

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: MIRROR LAKE ELEMENTARY SCHOOL

District Name: Broward

Principal: Mary Ellen Bouchie

SAC Chair: Lizette Pacheco

Superintendent: James Notter

Date of School Board Approval: 12/1/09

Last Modified on: 08-31-2009

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## VISION and MISSION STATEMENTS

By providing a safe and nurturing environment, the entire staff of Mirror Lake Elementary will work towards having 100% of students, including all subgroups, reading on grade level and making AYP on the 2014 FCAT, with allowances made for Safe Harbor and the Growth Model.

By 2010, 72% of our students will perform at or above grade level in the area of Reading.

## PART I: CURRENT SCHOOL STATUS

### SCHOOL PROFILE/DEMOGRAPHICS

#### Brief History and Background of the School

##### Brief History and Background of the School

Mirror Lake Elementary School is located in Plantation, Broward County, Florida. The school opened in 1969 and serves neighborhood students, as well as a large ELL and SWD population, many of whom are transported by bus. The main building currently contains the office, the cafeteria, the media center, several intermediate general education classrooms, the autistic cluster classes, the Complex PLACE, LLD and VE classes, as well as the art, music, media and Spanish rooms. The wing is composed of all the Kindergarten, 1st and 2nd grade classrooms, as well as some general education classes. We have 4 pods with intermediate general education classes; the PLACE, Headstart and the A.M./P.M. classes are located in portables. We have an outdoor court where physical education classes are conducted, (except during inclement weather when it is held in a portable), as well as pre-k, primary and intermediate playgrounds. Construction has started on a new cafeteria, with plans for the existing cafeteria space being converted to classrooms.

#### Unique School Strengths for Next Year

Unique School Strengths for Next Year-100% of staff, both teachers and paraprofessionals, are highly qualified. Out of 45 teachers, 40 have their ESOL endorsement completed; 23 teachers hold advanced degrees; 20 have 15 or more years of classroom experience; and 10 teachers are National Board Certified. We have continuity in our staff, with few teachers leaving in any given year. Mirror Lake is a GLIDES school and maximizes the use of technology in the classroom. That allows the students to take an active role rather than a passive role. We have a Reading Specialist, Math Resource Specialist, ESE Specialist, and an Autism Coach to lend support.

#### Unique School Weaknesses for Next Year

Unique School Weaknesses for Next Year-Due to budget cuts, support for ESE students is being reduced due to a decrease in the number of paraprofessionals. Class size will be impacted negatively by the reduction in the number of teachers. A decrease in teachers means larger class sizes in general education classes, but our average meets guidelines because we can average in our many self-contained ESE students. We have a large population of students on free or reduced lunch (65.25%). In addition, we have a large percentage of students who are consistently tardy.

#### Student Demographics

Student Demographics – 26.75 White, 44.97% Black, 21.98% Hispanic, 2.04% Asian, .17% Indian, 4.09% Multiracial

#### Student Attendance Rates

Student Attendance Rates – 94.5 %

#### Student Mobility

Student Mobility – Since the beginning of the school year, 110 entries and 63 withdrawals

Student Suspension Rates

Student Suspension Rates – 1 external suspension in 08-009

Student Retention Rates

Student Retention Rates - 5.89%

Class Size

Class Size – K-3, 18 per period, and 4-5, 22 per period

Academic Performance of Feeder Pattern

NA

Partnerships and Grants

Partnerships and Grants -  
 After School Programs, Inc.-Donates tutoring sessions; sponsors our tent for Relay for Life; provides a SAC member.  
 BJ's-Helps to increase our parent involvement during our evening fundraiser events. They were nominated for our Partnership of the Year Award.  
 Chick-fil-A-Sponsors a Family Fun Night and provides coupons for our students.  
 McDonald's Restaurant- They sponsor the Principal's Challenge to promote reading and provide coupons to be used at a family fun night in conjunction with the Challenge.  
 Plantation United Methodist Church- Provide mentors and materials, including backpacks for needy students. Their building is our safe haven in case the school has to evacuate due to an emergency.  
 Papa John's Pizza-Sponsors monthly Family Fun Nights and chooses a winning class; return money to the PTA according to our participation each month.  
 Rainforest Café-Donate coupons and incentives for the students.  
 Smith Barney-Donate many hours teaching the KAPOW program to our 5th graders. The culminating activity is a visit to the Smith Barney office in the Spring. They also provide many mentors for our students.  
 The Greater Plantation Chamber of Commerce-Provides mentors for individual students, as well as classroom speakers. They also provide the site for annual mentor trainings.  
 Washington Mutual-Offer students the opportunity to open savings accounts and visit their local branch.

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 *
Assis Principal	Joan Rosa	Bachelor' of Science Degree in Physical Education K-12. Master's Degree in Educational Leadership in 1998. Certifications include Physical Education K-12, Health K-12, Adaptive Physical Education Endorsement K-12, Exceptional Student Education K-12 and Educational Leadership All Levels.	9	9	2008-2009: Grade B Reading Mastery: 74% Math Mastery: 76% Writing Mastery: 84% Science Mastery: 30% AYP: SWD did not make AYP in Reading; Whites, Hispanics and SWD did not make AYP in Math. 2007-2008: Grade B Reading Mastery: 71% Math Mastery: 72% Writing Mastery: 85% Science Mastery: 27% AYP: SWD did not make AYP in Reading; Blacks, SWD and Economically Disadvantaged did not make AYP in Math. 2006-2007: Grade B Reading Mastery: 70% Math Mastery: 71% Writing Mastery: 84% Science Mastery: 36% AYP: All subgroups made AYP in Reading; Blacks & SWD did not make AYP in Math. 2005-2006: Grade A Reading Mastery: 76% Math Mastery: 72% Writing Mastery: 91% Science Mastery: NA

					<p>AYP: All subgroups made AYP.  2004-2005:  Grade A  Reading Mastery: 74%  Math Mastery: 73%  Writing Mastery: 95%  Science Mastery: NA  AYP: SWD did not make AYP in Reading or Math.</p>
Principal	Mary Ellen Bouchie	<p>Bachelor's Degree in Elementary Education  Minor in Special Education.  Master's Degree in Special Education. Her certifications include Elementary Education, Specific Learning Disabilities and School Principal.</p>	12	21	<p>2008-2009:  Grade B  Reading Mastery: 74%  Math Mastery: 76%  Writing Mastery: 84%  Science Mastery: 30%  AYP: SWD did not make AYP in Reading; Whites, Hispanics and SWD did not make AYP in Math.  2007-2008:  Grade B  Reading Mastery: 71%  Math Mastery: 72%  Writing Mastery: 85%  Science Mastery: 27%  AYP: SWD did not make AYP in Reading; Blacks, SWD and Economically Disadvantaged did not make AYP in Math.  2006-2007:  Grade B  Reading Mastery: 70%  Math Mastery: 71%  Writing Mastery: 84%  Science Mastery: 36%  AYP: All subgroups made AYP in Reading; Blacks &amp; SWD did not make AYP in Math.  2005-2006:  Grade A  Reading Mastery: 76%  Math Mastery: 72%  Writing Mastery: 91%  Science Mastery: NA  AYP: All subgroups made AYP.  2004-2005:  Grade A  Reading Mastery: 74%  Math Mastery: 73%  Writing Mastery: 95%  Science Mastery: NA  AYP: SWD did not make AYP in Reading or 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 *
Reading	Lizette Pacheco	Masters Degree, Certified in Elementary. Ed., English 6-12, Ed Leadership, ESOL, ESE, Spanish, Nursery-K	18	10	<p>2008-2009  Grade B  SWD students did not make AYP in Reading  2007-2008  Grade B  SWD students did not make AYP in Reading</p>
Math	Jodi Wentico	Masters Degree, Certified in Elementary Ed and ESOL	6	7	<p>2008-2009  Grade B  Whites, Hispanics and SWD students did not make AYP in Math  2007-2008  Grade B  Blacks, SWD and Economically Disadvantaged students did not make AYP in Math</p>
Autism	Shelley Lewis	Masters Degree, Certified in Elementary. Ed., ESE, ESOL	8	6	<p>2008-2009  Grade B  SWD students did not make AYP in Reading or Math  2007-2008  Grade B  SWD students did not make AYP in Reading or Math</p>

\* 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. Administrator meets with new staff for orientation and scheduled meetings.	Principal &/or Assistant Principal	Ongoing	

2. Regularly scheduled meetings are held with new teachers, the cooperating teacher and support staff.	NESS Coach	Ongoing	
3. Observations, consultations and modeling for new and experienced teachers	Administrators and Resource Teachers	Ongoing	

### Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
NA	NA	NA	NA

### 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
9	4	18	35	43	45	100	4	22	88

### Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
There are no new teachers at Mirror Lake this year.	Any AC1-AC3 teachers can go to the NESS liason, Joy Dykan to be matched with a mentor.	Based on individual teacher need.	Based on individual teacher need.

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

Note: For Title I schools only

Title I, Part A

Title I primarily provides additional funding for additional instructional positions to promote student achievement, staff development and parent training. Additional materials and supplies are also purchased for staff and parent training along with some classroom materials. A variety of providers offer Supplemental Education Services (SES) on and off campus to help low level achieving students.

Title I, Part C- Migrant

NA

Title I, Part D

NA

Title II

Funds cover one teacher's salary.

Title III

District provides supplemental materials to assist in instruction of ELL students.

Title X- Homeless

NA

Supplemental Academic Instruction (SAI)

Funds pay for part of a teacher's salary who works with students in the lowest quartile.

Violence Prevention Programs

We follow the county's Anti Bullying Process and the Guidance Counselor conducts several student groups including the

Mediators. The Local Police Department participates within the school to provide the Gang Resistance and Drug Education (GRADE) program to our fifth graders. A Plantation Police Officer teaches weekly lessons for ten weeks.

#### Nutrition Programs

- Nutrition is taught through health and PE. We also have a school nurse who assists in special cases.

#### Housing Programs

NA

#### Head Start

Head Start provides funds for the teacher and paraprofessional in the Head Start Class. Preschoolers are accepted based on income. They are taught social skills and readiness skills to prepare them for Kindergarten.

#### Adult Education

NA

#### Career and Technical Education

Smith Barney volunteers come on site to co-teach School to Career Lessons through Kids and the Power of Work (KAPOW). This is a year long program for 5th graders which culminates in a field trip to visit their offices to learn first hand about their company and skills needed in the workplace.

#### Job Training

NA

#### Other

The Mental Health Department provides the "I'm Thumbody Program". Volunteers teach lessons on self-esteem and diversity to Kindergarten and second grade students.

A local pediatric ophthalmology office annually provides vision screenings for early detection annually to students in Kindergarten, first and third grades.

Broward College sends tutors to work with individual students through the federally funded America Reads Program.

### Response to Instruction/Intervention (RtI)

#### School-based RtI Team

Identify the school-based RtI Leadership Team.

Mary Ellen Bouchie, Principal  
Joan Rosa, Assistant Principal  
Gigi McIntire –Guidance Counselor  
Teri Dornacker – ESE Specialist  
Michael Demestichas, School Psychologist – Determines a child's intellectual and emotional functioning  
Eva Merrill-Social Worker - Evaluates a child's developmental history and home environment, acting as a liaison between the school, home and the community.  
Jane Cowan – Bilingual Social Worker – Evaluates ELL children's developmental history and home environment acting as a liaison between the school, home and the community.  
Lizette Pacheco-Reading Specialist – Assesses a child's academic levels to determine strengths and weaknesses so an academic plan can be developed. Meets with teachers, model, offers feedback and helps develop instructional strategies.  
Jody Wentico – Math Specialist – Assesses a child's academic levels to determine strengths and weaknesses so an academic plan can be developed. Meets with teachers, models, offers feedback and helps develop instructional strategies.  
Shelley Lewis-Autism Coach – Works with the students and teachers in the autism cluster. Meets collaboratively with teachers to set up classes and arrange classrooms. Meets with teachers, models, offers feedback and monitors implementation of autism strategies. Provides staff development for ESE and general ed teachers.

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

The team meets on a weekly basis to discuss individual students. Students are identified by classroom teachers, other educators or parents. The team analyzes data, including anecdotal, academics, social-emotional issues and home environment. The progression of assistance ranges from classroom support, small group support, parent assistance, and community resource involvement to further assessment that could result in a formal screening. Members of the team are assigned to work with students to improve academics or behavior and strive for higher student achievement.

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

Several mechanisms are in place to allow the stakeholders to participate in the school improvement planning process. Members of the Leadership Team are responsible for insuring that staff is aware of and involved in developing the SIP. This is usually done at faculty meetings or content area meetings. As the SAC reviews the SIP, the members are notified, through the SAC minutes, of any revisions. Information is provided to the RTI leadership team about subgroups that did not make AYP

so that strategies and activities can be implemented to address increasing student achievement for these subgroups.

Possible methods of communication:

- School website
- CAB
- Faculty/Staff Meetings

#### RtI Implementation

Describe the data management system used to summarize tiered data.

Baseline data: Progress Monitoring and Reporting Network (PMRN), Broward Assessment Test (BAT 1 for reading & math), Florida Comprehensive Assessment Test (FCAT), Narrative and Expository Writing Prompts, District-Approved Science Assessment

Progress Monitoring: PMRN, Mini Assessments, FCAT Simulation

Midyear: Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment for Reading (DAR), Early Reading, BAT 2 for reading and math, District-Approved Science Assessment

End of year: FAIR, FCAT

Frequency of Data Days: twice a month for data analysis

Describe the plan to train staff on RtI.

Describe the plan to train staff on RtI. The response to intervention team will model a meeting for the staff. This will be followed by a discussion and question/answer opportunities.

#### 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?

Based on the A++ plan:

- Students at Mirror Lake Elementary are performing at or above the district in the areas of Reading, Math, Learning Gains in Reading and the lowest 25th percentile in Reading.
- Students at Mirror Lake Elementary are performing below the district in the areas of Writing, Science, Learning Gains in Math and the lowest 25th percentile in Math.

##### Reading

Based on the Mean Points Earned (MPE) for content area sub-tests in reading,

- Grade 3 equaled the district and state MPE results for all Strands.
- Grade 4 fell below the district and state in Main Idea/Purpose and Comparisons; and equaled the district and state MPE results for other two strands.
- Grade 5 fell below the district and state in Word/Phrases, Main Idea/Purpose and Comparisons; and equaled the district and state MPE results for other strand.

##### Math

Based on the Mean Points Earned (MPE) for content area sub-tests in mathematics,

- Grade 3 equaled the district and state MPE results for all Strands.
- Grade 4 fell below the district in Number Sense, Measurement and Algebra.
- Grade 5 fell below the district in all 5 subtests, however, they met the state MPE in the areas of Number Sense and Measurement.

##### Writing

Based on the Combined Writing Scores of 3.5 and above, as well as the scores for expository and narrative writing, Grade 4 fell below both the district and state results.

##### Science

Based on the Mean Points Earned (MPE) for content area sub-tests in science, Grade 5 fell below the district and state MPE results in all 4 content areas.

Instructional Calendar Development

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

The IFCs were created by the district in July 2009. The IFC will be modified by the teachers in August 2009 to match school needs when teachers analyze additional assessments given at the beginning of the school year. With assistance from the Reading and Math Coaches, the teachers will modify the IFCs by grade level after results of the September BAT are received and again in January 2010 as determined by the disaggregated data results from the December BAT and reading and math assessments administered at the school. In April we will use reading and math mini-benchmarks to modify the IFCs once more.

Each grade level modifies the calendar by selecting the benchmarks in which the students demonstrated areas of weakness. The duration of instruction for the Benchmarks depends on the results of the assessments given to monitor progress.

By conducting classroom focused classroom walkthroughs done by team leaders, support staff and administration, review of data charts, review of minutes from PLCs and grade level and content area minutes, administration will ensure that the IFCs are used by all teachers.

Teachers identified as needing assistance to implement the IFCs will be coached by the Reading and Math specialists as well as the Autism Coach. In addition, observation of personnel will be provided by Social Studies, Science and Writing master and National Board-certified teachers.

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

In Reading, the instructional Benchmarks which will be given priority focus, based on need are: Comparison/Main Idea and Word Phrases.

In Math, the instructional Benchmarks which will be given priority focus, based on need are: Algebraic Thinking and Measurement

In Writing, the instructional Benchmarks, which will be given priority focus, based on need, are: Organization and Elaboration in the Expository Genre.

In Science, the instructional Benchmark which will be given priority focus, based on need is: Earth and Space Science.

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

With departmentalization teachers' strengths were identified, and they will be instructing in the content area in which they are the strongest.

Students at all grade levels were grouped according to reading levels and placed with the teachers who would best serve their needs.

PMP students are double-dosed by teachers based on the teachers' areas of strength.

Additional support staff and special area teachers will provide support to classes with large numbers of level 1 & 2 students.

Also, those who have dual certification in ESE will teach ESE students.

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

Teachers supplement the core curriculum with reading material that is based on current events. In all academic areas teachers discuss the reasons for learning the material being taught to insure that the instruction is relevant and that the students understand that relevance.

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?

Mirror Lake is an Elementary School. Students do not select courses of study.

DO

Direct the Instructional Focus

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

Throughout the year teachers administer county and school-based assessments to determine appropriate levels for instruction. The results are monitored and instruction is adjusted accordingly. During PLCs, grade level team and /or content area meetings, teachers look for trends and exchange ideas to improve instruction and adjust Instructional Focus Calendars.

How are instructional focus lessons developed and delivered?

Teachers are driven by the Sunshine State Standards when developing focus lessons. In addition, core curriculum and

supplemental materials are used. Delivery will depend on the type of lesson being taught and student needs. Homeroom teachers will teach Reading focus lessons. In addition, in the intermediate grades, focus lessons will be taught by departmentalized content-area teachers. In the primary grades, focus lessons will be taught by the homeroom teacher in all content-areas.

How will instructional focus lessons be revised and monitored?

Instructional focus lessons will be revised based on student needs. As monitoring assessments are administered and data analyzed, administrators and coaches are provided with results. They meet with teachers to discuss those results and suggest possible adjustments. Specialists and coaches will coach teachers, conduct focused classroom walkthroughs and provide feedback.

## 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.

A variety of assessments are used to determine student comprehension, including but not limited to: FAIR, End of Unit Tests, Chapter Tests ,Mini-BATS, Math Inventory, diagnostic tests, BAT 1 & 2, and Q-BATs

Assessments are administered throughout the year intermittently.

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

Teachers analyze results as assessments are given. These results are then used to improve learning outcomes for students. Information is used effectively and strategically. Areas of weakness are determined and students are grouped and instructed according to their needs. Information is used to monitor learning progress during a learning sequence and it provides continuous feedback for both teacher and students, which enables them to monitor progress and identify and address errors in learning. Analyzing data also identifies significant trends in student achievement. It helps teachers in monitoring the effectiveness of their own teaching methods and record keeping.

### Maintenance

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

Students who reach mastery will be provided enrichment materials and/or more challenging activities. All students will be provided with maintenance and remediation activities in their areas of 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.

Teams meet weekly in grade level, content area, and PLCs to review progress monitoring to plan for differentiated instruction based on areas of strengths and weaknesses. Meetings are facilitated by team leaders, instructional coaches, support staff and administration.

### 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 leadership team and administration, by conducting focused classroom walkthroughs, reviewing data charts, reviewing minutes from PLCs and grade level and content area minutes, will insure that the data analysis of assessment results are being used by all teachers to differentiate instruction. Instructional coaches will meet with teachers when data analysis discussions are taking place. The instructional coaches will coach teachers, model lessons, complete formative or informal observations, focuses classroom walkthroughs, provide feedback and monitor PMP groups and data charts.

## ACT

### Supplemental and Intensive Instruction/Interventions

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

Teachers, teacher assistants, support staff, instructional coaches use research-based programs and materials stated in the District Math and Reading Struggling Charts.

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

Students will be serviced in a push-in or pull-out model for reteaching.

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

Staff development needs are data-driven. In addition, professional development needs will be identified by walkthroughs. Teachers may also identify needs for their own professional growth.

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

Mirror Lake follows the guidelines of policy 6000 for placement in a PMP group for incoming K and first grade students. Incoming 2nd and 3rd grade students are targeted of supplemental instruction if they scored at or below the 39th percentile on the SAT 10. Incoming 4th & 5th grade students are identified if they scored Level 1 or 2 on the FCAT.

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

Teachers and others who provide services to low performing students meet periodically to discuss their progress based on progress monitoring data. Students who continue to perform below level will be referred to the Collaborative Problem-Solving Team.

Enrichment

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

High-achieving students in all classes will utilize materials appropriate for their reading level and materials that will continue to challenge them, such as novels, periodicals, and cross curricular reading texts. They will use technology to complete research projects to enhance their learning.

Our writing program will meet the needs of our high achieving students in a variety of ways. Students that have mastered the required skills are given opportunities to design their own products that will demonstrate competence in Level 4 Standards. This may include: electronic products such as poetry portfolios, writing to analyze text, self selected research topics, summarizing and presenting information.

Our math program will meet the needs of our high achieving students as per the district's suggested guidelines materials and specific programs. We also have our high achievers on the math teams for 4th and 5th grade. They meet weekly to work on problem solving.

In the areas of Science and Social Studies, as in all curriculum areas, teachers will provide differentiation, compacting and enrichment for students that master grade level expectations with performance based tasks and projects using the Webb's depth of knowledge levels as criteria. More specifically in Science, students will have the opportunity to utilize their creativity through the study of inventions.

Alternative instructional delivery methods used to support acceleration and enrichment strategies include compacting, use of inventions and HOTS.

Describe how students are identified for enrichment strategies.

Throughout the year teachers administer diagnostic instruments to determine appropriate levels for instruction. The results are monitored and instruction is adjusted accordingly. During team planning, teachers look for trends and exchange ideas to continue to improve instruction.

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)
Grade Level Team Meeting	Team Leaders- Fran Tatz, Joan Rapps, Jannette Hill, Robin Slipakoff, Jill Savidge, Tracy Gener, Christine Hynes	3 times a month	3 Wednesdays a month	Lesson Planning and Data Analysis Focusing on Higher Order Thinking Questions and Webb's Depths of Knowledge.
	Content Area Teachers-Math: Enid Chevannes, Emma Keogh, Marlene Fiuza, Karen Avery, Betty Chance;			Lesson Planning and Data Analysis

Content Area	Science: Tracy Gener, Luke Balchaitis, Francine Powell, Robin Slipakoff; Social Studies: Damian Obrien; Writing: Cara Guettler	Monthly	1 Wednesday a month	Focusing on Higher Order Thinking Questions and Webb's Depths of Knowledge.
Math Best Practices	Math Coach Jody Wentico	Monthly	1 Monday of each month	Math Best Practices
Primary PLC	Primary Team Leaders - Fran Tatz, Joan Rapps, Jannette Hill	Monthly	1 Wednesday a month	Best Practices
Intermediate PLC	Intermediate Team Leaders - Robin Slipakoff, Jill Savidge, Tracy Gener	Monthly	1 Wednesday a month	Best Practices
K-5 Staff Development	PLC Leaders - Mary Ellen Bouchie, Joan Rosa, Gigi McIntire, Shelley Lewis, Teri Dornacker, Lizette Pacheco, Jody Wentico, Sandy Chaney, Michelle Watkins	3 times a month	3 Tuesdays a month	Based on areas of need

### 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  
[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

Flyers are distributed to private preschools for distribution to parents. A series of tours are set up in the spring for parents, preschool groups, and our own pre-schoolers. An orientation is held the Friday before school begins for incoming kindergarteners and other students new to the school. At that time, parents meet their child's teacher and the students go to their classrooms with their teachers to ease the transition. Parents are informed about the Kindergarten curriculum both during tours and during orientation, depending on which event the parents attend. In addition, if there are any Kindergarten parents who did not take a tour or attend the orientation, the Kindergarten curriculum is reviewed again during Open House.

### Postsecondary Transition

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

NA

## PART II: EXPECTED IMPROVEMENTS

### Reading Goal

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

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

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

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

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

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

Based on the Needs Assessment, I 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.		In grades 3-5, 78% of the students will achieve mastery for 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	The school will implement the DRA 2 assessments to monitor student progress.	Principal Mary Ellen Bouchie, Reading Coach Lizette Pacheco and Team Leaders Fran Tatz, Joan Rapps, Jannette Hill, Robin Slipakoff, Jill Savidge, Tracy Gener, Christine Hynes	Review DRA 2 data reports to ensure teachers are assessing students according to the created schedule.	Chart of DRA 2 assessment results.
2	Include higher-order questions in lesson plans.	Principal Mary Ellen Bouchie and Reading Coach Lizette Pacheco	Lesson plans will be reviewed during classroom walkthroughs.	Classroom walkthrough log and focused walkthroughs to determine frequency of higher order questions.
3	Modify the Instructional Focus Calendar for Reading and Language Arts classes by grade levels, based on students' weaknesses.	Reading Coach Lizette Pacheco and Team Leaders Fran Tatz, Joan Rapps, Jannette Hill, Robin Slipakoff, Jill Savidge, Tracy Gener, Christine Hynes	Administration will be aware of the IFC's upcoming focus and monitor implementation through classroom walkthroughs.	Effectiveness will be determined through DRA 2 assessments.
4	The school will monitor student progress through the implementation of various assessments in addition to the DRA 2.	Principal Mary Ellen Bouchie, Reading Coach Lizette Pacheco and Team Leaders Fran Tatz, Joan Rapps, Jannette Hill, Robin Slipakoff, Jill Savidge, Tracy Gener, Christine Hynes	Review data reports to ensure teachers are assessing students according to the created schedule.	Printout of tracking charts and minutes of grade-level meetings
5	The entire school will have a common 90-minute Reading block.	Principal Mary Ellen Bouchie and Reading Coach Lizette Pacheco	Administration and Reading Coach will conduct walkthroughs.	Walkthrough logs
6	Plan supplemental/instruction interventions for students not responding to core curriculum instruction. Supplemental/instruction interventions will be matched to individual student needs, be evidence-based and provided in addition to core.	Collaborative Problem-Solving Team-Principal Mary Ellen Bouchie, Assistant Principal Joan Rosa, Guidance Counselor Gigi McIntire, ESE Specialist Teri Dornacker, School Psychologist Michael Demestichas, Social Workers Eva Merrill	Administration and Reading Coach will conduct walkthroughs.	Effectiveness will be determined through DRA 2 assessments.

		and Jane Cowan, Reading Coach Lizette Pacheco, Math Coach, & Autism Coach Shelley Lewis		
7	High-achieving students in all classes will utilize materials appropriate for their reading level and materials that will continue to challenge them.	Collaborative Problem-Solving Team-Principal Mary Ellen Bouchie, Assistant Principal Joan Rosa, Guidance Counselor Gigi McIntire, ESE Specialist Teri Dornacker, School Psychologist Michael Demestichas, Social Workers Eva Merrill and Jane Cowan, Reading Coach Lizette Pacheco, Math Coach, & Autism Coach Shelley Lewis	Student progress will be monitored using products from enrichment activities.	Products from enrichment activities.
8	Plan explicit instruction that includes modeling, guided practice and independent practice integrating technology.	Principal Mary Ellen Bouchie, Assistant Principal Joan Rosa, Support Staff -Reading Coach Lizette Pacheco, Guidance Counselor Gigi McIntire, ESE Specialist Teri Dornacker, Math Coach, & Autism Coach Shelley Lewis	Student progress will be monitored by focused classroom walkthroughs and review of lesson plans during walkthroughs.	Walkthrough logs and lesson plans

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 3-5, 67% of students achieved learning gains on the 2009 administration of the FCAT Reading Test.		In grades 3-5, 77% of students will achieve learning gains 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	In grades 3-5, content area teachers will integrate the Reading Benchmarks in lesson plans and instructional delivery.	Principal Mary Ellen Bouchie, Assistant Principal Joan Rosa, Support Staff -Reading Coach Lizette Pacheco, Guidance Counselor Gigi McIntire, ESE Specialist Teri Dornacker, Math Coach, & Autism Coach Shelley Lewis	During classroom walkthroughs, administration and Reading Coach will focus their attention on the integration of the Reading Benchmarks into the content-area.	Classroom walkthrough logs.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 3-5, 67% of the lowest 25% made learning gains on the 2009 FCAT Reading Test		In grades 3-5, 77% of lowest 25% will make learning gains 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	Select support staff, specials teachers and dual-certified staff will be pushing in during the reading block to provide reading support.	Principal Mary Ellen Bouchie and Reading Coach Lizette Pacheco	Student progress is assessed using ongoing progress monitoring every other week.	Program specific assessments and mini benchmarks.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009		Increase the		

	FCAT Reading data, 34% of Students With Disabilities (SWD) scored at or above Level 3.		percent of SWD students scoring at or above a Level 3 from 34% to 44% 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	SWD students will be administered additional diagnostic assessments to further identify specific areas of need and determine core instructional needs.	Collaborative Problem-Solving Team-Principal Mary Ellen Bouchie, Assistant Principal Joan Rosa, Guidance Counselor Gigi McIntire, ESE Specialist Teri Dornacker, School Psychologist Michael Demestichas, Social Workers Eva Merrill and Jane Cowan, Reading Coach Lizette Pacheco, Math Coach, & Autism Coach Shelley Lewis	Student progress is monitored in accordance with IEPs. Review DAR and/or Peabody Vocabulary data reports to ensure teachers are assessing students according to the created schedule.	Program specific assessments and mini-benchmarks. Chart of DRA 2 assessment results.
2	ESE teachers will use resources from the District's Struggling Readers' chart, along with other resources unique to the needs of individual students	Collaborative Problem-Solving Team-Principal Mary Ellen Bouchie, Assistant Principal Joan Rosa, Guidance Counselor Gigi McIntire, ESE Specialist Teri Dornacker, School Psychologist Michael Demestichas, Social Workers Eva Merrill and Jane Cowan, Reading Coach Lizette Pacheco, Math Coach, & Autism Coach Shelley Lewis	Student progress is monitored in accordance with IEPs. Review DRA 2 data reports and program specific assessments to ensure teachers are assessing students according to the created schedule and using material from the Struggling Readers Chart	Program specific assessments and mini-benchmarks. Chart of DRA 2 assessment results.
3	Select support staff, specials teachers and dual-certified teachers will be pushing in during the Reading Block to provide reading support.	Collaborative Problem-Solving Team-Principal Mary Ellen Bouchie, Assistant Principal Joan Rosa, Guidance Counselor Gigi McIntire, ESE Specialist Teri Dornacker, School Psychologist Michael Demestichas, Social Workers Eva Merrill and Jane Cowan, Reading Coach Lizette Pacheco, Math Coach, & Autism Coach Shelley Lewis	Student progress is monitored in accordance with IEPs. Review DRA 2 data reports and program specific assessments to ensure teachers are assessing students according to the created schedule and using material from the Struggling Readers Chart	Program specific assessments and mini-benchmarks. Chart of DRA 2 assessment results.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Reading data, 64% of Blacks scored at or above Level 3.		Increase the percent of Black students scoring at or above a level 3 from 64% to 72% 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	Select support staff and specials teachers will be pushing in during the reading block to provide reading	Principal Mary Ellen Bouchie and Reading Coach Lizette Pacheco	Student progress is assessed using ongoing progress monitoring every other week.	Program specific assessments and mini benchmarks.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Reading data, 54% of Hispanics scored at or above Level 3.		Increase the percent of Hispanic students scoring at or above a level 3 from 54% to 64% 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	Select support staff and specials teachers will be pushing in during the reading block to provide reading support.	Principal Mary Ellen Bouchie and Reading Coach Lizette Pacheco	Student progress is assessed using ongoing progress monitoring every other week.	Program specific assessments and mini benchmarks.

Based on the Needs Assessment, I identify Area(s) for Improvement			Objective Linked to Area of Improvement	
Based on the 2009 FCAT Reading data, 61% of Economically Disadvantaged Students scored at or above Level 3.			Increase the percent of Economically Disadvantaged students scoring at or above a level 3 from 61% to 72% 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	Select support staff and specials teachers will be pushing in during the reading block to provide reading support.	Principal Mary Ellen Bouchie and Reading Coach Lizette Pacheco	Student progress is assessed using ongoing progress monitoring every other week.	Program specific assessments and mini benchmarks.

Based on the Needs Assessment, I identify Area(s) for Improvement			Objective Linked to Area of Improvement	
Based on the 2009 FCAT Reading data, 49% of ELL Students scored at or above Level 3.			Increase the percent of ELL students scoring at or above a level 3 from 49% to 60% 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	Select support staff and specials teachers will be pushing in during the reading block to provide reading support.	Principal Mary Ellen Bouchie & Reading Coach Lizette Pacheco	Student progress is assessed using ongoing progress monitoring every other week.	Program specific assessments and mini benchmarks.
2	ELL students with a classification of A1, A2 and B1 will be "clustered" in one classroom at each grade level.	ESOL Contact Christine Hynes	Student progress is assessed using ongoing progress monitoring every other week.	Program specific assessments and mini benchmarks.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
1. In grades 3-5, 85% of the students will achieve mastery for reading on the 2010 FCAT Reading Test. 2. In grades 3-5, 77% of students will achieve learning gains on the 2010 FCAT Reading Test.	New Standards/Item Specs	Reading Coach Lizette Pacheco	September 1 & September 16	Focused Walkthroughs, inclusion of standards in lesson plans	Principal Mary Ellen Bouchie
1. In grades 3-5, 85% of the students will achieve mastery for reading on the 2010 FCAT Reading Test. 2. In grades 3-5, 77% of students will achieve learning gains on the 2010 FCAT Reading Test.	Higher Order Thinking Skills (HOTS)	Teachers will go off campus for training by core curriculum district personnel.	September	Classroom observations of implementation of Higher Order Thinking Skills.	Reading Coach Lizette Pacheco
1. In grades 3-5,					

<p>77% of lowest 25% will make learning gains on the 2010 FCAT Reading Test. 2. Increase the percent of SWD students scoring at or above a Level 3 from 34% to 39% on the 2010 FCAT Reading Test.</p>	<p>Differentiated Instruction</p>	<p>Teachers will go off campus for training by core curriculum district personnel.</p>	<p>November</p>	<p>Lesson Plans showing differentiated grouping &amp; walkthroughs focusing on implementation of differentiated instruction.</p>	<p>Principal Mary Ellen Bouchie</p>
<p>1. In grades 3-5, 85% of the students will achieve mastery for reading on the 2010 FCAT Reading Test. 2. In grades 3-5, 77% of students will achieve learning gains on the 2010 FCAT Reading Test.</p>	<p>Think Aloud</p>	<p>Reading Coach Lizette Pacheco</p>	<p>September 2</p>	<p>Classroom observations of implementation of Think Aloud</p>	<p>Reading Coach Lizette Pacheco</p>
<p>1. In grades 3-5, 85% of the students will achieve mastery for reading on the 2010 FCAT Reading Test. 2. In grades 3-5, 77% of students will achieve learning gains on the 2010 FCAT Reading Test.</p>	<p>Thinking Maps</p>	<p>Cara Guettler &amp; Enid Chevannes</p>	<p>October 20</p>	<p>Focused Walkthroughs, Lesson Observations of implementation &amp; student products</p>	<p>Reading Coach Lizette Pacheco</p>
<p>1. In grades 3-5, 85% of the students will achieve mastery for reading on the 2010 FCAT Reading Test. 2. In grades 3-5, 77% of students will achieve learning gains on the 2010 FCAT Reading Test.</p>	<p>In classroom modeling of CRISS strategies</p>	<p>Reading Coach Lizette Pacheco</p>	<p>Beginiin September 15, 2009-April 30, 2010.</p>	<p>Focused Walkthroughs, Lesson Observations of implementation &amp; student products</p>	<p>Reading Coach Lizette Pacheco</p>
<p>1. In grades 3-5, 85% of the students will achieve mastery for reading on the 2010 FCAT Reading Test. 2. In grades 3-5, 77% of students will achieve learning gains on the 2010 FCAT Reading Test. 3. In grades 3-5, 77% of lowest 25% will make learning gains on the 2010 FCAT Reading Test. 4. Increase the percent of SWD students scoring at or above a Level 3 from 34% to 39% on the 2010 FCAT Reading Test.</p>	<p>Word Walls</p>	<p>Reading Coach Lizette Pacheco</p>	<p>October 21</p>	<p>Focused Walkthroughs &amp; student interaction using the word wall</p>	<p>Reading Coach Lizette Pacheco and Grade Level Team Leaders Fran Tatz, Joan Rapps, Jannette Hill, Robin Slipakoff, Jill Savidge, Tracy Gener</p>
<p>1. In grades 3-5, 85% of the students will achieve mastery</p>					

for reading on the 2010 FCAT Reading Test. 2. In grades 3-5, 77% of students will achieve learning gains on the 2010 FCAT Reading Test. 3. In grades 3-5, 77% of lowest 25% will make learning gains on the 2010 FCAT Reading Test. 4. Increase the percent of SWD students scoring at or above a Level 3 from 34% to 39% on the 2010 FCAT Reading Test.	Treasures/Triumphs	Teachers will go off campus for training by core curriculum district personnel.	September	Focused Walkthroughs and classroom observation of program implementation	Principal Mary Ellen Bouchie
1. In grades 3-5, 77% of lowest 25% will make learning gains on the 2010 FCAT Reading Test. 2. Increase the percent of SWD students scoring at or above a Level 3 from 34% to 39% on the 2010 FCAT Reading Test.	Intervention programs listed in the Struggling Readers Chart	Reading Coach Lizette Pacheco & Teachers will go off campus for training by ESE district personnel.	Begin September , 2009-April 30, 2010.	Focused Walkthroughs and classroom observation of program implementation	Reading Coach Lizette Pacheco

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

NA

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Supplemental materials from the Struggling Readers' Chart	Title I	\$2,000.00
		Total: \$2,000.00
Technology		
Description of Resources	Funding Source	Available Amount
Promethean Boards	Technology Funds	\$1,000.00
Elmos & LCD Projectors	Accountability Funds	\$750.00
Toner/Ink for Printers and Maintenance Items for Elmos	Title I	\$1,000.00
		Total: \$2,750.00
Professional Development		
Description of Resources	Funding Source	Available Amount
New standards/Item specs	Title	\$600.00
Substitute teachers to provide temporary Coverage for Professional Development	Title I, Inservice Funds	\$3,000.00
Think Alouds	Title I	\$600.00
		Total: \$4,200.00
Other		
Description of Resources	Funding Source	Available Amount
Materials and supplies needed to print reading assessments	General Budget	\$2,000.00
		Total: \$2,000.00
		Final Total: \$10,950.00

## Mathematics Goal

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

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

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

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

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

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

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 3-5, 76% of students achieved mastery on the 2009 administration of the FCAT Math Test.		In grades 3-5, 80% of the students will achieve mastery 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	The school will monitor student progress through the implementation of various assessments.	Principal Mary Ellen Bouchie, Math Coach Jody Wentico Grade Level Team Leaders Fran Tatz, Joan Rapps, Jannette Hill, Robin Slipakoff, Jill Savidge, Tracy Gener	Review data reports to insure teachers are assessing students according to the created schedule. DATA chats will be conducted between administration and teachers and between teachers and students.	Printout of tracking charts and minutes of grade level/content meetings. Assessments used will be FCAT, BAT 1 & 2, Mini-assessments, Harcourt Chapter Tests, Harcourt End-of-Year and Harcourt Inventory.
2	The entire school will have a 60 minute uninterrupted math block.	Principal Mary Ellen Bouchie Math Coach Jody Wentico	Administration and Math Coach will conduct walkthroughs.	Walkthrough logs
3	Include higher order questions in lesson plans.	Principal Mary Ellen Bouchie, Math Coach Jody Wentico	Lesson plans will be reviewed during classroom walkthroughs.	Walkthrough log and focused walkthroughs to determine frequency of higher order questions.
4	Modify Instructional Focus Calendar for math.	Principal Mary Ellen Bouchie Math Coach Jody Wentico, Grade Level Team Leaders Fran Tatz, Joan Rapps, Jannette Hill, Robin Slipakoff, Jill Savidge, Tracy Gener	Administration will be aware of the IFC's upcoming focus and monitor implementation through classroom walkthroughs.	Effectiveness will be determined through various assessments. Assessments used will be FCAT, BAT 1 & 2, Mini-assessments, Harcourt Chapter Tests, Harcourt End-of-Year and Harcourt Inventory.
5	Select students will be offered math/science camps and or computer lab before school. We will target that scored below level 3 in Math.	Principal Mary Ellen Bouchie, Math Coach Jody Wentico	Students progress is assessed using ongoing progress monitoring.	Effectiveness will be determined through various assessments. Assessments used will be FCAT, BAT 1 & 2, Mini-assessments, Harcourt Chapter Tests, Harcourt End-of-Year and Harcourt Inventory.
6	Plan supplemental/ interventions for students not responding to core curriculum instruction. Supplemental/ instruction interventions will be matched to individual student needs, be evidence based and provided in addition to core.	Collaborative Problem Solving Team Guidance Counselor Gigi McIntire, ESE Specialist Teri Dornacker, School Psychologist Michael Demestichas, Social Workers Eva Merrill and Jane Cowan, Reading Coach Lizette Pacheco, Math Coach, & Autism Coach Shelley Lewis	Administration and Math Coach will conduct walkthroughs	Effectiveness will be determined through various assessments. Assessments used will be FCAT, BAT 1 & 2, Mini-assessments, Harcourt Chapter Tests, Harcourt End-of-Year and Harcourt Inventory.
7	High-achieving students in	Collaborative Problem-	Student progress will be	Products from enrichment

	all classes will utilize materials appropriate for their math level and materials that will continue to challenge them.	Solving Team Guidance Counselor Gigi McIntire, ESE Specialist Teri Dornacker, School Psychologist Michael Demestichas, Social Workers Eva Merrill and Jane Cowan, Reading Coach Lizette Pacheco, Math Coach, & Autism Coach Shelley Lewis	monitored using products from enrichment activities.	activities
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Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 3-5, 64% of students achieved learning gains on the 2009 administration of the FCAT Math Test.		In grades 3-5, 70% of students will achieve 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	In grades 3-5 content area teachers will integrate the Sunshine State Standards for math in lesson plans and instructional delivery.	Principal Mary Ellen Bouchie, Math Coach Jody Wentico and Support Staff - Guidance Counselor Gigi McIntire, ESE Specialist Teri Dornacker, Reading Coach Lizette Pacheco, Math Coach, & Autism Coach Shelley Lewis	During classroom walkthroughs, administration and math coach will focus attention on the integration of the Math benchmarks into the content area.	Classroom walkthrough logs.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 3-5, 67% of the lowest 25% made learning gains on the 2009 FCAT Math Test		In grades 3-5, 74% of the lowest 25% 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	The math coach will be pushing in and pulling out during the math block to provide math support.	Principal Mary Ellen Bouchie and Math Coach Jody Wentico	Student progress is assessed using ongoing progress monitoring.	Program assessments and mini benchmarks.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Math data, 36% of Students With Disabilities (SWD) scored at or above Level 3.		Increase the percent of SWD students scoring at or above a Level 3 from 36% to 46% 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	Increase the use of math manipulatives and hands-on activities to reinforce mathematics concepts.	Principal Mary Ellen Bouchie and Math Coach Jody Wentico	Math Coach will assist teachers in the creation of centers.	Program assessments and mini benchmarks.
2	The math coach and dual certified staff will be pushing in and pulling out during the math block to provide math support	Principal Mary Ellen Bouchie and Math Coach Jody Wentico	Student progress is assessed using ongoing progress monitoring.	Program assessments and mini benchmarks
3	ESE teachers will use resources from the District's Struggling Math chart , along with other resources unique to the needs of	Principal Mary Ellen Bouchie, Math Coach Jody Wentico and the collaborative Problem-Solving Team -	Student progress is monitored in accordance with IEPs. Review data reports to insure teachers are assessing students	Program assessments and mini-assessments.

individual students. These includes Fraction Works, The Super Source, Hands on Base 10 Blocks, The Fraction Factory, Math Alive, Hands on Equations, 24 Game, Algebra Works, Everyday Counts, Touch Math.	Guidance Counselor Gigi McIntire, ESE Specialist Teri Dornacker, School Psychologist Michael Demestichas, Social Workers Eva Merrill and Jane Cowan, Reading Coach Lizette Pacheco, Math Coach, & Autism Coach Shelley Lewis	according to the created schedule for the appropriate programs.	
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Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Math data, 67% of White Students scored at or above Level 3.		Increase the percent of White students scoring at or above a Level 3 from 67% to 74% 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	The math coach will be pushing in and pulling out during the math block to provide math support.	Principal Mary Ellen Bouchie and Math Coach Jody Wentico	Student progress is assessed using ongoing progress monitoring.	Program assessments and mini benchmarks

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Math data, 63% of Hispanic Students scored at or above Level 3.		Increase the percent of Hispanic students scoring at or above a Level 3 from 63% to 74% 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	Increase the use of math manipulatives and hands-on activities to reinforce mathematics concepts.	Principal Mary Ellen Bouchie and Math Coach Jody Wentico	Student progress is assessed using ongoing progress monitoring.	Program assessments and mini benchmarks

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Math data, 67% of Black Students scored at or above Level 3.		Increase the percent of Black students scoring at or above a Level 3 from 67% to 74% 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	Increase the use of math manipulatives and hands-on activities to reinforce mathematics concepts.	Principal Mary Ellen Bouchie and Math Coach Jody Wentico	Student progress is assessed using ongoing progress monitoring.	Program assessments and mini benchmarks

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Math data, 63% of Economically Disadvantaged Students scored at or above Level 3.		Increase the percent of Economically Disadvantaged students scoring at or above a Level 3 from 63% to 74% 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	Increase the use of math manipulatives and hands-on activities to reinforce mathematics	Principa Mary Ellen Bouchie and Math Coach Jody Wentico	Student progress is assessed using ongoing progress monitoring.	Program assessments and mini benchmarks

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Math data, 53% of ELL scored at or above Level 3.		Increase the percent of ELL students scoring at or above a level 3 from 53% to 60% 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	Increase the use of Math manipulatives and hands-on activities to reinforce Math concepts	Math Coach Jody Wentico	Math Coach will assist teachers in the creation of centers.	Program assessments and mini benchmarks.
2	Math Coach will go into "cluster" classrooms to model a lesson weekly.	Math Coach Jody Wentico	Student progress is assessed using ongoing progress monitoring.	Program assessments and mini benchmarks.

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 , 87% of the students will achieve mastery on the 2010 FCAT Math Test.	New Standards/Item Specs	Math Coach Jody Wentico	August 17 & September 15	Focused Walkthroughs, inclusion of standards in lesson plans, follow up of modeled lessons.	Math Coach Jody Wentico
In grades 3-5 , 87% of the students will Singapore Math achieve mastery on the 2010 FCAT Math Test.	Singapore Math	Teachers will go off campus for training by core curriculum district personnel.	November	Focused Walkthroughs, Lesson Observations of implementation of strategies, follow up of modeled lessons.	Math Coach Jody Wentico
In grades 3-5 , 87% of the students will achieve mastery on the 2010 FCAT Math Test.	Higher Order Thinking Skills (HOTS)	Teachers will go off campus for training by core curriculum district personnel.	September	Focused Walkthroughs, Lesson Observations of implementation of Higher Order Thinking Skills.	Math Coach Jody Wentico
In grades 3-5 , 87% of the students will achieve mastery on the 2010 FCAT Math Test.	Open Ended Problem Solving Strategies	Math Coach Jody Wentico	September 9 & November 4	Focused Walkthroughs, Lesson Observations of implementation of problem-solving strategies	Math Coach Jody Wentico
In grades 3-5 , 87% of the students will achieve mastery on the 2010 FCAT Math Test.	Best Practices/Make and Take	Math Coach Jody Wentico	Beginning September 21 and ongoing the 3rd Monday of every month until May 17	Focused Walkthroughs, Lesson Observations of implementation of strategies and discussion of finished products with students.	Math Coach Jody Wentico
In grades 3-5 , 87% of the students will achieve mastery on the 2010 FCAT Math Test.	Thinking Maps	Enid Chevannes, Cara Guettler & Hend Hafez	October 20	Focused Walkthroughs, Lesson Observations of implementation & student products	Math Coach Jody Wentico
In grades 3-5 , 87% of the students will achieve mastery on the 2010 FCAT Math Test.	Differentiated Learning	Teachers will go off campus for training by core curriculum district personnel.	November	Lesson Plans showing differentiated grouping & walkthroughs focusing on implementation of differentiated instruction.	Math Coach Jody Wentico

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Materials from the Struggling Math Chart	Title I	\$2,000.00
		Total: \$2,000.00
Technology		
Description of Resources	Funding Source	Available Amount
Promethean Board	Technology Funds	\$1,000.00

Elmos & LCD Projectors	Accountability Funds	\$750.00
Toner/Ink for Printers and Maintenance Items for Elmos	Title I	\$1,000.00
		Total: \$2,750.00
<b>Professional Development</b>		
Description of Resources	Funding Source	Available Amount
Substitute teachers to provide temporary Coverage for Professional Development	Title I, Inservice Funds	\$3,000.00
Singapore Math	Title I	\$600.00
Test Specs	Title I	\$600.00
Best Practices/Make & Take	Title I	\$600.00
		Total: \$4,800.00
<b>Other</b>		
Description of Resources	Funding Source	Available Amount
Materials and supplies needed to print Math assessments	General Budget	\$2,000.00
		Total: \$2,000.00
		<b>Final Total: \$11,550.00</b>

End of Mathematics Goal

## Science Goal

Needs Assessment: Based on School Grade Data:

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

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grade 5, 30% of students achieved mastery on the 2009 administration of the FCAT Science Test.		In grades 5 , 40% of the students will achieve mastery on the 2010 FCAT Science Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students will utilize hands-on laboratory experiments and activities (Delta Kits) using the 5E model science stations.	Principal Mary Ellen Bouchie, Grade Level Team leaders - Fran Tatz, Joan Rapps, Jannette Hill, Robin Slipakoff, Jill Savidge, Tracy Gener	Teachers will review lab results and provide feedback. Science team will develop a lab report template to assess student achievement on hands-on activities.	Effectiveness will be determined through mini assessments, lab projects an science journals for grades 3-5.
2	Students will be instructed using Science Snapshots to integrate reading skills with Science.	Principal Mary Ellen Bouchie, Grade Level Team leaders - Fran Tatz, Joan Rapps, Jannette Hill, Robin Slipakoff, Jill Savidge, Tracy Gener	Lesson plans will be reviewed through classroom walkthroughs.	Classroom walkthrough log and specific assessments
3	Students will utilize science leveled readers and district recommended activities and manipulatives at centers	Principal Mary Ellen Bouchie, Grade Level Team leaders - Fran Tatz, Joan Rapps, Jannette Hill, Robin Slipakoff, Jill Savidge, Tracy Gener	Lesson plans will be reviewed through classroom walkthroughs.	Classroom walkthrough log and specific assessments
4	Gifted and high achieving students will participate in higher order project based learning activities, performance tasks, and contracts for self selected units of study.	Principal Mary Ellen Bouchie, Grade Level Team leaders - Fran Tatz, Joan Rapps, Jannette Hill, Robin Slipakoff, Jill Savidge, Tracy Gener	Student progress will monitored using products from enrichment activities.	Products from enrichment activities.
5	Students not meeting expectations will be tutored using district-approved	Principal Mary Ellen Bouchie, Grade Level Team leaders - Fran	Administrations and support staff will conduct walkthroughs	Classroom walkthrough log and specific assessments

	materials.	Tatz, Joan Rapps, Jannette Hill, Robin Slipakoff, Jill Savidge, Tracy Gener		
6	Modify the Instructional Focus Calendar for Science classes by grade levels, based on students' weaknesses.	Reading Coach Lizette Pacheco and Grade Level Team Leaders Fran Tatz, Joan Rapps, Jannette Hill, Robin Slipakoff, Jill Savidge, Tracy Gener	Administration will be aware of the IFC's upcoming focus and monitor implementation through classroom walkthroughs.	Effectiveness will be determined through mini-Bat

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
1. In grades 5 , 40% of the students will achieve mastery on the 2010 FCAT Science Test.	Training on the Next Generation Sunshine State Standards and the 5E model & data trend	Tracy Gener & Luke Balchaitis	& the second Wednesday of every month until May 12	Common Planning minutes will be reviewed to ensure data trends are discussed and lesson plans are developed. classroom observations, focused walkthroughs, inclusion of standards in lesson plans, a variety of students products including but not limited to, science journals, experiments and experimental outcomes, and science projects using the scientific method and a minimum of 75% on assessments such as, chapter/unit tests, mini bats, etc.	Principal Mary Ellen Bouchie & Grade Level Team Leaders - Fran Tatz, Joan Rapps, Jannette Hill, Robin Slipakoff, Jill Savidge, Tracy Gener

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
District-approved materials for low-performing students	Title I	\$1,000.00
		Total: \$1,000.00
Technology		
Description of Resources	Funding Source	Available Amount
Promethean Boards	Technology Funds	\$1,000.00
Elmos & LCD Projectors	Accountability	\$750.00
Toner/Ink for Printers and Maintenance Items for Elmos	Title I	\$1,000.00
		Total: \$2,750.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Substitute teachers to provide temporary Coverage for Professional Development	Title I, Inservice Funds	\$1,000.00
Next Generation Sunshine State Standards and 5E Model	Title I	\$558.00
		Total: \$1,558.00
Other		
Description of Resources	Funding Source	Available Amount
Materials and supplies needed to print science assessments	General Budget	\$2,000.00
Replacement supplies for activities and experiments	General Budget	\$1,000.00
Science Boards for projects	Title I	\$500.00
		Total: \$3,500.00
		Final Total: \$8,808.00

## Writing Goal

Needs Assessment: Based on School Grade Data:

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

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 4, 84% of students achieved 3.5 or above on the 2009 administration of the FCAT Writing Test.		In grade 4, 91% of the students, including White, Black, Hispanic, ELL, Economically Disadvantaged and SWD, will achieve 3.5 or above on the 2010 FCAT Writing Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	In August, 4th grade students will be administered an expository and narrative prompt to determine areas of need and weaknesses using the district's 6-trait rubric.	Assistant Principal Joan Rosa	The charts showing the results using the 6-trait rubric.	Progress between the Pretest Prompt, Mid-year Prompt and End of Year Prompt.
2	Students will use the writing process daily; all writing will be dated, and recorded in a journal, notebook, or work folder for monitoring of growth across time.	Principal Mary Ellen Bouchie, Assistant Principal Joan Rosa	A school wide consistent method of saving student work will be established. During the class period, students will place their writing notebooks, open to their last entry, on top of their desks for the principal to walk through to monitor.	Progress between the Pretest Prompt, Mid-year Prompt and End of Year Prompt.
3	The revision and editing process will be explicitly taught and seen in students' writing drafts.	Principal Mary Ellen Bouchie, Assistant Principal Joan Rosa, 4th grade teacher Cara Guettler, support staff - Guidance Counselor Gigi McIntire, ESE Specialist Teri Dornacker, Reading Coach Lizette Pacheco, Math Coach, & Autism Coach Shelley Lewis	Administration and Support staff will monitor revision and editing process by reviewing students' drafts and conducting data chats.	Progress between the Pretest Prompt, Mid-year Prompt and End of Year Prompt
4	Fourth grade will be departmentalizing by having a teacher who has demonstrated strength in writing instruction teaching writing. Grades K-3 and 5 will incorporate writing into the Language Arts block.	Principal Mary Ellen Bouchie, Assistant Principal Joan Rosa	A school wide consistent method of saving student work will be established. During the class period, students will place their writing notebooks, open to their last entry, on top of their desks for the principal to walk through to monitor.	Progress between the Pretest Prompt, Mid-year Prompt and End of Year Prompt.
5	The Broward County Approved Writing Curriculum and the district's instructional focus calendar will be used to drive writing instruction.	Principal Mary Ellen Bouchie, Assistant Principal Joan Rosa	A school wide consistent method of saving student work will be established. During the class period, students will place their writing notebooks, open to their last entry, on top of their desks for the principal to walk through to monitor.	Progress between the Pretest Prompt, Mid-year Prompt and End of Year Prompt.
6	Writing tutorials include use of multi-sensory	Principal Mary Ellen Bouchie, Assistant	A school wide consistent method of	Progress between the Pretest Prompt, Mid-

	approaches suggested in the District Approved Writing Curriculum and/or use of an alternative writing program	Principal Joan Rosa	saving student work will be established. During the class period, students will place their writing notebooks, open to their last entry, on top of their desks for the principal to walk through to monitor.	year Prompt and End of Year Prompt.
7	Students that have mastered the required skills are given opportunities to design their own products that will demonstrate competence in Level 4 Standards.	Principal Mar Ellen Bouchie, Assistant Principal Joan Rosa	A school wide consistent method of saving student work will be established. During the class period, students will place their writing notebooks, open to their last entry, on top of their desks for the principal to walk through to monitor.	Progress between the Pretest Prompt, Mid-year Prompt and End of Year Prompt.
8	Teachers will use Promethean Active Boards, laptops, LCD projectors and document cameras during writing lessons to gather information, produce and present their writing products.	Principal Mary Ellen Bouchie, Assistant Principal Joan Rosa	Focused walkthroughs to monitor the effectiveness of integrating technology with writing.	Progress between the Pretest Prompt, Mid-year Prompt and End of Year Prompt.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
1. In grades 4, 90% of the students will achieve mastery on the 2010 FCAT Writing Test.	Training in the District-Approved Writing Curriculum	Teachers will go off campus for training by core curriculum district personnel.	September	Focused Walkthroughs and monitoring of writing samples and inclusion of standards in lesson plans	Assistant Principal Joan Rosa
1. In grades 4, 90% of the students will achieve mastery on the 2010 FCAT Writing Test.	Training in the use of an alternative writing program	Nancy Ribbler & Terry Nichols	November 3	Lesson plans showing differentiated grouping and walkthroughs focusing on the implementation of differentiated instruction.	Assistant Principal Joan Rosa & Grade Level Team Leaders Fran Tatz, Joan Rapps, Jannette Hill, Robin Slipakoff, Jill Savidge, Tracy Gener
1. In grades 4, 90% of the students will achieve mastery on the 2010 FCAT Writing Test.	Familiarize staff with incorporating IFC with curriculum	The Writing Committee - Cara Guettler, Nancy Ribbler, Tracy Mishcon	August 21	Focused Walkthroughs and monitoring of writing samples. Teachers will meet to discuss data trends and adjust IFCs based on student needs.	Assistant Principal Joan Rosa
In grades 4, 90% of the students will achieve mastery on the 2010 FCAT Writing Test.	Training in the use Promethean Active Boards	Kim Jurczak	August 21 & October 7	Focused Walkthroughs, Lesson Observations of implementation of use of the Promethean Board & student products	Assistant Principal Joan Rosa
In grades 4, 90% of the students will achieve mastery on the 2010 FCAT Writing Test.	Teaching Grammar & Mechanics in Writing	Nancy Ribbler & Cara Guettler	October 6	Focused Walkthroughs and monitoring of writing samples	Assistant Principal Joan Rosa

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Materials for alternate writing program	Title I	\$500.00
Literature Books to match the Writing Units	Accountability Funds	\$3,000.00
		Total: \$3,500.00
Technology		

Description of Resources	Funding Source	Available Amount
Promethean Boards	Technology Funcs	\$1,000.00
Elmos & LCD Projectors	Accountability Funds	\$750.00
Toner/Ink for Printers and Maintenance Items for Elmos	Title I	\$1,000.00
Lap Top Cart	Technology Funds	\$5,000.00
		Total: \$7,750.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Substitute teachers to provide temporary Coverage for Professional Development	Title I, Inservice Funds	\$2,000.00
		Total: \$2,000.00
Other		
Description of Resources	Funding Source	Available Amount
Materials and supplies needed for writing activities	General Budget	\$1,000.00
		Total: \$1,000.00
		Final Total: \$14,250.00

End of Science Goal

## Parent Involvement Goal

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

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

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

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

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

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Attendance logs for Open House in 2008-09 indicate only 68% of parents participated.		Increase parent participation at Open House to 75% of students' parents.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Publicize event using multiple methods and in students' home languages	Assistant Principal Joan Rosa, Parent Liaison Chantal Doytier	Collect attendance logs in each classroom	Maintain attendance logs in each classroom
2	Have students compose invitations to their parents	Classroom teachers and grade level team leaders Fran Tatz, Joan Rapps, Jannette Hill, Robin Slipakoff, Jill Savidge, Tracy Gener	Survey parents to determine what made them attend this time?	Parent surveys.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Sign-in Sheets from Parent Workshops during 2008-09 indicate only 67% of students' parents attended at least one parent workshop		Increase parent participation at parent workshops to 76% of students' parents		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Schedule high-interest workshops for parents	Principal Mary Ellen Bouchie, Title I liaison, workshop	Collect sign-in sheets and participant feedback for each	Sign-in Sheets and Workshop Evaluations

	facilitator	workshop	
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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
NA	NA	NA	NA	NA	NA
Increase parent participation at parent workshops to 76% of students' parents	Increasing parental involvement for teachers. Familiarize teachers with state and district resources	Assistant PPrincipal Joan Rosa, Autistic Coach Shelley Lewis and Guidance Counselor Gigi McIntire	August 18	Parent sign in sheets will be monitored.	Assistant Principal Joan Rosa

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
Materials and supplies for workshop handouts; stipend to workshop consultant	Title I	\$2,963.00
		Total: \$2,963.00
		Final Total: \$2,963.00

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	Supplemental materials from the Struggling Readers' Chart	Title I	\$2,000.00
Mathematics	Materials from the Struggling Math Chart	Title I	\$2,000.00
Writing	Materials for alternate writing program	Title I	\$500.00
Writing	Literature Books to match the Writing Units	Accountability Funds	\$3,000.00
Science	District-approved materials for low-performing students	Title I	\$1,000.00
			Total: \$8,500.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Promethean Boards	Technology Funds	\$1,000.00
Reading	Elmos & LCD Projectors	Accountability Funds	\$750.00
Reading	Toner/Ink for Printers and Maintenance Items for Elmos	Title I	\$1,000.00
Mathematics	Promethean Board	Technology Funds	\$1,000.00
Mathematics	Elmos & LCD Projectors	Accountability Funds	\$750.00
Mathematics	Toner/Ink for Printers and Maintenance Items for Elmos	Title I	\$1,000.00
Writing	Promethean Boards	Technology Funds	\$1,000.00
Writing	Elmos & LCD Projectors	Accountability Funds	\$750.00
Writing	Toner/Ink for Printers and Maintenance Items for Elmos	Title I	\$1,000.00
Writing	Lap Top Cart	Technology Funds	\$5,000.00
Science	Promethean Boards	Technology Funds	\$1,000.00
Science	Elmos & LCD Projectors	Accountability	\$750.00
Science	Toner/Ink for Printers and Maintenance Items for Elmos	Title I	\$1,000.00
			Total: \$16,000.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	New standards/Item specs	Title	\$600.00
Reading	Substitute teachers to provide temporary Coverage for Professional Development	Title I, Inservice Funds	\$3,000.00
Reading	Think Alouds	Title I	\$600.00
Mathematics	Substitute teachers to provide temporary Coverage for Professional Development	Title I, Inservice Funds	\$3,000.00
Mathematics	Singapore Math	Title I	\$600.00
Mathematics	Test Specs	Title I	\$600.00
Mathematics	Best Practices/Make & Take	Title I	\$600.00
Writing	Substitute teachers to provide temporary Coverage for Professional Development	Title I, Inservice Funds	\$2,000.00
Science	Substitute teachers to provide temporary Coverage for Professional Development	Title I, Inservice Funds	\$1,000.00
Science	Next Generation Sunshine State Standards and 5E Model	Title I	\$558.00
			Total: \$12,558.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Materials and supplies needed to print reading assessments	General Budget	\$2,000.00
Mathematics	Materials and supplies needed to print Math assessments	General Budget	\$2,000.00
Writing	Materials and supplies needed for writing activities	General Budget	\$1,000.00
Science	Materials and supplies needed to print science assessments	General Budget	\$2,000.00
Science	Replacement supplies for activities and experiments	General Budget	\$1,000.00

Science	Science Boards for projects	Title I	\$500.00
Parental Involvement	Materials and supplies for workshop handouts; stipend to workshop consultant	Title I	\$2,963.00
			Total: \$11,463.00
			Final Total: \$48,521.00

## 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
Elmos and LCD Projectors	3000
Literature Books to match the Writing Units	3000

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

- Provide workshops for SAC members on topics such as, but not limited to:  
Data Analysis  
Consensus  
Needs Assessments  
Understanding Comprehensive Planning Tool  
Understanding DART
- Parent Representatives in PTO sponsored activities to provide SAC information to other parents\*
- Sponsor an FCAT Family Night\*

### SAC Members

#### Members

- 1) Mary Ellen Bouchie, Principal
- 2) Lizette Pacheco, SAC Chair
- 3) Christine Hynes, Teacher
- 4) Francine Powell, Teacher
- 5) Tracy Mishcon, Teacher
- 6) Jannette Hill, Teacher
- 7) Francine Tatz, Teacher
- 8) Teresa Nichols, Teacher
- 9) Alison Alexander, Business Member

- 10) Ruth Pasquale, Business Member
- 11) Marsha Bell, Parent
- 12) Julie Quintero, Parent
- 13) Elias Garcell, Parent
- 14) Lisa Austin, Parent
- 15) Romelia Brown, Parent
- 16) Sophia Brown, Parent
- 17) Jeanette Hand, Parent
- 18) Damon Harris, Parent
- 19) Joe Najjarian, Parent
- 20) Gerard Micihaud, Parent
- 21) Pam Roles, Community Member
- 22) Michelle Watkins, School Support Personnel

# AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Broward MIRROR LAKE ELEMENTARY SCHOOL 1841																	
Number of students enrolled in the grades tested: <b>Click here to see Number of students in each group</b>														Read: 274 Math: 274		2008-2009 School Grade <sup>1</sup> :		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 <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).										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 <sup>3</sup> 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	2008	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N
TOTAL <sup>4</sup>	100	Y	100	Y	64	N	65	N	85	89	Y				NA	37	36	N	37	35	N	68	Y	63	N			63	N		
WHITE	99	Y	99	Y	71	Y	67	N			NA				NA	33	29	NA	29	33	N	68	NA	63	N			63	N		
BLACK	100	Y	100	Y	64	N	62	N			NA				NA	38	36	N	48	38	Y	70	Y	63	NA			63	NA		
HISPANIC	100	Y	100	Y	54	N	63	N			NA				NA	42	46	N	32	37	N	67	Y	58	N			58	N		
ASIAN		NA		NA		NA		NA			NA				NA																
AMERICAN INDIAN		NA		NA		NA		NA			NA				NA																
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	61	N	63	N	87	91	Y				NA	42	39	N	42	37	Y	66	Y	61	NA			61	NA		
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y		NA		NA			NA				NA																
STUDENTS WITH DISABILITIES	99	Y	99	Y	34	N	36	N			NA				NA	58	66	N	63	64	N	46	N	31	N			31	N		

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Broward MIRROR LAKE ELEMENTARY SCHOOL 1841																	
Number of students enrolled in the grades tested: <b>Click here to see Number of students in each group</b>														Read: 289 Math: 289		2007-2008 School Grade <sup>1</sup> :		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 <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).										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 <sup>3</sup> by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading		Percent of Students below grade level in Math		Safe Harbor Math		% of students on track to be proficient in reading		Growth model reading		% of students on track to be proficient in math		Growth model math		
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N
TOTAL <sup>4</sup>	100	Y	100	Y	63	Y	63	Y	91	85	N				NA	38	37	NA	37	37	NA	65	NA	62	NA			62	NA		
WHITE	100	Y	100	Y	67	Y	71	Y			NA				NA	32	33	NA	29	29	NA	66	NA	69	NA			69	NA		
BLACK	100	Y	100	Y	62	Y	52	N			NA				NA	44	38	NA	50	48	NA	61	NA	56	NA			56	NA		
HISPANIC	100	Y	100	Y	58	Y	68	Y			NA				NA	39	42	NA	29	32	NA	68	NA	60	NA			60	NA		
ASIAN		NA		NA		NA		NA			NA				NA																
AMERICAN INDIAN		NA		NA		NA		NA			NA				NA																
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	58	Y	58	N	90	87	N				NA	45	42	NA	43	42	NA	64	NA	56	NA			56	NA		
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y		NA		NA			NA				NA																
STUDENTS WITH DISABILITIES	100	Y	100	Y	42	N	37	N			NA				NA	64	58	NA	62	63	NA	58	NA	43	NA			43	NA		

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Broward MIRROR LAKE ELEMENTARY SCHOOL 1841																	
Number of students enrolled in the grades tested: <b>Click here to see Number of students in each group</b>														Read: 293 Math: 293		2006-2007 School Grade <sup>1</sup> :		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 <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).										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 <sup>3</sup> 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	2006	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N
TOTAL <sup>4</sup>	100	Y	100	Y	62	Y	63	Y	89	91	Y				NA	35	36	NA	34	37	NA	61	NA	62	NA			62	NA		
WHITE	100	Y	99	Y	68	Y	71	Y			NA				NA	30	36	NA	30	29	NA	70	NA	64	NA			64	NA		
BLACK	100	Y	100	Y	56	Y	50	N	84		Y				NA	41	42	NA	41	50	N	54	NA	54	N			54	N		
HISPANIC	100	Y	100	Y	61	Y	71	Y			NA				NA	33	32	NA	30	29	NA	59	NA	73	NA			73	NA		
ASIAN		NA		NA		NA		NA			NA				NA																
AMERICAN INDIAN		NA		NA		NA		NA			NA				NA																
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	55	Y	57	Y	91	90	Y				NA	36	42	NA	39	43	NA	54	NA	60	NA			60	NA		
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	52	Y	52	N			NA				NA	44	42	NA	42	48	N	50	NA	67	Y			67	Y		
STUDENTS WITH DISABILITIES	100	Y	99	Y	36	N	38	N			NA				NA	71	57	Y	54	62	N	38	NA	43	N			43	N		

## SCHOOL GRADE DATA

Broward School District MIRROR LAKE ELEMENTARY SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	74%	76%	84%	30%	264	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	67%	64%			131	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level</li> </ul>

						1 or 2	
Adequate Progress of Lowest 25% in the School?	67% (YES)	51% (YES)				118	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						513	
Percent Tested = 99%							Percent of eligible students tested
School Grade						B	Grade based on total points, adequate progress, and % of students tested

Broward School District MIRROR LAKE ELEMENTARY SCHOOL 2007-2008							
	Reading	Math	Writing	Science	Grade Points Earned		
% Meeting High Standards (FCAT Level 3 and Above)	71%	72%	85%	27%	255	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	65%	62%			127	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>	
Adequate Progress of Lowest 25% in the School?	60% (YES)	59% (YES)				119	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned						501	
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 MIRROR LAKE ELEMENTARY SCHOOL 2006-2007							
	Reading	Math	Writing	Science	Grade Points Earned		
% Meeting High Standards (FCAT Level 3 and Above)	70%	71%	84%	36%	261	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.	
% of Students Making Learning Gains	66%	63%			129	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>	
Adequate Progress of Lowest 25% in the School?	64% (YES)	65% (YES)				129	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						519	
Percent Tested = 100%							Percent of eligible students tested
School Grade						B	Grade based on total points, adequate progress, and % of students tested