

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: ANNABEL C. PERRY ELEMENTARY

District Name: Broward

Principal: Davida S. Johnson

SAC Chair: Gabrielle Tyson-Romeo

Superintendent: James F. Notter

Date of School Board Approval: December 1, 2009

Last Modified on: 09-18-2009

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VISION and MISSION STATEMENTS

The School Board of Broward County, Florida is dedicated to meeting the educational needs of all students in a safe learning environment.

We will be an exemplary school that provides the highest quality education for all students.

- Learning must take place at home, in school, and in the community.
- We are all accountable for improving student achievement.
- We must provide a safe and secure environment, which is essential for teaching and learning.
- Partnerships, which include parents, community and business, enhance student achievement with stakeholder involvement.
- The school is committed to promoting cultural diversity and reinforcing the positive tenets of character education in a democratic society.
- All students will learn when their individual needs are met.
- Professional staff development enhances a quality school.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

- A.C. Perry is located in the Southeast section of the city of Miramar, Florida.
- The school opened in 1969 and is a neighborhood school.
- The school serves approximately 748 students in grades Pre-K through 5th grade.

Unique School Strengths for Next Year

For the 2009-2010 academic school year, there were many areas of strengths.

AC Perry Elementary earned 593 points and met AYP in all subgroups

- 74 % of third, fourth and fifth grade students met high standards on the FCAT Reading Assessment.
- 83 % of third, fourth and fifth grade students met high standards on the FCAT Math Assessment.
- 90% of fourth grade students met high standards on the FCAT Writing Assessment.
- 42 % of fifth grade students met high standards on the FCAT Science Assessment.
- Reading Learning Gains increased from 66% to 77%
- Mathematics Learning gains increased from 68% to 73% .
- Lowest 25 % in Reading learning gains increased from 63% to 76%
- Lowest 25% in Mathematics learning gains increased from 73% to 78 %

Unique School Weaknesses for Next Year

- Our school's charge is to enhance/enrich the curriculum instruction for gifted/high achieving students, as well as focus on the continuous progress of ESE and ESOL students.
- Only 42 % of our students show science proficiency for the past two years as a result there will be a closer focus academic instruction.
- Also, due to budget cuts, AC Perry Elementary lost the Reading Resource teachers that provided additional tutorial academic support to the lowest 25th percentile in grade levels 3-5 and five highly effective qualified teachers who were knowledgeable

to the school and its culture

Student Demographics

A. C. Perry Elementary serves approximately 748 multi-ethnic students. The ethnic/racial makeup of the student population is:

- Black – 79.4%
- White- 2.12%
- Hispanic-15.3%
- Asian- .69%
- Native American -.13%
- Multi-racial- 2%
- Free & Reduced (Economically Disadvantage) – 79%
- ELL- 7.62%
- ESE- 11%

Student Attendance Rates

- During the 2008-2009 school year the attendance rate was 95%, which is consistent with the district rate of 94.5%.
- Since 2007, A.C. Perry Elementary has increased the attendance rate by 1%.

Student Mobility

The mobility rate of A.C. Perry Elementary is 25%. This indicates an increase from 2008 in which the mobility rate was 24%. Out going mobility comes predominantly from movement from the area to out of Broward County Schools. Incoming students are attracted by the school grade of A for the past four school years and because of NCLB AYP requirements.

Student Suspension Rates

The suspension rate for the 2008-2009 school year was

- In school suspension - .30%
- Out of school - .10%

The out of school suspension rate decreased from .80 in 2008 to .10 in 2009 due a new proactive discipline management program called Individuals Mentoring And Guiding Students (IMAGES). This program allowed the opportunity for students to learn about and utilize effective behavioral strategies on a daily basis.

Student Retention Rates

The retention rate for 2007-2008 school year was 7%, which was a 2% increase from the 2006-2007 which was 5%.

Class Size

The class size percentages for A.C. Perry Elementary are

- Primary (Pre-K-3) -15.84
- Intermediate (Grade 4-5)- 18.27

A.C. Perry has met the state and district requirement for Class size for the past three years.

Academic Performance of Feeder Pattern

- A.C. Perry Elementary feeds into Henry D. Middle School. This school improved their FCAT school grades from C to B.
- H.D. Perry Middle did not meet AYP but improved their percent of criteria from 74% -92% . The school's Black and Economically Disadvantage subgroup did not meet the Reading proficiency for AYP. However, all subgroups met Mathematics Proficiency for AYP. As a result, H. D. Perry Middle differentiated accountability status moved from Correct II to Correct I.
- Miramar High School is also in school's feeder pattern. Miramar High School has maintained its school grade of a C.
- Miramar High School percent for proficiency increased from 82% -85% even though they did not meet AYP. No subgroups in Reading met AYP however all subgroups in Mathematics met AYP. As a result, the school's differentiated accountability status is Correct I.

Partnerships and Grants

Partnership

A.C. Perry Elementary is working towards building strong partnership with local businesses and community. Our school will continue to build a strong partnership with the Miramar Senior Center that provides senior citizens to tutor our low achieving students once a week. Walgreens provides incentive resources for our students who demonstrate successful academic achievement. Publix Supermarket provides in kind resources for a variety of Parent Night events and Dr. Ted Burger Chiropractic provides incentives and does career educational presentations for our students.

Grants

Since 2006-2007 school year, A.C. Perry Elementary has attained three grants through the Broward Education Foundation. We are steadfastly working on building a stronger grant writing team for the upcoming 2009-2010 school year.

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	Davida S. Johnson	Bachelor of Arts Degree in Elementary Education Nova Southeastern University Master of Science Degree in Elementary Education Nova Southeastern University. Certification in Elementary Education (1-6), Endorsement: Educational Leadership (K-12) and ESOL (K-12)	5	9	2008-2009 <ul style="list-style-type: none"> Grade A, Reading Mastery- 74% Reading Learning Gains- 77% Mathematics Mastery-83% Mathematics Learning Gains-73% Lowest 25% making Reading Learning Gain % - 76 Lowest 25% making Mathematics Learning Gain % - 78% Writing Mastery 90% AYP – All subgroups met AYP 2007-2008 Grade A <ul style="list-style-type: none"> Reading Mastery- 72% Reading Learning Gains- -66% Mathematics Mastery- 79% Mathematics Learning Gains-66%
Assis Principal	La Ferne A. Mc Lean-Cross	Bachelor of Arts Degree in Elementary Education and Human Resources St.Thomas University Master of Science Degree in Educational Leadership (K-12) Barry University ESOL (K-12) Endorsement Certification in Elementary Education (1-6) and Educational Leadership (K-12)	4	1	2008-2009 Assistant Principal/Reading Coach Grade A, <ul style="list-style-type: none"> Reading Mastery- 74% Reading Learning Gains- 77% Mathematics Mastery-83% Mathematics Learning Gains-73% Lowest 25% making Reading Learning Gain % - 76 Lowest 25% making Mathematics Learning Gain % - 78 Writing Mastery – 90% AYP – All subgroups met AYP 2007-2008 Reading Coach Grade A <ul style="list-style-type: none"> Reading Mastery- 72% Reading Learning Gains- -66% Mathematics Mastery- 79% Mathematics Learning Gains-66% Writing Mastery- 84% AYP – Met 92 % of subgroups. Hispanic students in Reading did not meet AYP 2006-2007 Reading Coach Grade A <ul style="list-style-type: none"> Reading Mastery- 72% Reading Learning Gains- -66% Mathematics Mastery- 74% Mathematics Learning Gains-75% Writing Mastery- 86% AYP – All subgroups met AYP

* 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	Mae Young	Bachelor Degree in Liberal Studies Masters of Science Degree in Reading Educational Specialist Degree in ESOL Certification in Reading (K-12), Elementary Education (K-6) Endorsement in ESOL and Gifted Education (K-12)	5		2008-2009 Kindergarten Gifted/ High Achiever Teacher- <ul style="list-style-type: none"> Reading Mastery per DIBELS – 100% Learning gains in Nonsense Word Fluency- 87% 2007-2008 Kindergarten Gifted/ High Achiever Teacher <ul style="list-style-type: none"> Reading Mastery per DIBELS -100% Learning Gains in Nonsense Word Fluency – 55% 2006-2007 Kindergarten Gifted/ High Achiever Teacher <ul style="list-style-type: none"> Reading Mastery per DIBELS- 99% Learning Gains in Nonsense Word Fluency – 89%

Mathematics	Kristi Burdick	<p>Bachelor of Science Degree in Early Childhood Education University Of Central Florida</p> <p>Master of Science Degree in Educational Leadership (K-12) Florida Atlantic University ESOL (K-12) Endorsement Certification in Elementary Education (1-6), Early Childhood Prek-3, Educational Leadership</p>	2	2	<p>2008-2009 Mathematics Coach Grade A</p> <ul style="list-style-type: none"> • Mathematics Mastery-83% • Mathematics Learning Gains-73% • Lowest 25% making Mathematics Learning Gain % - 78 • AYP - All subgroups met AYP <p>2007-2008 Mathematics Coach Grade A</p> <ul style="list-style-type: none"> • Mathematics Mastery- 79% • Mathematics Learning Gains-66% • AYP - Met 92 % of subgroups. Hispanic students in Reading did not meet AYP <p>2006-2007 Mathematics Resource Teacher-Coconut Palm Elementary. Grade A</p> <ul style="list-style-type: none"> • Mathematics Mastery- 82% • Mathematics Learning Gains-58% • AYP - All subgroups met AYP
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* 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. Regular meeting of new teachers with Principal through New Educator Support System (NESS)	Principal	Ongoing	
2. Partnering new teachers with veteran staff	Assistant Principal	On-going	
3. Soliciting referrals from current employees	Principal	N/A	Announcements will be made during faculty meetings as need arises
4. Advertisement of teacher vacancies and shortages are made via district's employment Information website and teacher recruitment job fairs	Principal	N/A	Advertisements will be made as vacancies arise.

Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
None	None	None	None

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	50	38	12	32	92	22	0	68

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Kristi Burdick, Math Coach and Mae Young , Reading Coach	Alexandria Kralik	Teacher requires support in effective classroom management based on administrative observations	<ul style="list-style-type: none"> • The mentors and the mentee will meet weekly in a professional learning community to discuss effective classroom management strategies. • The mentee will be given release time as needed to observe other classrooms exhibiting effective classroom management. Time is given for feedback, coaching, and pairing
		Ms. Osorio	

Latrice Caruthers Grade Level Chair	Liliana Osorio	will be teaching Kindergarten. Even though she is not new teacher, she is new to our school culture therefore she will be paired up with the grade level chair for collegial support during the school year	<ul style="list-style-type: none"> • The mentor and the mentee will meet weekly in a professional learning community to review curriculum planning and classroom management strategies. • The mentee will be given release time to observe the mentor if needed. Time is given for feedback, coaching and pairing
Ms. Georgia Hocke Grade Level Chair	Deborah Aquino	Ms. Aquino will be teaching First Grade. Even though she is not a new teacher, she is new to our school culture therefore she will be paired the grade level chair	<ul style="list-style-type: none"> • The mentor and the mentee will meet weekly in a professional learning community to review curriculum planning and classroom management strategies. • The mentee will be given release time to observe the mentor if needed. Time is given for feedback, coaching and pairing
Ms. Kristi Burdick, Mathematics Coach	Natalie Quinones	Ms. Quinones will be teaching Science. Even though she is not a new teacher, she is new to our school culture therefore she will be pair with a curriculum support person.	<ul style="list-style-type: none"> • The mentor and the mentee will meet weekly in a professional learning community to review curriculum planning and classroom management strategies. • The mentee will be given release time to observe the mentor if needed. Time is given for feedback, coaching and pairing

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

Funds are used to fund teachers' salary, provide staff development and purchase materials to implement and support the staff development. Parent activities are planned that will assist parents in helping their child improve his/her academic performance in addition to obtaining materials that parents may use at home to support and assist their child

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

Funds are used to fund teachers' salary, provide staff development and purchase materials to implement and support the staff development. Parent activities are planned that will assist parents in helping their child improve his/her academic performance in addition to obtaining materials that parents may use at home to support and assist their child.

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

SAI funds are used to provide additional tutoring before and after schools.

Violence Prevention Programs

N/A

Nutrition Programs

- 1)The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2)Nutrition education as per state is taught through physical education.
- 3)The School food Service Program, school breakfast , school lunch and after care snack follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs

N/A

Head Start

Head Start is a national, federally funded program, providing comprehensive services for our low-income preschool children and their families. These services include educational, social, medical, vision, dental, nutritional, and mental health services. Families attend at no cost. Every child receives a variety of learning experiences to foster intellectual, social and emotional growth. Each class of 15 - 20 children is staffed with a certified teacher and instructional aide. Funds are provided for Teacher salaries, Teacher assistants, classroom materials and supplies,district support and curriculum materials.

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

The RTI Leadership Team consists of the Principal, Assistant Principal, Guidance Counselor, General Education Teacher, Reading Coach, Mathematics Coach , Social Worker, School Psychologist, Speech and Language Pathologist and ESE Specialist.

The Principal, Davida S. Johnson provides a common vision for the use of data based decision-making and ensures that the school based team is implementing RTI, conducts assessments of RTI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RTI Implementation, communicates with parents regarding school based RTI plans and activities.

The Assistant Principal LaFerne A. McLean-Cross serves as the Liaison of the RTI process. She ensures that the team is implementing the RTI process on a monthly basis, and that the intervention opportunities are provided to all the students .

The Counselor, Ms. Carrabba serves as the liaison for Student Services. She will facilitate the communication between the parents and the teachers. She will ensure that all student service related issues are documented and related services are being implemented and offered to the parents.

The General Education Teacher serves as a vital role in ensuring that all Tier I instruction and intervention are being delivered. General Education Teachers will participate in data collection and collaborate with other staff to implement Tier 2 interventions. The General Education Teacher will monitor the progress of the students.

The Reading Coach, Ms. Mae Young serves as the expert in the area of Reading. She will assist the team in developing, analyzing and implementing effective reading strategies for the core curriculum and the intervention program. The Reading Coach will monitor progress of students. The Reading Coach will assist with the whole school screening process and provide early intervention strategies to teachers.

The Mathematics Coach, Ms. Kristi Burdick serves as the expert in the area of Mathematics. She will assist the team in developing, analyzing and implementing effective Mathematics strategies for the core curriculum and the intervention program. The Mathematics Coach will monitor progress of students. The Mathematics Coach will assist with the whole school screening process and provide early intervention strategies to teachers.

ESE Specialist, Ms. Daureene Reyes - Assist General Education Teacher in the collection of student data and with the integration of core instructional activities /materials into Tier 3 instruction .

School Psychologist, Ms. Bonnie Cronenberg will participate in the collection, interpretation and analysis of data. She will facilitate the development and technical assistance for problem solving activities including data collection, data analysis, intervention planning and program evaluations as well as facilitates data based decision making activities.

Social Worker, Ms. Marcelle Martelly will work closely with the counselor to ensure all social services are being provided to our families. The Social Worker will link child serving and community agencies to the schools and families to support the child's academic, emotional, behavioral and social success.

Speech and Language Pathologist will educate the team in the role that language plays in the curriculum assessment and instruction and will help to identify systemic patterns of student need with respect to language skills .

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

The RTI Leadership Team meets monthly to engage in the following activities:
Review universal screening data and link instruction to instructional decisions.
Review progress monitoring data at the grade level and classroom level to identify students who are meeting / exceeding benchmarks and at moderate risk, or high risk for not meeting benchmarks. Utilizing the above information, the team will identify professional development and resources needed. The team will collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure and making decisions about implementation.

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

The RTI Leadership Team met with the School Leadership Team and School Advisory Council to develop the School Improvement Plan. The Team provided data on Tier 1, 2 and 3 targets; academic and social/ emotional areas that needed to be addressed; helped set clear expectations for instruction(Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching and aligned processes and procedures.

RtI Implementation

Describe the data management system used to summarize tiered data.

The RTI will utilize the school wide Baseline Data which includes the following:

- Florida Assessments for Instruction in Reading (FAIR) (Reading)
- Dynamic Indicator Basic Early Literacy Skills (DIBELS) (Reading) ,
- Individual Reading Inventory Test (IRI) (Reading) ,
- District Benchmark Assessment Test (BAT)- (Reading, Mathematics & Science)
- Diagnostic Assessment for Reading (DAR)- (Reading)
- FCAT, SAT-(Reading Mathematics & Science).
- Harcourt Mathematics Inventory Test
- Mini Benchmark Assessment Test(BAT)- (Reading, Mathematics, Science)

Progress Monitoring : PMRN, Mini Assessment, FCAT Simulation

Mid Year: FAIR, DIBELS, IRI, Benchmark Assessment Test(BAT) and Mini BAT Assessment Test

End of Year: FCAT, FAIR, DIBELS, IRI, DAR, Mathematics End of Book Test

Frequency of data days: twice a month for data analysis

Describe the plan to train staff on RtI.

Professional development will be provided during a faculty meeting/planning day in the first quarter of the school year and at grade level meetings through out the school year.

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?

- A.C. Perry, across all grade levels in Reading, and Mathematics students are performing at district and state averages.
- In Writing our school supersedes the state average but 2% below the district, which is 92%.
- In Science, our has 42% of our students at Science Mastery but has not surpassed the state score of 46% and district score of 45%.

Third Grade

Strengths

- Word Phrases (66% Proficient)
- Reference and Research (66% Proficient)
- Cause and Effect/Comparison (66% Proficient)

Weaknesses

- Main Idea/Author Purpose (62 % Proficient)

Third Grade Mathematics

Strengths

- Data Analysis (85% Proficient)
- Geometry (77% Proficient)

Weaknesses

- Number Sense (66% Proficient)
- Algebraic Thinking (66% Proficient)
- Measurement (62% Proficient)

Fourth Grade Reading

Strengths

- Word Phrases (71% Proficient)
- Reference Research (75% Proficient)

Weaknesses

- Cause and Effect /Comparison (64% Proficient)
- Main Idea /Author Purpose (60% Proficient)

Fourth Grade Mathematics

Strengths

- Number Sense (72% Proficient)
- Geometry (71% Proficient)
- Data Analysis (71% Proficient)
- Algebraic Thinking (71% Proficient)

Weaknesses

- Measurement (63% Proficient)

Fifth Grade Reading

Strengths

- Cause Effect/Comparison (66% Proficient)
- Reference & Research (66% Proficient)

Weaknesses

- Vocabulary (50% Proficient)
- Main Idea / Author Purpose (61% Proficient)

Fifth Grade Mathematics

Strengths

- Number Sense (69% Proficient)
- Data Analysis (66 % Proficient)

Weaknesses

- Measurement (55% Proficient)
- Algebraic Thinking (64% Proficient)
- Geometry (61% Proficient)

Fifth Grade Science

Strengths

Life Environment – 61% Proficient

Weakness

Scientific Theory- 53% Proficient

Earth & Space – 53% Proficient

Physical & Chemical Science – 58% Proficient

Instructional Calendar Development

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

The Leadership Team utilized the 2009 FCAT data to create the instructional focus calendar in June, 2009. The Instructional Focus will be updated in October 2009 as determined by disaggregated data results from the baseline data (September BAT) and again in December 2009 as determined by the disaggregated data results from November Benchmark Assessment Test.

Leadership Team analyzing data determines the benchmark in which students demonstrate strengths and weaknesses. The team then creates the calendar starting with the weakest benchmark and ending with the strongest benchmark. The duration of each benchmark was determined on the amount of benchmarks in each strand . The Instructional Focus Time line was constructed so that all benchmarks are covered/taught to students prior to FCAT testing date.

The teachers will provide instruction on each benchmark allowing the students an opportunity to practice, the teacher will then assess the students' knowledge and reteach the Benchmark as indicated by students' progress in whole group and/or small group settings.

Administration will implement a continuous cycle of making classroom visitations, evaluating lesson plans, monitoring teacher data, and conducting meetings with teachers to ensure that the Instructional Focus Calendar is being utilized and implemented effectively. Coaches will also be assigned to teachers who are demonstrating difficulties with implementation of the Instructional Focus Calendar. Teachers will also have the opportunity to attend additional professional development sessions and have a mentor assigned to them for additional support. They will also have the opportunity to observe other teachers who are successful. Teachers will also participate in Professional Learning Communities and utilize the support of their colleagues during weekly team meetings.

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

Reading: Main Idea / Purpose was the least proficient strand and will be given priority focus.
Mathematics: Number Sense was least proficient strand and will be given priority focus
Science : Scientific Theory was the least proficient and will be given priority focus

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

Once FCAT scores were released, the administration determined student learning gains by teacher and adjusted the master schedule to prevent low performing teachers from teaching certain leveled students again. An analysis of learning gains allowed the strongest teachers to be paired with weakest students.

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

Teachers always incorporate current events during their daily lesson to make the students see relevance of their learning. Every year, after FCAT, Career Day Activities are held for students so that they can make real world connection with the theories learned in the classroom.

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?

Teachers will meet weekly to determine and discuss students' weaknesses and strengths based on the classroom assessments. During weekly meetings and monthly professional learning communities, teachers will discuss best practices with each other to help students master the benchmarks. Also, teachers will utilize the district digital resource such as Broward Enterprise Education Portal (BEEP) to assist them in fully aligning their lesson plans to sunshine standards and the benchmarks. Lesson plans will reflect differentiated instruction, which provides lessons for all levels of students,(below level, on level, above level).

How are instructional focus lessons developed and delivered?

During weekly grade level meetings, teachers will plan the weekly focus lesson and strategies that will be utilized for the benchmark. Such benchmark will be infused during the lesson. During whole group, small group and during literacy center work.

How will instructional focus lessons be revised and monitored?

Based on the students' mastery on mini benchmark assessments, teacher will determine if the lesson needs to be revised and /or re-taught . Administration will assess and ensure the effectiveness of the focus lessons by analyzing data results from focus lessons as they are re-assessed intermittently through out the year. Proficiency of skills and benchmarks should also be evident in skills and benchmarks that are taught as part of the whole group instruction

CHECK

Assessment

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

Benchmark mini assessments focus on each benchmark that will be assessed. Each benchmark mini assessment will have ten-fifteen questions. Also the District Benchmark mini assessment tests which is given in September and November.

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

Mastery is set at 80%. Mastery is set higher than the minimum requirement to ensure student mastery of each benchmark. An item analysis of the assessment will be utilized to re-teach the questions that students missed most frequently. Teachers will differentiate their instruction as indicated by assessment results to provide intensive instruction to those students earning less than 60 %. Additional instruction and practice opportunities for those students earning between 60% -80% and enrichment/advanced instruction to students earning 80%-100%.

Maintenance

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

Students at and above mastery level will receive opportunity to enhance or enrich current skills by participating in project-based activities, hands on learning and other supplemental lessons, which will reinforce the skill and maintain the level of proficiency.

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

Teachers will meet on weekly basis and the grade level chairperson will lead meeting. A teacher will be designated to record notes from the meeting and the notes will be submitted along with the weekly agenda to the Principal. The administrators and support staff will attend the meetings on a rotational schedule.

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 the Leadership Team will meet with teachers either during weekly meetings, or one -on one to discuss assessment results and student progress. During these meetings, lesson plans, data binders and student portfolios will be utilized to provide evidence of instruction , assessment and differentiation to address individual student needs. Progress Monitoring logs will also be utilized to document the process of teaching, assessing, reteaching, and re-assessing. Closer attention will be given to the special needs population such as the homeless, and delinquent students. The instructional Coaches will assist teachers with providing instruction on the focus lessons either by modeling whole group instruction or assisting the teacher in providing small group instruction. The instructional coach will also help with the process of grading, recording and charting student scores.

ACT

Supplemental and Intensive Instruction/Interventions

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

Basal and instructional materials

Reading- Grades K-3 Macmillan/McGraw –Hill Treasures and Triumphs (At Risk students)

Reading Grades 4-5 Harcourt Trophies and Intervention Program

Math- Grades K-5 Harcourt Mathematics and Manipulatives

Science – Grades K-5 Delta Hands-On Science Kits and Harcourt Science

Social Studies- K-5 Harcourt Program

ESE- Phonics For Reading

Advanced learners in K-3 will utilize the Treasures Beyond Level Readers, challenge workbooks, and are taken to the next academic level.

Below level learners- Macmillan/McGraw – Hill Treasures and Triumphs (At Risk – students)

Small group instruction is given using a guided program to reinforce the academic skills needed for these students. The teachers utilize the research based supplemental programs such as Wilson Reading/Fundations, Phonics For Reading, Quick Reads, QAR, Riverdeep, FCAT Explorer

Writing; Core: BEEP Writing and Mary Lewis Consultant Strategies

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

Students displaying academic difficulty in Reading will receive double/triple dose small group instruction in all subject areas utilizing research based intervention programs.

Computerized programs, instruction softwares, internet websites such FCAT Explorer and Riverdeep, which are designed for intensive instruction, will be utilized as well. Teachers will utilize different strategies and delivery methods to provide instructions to students. Professional development will be provided to teachers on skills/concepts that are not mastered by at risk students. In such learning communities, teachers will learn how to utilize the appropriate resources and effectively implement/ teach the non mastered concepts.

Students consistently demonstrating non – mastery will be required to participate in FCAT After school Tutorial Camp.

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

The Professional Development Liaison provided the teachers with a professional development needs assessment. The teachers complete the survey based on their personal areas of growth and as a grade level based on student performance. Then the Professional Development Team develops a calendar of professional development for school. Select staff members or the district will conduct staff developments. Additional professional development is provided in specific areas of instruction based on students' performance, classroom walkthrough observations and administrators' observation.

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

In Kindergarten - Students who performed below the benchmark at the beginning of the year on the FAIR Assessment. Students in Grades One and Two who perform below the 40th percentile on the SAT 10 Reading and are identified as High and Moderate Risk on the DIBELS Oral Reading Fluency. Students in Grades 3, 4, and 5 who performed level 1 and 2 on the Reading portion of the FCAT and High Risk on the DIBELS Oral Reading Fluency. Students who consistently demonstrate academic difficulty will also receive supplemental and intensive instruction/interventions as identified through progress monitoring, class work assignments, assessment results and observation.

- Students not meeting mastery and are those in the lower quartile will be selected to attend before/after school tutoring and encouraged to receive additional assistance through SES. These students will also receive a double dose of instruction during the regular school day from Instructional Coaches and support staff.

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

All personnel providing services to a student not making mastery will meet to discuss their evidence and/or documentation of strategies and interventions that have been previously utilized. Factors hindering implementation of strategy (attendance, behavior, motivation) will be addressed and resolved. Strategies that are unsuccessful will be discontinued and replaced with alternative interventions. Focus assessments through Riverdeep, FCAT Explorer and minibats will also be utilized to determine the effectiveness of supplemental instruction.

Enrichment

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

In Grades K -5, students who typically exceed mastery levels are articulated into Gifted /High Achiever Classes. The Gifted High Achiever Class focuses on enhancement, enrichment, and strengthening of benchmark skills in Reading, Language Arts, Writing, Science, Social Studies and Mathematics. Students receive such instruction for a minimum twelve hours each week. Technology is also utilized to enhance the learning process and hands on participation by the students.

Describe how students are identified for enrichment strategies.

Describe how students are identified for enrichment strategies.

FCAT results, in addition to student's overall progress are used to determine a student's placement in the Gifted High Achiever Class. Teacher recommendation is also taken into consideration . Teacher will inform parents of the expectation of

such placement at Open house and at this time, parents will get the opportunity to inquire about the program and get further understanding about the program.

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)
Gifted High Achiever Teachers K-5	Chairperson will be selected by the group	Monthly	Third Friday in each month	Review the enrichment portion of curriculum and to share best practices on how to enrich our on level and beyond grade level students
Grade level Resource teachers 3-5	Chairperson will be selected by the group	Monthly	Third Friday in each month	Review progress of students being serviced. Share best practices to enhance academic instructions for tutorial students.
Kindergarten	Grade Level Team Leader	Weekly	Every Monday after school planning	Evaluate the effectiveness of center that are aligned with the Benchmarks, Analyze the effectiveness of the Instructional Focus Calendar, academic instruction for all students, mini –assessments, maintenance of tutorials and enrichment ,to determine any necessary revisions.
First Grade	Grade Level Team Leader	Weekly	Every Monday after school planning	Evaluate the effectiveness of center that are aligned with the Benchmarks, Analyze the effectiveness of the Instructional Focus Calendar, academic instruction for all students, mini –assessments, maintenance of tutorials and enrichment ,to determine any necessary revisions.
Second Grade	Grade Level Team Leader	Weekly	Every Monday after school planning	Evaluate the effectiveness of center that are aligned with the Benchmarks, Analyze the effectiveness of the Instructional Focus Calendar, academic instruction for all students, mini –assessments, maintenance of tutorials and enrichment ,to determine any necessary revisions.
Third Grade	Grade Level Team Leader	Weekly	Every Monday after school planning	Evaluate the effectiveness of center that are aligned with the Benchmarks, Analyze the effectiveness of the Instructional Focus Calendar, academic instruction for all students, mini –assessments, maintenance of tutorials and enrichment ,to determine any necessary revisions.
Fourth Grade	Grade Level Team Leader	Weekly	Every Monday after school planning	Evaluate the effectiveness of center that are aligned with the Benchmarks, Analyze the effectiveness of the Instructional Focus Calendar, academic instruction for all students, mini –assessments, maintenance of tutorials and enrichment ,to determine any necessary revisions.
Fifth Grade	Grade Level Team Leader	Weekly	Every Monday after school planning	Evaluate the Effectiveness of center that are aligned with the Benchmarks, Analyze the effectiveness of the Instructional Focus Calendar, academic instruction for all students, mini –assessments, maintenance of tutorials and enrichment ,to determine any necessary revisions.

NCLB Public School Choice

Note: For Title I schools only

- Notification of (School in Need of Improvement) SINI Status
No Attached Notification of (School in Need of Improvement) SINI Status
- Public School Choice with Transportation (CWT) Notification
No Attached Public School Choice with Transportation (CWT) Notification
- Notification of (School in Need of Improvement) SINI Status
No Attached Supplemental Educational Services (SES) Notification

Pre-School Transition

Kindergarten Round Up was held in May 2009 for incoming Kindergarten students and their families to familiarize them with the school and expectations for the coming year.

- All students will be assessed upon entering Kindergarten with the areas of Basic Skills/School Readiness. Print/Letter Knowledge and Phonological Awareness.

- Screening data will be collected and disaggregated prior to September 10, 2009. Data will be used to plan daily academic and social/economical instruction for all students, groups of students or individual students who may need intervention beyond core instruction. High achieving Kindergartners will be offered an accelerated curriculum to meet their needs.
- 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 and will be reinforced throughout the day through the use of 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 and if needed, changes will be made to the instructional/intervention programs.

Postsecondary Transition

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goal

Needs Assessment:	Based on School Grade and Adequate Yearly Progress Data:
	Did the total percent proficient increase or decrease? What is the percent change?
	What clusters/strands, by grade level, showed decrease in proficiency?
	Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?
	Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?
	Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In Grades 3-5, 74% of students achieved mastery on the 2009 administration of the FCAT Reading Test. This represents an increase of two percentage points compared to 72% who achieved Mastery 2008		77% of 3rd -5th grade students will score Level 3 or above on the FCAT SSS Reading Assessment in 2010		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	FCAT and SAT data is analyzed and disaggregated to determine the needs of the school reading	Principal, Assistant Principal, Reading and Mathematics Coach Leadership Team	Administration will monitor classroom to see evidence of effective differentiated instruction	Effectiveness will be determined through the District's BAT Assessment Test
2	Develop an Instructional Focus Calendar	Principal, Assistant Principal, Reading and Mathematics Coach Leadership Team	Administration will monitor the implementation by classroom walkthroughs	Classroom walk through logs.
3	Push In and Pullout groups will be created for students needing additional assistance based on data	Principal, Assistant Principal, Reading and Mathematics Coach Leadership Team	Administration monitor the implementation by classroom walkthroughs	Monitor mini. BAT test scores. Data logs will be submitted bi weekly by resource teachers to Reading Coach who will in turn submit the analysis of data to Administration
4	ESE and ELL students will be able to participate in a before school Riverdeep tutorial Camp	Principal, Assistant Principal, Reading and Mathematics Coach	Administration will monitor the implementation by reviewing the Riverdeep Data log on a weekly basis	Effectiveness will be determined through the Riverdeep Data Reports
5	Gifted/ High Achievers students will learn and develop specific research skills through the use of different media such as computer software, the internet, magazines and newspaper	Principal, Assistant Principal, Reading Coach	Administration monitor the implementation by classroom walkthroughs	Classroom walk through logs

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In Grades 3-5, 77% of students showed learning gains on the 2009 administration of the FCAT Reading Test. This represents an increase of 11 percentage points compared to 66% who achieved Mastery 2008		80% of students will show learning gains on the 2010 administration of the FCAT Reading Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Student Data chats will be conducted with all students following District BAT assessments 2. Teachers will infuse the Reading Benchmarks in	1. Principal, Reading Coach and Curriculum Specialist 2. Principal, Reading Coach and Classroom Teachers	Administrators will review data chat logs during walkthroughs. 2. When visiting classrooms during Content Area instruction, administrators	Administrators will randomly ask students how they performed on their most recent assessment to determine if data chats are successful.

Content Area Lesson plans		will focus their attention to frequency to teaching the Reading Benchmarks in content area.	2. Assessments will be disaggregated by teachers to determine the effectiveness of Reading benchmark instruction in content area.
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Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Reading data 76% of the students in the lower quartile showed learning gains in Reading.		79% of the students in the lower quartile will show learning gains in Reading on the 2010 FCAT		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	<p>1. Tier 1 – Determine Core Instructional needs by reviewing 2009 test scores and District BAT assessment</p> <p>2. Tier 2- Plan supplemental instruction/ Intervention for students not responding to core instruction. Focus on instruction is determine by reviewing District BATs and minibats and will include explicit instruction, modeled instruction, guided and independent practice.</p> <p>3. Tier 3- Plan targeted instruction for students not responding to core plus supplemental instruction.</p>	<p>1. Reading Coach</p> <p>2. Reading Coach</p> <p>3. Rti Case Manager</p>	<p>Student progress is assessed using the District minibats bi-monthly.</p> <p>2. Students progress is assessed using District minibats bi-monthly.</p> <p>3. Students progress is assessed using District minibats bi-monthly</p>	<p>1. District minibats data will be used to determine progress from District BAT 1 to District BAT 2 Assessment and FCAT released Test</p> <p>2. District minibat data will be used to determine progress from District BAT 1 to District BAT 2 Assessment and FCAT released Test</p> <p>3. District minibat data will be used to determine progress from District BAT 1 to District BAT 2 Assessment and FCAT released Test</p>

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
By June 2010, 77% of 3rd -5th grade students will score Level 3 or above on the FCAT SSS Reading Assessment	Instructional Focused Benchmark Aligned Center	Reading Coach	Oct, 2009	Classroom Walkthrough	Administration, Reading Coach
By 2010, 80% of students will show learning gains on the 2010 administration of the FCAT Reading Test.	Critical Content Reading	Reading Coach	Oct, 2009	Lesson plans and classroom visits	Administration Reading Coach
79% of the students in the lower quartile will show learning gains in Reading on the 2010 FCAT	Struggling Readers	Reading Coach	Oct, 2009	Lesson plans and classroom walkthrough	Administration Reading Coach

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

N/A

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Treasures Textbook Adoption	Instructional Material	\$0.00
Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
Accelerated Reader Riverdeep	Instructional Material	\$800.00
Total: \$800.00		
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
BAT/SAT/FCAT Training	Title 1	\$3,000.00
After School Tutoring	School Accountability Fund	\$3,000.00
		Total: \$6,000.00
		Final Total: \$6,800.00

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		
In Grades 3-5, 83% of students achieved mastery on the 2009 administration of the FCAT Mathematics Test. This represents a increase of four percentage points compared to 79% who achieved Mastery 2008		By June 2010, 86% of 3rd -5th grade students will score Level 3 or above on the FCAT SSS Mathematics Assessment		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	High Achievement Mathematics will participate in a mathematics club that is geared to providing students advance level activities to enhance their Mathematics level	Principal and Mathematics Coach	Review the District BAT Assessment test and mini BAT assessment test. and the FCAT 2010	BAT Assessment Tests and mini BAT Assessment tests.
2	Increase the use of manipulatives and hands on activities to reinforce mathematics concepts	Principal, Mathematics Coach	Mathematics Coach will assist teachers in the creation of centers and stations, and administration will ensure activities are implemented	Progress of students on assessments
3	Gifted/ High Achiever students will participate in various programs on a weekly basis to increase problem solving math vocabulary and Critical thinking skills	Principal, Assistant Principal and Mathematics Coach	Data Chats, BAT Scores, and Classroom Walkthroughs	BAT and Classroom Walkthroughs data logs

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
73% of the students showed learning gains in Math on the FCAT Math Test in 2009		76% of the students will show learning gains in Math on the FCAT Math Test in 2010		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Student Data chats will be conducted with all students following District BAT assessments. 2. Teachers will infuse the	1. Administration and Math Coach 2. Administration and Math Coach	1. Administrators will review data chat logs during walkthroughs. 2. When visiting classrooms during Math instruction,	1. Administrators will randomly ask students how they performed on their most recent assessment to determine if data chats are successful.

	Math Benchmarks in hands-on activities.		administrators will focus their attention to frequency to teaching the Math Benchmarks in hands-on activities	2. Assessments will be disaggregated by teachers to determine the effectiveness of Math benchmark instruction in hands-on activities.
2	ELL and ESE students will participate in the Riverdeep tutorial Camp	Administration, Mathematics and Reading Coach	Administration will review the Riverdeep Data Report on a weekly basis	Riverdeep data report

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
78% of the students in the lower quartile showed learning gains on the 2009 FCAT Mathematics Test		81% of the students in the lower quartile will show learning gains on the 2010 FCAT Mathematics Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	<p>1. Tier 1 – Determine core instructional needs by reviewing common assessment data for students. Plan differentiated instruction using evidence-based instruction/ interventions within the math block.</p> <p>2. Tier 2 – Plan supplemental instruction/ intervention for students not responding to core instruction.</p> <p>3. Tier 3 – Plan targeted interventions for students not responding to core plus supplemental instruction using problem-solving process. Interventions will be matched to individual students needs, be evidence-based, and provided in addition to core instruction.</p>	<p>1. Curriculum Specialist</p> <p>2. Curriculum Specialist</p> <p>3. RtI Team</p>	<p>1. Grade-level teams will review results of common assessment data every 6 weeks to determine progress toward benchmarks.</p> <p>2. Grade-level teams will review results of common assessments data every 4 weeks to determine progress toward benchmarks.</p> <p>3. Grade-level teams will review results of common assessments data every bi-weekly to determine progress toward benchmarks.</p>	<p>1. Common assessments tied to Harcourt Math standards administered bi-weekly.</p> <p>2. Common assessments tied to Harcourt Math standards administered bi-weekly.</p> <p>3. Common assessments tied to Harcourt Math standards administered bi-weekly.</p>

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
By June 2010, 86% of 3rd - 5th grade students will score Level 3 or above on the FCAT SSS Mathematics Assessment	Utilization and Implementation of Mathematics Manipulatives	Mathematics Coach	October 23, 2009	Focused walk throughs by administration and Mathematics Coach will be used to ensure all teachers using them and using them effectively and daily.	Principal, Mathematics Coach
By June 2010, 86% of 3rd - 5th grade students will score Level 3 or above on the FCAT SSS Mathematics Assessment	Effective Implementation of the Instructional Focus Calendar.	Math Coach	October 2009	Modeling of Lessons Classroom Visits	Administration, Math Coach
78% of the students in the lower quartile showed learning gains on the 2009 FCAT Mathematics Test	Struggling Math Effective use of Math Centers	Math Coach	October, 2009	ocused walk throughs by administration and Mathematics Coach will be used to ensure all teachers using them and using them effectively and daily.	Administration, Math Coach

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
Riverdeep FCAT Dailies	Instructional Material	\$0.00
Total: \$0.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
BAT/SAT/FCAT Training	Title 1	\$3,000.00
Total: \$3,000.00		
Other		
Description of Resources	Funding Source	Available Amount
After School Tutoring	School Accountability Fund	\$0.00
Total: \$0.00		
Final Total: \$3,000.00		

End of Mathematics Goal

Science Goal

Needs Assessment: Based on School Grade Data:
 Did the total percent proficient increase or was the percent proficient maintained?
 What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In Grades 3-5, 42% of students achieved mastery on the 2009 administration of the FCAT Science Test. This was a decrease in of five percentage points		By June 2010, 45% of 5th grade students meeting the criteria of DOE Administrative Rule 6A-1.09981 will score a Level 3 or above on the FCAT Science Assessment		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Fifth Grade Resource Teacher will pull out students in small group for Science based on instructional need.	Science Resource Teacher	A Science Inventory Test will be given August 2009 to determine the struggling science students	District BAT Science Test and the Mini -BAT Test
2	Utilize hands- on laboratory for experiments and student will complete hands on lab activities weekly and use common lab report format to document hands on investigation	Principal, Science Resource Teacher	Science Resource Teacher, Math Coach, Classroom Teacher	District Benchmark Science
3	Gifted/ High Achiever students will be exposed to science topics through reading different genres such as Time Magazines and National Geographic	Science Resource Teacher and Administration	Data Chats, Gifted High Achiever Team Meetings	Classroom Walkthroughs data logs
4	ESE/ELL students will participate in Buddy Reading Program where they are exposed to scientific non fiction literature and they will focus on science vocabulary and text structure	Reading Coach and Administration	Data Chats and Leadership Team Meetings	District Benchmark science Test and Mini- BAT Test

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
By June 2010, 45% of 5th grade students meeting the criteria of DOE Administrative Rule 6A-1.09981 will score a Level 3 or above on the FCAT Science Assessment	Science Test Specification Training	Science Coach	October 2009	Classroom Visitation	Administration, Science Coach

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Hands On Science	Instructional Material	\$0.00
Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
Science Alive	Instructional Material	\$0.00
Total: \$0.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
FCAT Science	Accountability Fund	\$0.00
Total: \$0.00		
Other		
Description of Resources	Funding Source	Available Amount
After School Tutoring	School Accountability Fund	\$0.00
Total: \$0.00		
Final Total: \$0.00		

End of Science Goal

Writing Goal

Needs Assessment: Based on School Grade Data:
 Did the total percent proficient increase or was the percent proficient maintained?
 What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In Grades 3-5, 90% of students achieved mastery on the 2009 administration of the FCAT Writing Test. This represents a increase of six percentage points compared to 84% who achieved Mastery 2008		By June 2009, 93% of the fourth grade students meeting criteria of DOE Administrative Rule 6A-1.09981 will score at a Level 3.5 or above on the FCAT Writing Assessment		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Select teachers will visit another high achieving zone school to observe effective writing instruction and to learn about additional writing strategies that will be utilized during the writing instructional block	Principal and Reading Coach	Administration will conduct classroom walkthroughs to ensure learned strategies are utilized	Classroom walkthrough logs

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, 90% of students achieved mastery on the 2009 administration of the FCAT Writing Test. This represents a increase of six percentage points compared to 84% who achieved Mastery 2008	By June 2009, 93% of the fourth grade students meeting criteria of DOE Administrative Rule 6A-1.09981 will score at a Level 3.5 or above on the FCAT Writing Assessment	Reading and Mathematics Coach	8/20/09	Students writing samples will be reviewed and scored biweekly by teacher. The results will be analyzed and the analysis will be utilized to drive instruction Scored writing samples will be used to determine Progress between the Pre Test Prompt and Mid- Year Prompt	Reading and Math Coach

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Six traits Writing	Instructional Material	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
Using Broward Education Enterprise Portal (BEEP)	Professional Development	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
FCAT Writing Prompt Analysis	Professional Development	\$700.00
		Total: \$700.00
Other		
Description of Resources	Funding Source	Available Amount
After School Tutoring	School Accountability Fund	\$0.00
		Total: \$0.00
		Final Total: \$700.00

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		
In 2008, Parent survey was sent to all AC Perry Parents, only 42% of the parents returned survey.		By 2009 increase returned parent survey by 45%.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Provide incentive to students who return their parent survey.	Title One Coordinator	Collect sign in logs from classroom	Classroom logs

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Attendance logs for Open house in 2008-2009 indicate only 31% of parents participated.		Increase parent participation in Open House to 40% of students parents		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Publicize event in using multiple methods and in students' home language 2. Schedule high parent interest whole school event during evening to induce greater parent participation 3. Have students compose	1. Principal, Title 1 Liaison 2. Principal, Title 1 Liaison 3. Principal, Title 1 Liaison	1. Collect attendance logs from each classroom 2. Collect feedback survey from parents 3. Survey Parents to see if this is the first time they are attending Open House	Maintain attendance logs in each classroom 2. Parent Surveys 3. Parent Surveys

invitations to their parents.		
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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
Sign in Sheets from Parent workshops during 2008-2009 indicate only 20% of students' parents attended at least one workshop	Increase parent participation at parent workshops to 50%	Leadership Team	October, 2009	Sign In Sheets	Principal Title 1 Liaison

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Material and supplies for workshop handouts	Title 1 Parent Involvement	\$2,516.00
		Total: \$2,516.00
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: \$2,516.00

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	Treasures Textbook Adoption	Instructional Material	\$0.00
Writing	Six traits Writing	Instructional Material	\$0.00
Science	Hands On Science	Instructional Material	\$0.00
Parental Involvement	Material and supplies for workshop handouts	Title 1 Parent Involvement	\$2,516.00
			Total: \$2,516.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Accelerated Reader Riverdeep	Instructional Material	\$800.00
Mathematics	Riverdeep FCAT Dailies	Instructional Material	\$0.00
Writing	Using Broward Education Enterprise Portal (BEEP)	Professional Development	\$0.00
Science	Science Alive	Instructional Material	\$0.00
			Total: \$800.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Mathematics	BAT/SAT/FCAT Training	Title 1	\$3,000.00
Writing	FCAT Writing Prompt Analysis	Professional Development	\$700.00
Science	FCAT Science	Accountability Fund	\$0.00
			Total: \$3,700.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	BAT/SAT/FCAT Training	Title 1	\$3,000.00
Reading	After School Tutoring	School Accountability Fund	\$3,000.00
Mathematics	After School Tutoring	School Accountability Fund	\$0.00
Writing	After School Tutoring	School Accountability Fund	\$0.00
Science	After School Tutoring	School Accountability Fund	\$0.00
			Total: \$6,000.00
			Final Total: \$13,016.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

Intervene
 Correct II
 Prevent II
 Correct I
 Prevent I
 NA

No Attached school's Differentiated Accountability Checklist of Compliance

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✓ **Yes. Agree with the above statement.**

Projected use of SAC Funds	Amount
No data submitted	

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

he School Advisory Council (SAC) has an important function to the success of A.C. Elementary. Listed below are some of the functions of the SAC.

- A.C. Perry Elementary School Advisory Council (SAC) is the sole body responsible for final decision-making at the school related to implementation of the provisions of section 10001.42 and 1008.345.F.S. School Improvement.
- The SAC Committee will oversee the implementation of the School Improvement Plan.
- Sponsor drives to increase parent involvement.
- Organize FCAT Family Night Events
- Assist the school to create and analyze school climate surveys for parents and students
- Organize FCAT/SAT Incentive Awards

SAC Members

Members

- 1) Davida S. Johnson, Principal
- 2) Gabrielle Tyson-Romeo, SAC Chair
- 3) Mae Young, Teacher
- 4) Janice Tucker, Parent
- 5) Ricardo Gavilan, Parent
- 6) Victor Danzot, Parent
- 7) Elizabeth Akande, Parent
- 8) Mckenley Romeo, Parent
- 9) Ernessa Dennis-Johnson, Parent
- 10) Janet Jemenson, Parent
- 11) LaTasha Millwood, Parent
- 12) Ted Berger, Community Member
- 13) Eddie Pierre-Louis, School Support Personnel
- 14) Suzanne Atkin, Union Steward

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Broward ANNABEL C. PERRY ELEMENTARY 1631											
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 331 Math: 331		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	
TOTAL ⁴	100	Y	100	Y	72	Y	80	Y	94					NA	32	28	NA	23	20	NA	76	NA	80	NA	
WHITE		NA		NA		NA		NA						NA						NA					
BLACK	100	Y	100	Y	71	Y	80	Y	93					NA	28	29	NA	21	20	NA	76	NA	81	NA	
HISPANIC	100	Y	100	Y	76	Y	80	Y						NA	43	24	NA	31	20	NA	79	NA	75	NA	
ASIAN		NA		NA		NA		NA						NA						NA					
AMERICAN INDIAN		NA		NA		NA		NA						NA						NA					
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	69	Y	79	Y	94					NA	35	31	NA	27	21	NA	74	NA	79	NA	
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA						NA						NA					
STUDENTS WITH DISABILITIES	100	Y	100	Y			NA		NA					NA						NA					

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Broward ANNABEL C. PERRY ELEMENTARY 1631											
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 337 Math: 337		2007-2008 School Grade ¹ : A		Did the School make Adequate Yearly Progress? NO							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.					
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		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	Y/N	2008	Y/N	
TOTAL ⁴	99	Y	100	Y	68	Y	77	Y		94	Y			NA	29	32	NA	21	23	NA	68	NA	76	NA	
WHITE		NA		NA		NA		NA						NA						NA					
BLACK	99	Y	100	Y	72	Y	79	Y		93	Y			NA	32	28	NA	21	21	NA	72	NA	78	NA	
HISPANIC	99	Y	99	Y	57	N	69	Y						NA		43	NA		31	NA	56	N	70	NA	
ASIAN		NA		NA		NA		NA						NA						NA					
AMERICAN INDIAN		NA		NA		NA		NA						NA						NA					
ECONOMICALLY DISADVANTAGED	99	Y	100	Y	65	Y	73	Y		94	Y			NA	33	35	NA	23	27	NA	67	NA	76	NA	
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA						NA						NA					
STUDENTS WITH DISABILITIES	100	Y	100	Y			NA			NA				NA						NA					

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Broward ANNABEL C. PERRY ELEMENTARY 1631											
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 334 Math: 334		2006-2007 School Grade ¹ : A		Did the School make Adequate Yearly Progress? YES							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.					
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N	
TOTAL ⁴	100	Y	100	Y	71	Y	79	Y		Y				NA	32	28	NA	29	21	NA	65	NA	78	NA	
WHITE		NA		NA		NA		NA						NA						NA					
BLACK	100	Y	100	Y	68	Y	79	Y		Y				NA	32	32	NA	32	21	NA	62	NA	79	NA	
HISPANIC	100	Y	100	Y		NA		NA						NA						NA					
ASIAN		NA		NA		NA		NA						NA						NA					
AMERICAN INDIAN		NA		NA		NA		NA						NA						NA					
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	67	Y	77	Y		93	Y			NA	38	31	NA	32	23	NA	65	NA	76	NA	
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA						NA						NA					
STUDENTS WITH DISABILITIES	100	Y	100	Y			NA			NA				NA						NA					

SCHOOL GRADE DATA

Broward School District ANNABEL C. PERRY ELEMENTARY 2008-2009					
	Reading	Math	Writing	Science	Grade Points Earned
% Meeting High Standards (FCAT Level 3 and Above)	74%	83%	90%	42%	289
% of Students Making Learning Gains	77%	73%			150
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?	76% (YES)	78% (YES)			154	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					593	
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 ANNABEL C. PERRY ELEMENTARY 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	72%	79%	84%	42%	277	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	66%	68%			134	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	63% (YES)	73% (YES)			136	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					547	
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 ANNABEL C. PERRY ELEMENTARY 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	74%	80%	86%	50%	290	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	75%	74%			149	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?	78% (YES)	79% (YES)			157	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					596	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested