

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: HOLLYWOOD PARK ELEMENTARY SCHOOL

District Name: Broward

Principal: Mrs. Wendy A. Galinsky

SAC Chair: Ms. Marilyn Cacabelos

Superintendent: Mr. James F. Notter

Date of School Board Approval: December 1, 2009

Last Modified on: 08-26-2009

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

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

VISION and MISSION STATEMENTS

Mission:

We, at Hollywood Park Elementary are committed to providing a high quality, standards-based education to ALL students, through effective research-based instructional strategies, innovative technology resources, effective tutorial/enrichment interventions, systematic data monitoring, and strong instructional leadership, commensurate with data driven staff development and in line with the District's 2008-2010 Strategic Plan.

Vision:

Hollywood Park will provide the highest quality education for all students.

Belief Statements:

- We will empower the parents in the education of their child by providing opportunities for self-development.
- We will improve student achievement through combined efforts of school, home, and community
- Students will be provided opportunities designed to encourage creative and critical thinking.
- We will prepare all students for knowledge/based technology rich and culturally diverse 21st century.
- We must provide a safe and secure environment which is essential for learning.
- Professional staff development provides for better learning environment.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

Hollywood Park Elementary is a neighborhood school in the heart of Hollywood. The school opened in 1969 and is home to an ESE cluster and a high population of ELL students. The school serves 460 students in grades K-5.

Unique School Strengths for Next Year

- * Hollywood Park will implement Above the Clouds, Florida Continuous Improvement Model, and the DART Model for data management.
- * Our school has a low teacher turn over rate.
- * The school will be purchasing Rosetta Stones for ELL students and Professional Learning Communities.

Unique School Weaknesses for Next Year

Due to budget cuts, Art class was eliminated
Drop on FTE counts due to tough economic times
Adoption of new reading series is incomplete

Student Demographics

2007	2008	2009
Female	47.4	45.5
Male	52.9	54.4
White	22.4	19.6
Black	20.4	20.1
Hispanic	52.9	55.6
Asian	2.87	2.45
Native	0	0

Multi 1.25 2.10 3.21
 ELL 17.4 8.7 20.1
 ESE 15 18.2 18.9

Student Attendance Rates

2007 94.1
 2008 94.9
 2009 93.9

Student Mobility

2007 19
 2008 18
 2009 22.1

Student Suspension Rates

2007 1.40
 2008 2.8
 2009 2.30

Student Retention Rates

2007 7.16
 2008 5.30
 2009

Class Size

PK – 3 Average
 2007 15.54
 2008 16
 2009 16.72

 4-8 Average
 2007 18.40
 2008 18.32
 2009 16.81

Academic Performance of Feeder Pattern

N/A

Partnerships and Grants

Sparez- Provides incentive certificates for our students.
 Galaxy Skateway - Provides incentive certificates for our students.
 YMCA – Provides after care for our students.
 COSTCO – Provides breakfast during faculty and staff appreciation week. In-kind donations for our students.
 Vocelli Pizza – Provides incentive certificates for our students and staff.
 Dunkin’ Donuts - Provides breakfast during faculty and staff appreciation week
 Boys & Girls Club – Participates in SAC and advises the school on SIP.
 Longhorn - Provides incentive certificates for our students.
 Papajohns Pizza - Provides incentive certificates for our students.
 YMCA of Broward County – Provides Aftercare to our students and incentives to all our staff.

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 of Hollywood Park 2008-2009 School Grade: A Reading Mastery: 78% Math Mastery: 72% Science Mastery: 23% Writing Mastery: 94% AYP: SWD did not make AYP in reading. ED, ELL, and SWD did not make AYP in

Principal	Wendy A. Galinsky	BA- University of South Florida MA- Nova Southeastern University	3	11	<p>math.</p> <p>Principal of Hollywood Park Elementary in 2007-2008 School Grade: B Reading Mastery: 67% Math Mastery: 69% Science Mastery: 37% Writing Mastery: 84% AYP: SWD did not make AYP in reading. Black and SWD did not make AYP in math.</p> <p>Principal of Hollywood Park Elementary in 2006-2007 School Grade: C Reading Mastery: 65% Math Mastery: 67% Science Mastery: 33% Writing Mastery: 84% AYP: Black, ELL, and SWD did not make AYP in Reading and math.</p>
Assis Principal	Juan C. Alejo	BA- Elementary Ed, Florida Memorial College MA- Ed Leadership, St. Thomas University	3	3	<p>Principal of Hollywood Park 2008-2009 School Grade: A Reading Mastery: 78% Math Mastery: 72% Science Mastery: 23% Writing Mastery: 94% AYP: SWD did not make AYP in reading. ED, ELL, and SWD did not make AYP in math.</p> <p>Principal of Hollywood Park Elementary in 2007-2008 School Grade: B Reading Mastery: 67% Math Mastery: 69% Science Mastery: 37% Writing Mastery: 84% AYP: SWD did not make AYP in reading. Black and SWD did not make AYP in math.</p> <p>Principal of Hollywood Park Elementary in 2006-2007 School Grade: C Reading Mastery: 65% Math Mastery: 67% Science Mastery: 33% Writing Mastery: 84% AYP: Black, ELL, and SWD did not make AYP in Reading and math.</p> <p>Assistant Principal of Hollywood Park Elementary in 2008-2009 School Grade: A Reading Mastery: 78% Math Mastery: 72% Science Mastery: 23% Writing Mastery: 94% AYP: SWD did not make AYP in reading. ED, ELL, and SWD did not make AYP in math.</p> <p>Assistant Principal of Hollywood Park Elementary in 2007-2008 School Grade: B Reading Mastery: 67% Math Mastery: 69% Science Mastery: 37% Writing Mastery: 84% AYP: SWD did not make AYP in reading. Black and SWD did not make AYP in math.</p> <p>Assistant Principal of Hollywood Park Elementary in 2006-2007 School Grade: C Reading Mastery: 65% Math Mastery: 67% Science Mastery: 33% Writing Mastery: 84% AYP: Black, ELL, and SWD did not make AYP in Reading and math.</p>

* 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 *
					<p>Reading Coach of Hollywood Park Elementary in 2008-2009 School Grade: A Reading Mastery: 78% Math Mastery: 72% Science Mastery: 23% Writing Mastery: 94% AYP: SWD did not make AYP in reading. ED, ELL, and SWD did not make AYP in math.</p>

Reading Coach	Ellen Halem	B.A. Northern Illinois University, M.S.Nova Southeastern University, ESOL and reading Endorsed	6	8	Reading Coach of Hollywood Park Elementary in 2007-2008 School Grade: B Reading Mastery: 67% Math Mastery: 69% Science Mastery: 37% Writing Mastery: 84% AYP: SWD did not make AYP in reading. Black and SWD did not make AYP in math. Reading Coach of Hollywood Park Elementary in 2006-2007 School Grade: C Reading Mastery: 65% Math Mastery: 67% Science Mastery: 33% Writing Mastery: 84% AYP: Black, ELL, and SWD did not make AYP in Reading and math.
Science Coach	Nancy Chatfield	BS – Western Michigan University, ESOL endorsed.			First year as Science Coach.

* 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.NESS program monthly meetings	Reading Coach	Ongoing	
2.Monthly learning communities	Administration	Ongoing	
3.Mentor teachers	Reading Coach	Ongoing	
4.Support from Reading Coach and Administrators.	Reading Coach and Administration	Ongoing	

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
36	0	33	33	33	56	100	8	11	64

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Sean Byington	Racquel Lavigne	Ms. Lavigne's students have shown below average performance levels in reading and math achievement. Mr. Byington's students have shown above level performance in reading and math.	The Mentor and Mentee meet biweekly (or as needed) in a professional learning community to discuss research based strategies that have a positive impact on student achievement. Mentor is given release time to observe the mentee and provide coaching and feedback. Additional support is provided by the Reading Coach and Administration.
Peggy Cohen	Wendy Librach	Veteran Art teacher, new to second grade	Same as above
		New transfer	

Donna Landers	Nekeisha Titus	teacher will be mentored by a National Board Certified educator to facilitate in transitioning into a new grade level. Mentoring teacher has a track record for high student achievement in 4th grade and she has over 15 years of teaching experience.	Same as above
---------------	----------------	---	---------------

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

Title I funds are used to pay teacher salaries and support for additional personnel. Parental activities such as Megaskills, family nights, parent Symposium is used to assist parents in helping their children Student Planners
10% for staff development trainings.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

Used to supplement teacher salaries.

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

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.

Wendy A. Galinsky, Principal – administrative leadership and facilitation to ensure assignment and distribution of resources and services as needed
Juan C. Alejo, Assistant Principal - administrative leadership and facilitation to ensure assignment and distribution of resources and services as needed
Ellen Halem, Reading Coach – expertise of a professional who understands the reading process
Marilyn Cacabelos, Guidance Counselor – a professional who can meet the social/emotional needs of struggling students and their families
Amy Schwartz, ESE Specialist/Teacher - a teacher who is brings knowledge of students with disabilities as well as services that can be provided through special education
Melissa Semidei, KG Chair - a teacher who is knowledgeable about instruction and differentiated in general education and who can support the referring teacher
Paula Zeeman, First grade Chair - a teacher who is knowledgeable about instruction and differentiated in general education and who can support the referring teacher
Sean Byington, third grade Chair - a teacher who is knowledgeable about instruction and differentiated in general education and who can support the referring teacher
Tania McFarlane, fourth grade Chair- a teacher who is knowledgeable about instruction and differentiated in general education and who can support the referring teacher
Jessica Devine, fifth grade Chair - a teacher who is knowledgeable about instruction and differentiated in general education and who can support the referring teacher
Maria Diaz, ESE Chair - a teacher who is brings knowledge of students with disabilities as well as services that can be provided through special education
Elaine Cronin, Social Worker – a professional who can interpret test and behavioral data, liaison between school and community
Maria Robles, School Psychologist – a professional who can interpret test and behavioral data

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

- Response to Intervention is aligned and used to help struggling students (Tier 2 & 3) in reading, math, language arts, writing, and science. RTI (CPST) participates in progress monitoring in core content areas.

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

-Reviews baseline data that has been collected
-Meets with SAC and participates in the development of the School Improvement Plan

RtI Implementation

Describe the data management system used to summarize tiered data.

-Baseline Data: Progress monitoring and reporting network, FAIR, FCAT, SAT, ECHOS, CELLA.
-Progress Monitoring: PMRN, MiniBATS, FCAT Simulation, FCAT Explorer reports, RiverDeep Reports.
-Midyear: FAIR, DAR,
-End of Year: FAIR and FCAT.
-Data Meetings: Biweekly

Describe the plan to train staff on RtI.

Professional development will be provided during teacher's common planning time and small sessions will occur throughout the 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?

Strengths: across all grade levels, students are performing above the District's average in Writing at 94%, making high standards in Reading 78%, learning gains in reading 70%, learning gains of the lowest 25% for both reading 82% and math 85%.

Weaknesses: across all grade levels, the lowest content area in math is Number Sense, science all benchmarks, and for reading is Reference and Research. Students in these areas are performing below the District's average.

Instructional Calendar Development

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

Instructional Focus Calendars will be introduced, discussed, and aligned during Leadership Week in June and again on preplanning week. Leadership Team meets for one week in June to review and disaggregate student achievement data, incorporate school-based IFCs, and align instructional practices and curriculum to the District's pacing charts and the Next Generation Sunshine State Standards.

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

Reading: Reference and Research and Main Idea were the least proficient and will be given priority focus.

Writing: Students are performing above the District's average in Writing at 94%. No priority focus will be given.

Mathematics: Number Sense and Measurement were the least proficient and will be given priority focus.

Science: All benchmarks will be given priority focus this year.

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

Once FCAT scores are released, results are analyzed to determine the learning gains by teacher and adjust Master Schedule to prevent low performing teachers from teaching the same class again. Students are grouped based on their diagnosed needs by the first day of school and teachers are organized in grade levels based on strengths. Data is disaggregated by student strengths and weaknesses to formulate performance based groupings and implement IFCs. Instruction is individualized and differentiated, as demonstrated by CWTs reports. Individualize instruction is implemented based on student needs, interventions and enrichment.

District assessments such as BAT, Mini-BAT scores are use to determine effectiveness of core programs and tutorials. In addition weekly assessments include Oral Reading Fluency, Harcourt Inventory, End of Book Test, and Unit.

Master Schedule provides for common planning time for data-based decision making within the problem-solving process and organizes into PLCs with lesson study groups. Professional Learning Communities that address areas in need of improvement take place every month at Team Leader Meetings, Faculty Meetings, and during common planning time.

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

Coursework is based on the Sunshine State Standards and students are exposed to higher level skills. CWTs are conducted weekly to ensure there is evidence of rigorous coursework in all areas. Data collected from walkthroughs is analyzed bi-weekly by team leaders and shared with team members.

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?

Leadership Team (with teacher input) appropriately place students in rigorous course work aligned to the District's K-12 Reading Plan. HPE administers screening and diagnostics and provides remediation, acceleration, and enrichment.

DO

Direct the Instructional Focus

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

Instructional Focus Calendars are introduced, discussed, and aligned during Leadership Week in June and again on preplanning week. Leadership Team meets for one week in June to review and disaggregate student achievement data, incorporate school-based IFCs, and align instructional practices and curriculum to the District's pacing charts and the Next Generation Sunshine State Standards. Grade levels meet throughout the year as Professional Learning Communities to share best practices which are shared during Faculty Meetings.

How are instructional focus lessons developed and delivered?

Student achievement data will be used to determine student strength and weaknesses and standardized test scores will be used to prescribe intervention strategies for struggling student and enrichment for high achieving students. Grade levels will meet daily during common planning to monitor student progress, review student achievement data, and align/adjust IFCs in order to develop data driven lesson plans.

How will instructional focus lessons be revised and monitored?

Administration monitors and analyzes District assessments such as BAT and Mini-BAT scores to determine effectiveness of core programs and tutorials. CWTs are scheduled so that each classroom is visited 15 x each quarter. There are scheduled meetings with individual teachers and teams to discuss the data collected through the CWTs. This leads to both formal and informal observation. Sharing of effective teaching strategies and recommendation and assistance is provided as needed.

CHECK

Assessment

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

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

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

Ongoing formative assessments are used during school year to measure student progress. The data collected from these assessments is analyzed by all members of the Leadership Team and teachers in a consistent manner to better meet the needs of all students. From the data, areas of need are identified and programs implemented to address them. Students' scores and performance levels are tracked and used to modify instructional focus.

Maintenance

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

Data from ongoing formative assessments will be utilized for progress monitoring and to identify areas of weakness. After analyzing student data, the school-wide instructional focus calendar is adjusted based on students' academic needs to target specific benchmarks correlated to the Sunshine State Standards. Teachers will give priority focus to those areas that show the greatest weakness.

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

Administration monitors and analyzes District assessments such as BAT and Mini-BAT scores to determine effectiveness of core programs and tutorials. CWTs are scheduled so that each classroom is visited 15 x each quarter. There are scheduled meetings with individual teachers and teams biweekly to discuss the data collected through the CWTs. This leads to both formal and informal observations. Sharing of effective teaching strategies and recommendation and assistance is provided as needed.

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 Grade Chairs, Support Staff, and administrators make up the School Leadership Team. The Leadership Team meets to discuss student achievement data, provide input/recommendations, align efforts, and monitor pupil progression. Leadership team monitors quality of instruction to ensure that curriculum and instructional strategies are being implemented with fidelity.

ACT

Supplemental and Intensive Instruction/Interventions

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

READING:

- Disaggregate FCAT, FAIR, DAR, BAT/ECHOS/CELLA, Mini BATS, by benchmarks to individualize instruction to meet students' needs.
 - Provide Triumphs Intervention for students in grades 1 - 3 performing below grade level.
 - Provide Harcourt Trophies Intervention for 4th - 5th grade students performing below grade level.
 - Provide Soar to Success, intervention program for 3 - 4 grade students performing 1 year below grade level.
 - Provide Quick Reads
 - Wilson Foundations (ESE), and Destination Reading (K-2) for phonemic awareness and phonics deficiencies.
 - Provide SuperQAR and Soar To Success for comprehension deficiencies.
 - Uninterrupted 120 minutes reading block for Tier 2 students, which includes an extra dose of reading push-in/pull-out interventions.
 - Students in the lowest 25 percentile will attend after school tutoring in targeted subject area.
 - Teachers will share successful reading strategies with families at Family Reading Night through demonstrations and stations.
- MATH.
- Disaggregate FCAT and BAT by benchmarks to individualize instruction to meet students' needs. Use Struggling Math Chart to address struggling student needs.
 - Provide Math Intervention for low performing students. Students with less than 40% on SAT, FCAT level 1 and 2 are considered low performing. Teachers integrate hands-on approaches to making curriculum relative and ease of retention.
 - Provide Riverdeep and guided stations for weak areas.
 - Uninterrupted 90 minutes math block for Tier 2 students, which includes an extra dose of math push-in/pull-out interventions.
 - Technology software is provided for extra reinforcement of math skills.
 - Students in the lowest 25 percentile will attend after school Power Hour in targeted subject area.
 - Teachers will share successful math strategies with families at Family Nights through demonstrations and stations.
 - Teachers integrate the use of Math instruction materials (manipulatives) in after school tutoring to reinforce skills in kinesthetic learners.

WRITING:

- Disaggregate FCAT writes to individualize instruction to meet students' needs.
- Provide Writing Intervention for students performing below grade level in writing.
- Provide demonstration lessons for deficiencies in specified benchmarks.
- Uninterrupted 45 minutes writing block.
- Additional support for students in need of strengthening structure, voice, and vocabulary.
- Students in the lowest 25 percentile will be offered after school tutorials in targeted subject area.
- Peer Conferencing
- ESE students have extended time to edit and revise their work at home.

SCIENCE:

- Disaggregate science diagnostic test by benchmarks to individualize instruction to meet students' needs.
- Provide hands on science experiments for students to retain concepts easier.
- Teachers will share successful scientific strategies with families at Family Nights through demonstrations and stations.

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

Before School CCC Lab for 5th grade students – October-March Target Tier 2
After-school SES Tutorials for Reading – 2xs –Wk.
Power Hour Tutorials Reading – December-March
America Reads Tutor Pullout - Weekly
Supplemental Tutoring – Pool sub – ongoing
Double Dosing – fluency groups – Daily (Growth will be charted and shared with general education teachers)
Volunteers pull students to read one-on-one.

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

Professional Development Team analyzes student achievement data and coordinates staff development for the year. The staff development plan incorporates the District's mandatory professional development. Plan is aligned to District and State protocols as well as SIP.

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

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

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

All staff providing services to students not making mastery will meet with the CPST to discuss their evidence and/or documentation of strategies and interventions that have previously been utilized. Factors hindering implementation of a strategy (attendance, behavior) will be addressed and resolved. Strategies that are unsuccessful will be discontinued and

replaced with alternative interventions.

Enrichment

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

READING:

- All grade levels participate in Read to the Principal monthly.
- Accelerated Reader at individual student capability
- Family Reading Night to share literacy and projects
- Advanced placement Readers
- Technology Programs (Riverdeep and FCAT Explorer) Florida Achieves
- Book Club
- Gifted and High-Achieving self contained classrooms
- Use novels in Literature Circles
- Intelligent classrooms to engage students.
- Extra mobile computer lab will be placed in the old art room to be used by the K, 1st, and 2nd grade classes as their computer lab.
- Junior Greats
- Teacher Generated extension activities
- Learning Contracts for independent learning.
- Unitedstreaming resources
- AR Tests needed

MATH:

- Math SuperStar participation for grades 1-5.
- Family Night to share math mastery, projects, and strategies with parents.
- Advanced placement for MATS students.
- Technology Programs (RiverDeep, first in Math, Florida Achieves, CCC)
- Gifted and High Achieving Classrooms
- Intelligent classrooms to engage students.

WRITING:

- Student writing piece shared by author on Morning Show.
- Family Nights to share writing mastery in all genres, projects, and strategies with parents.
- Gifted High Achieving Classroom
- Intelligent classrooms to engage students.
- Real world applications through community contests.
- Literature to inspire writing prompts.

SCIENCE:

- Promote essential science questions on Morning Show.
- Energy Conservation Club
- Gifted and High Achieving
- Intelligent classrooms to engage students.
- Students will conduct science experiments utilizing the scientific method quarterly and record them in their science journals.

Describe how students are identified for enrichment strategies.

FCAT results, in addition to student progress in specific courses, as well as assessment results that demonstrate consistent mastery or proficiency 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 Team. The parents are counseled on the expectations for the student in the higher level course, as well as their continued parental involvement.

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)
Principal, Assistant Principal, ESE Specialist, Reading Coach, Science Coach, Guidance Counselor	Principal and Assistant Principal	2 hours per month.	Mondays	Data analysis and disaggregation. Strategic Planning and targeting
KG Team	Melissa Semidei	2 hours per month	Second and fourth Tuesday of the month	-Small grouping and Centers ideas -Behavior strategies -Thematic Teaching -Gifted/ESE strategies in regular setting -Writing across the curriculum -Science Hands on Strategies -Share best practices -Review student achievement data

					-Adjust IFCs to meet student needs
First Grade Team	Paula Zeeman	2 hours per month	Second and fourth Tuesday of the month		-Small grouping and Centers ideas -Behavior strategies -Thematic Teaching -Gifted/ESE strategies in regular setting -Writing across the curriculum -Science Hands on Strategies -Share best practices -Review student achievement data -Adjust IFCs to meet student needs
Second Grade Team	David Kriner	2 hours per month	Second and fourth Tuesday of the month		-Small grouping and Centers ideas -Behavior strategies -Thematic Teaching -Gifted/ESE strategies in regular setting -Writing across the curriculum -Science Hands on Strategies -Share best practices -Review student achievement data -Adjust IFCs to meet student needs
Third Grade Team	Kristy LoDuca	2 hours per month	Second and fourth Tuesday of the month		-Small grouping and Centers ideas -Behavior strategies -Thematic Teaching -Gifted/ESE strategies in regular setting -Writing across the curriculum -Science Hands on Strategies -Share best practices -Review student achievement data -Adjust IFCs to meet student needs
Fourth Grade Team	Tania McFarlane	2 hours per month	Second and fourth Tuesday of the month		-Small grouping and Centers ideas -Behavior strategies -Thematic Teaching -Gifted/ESE strategies in regular setting -Writing across the curriculum -Science Hands on Strategies -Share best practices -Review student achievement data -Adjust IFCs to meet student needs
Fifth Grade Team	Jessica Devine	2 hours per month	Second and fourth Tuesday of the month		-Small grouping and Centers ideas -Behavior strategies -Thematic Teaching -Gifted/ESE strategies in regular setting -Writing across the curriculum -Science Hands on Strategies -Share best practices -Review student achievement data -Adjust IFCs to meet student needs

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

An orientation meeting is held the week before the start of the school year for kindergarten students and their families to familiarize them with the school and expectations for the coming year. All students are assessed upon entering within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing.

Screening data will be collected and aggregated prior to September 10th, 2009. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data.

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

Postsecondary Transition

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

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, 78% of students met high standards in reading on the 2009 FCAT Reading test.		In grades 3-5, 82% of students will meet high standards in reading on the 2010 FCAT Reading test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	-Teachers will utilize higher order thinking (HOT) questions in their lessons.	Administration	Administration will review teacher lesson plans, student work samples, and observe questioning through Classroom Walkthroughs.	Focused CWTs to determine frequency of Higher Order Thinking
2	-Teachers will utilize the instructional focus calendar to target specific FCAT benchmarks correlated to the Sunshine State Standards.	Administration Reading Coach	Administration will monitor the implementation of the instructional focus calendar through Classroom Walkthroughs.	CWT data and review of assessment data to determine effectiveness of instruction Student-Administrator conferences to review academic progress
3	-Teachers implement supplemental reading programs such as Book It, Reading in the Hallways, Accelerated Reader, and Reading Across Broward.	Administration Reading Coach Teachers	Administration, Teachers, and Reading Coach will maintain data on student reading progress and participation of students in these programs.	Computer generated reading scores/reports Reading scores

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 3-5, 58% of ELL students scored at or above grade level in the 2009 administration of the FCAT in Reading.		In grades 3-5, 61% of ELL students will make proficiency levels on the 2010 administration of the FCAT.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	-Teachers will implement accommodations and modifications reflected on the ESOL Matrix to better meet the needs of the ELL students.	Administration ESOL Coordinator Teachers	Administration, Teacher, and ESOL Coordinator will monitor student progress in reading to determine effectiveness of interventions implemented and adjust accordingly	CWTs Classroom work data Test scores
2	-Teachers will assign a peer buddy to ELL students to assist with reading skills.	Administration ESOL Coordinator Teachers	Teacher will monitor partnership and its effectiveness.	Test scores
3	-ELL students will be provided additional resources and interventions such as, reading "pull - out" with ESOL Specialist, In Step Readers correlated to the leveled reading program, FCAT Explorer for	Teacher	Biweekly data chats based on formative assessments with ESOL Specialist, classroom teachers, and students to monitor student progress.	*Mini BATS, BAT 1 and 2 *Computer generated reports *Classwork data *Formative assessments scores

	students in grades 3-5, RiverDeep for students in grades k-2.			
4	Push-in small group instruction will be provided for all SLD/VE daily for a duration of 20 minutes.	Support Staff	Support Staff will meet twice per month to evaluate the effectiveness of the strategy.	Mini BATS, BAT 1 & 2, teacher feedback, computer generated reports.

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 3-5, 39% of SWD students scored at or above grade level in the 2009 administration of the FCAT in Reading.		In grades 3-5, 41% of SWD students will make proficiency level on the 2010 administration of the FCAT.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	- Varying Exceptionalities students will be provided instruction in the mainstream. VE teacher will pull-out to provide double dosing as additional instruction in small group setting in areas of deficit, according to the IEP. Collaborating and Consulting will be provided for students that require less intensity of intervention.	Administration, ESE Specialist, and classroom teachers.	<p>Lesson plans will be review during CWTs (weekly) to make sure lessons are effective and aligned to Sunshine State Standards.</p> <p>Participate in common planning with teachers to ensure collaborating and consulting is taking place.</p> <p>Monitor Professional Learning Communities monthly for effectiveness and focus on student achievement.</p> <p>ESE Specialist will monitor student progress in reading to determine effectiveness of accommodation and modifications implemented and adjust accordingly. Timely communication will be provided to RTI Team.</p>	<p>Informal assessments and student portfolios will be used to assess progress and measure achievement.</p> <p>DAR/BAT/FCAT/FAA and Writing Scores are used to formulate goals.</p>
2	-ESE Cluster teachers will utilize the Brigance Inventory for Life Skills to document progress. FAA scores will be analyzed and utilized to determine current level of performance and to formulate instruction. Teacher made informal assessments (pre and post) will be used as well to determine current level of instruction.	Administration, ESE Specialist, and classroom teachers.	<p>Lesson plans will be review during CWTs (weekly) to make sure lessons are effective and aligned to Sunshine State Standards.</p> <p>Participate in common planning with teachers to ensure collaborating and consulting is taking place.</p> <p>Monitor Professional Learning Communities monthly for effectiveness and focus on student achievement.</p> <p>ESE Specialist will monitor student progress in reading to determine effectiveness of accommodation and modifications implemented and adjust accordingly. Timely communication will be provided to RTI Team.</p>	<p>Informal assessments will be used to assess progress and measure achievement.</p> <p>DAR/BAT/FCAT/FAA and Writing Scores are used to formulate goals.</p>
3	- Graphic organizers, Thinking Maps, Think-Pair-Share activities, story retelling, small group instruction, Hands-on manipulatives, and technology such as IntelliKey, Boardmaker, and Touch Math will be used to facilitate learning and attaining objectives.	Administration, ESE Specialist, and classroom teachers.	<p>Lesson plans will be review during CWTs (weekly) to make sure lessons are effective and aligned to Sunshine State Standards.</p> <p>Participate in common planning with teachers to ensure collaborating and consulting is taking place.</p> <p>Monitor Professional Learning Communities monthly for effectiveness</p>	<p>Informal assessments will be used to assess progress and measure achievement.</p> <p>DAR/BAT/FCAT/FAA and Writing Scores are used to formulate goals.</p>

			and focus on student achievement. ESE Specialist will monitor student progress in reading to determine effectiveness of accommodation and modifications implemented and adjust accordingly. Timely communication will be provided to the RTI Team.	
4	Push-in small group instruction will be provided for all SLD/VE daily for a duration of 20 minutes.	All support staff	Support Staff and or Leadership Team will meet twice a month to review student achievement data to determine effectiveness of strategy.	Mini BATS, BAT 1 & 2, formative assessments, teacher feedback and computer generated reports.

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 3-5, 70% of students made learning gains on the 2009 administration of the FCAT Reading Test.		In grades 3-5, 74% of students will make learning gains on the 2010 administration of the FCAT.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	-Teachers will engage in progress monitoring of their students utilizing test data, such as BAT I and II, Mini BAT, Oral Reading Fluency, Harcourt Inventory Tests, and adjust curriculum accordingly.	Administration Reading Coach	Review teacher data profile sheets to ensure that teachers are assessing students and adjusting curriculum to meet their needs.	Teacher profile sheets
2	-Struggling students will be provided additional resources and interventions such as, reading "push - ins", supplemental CCC, after school tutoring, Triumph Interventions for grades 1-3, Harcourt Trophies Interventions for grades 4-5, Soar to Success and Super QAR for comprehension deficiencies, Quick Reads, and Wilson Foundations.	Response to Intervention Team Teachers	Teachers will compare pre and post test date to determine if students have shown improvement.	Review of teacher profile sheets for progress monitoring MiniBATS BAT I and BAT II results
3	-Teachers will implement a variety of research-based reading strategies such as, Marzano's 9 High-Yield Strategies (graphic organizers, Thinking Maps, story retelling, small group instruction, etc.) to assist diverse learners.	Administration Reading Coach Teachers	Administration, Teacher, and Reading Coach will monitor student progress in reading to determine effectiveness of strategies implemented and adjust accordingly.	Reading test scores Data profile sheets

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, 82% of students will meet high standards in reading on the 2010 FCAT Reading test.	Reading Test Specs Review	Ellen Halem, Reading Coach	August 2009	*Focused classroom Visits *Lesson Plan reviews *As follow-up, teachers will create assessments reflecting the level of questions found on the Item Specs.	Administration
In grades 3-5, 74% of students will make learning gains on the 2010 administration of the FCAT.	Curriculum Maps and the Instructional Focus Calendar	Juan Alejo, Assistant Principal Ellen Halem, Reading Coach	August 2009	*Focused classroom Visits *Lesson Plan reviews *As follow-up, teachers will populate their lesson plans and computers with the IFCs.	Administration

In grades 3-5, 72% of ELL students will make proficiency levels on the 2010 administration of the FCAT.	Six essential elements of reading instruction.	Ellen Halem, Reading Coach, Becky Arca, ESOL Coordinator	October 2009	Focused classroom Visits Lesson Plan reviews	Administration
In grades 3-5, 72% of SWD students will make proficiency level on the 2010 administration of the FCAT.	InD Cluster Network Workshop, SMILE, IntelliKey, Boardmaker, and Touch Math	Dorett Wade	October 2009	*Focused classroom Visits *Lesson Plan reviews *As follow-up, teachers will create computer reports and submit them to administration.	Administration

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 Grades 3	District Funded	\$0.00
Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
Accelerated Reader	Internal Accounts	\$500.00
FCAT Explorer	District	\$0.00
CCC	District	\$0.00
RiverDeep	District	\$0.00
B.E.E.P	District	\$0.00
Total: \$500.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
Framework for Understanding Poverty + book	Title I	\$1,000.00
PLC at Work	Title I	\$2,995.00
Leadership Week	Title I	\$9,500.00
Leadership Team Data Analysis for 2009-2010	Title I	\$3,000.00
Power Hour afterschool tutoring	Accountability Funds	\$2,000.00
Total: \$18,495.00		
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Final Total: \$18,995.00		

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, 72% of students met high standards in math on the 2009 FCAT math test.		In grades 3-5, 76% of students will meet high standards on the 2010 FCAT math test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	-Teachers will receive student achievement data in order to drive instruction and identify areas in need of staff development.	Administration	Biweekly data chats with classroom teachers.	MiniBATS, BAT 1 & 2 and chapter/unit tests.
2	-Students who have mastered the standards/benchmarks will be instructed with Harcourt enrichment activities and instructional technology such as: Florida Achieves, RiverDeep, and FCAT Explorer. In addition, students scoring 90% or above mastery will utilize next grade level's curriculum (MATS).	Administration	Classroom Walkthroughs and student math journals/portfolios.	MiniBATS, BAT 1 & 2 and chapter/unit tests.
3	-Teachers will utilize Higher Order Thinking (HOT) questioning strategies and instruct students on how to provide HOT written or oral responses to answers of math problems.	Administration	Classroom Walkthroughs and student math journals/portfolios.	MiniBATS, BAT 1 & 2 and chapter/unit tests.

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 3-5, 67% of students made learning gains on the 2009 FCAT Math Test.		In grades 3-5, 71% of students will make learning gains on the 2010 FCAT Math Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	-Teachers in grades will utilize the New Generation Sunshine State Standards in their daily lessons.	Administration	Administration will conduct classroom walkthroughs to ensure that the new Sunshine State standards are being implemented.	*Classroom Visits *Lesson Plans *BEEP lessons *Projects *Centers *Journals
2	-Teachers will utilize district mini benchmark assessments to monitor student progress and meet individual student's needs.	Administration	Administration will review teacher data to determine if student needs are being met.	Mini Benchmark Assessment data
3	- Teachers will integrate hands-on approaches using the Harcourt hands-on kits to make curriculum relative and ease retention.	Administration	Classroom Walkthroughs	MiniBATS, BAT 1 & 2 and chapter/unit tests.

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 3-5, 58% of ELL students scored at or above grade level in the 2009 FCAT Math Test.		In grades 3-5, 61% of ELL students will make proficiency levels on the 2010 FCAT Math Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	- Classroom teacher will modify classwork using the ESOL Matrix strategies and provide extra assistance during the day. -Classroom teachers will check out supplemental math CAVS materials to incorporate in classroom lessons.	Administration ESOL Coordinator	Classroom Walkthroughs	Classroom Visits Lesson Plans

2	-Students who have mastered the standards/benchmarks will be instructed with Harcourt enrichment activities and instructional technology.	Administration	CWTs and computer generated reports	MiniBATS, BAT 1 & 2 and chapter/unit tests.
3	-Teachers will assign a peer buddy to ELL students to assist with math skills.	Administration ESOL Coordinator Teachers	Teacher will monitor partnership and its effectiveness.	Test scores
4	K-2 students will be instructed using CAVS, ESOL Matrix strategies, and In Step Readers.	Administration ESOL Coordinator Classroom Teacher	CWTs	Math end of book test Formative Assessments

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 3-5, 43% of SWD students scored at or above grade level in the 2009 FCAT Math Test.		In grades 3-5, 53% of SWD students will make proficiency level on the 2010 FCAT Math Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Using Data from assessments, students not mastering essential benchmarks/standards will be targeted for after school tutorials, and double dose of math daily. They will receive tutoring from NSU America Counts program.	Administration	Analysis of pre-assessment data, Formative assessments, teacher observation of student performance on hands-on activities, IEP meetings, and Computer generated reports.	Harcourt Inventory Pix Writer BoardMaker SwitchitMaker
2	SWD will be supplemented with Mountain Math, Calendar Math, Hands-on manipulatives critical math strategies, Singapore Math, response journals, and Thinking Maps.	Administration	Biweekly data chats, review of data profile sheets, IEP meetings, and teacher input.	MiniBATS, BAT 1 & 2 and chapter/unit tests.
3	District support personnel will provide training on critical hands on strategies for at-risk/struggling students.	Administration	Biweekly data chats, review of data profile sheets, IEP meetings, and teacher input.	MiniBATS, BAT 1 & 2 and chapter/unit tests.

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, 76% of students will meet high standards on the 2010 FCAT math test.	Higher Order Thinking Strategies.	Tania Burke	October 2009	*Classroom visits *Strategies reflected on lesson plans	Administration
In grades 3-5, 71% of students will make learning gains on the 2010 FCAT Math Test.	IFCs, New Generation Sunshine State Standards, and effective use of hands-on manipulatives.	Guy Barmoha, Sharon Greenwald, Rosalie Fazio	August 2009	Classroom visits and lesson plans.	Administration
In grades 3-5, 74% of ELL students will make proficiency levels on the 2010 FCAT Math Test.	Best practices for ELL students using CAVS.	Becky Arca, ESOL Coordinator	September 2009	*Classroom visits *Teachers will implement ESOL strategies using CAVS materials.	Administration
In grades 3-5, 53% of SWD students will make proficiency level on the 2010 FCAT Math Test.	Touch Math	Marissa Chazarreta	October 2009	*Classroom *Walkthroughs will be conducted to ensure program is utilized with fidelity	Administrator

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Number Sense Using Hands on Manipulatives	Title I	\$500.00

Math strategies to address ELL and SWD	Title I	\$500.00
		Total: \$1,000.00
Technology		
Description of Resources	Funding Source	Available Amount
Afterschool Tutoring	District	\$3,000.00
		Total: \$3,000.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Leadership Team Data Analysis for 2009-2010	Title I	\$0.00
Curriculum Specialist Math Seminar	District	\$0.00
Power Hour afterschool tutoring	Accountability Funds	\$2,000.00
		Total: \$2,000.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$6,000.00

End of **Mathematics** Goal

Science Goal

Needs Assessment: Based on School Grade Data:

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

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on 2009 FCAT data, 23% of students in 5th grade met high standards in science.		Based on 2010 FCAT data, 34% of students will meet high standards in Science.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	-Science Coach will use disaggregated data to provide support and focus at all grade levels. Science Coach will assist in the coordination and alignment of the Hands-on Science kits and the Harcourt science series. Science Coach will conduct demonstration of lessons in classrooms and will facilitate/participate in Professional Learning Communities.	Administration Science Coach	*PLC meetings and classroom walkthroughs.	*DART, data profile sheets, agendas from trainings. *Science BATs for September and November will be utilized to determine strengths and weaknesses.
2	-Classroom teachers will administer mini-assessments in grades 3-5 and monitor mastery of benchmarks. Science Writing Prompts will be conducted quarterly.	Administration	*Biweekly data chats and MiniBAT scores. *Newly developed Science BATs	Science miniBATS
3	Science Journals will be used to record data, observations, and scientific vocabulary in order to increase comprehension.	Administration	*Teachers will review student journals on a weekly basis. Administration will consistently review student journals.	Science journals

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
----------------------------	----------------------	--------------------	--------------------	--	--

Based on 2010 FCAT data, 47% of students will meet high standards in Science.	Delta Science kits	Nancy Chatfield	September 2009	*Classroom Walkthroughs *Teachers to conduct science lesson experiments with Science Coach as mentor.	Administration
---	--------------------	-----------------	----------------	--	----------------

Budget:

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

End of Science Goal

Writing Goal

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

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on 2009 FCAT data, 94% of students met high standards in Writing.		Based on 2010 FCAT data, 95% of students will meet high standards in Writing.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	-Classroom teachers will utilize BEEP, Kidspiration, and Promethean Boards to enhance the instruction of all students by using the various web-based tools made available to all instructional employees.	Administration	Classroom Walkthroughs, lesson plans.	*Monthly writing prompts *Portfolio entries *Projects to be showcased during parent nights * Kidspiration *Promethean Boards
2	-Independent writing practice will be promoted with published student pieces in school newsletter, morning announcements, community contests, literary fair and postings on school campus.	Administration	Administration and 4th grade team will review student writing prompts	Writing samples
3	-Teachers will participate in Professional Learning Communities to share successful writing strategies and study students' work.	Administration	PLC meetings and classroom walkthroughs.	Scored writing prompts with the FCAT Rubric, student portfolios/writing folders.

4	-School wide writing Prompts during early release days.	Administration 4th grade team leader	Administration and 4th grade team will review student writing prompts	Scored writing prompts with the FCAT Rubric
5	-Students will be given monthly writing prompts in which feedback will be provided to help improve writing.	Administration 4th grade team leader	Administration and 4th grade team will review student writing prompts	Scored writing prompts with the FCAT Rubric
6	-The writing process will be integrated into all content areas.	Administration	Administration will utilize Classroom Walkthroughs and lesson plan reviews to ensure all teachers are integrating writing into all content areas.	*Classroom Walkthrough data *Lesson Plans *Journals
7	-Students writing below proficiency will be offered after school tutorials, such as PowerHour, focusing in the Six Traits of Writing.	Administration 4th grade team leader	Administration and 4th grade team will review student writing prompts to determine eligibility.	Scored writing prompts with the FCAT Rubric

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Based on 2010 FCAT data, 95% of students will meet high standards in Writing.	BEEP Writing Plans	Ellen Halem	August 09	*Teachers will submit writing samples to administration for review *Submit monthly writing samples to document growth	Administration

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
Power Hour afterschool tutoring	Accountability Funds	\$1,500.00
Total: \$1,500.00		
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Final Total: \$1,500.00		

End of Science Goal

Parent Involvement Goal

Needs Assessment:

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

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

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

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

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

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
39% of parents participated in decisions regarding their child's educational documentation as evidenced by attendance at parent trainings, meetings or conferences.		43% of parents will participate in decisions regarding their child's educational documentation as evidenced by attendance at parent trainings, meetings or conferences.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Increase communication between school and parents and invite parents to attend the Broward County Parent Seminar.	SAC Chairperson Ellen Halem, Title I Coordinator	Attendance at parent/teacher conferences	Conference forms, Title I sign-in sheets, volunteer logs
2	Survey parents to determine the best time for them to meet.	Administration, SAC Chairperson	Collect feedback from parent surveys and adjust meeting time accordingly.	Parent Surveys
3	Provide childcare for parents.	Administration MegaSkills	MegaSkills instruction will provide activities for students that participate in the workshop.	Child care attendance logs
4	Survey parents to determine what the areas of need are in regards to their child's academics.	Administration Reading Coach	Collect feedback on what parents would like to know.	Parent Surveys
5	Parents will be involved in the development and evaluation of the School Improvement Plan.	SAC Chair	Monthly SAC Meetings	SAC Attendance sheets
6	FCAT family nights will be scheduled in the areas of reading, math, writing, and science.	Reading and Science Coaches	Attendance	Title I Evaluation Toolkit and sign-in sheets
7	Individual student assessment results, including an interpretation of those results will be provided to all parents.	Administration	Parent/teacher conferences	Multiple streams of student data
8	Teachers will inform parents how to use student planners on a daily basis to maintain home school relations.	Teachers	Teachers will review student planners daily for parent signature and comments.	Student planner Log

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
43% of parents will participate in decisions regarding their child's educational documentation as evidenced by attendance at parent trainings, meetings or conferences.	Strategies for Increasing Parental Involvement	Administration, Title I Coordinator, Guidance Counselor, and PTO President	August 2009	Attendance at SAC Meetings, workshops,	Title I Coordinator

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
Family Night Focused on reading, writing, math, science and technology to increase parental communication.	Title I	\$1,816.00

		Total: \$1,816.00
Other		
Description of Resources	Funding Source	Available Amount
Student planners	Title I	\$1,500.00
Parent Seminar	Title I	\$150.00
		Total: \$1,650.00
		Final Total: \$3,466.00

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 Grades 3	District Funded	\$0.00
Mathematics	Number Sense Using Hands on Manipulatives	Title I	\$500.00
Mathematics	Math strategies to address ELL and SWD	Title I	\$500.00
			Total: \$1,000.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Accelerated Reader	Internal Accounts	\$500.00
Reading	FCAT Explorer	District	\$0.00
Reading	CCC	District	\$0.00
Reading	RiverDeep	District	\$0.00
Reading	B.E.E.P	District	\$0.00
Mathematics	Afterschool Tutoring	District	\$3,000.00
			Total: \$3,500.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Framework for Understanding Poverty + book	Title I	\$1,000.00
Reading	PLC at Work	Title I	\$2,995.00
Reading	Leadership Week	Title I	\$9,500.00
Reading	Leadership Team Data Analysis for 2009-2010	Title I	\$3,000.00
Reading	Power Hour afterschool tutoring	Accountability Funds	\$2,000.00
Mathematics	Leadership Team Data Analysis for 2009-2010	Title I	\$0.00
Mathematics	Curriculum Specialist Math Seminar	District	\$0.00
Mathematics	Power Hour afterschool tutoring	Accountability Funds	\$2,000.00
Writing	Power Hour afterschool tutoring	Accountability Funds	\$1,500.00
Parental Involvement	Family Night Focused on reading, writing, math, science and technology to increase parental communication.	Title I	\$1,816.00
			Total: \$23,811.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Science			\$0.00
Science	Science Coach	District	\$0.00
Parental Involvement	Student planners	Title I	\$1,500.00
Parental Involvement	Parent Seminar	Title I	\$150.00
			Total: \$1,650.00
			Final Total: \$29,961.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

Intervene
 Correct II
 Prevent II
 Correct I
 Prevent I
 NA

[Show Attached school's Differentiated Accountability Checklist of Compliance](#)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately

balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

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

Projected use of SAC Funds	Amount
No data submitted	

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

The School Advisory Council (SAC) is comprised of parents, community members, as well as faculty and staff. Procedure for election and appointment of advisory council members are: peer groups elect their representatives, with Principal, and BTU representative and business partners are appointed. This committee helps develop the School Improvement objectives, including strategies and recommendations for staff development and budget. Once the plan is approved, it is shared with all members of the faculty and staff as well as parents and community members. The plan is posted on the school's website after Board Approval. During the year SAC committees oversee the implementation of the action steps and monitor data. Focus groups/committees at the school report directly to the SAC for ongoing monitoring of action steps, progress, and data to develop SIP.

Formative evaluations of this plan occur in the following ways:

- Mid-year state evaluation
- School focus groups address each curricular area monthly
- Benchmark Assessment Tests in September and November
- MiniBAT testing biweekly

SAC Members

Members

- 1) Wendy A. Galinsky, Principal
- 2) Marilyn Cacabelos, SAC Chair
- 3) Maria Diaz, Teacher
- 4) Acsa Hernandez, Teacher
- 5) Patricia Nix, Teacher
- 6) Lucely Martin, Parent
- 7) Pat Long, Parent
- 8) Melissa Hidalgo, Parent
- 9) Teresa Garth, Parent
- 10) Ana Orantes, Parent
- 11) Jody Kelly, Parent
- 12) Mercedes Saldinas, Parent
- 13) Trevele Walters, Parent
- 14) Henry Estrada, Community Member
- 15) Alisha Lamar, Community Member
- 16) Nicolas Matzirakis, Community Member
- 17) Angie Bynes, School Support Personnel
- 18) Ruth Lopez, School Support Personnel
- 19) Jessica Devine, Union Steward

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Broward HOLLYWOOD PARK ELEMENTARY SCHOOL 1761											
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 274 Math: 274		2008-2009 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?		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	67	Y	66	N		92	Y			NA	40	33	NA	34	34	N	71	NA	65	N	
WHITE	100	Y	100	Y		NA		NA			NA			NA			NA								
BLACK	100	Y	99	Y	58	N	57	N			NA			42	42	N	49	43	Y	68	Y	55	NA		
HISPANIC	100	Y	100	Y	68	Y	68	Y		91	Y			43	32	NA	35	32	NA	73	NA	68	NA		
ASIAN		NA		NA		NA		NA			NA														
AMERICAN INDIAN		NA		NA		NA		NA			NA														
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	65	Y	63	N	94	94	Y			42	35	NA	35	37	N	72	NA	63	N		
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	58	N	58	N			NA			50	42	Y	42	42	N	63	NA	59	N		
STUDENTS WITH DISABILITIES	99	Y	98	Y	39	N	43	N			NA			58	61	N	43	57	N	55	N	45	N		

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Broward HOLLYWOOD PARK ELEMENTARY SCHOOL 1761											
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 312 Math: 312		2007-2008 School Grade ¹ : B		Did the School make Adequate Yearly Progress? NO							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.					
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?		Increased Graduation Rate ³ by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math	
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N	
TOTAL ⁴	100	Y	100	Y	60	Y	66	Y	93		Y			NA	39	40	NA	36	34	NA	63	NA	64	NA	
WHITE	100	Y	100	Y	66	Y	78	Y			NA			28	34	NA	29	22	NA	63	NA	69	NA		
BLACK	100	Y	100	Y	58	Y	51	N			NA			52	42	NA	50	49	N	64	NA	54	N		
HISPANIC	100	Y	100	Y	57	N	65	Y			Y			40	43	N	35	35	NA	62	Y	64	NA		
ASIAN		NA		NA		NA		NA			NA														
AMERICAN INDIAN		NA		NA		NA		NA			NA														
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	58	Y	65	Y	94	Y				39	42	NA	38	35	NA	61	NA	63	NA		
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	50	N	58	N			NA			51	50	N	47	42	Y	62	Y	62	NA		
STUDENTS WITH DISABILITIES	100	Y	100	Y	42	N	57	N			NA			55	58	N	45	43	N	51	N	55	N		

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Broward HOLLYWOOD PARK ELEMENTARY SCHOOL 1761											
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 293 Math: 293		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 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	98	Y	98	Y	61	Y	64	Y	94	93	Y			NA	38	37	NA	27	36	NA	60	NA	56	NA	
WHITE	99	Y	97	Y	72	Y	71	Y			NA			32	28	NA	27	29	NA	71	NA	59	NA		
BLACK	94	N	95	Y	48	N	50	N			NA			54	51	NA	32	50	NA	47	NA	42	NA		
HISPANIC	98	Y	98	Y	60	Y	65	Y			Y			31	35	NA	24	35	NA	58	NA	58	NA		
ASIAN		NA		NA		NA		NA			NA														
AMERICAN INDIAN		NA		NA		NA		NA			NA														
ECONOMICALLY DISADVANTAGED	98	Y	98	Y	61	Y	62	Y	93	Y				41	35	NA	27	38	NA	60	NA	52	NA		
ENGLISH LANGUAGE LEARNERS	98	Y	98	Y	49	N	53	N			NA			42	48	NA	36	47	NA	49	NA	49	NA		
STUDENTS WITH DISABILITIES	91	N	90	N	45	N	55	N			NA			58	49	NA	44	45	NA	42	NA	50	NA		

SCHOOL GRADE DATA

Broward School District HOLLYWOOD PARK ELEMENTARY SCHOOL 2008-2009					
	Reading	Math	Writing	Science	Grade Points Earned
% Meeting High Standards (FCAT Level 3 and Above)	78%	74%	94%	23%	269
% of Students Making Learning Gains	71%	67%			138
	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?	82% (YES)	85% (YES)			167	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					574	
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 HOLLYWOOD PARK ELEMENTARY SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	67%	69%	84%	37%	257	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	62%	64%			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?	64% (YES)	76% (YES)			140	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					523	
Percent Tested = 100%						Percent of eligible students tested
School Grade					B	Grade based on total points, adequate progress, and % of students tested

Broward School District HOLLYWOOD PARK ELEMENTARY SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	65%	67%	84%	33%	249	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%	49%			115	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?	60% (YES)	60% (YES)			120	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					484	
Percent Tested = 100%						Percent of eligible students tested
School Grade					C	Grade based on total points, adequate progress, and % of students tested