

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: FLAMINGO ELEMENTARY SCHOOL

District Name: Broward

Principal: Lee Ann Jones

SAC Chair: Rebeca Morgado

Superintendent: James Notter

Date of School Board Approval:

Last Modified on: 09-18-2009

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

Dr. Frances Haithcock, Chance
K-12 Public Schools
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325 West Gaines Street
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VISION and MISSION STATEMENTS

Vision: By 2014, 90% of all students in grades 3-5 will be proficient in reading.

Mission: By 2010, Flamingo Elementary School will continue to receive a performance grade of "A". We will strive to make Adequate Yearly Progress (AYP). The criteria for AYP is Reading 72% and Math 74% for each subgroup. The mission of Flamingo Elementary School is to provide a safe and secure environment where a foundation of skills is built to ensure each student has developed good character and the knowledge to achieve success in all endeavors.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

Flamingo Elementary is thirty-five years old. We have received a letter grade of "A" for nine years and we have made Adequately Yearly Progress (AYP) for six years. Our 2008-2009 performance results were: Letter Grade of "A", but we did NOT make AYP. All subgroups made AYP except Students with Disabilities in Math. Using the Growth Model, 60% of Students with Disabilities were on track to be proficient in math, 68% was needed. We have received the Five Star School Award for seven years and have received the Golden School Award for volunteers for twenty-nine years. We have a large population of students who come from neighboring trailer parks and 41% of our students receive free or reduced meals. At Flamingo Elementary the word "family" is truly a reality with everyone committed to success of each and every student. Flamingo Elementary 49 teachers, 2 Pool Substitute teachers 2 administrators, and 20 non-instructional staff members.

Unique School Strengths for Next Year

The unique strengths of Flamingo Elementary are:

- The faculty is stable with a low mobility rate.
- All K-5 teachers have one year experience teaching the new reading series.
- We will continue to implement the Glides program, adding to our current six teachers of Glides.
- Administration, support staff, most of the teaching staff and custodial staff will remain.
- We will have professional learning communities in Reading/Writing, Math and Science/Social Studies.

Unique School Weaknesses for Next Year

The unique weaknesses of Flamingo Elementary are:

- Half of the fourth grade team retired.
- With budget cuts, guidance was reduced from 100% to 80%.
- With budget cuts, the office staff was reduced from five clerical staff to four.
- With budget cuts, the paraprofessional staff was reduced from nine to six.

Student Demographics

The school enrollment for 2009-2010 is approximately 740 students. Totals by ethnicity: White 59%; black 4%; Hispanic 32%, Asian 1%; and Multi 4%. In addition, our population includes ESE 17%; ELL 10%; and Free and Reduced Lunch 41%.

Student Attendance Rates

Average daily attendance for 2008-2009 is 95.2%

Average daily attendance for 2007-2008 is 94.9%
Average daily attendance for 2006-2007 is 94.75%

Student Mobility

For the 2008-2009 school year 13% of our students registered after the first day of school; and 3% of our students withdrew before the end of school.

Student Suspension Rates

For the past three years our suspension rate, internal and external, has been less than 1%.

Student Retention Rates

14% of 2008-2009 fifth grade students were retained once during elementary school, K-5: and 1% were retained twice during elementary school.

Class Size

For 2008-2009, the average size of PK – 3rd grade classes was 17.9 and the average size of 4th – 5th grade classes was 21.41 We have an Emotional Behavioral Disability (EBD) Cluster with a ratio of six students to two adults, one teacher and one paraprofessional.

Academic Performance of Feeder Pattern

Indian Ridge Middle School Grade "A" AYP - No
Western High School Grade "C" AYP - No

Partnerships and Grants

Our Partners in Education are:
Barnes & Noble hosts the Young Authors' Night.
Antonio's Restaurant hosts family nights and donates for school-wide events.
Outback Restaurant sponsors student incentives.
Publix Supermarket hosts Supermarket Math and donates for school-wide events.
Domino's Pizza donates to school-wide events.
Applebee's Restaurant sponsors student incentives.
Davie/Cooper City Rotary Club sponsors "The Black Stallion Literacy Project" with first grade.
Costco sponsors for school-wide events.
Town of Davie sponsors The Arbor Day Event and represents the community on the School Advisory Council.
Rainforest Cafe sponsors student incentives.

Our school media specialist received a grant from the Broward Education Foundation Impact II Adapter: "Around the World in 186 Days."

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

[School Grades Trend Data](#)

[Adequate Yearly Progress \(AYP\) Trend Data](#)

[Florida Comprehensive Assessment Test \(FCAT\) Trend Data](#)

HIGHLY QUALIFIED ADMINISTRATORS

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record *
Principal	Lee A. Jones	Administration and Supervision; Elementary Education 1-6; Gifted Endorsement; ESOL Endorsement	4	15	2005-2009 Flamingo Elementary Grade A AYP- Yes – 2005 – 2008 AYP – No - 2009 2000-2005 Central Park Elementary Grade A AYP- Yes
Assis Principal	Danielle N. Smith	Master's in Educational Leadership/ Certified in Primary Education K-3; Elementary Ed 1-6; Exceptional Student Education K-12; Educational Leadership; ESOL Endorsement	3	3	2006-2009 Flamingo Elementary Grade A AYP- Yes – 2006 – 2008 AYP – No - 2009

* 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	Janet Mosher	Early Childhood Education; Elementary Ed 1-6; ESOL, Gifted and Reading Endorsement	26	2	2001-2009 Flamingo Elementary Grade A AYP- Yes - 2002 - 2008 AYP - No - 2009

* 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. Professional Learning Communities	Team Leader	August 2009 and on going	
2. Induction of New Educator/New Teachers to Flamingo	NESS Coach	August 2009 and on going	
Building of grade level teams	Team Leader	August 2009 and on going	

Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Ann Jamesson	Art (K-12); Early Childhood; Elementary Education (1-6); and ESOL endorsement	Art	Reapplying
Nashla Desrosiers	Exceptional Student Education (K-12)	EBD Cluster Teacher	Taking the Florida Teacher Certification Exam for Elementary Education

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
49	2	23	23	52	33	96	9	11	91

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Bianca Mathes	Twila Cessna	New teacher to 4th grade paired with veteran teacher in 4th grade.	Modeling Lessons Discussion during planning time
Alex Ensign	Mary Burgs	New teacher to 4th grade paired with veteran teacher in 4th grade.	Modeling Lessons Discussion during planning time
Leslie Rasmussen	Jessica Warren	New teacher to 4th grade paired with veteran teacher in 4th grade.	Modeling Lessons Discussion during planning time
Cindy Nolet	Deena Newton/Karen Breitbart	Team leader paired with new teacher to Flamingo.	Lesson Plans Teaching Strategies Modeling Lessons Discussion during planning time

Brenda Arambula & Erin Mannarino	Sonia Coore	Teacher new to 3rd grade paired with veteran teacher and team leader in 3rd grade.	Lesson Plans Teaching Strategies Modeling Lessons Discussion during planning time
Sally Moore & Darrie Moine	Frances Waters	Teacher new to 5th grade paired with veteran teacher and team leader in 5th grade.	Lesson Plans Teaching Strategies Modeling Lessons Discussion during planning time

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

NA

Title I, Part C- Migrant

NA

Title I, Part D

NA

Title II

NA

Title III

NA

Title X- Homeless

NA

Supplemental Academic Instruction (SAI)

Money will be used for after school academic camps.

Violence Prevention Programs

Money will be used for fifth grade DARE program.

Nutrition Programs

We have a Free and Reduced Meal Liaison who coordinates this program. All parents receive the free and reduced meal form to complete if needed.

Housing Programs

NA

Head Start

We have one Head Start class. The teacher salary and paraprofessional salary are taken from this budget.

Adult Education

NA

Career and Technical Education

NA

Job Training

NA

Other

NA

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

Lee A. Jones, Principal; Danielle Smith, Assistant Principal; Janet Mosher, Reading Coach; Ramona Darnell, ESE Specialist/CPST Coordinator; Lisa Patino, Guidance Counselor; CPST Team: Nancy Washor, VE Teacher; and Debra Morris, VE Teacher; Team Leaders: Stephanie Anderson, Kindergarten; Debra Berry, first grade; Cindy Nolet, second grade; Erin Mannarino, third grade; Alex Ensign, fourth grade; Sally Moore, fifth grade; and Rebeca Morgado, Specials/ESE Team

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

The RTI Team will function under the Comprehensive Problem Solving Team (CPST) and will communicate and discuss interventions at Support Staff Meetings once a week and at Team Leader Meetings once a month.

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

The RTI Leadership Team will be part of the Professional Learning Communities at which the School Improvement Plan will be discussed with the timeline for implementation of Interventions and action steps.

RtI Implementation

Describe the data management system used to summarize tiered data.

We will follow the district RTI plan.
Teachers submit the request for assistance; CPST Coordinator gives teachers a data collection packet and assigns it to a case manager.

Tier 1: implements universal strategies.
Tier 2: implements targeted, evidenced-based interventions.
Tier 3: implements intensive, evidenced-based interventions.

At each meeting, assessment data is thoroughly reviewed from previous Tier.

Describe the plan to train staff on RtI.

Training will occur at team leader meetings, Professional Learning Communities and faculty meetings.

School Wide Florida's Continuous Improvement Model

Plan

Data Disaggregation 2008-2009 FCAT Data

What strengths and weaknesses were identified in the 2009 data by grade level, subject area, and clusters/strands?

Strengths:

4th and 5th Grade Reading- Fifth grade had an increase of 13%
3rd and 5th Grade Math - Fifth Grade had an increase of 16%
4th Grade Writing- increased achievement in expository writing, 91% scored 3.5 or above
5th Grade Science - 5% increase from last year

Weaknesses:

3rd Grade Reading- Decrease of 8%, weakness in Main Idea/Purpose
4th Grade Math- Decrease of 9%, weakness in Number Sense
ESE Reading - made AYP Reading with 65% proficient in growth model; next year need 72%
ESE Math - did NOT make AYP - 60% proficient in growth model, needed 68%; next year need 74%
Economically Disadvantaged - made AYP with 70% proficient in Reading, next year 72% needed
Economically Disadvantaged - made AYP with 71% proficient in Math, next year 74% needed

Instructional Calendar Development

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

and science?

We will use all district instructional focus calendars available in BEEP. Each teacher will be given a copy of the first week lesson plans for all subjects during preplanning. We will have follow-up discussion during preplanning, at Team Meetings and Professional Learning Communities.

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

Priority focus will be given to Main Idea/Author's Purpose in Reading; Number Sense in Math; Earth and Space in Science; and Elaboration in Writing.

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

Learning gains of students were analyzed to determine student placement to ensure instruction is based on individual students' needs.
The following will be monitored:
Implementation of Response to Intervention at all three tiers; Progress Monitoring Plan; and differentiated small group instruction.

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

GLIDES incorporates all subjects and technology.
Departmentalization in third grade incorporates reading strategies in social studies and science.
Fifth grade rotation of science whereby each teacher focuses on one strand and students rotate every eighteen days.

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

NA

DO

Direct the Instructional Focus

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

In Professional Learning Communities there is a representative from each grade level.
Team meetings focus on the grade level alignment in all subject areas.
Special teachers align science and reading standards across grade levels.

How are instructional focus lessons developed and delivered?

Grade level teams meet and discuss instructional focus lessons.
They are delivered through differentiated small group instruction, and Response To Intervention Universal Strategies.

How will instructional focus lessons be revised and monitored?

According to student needs, as a result of assessments, focus lessons will be revised as needed. Instructional focus lessons will be monitored through CPST, RTI and classroom walkthroughs.

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.

Reading: Benchmark Assessment Tests, Rigby Running Records, Florida Assessment for Instruction in Reading, Incoming Kindergarten Assessments, MacMillan Reading Series Assessments, DAR Diagnostic Assessments, and Compass Odyssey Reading Reports.

Math: Harcourt Inventory and End of Book Math assessment, Harcourt End of Chapter Tests; Benchmark Assessment Tests for Grades 3-5, and Compass Odyssey Reports

Science: Mini Benchmark Assessments, Benchmark Assessment Tests, Sample FCAT Science Assessments developed by the state DOE, FCAT Sample Test Item Specifications, and FCAT Explorer

Writing: FCAT Writing Rubric, County Writing Prompts administered monthly

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

Grade levels will meet to review assessment results. This will provide data to plan tutorial and enrichment activities. The results will be shared with the students. Students who do not master the standard will have differentiated small group instruction.

Maintenance

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

Teachers will differentiate instruction meeting with small flexible groups to meet the needs of students beyond level, on level and below level.

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.

Team leaders will meet with their grade level at least once a month where they will review assessment data in each content area.
In addition, there are monthly Professional Learning Communities for each subject area where review of progress monitoring data will be discussed.

Monitoring

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

The Principal, Assistant Principal, Reading Coach or ESE Specialist and one Team Leader will facilitate in all learning communities to discuss differentiation of instruction to meet students' academic needs.

ACT

Supplemental and Intensive Instruction/Interventions

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

For Reading, we will use Triumphs, Wilson, Foundations, Quick Reads, Phonics for Reading, FCAT Explorer and Compass Learning, Accelerated Reader, Starfall.com and BEEP.
For Math, we will use the Harcourt Math Interventions Skills, Manipulatives, FCAT Explorer, Compass Learning and BEEP.

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

Small groups will be used to re-teach non-mastered target areas.
We will have FCAT Camps for selected students for Reading, Writing, Math and Science.

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

The Professional Development Team meets as needed to plan staff development for the year. We use test data analysis, teacher requests and walkthrough data.

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

Students scoring Level 1 and Level 2 on FCAT.
Students below the 40%ile on SAT.
Students recommended by teacher as a result of progress monitoring.

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

Through Collaborative Problem Solving and Response to Intervention Team, all personnel providing services to students not

making mastery will meet to discuss their evidence and documentation of strategies and interventions that have previously been utilized. Strategies that are unsuccessful will be discontinued and replaced with alternative interventions.

Enrichment

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

At every grade level 1st -5th, there is a certified teacher of the gifted. Gifted/High Achievers are members of these classes. GLIDES, Project-Based Learning and Differentiated Instruction are methods that are used to support acceleration and enrichment activities.

Describe how students are identified for enrichment strategies.

FCAT Results, SAT results, student progress and teacher recommendation.

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)
Professional Learning Community for Reading/Writing: Reading Coach, at least one teacher from each grade level K-5, One ESE Teacher, ESE Specialist	Jan Mosher, Reading Coach Alex Ensign, Fourth Grade Team Leader	Monthly	Third Tuesday of the Month	Continue study of Reading Test Item Specifications, use of Reading and Writing Focus Instructional Calendars, Assessments, Maintenance, Tutorials, Enrichments
PLC for Math Assistant Principal, at least one teacher from each grade level, One ESE teacher	Danielle Smith, Assistant Principal, Sally Moore, Fifth Grade Team Leader	Monthly	Third Tuesday of the Month	Continue study of Math Test Item Specifications, Use of Math Focus Instructional Calendar, Assessments, Maintenance, Tutorials, Enrichments
PLC for Science/Social Studies Science Resource Teacher, Principal, At least one teacher from each grade level, One ESE Teacher	Rebeca Morgado, Science Resource Teacher, Lee Ann Jones, Principal	Monthly Third Tuesday of the Month	Third Tuesday of the Month	Continue study of Science Test Item Specifications, Use of Science Focus Instructional Calendar, Assessments, Maintenance, Tutorials, Enrichments

NCLB Public School Choice

Note: For Title I schools only

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

Pre-School Transition

Orientation meeting (Kindergarten Round-Up) will be held prior to the start of the school year for Kindergarten students and their families to familiarize them with the school and expectations for the coming year.

All students are assessed prior to or upon entering the school within the areas of Print/Letter Knowledge and Phonological Awareness.

Results of screening data is used to form Kindergarten classes, plan daily instruction, and for grouping of students.

Assessments will be readministered throughout the year to determine student learning gains and changes needed to the instructional/intervention programs.

Postsecondary Transition

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

NA

PART II: EXPECTED IMPROVEMENTS

Reading Goal

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

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
73% of third grade students scored a 3.0 or above on 2009 FCAT Reading. This is an 8% decrease from 2008. We improved slightly in Comparisons and decreased slightly in Main Idea/Purpose.		By June 2010, 80% of third grade students will score 3.0 or above on FCAT Reading.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students in the lowest quartile will utilize reading intervention materials. Wilson Foundations Grades K, 1, 2 & Wilson Reading Program Grades 3, 4, 5.	Reading Coach, Janet Mosher	Professional Learning Community and Team meetings	Mini BATs for students in grades 1 and 2; and BATs for students in grades 3, 4, and 5
2	Additional small group instruction will be provided to the students who did not meet the AYP criteria in the following subgroups: English Language Learners (ELL), Students with Disabilities (SWD) and Economically Disadvantaged students.	Reading Coach, Janet Mosher	Lesson plans and Classroom Walk Throughs	Mini BATs for students in grades 1 and 2; and BATs for students in grades 3, 4, and 5
3	Students in grades 1-5 will participate in the Accelerated Reader program and Compass Odyssey.	Assistant Principal, Danielle Smith, Reading Coach, Janet Mosher	Accelerated Reader weekly reports and Compass Odyssey Monthly Reports	Mini BATs for students in grades 1 and 2; and BATs for students in grades 3, 4, and 5.
4	Gifted/High Achieving Students will receive differentiated instruction through the use of ancillary materials such as Jr. Great Books, trade books, and project-based learning.	Teachers of the Gifted, Sandra Silver, Pat Holliday, Brenda Arambula, Bianca Mathes, Darrius Moine	Lesson plans and Classroom Walk Throughs	. Mini BATs for students in grades 1 and 2; and BATs for students in grades 3, 4, and 5.
5	FCAT Chats will be conducted with all fourth and fifth grade students.	Principal, Lee Ann Jones, Assistant Principa, Danielle Smith	Copies of FCAT data chat logs given to fourth and fifth grade teachers.	Mini BATs for students in grades 1 and 2; and BATs for students in grades 3, 4, and 5.
6	First Grade students will participate in Black Stallion Literacy Program sponsored by the Davie/Cooper City Rotary Club.	First Grade Team Leader, Debbie Berry	Professional Learning Community	Mini BATs for students in grades 1 and 2; and BATs for students in grades 3, 4, and 5.
7	Voluntary Teachers will implement Glides Technology project based learning.	Reading Coach, Janet Mosher	GLIDES Presentations	Mini BATs for students in grades 1 and 2; and BATs for students in grades 3, 4, and 5.
8	Teachers in grades 3-5 will use strategies from Mary Lewis Reading Training.	Reading Coach, Janet Mosher	Lesson Plans and Classroom Walk Throughs	Mini BATs for students in grades 1 and 2; and BATs for students in grades 3, 4, and 5.
9	K-5 teachers will implement the revised reading	Principal, Lee Ann Jones and Reading	Lesson Plans and Classroom Walk Throughs	Mini BATs for students in grades 1 and 2; and BATs

	instructional focus calendar available on BEEP.	Coach, Janet Mosher		for students in grades 3, 4, and 5.
10	Teachers will analyze class data to be used for planning instruction by implementing the Florida Continuous Improvement Model.	Reading Coach, Janet Mosher and Team Leaders, Stephanie Anderson-K, Debbie Berry-1st, Cynthia Noler-2nd, Erin Mannarino-3rd, Alex Ensign-4th, Sally Moore-5th, Rebeca Morgado-Specials & ESE	Professional Learning Community	Mini BATs for students in grades 1 and 2; and BATs for students in grades 3, 4, and 5.
11	Teachers will focus on the Correlates of Effective Schools and High Yield Strategies when planning and delivering curriculum	Reading Coach, Janet Mosher	Professional Learning Community	Mini BATs for students in grades 1 and 2; and BATs for students in grades 3, 4, and 5.
12	Parents will participate in Reading Across Broward through recording books read on reading log.	Classroom Teacher	Number of parents who complete nightly reading log	Mini BATs for students in grades 1 and 2; and BATs for students in grades 3, 4, and 5.

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
81% of fourth grade students scored 3.0 or above on 2009 FCAT Reading. This is a 2% decrease from 2008. Three of the four areas stayed the same and we decreased slightly in Main Idea/Purpose.		By June 2010, 83% of fourth grade students will score a 3.0 or above on FCAT Reading.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students in the lowest quartile will utilize reading intervention materials. Wilson Foundations Grades K, 1, 2 & Wilson Reading Program Grades 3, 4, 5.	Reading Coach, Janet Mosher	Professional Learning Community and Team meetings	Mini BATs for students in grades 1 and 2; and BATs for students in grades 3, 4, and 5.
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3	Students in grades 1-5 will participate in the Accelerated Reader program and Compass Odyssey.	Assistant Principal, Danielle Smith -AR Reading Coach, Janet Mosher- Compass Odyssey	Accelerated Reader weekly reports and Compass Odyssey Monthly Reports	Mini BATs for students in grades 1 and 2; and BATs for students in grades 3, 4, and 5.
4	Gifted/High Achieving Students will receive differentiated instruction through the use of ancillary materials such as Jr. Great Books, trade books, and project-based learning.	Teachers of the Gifted, Sandra Silver, Pat Holliday, Brenda Arambula, Bianca Mathes, Darrius Moine	Lesson plans and Classroom Walk Throughs	Mini BATs for students in grades 1 and 2; and BATs for students in grades 3, 4, and 5.
5	FCAT Chats will be conducted with all fourth and fifth grade students.	Principal, Lee Ann Jones and Assistant Principal, Danielle Smith	Copies of FCAT data chat logs given to fourth and fifth grade teachers.	Mini BATs for students in grades 1 and 2; and BATs for students in grades 3, 4, and 5.
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8	Teachers in grades 3-5 will use strategies from Mary Lewis Reading Training.	Reading Coach, Janet Mosher	Classroom Walk Throughs	Mini BATs for students in grades 1 and 2; and BATs for students in grades 3, 4, and 5.
9	K-5 teachers will implement the revised reading	Principal, Lee Ann Jones and Reading	Lesson Plans and Classroom Walk Throughs	Mini BATs for students in grades 1 and 2; and BATs

	instructional focus calendar available on BEEP.	Coach, Janet Mosher		for students in grades 3, 4, and 5.
10	Teachers will analyze class data to be used for planning instruction by implementing the Florida Continuous Improvement Model.	Reading Coach, Janet Mosher and Team Leaders, Stephanie Anderson-K, Debbie Berry-1st, Cynthia Nolet-2nd, Erin Mannarino-3rd, Alex Ensign-4th, Sally Moore-5th, Rebeca Morgado-Specials/ESE	Professional Learning Communities	Mini BATs for students in grades 1 and 2; and BATs for students in grades 3, 4, and 5.
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4	Gifted/High Achieving Students will receive differentiated instruction through the use of ancillary materials such as Jr. Great Books, trade books, and project-based learning.	Teachers of the Gifted, Sandra Silver, Pat Holliday, Brenda Arambula, Bianca Mathes, Darrus Moine	Lesson plans and Classroom Walk Throughs	Mini BATs for students in grades 1 and 2; and BATs for students in grades 3, 4, and 5.
5	FCAT Chats will be conducted with all fourth and fifth grade students.	Principal, Lee Ann Jones and Assistant Principal, Danielle Smith	Copies of FCAT data chat logs given to fourth and fifth grade teachers.	Mini BATs for students in grades 1 and 2; and BATs for students in grades 3, 4, and 5.
6	First Grade students will participate in Black Stallion Literacy Program sponsored by the Davie/Cooper City Rotary Club.	Principal, Lee Ann Jones and Assistant Principal, Danielle Smith	Professional Learning Community	Mini BATs for students in grades 1 and 2; and BATs for students in grades 3, 4, and 5.
7	Voluntary Teachers will implement Glides Technology project based learning.	First Grade Team Leader, Debbie Berry	Professional Learning Community	Mini BATs for students in grades 1 and 2; and BATs for students in grades 3, 4, and 5.
8	Teachers in grades 3-5 will use strategies from Mary Lewis Reading Training.	Reading Coach, Janet Mosher	Classroom Walk Throughs	Mini BATs for students in grades 1 and 2; and BATs for students in grades 3, 4, and 5.
9	K-5 teachers will implement the revised reading	Principal, Lee Ann Jones and Reading	Lesson Plans and Classroom Walk Throughs	Mini BATs for students in grades 1 and 2; and BATs

	instructional focus calendar available on BEEP.	Coach, Janet Mosher		for students in grades 3, 4, and 5.
10	Teachers will analyze class data to be used for planning instruction by implementing the Florida Continuous Improvement Model.	Reading Coach, Janet Mosher and Team Leaders, Stephanie Anderson-K, Debbie Berry-1st, Cynthia Nolet-2nd, Erin Mannarino-3rd, Alex Ensign-4th, Sally Moore-5th, Rebeca Morgado-ESE/Specials	Professional Learning Community	Mini BATs for students in grades 1 and 2; and BATs for students in grades 3, 4, and 5.
11	Teachers will focus on the Correlates of Effective Schools and High Yield Strategies when planning and delivering curriculum.	Reading Coach, Janet Mosher	Professional Learning Community	Mini BATs for students in grades 1 and 2; and BATs for students in grades 3, 4, and 5.
12	Parents will participate in Reading Across Broward through recording books read on reading log.	Classroom Teacher	Number of parents who complete nightly reading log	. Mini BATs for students in grades 1 and 2; and BATs for students in grades 3, 4, and 5.

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
ALL subgroups made AYP in Reading. Subgroups needing extra interventions for 09-10 are: Students with Disabilities & Economically Disadvantaged. Students w Disabilities 65% proficient in Reading using growth model. Economically Disadvantaged 70% proficient in Reading. Next year 72% needed.		By June 2010, 72% of Students with Disabilities will be proficient in through the Growth Model or via Safe Harbor.		
Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool	
1	Students in the lowest quartile will utilize reading intervention materials. Wilson Foundations Grades K, 1, 2 & Wilson Reading Program Grades 3, 4, 5.	Reading Coach, Janet Mosher	Professional Learning Community and Team meetings	Mini BATs for students in grades 1 and 2; and BATs for students in grades 3, 4, and 5.
2	Additional small group instruction will be provided to the students who did not meet the AYP criteria in the following subgroups: English Language Learners (ELL), Students with Disabilities (SWD) and Economically Disadvantaged students.	Reading Coach, Janet Mosher	Lesson plans and Classroom Walk Throughs	Mini BATs for students in grades 1 and 2; and BATs for students in grades 3, 4, and 5.
3	Students in grades 1-5 will participate in the Accelerated Reader program and Compass Odyssey.	Assistant Principal, Danielle Smith-AR Reading Coach, Janet Mosher- Compass Odyssey	Accelerated Reader weekly reports and Compass Odyssey Monthly Reports	Mini BATs for students in grades 1 and 2; and BATs for students in grades 3, 4, and 5.
4	Gifted/High Achieving Students will receive differentiated instruction through the use of ancillary materials such as Jr. Great Books, trade books, and project-based learning.	Teachers of the Gifted, Sandra Silver, Pat Holliday, Brenda Arambula, Bianca Mathes, Darrus Moine	Lesson plans and Classroom Walk Throughs	Mini BATs for students in grades 1 and 2; and BATs for students in grades 3, 4, and 5.
5	FCAT Chats will be conducted with all fourth and fifth grade students.	Principal, Lee Ann Jones and Assistant Principal, Danielle Smith	Copies of FCAT data chat logs given to fourth and fifth grade teachers.	Mini BATs for students in grades 1 and 2; and BATs for students in grades 3, 4, and 5.
6	First Grade students will participate in Black Stallion Literacy Program sponsored by the Davie/Cooper City Rotary Club.	First Grade Team Leader, Debbie Berry	Professional Learning Community	Mini BATs for students in grades 1 and 2; and BATs for students in grades 3, 4, and 5.
7	Voluntary Teachers will implement Glides Technology project based learning.	Reading Coach, Janet Mosher	Glides Presentations	Mini BATs for students in grades 1 and 2; and BATs for students in grades 3, 4, and 5.
8	Teachers in grades 3-5 will use strategies from Mary Lewis Reading Training.	Reading Coach, Janet Mosher	Classroom Walk Throughs	Mini BATs for students in grades 1 and 2; and BATs for students in grades 3, 4, and 5.
9	K-5 teachers will implement	Principal, Lee Ann	Lesson Plans and Classroom	Mini BATs for students in

	the revised reading instructional focus calendar available on BEEP.	Jones and Reading Coach, Janet Mosher	Walk Throughs	grades 1 and 2; and BATs for students in grades 3, 4, and 5.
10	Teachers will analyze class data to be used for planning instruction by implementing the Florida Continuous Improvement Model.	Reading Coach, Janet Mosher and Team Leaders, Stephanie Anderson-K, Debbie Berry-1st, Cynthia Nolet-2nd, Erin Mannarino-3rd, Alex Ensign- 4th, Sally Moore-5th, Rebeca Morgado-ESE/Specials	Professional Learning Community	Mini BATs for students in grades 1 and 2; and BATs for students in grades 3, 4, and 5.
11	Teachers will focus on the Correlates of Effective Schools and High Yield Strategies when planning and delivering curriculum.	Reading Coach, Janet Mosher	Professional Learning Community	Mini BATs for students in grades 1 and 2; and BATs for students in grades 3, 4, and 5.
12	Parents will participate in Reading Across Broward through recording books read on reading log.	Classroom Teacher	Number of parents who complete nightly reading log	Mini BATs for students in grades 1 and 2; and BATs for students in grades 3, 4, and 5.

Based on the Needs Assessment, Identify Area(s) for Improvement			Objective Linked to Area of Improvement	
ALL subgroups made AYP in Reading. Subgroups needing extra interventions for 09-10 are: Students with Disabilities & Economically Disadvantaged. Students w Disabilities 65% proficient in Reading using growth model. Economically Disadvantaged 70% proficient in Reading. Next year 72% needed.			By June 2010, 72% of Economically Disadvantaged Students will be proficient in Reading.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students in the lowest quartile will utilize reading intervention materials. Wilson Foundations Grades K, 1, 2 & Wilson Reading Program Grades 3, 4, 5.	Reading Coach, Janet Mosher	Professional Learning Community and Team meetings	Mini BATs for students in grades 1 and 2; and BATs for students in grades 3, 4, and 5.
2	Additional small group instruction will be provided to the students who did not meet the AYP criteria in the following subgroups: English Language Learners (ELL), Students with Disabilities (SWD) and Economically Disadvantaged students.	Reading Coach, Janet Mosher	Lesson plans and Classroom Walk Throughs	Lesson plans and Classroom Walk Throughs
3	Students in grades 1-5 will participate in the Accelerated Reader program and Compass Odyssey.	Assistant Principal, Danielle Smith -AR Reading Coach, Janet Mosher- Compass Odyssey	Accelerated Reader weekly reports and Compass Odyssey Monthly Reports	Mini BATs for students in grades 1 and 2; and BATs for students in grades 3, 4, and 5.
4	Gifted/High Achieving Students will receive differentiated instruction through the use of ancillary materials such as Jr. Great Books, trade books, and project-based learning.	Teachers of the Gifted, Sandra Silver, Pat Holliday, Brenda Arambula, Bianca Mathes, Darrus Moine	Lesson plans and Classroom Walk Throughs	Mini BATs for students in grades 1 and 2; and BATs for students in grades 3, 4, and 5.
5	FCAT Chats will be conducted with all fourth and fifth grade students.	Principal, Lee Ann Jones and Assistant Principal, Danielle Smith	Copies of FCAT data chat logs given to fourth and fifth grade teachers.	Mini BATs for students in grades 1 and 2; and BATs for students in grades 3, 4, and 5.
6	First Grade students will participate in Black Stallion Literacy Program sponsored by the Davie/Cooper City Rotary Club.	First Grade Team Leader, Debbie Berry	Professional Learning Community	Mini BATs for students in grades 1 and 2; and BATs for students in grades 3, 4, and 5.
7	Voluntary Teachers will implement Glides Technology project based learning.	Reading Coach, Janet Mosher	Glides Presentations	Mini BATs for students in grades 1 and 2; and BATs for students in grades 3, 4, and 5.
8	Teachers in grades 3-5 will use strategies from Mary Lewis Reading Training.	Reading Coach, Janet Mosher	Classroom Walk Throughs	Mini BATs for students in grades 1 and 2; and BATs for students in grades 3, 4,

				and 5.
9	K-5 teachers will implement the revised reading instructional focus calendar available on BEEP.	Principal, Lee Ann Jones and Reading Coach, Janet Mosher	Lesson Plans and Classroom Walk Throughs	Mini BATs for students in grades 1 and 2; and BATs for students in grades 3, 4, and 5.
10	Teachers will analyze class data to be used for planning instruction by implementing the Florida Continuous Improvement Model.	Reading Coach, Janet Mosher and Team Leaders, Stephanie Anderson-K, Debbie Berry-1st, Cynthia Nolet-2nd, Erin Mannarino-3rd, Alex Ensign-4th, Sally Moore-5th, Rebeca Morgado-ESE/Specials	Professional Learning Community	Mini BATs for students in grades 1 and 2; and BATs for students in grades 3, 4, and 5.
11	Teachers will focus on the Correlates of Effective Schools and High Yield Strategies when planning and delivering curriculum.	Reading Coach, Janet Mosher	Professional Learning Community	Mini BATs for students in grades 1 and 2; and BATs for students in grades 3, 4, and 5.
12	Parents will participate in Reading Across Broward through recording books read on reading log.	Classroom Teacher	Number of parents who complete nightly reading log	. Mini BATs for students in grades 1 and 2; and BATs for students in grades 3, 4, and 5.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
By June 2010, 80% of third grade students will score 3.0 or above on FCAT Reading.	Reading Test Items Specifications	Reading Coach	August 2009 and quarterly	Monthly Professional Learning Community and Monthly Team Leader Meetings	Reading Coach, Janet Mosher
By June 2010, 83% of fourth grade students will score a 3.0 or above on FCAT Reading.					
By June 2010, 82% of fifth grade students will score a 3.0 or above on FCAT Reading.					
By June 2010, 72% of Students with Disabilities will be proficient in Reading through the growth model or via Safe Harbor.					
By June 2010, 72% of Economically Disadvantaged Students will be proficient in Reading.					

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
After school reading camp	After Care Funds	\$4,500.00
		Total: \$4,500.00
Technology		
Description of Resources	Funding Source	Available Amount
Accelerated Reader	Technology Fund	\$1,500.00
		Total: \$1,500.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Reading workshops offered by the district	Staff Development	\$2,000.00
		Total: \$2,000.00
Other		

Description of Resources	Funding Source	Available Amount
NA		\$0.00
		Total: \$0.00
		Final Total: \$8,000.00

End of Reading Goal

Mathematics Goal

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

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

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

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

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

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

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
89% of third grade students scored 3.0 or above on FCAT Math. This is a decrease of 1% from 2008.		By June 2010, 90% of third grade students will score 3.0 or above on FCAT Math.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students in the lowest Quartile in math in all subgroups will receive small group differentiated instruction in addition to whole group instruction.	Team Leaders, Stephanie Anderson-K, Debbie Berry-1st, Cynthia Nolet-2nd, Erin Mannarino-3rd, Alex Ensign-4th, Sally Moore-5th, Rebeca Morgado-ESE/Specials	Lesson Plans, Classroom Walkthroughs, and Math Learning Community	Mini BATs for students in grades 1 and 2; and BATs for students in grades 3, 4, and 5.
2	Materials and programs on Struggling Mathematics Chart and Harcourt Math Interventions will be used for students in need of double dose mathematics.	Assistant Principal, Danielle Smith and Team Leaders, Stephanie Anderson-K, Debbie Berry-1st, Cynthia Nolet-2nd, Erin Mannarino-3rd, Alex Ensign-4th, Sally Moore-5th, Rebeca Morgado-ESE/Specials	Lesson Plans, Classroom Walkthroughs, and Math Learning Community	. Mini BATs for students in grades 1 and 2; and BATs for students in grades 3, 4, and 5.
3	Students scoring level 1 or 2 on FCAT Math will be invited to attend After School Math Camp.	Reading Coach, Janet Mosher	Classroom Walk Throughs of the Math Camp	Mini BATs for students in grades 1 and 2; and BATs for students in grades 3, 4, and 5.
4	Students will participate in the Annual Supermarket Math at Publix.	Assistant Principal, Danielle Smith and Math Learning Community Facilitator, Cynthia Nolet	Participation Increased from 08-09	Mini BATs for students in grades 1 and 2; and BATs for students in grades 3, 4, and 5.
5	A talented math group will be formed in order to meet the needs of the higher performing students in third, fourth and fifth grade (MaTs Program).	Assistant Principal, Danielle Smith and Classroom Teacher	Lesson Plans, Classroom Walkthroughs, and Math Learning Community	Mini BATs for students in grades 1 and 2; and BATs for students in grades 3, 4, and 5.
6	K-2 teachers will implement the New Generation Math Standards.	Assistant Principal, Danielle Smith and Team Leaders, Stephanie Anderson-K, Debbie Berry-1st, Cynthia Nolet-2nd, Erin Mannarino-3rd, Alex Ensign-4th, Sally Moore-5th, Rebeca Morgado-ESE/Specials	Lesson Plans, Classroom Walkthroughs, and Math Learning Community	Mini BATs for students in grades 1 and 2; and BATs for students in grades 3, 4, and 5.
7	School-wide participation in	Assistant Principal,	Review of problems in class	Mini BATs for students in

	Sunshine Math Program.	Danielle Smith and Parent Volunteer Coordinator, Janet Mosher	by teacher	grades 1 and 2; and BATs for students in grades 3, 4, and 5.
8	K-5 teachers will implement the revised math instructional focus calendar available on BEEP.	Principal, Lee Ann Jones and Team Leaders, Stephanie Anderson-K, Debbie Berry-1st, Cynthia Nolet-2nd, Erin Mannarino-3rd, Alex Ensign-4th, Sally Moore-5th, Rebeca Morgado-ESE/Specials	Lesson Plans, Classroom Walkthroughs, and Math Learning Community	Mini BATs for students in grades 1 and 2; and BATs for students in grades 3, 4, and 5.
9	K-5 teachers will utilize math manipulatives to introduce and reinforce concepts using the hands-on, pictorial, abstract concept.	Assistant Principal, Danielle Smith and Team Leaders, Stephanie Anderson-K, Debbie Berry-1st, Cynthia Nolet-2nd, Erin Mannarino-3rd, Alex Ensign-4th, Sally Moore-5th, Rebeca Morgado-ESE/Specials	Lesson Plans and Classroom Walkthroughs	Mini BATs for students in grades 1 and 2; and BATs for students in grades 3, 4, and 5.
10	K-5 teachers will incorporate Calendar Math and FCAT/SAT Dailies.	Principal, Lee Ann Jones	Lesson Plans and Classroom Walkthroughs	. Mini BATs for students in grades 1 and 2; and BATs for students in grades 3, 4, and 5.
11	Compass Odyssey and FCAT Explorer will be used in Computer Lab and in Flamingo After School Care Program.	Assistant Principal, Danielle Smith and After School Care Coordinator, Michaela Camps	Classroom and Aftercare Walkthroughs	Mini BATs for students in grades 1 and 2; and BATs for students in grades 3, 4, and 5.

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
76% of fourth grade students scored at 3.0 or above on FCAT Math. This is a decrease of 9% from 2008.		By June 2010, 80% of fourth grade students will score 3.0 or above on FCAT Math.		
Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool	
1	Students in the lowest Quartile in math in all subgroups will receive small group differentiated instruction in addition to whole group instruction.	Team Leader, Stephanie Anderson-K, Debbie Berry-1st, Cynthia Nolet-2nd, Erin Mannarino-3rd, Alex Ensign-4th, Sally Moore-5th, Rebeca Morgado-ESE/Specials	Lesson Plans, Classroom Walkthroughs, and Math Learning Community	Mini BATs for students in grades 1 and 2; and BATs for students in grades 3, 4, and 5.
2	Materials and programs on Struggling Mathematics Chart and Harcourt Math Interventions will be used for students in need of double dose mathematics.	Assistant Principal, Danielle Smith and Team Leaders, Stephanie Anderson-K, Debbie Berry-1st, Cynthia Nolet-2nd, Erin Mannarino-3rd, Alex Ensign-4th, Sally Moore-5th, Rebeca Morgado-ESE/Specials	Lesson Plans, Classroom Walkthroughs, and Math Learning Community	Mini BATs for students in grades 1 and 2; and BATs for students in grades 3, 4, and 5.
3	Students scoring level 1 or 2 on FCAT Math will be invited to attend After School Math Camp.	Reading Coach, Janet Mosher	Classroom Walk Throughs of the Math Camp	Mini BATs for students in grades 3, 4, and 5.
4	Students will participate in the Annual Supermarket Math at Publix.	Assistant Principal, Danielle Smith and Math Learning Community Facilitator, Cynthia Nolet	Participation Increased from 08-09	Mini BATs for students in grades 1 and 2; and BATs for students in grades 3, 4, and 5.
5	A talented math group will be formed in order to meet the needs of the higher performing students in third, fourth and fifth grade (MaTs Program).	Assistant Principal, Danielle Smith and Classroom Teacher	Lesson Plans, Classroom Walkthroughs, and Math Learning Community	Mini BATs for students in grades 1 and 2; and BATs for students in grades 3, 4, and 5.
6	K-2 teachers will implement the New Generation Math	Assistant Principal, Danielle Smith and	Lesson Plans, Classroom Walkthroughs, and Math	Mini BATs for students in grades 1 and 2; and BATs

	Standards.	Team Leaders, Stephanie Anderson-K, Debbie Berry-1st, Cynthia Nolet-2nd, Erin Mannarino-3rd, Alex Ensign-4th, Sally Moore-5th, Rebeca Morgado-ESE/Specials	Learning Community	for students in grades 3, 4, and 5.
7	School-wide participation in Sunshine Math Program.	Assistant Principal, Danielle Smith and Parent Volunteer Coordinator, Janet Mosher	Review of problems in class by teacher	Mini BATs for students in grades 1 and 2; and BATs for students in grades 3, 4, and 5.
8	K-5 teachers will implement the revised math instructional focus calendar available on BEEP.	Principal, Lee Ann Jones and Team Leaders, Stephanie Anderson-K, Debbie Berry-1st, Cynthia Nolet-2nd, Erin Mannarino-3rd, Alex Ensign-4th, Sally Moore-5th, Rebeca Morgado-ESE/Specials	Lesson Plans, Classroom Walkthroughs, and Math Learning Community	Mini BATs for students in grades 1 and 2; and BATs for students in grades 3, 4, and 5.
9	K-5 teachers will utilize math manipulatives to introduce and reinforce concepts using the hands-on, pictorial, abstract concept.	Assistant Principal, Danielle Smith and Team Leaders, Stephanie Anderson-K, Debbie Berry-1st, Cynthia Nolet-2nd, Erin Mannarino-3rd, Alex Ensign-4th, Sally Moore-5th, Rebeca Morgado-ESE/Specials	Lesson Plans and Classroom Walkthroughs	Mini BATs for students in grades 1 and 2; and BATs for students in grades 3, 4, and 5.
10	K-5 teachers will incorporate Calendar Math and FCAT/SAT Dailies.	Principal, Lee Ann Jones	Lesson Plans and Classroom Walkthroughs	Mini BATs for students in grades 1 and 2; and BATs for students in grades 3, 4, and 5.
11	Compass Odyssey and FCAT Explorer will be used in Computer Lab and in Flamingo After School Care Program.	Assistant Principal, Danielle Smith and After School Care Coordinator, Michaela Camps	Classroom and Aftercare Walkthroughs	Mini BATs for students in grades 1 and 2; and BATs for students in grades 3, 4, and 5.

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
77% of fifth grade students scored 3.0 or above on FCAT Math. This is an increase of 16% from 2008.		By June 2010, 80% of fifth grade students will score 3.0 or above on FCAT Math.		
Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool	
1	Students in the lowest Quartile in math in all subgroups will receive small group differentiated instruction in addition to whole group instruction.	Team Leader, Stephanie Anderson-K, Debbie Berry-1st, Cynthia Nolet-2nd, Erin Mannarino-3rd, Alex Ensign-4th, Sally Moore-5th, Rebeca Morgado-ESE/Specials	Lesson Plans, Classroom Walkthroughs, and Math Learning Community	Mini BATs for students in grades 1 and 2; and BATs for students in grades 3, 4, and 5.
2	Materials and programs on Struggling Mathematics Chart and Harcourt Math Interventions will be used for students in need of double dose mathematics.	Assistant Principal, Danielle Smith and Team Leaders, Stephanie Anderson-K, Debbie Berry-1st, Cynthia Nolet-2nd, Erin Mannarino-3rd, Alex Ensign-4th, Sally Moore-5th, Rebeca Morgado-ESE/Specials	Lesson Plans, Classroom Walkthroughs, and Math Learning Community	Mini BATs for students in grades 1 and 2; and BATs for students in grades 3, 4, and 5.
3	Students scoring level 1 or 2 on FCAT Math will be invited to attend After School Math Camp.	Reading Coach, Janet Mosher	Classroom Walk Throughs of the Math Camp	BATs for students in grades 3, 4, and 5.
4	Students will participate in the Annual Supermarket Math at Publix.	Assistant Principal, Danielle Smith and Math Learning Community Facilitator,	Participation Increased from 08-09	Mini BATs for students in grades 1 and 2; and BATs for students in grades 3, 4, and 5.

		Cynthia Nolet		
5	A talented math group will be formed in order to meet the needs of the higher performing students in third, fourth and fifth grade (MaTs Program).	Assistant Principal, Danielle Smith and Classroom Teacher	Lesson Plans, Classroom Walkthroughs, and Math Learning Community	Mini BATs for students in grades 1 and 2; and BATs for students in grades 3, 4, and 5.
6	K-2 teachers will implement the New Generation Math Standards.	Assistant Principal, Danielle Smith and Team Leaders, Stephanie Anderson-K, Debbie Berry-1st, Cynthia Nolet-2nd, Erin Mannarino-3rd, Alex Ensign-4th, Sally Moore-5th, Rebeca Morgado-ESE/Specials	Lesson Plans, Classroom Walkthroughs, and Math Learning Community	Mini BATs for students in grades 1 and 2; and BATs for students in grades 3, 4, and 5.
7	School-wide participation in Sunshine Math Program.	Assistant Principal, Danielle Smith and Parent Volunteer Coordinator, Janet Mosher	Review of problems in class by teacher	Mini BATs for students in grades 1 and 2; and BATs for students in grades 3, 4, and 5.
8	K-5 teachers will implement the revised math instructional focus calendar available on BEEP.	Principal, Lee Ann Jones and Team Leaders, Stephanie Anderson-K, Debbie Berry-1st, Cynthia Nolet-2nd, Erin Mannarino-3rd, Alex Ensign-4th, Sally Moore-5th, Rebeca Morgado-ESE/Specials	Lesson Plans, Classroom Walkthroughs, and Math Learning Community	Mini BATs for students in grades 1 and 2; and BATs for students in grades 3, 4, and 5.
9	. K-5 teachers will utilize math manipulatives to introduce and reinforce concepts using the hands-on, pictorial, abstract concept.	Assistant Principal, Danielle Smith and Team Leaders, Stephanie Anderson-K, Debbie Berry-1st, Cynthia Nolet-2nd, Erin Mannarino-3rd, Alex Ensign-4th, Sally Moore-5th, Rebeca Morgado-ESE/Specials	Lesson Plans and Classroom Walkthroughs	Mini BATs for students in grades 1 and 2; and BATs for students in grades 3, 4, and 5.
10	K-5 teachers will incorporate Calendar Math and FCAT/SAT Dailies.	Principal, Lee Ann Jones	Lesson Plans and Classroom Walkthroughs	Mini BATs for students in grades 1 and 2; and BATs for students in grades 3, 4, and 5.
11	Compass Odyssey and FCAT Explorer will be used in Computer Lab and in Flamingo After School Care Program.	Assistant Principal, Danielle Smith and After School Care Coordinator, Michaela Camps	Assistant Principal and After School Care Coordinator	Mini BATs for students in grades 1 and 2; and BATs for students in grades 3, 4, and 5.

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
71% of students in the economically disadvantaged subgroup scored a level three or above in Math.		By June 2010, 74% of Economically Disadvantaged Students will be proficient in Math.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students in the lowest Quartile in math in all subgroups will receive small group differentiated instruction in addition to whole group instruction.	Team Leader, Stephanie Anderson-K, Debbie Berry-1st, Cynthia Nolet-2nd, Erin Mannarino-3rd, Alex Ensign-4th, Sally Moore-5th, Rebeca Morgado-ESE/Specials	Lesson Plans, Classroom Walkthroughs, and Math Learning Community	Mini BATs for students in grades 1 and 2; and BATs for students in grades 3, 4, and 5.
2	Materials and programs on Struggling Mathematics Chart and Harcourt Math Interventions will be used for students in need of double dose mathematics.	Assistant Principal, Danielle Smith and Team Leaders, Stephanie Anderson-K, Debbie Berry-1st, Cynthia Nolet-2nd, Erin Mannarino-3rd, Alex Ensign-4th, Sally Moore-5th, Rebeca Morgado-ESE/Specials	Lesson Plans, Classroom Walkthroughs, and Math Learning Community	Mini BATs for students in grades 1 and 2; and BATs for students in grades 3, 4, and 5.
3	Students scoring level 1 or 2	Reading Coach, Janet	Classroom Walk Throughs of	BATs for students in grades

	on FCAT Math will be invited to attend After School Math Camp.	Mosher	the Math Camp	3, 4, and 5.
4	Students will participate in the Annual Supermarket Math at Publix.	Assistant Principal, Danielle Smith and Math Learning Community Facilitator, Cynthia Nolet	Participation Increased from 08-09	Mini BATs for students in grades 1 and 2; and BATs for students in grades 3, 4, and 5.
5	A talented math group will be formed in order to meet the needs of the higher performing students in third, fourth and fifth grade (MaTs Program).	Assistant Principal, Danielle Smith and Classroom Teacher	Lesson Plans, Classroom Walkthroughs, and Math Learning Community	Mini BATs for students in grades 1 and 2; and BATs for students in grades 3, 4, and 5.
6	K-2 teachers will implement the New Generation Math Standards.	Assistant Principal, Danielle Smith and Team Leaders, Stephanie Anderson-K, Debbie Berry-1st, Cynthia Nolet-2nd, Erin Mannarino-3rd, Alex Ensign-4th, Sally Moore-5th, Rebeca Morgado-ESE/Specials	Lesson Plans, Classroom Walkthroughs, and Math Learning Community	Mini BATs for students in grades 1 and 2; and BATs for students in grades 3, 4, and 5.
7	School-wide participation in Sunshine Math Program.	Assistant Principal, Danielle Smith and Parent Volunteer Coordinator, Janet Mosher	Review of problems in class by teacher	Mini BATs for students in grades 1 and 2; and BATs for students in grades 3, 4, and 5.
8	K-5 teachers will implement the revised math instructional focus calendar available on BEEP.	Principal, Lee Ann Jones and Team Leaders, Stephanie Anderson-K, Debbie Berry-1st, Cynthia Nolet-2nd, Erin Mannarino-3rd, Alex Ensign-4th, Sally Moore-5th, Rebeca Morgado-ESE/Specials	Lesson Plans, Classroom Walkthroughs, and Math Learning Community	Mini BATs for students in grades 1 and 2; and BATs for students in grades 3, 4, and 5.
9	K-5 teachers will utilize math manipulatives to introduce and reinforce concepts using the hands-on, pictorial, abstract concept.	Assistant Principal, Danielle Smith and Team Leaders, Stephanie Anderson-K, Debbie Berry-1st, Cynthia Nolet-2nd, Erin Mannarino-3rd, Alex Ensign-4th, Sally Moore-5th, Rebeca Morgado-ESE/Specials	Lesson Plans and Classroom Walkthroughs	Mini BATs for students in grades 1 and 2; and BATs for students in grades 3, 4, and 5.
10	K-5 teachers will incorporate Calendar Math and FCAT/SAT Dailies.	Principal, Lee Ann Jones	Lesson Plans and Classroom Walkthroughs	. Mini BATs for students in grades 1 and 2; and BATs for students in grades 3, 4, and 5.
11	Compass Odyssey and FCAT Explorer will be used in Computer Lab and in Flamingo After School Care Program.	Assistant Principal, Danielle Smith and After School Care Coordinator, Michaela Camps	Assistant Principal and After School Care Coordinator	Mini BATs for students in grades 1 and 2; and BATs for students in grades 3, 4, and 5.

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
60% of students with disabilities subgroup scored a level three or above in Math. 68% needed. We did NOT make AYP because of this subgroup. SWD did not meet Safe Harbor nor the Growth Model for AYP in Math.		By June 2010, 74% of Students with Disabilities will be proficient in Math through the growth model or via Safe Harbor.		
Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool	
1	Students in the lowest Quartile in math in all subgroups will receive small group differentiated instruction in addition to whole group instruction.	Team Leaders, Stephanie Anderson-K, Debbie Berry-1st, Cynthia Nolet-2nd, Erin Mannarino-3rd, Alex Ensign-4th, Sally Moore-5th, Rebeca Morgado-ESE/Specials	Lesson Plans, Classroom Walkthroughs, and Math Learning Community	Mini BATs for students in grades 1 and 2; and BATs for students in grades 3, 4, and 5.

2	Materials and programs on Struggling Mathematics Chart and Harcourt Math Interventions will be used for students in need of double dose mathematics.	Assistant Principal, Danielle Smith and Team Leaders, Stephanie Anderson-K, Debbie Berry-1st, Cynthia Nolet-2nd, Erin Mannarino-3rd, Alex Ensign-4th, Sally Moore-5th, Rebeca Morgado-ESE/Specials	Lesson Plans, Classroom Walkthroughs, and Math Learning Community	Mini BATs for students in grades 1 and 2; and BATs for students in grades 3, 4, and 5.
3	Students scoring level 1 or 2 on FCAT Math will be invited to attend After School Math Camp.	Reading Coach, Janet Mosher	Classroom Walk Throughs of the Math Camp	BATs for students in grades 3, 4, and 5.
4	Students will participate in the Annual Supermarket Math at Publix.	Assistant Principal, Danielle Smith and Math Learning Community Facilitator, Cynthia Nolet	Participation Increased from 08-09	Mini BATs for students in grades 1 and 2; and BATs for students in grades 3, 4, and 5.
5	. A talented math group will be formed in order to meet the needs of the higher performing students in third, fourth and fifth grade (MaTs Program).	Assistant Principal, Danielle Smith and Classroom Teacher	Lesson Plans, Classroom Walkthroughs, and Math Learning Community	Mini BATs for students in grades 1 and 2; and BATs for students in grades 3, 4, and 5.
6	K-2 teachers will implement the New Generation Math Standards.	Assistant Principal, Danielle Smith and Team Leaders	Lesson Plans, Classroom Walkthroughs, and Math Learning Community	Mini BATs for students in grades 1 and 2; and BATs for students in grades 3, 4, and 5.
7	School-wide participation in Sunshine Math Program.	Assistant Principal, Danielle Smith and Parent Volunteer Coordinator, Janet Mosher	Review of problems in class by teacher	Mini BATs for students in grades 1 and 2; and BATs for students in grades 3, 4, and 5.
8	K-5 teachers will implement the revised math instructional focus calendar available on BEEP.	Principal, Lee Ann Jones and Team Leaders, Stephanie Anderson-K, Debbie Berry-1st, Cynthia Nolet-2nd, Erin Mannarino-3rd, Alex Ensign-4th, Sally Moore-5th, Rebeca Morgado-ESE/Specials	Lesson Plans, Classroom Walkthroughs, and Math Learning Community	Mini BATs for students in grades 1 and 2; and BATs for students in grades 3, 4, and 5.
9	K-5 teachers will utilize math manipulatives to introduce and reinforce concepts using the hands-on, pictorial, abstract concept.	Assistant Principal, Danielle Smith and Team Leaders, Stephanie Anderson-K, Debbie Berry-1st, Cynthia Nolet-2nd, Erin Mannarino-3rd, Alex Ensign-4th, Sally Moore-5th, Rebeca Morgado-ESE/Specials	Lesson Plans and Classroom Walkthroughs	Mini BATs for students in grades 1 and 2; and BATs for students in grades 3, 4, and 5.
10	K-5 teachers will incorporate Calendar Math and FCAT/SAT Dailies.	Principal, Lee Ann Jones	Lesson Plans and Classroom Walkthroughs	Mini BATs for students in grades 1 and 2; and BATs for students in grades 3, 4, and 5.
11	Compass Odyssey and FCAT Explorer will be used in Computer Lab and in Flamingo After School Care Program.	Assistant Principal, Danielle Smith and After School Care Coordinator, Michaela Camps	Assistant Principal and After School Care Coordinator	Mini BATs for students in grades 1 and 2; and BATs for students in grades 3, 4, and 5.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
By June 2010, 90% of third grade students will score 3.0 or above on FCAT Math.					
By June 2010, 80% of fourth grade students will score 3.0 or above on FCAT Math.					

<p>By June 2010, 80% of fifth grade students will score 3.0 or above on FCAT Math.</p> <p>By June 2010, 74% of Economically Disadvantaged Students will be proficient in Math.</p> <p>By June 2010, 74% of Students with Disabilities will be proficient in Math through the growth model or via Safe Harbor.</p>	Math Test Item Specifications	Principal and Assistant Principal	August 2009 and quarterly	Monthly Professional Learning Community and Monthly Team Leader Meetings	Principal, Lee Ann Jones and Assistant Principal, Danielle Smith
<p>By June 2010, 90% of third grade students will score 3.0 or above on FCAT Math.</p> <p>By June 2010, 80% of fourth grade students will score 3.0 or above on FCAT Math.</p> <p>By June 2010, 80% of fifth grade students will score 3.0 or above on FCAT Math.</p> <p>By June 2010, 74% of Economically Disadvantaged Students will be proficient in Math.</p> <p>By June 2010, 74% of Students with Disabilities will be proficient in Math through the growth model or via Safe Harbor.</p>	Differentiated Math Instruction/Small Groups/Use of Manipulatives	District personnel	Selected Staff Development days	Monthly Professional Learning Community and Monthly Team Leader Meetings	Principal, Lee Ann Jones and Assistant Principal, Danielle Smith

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
After School Math Camp for Grades 3-5	After School Funds	\$4,500.00
		Total: \$4,500.00
Technology		
Description of Resources	Funding Source	Available Amount
NA		\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Math workshops offered by the district	Staff Development	\$2,000.00
		Total: \$2,000.00
Other		
Description of Resources	Funding Source	Available Amount
NA		\$0.00
		Total: \$0.00
		Final Total: \$6,500.00

End of **Mathematics** Goal

Science Goal

Needs Assessment: Based on School Grade Data:

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

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement
58% of fifth grade students scored 3.0 or above on FCAT Science 2009. This is a 4% increase from 2008. Three of the four clusters showed an increase and Earth and	By June 2010, 62% of fifth grade students will score 3.0 or above on FCAT Science.

Space Science stayed the same.				
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	K-5 teachers will provide weekly hands-on science experiments, observations or models to enhance each science concept.	Principal, Lee Ann Jones and Science Resource Teacher, Rebeca Morgado	Lesson Plans, Classroom Walkthroughs and Science Professional Learning Community	Mini BATs for students in grades 3, 4, and 5
2	K-2 teachers will implement the New Generation Science Standards.	Principal, Lee Ann Jones and Science Resource Teacher, Rebeca Morgado	Lesson Plans, Classroom Walkthroughs and Science Professional Learning Community	K-2 Science Assessments
3	. K-5 teachers will use the district's revised curriculum maps and BEEP lesson plans to guide instruction.	Principal, Lee Ann Jones and Science Resource Teacher, Rebeca Morgado	Lesson Plans, Classroom Walkthroughs and Science Professional Learning Community	Mini BATs for students in grades 3, 4, and 5
4	First- Fifth Grade teachers will integrate technology into their science lessons through the use of computers, promethean boards, document cameras, and/or pod casts.	Principal, Lee Ann Jones and Science Resource Teacher, Rebeca Morgado	Lesson Plans, Classroom Walkthroughs and Science Professional Learning Community	Increase in Score on 2010 FCAT
5	Grade 5 teachers will continue science rotation whereby each teacher delivers instruction on a particular strand for 18 consecutive days	Team Leader, Sally Moore	Lesson Plans, Classroom Walkthroughs, Team Meetings	Increase in Score on 2010 FCAT
6	K-5 teachers will integrate science content (vocabulary terms, concepts) through use of National Geographic, Leveled Readers, AR books and United Streaming.	Principal, Lee Ann Jones and Science Resource Teacher, Rebeca Morgado	Lesson Plans, Science PLC	Mini BATs for students in grades 3, 4, and 5
7	Science Alive (Grade 3-5) & Science and Me (Grades K-2) videos will be utilized for introduction and reinforcement of Science Strands.	Science Resource Teacher, Rebeca Morgado	Lesson Plans and Media check-out of videos	Mini BATs for students in grades 3, 4, and 5
8	Grade K-5 students will participate in hands-on science lab	Science Resource Teacher, Rebeca Morgado	Schedule and lesson plans	Mini BATs for students in grades 3, 4, and 5
9	Students in Grades 4 and 5 will enter science projects in the Annual Academic Showcase.	Science Resource Teacher, Rebeca Morgado	Student Participation Increased from 08-09	Increase in Score on 2010 FCAT Science in Scientific Thinking Cluster
10	Grade 4-5 students will participate in a science field trip.	Assistant Principal, Danielle Smith and Team Leaders, Alex Ensign and Sally Moore	Teacher models short and extended Response to science questions related to the field trip.	Students can answer short and extended responses on their own.
11	After School Science Camps will be offered to fifth grade students based on specific criteria targeting Science needs.	Reading Coach, Janet Mosher	Walkthroughs during After School Camps	Increase in Score on 2010 FCAT
12	After School Care Program will have a daily science lab targeting grades 3-5	Principal, Lee Ann Jones	Walkthroughs during After School Care Program	Increase in Score on 2010 FCAT

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
By June of 2010, 62% of fifth grade students will score 3.0 or above in FCAT Science.	Science Test Item Specifications	Science Resource Teacher	August 2009 and quarterly	Monthly Professional Learning Community, Team Leader Meetings	Principal, Lee Ann Jones

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
After School Science Camp	Aftercare Funds	\$1,500.00
		Total: \$1,500.00
Technology		
Description of Resources	Funding Source	Available Amount
LCD projector for Science Resource Lab	Technology Fund	\$600.00
		Total: \$600.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Science workshops offered by the district	Staff Development	\$2,000.00
		Total: \$2,000.00
Other		
Description of Resources	Funding Source	Available Amount
NA		\$0.00
		Total: \$0.00
		Final Total: \$4,100.00

End of **Science** Goal

Writing Goal

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

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
82% of fourth grade students scored 4.0 or above on FCAT Writing. 91% of students scored 3.5 or above. Overall 4.2 We increased in expository writing and maintained in narrative writing.		By May 2010, 85% of fourth grade students will score 4.0 or above on FCAT Writing.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	K-3 and 5th grade teachers will have a daily 30-45 minute writing block. 4th grade teachers will have a daily 60-minute writing block.	Principal, Lee Ann Jones	Review of teachers' daily schedule by administration.	Daily Schedule submitted by the teachers
2	K-1 teachers will integrate writing strategies into other content areas.	Principal, Lee Ann Jones and Reading Coach, Janet Mosher	Classroom Walkthroughs	Lesson Plans
3	2-5 teachers will integrate short response and extended response writing strategies in the Reading, Science and Mathematics block.	Principal, Lee Ann Jones and Reading Coach, Janet Mosher	Classroom Walkthroughs, Writing Professional Learning Community And Team Leader Meetings	Lesson Plans and BAT Scores
4	Students in K-5 will use Pinky's Press to publish their writing.	Reading Coach and Volunteer Coordinator, Janet Mosher	Number of students in each classroom who publish a book.	Increase in scores on monthly writing prompts.
5	Students in Grade 1-4 will participate in Writing Nights (grades 3 and 4 in November, grades 1 and 2 in April) at Barnes and Noble.	Assistant Principal, Danielle Smith	Student Participation increased from 08-09.	Increase in quality of student writing.
6	After school writing camps will be offered to fourth grade students based on writing prompt scores.	Reading Coach, Janet Mosher	Scores on FCAT Writing- Pre and Post Writing Prompt	FCAT Writing Scores
7	Selected students will receive additional assistance in writing as stated in the	Classroom Teacher	Mastery of 6 Traits of Writing	Progress Report and Test Scores

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
By May 2010, 85% of fourth grade students will score 4.0 or above on FCAT Writing.	Writing Process based on Mary Lewis Strategies	3 Veteran Teachers in Fourth Grade, Leslie Rasmussen, Bianca Mathes, Alex Ensign	August 2009- Ongoing 09-10 School Year	Partner 3 Veteran fourth grade teachers with 3 teachers new to fourth grade.	Fourth Grade Team Leader, Alex Ensign
By May 2010, 85% of fourth grade students will score 4.0 or above on FCAT Writing.	Writing Process based on Mary Lewis Strategies	Team Leader, Alex Ensign	August 2009- February 2010	Monthly 4th grade Team Meetings to discuss Writing Prompt Scores and how to improve student writing.	Principal, Lee Ann Jones and Fourth Grade Team Leader, Alex Ensign

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
After School Writing Camps	Aftercare Funds	\$1,500.00
		Total: \$1,500.00
Technology		
Description of Resources	Funding Source	Available Amount
NA		\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
NA		\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
NA		\$0.00
		Total: \$0.00
		Final Total: \$1,500.00

End of Science Goal

Parent Involvement Goal

- Needs Assessment:** Based on information from School Grade and Adequate Yearly Progress Data:
- Were parent involvement activities and strategies targeted to areas of academic need?
 - Based on information from surveys, evaluations, agendas, or sign-ins:
 - Was the percent of parent participation in school activities maintained or increased from the prior year?
 - Generally, what strategies or activities can be employed to increase parent involvement?

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Writing 82% of fourth grade students scored 4.0 or above on FCAT Writing 2009.		Writing By May 2010, 85% of fourth grade students will score 4.0 or above on FCAT Writing		
Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool	
1 Volunteers work with individual students in grades K-5 to publish their writing in book format.	Reading Coach Parent Volunteer Coordinator, Janet Mosher	Number of students in each classroom who publish a book with a parent volunteers.	Number of published books in grades K-5	

2	Students in grade 1-4 will participate in Writing Nights (grades 3 and 4- in November, grades 1-2 in April) at Barnes and Noble.	Assistant Principal, Danielle Smith	Increase in number of students who participate in Young Authors' Night from previous year.	Parent Sign In Sheet and feedback
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Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement
<p>Math</p> <p>89% of third grade students scored 3.0 or above on FCAT Math 2009. This is a decrease of 1% from 2008.</p> <p>76% of fourth grade students scored at 3.0 or above on FCAT Math 2009. This is a decrease of 9% from 2008.</p> <p>77% of fifth grade students scored 3.0 or above on FCAT Math. This is an increase of 16% from 2008.</p> <p>AYP Results</p> <p>71% of students in the economically disadvantaged subgroup scored a level three or above in Math.</p> <p>60% of students with disabilities subgroup scored a level three or above in Math. 68% needed. We did NOT make AYP because of this subgroup. SWD did not meet Safe Harbor nor the Growth Model for AYP in Math.</p>	<p>Math</p> <p>By June 2010, 90% of third grade students will score 3.0 or above on FCAT Math.</p> <p>By June 2010, 80% of fourth grade students will score 3.0 or above on FCAT Math.</p> <p>By June 2010, 80% of fifth grade students will score 3.0 or above on FCAT Math.</p> <p>By June 2010, 74% of Economically Disadvantaged Students will be proficient in Math.</p> <p>By June 2010, 74% of Students with Disabilities will be proficient in Math through the Growth Model or via Safe Harbor.</p>

Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool	
1	Students in grades K-5 will participate in Sunshine Math (Math Super Stars).	Parent Volunteer Coordinator, Janet Mosher and Assistant Principal, Danielle Smith	Number of Students who participate in each class.	End of Year Sunshine Math Test
2	Supermarket Math at Publix	Assistant Principal, Danielle Smith & Team Leaders on Math PLC, Sally Moore, Debbie Berry, Cynthia Nolet	Parent Participation with their students	Math Scavenger Hunt Problem Solving Worksheet
3	Zone Magical Math Night	Principal, Lee Ann Jones & Team Leaders on Math PLC, Sally Moore, Debbie Berry, Cynthia Nolet	Parent Participation with their students	Sign In Sheet and Parent Feedback

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement
<p>Reading</p> <p>73% of third grade students scored a 3.0 or above on 2009 FCAT Reading. This is an 8% decrease from 2008. We improved slightly in Comparisons and decreased slightly in Main Idea/Purpose.</p> <p>AYP Results</p> <p>ALL subgroups made AYP in Reading.</p> <p>Subgroups needing extra interventions for 09-10 are: Students with Disabilities & Economically Disadvantaged. Students w Disabilities 65% proficient in Reading using growth model. Economically Disadvantaged 70% proficient in Reading, Next year 72% needed.</p>	<p>Reading</p> <p>By June 2010, 80% of third grade students will score 3.0 or above on FCAT Reading.</p> <p>By June 2010, 72% of Students with Disabilities will be proficient in Reading through the growth model or via Safe Harbor.</p> <p>By June 2010, 72% of Economically Disadvantaged Students will be proficient in Reading.</p>

Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool	
1	Annual Book Fair Sponsored by PTO	Media Specialist, Kathy Turek, Parent Book Fair Coordinator, Marione Guevera	Number of parents who volunteer the week of book fair during the day and in the evening.	Number of books added to school library from this PTO fundraiser

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement
<p>Science</p> <p>58% of fifth graders scored 3.0 or above on FCAT Science 2009. This is a 4% increase from 2008. Three of the four clusters showed an increase and Earth and Space Science stayed the same.</p>	<p>By June of 2010, 62% of fifth grade students will score 3.0 or above on FCAT Science.</p>

	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Academic Showcase displaying Science and Literacy Projects of Students for Grades 3-5	Science Resource Teache, Rebeca Morgado & Team Leader on Science PLC, Rebeca Morgado	Number of Projects displayed and parent participation.	Number of projects displayed and parent participation.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
To Increase Parent Involvement	Partners in Education	Nina Randall, Partners in Education Coordinator	PTO Meeting September 2009	Increase in-kind funds raised by PTO	Principal, Lee Ann Jones
To Increase Parent Involvement	Parent Focus Groups Topic: TBA Based on Parent	Joshua Plantz Memorial Hospital	March 2010	More focus groups planned according to needs	Assistant Principal, Danielle Smith

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
NA		\$0.00
Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
NA		\$0.00
Total: \$0.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
NA		\$0.00
Total: \$0.00		
Other		
Description of Resources	Funding Source	Available Amount
NA		\$0.00
Total: \$0.00		
Final Total: \$0.00		

End of Parent Involvement Goal

Other Goals

No Other Goals were submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	After school reading camp	After Care Funds	\$4,500.00
Mathematics	After School Math Camp for Grades 3-5	After School Funds	\$4,500.00
Writing	After School Writing Camps	Aftercare Funds	\$1,500.00
Science	After School Science Camp	Aftercare Funds	\$1,500.00
Parental Involvement	NA		\$0.00
			Total: \$12,000.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Accelerated Reader	Technology Fund	\$1,500.00
Mathematics	NA		\$0.00
Writing	NA		\$0.00
Science	LCD projector for Science Resource Lab	Technology Fund	\$600.00
Parental Involvement	NA		\$0.00
			Total: \$2,100.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Reading workshops offered by the district	Staff Development	\$2,000.00
Mathematics	Math workshops offered by the district	Staff Development	\$2,000.00
Writing	NA		\$0.00
Science	Science workshops offered by the district	Staff Development	\$2,000.00
Parental Involvement	NA		\$0.00
			Total: \$6,000.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	NA		\$0.00
Mathematics	NA		\$0.00
Writing	NA		\$0.00
Science	NA		\$0.00
Parental Involvement	NA		\$0.00
			Total: \$0.00
			Final Total: \$20,100.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

Intervene
 Correct II
 Prevent II
 Correct I
 Prevent I
 NA

No Attached school's Differentiated Accountability Checklist of Compliance

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
To be decided at 09-10 SAC meetings	3500

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

SAC Dates:
 August 31,2009- Shared Goals in Reading, Math, Writing and Science, AYP Status and report from committees
 September 22,2009- Ballot for A Plus Recognition Funds, Review Bylaws, Begin SIP Implementation
 October 19, 2009- Review SIP Action Plan, SAC Composition Report
 November 16, 2009- Monitor SIP Action Steps and Staff Development
 January 25,2010-Review/Revise SIP Action plan based on results of BAT 2, Report results of assessment
 February 22,2010-FCAT Writing Assessment, Conduct FCAT Prep Activities
 March 15,2010-Begin developing next year's SIP
 April 19, 2010- Draft New SIP Objectives, Develop New Action Steps,
 May 17,2010-Present SIP to parents and community, hold SAC elections for next year and analyze FCAT data

SAC Members

Members

- 1) Lee A. Jones, Principal
- 2) Janet Mosher, Teacher
- 3) Twila Cessna, Teacher
- 4) Brenda Arambula, Teacher
- 5) Rebeca Morgado, Teacher
- 6) Joshua Plantz, Business Member
- 7) Bonnie O'Shields, Parent
- 8) Marione Guevara, Parent
- 9) Cynthia Boquin, Parent
- 10) Heather Story, Parent
- 11) Christine Reardon, Parent
- 12) Judy Paul, Community Member
- 13) Giovanni Moss, Community Member
- 14) Berith Velasquez, School Support Personnel
- 15) Frances Waters, Union Steward

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2													Broward FLAMINGO ELEMENTARY SCHOOL 2541													
Number of students enrolled in the grades tested: Click here to see Number of students in each group													Read: 408 Math: 408			2008-2009 School Grade ¹ : A			Did the School make Adequate Yearly Progress? NO							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).													This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	2008	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N
TOTAL ⁴	100	Y	100	Y	79	Y	82	Y			Y				NA	24	21	NA	21	18	NA	78	NA	74	NA	NA
WHITE	100	Y	100	Y	80	Y	83	Y			Y				NA	22	20	NA	20	17	NA	78	NA	77	NA	NA
BLACK		NA		NA		NA		NA			NA				NA			NA			NA					
HISPANIC	100	Y	100	Y	77	Y	79	Y			Y				NA	27	23	NA	22	21	NA	79	NA	66	NA	NA
ASIAN		NA		NA		NA		NA			NA				NA			NA			NA					
AMERICAN INDIAN		NA		NA		NA		NA			NA				NA			NA			NA					
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	70	Y	71	Y	92	Y					NA	34	30	NA	31	29	NA	72	NA	66	NA	NA
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y		NA		NA			NA				NA			NA			NA					
STUDENTS WITH DISABILITIES	100	Y	100	Y	55	N	60	N			NA				NA	48	45	N	41	40	N	65	Y	60	N	N

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2													Broward FLAMINGO ELEMENTARY SCHOOL 2541													
Number of students enrolled in the grades tested: Click here to see Number of students in each group													Read: 400 Math: 400			2007-2008 School Grade ¹ : A			Did the School make Adequate Yearly Progress? YES							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).													This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008
TOTAL ⁴	100	Y	100	Y	76	Y	79	Y	93	Y					NA	24	24	NA	24	21	NA	70	NA	72	NA	NA
WHITE	100	Y	100	Y	78	Y	80	Y	91	Y					NA	24	22	NA	23	20	NA	72	NA	72	NA	NA
BLACK		NA		NA		NA		NA			NA				NA			NA			NA					
HISPANIC	100	Y	100	Y	73	Y	78	Y			Y				NA	28	27	NA	26	22	NA	68	NA	72	NA	NA
ASIAN		NA		NA		NA		NA			NA				NA			NA			NA					
AMERICAN INDIAN		NA		NA		NA		NA			NA				NA			NA			NA					
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	66	Y	69	Y	89	Y					NA	38	34	NA	43	31	NA	62	NA	64	NA	NA
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y		NA		NA			NA				NA			NA			NA					
STUDENTS WITH DISABILITIES	100	Y	100	Y	52	N	59	N			NA				NA	59	48	Y	53	41	Y	65	NA	59	NA	NA

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2													Broward FLAMINGO ELEMENTARY SCHOOL 2541													
Number of students enrolled in the grades tested: Click here to see Number of students in each group													Read: 410 Math: 410			2006-2007 School Grade ¹ : A			Did the School make Adequate Yearly Progress? YES							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).													This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	Y/N	2007
TOTAL ⁴	99	Y	99	Y	76	Y	76	Y	91	93	Y				NA	32	26	NA	27	24	NA	73	NA	70	NA	NA
WHITE	99	Y	99	Y	76	Y	77	Y	93	91	Y				NA	31	26	NA	28	23	NA	74	NA	70	NA	NA
BLACK		NA		NA		NA		NA			NA				NA			NA			NA					
HISPANIC	99	Y	98	Y	72	Y	74	Y			NA				NA	31	31	NA	24	26	NA	69	NA	70	NA	NA
ASIAN		NA		NA		NA		NA			NA				NA			NA			NA					
AMERICAN INDIAN		NA		NA		NA		NA			NA				NA			NA			NA					
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	62	Y	57	Y	90	89	N				NA	42	43	NA	38	43	NA	62	NA	66	NA	NA
ENGLISH LANGUAGE LEARNERS	99	Y	100	Y		NA		NA			NA				NA			NA			NA					
STUDENTS WITH DISABILITIES	99	Y	100	Y	41	Y	47	N			NA				NA	60	71	N	58	53	N	47	N	57	Y	Y

SCHOOL GRADE DATA

Broward School District FLAMINGO ELEMENTARY SCHOOL 2008-2009					
	Reading	Math	Writing	Science	Grade Points Earned
% Meeting High Standards (FCAT Level 3 and Above)	85%	89%	95%	58%	327
% of Students Making Learning Gains	70%	64%			134
	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.				
	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 				

						1 or 2
Adequate Progress of Lowest 25% in the School?	58% (YES)	54% (YES)			112	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					573	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

Broward School District FLAMINGO ELEMENTARY SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	85%	85%	96%	54%	320	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	69%	68%			137	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	63% (YES)	66% (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					586	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

Broward School District FLAMINGO ELEMENTARY SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	86%	85%	93%	50%	314	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	72%	62%			134	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	63% (YES)	62% (YES)			125	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					573	
Percent Tested = 99%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested