adequate progress, and % of students tested