

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: LAUDERHILL PAUL TURNER ELEMENTARY SCHOOL

District Name: Broward

Principal: Lisa M. George

SAC Chair: Anthony Marucci

Superintendent: James F. Notter

Date of School Board Approval: December 1, 2009

Last Modified on: 09-01-2009

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

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

VISION and MISSION STATEMENTS

Vision:

Working collaboratively to obtain and maintain continuous progress.

Mission:

Lauderhill Paul Turner will provide an enriched teaching and learning environment that encourages all students to reach their maximum potential in a safe and civil environment.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

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- Lauderhill Paul Turner Elementary School is a Title I, SINI 4, school located in the city of Lauderhill, Florida.
- The school serves 571 students in grades pre-K through 5th grade.
- The demographics include: 94.0% Black, 2.0% White, 2.0%Hispanic, 1.0%Asian, 1.0% Multiracial, and 0.0% Indian. The school has 13.8% LEP students, 13.6% ESE students,
- The percentage of students who are eligible for the Free and Reduced Lunch is 80.9%.
- For the 2008-2009 school year, LPT received a letter grade of a C.
- Lauderhill Paul Turner Elementary is primarily a neighborhood school. The students in the Autism cluster receive bus transportation.
- Our LEP population is mainly Haitian Creole. All students receive instruction through ESOL strategies provided by the classroom teacher as outlined in the ESOL Matrix.
- Students in grades 3 through 5 who are classified as A1 through B2 are provided additional support within the classroom by a bilingual teacher.

Unique School Strengths for Next Year

Unique School Strengths for Next Year

- For the 2009-2010 school year, Lauderhill Paul Turner Elementary will have limited faculty mobility while maintaining low student mobility.
- Grade levels three through five will be departmentalizing. Teachers in these grades will be focusing their instruction in the various subject areas to concentrate on mastery.
- Participation in the G.L.I.D.E.S. program.
- National Board Certified Teachers
- SMART Classrooms (8)
- Lauderhill Paul Turner will continue to work with the KAPOW program. KAPOW is a career program, developed around the Sunshine State Standards, that provides students with a school to work experience.
- Effective Leadership Team
- R.I.S.E. aspiring leaders participants (3)

Unique School Weaknesses for Next Year

Unique School Weaknesses for Next Year

- Due to budget cuts, Lauderhill Paul Turner will no longer be able to maintain a our full-time fifth special rotation, Art. Art has been cut 50%.
- School-wide class size reduction will return to an average due to lack of funding.

Student Demographics

2007 2008 2009
Female 46.9 45.9 44.2
Male 53.0 54.0 55.7
White 2.50 2.29 1.93
Black 93.1 93.8 94.0
Hispanic 2.08 1.43 1.51
Asian 0.97 1.00 0.82
Native American 0.27 0.28 0.41
Multi 0.97 1.14 1.24
Free Reduced 80.9 83.3 92.2
ELL 13.7 10.1 10.7
ESE 13.6 10.8 10.6

Student Attendance Rates

2007 2008 2009
94.90 95.20 94.90

Student Mobility

2007 2008 2009
28.10 31.20 27.20

Student Suspension Rates

In-School Suspension
2007 2008 2009
0.60 3.40 3.90

Out-of-School Suspension
2007 2008 2009
2.20 2.60 4.10

Student Retention Rates

2007 2008 2009
9.91 10.48 N/A

Class Size

PK - 3 Average
2007 2008 2009
17.06 16.87 16.82

4 - 8 Average
2007 2008 2009
21.46 21.41 19.08

Academic Performance of Feeder Pattern

N/A

Partnerships and Grants

Partnerships and Grants
Lauderhill Paul Turner has five returning Partners in Education for 2009-2010 school year. Partners donate monetary contributions to the school and student's families. Additionally, partners volunteer their time reading to students, sharing lessons on school to career goals, and mentoring students through the mental health program department.

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 *
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Principal	Lisa M. George	BA- Early Child Education, Johnson C. Smith University MS- Ed Leadership, Nova Southeastern Certifications – Education Leadership (All Levels), Primary Education K-3, and ESOL Endorsement	3	8	Principal of Lauderhill Paul Turner Elementary 2008-2009. Grade: C Reading Mastery: 55% Math Mastery: 60% Science Mastery: 31% Writing Mastery: 85% AYP: Black and FRL did not make AYP. Principal of Lauderhill Paul Turner Elementary 2007-2008. Grade: C Reading Mastery: 56% Math Mastery: 61% Science Mastery: 26% Writing Mastery: 78% AYP: Black and Economically Disadvantaged did not meet AYP in Reading or Math Assistant Principal of Forest Hills Elementary 2006-2007. Grade: A Reading Mastery: 79% Math Mastery: 74% Science Mastery: 47% Writing Mastery: 90% AYP: White, Black, Hispanic, Economically Disadvantaged, ELL, and SWD all made AYP in Reading. Black did not make APY in Math
Assis Principal	Michael Billins	BA- Criminal Justice, University of Florida Teacher Certification, Florida Atlantic University MS- Nova Southeastern Certifications – Education Leadership (All Levels), Elementary Education K-6, and ESOL Endorsement	1	1	Math Specialist at Boulevard Heights Elementary 2008-2009. Grade: A Within 3rd Grade, an increase of 8 % of students demonstrated proficiency. 5th Graders demonstrated an increase of 6% totaling 79% proficiency. An overall increase from 78% to 81% occurred school-wide. Math Specialist at Boulevard Heights Elementary 2007-2008. Grade: A Within 3rd Grade, an increase of 2 % of students demonstrated proficiency. 4th graders demonstrated an increase of 10%. 5th Graders demonstrated an increase of 7% totaling 84% proficiency. An overall increase from 67% to 78% occurred school-wide.

* 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	Tangela Jones	B.S. in Elementary Education from Barry M.S in Reading from Barry ESOL Endorsed	1	5	As Reading First Coach, was not assigned to a single school. She worked with the Pre-K through 2.

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

HIGHLY QUALIFIED TEACHERS

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. New Educator Support System (NESS) Provides a support system to not only new teachers, but teachers that are new to the county and/or school.	NESS Coordinator	Every three years	
1. Monthly stress relievers	Sunshine Chair	Continuous	
1. Teacher empowerment	Principal	Continuous	
4. RISE	Teachers	Continuous	
5. National Board Mentoring Program	Teacher	Continuous	

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
50	0	56	28	16	28	100	4	4	58

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Nicole Creightney Candice Foresi	Lydia Kolber (Science Teacher)	Creightney-New Educator Support System Liaison. Colber new to the school due to surplus. Miller, Curriculum Specialist. Jones-Reading Specialist Foresi- 5th Grade Science Instruction	Daily and weekly meetings scheduled to support best practices, lesson planning, observations, curriculum presentation, and classroom management, and a school based orientation.
Nicole Creightney LaVonda Miller Francise Smith	Carmen Rodriguez (Fourth Grade Math/Science Teacher)	Creightney-New Educator Support System Liaison. Rodriguez new to school and grade level due to district reduction in force. Miller, Curriculum Specialist. Rasner-Reading Specialist Smith- Team Leader	Daily and weekly meetings scheduled to support best practices, lesson planning, observations, curriculum presentation, and classroom management, and a school based orientation.
Nicole Creightney Yasmine Jacotin	Tina Hines	Creightney-New Educator Support System Liaison. Hines new to school and grade level due to district reduction in force. Jacotin, team leader.	Daily and weekly meetings scheduled to support best practices, lesson planning, observations, curriculum presentation, and classroom management, and a school based orientation
Nicole Creightney Kara Clark Sybil Williams Lavonda Miller Tangela Jones	Dozell Varner	Creightney-New Educator Support System Liaison. Varner is an ACE program participant. Miller, Curriculum Specialist. Jones-Reading Specialist Clark will be his coach due to his supporter due	Daily and weekly meetings scheduled to support best practices, lesson planning, observations, curriculum presentation, and classroom management, and a school based orientation

to her experience as a primary educator. Williams is the team leader.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

- Staff Development
- Parent Trainings
- Family Night's

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

- This money is used to fund a teacher, which in turns lowers class size.

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

- Instructional staff and materials to remediate and enrich students

Violence Prevention Programs

- Anti-bullying

Nutrition Programs

- Commit 2 Be Fit

Housing Programs

N/A

Head Start

- This federally funded program provides early childhood intervention for low income 3 and 4 year olds.

Adult Education

N/A

Career and Technical Education

N/A

Job Training

- Kids and Power Of Work (KAPOW)

Other

N/A

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

The school-based RtI Leadership Team consists of the Principal Lisa George, Assistant Principal Michael Billins, Curriculum Specialist LaVonda Miller, Guidance Counselor Tamar Bedward, ESE Resource Teacher Amanda Spence, Reading Coach Tangelia Jones, School Psychologist Marissa Parcarella, Speech Language Pathologist Rita Rabon, and Student Service Personnel Social Worker Thomas Johnson. These individuals have been selected to the RtI team because they make up the school's Collaborative Problem Solving Team.

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

Meetings are scheduled on average twice a month. The structure is closely aligned to the district standards. The meeting's goals are to provide best methods for hard to teach students, apply problem solving techniques as part of a school-wide effort, ensure problem solving makes use of all appropriate resources, and solve problems by designing effective interventions.

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

A scheduled meeting between the RtI Leadership Team and the School Advisory Council (SAC) will be scheduled to develop the School Improvement Plan (SIP).

RtI Implementation

Describe the data management system used to summarize tiered data.

Baseline: Progress Monitoring and Reporting Network (PMRN), Broward Assessment Test (BAT 1 for Reading, Math and Science), and Florida Comprehensive Assessment Test (FCAT).
Midyear: Diagnostic Assessment for Reading (DAR), Early Reading Diagnostic Assessment (ERDA), and Broward Assessment Test (BAT 2 for Reading, Math, and Science).
End of Year: Florida Comprehensive Assessment Test (FCAT)
Frequency of Data Chats: Twice a month for data analysis.

Describe the plan to train staff on RtI.

Qualified district personnel and/or school level personnel will conduct professional development during the week of preplanning for teachers. Additional small session professional developments will also occur throughout the school year as needed. Two professional development sessions, "RtI: Problem Solving Model: Building Consensus Implementing and Sustaining Problem-Solving/RtI" and RtI: Challenges to Implementation Data-based Decision-making, and Supporting and Evaluating Interventions" will take place.
The RtI team will also evaluate any additional professional development staff many require during their 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?

Strengths: Fifth grade students demonstrated an increase in the percentage of students demonstrating proficiency in the areas of Science and Math. Students in fourth grade demonstrated an increase in the areas of Reading, Math, and Writing.
Weaknesses: Data shows there are weaknesses in fifth grade Reading as well as third grade Reading and Math.

Instructional Calendar Development

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

This year, the district will be providing our school with the primary focus calendar. However, a secondary instructional focus calendar will be generated by our school which will concentrate on remediation for areas of weakness. This secondary calendar will be generated by the Leadership Team and grade level teachers to meet the needs of students.

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

In the content area of Reading, the following benchmarks will be given priority:

Vocabulary
Main Idea
Reference and Research
Drawing Conclusions
Author's Purpose

In the content area of Math, the following benchmarks will be given priority:

Number Sense
Data Analysis and Probability
Geometry and Spatial Sense
Measurement
Algebraic Thinking

In the content area of Science, the following benchmarks will be given priority:

Process that Shape the Earth
Nature of Science
Physical Science
Life Science
Nature of Matter
Force and Motion
Energy

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

Based on data, learning gains of teachers were analyzed to determine which teachers should teach certain students and subject areas. Students were placed using a developmental scale and a gifted/self-contained gifted class.

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

When applicable, instructional lessons will include real world examples, scenarios, problem solving usage, and applications. Student learning will be enhanced through the teachers usage of multimedia such as newspapers and the internet in daily lessons.

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

N/A

DO

Direct the Instructional Focus

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

Grade level teachers worked collaboratively to create the secondary instructional focus calendar. Grade level teachers will meet weekly at grade level meetings throughout the year to share best practices and resources when implementing both the primary focus calendar and secondary instructional focus calendar.

How are instructional focus lessons developed and delivered?

Focus lessons were based on data results. Lessons will be taught as per grade level schedules. These lessons will be taught by certified classroom teachers.

How will instructional focus lessons be revised and monitored?

Instructional focus lessons will be revised and monitored during weekly grade level meetings, within professional learning communities, and team leader meetings.

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.

To determine student comprehension, various assessments will be used. Chapter assessments, end of the selection assessments, mini-BATs, running records, DAR, Reading Plus, Earobics, STAR, and Accelerated Reader.

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

Assessment results will be used to redirect the secondary instructional focus calendar. Teachers will differentiate their instruction based on student assessment results.

Maintenance

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

Teachers will differentiate their instruction for students by providing reinforcement and remediation.

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.

On a weekly basis, teachers will meet to review assessment data at grade level meetings which are attended by a member of the RtI Leadership Team. These meetings will be facilitated and documented by the grade level chair. This documentation is submitted to administration and discussed within data chats.

Monitoring

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

The RtI Leadership Team will hold data chats twice a month and conduct classroom walk throughs to ensure that data analysis of assessment results are being used to differentiate instruction based on students' academic needs.

ACT

Supplemental and Intensive Instruction/Interventions

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

Core: Treasures, Harcourt
Supplemental: FUNdations, Quick Reads, Six Minute Solutions, Reading Plus, Singapore Math, Riverdeep, Flying Colors, and Success Maker

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

Intervention, reteach, and supplemental pieces, push-ins/pull-outs, hands-on multimodal instruction.

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

Surveys, Professional Growth Plans (PGPs), teacher requests, and data analysis.

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

Through the use of progress monitoring (class work assignments and assessment results) and observations (classroom teacher, instructional coach, and RtI Leadership Team) students who consistently demonstrate academic difficulty will receive supplemental and intensive instruction/interventions.

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

All personnel providing services to a student not demonstrating mastery will meet 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.

To support acceleration and enrichment activities, the utilization of SMART classrooms and project-based learning will be utilized.

Describe how students are identified for enrichment strategies.

FCAT results, 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.
Parent conferences are held with the recommending teacher, instructional coach, guidance counselor, and a member of the leadership or administrative team. The parents are counseled on the expectations for the student in the higher level courses.

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)
Teachers in grades K through 5 who have SMART Classrooms	Anthony Marucci	Bi-Weekly	Tuesdays after school for a minimum of 2 hours a month	PLC will meet to discuss best practices, teaching strategies, and effective usage of the Promethean Boards and Active Expressions. PLC will also discuss incorporating remediation and enrichment ideas.
Reading grades K-2	Tangela Jones	Bi-Weekly	Tuesdays for a minimum of 2 hours a month	PLC will meet to discuss best practices, teaching strategies, and effective usage of the Promethean Boards and Active Expressions. PLC will also discuss incorporating remediation and enrichment ideas.
Reading grades 3-5	Tangela Jones	Bi-Weekly	Tuesdays for a minimum of 2 hours a month	PLC will meet to discuss best practices, teaching strategies, and effective usage of the Promethean Boards and Active Expressions. PLC will also discuss incorporating remediation and enrichment ideas.
Math grades K-5	Lavonda Miller	Bi-Weekly	Tuesdays for a minimum of 2 hours a month	PLC will meet to discuss best practices, teaching strategies, and effective usage of the Promethean Boards and Active Expressions. PLC will also discuss incorporating remediation and enrichment ideas.
Science grades K-5	Candice Foresi	Bi-Weekly	Tuesdays for a minimum of 2 hours a month	PLC will meet to discuss best practices, teaching strategies, and effective usage of the Promethean Boards and Active Expressions. PLC will also discuss incorporating remediation and enrichment ideas.
Writing grades K-5	Tamika Nelms	Bi-Weekly	Tuesdays for a minimum of 2 hours a month	PLC will meet to discuss best practices, teaching strategies, and effective usage of the Promethean Boards and Active Expressions. PLC will also discuss incorporating remediation and enrichment ideas.

NCLB Public School Choice

Note: For Title I schools only

- Notification of (School in Need of Improvement) SINI Status
[Show Attached Notification of \(School in Need of Improvement\) SINI Status](#)
- Public School Choice with Transportation (CWT) Notification
[Show Attached Public School Choice with Transportation \(CWT\) Notification](#)
- Notification of (School in Need of Improvement) SINI Status
[Show Attached Supplemental Educational Services \(SES\) Notification](#)

Pre-School Transition

Orientation meetings, entitled Kindergarten Round-Up, will be held prior to the start of the school year for to be Kindergarten students and their families. This will take place to familiarize them with the school, expectations for the upcoming year, and staff members.

Prior to, or upon entering, students are assessed within the areas of basic skills/school readiness, oral language/syntax, print/letter knowledge, and phonological awareness/processing. Screening data will be collected and used to plan daily academic and social/emotional instruction for all students and for groups of 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 social emotional skills identified by screening data.

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, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2008- 2009 FCAT Reading Assessment, Vocabulary is an area in need of improvement. 61% of students in grades 3-5 achieved mastery.		An increase of 3% on the 2009-2010 FCAT will occur in the area of vocabulary. This will reflect a percentage of the overall 10% increase to demonstrate a year's worth of growth in Reading.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Teachers will utilize Elements of Reading/ Vocabulary in grades 4 and 5	Reading Coach Tangela Jones	Word recognition and usage	End of the chapter tests and mini bats
2	Teachers will utilize Treasures oral language and vocabulary cards in grade 4	Reading Coach Tangela Jones	Word usage and recognition	Weekly unit assessment
3	Teachers will implement Reading Plus for a minimum of two times a week for grades 3 through 5.	Reading Coach Tagela Jones	Weekly reports will be generated and turned in to the Reading Coach.	Generated student reports
4	The Leadership Team and classroom teachers will identify students to participate in the Saturday Success Camp to include ELL, ESE, and the lowest 30% students focusing on remediation.	Assistant Principal Michael Billins	During this time, students are introduced to the concept. The concept is then modeled. Next, guided instruction occurs. Finally, students are assessed on independent problems.	Pre and post exams
5	ESE, ELL, and the lowest 30% students will partake in a daily push-in or pull-out scenario utilizing Quick Reads	Reading Coach Tagela Jones	Administration and Reading Curriculum team will monitor implementation with classroom walk throughs	Mini bats
6	Classroom teaches will facilitate data chats with individual students quarterly.	Administration/Support Staff Lisa George Michael Billins Lavonda Miller Tangela Jones	Teachers will complete a school based designed sheet that will note what was discussed, both areas in which the student is excelling and areas in need of improvement.	Benchmark Assessment Tests, mini bats

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2008- 2009 FCAT Reading Assessment, Main Idea is an area in need of improvement. 56% of students in grades 3-5 achieved mastery.		An increase of 4% on the 2009-2010 FCAT will occur in the area of main idea. This will reflect a percentage of the overall 10% increase to demonstrate a year's worth of growth in Reading.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	To utilize Treasures/Triumphs in 3rd Grade and Harcourt in	Reading Coach Tangela Jones	70% of the class will score a 80% or higher	Mini Bats and end of the selection tests.

	grades 4 and 5 for all students.			
2	Utilized Triumphs for 3rd grade students in the lowest 30% percentile.	Reading Coach Tangela Jones	70% of the class will score a 80% or higher.	Mini Bats and end of the selection tests.
3	The Leadership Team and classroom teachers will identify students to participate in the Saturday Success Camp to include ELL, ESE, and the lowest 30% students focusing on remediation.	Assistant Principal Michael Billins	During this time, students are introduced to the concept. The concept is then modeled. Next, guided instruction occurs. Finally, students are assessed on independent problems.	Pre and post exams
4	ESE, ELL, and the lowest 30% students will partake in a daily push-in or pull-out scenario utilizing Quick Reads	Reading Coach - Tangela Jones	Administration and Reading Curriculum team will monitor implementation with classroom walk throughs	Mini Bats
5	Classroom teaches will facilitate data chats with individual students quarterly.	Administration/Support Staff Lisa George Michael Billins Lavonda Miller Tangela Jones	Teachers will complete a school based designed sheet that will note what was discussed, both areas in which the student is excelling and areas in need of improvement.	Benchmark Assessment Tests, mini bats

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2008- 2009 FCAT Reading Assessment, Reference and Research is an area in need of improvement. 50% of students in grades 3-5 achieved mastery.		An increase of 3% on the 2009-2010 FCAT will occur in the area of drawing conclusions. This will reflect a percentage of the overall 10% increase to demonstrate a year's worth of growth in Reading.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	To utilize Treasures/Triumphs in 3rd Grade and Harcourt in grades 4 and 5 for all students	Reading Coach Tangela Jones	70% of the class will score a 80% or higher.	Mini Bats and end of the selection tests
2	Utilize Triumphs for 3rd grade students in the lowest 25%	Reading Coach Tangela Jones	70% of the class will score a 80% or higher.	Mini Bats and end of the selection tests
3	The Leadership Team and classroom teachers will identify students to participate in the Saturday Success Camp to include ELL, ESE, and the lowest 30% students focusing on remediation.	Assistant Principal Michael Billins	During this time, students are introduced to the concept. The concept is then modeled. Next, guided instruction occurs. Finally, students are assessed on independent problems.	Pre and post exams
4	ESE, ELL, and the lowest 25% will partake in a daily push-in or pull-out scenario utilizing Quick Reads	Reading Coach Tangela Jones	Administration and Reading Curriculum team will monitor implementation with classroom walk throughs	Mini Bats
5	Classroom teaches will facilitate data chats with individual students quarterly.	Administration/Support Staff Lisa George Michael Billins Lavonda Miller Tangela Jones	Teachers will complete a school based designed sheet that will note what was discussed, both areas in which the student is excelling and areas in need of improvement.	Benchmark Assessment Tests, mini bats

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
Training will be provided for teachers in grades 3-5 who have not been trained in Quick Reads, Elements of Reading, and Reading Plus.	Teachers will be instructed on how to implement: Reading Plus Elements of Reading and Quick Reads with fidelity.	Reading Committee Member/Reading Specialist Tangela Jones	August-May September-May	Classroom Walk Throughs (CWTs), team planning, PLC discussions, and printed reports.	Mrs. George Principal/Michael Billins Assistant Principal

In grades 3-5, 59% of the students will achieve mastery on the 2009-2010 FCAT Reading Test in the area of main idea	Teachers will be instructed on how to implement: Accelerated Reader, Core Reading Series, Time for Kids, and Weekly Readers with fidelity	Reading Committee Member/Reading Specialist Tangelajones , and Media Specialist Keva Turner	October-May	Computer generated reports and PLC discussions.	Mrs. George Principal/Michael Billins Assistant Principal
In grades 3-5, 64% of the students will achieve mastery on the 2009-2010 FCAT Reading Test in the area of author's purpose.	Teachers will be instructed on how to implement: the Web based reading program Reading Plus Accelerated Reader, Core Reading Series, Time for Kids, and Weekly Readers with fidelity.	Tiffany Bart Reading Committee Member/Reading Specialist Tangelajones , and Media Specialist Keva Turner	August-May October-May	Printed student reports Computer generated reports and PLC discussions.	Reading Coach Tangelajones Mrs. George Principal/Michael Billins Assistant Principal
In grades 3-5, 64% of the students will achieve mastery on the 2009-2010 FCAT Reading Test in the area of drawing conclusions.	Teachers will be instructed on how to implement: Accelerated Reader, Core Reading Series, Time for Kids, and Weekly Readers with fidelity.	Reading Committee Member/Reading Specialist Tangelajones , and Media Specialist Keva Turner	August-May October - May	Classroom Walk Throughs (CWTs), team planning, PLC discussions, and printed reports.	Reading Coach Tangelajones
All teachers will be trained in the utilization and implementation of Accelerated Reader to promote comprehension.	Teachers will be instructed on how to implement: Accelerated Reader, Core Reading Series, Time for Kids, and Weekly Readers with fidelity.	Media Specialist Keva Turner	October - May	Classroom Walk Throughs (CWTs), team planning, PLC discussions, and printed reports.	Keve Turner Media Specialist

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
Words Their Way	Accountability	\$795.00
Elements of Reading	N/A	\$0.00
Quick Reads	N/A	\$0.00
McMillian/McGraw Hill Treasures	N/A	\$0.00
Text Talk	N/A	\$0.00
STARS Reading Books	Non state adopted	\$2,900.00
		Total: \$3,695.00
Technology		
Description of Resources	Funding Source	Available Amount
Reading Plus	Title 1	\$2,380.00
Accelerated Reader	Library	\$1,000.00
		Total: \$3,380.00
Professional Development		
Description of Resources	Funding Source	Available Amount
McMillian/McGraw Hill Treasures	Title 1	\$250.00
Small Group Instruction	Title 1	\$250.00
Literacy Circles	Title 1	\$250.00
Differentiated Centers	Title 1	\$250.00
CRISS	Title 1	\$250.00
QAR	Title 1	\$250.00
Substitutes	Title 1	\$15,000.00
		Total: \$16,500.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$23,575.00

Mathematics Goal

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

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

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

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

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

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

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2008- 2009 FCAT Math Assessment, Number Sense, Concepts, and Operations is an area in need of improvement. 53% of students in grades 3-5 achieved mastery.		An increase of 2% on the 2009-2010 FCAT will occur in the area of number sense, concepts, and operations.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Teachers in grades 3-5 will implement a Math Challenge for all level learners.	Lavonda Miller Curriculum Specialist/Math Coach	For four days, students are instructed on a specific benchmark strand using form A. On the fifth day, students are tested on form B of the same benchmark strand. Students who score 100% are recognized throughout the school and a winner from each grade is selected	Mini-BATs
2	Teachers will provide students with manipulatives to promote a concrete understanding of number sense	Lavonda Curriculum Specialist/Math Coach	Manipulatives will be used to introduce new concepts	Math journals and performance rubric/teacher observation
3	Teachers in grades 3 through 5 will implement the web- based program First in Math in grades 3-5.	Lavonda Miller Math Coach and Fengchun Li Micro Tech	Student, class, grade, and school reports are generated which display progress and areas of concern	Teachers will conference individually using the reports generated by First in Math
4	Teachers will provide small group instruction for ESE, ELL, and students in the lowest 30%, as determined by data, using Harcourt Math Intervention Skills.	Lavonda Miller Curriculum Specialist/Math Coach	Pre and post tests using the core math series.	Math journals, performance rubric/teacher observation, and post tests
5	The Leadership Team and classroom teachers will identify students to participate in the Saturday Success Camp to include ELL, ESE, and the lowest 30% students focusing on remediation.	Michael Billins Assistant Principal	During this time, students are introduced to the concept. The concept is then modeled. Next, guided instruction occurs. Finally, students are assessed on independent problems.	Pre and post exams.
6	Teachers in grades 3-5 will provide all level learners the opportunity to participate in Sunshine Math.	Lavonda Miller Curriculum Specialist/Math Coach	Weekly, students will be assigned an activity to complete. At the conclusion of the week, progress will be charted.	Weekly Assignments
7	Classroom teachers will facilitate data chats with individual students quarterly.	Administration/Support Staff Lisa George Michael Billins Lavonda Miller Tangela Jones	Teachers will complete a school based designed sheet that will note what was discussed, both areas in which the student is excelling and areas in need of improvement.	Benchmark Assessment Tests, mini bats
8	Teachers in all grades will utilize the Harcourt Challenge material as enrichment for high level learners.	Lavonda Miller	Teachers will evaluate work completed by students.	End of chapter test.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2008- 2009 FCAT Math Assessment, Data Analysis and Probability is an area in need of improvement. 55% of students in grades 3-5 achieved mastery.		An increase of 2% on the 2009-2010 FCAT will occur in the area of data analysis and probability.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Teachers in grades 3-5 will implement a Math Challenge for all level learners.	Lavonda Miller Curriculum Specialist/Math Coach	For four days, students are instructed on a specific benchmark strand using form A. On the fifth day, students are tested on form B of the same benchmark strand. Students who score 100% are recognized throughout the school and a winner from each grade is selected.	Mini BATs
2	Teachers will provide students with manipulatives to promote a concrete understanding of number sense	Lavonda Miller Curriculum Specialist/Math Coach	Manipulatives will be used to introduce new concepts	Math journals and performance rubric/teacher observation
3	Teachers in grades 3 through 5 will implement the web- based program First in Math in grades 3-5.	Lavonda Miller Math Coach and Fengchun Li Micro Tech	Student, class, grade, and school reports are generated which display progress and areas of concern	Teachers will conference individually using the reports generated by First in Math.
4	Teachers will provide small group instruction for ESE, ELL, and students in the lowest 30%, as determined by data, using Harcourt Math Intervention Skills. enrichment via small group instruction and/or push in and pull out scenarios.	Curriculum Specialist/Math Coach	Pre and post tests using the core math series.	Math journals, performance rubric/teacher observation, and post tests.
5	The Leadership Team and classroom teachers will identify students to participate in the Saturday Success Camp to include ELL, ESE, and the lowest 30% students focusing on remediation.	Michael Billins Assistant Principal	During this time, students are introduced to the concept. The concept is then modeled. Next, guided instruction occurs. Finally, students are assessed on independent problems.	Pre and post exams
6	Teachers in grades 3-5 will provide all level learners the opportunity to participate in Sunshine Math.	Lavonda Miller Curriculum Specialist/Math Coach	Weekly, students will be assigned an activity to complete. At the conclusion of the week, progress will be charted.	Weekly Assignments
7	Teachers in all grades will utilize the Harcourt Challenge material as enrichment for high level learners.	Administration/Support Staff Lisa George Michael Billins Lavonda Miller Tangela Jones	Teachers will evaluate work completed by students.	End of the chapter tests.
8	Classroom teachers will facilitate data chats with individual students quarterly.	Administration/Support Staff Lisa George Michael Billins Lavonda Miller Tangela Jones	Teachers will complete a school based designed sheet that will note what was discussed, both areas in which the student is excelling and areas of concern.	Benchmark Assessment Tests and mini bats

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2008- 2009 FCAT Math Assessment, Geometry and Spatial Sense is an area in need of improvement. 58% of students in grades 3-5 achieved mastery.		An increase of 2% on the 2009-2010 FCAT will occur in the area of geometry and spatial sense.		
		Person Responsible	Process Used to	

	Action Step	for Monitoring the Action Step	Determine Effectiveness of Action Step	Evaluation Tool
1	Teachers in grades 3-5 will implement a Math Challenge for all level learners.	Lavonda Miller Curriculum Specialist/Math Coach	For four days, students are instructed on a specific benchmark strand using form A. On the fifth day, students are tested on form B of the same benchmark strand. Students who score 100% are recognized throughout the school and a winner from each grade is selected	Mini BATs
2	Teachers will provide students with manipulatives to promote a concrete understanding of number sense	Lavonda Miller Curriculum Specialist/Math Coach	Manipulatives will be used to introduce new concepts.	Math journals and performance rubric/teacher observation
3	Students in grades 3 through 5 will utilize the web based program First in Math.	Math Coach and Micro Tech	Student, class, grade, and school reports are generated which display progress and areas of concern.	Teachers will conference individually using the reports generated by First in Math.
4	Teachers will provide small group instruction for ESE, ELL, and students in the lowest 30%, as determined by data, using Harcourt Math Intervention Skills.	Michael Billins Assistant Principal	During this time, students are introduced to the concept. The concept is then modeled. Next, guided instruction occurs. Finally, students are assessed on independent problems.	Pre and post exams
5	Teachers in grades 3-5 will provide all level learners the opportunity to participate in Sunshine Math.	Lavonda Miller Curriculum Specialist/Math Coach	Weekly, students will be assigned an activity to complete. At the conclusion of the week, progress will be charted.	Weekly Assignments
6	Teachers in all grades will utilize the Harcourt Challenge material as enrichment for high level learners.	Administration/Support Staff Lisa George Michael Billins Lavonda Miller Tangela Jones	Teacher will evaluate work completed by students.	End of the chapter test.
7	Teachers in all grades will utilize the Harcourt Challenge material as enrichment for high level learners.	Administration/Support Staff Lisa George Michael Billins Lavonda Miller Tangela Jones	Teacher will evaluate work.	End of chapter test
8	Classroom teaches will facilitate data chats with individual students quarterly.	Administration/Support Staff Lisa George Michael Billins Lavonda Miller Tangela Jones	Teachers will complete a school based designed sheet that will note what was discussed, both areas in which the student is excelling and areas in need of improvement.	BAT and mini bats

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2008- 2009 FCAT Math Assessment, Measurement is an area in need of improvement. 54% of students in grades 3-5 achieved mastery.		An increase of 2% on the 2009-2010 FCAT will occur in the area of measurement.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Teachers in grades 3-5 will implement a Math Challenge for all level learners.	Lavonda Miller Curriculum Specialist/Math Coach	For four days, students are instructed on a specific benchmark strand using form A. On the fifth day, students are tested on form B of the same benchmark strand. Students who score 100% are recognized throughout the school and a winner from each grade is selected.	Mini BATs
2	Teachers will provide students with manipulatives	Lavonda Miller Curriculum	Manipulatives will be used to introduce new concepts.	Math journals and performance rubric/teacher

	to promote a concrete understanding of number sense	Specialist/Math Coach		observation
3	Teachers in grades 3 through 5 will implement the web- based program First in Math in grades 3-5.	Lavonda Miller Math Coach and Fengchun Micro Tech	Student, class, grade, and school reports are generated which display progress and areas of concern.	Teachers will conference individually using the reports generated by First in Math
4	ESE, ELL, and students in the lowest 30% will receive remediation and enrichment via small group instruction and/or push in and pull out scenarios.	Lavonda Miller Curriculum Specialist/Math Coach	Pre and post tests using the core math series.	Math journals, performance rubric/teacher observation, and post tests.
5	The Leadership Team and classroom teachers will identify students to participate in the Saturday Success Camp to include ELL, ESE, and the lowest 30% students focusing on remediation.	Michael Billins Assistant Principal	During this time, students are introduced to the concept. The concept is then modeled. Next, guided instruction occurs. Finally, students are assessed on independent problems	Pre and post exams.
6	Teachers in grades 3-5 will provide all level learners the opportunity to participate in Sunshine Math.	Curriculum Specialist/Math Coach	Weekly, students will be assigned an activity to complete. At the conclusion of the week, progress will be charted.	Weekly Assignments
7	Teachers in all grades will utilize the Harcourt Challenge material as enrichment for high level learners.	Administration/Support Staff Lisa George Michael Billins Lavonda Miller Tangela Jones	Teacher will evaluate student work.	End of the chapter test.
8	Classroom teaches will facilitate data chats with individual students quarterly.	Administration/Support Staff Lisa George Michael Billins Lavonda Miller Tangela Jones	Teachers will complete a school based designed sheet that will note what was discussed, both areas in which the student is excelling and areas in need of improvement.	a

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2008- 2009 FCAT Math Assessment, Algebraic Thinking is an area in need of improvement. 54% of students in grades 3-5 achieved mastery.		An increase of 2% on the 2009-2010 FCAT will occur in the area of algebraic thinking.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Teachers in grades 3-5 will implement a Math Challenge for all level learners.	Lavonda Miller Curriculum Specialist/Math Coach	For four days, students are instructed on a specific benchmark strand using form A. On the fifth day, students are tested on form B of the same benchmark strand. Students who score 100% are recognized throughout the school and a winner from each grade is selected.	Mini BATs
2	Teachers will provide students with manipulatives to promote a concrete understanding of number sense	Lavonda Miller Curriculum Specialist/Math Coach	Manipulatives will be used to introduce new concepts.	Math journals and performance rubric/teacher observation
3	Teachers in grades 3 through 5 will implement the web- based program First in Math in grades 3-5.	Lavonda Miller Math Coach and Fengchun Li Micro Tech	Student, class, grade, and school reports are generated which display progress and areas of concern	Teachers will conference individually using the reports generated by First in Math.
4	Teachers will provide small group instruction for ESE, ELL, and students in the lowest 30%, as determined by data, using Harcourt Math Intervention Skills.	Curriculum Specialist/Math Coach	Pre and post tests using the core math series.	. Math journals, performance rubric/teacher observation, and post tests.

	enrichment via small group instruction and/or push in and pull out scenarios.			
5	The Leadership Team and classroom teachers will identify students to participate in the Saturday Success Camp to include ELL, ESE, and the lowest 30% students focusing on remediation.	Assistant Principal	During this time, students are introduced to the concept. The concept is then modeled. Next, guided instruction occurs. Finally, students are assessed on independent problems.	Pre and post exams
6	Teachers in grades 3-5 will provide all level learners the opportunity to participate in Sunshine Math.	Curriculum Specialist/Math Coach	Weekly, students will be assigned an activity to complete. At the conclusion of the week, progress will be charted.	Weekly Assignments
7	Teachers in all grades will utilize the Harcourt Challenge material as enrichment for high level learners.	Administration/Support Staff Lisa George Michael Billins Lavonda Miller Tangela Jones	Teacher will evaluate student work.	End of the chapter test.
8	Classroom teaches will facilitate data chats with individual students quarterly.	Administration/Support Staff Lisa George Michael Billins Lavonda Miller Tangela Jones	Teachers will complete a school based designed sheet that will note what was discussed, both areas in which the student is excelling and areas in need of improvement.	BAT and mini bats

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, 55% of the students will achieve mastery on the 2009-2010 FCAT Math Test in the area of Number Sense, Concepts, and Operations	Strategies to effectively teach Number Sense, Concepts, and Operations	Lavonda Miller Curriculum Specialist/ Math Committee Member	September-December	Classroom Walk Throughs (CWTs), team planning, and PLC discussions.	Lavonda Miller Math Coach and Lisa George/Michael Billins Administration
In grades 3-5, 57% of the students will achieve mastery on the 2009-2010 FCAT Math Test in the area of Instruction of Data Analysis and Probability	Strategies to effectively teach Data Analysis and Probability	Lavonda Miller Curriculum Specialist/ Math Committee Member	September - December	Classroom Walk Throughs (CWTs), team planning, and PLC discussions.	Lavonda Miller Math Coach and Lisa George/Michael Billins Administration
In grades 3-5, 60% of the students will achieve mastery on the 2009-2010 FCAT Math Test in the area of Instruction of Geometry and Instruction of Spatial Sense	Strategies to effectively teach Geometry and Spatial Sense	Lavonda Miller Curriculum Specialist/ Math Committee Member	September-June	Classroom Walk Throughs (CWTs), team planning, and PLC discussions.	Lavonda Miller Math Coach and Lisa George/Michael Billins Administration
In grades 3-5, 56% of the students will achieve mastery on the 2009-2010 FCAT Math Test in the area of Instruction of Measurement	Strategies to effectively teach Measurement	Lavonda Miller Curriculum Specialist/ Math Committee Member	September - December	Classroom Walk Throughs (CWTs), team planning, and PLC discussions.	Math Lavonda Miller Coach/Administration
All teachers, grades K-5 and ESE, were being instructed how to properly implement math utilizing the new standards, focus calendars, and the BEEP website.	Teacher expectations in Math for the 2009-2010	Lavonda Miller	August	Classroom Walk Throughs (CWTs), team planning, plan books PLC discussions	Math Lavonda Miller Coach Administration Lisa George and Michael Billins

Budget:

Evidence-based Program(s)/Material(s)

Description of Resources	Funding Source	Available Amount
Benchmark/Enrichment Tutorial Material	Pending additional DA dollars	\$1,500.00
		Total: \$1,500.00
Technology		
Description of Resources	Funding Source	Available Amount
First in Math	Title 1	\$2,200.00
		Total: \$2,200.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Singapore Math	Staff Development	\$0.00
Math Big Ideas	Staff Development	\$0.00
New Generation Standards	Staff Development	\$0.00
Substitutes	Title 1	\$5,000.00
		Total: \$5,000.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Final Total: \$8,700.00		

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, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2008- 2009 FCAT Science Assessment, Earth and Space Science is an area in need of improvement. 54% of students in grade 5 achieved mastery.		An increase of 15% on the 2009-2010 FCAT will occur in the area of Earth and Space science.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Teachers will view Becon Television Broadcast schedule at www.becon.tv as a tool to support the curriculum and the Sunshine State Standards. The schedule includes: Science and Me (Grade K-2), Science Alive (Grade 3-5), and Soaring Into FCAT Science (Grade 3-5).	Science teacher Lydia Kolber	Data Chats and CWTs	2009-2010 FCAT Science Mini BATs will be used as an evaluation tool to determine mastery and utilize BEEP lesson plans for Science and Me.
2	Teachers will utilize Delta Hands On Science Kits	Science Teacher Lydia Kolber	Successful completion of kit follow-up activities.	Science Journals, teacher observations, and post tests.
3	Teachers in grades K-2 will utilize Riverdeep Science and grades 3-5 will utilize FCAT Explorer for enrichment activities.	Science Teacher Lydia Kolber	Data Chats and CWTs	Web-based tests and reports. Mini BAT results for grades 3-5 and Riverdeep assessments for K
4	The Leadership Team and classroom teachers will identify students to participate in the Saturday Success Camp to include ELL, ESE, and the lowest 30% students focusing on remediation.	Michael Billins Assistant Principal	During this time, students are receiving remediation and enrichment to master the concept.	Pre and post exams
5	Classroom teaches will	Administration/Support	Teachers will complete a	Benchmark Assessment

	facilitate data chats with individual students quarterly.	Staff Lisa George Michael Billins Lavonda Miller Tangela Jones	school based designed sheet that will note what was discussed, both areas in which the student is excelling and areas in need of improvement.	Tests, mini bats
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Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2008- 2009 FCAT Science Assessment, Nature of Science is an area in need of improvement. 46% of students in grade 5 achieved mastery.		An increase of 10% on the 2009-2010 FCAT will occur in the area of nature of science.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Teachers will view Becon Television Broadcast schedule at www.becon.tv as a tool to support the curriculum and the Sunshine State Standards. The schedule includes: Science and Me (Grade K-2), Science Alive (Grade 3-5), and Soaring Into FCAT Science (Grade 3-5).	Science teacher	Mini BATs will be used as an evaluation tool to determine mastery and utilize BEEP lesson plans for Science and Me.	2009-2010 FCAT Science
2	Teachers will utilize the Delta Hands On Science Kits	Science Teacher	Successful completion of kit follow-up activities.	Science Journals, teacher observations, and post tests.
3	Teachers in grades 3-5 will utilize FCAT Explorer for enrichment activities.	Science Teacher	Web based tests and reports.	. Mini BAT results for grades 3-5 and Riverdeep assessments for K-2.
4	Teachers will instruct the science process skills.	Science Teacher	Demonstration of the scientific process including vocabulary.	Successful completion of a science project
5	The Leadership Team and classroom teachers will identify students to participate in the Saturday Success Camp to include ELL, ESE, and the lowest 30% students focusing on remediation.	Assistant Principal	During this time, students are receiving remediation and enrichment to master the concept.	Pre and post exams

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2008- 2009 FCAT Science Assessment, Physical Science is an area in need of improvement. 50% of students in grade 5 achieved mastery.		An increase of 10% on the 2009-2010 FCAT will occur in the area of physical science.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Teachers will view Becon Television Broadcast schedule at www.becon.tv as a tool to support the curriculum and the Sunshine State Standards. The schedule includes: Science and Me (Grade K-2), Science Alive (Grade 3-5), and Soaring Into FCAT Science (Grade 3-5).	Science teacher Lydia Kolber	Mini BATs will be used as an evaluation tool to determine mastery and utilize BEEP lesson plans for Science and Me.	2009-2010 FCAT Science
2	Teachers will Utilize Delta Hands On Science Kits	Science Teacher Lydia Kolber	Successful completion of kit follow-up activities.	Science Journals, teacher observations, and post tests.
3	Teachers in grade 3-5 will utilize FCAT Explorer for enrichment activities.	Science Teacher Lydia Kolber	Web based tests and reports.	Mini BAT results for grades 3-5 and Riverdeep assessments for K-2.
4	Teachers will instruct the science process skills	Science Teacher Lydia Kolber	Demonstration of the scientific process including vocabulary.	Successful completion of a science project
5	The Leadership Team and	Michael Billins	During this time, students	Pre and post exams

	classroom teachers will identify students to participate in the Saturday Success Camp to include ELL, ESE, and the lowest 30% students focusing on remediation.	Assistant Principal	are receiving remediation and enrichment to master the concept.	
6	Classroom teaches will facilitate data chats with individual students quarterly.	Administration/Support Staff Lisa George Michael Billins Lavonda Miller Tangela Jones	Teachers will complete a school based designed sheet that will note what was discussed, both areas in which the student is excelling and areas in need of improvement.	Benchmark Assessment Tests, mini bats

Based on the Needs Assessment, I identify Area(s) for Improvement	Objective Linked to Area of Improvement
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Based on the 2008- 2009 FCAT Science Assessment, Life Science is an area in need of improvement. 62% of students in grade 5 achieved mastery.	An increase of 10% on the 2009-2010 FCAT will occur in the area of nature of science
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	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Teachers will view Becon Television Broadcast schedule at www.becon.tv as a tool to support the curriculum and the Sunshine State Standards. The schedule includes: Science and Me (Grade K-2), Science Alive (Grade 3-5), and Soaring Into FCAT Science (Grade 3-5).	Science teacher Lydia Kolber	Mini BATs will be used as an evaluation tool to determine mastery and utilize BEEP lesson plans for Science and Me.	2009-2010 FCAT Science
2	Teachers will utilize Delta Hands On Science Kits	Science Teacher Lydia Kolber	Successful completion of kit follow-up activities.	Science Journals, teacher observations, and post tests.
3	Teachers in grade 3-5 will utilize FCAT Explorer for enrichment activities.	Science Teacher Lydia Kolber	Web based tests and reports.	Mini BAT results for grades 3-5 and Riverdeep assessments for K-2.
4	Teachers will instruct the science process skills.	Science Teacher Lydia Kolber	Demonstration of the scientific process including vocabulary.	Successful completion of a science project
5	The Leadership Team and classroom teachers will identify students to participate in the Saturday Success Camp to include ELL, ESE, and the lowest 30% students focusing on remediation.	Assistant Principal Michael Billins	During this time, students are receiving remediation and enrichment to master the concept.	Pre and post exams

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
69% of students will demonstrate proficiency in Earth and Space	Strategies to effectively teach Earth and Space as well as Delta Hands On Science Kits.	Lydia Kolber Science Lab Teacher/ Candice Foresei Science Committee Member	September to February	Classroom Walk Throughs (CWTs), team lesson planning, and PLC discussions.	Science Teacher and Administration
56% of students will demonstrate proficiency in Nature of Science	Strategies to effectively teach Nature of Science as well as Delta Hands On Science Kits.	Lydia Kolber Science Lab Teacher/ Candice Foresei Science Committee Member Science Committee Member	September to February	Classroom Walk Throughs (CWTs), team lesson planning, and PLC discussions.	Science Teacher and Administration
60% of students will demonstrate proficiency in Physical Science	Strategies to effectively teach Physical Science as well as Delta Hands On Science Kits.	Lydia Kolber Science Lab Teacher/ Candice Foresei Science Committee Member Science Committee Member	September to February	Classroom Walk Throughs (CWTs), team lesson planning, and PLC discussions.	Science Teacher and Administration
		Lydia Kolber Science Lab			

72% of students will demonstrate proficiency in Life Science	Strategies to effectively teach Life Science as well as Delta Hands On Science Kits.	Teacher/ Candice Foresei Science Committee Member Science Committee Member	September to February	Classroom Walk Throughs (CWTs), team lesson planning, and PLC discussions.	Science Teacher and Administration
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Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Delta Hands On Science Kits replenishments.	Textbooks, Material and Supplies	\$300.00
Science Lab consumables	Textbooks, Material and Supplies	\$150.00
		Total: \$450.00
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
Big Ideas	Title 1	\$0.00
Substitutes	Title 1	\$13,000.00
		Total: \$13,000.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$13,450.00

End of Science Goal

Writing Goal

Needs Assessment: Based on School Grade Data:

Did the total percent proficient increase or was the percent proficient maintained?

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
On the 2009 administration of the FCAT Writing Test, 85% of the students in 4th grade scored level 3.5 or above in writing.		An increase of 6% on the 2009-2010 FCAT will occur in the area of Writing. This will result in 91% of the students in 4th grade achieving a level of 3.5 or higher.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Teachers will use the writing process daily; all writing will be dated, and recorded in a journal, notebook, or work folder for monitoring of growth across time	Administration and Writing Coach	A school wide consistent method of saving student work will be established. During the class period, students will place their writing notebooks, open to their last entry, on top of their desks for the principal to walk through to monitor.	Progress between the Pretest Prompt and Mid-year Prompt
2	Teachers will adhere to the School Specific Writers' Workshop Framework (BEEP)	Writing Coach	To determine effectiveness the utilization of baseline assessments, Florida Writes	Student portfolios, and the 2009-2010 FCAT Writing Assessment

	Lessons)		Rubric, bi-monthly timed writing assessments, and curriculum guidelines will implemented.	
3	Teachers will highlight students bi-weekly via Writing Celebration	Writing Coach	On a bi-monthly basis, students will share their writing with another class within the same grade level	A minimum of eight published writing pieces throughout the school year (minimum 2 per quarter).
4	Teachers will have third and fourth grade students participate in a bi-monthly timed writing assessment	Writing Coach	. Utilization of the Florida Writes Rubric by two different teachers to score the writing prompts. This may include the Writing Coach and Administration. A student teacher conference will also take place to discuss strengths and areas of concern by utilizing the rubric	Scored writing sample.
5	The leadership team and classroom teachers will identify students identified as working above standards in writing will have the opportunity to participate in enrichment activities.	Writing Coach	These students will use technology resources (Comic Life, Kidspiration, Inspiration, Word Processing, Power Point, and iMovie) to enhance the writing process.	Completed technology based project
6	The Leadership Team and classroom teachers will identify students to participate in the Saturday Success Camp to include ELL, ESE, and the lowest 30% students focusing on remediation.	Michael Billins Assistant Principal	During this time, students will be given remediation activities to enhance previously taught skills. A student teacher conference will also take place to discuss strengths and areas of concern by utilizing the rubric.	Pre and post tests
7	Classroom teaches will facilitate data chats with individual students quarterly.	Administration/Support Staff Lisa George Michael Billins Lavonda Miller Tangela Jones	Teachers will complete a school based designed sheet that will note what was discussed, both areas in which the student is excelling and areas in need of improvement.	Benchmark Assessment Tests, mini bats

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
The Writing Process	Writers' Workshop Framework	Administration and Writing Coach	Preplanning week and ongoing	Classroom Walk Throughs (CWTs), lesson plans, and review student portfolios which will include published samples an completed student rubrics.	Administration and Writing Coach
Correctly utilizing the Florida Writes Rubric	Teachers will have the opportunity to learn how to properly use the Florida Writes Rubric to score completed writing samples.	Writing Coach	Preplanning	Grade level samples will be pulled and scored to determine if the rubric is being followed.	Writing Committee

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Teachers need the manual, instructional CD-ROM, chart markers, and big chart tablets. Students require poster paper, pocket folders, composition books, colored pens, highlighters, newsprint paper, loose-leaf paper, markers, individual white boards, white board markers, scissors, tape, and glue.	SIP Money	\$320.00
		Total: \$320.00
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
Teachers will receive training to ensure proper implementation of the writing program.	Broward County Professional and Staff Development	\$0.00
Total: \$0.00		
Other		
Description of Resources	Funding Source	Available Amount
Students Scoring 4.0 or above will be recognized.	Title 1	\$150.00
Total: \$150.00		
Final Total: \$470.00		

End of Science Goal

Parent Involvement Goal

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

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

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

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

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

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
During the 2008-2009 school year, 75% of the parents at the school attended at least one school-based parent involvement activity or event.		By June 2010, 80% of parents will participate in decisions regarding their children's educational program as evidenced by attendance at parent trainings, meetings, conferences, activities, or events.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Publicize event by using multiple methods and in students' home language.	Community Liaison and SAC Committee	Collect attendance logs	Maintain attendance logs in each classroom
2	Schedule high parent interest whole school events in each curriculum area (Reading, Math, Writing, and Science) during evening hours to foster greater participation which will enhance student learning.	Title I Liaison Lavonda Miller Community Liaison Carolyn Salters	Collect feedback surveys from parents	Parent Surveys
3	Have students compose invitations for their parents to attend academic nights.	Reading/Writing Coach Tangela Jones and Writing Committee Member Tamika Nelms.	Survey parents to determine if this was their first time attending an activity or event. If so, what made them attend this time?	Parent Surveys
4	Survey parents to determine high interest topics and best days and times for events and activities.	Community Liaison Carolyn Salters	Collect sign-in sheets and participant feedback for each workshop.	Sign-in sheets and workshop evaluations
5	Selective parents will be given a refurbished computer and then trained on proper usage to promote student learning as part of the Digital Divide program.	Community Liaison Carolyn Salters, Title 1 Liaison Lavonda Miller, and Micro Tech Fengchun Li	Follow-up on computer usage.	Parent Surveys
6	Utilize Merrie Meyers-Kershaw from Community Involvement to analyze the	Community Liaison Carolyn Salters, Title 1 Liaison Lavonda	Collect sign-in sheets and participant feedback for each workshop.	Sign-in sheets and workshop evaluations

culture of the community to increase parental involvement at academic nights.	Miller Principal Lisa George		
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Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
No data submitted					

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$0.00

End of 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	Words Their Way	Accountability	\$795.00
Reading	Elements of Reading	N/A	\$0.00
Reading	Quick Reads	N/A	\$0.00
Reading	McMillian/McGraw Hill Treasures	N/A	\$0.00
Reading	Text Talk	N/A	\$0.00
Reading	STARS Reading Books	Non state adopted	\$2,900.00
Mathematics	Benchmark/Enrichment Tutorial Material	Pending additional DA dollars	\$1,500.00
Writing	Teachers need the manual, instructional CD-ROM, chart markers, and big chart tablets. Students require poster paper, pocket folders, composition books, colored pens, highlighters, newsprint paper, loose-leaf paper, markers, individual white boards, white board markers, scissors, tape, and glue.	SIP Money	\$320.00
Science	Delta Hands On Science Kits replenishments.	Textbooks, Material and Supplies	\$300.00
Science	Science Lab consumables	Textbooks, Material and Supplies	\$150.00
			Total: \$5,965.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Reading Plus	Title 1	\$2,380.00
Reading	Accelerated Reader	Library	\$1,000.00
Mathematics	First in Math	Title 1	\$2,200.00
			Total: \$5,580.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	McMillian/McGraw Hill Treasures	Title 1	\$250.00
Reading	Small Group Instruction	Title 1	\$250.00
Reading	Literacy Circles	Title 1	\$250.00
Reading	Differentiated Centers	Title 1	\$250.00
Reading	CRISS	Title 1	\$250.00
Reading	QAR	Title 1	\$250.00
Reading	Substitutes	Title 1	\$15,000.00
Mathematics	Singapore Math	Staff Development	\$0.00
Mathematics	Math Big Ideas	Staff Development	\$0.00
Mathematics	New Generation Standards	Staff Development	\$0.00
Mathematics	Substitutes	Title 1	\$5,000.00
Writing	Teachers will receive training to ensure proper implementation of the writing program.	Broward County Professional and Staff Development	\$0.00
Science	Big Ideas	Title 1	\$0.00
Science	Substitutes	Title 1	\$13,000.00
			Total: \$34,500.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Writing	Students Scoring 4.0 or above will be recognized.	Title 1	\$150.00
			Total: \$150.00
			Final Total: \$46,195.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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
Academic Incentives	1000
Behavior Incentives	300
Student Planners	755
Instructional Materials	800

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

Translator Devices at Family Nights and monthly SAC meetings
 Parental participation with coordination of curriculum nights and activities
 Multicultural Events
 GLIDES Showcases

Will monitor the implementation of the School Improvement Plan at monthly meetings. Stakeholders are present to hear the progress of the SIP. Modifications are made as necessary to make changes. To meet the needs of our diverse population, all information is sent home in English, Hatian-Creole, and Spanish. The plan is posted on the school's web site after it has Board Approval. During the year, the SAC committees oversee the implementation of the action steps and monitor data during the year.

SAC Members

Members

- 1) Lisa George, Principal
- 2) Anthony Marucci, SAC Chair
- 3) Azalle Dillard, Teacher
- 4) Arlene Gebber, Teacher
- 5) Margalie Jean Felix, Parent
- 6) Florentino Lopez, Parent
- 7) Denise Nicholas, Parent
- 8) Tonya Nowden, Parent
- 9) Sheryll Sinclair, Parent
- 10) Rhonda Thomas, Parent
- 11) Renea Walker, Parent
- 12) Leila Barret, Parent
- 13) Michael Bonnyon, Parent

14) Denise Cadet, Parent

15) Katina Deyounks, Parent

16) Tiffany Douse, Parent

17) Joann Hunter, School Support Personnel

18) Brendon Broderick, Union Steward

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Broward LAUDERHILL PAUL TURNER ELEMENTARY SCHOOL 1381															
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 336 Math: 336		2008-2009 School Grade ¹ :		C		Did the School make Adequate Yearly Progress?		NO							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).										This section shows the perce 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	2009	Y/N	2009
TOTAL ⁴	99	Y	100	Y	50	N	57	N	87	94	Y			NA	48	50	N	43	43	N	58	N	60	N					
WHITE		NA		NA		NA		NA		NA				NA			NA		NA		NA								
BLACK	100	Y	100	Y	50	N	57	N	89	94	Y			NA	47	50	N	41	43	N	58	N	60	N					
HISPANIC		NA		NA		NA		NA		NA				NA			NA		NA		NA								
ASIAN		NA		NA		NA		NA		NA				NA			NA		NA		NA								
AMERICAN INDIAN		NA		NA		NA		NA		NA				NA			NA		NA		NA								
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	51	N	57	N	86	94	Y			NA	50	49	N	43	43	N	59	N	60	N					
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y		NA		NA		NA				NA			NA		NA		NA								
STUDENTS WITH DISABILITIES	96	Y	97	Y		NA		NA		NA				NA			NA		NA		NA								

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Broward LAUDERHILL PAUL TURNER ELEMENTARY SCHOOL 1381															
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 314 Math: 314		2007-2008 School Grade ¹ :		C		Did the School make Adequate Yearly Progress?		NO							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).										This section shows the perce of students "on track" to be proficient used to determine AYP via the growth model.					
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading		Percent of Students below grade level in Math		Safe Harbor Math		% of students on track to be proficient in reading		Growth model reading		% of students on track to be proficient in math		Growth model math	
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N
TOTAL ⁴	100	Y	100	Y	52	N	57	N		87	N			NA	47	48	NA	46	43	NA	58	NA	63	NA					
WHITE		NA		NA		NA		NA		NA				NA			NA		NA		NA								
BLACK	100	Y	100	Y	53	N	59	N		89	N			NA	48	47	NA	47	41	NA	59	NA	64	NA					
HISPANIC		NA		NA		NA		NA		NA				NA			NA		NA		NA								
ASIAN		NA		NA		NA		NA		NA				NA			NA		NA		NA								
AMERICAN INDIAN		NA		NA		NA		NA		NA				NA			NA		NA		NA								
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	50	N	57	N	94	86	N			NA	48	50	NA	47	43	NA	56	NA	61	NA					
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y		NA		NA		NA				NA			NA		NA		NA								
STUDENTS WITH DISABILITIES	97	Y	97	Y		NA		NA		NA				NA			NA		NA		NA								

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Broward LAUDERHILL PAUL TURNER ELEMENTARY SCHOOL 1381															
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 338 Math: 338		2006-2007 School Grade ¹ :		C		Did the School make Adequate Yearly Progress?		NO							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).										This section shows the perce of students "on track" to be proficient used to determine AYP via the growth model.					
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading		Percent of Students below grade level in Math		Safe Harbor Math		% of students on track to be proficient in reading		Growth model reading		% of students on track to be proficient in math		Growth model math	
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	Y/N	2007	Y/N	2007	Y/N
TOTAL ⁴	99	Y	98	Y	53	Y	54	N	89		Y			NA	47	43	NA	41	46	NA	50	NA	54	NA					
WHITE		NA		NA		NA		NA		NA				NA			NA		NA		NA								
BLACK	99	Y	98	Y	52	Y	53	N	89		Y			NA	47	43	NA	42	47	NA	49	NA	53	NA					
HISPANIC		NA		NA		NA		NA		NA				NA			NA		NA		NA								
ASIAN		NA		NA		NA		NA		NA				NA			NA		NA		NA								
AMERICAN INDIAN		NA		NA		NA		NA		NA				NA			NA		NA		NA								
ECONOMICALLY DISADVANTAGED	98	Y	98	Y	52	Y	53	N	90	94	Y			NA	47	42	NA	40	47	NA	50	NA	52	NA					
ENGLISH LANGUAGE LEARNERS	97	Y	97	Y		NA		NA		NA				NA			NA		NA		NA								
STUDENTS WITH DISABILITIES	93	N	91	N		NA		NA		NA				NA			NA		NA		NA								

SCHOOL GRADE DATA

Broward School District LAUDERHILL PAUL TURNER ELEMENTARY SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	55%	60%	85%	31%	231	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	63%	59%			122	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level

						1 or 2
Adequate Progress of Lowest 25% in the School?	65% (YES)	65% (YES)			130	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					483	
Percent Tested = 100%						Percent of eligible students tested
School Grade					C	Grade based on total points, adequate progress, and % of students tested

Broward School District LAUDERHILL PAUL TURNER ELEMENTARY SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	56%	61%	78%	26%	221	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	59%	64%			123	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	70% (YES)	68% (YES)			138	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					482	
Percent Tested = 99%						Percent of eligible students tested
School Grade					C	Grade based on total points, adequate progress, and % of students tested

Broward School District LAUDERHILL PAUL TURNER ELEMENTARY SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	58%	58%	80%	29%	225	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	69%	57%			126	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?	72% (YES)	70% (YES)			142	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					493	
Percent Tested = 98%						Percent of eligible students tested
School Grade					C	Grade based on total points, adequate progress, and % of students tested