

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN

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School Name: CENTRAL PARK ELEMENTARY SCHOOL

District Name: Broward

Principal: Muriel Knabb

SAC Chair: Mary Buscemi and Ilene Miller

Superintendent: James Notter

Date of School Board Approval: December 1, 2009

Last Modified on: 09-13-2009

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

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## VISION and MISSION STATEMENTS

### Mission:

The mission of Central Park Elementary School is to make a significant difference in the lives of young children by providing learning experiences and opportunities designed for the development of the total child.

### Vision:

We envision an engaging learning environment where students' individual needs are met through quality, targeted instruction, meaningful practice, and peer collaboration. High-level thinking results from response to essential questions, research, presentation of information, and reflection. Instruction, practice, and assignments are specific to learner needs.

## PART I: CURRENT SCHOOL STATUS

### SCHOOL PROFILE/DEMOGRAPHICS

#### Brief History and Background of the School

Central Park opened in 1989 at a portable site while the school was under construction. The school is located in a residential neighborhood in the City of Plantation. A new two-story addition opened in 2007. Ten portables were refurbished in 2008. The school is overcrowded with an enrollment of 1147 at the October 2008 FTE. The projected enrollment for 2009-2010 is 1112. Enrollment is decreasing in Broward County as families move out of the area and this trend is reflected in our student population and staff. This year, there was an increase in the number of students enrolling from private schools.

There have only been three principals since the school opened in 1989. It has always had an active PTA and a history of strong parent involvement. Central Park is one of only two schools that have won the Department of Education's Five Star Award since its inception, 14 years. The school has won the Golden School Award every year for our huge number of volunteer hours. In 2009 - 2010, the school will celebrate its 20th anniversary and recognize a proud tradition of educational excellence at Central Park.

Students have demonstrated high achievement levels on the Florida Comprehensive Achievement Test since first reported in 1998-99 in which the school earned a B grade. From 1999 to the present, Central Park has earned an A rating and made AYP each year.

The Council for Educational Change recognized the school in 1992 as a Florida High Performing School on the basis of sustained high achievement.

In the past school year, 166 students published poetry, at least one classroom First in Math Team was in the top ten teams for Broward County, the Fifth Grade Continental Math Team earned second place in the state, the Third Grade Continental Math Team earned third place in the state, the school's Spanish competition team came in first and second places, one student's essay earned first place in the City of Plantation's Fire Prevention Poster and Essay Contest, and three students were recognized in the city's Art Search. At Fifth Grade Awards Night, twenty-three students earned the Presidential Fitness Award and fifty students earned the Presidential National Fitness Award.

Students also participated in a variety of service projects. In the Great American Clean Up, Central Park was one of the top ten schools. Students raised funds for worthy causes: \$23,733 for Jump Rope for Heart, \$260 for Ronald McDonald House, 1,500 cereal bars for Haiti, \$1,100 animal rescue, and \$350 for soldiers in Iraq.

Two teachers earned National Board Certification, one teacher was named World Foreign Language Teacher for Broward

County, one teacher won a grant entitled "Picturing America", and 11 received Teacher Directed Improvement Fund Grants.

#### Unique School Strengths for Next Year

- Having received technology training this year through the Global Learning Initiative through Digital Education for Students (GLIDES), our instruction integrates technology into teaching and learning so that the world is brought into our classrooms and students are highly engaged. Teachers and students are adept with technology as an educational tool and we believe students will be better prepared for the future because of it.
- Electronic communication to teachers and parents continues to connect school to home in a convenient, efficient, and financially responsibly manner. The school web site, electronic newsletter, email system, and robot phone calls have improved communication.
- Parent volunteers will be more important than ever to enrich the educational program through art appreciation lessons, incentives for Math Superstars and Accelerated Reader, reading partners for beginning readers. Volunteers will be needed for clinic services, media center, cafeteria, office and other areas due to loss of staff from budget cuts.
- The school will operate its own after care program, which can serve more students that the previous private provider, bring in dollars for the school, and offer work for staff and community members. We can support the social, academic, and recreational needs of our students whose parents need this service.
- PTA fund raising, after care revenue, facility rental income, and business partner donations will supplement the school budget for the additional materials, supplies, and equipment needed to provide a quality education.

#### Unique School Weaknesses for Next Year

- Severe budget cuts have resulted in the loss of key support personnel, including 2.5 clerical, 2 veteran teachers whose DROP was not extended, and one paraprofessional. The loss of support staff will increase the workload and reduce services.
- Budget cuts also reduced the amount of supplements paid to staff for extra work such as, sponsoring student clubs and time beyond the school day.
- Purchasing restrictions prevent us from ordering supplemental materials for students. We may only order items that are mandatory/essential for instruction.
- Teacher laptops are going off warranty and may crash. We may not be able to replace them. Replacing any technology equipment may be impossible. For a school that values this instructional and learning tool, it will be a severe weakness.
- No instructional materials funds were allocated, which means traditional workbooks and additional supplemental materials will not be ordered.
- A Science Resource Teacher was placed back in the classroom for budgetary reasons.
- If the economy continues to worsen, further cuts may occur.

#### Student Demographics

2007:  
Female 47.8%  
Male 52.1%  
White 60.3%  
Black 14.7%  
Hispanic 17.1%  
Asian 2.88%  
Native American 0.25%  
Multiracial 4.58%  
Free Reduced Lunch 16.8%  
ELL 6.62%  
ESE 7.72%

2008:  
Female 46.5%  
Male 53.4%  
White 58%  
Black 13.6%  
Hispanic 18.6%  
Asian 4.31%  
Native American 0.25%  
Multiracial 5.09%  
Free Reduced Lunch 18.9%  
ELL 5.26%  
ESE 8.02%

2009:  
Female 47.5%  
Male 52.4%  
White 59%  
Black 12.5%  
Hispanic 17.5%  
Asian 5.15%  
Native American 8.74%  
Multiracial 5.50%  
Free Reduced Lunch 17.3%  
ELL 5.53%  
ESE 8.04%

#### Student Attendance Rates

2007 – 95.30 %  
 2008 – 95.50%  
 2009 – 95.40%

#### Student Mobility

2007 – 15.80%  
 2008 – 14.20%  
 2009 – 11.10%

#### Student Suspension Rates

2007 – 0.80%  
 2008 – 0.30%  
 2009 – 0.20%

#### Student Retention Rates

2007 – 2.92%  
 2008 – 1.37%  
 2009 - 1.34%

#### Class Size

2007:  
 PK-3 17.86  
 4-8 20.54  
  
 2008:  
 PK-3 17.74  
 4-8 20.95  
  
 2009:  
 PK-3 17.34  
 4-8 21.46

#### Academic Performance of Feeder Pattern

Central Park Elementary students feed into Plantation Middle School which is a "C" school and Seminole Middle School which is an "A" school. From middle school, the students feed into Plantation High School which is a "C" school. Plantation and Seminole Middle, and Plantation High did not achieve Adequate Yearly Progress.

#### Partnerships and Grants

- Central Park currently has 15 business partnerships, which provide student incentives, learning materials, proctors, fund raising events, and a variety of services that benefit the school.
- Business Partnerships: Antonio's Pizza-Rant, BankAtlantic, Billy's Wings and Seafood, Borders Books & Music, Burton Chiropractic, Dairy Queen, Dunkin Donut, Footprints, Huntington Learning Center, Juiceblendz, Optimum Bank, Papa John's Pizza, Publix Super Markets Inc., and Smoothie King.
- We participated in the Bright Star Credit Union Electronic Field Trip to Williamsburg and a teacher secured a Picturing America Grant.

### 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 *
		BA Art History,			

Principal	Muriel Knabb	Masters in Educational Leadership and Certification for Elementary Education, ESOL, and School Principal 9 Years	9	21	1999 School Grade "B" 2000-2008 School Grade "A" 2008-2009 Students Meeting Proficiency Writing 96%, Reading, Math, Science 87% Central Park Elementary has achieved Adequate Yearly Progress every school year.
Assis Principal	Cherise Coleman	AA in Liberal Arts, BA in Elementary Education, Masters in Educational Leadership Certification for Educational Leadership, Elementary Education, and ESOL 4 Years	4	6	1999 School Grade "B" 2000-2008 School Grade "A" 2008-2009 Students Meeting Proficiency Writing 96%, Reading, Math, Science 87% Central Park Elementary has achieved Adequate Yearly Progress every school year.

\* 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	Treva Culpepper	Reading Endorsement, Elementary Education, Media Specialist, ESOL	11	11	1999 School Grade "B" 2000-2008 School Grade "A" 2008-2009 Students Meeting Proficiency Writing 96%, Reading, Math, Science 87%

\* 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. Screen resumes to determine highly qualified status prior to interviews	Principal, Assistant Principal	Ongoing	
2. Observe student teachers who will be highly qualified upon graduation	Principal, Assistant Principal	Ongoing	
3. Involve all teachers in school based management decisions	Principal, Assistant Principal, Support Staff, Team Leaders	Ongoing	
4. Provide collegial opportunities for professional development, support, and leadership	School Leadership Team	Ongoing	

#### Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Fatima Welcome	Elementary Education	Grade 1	Was Highly Qualified in Pennsylvania and is currently working on transferring documentation from that state or she will take the elementary education subject area exam

#### 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
73	0	19	36	45	44	99	1	18	13

#### Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Roni Graham	Dawn Goldberg (Newly Assigned to 3rd Grade) and Rebecca Jarquin (Newly assigned to CPE)	National Board Certified Teachers and experienced educators will assist with instructional strategies and research-based interventions to increase student achievement. Mrs. Graham is the 3rd grade team leader.	Weekly Meetings Learning Communities Monitor Lesson Plans Classroom Walk-throughs
Mary Buscemi and Toni Kaiser	Leigh Roberts (Newly Assigned to 5th Grade)	National Board Certified Teachers and experienced educators will assist with instructional strategies and research-based interventions to increase student achievement. Mrs. Buscemi and Mrs. Kaiser are experts in mathematics.	Weekly Meetings Learning Communities Monitor Lesson Plans Classroom Walk-throughs
Patrice Phillipson	Alecia Davis (Newly Assigned to 2nd Grade) and Shana Marshall (Newly Assigned to CPE)	National Board Certified Teachers and experienced educators will assist with instructional strategies and research-based interventions to increase student achievement. Mrs. Phillipson is an expert in reading strategies.	Weekly Meetings Learning Communities Monitor Lesson Plans Classroom Walk-throughs
Marla Abrams	Ann Prisciandaro and Joel Vailloo (Newly Assigned to 4th Grade)	National Board Certified Teachers and experienced educators will assist with instructional strategies and research-based interventions to increase student achievement. Mrs. Abrams is the writing committee chairperson.	Weekly Meetings Learning Communities Monitor Lesson Plans Classroom Walk-throughs
Wanda Cuevas	Kristi North (Newly Assigned to CPE)	National Board Certified Teachers and experienced educators will assist with instructional strategies and research-based interventions to increase student achievement. Mrs. Cuevas was the team leader last year for the specials	Weekly Meetings Learning Communities Monitor Lesson Plans Classroom Walk-throughs

		team.	
Treva Culpepper	AC1-AC3, Louise Tayar, Guidance Counselor (Newly Assigned to CPE)	NESS Coach and Reading Resource Specialist	Disaggregate Data, School Policies and Procedures, Develop lesson Plans, Provide Support During Conferences, Support School's Induction Plan, Professional Development

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: For Title I schools only**

Title I, Part A

Not Applicable

Title I, Part C- Migrant

Not Applicable

Title I, Part D

Not Applicable

Title II

Not Applicable

Title III

Not Applicable

Title X- Homeless

Not Applicable

Supplemental Academic Instruction (SAI)

Before, During and After School Tutoring, Research Based Intervention Programs

Violence Prevention Programs

Anonymous Bullying, Internet Safety, GRADE, Classroom Guidance, Conflict Resolution/Social Skills Groups

Nutrition Programs

Jump Rope for Heart and Commit to Be Fit

Housing Programs

Not Applicable

Head Start

Not Applicable

Adult Education

Not Applicable

Career and Technical Education

Not Applicable

Job Training

Not Applicable

Other

Not Applicable

### Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

- The Principal: Facilitates the RtI Team, conducts weekly meetings, monitors the implementation of the math and science curriculum, approves necessary resources to achieve positive results, conducts data chats with teacher and students
- Assistant Principal: monitors behavior of students, coordinates the school-wide writing plan, conducts data chats with teachers and students
- ESE Specialist: monitors the IEP services to students, monitors academic progress of inclusion and resource room students, coordinates ESE services
- School Psychologist: tests students, consults with parents, reviews and suggests interventions
- School Social Worker: facilitates small groups for students dealing with emotional situations, such as changing families, retention, grief; she works with parents needing outside resources
- Reading Coach: provides expertise on the reading process & interventions; coaches classroom teachers; monitors the implementation of the school-wide reading program
- Guidance Counselor: facilitates classroom guidance, small group counseling, 504 Plans, and assists families with outside resources

This team utilizes the Comprehensive Problem Solving Process to assist teachers in meeting the needs of their students. The model provides a structured process for addressing identified needs of select students as they move through three tiers of interventions.

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

- The RtI/Support Team meets weekly to discuss the overall process of supporting students.
- Students may be identified based on teacher conversations, student data, behavior referrals, or parent concerns.
- Each member of the RtI Leadership Team may function as case manager to work with teachers through the process of Tier II interventions, documenting the progress, and moving forward to a RtI meeting.
- The focus of the Team is to develop a broad understanding of students in the school who are in need of support, what support/interventions are underway, and suggest additional resources.
- The ESE Specialist and School Psychologist address concerns through the perspective of ESE services.
- The Social Worker and Guidance Counselor work with parents and teachers for outside resources or counseling. The Counselor coordinates 504 plans.
- The Reading Coach analyzes academic concerns, recommends intervention programs, and monitors reading performance of lowest quartile. Administration reviews both academic and behavior issues.

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

- The RtI Team meets with the Leadership Team Chairpersons for Reading, Writing, Mathematics, and Science and School Advisory Council as part of the development of the School Improvement Plan.
- Each RtI Team member contributes to the implementation of the SIP with specific areas of academic responsibility. They analyze effectiveness of instructional methodology & materials to determine revisions that may be needed during the year or for the next year.
- Concerns are brought to the weekly meetings for discussion and problem solving.

#### RtI Implementation

Describe the data management system used to summarize tiered data.

The school identifies 7 key data points to measure throughout the year for each grade level for reading, math, writing, and science.

1. August – Previous End of Year Data Points:

Reading – DRA (Kindergarten, SAT (Grades 1-2), FCAT (Grades 3-5)  
Writing – May 2009 Writing Sample, 4th Grade FCAT Writing Assessment  
Math – Primary Math Test (Grades 1-2), FCAT (Grades 3-5)

2. September - Baseline Data Points:

Reading - Placement Inventories, FAIR, DRA, DAR, IRI, 2009 FCAT /SAT scores  
Writing - Baseline Writing Sample G. K-4 Expository or Narrative  
Mathematics- Placement Inventories, GMADE, 2009 FCAT scores

3. & 4. October - December Data Points:

Reading- Running Records, BAT2, Mini-Bats, Unit Tests  
Writing – Writing Samples G. K-4 – Expository or Narrative  
Mathematics – Mini-Bats, Chapter Tests, Unit Tests, QBAT 1  
Science – Mini-Bats, Chapter Tests, Unit Tests

5. January - February Data Points:

Reading - FAIR, DRA, DAR, Mini-Bats, Unit Tests, Leadership Resources  
Writing - Midyear Writing Sample G. K-4, FCAT Writing  
Mathematics - Mini-Bats, Chapter Tests, Unit Tests, QBAT 2

Science – Mini-Bats, Chapter Tests, Unit Tests

6. March - April Data Points:

Reading - FCAT, SAT, Leadership Resources, Mini-Bats, Unit Tests

Writing – Writing Samples G.K-3

Mathematics – FCAT, Chapter Tests, Unit Tests, QBAT 4

Science – Mini-Bats, Chapter Tests, Unit Tests

7. May - June Data Points:

Reading – Leadership Resources, Stanford Diagnostic, End of Book Tests

Writing – End of School Writing Samples

Mathematics – End of Book Tests, QBAT 4

Science – School Developed Assessment aligned with Test Specifications, Science Journals (Grades K-5)

Tier 1 and Tier 2 data will be collected by teachers through data points, checklists, and/or tally charts. This information will be maintained by teachers, entered into the school's data system by the data processor, and monitored by the RtI Team. Tier 3 data may be collected by classroom or ESE teachers using the same system.

Describe the plan to train staff on RtI.

- The School Psychologist, Social Worker, and Principal have presented overviews of the RtI process.
- At a staff meeting in September, the ESE Specialist will explore the process in more depth with timelines, charts, and visuals.
- In September, administration will conduct data chats with each teacher to identify students in need of interventions or enrichment. Appropriate interventions and data collection will also be discussed.
- Quarterly data chats will facilitate communication between the classroom and RtI team on progress.

## 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?

3rd Grade Strengths:

Reading

88% Proficiency Level 3 and Above

86% Mean Points Words/Phrases

75% Mean Points Reference/Research

75% Mean Points Comparisons

Mathematics

92% Proficiency Level 3 and Above

83% Mean Points Algebraic Thinking

86% Mean Points Data Analysis

75% Mean Points Number Sense

75% Mean Points Measurement

3rd Grade Weaknesses:

Reading

13 Level 1 Students

73% Mean Points Main Idea/Purpose

Mathematics

71% Mean Points Geometry

4th Grade Strengths:

Reading

91% Proficiency Level 3 and Above

86% Mean Points Words/Phrases

75% Mean Points Reference/Research

74% Mean Points Main Idea/Purpose

Mathematics

88% Proficiency Level 3 and Above

86% Mean Points Algebraic Thinking

86% Mean Points Data Analysis

82% Mean Points Number Sense

86% Mean Points Geometry

Writing  
98% Proficiency 3.5 and Above

4th Grade Weaknesses:  
Reading  
71% Mean Points Comparisons

Mathematics  
75% Mean Points Measurements  
Increase overall math learning gains for all subgroups

Writing  
None Demonstrated

5th Grade Strengths:  
Reading  
87% Proficiency Level 3 and Above  
80% Mean Points Comparisons  
76% Mean Points Main Idea/Purpose

Mathematics  
88% Proficiency Level 3 and Above  
73% Mean Points Algebraic Thinking  
75% Mean Points Data Analysis  
85% Mean Points Number Sense  
73% Mean Points Measurement

Science  
75% Mean Points Physical and Chemical Sciences  
69% Mean Points Life and Environmental Sciences  
69% Mean Points Scientific Thinking

5th Grade Weaknesses:  
Reading  
67% Mean Points Reference/Research  
67% Mean Points Words/Phrases

Mathematics  
69% Mean Points Geometry

Science  
65% Proficiency 3.5 and Above  
Increase Percent of Level 3's and Above  
62% Mean Points Earth and Space Sciences

#### Instructional Calendar Development

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

All grade level teachers and leadership committees met in May 2009 to review assessment data (DRA, SAT, FCAT, Mini Benchmark). The school will use the district instructional focus calendars for reading, writing, mathematics, and science. These plans will be run off for teachers to use as instructional focus guides for the year. Modifications will be made, as needed, to address strengths or weaknesses of students in each grade/classroom. Targeted benchmarks will be monitored in the Instructional Focus Calendar based on grade level data. Progress monitoring will occur through the established data points monthly and recorded for reading and mathematics. Student Science journals will detail student learning and implementation of the instructional focus calendar. Writing samples scored to a rubric will document progress with writing benchmarks. Professional Learning Communities will be established to support teachers who need assistance with lesson delivery pertaining to specific benchmarks. Instruction and practice will be differentiated to support the learning needs of all types of learners and each subgroup.

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

All benchmarks will be taught and the student progress monitored. The following targets are weaknesses that will be given priority.  
Reading – Gr. 3 Main Idea/Author's Purpose, Gr. 4 Comparisons, Gr. 5 Reference/Research, Words/Phrases  
Writing – Gr. 4 Elaboration and Word Choice  
Mathematics – Gr. 3 Geometry, Gr. 4 Measurement, Gr. 5 Geometry  
Science – Gr. 4 & 5 Earth and Space Science; G. K-5 The Nature of Science

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

Teachers in grades K-5 will group students based on DRA Assessments, Treasures/Trophies Placement Assessments, and FCAT/SAT Assessments. Implementation of differentiated instruction and research-based interventions will be utilized to meet the needs of individual learners. There will be differentiation of the core curriculum by using a variety of grouping formats to instruct students. Quarterly diagnostic assessments will be given to monitor students' progress, which will be discussed at student reviews. During classroom walk-throughs, observers look for evidence of instruction and practice that meets individual needs. Feedback to teachers and professional dialogue about teaching practice will reinforce positive instructional strategies. Student success is powerful motivation.

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

Not Applicable

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?

Not Applicable

#### DO

Direct the Instructional Focus

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

Grade levels meet weekly to review targeted skills, literacy centers, and lesson delivery that align to the school's instructional focus calendars. Grade levels meet monthly to modify instructional focus based on assessments throughout the school year and measure progress. Quarterly data chats are held with each grade level to determine individual student concerns, and identify resources, interventions, and enrichment for all students.

How are instructional focus lessons developed and delivered?

Instructional Focus Calendars are used to guide instruction and are modified for individual student needs. In the past, team leaders developed the IFC but this year, teachers will utilize district IFC calendars for Reading, Mathematics, and Science. The school has created its own writing IFC. Grade levels meet weekly to plan lesson delivery and targeted skills. Lessons are delivered in whole group and small group. Instruction and practice are differentiated through technology, manipulatives, cognitive complexity, scaffolding, and methodologies that challenge the needs of all subgroups, remedial, maintenance, and high performing students.

How will instructional focus lessons be revised and monitored?

Based on standardized assessments and informal assessments, calendars and student groupings will be adjusted. All data will be monitored using classroom walk-throughs and quarterly data chats. This will be ongoing throughout the school year. Differentiated instruction and practice will be used to meet the needs of all subgroups and high performing students.

#### 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.

- DRA (Developmental Reading Assessment)
- DAR (Diagnostic Assessment of Reading)
- IRI (Informal Reading Inventory)
- Mini Benchmarks (Reading, Mathematics, and Science)
- BAT2
- Chapter and Unit Tests (Reading, Mathematics, and Science)
- Demand Writing (Monthly for Grades K, 1, 2, 3, and Bi-weekly for Grade 4)
- GMADE

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

Mastery for all assessments will be 80% or higher. Results of the assessments will determine the need for adjusting instruction and realigning instructional focus calendars based on student needs. Students demonstrating mastery of targeted benchmarks will be grouped together for instruction and students needing additional instructional support will be grouped to

increase proficiency.

#### Maintenance

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

Mini assessments are given in accordance to instructional focus calendars. Grade levels complete mini-assessment tracking forms to chart progress for grade level and classroom performance. Independent assignments will be include practice and application of mastered benchmarks throughout the year.

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

Teams will meet after each mini benchmark and unit/chapter assessments to review data and adjust instruction. These meetings will take place every 4-5 weeks and grade levels will be required to complete data charts for review by administration. Administration and support staff will attend these meetings and facilitate discussion to improve instruction. Data folders and Science Notebooks will be available as evidence of student progress.

#### 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.

Administration, support staff, and leadership team will be instrumental in ensuring that instructional focus calendars and necessary changes are implemented on an ongoing basis. This will be completed through classroom walkthroughs, grade level meetings, schoolwide reviews, and data chats. Reading coach will provide modeling to support/strengthen curriculum implementation. The administration and Leadership Team will initiate professional conversation, FCIM practice, and collegial study throughout the year in order to model the school improvement process.

#### ACT

##### Supplemental and Intensive Instruction/Interventions

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

- Core Reading – Treasures and Trophies
- Supplemental – Soar to Success, Moving with Math, Wilson Reading and Wilson Foundations,
- Intensive – Triumphs (Treasures) and Moving Ahead (Trophies)
- Interventions – Phonics for Reading, Wilson Reading and Wilson Foundations, Super QAR, Comprehension Power, Quick Reads, Road to the Code, Recipe for Reading, Elements of Reading, Great Leaps, Multi-Level Speed Drills, Month by Month Phonics, Letters and Sounds, Early Reading Intervention, Read Well

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

In addition to regular instruction, double dose and push-in are provided to increase grade level mastery. Before and after school tutoring is provided for students who score in the bottom quartile.

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

- Standardized and Informal Assessment Data
- Professional Growth Plans
- Classroom Walk-throughs
- Staff Needs Assessment Survey by the Professional Development Team

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

Students identified in the lowest 30%, all levels 1's and 2's, and any students who have been retained.

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

Meetings with all staff providing services to students in the bottom quartile, will occur to discuss evidence and/or documentation of strategies and interventions that have been implemented. The meetings will focus on hindrances to implementation such as: behavior, attendance, student motivation, etc. Effective strategies will be continued and those proving unsuccessful will be replaced with alternative interventions.

## Enrichment

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

- Literature Circles to foster discussion and reflection
- Novel Studies to study authors in depth
- Thematic Units to integrate content areas
- Accelerated Reader to promote independent reading
- MATs (Mathematically Advanced and Talented Students)
- GLIDES (Global Learning Initiative through Digital Education for Students)
- Invention Convention
- Toastmasters
- Infuse Cognitive Complexity tasks within guided and independent practice

Describe how students are identified for enrichment strategies.

Students who are high performing, working above level, or who have mastered benchmarks need enrichment. Level 4 and 5 students need challenging instruction and practice for them to maintain high levels.

## 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)
Reading –The Daily 5	Deb Greene	Monthly	TBA	Methods/Process of reading independently and with partners and allowing teacher to focus on individual strengths and weaknesses
Techno Cafe	Laurie Masters	Monthly	Tuesdays	Utilizing Various Technology Programs and Equipment
Differentiated Instruction	Cherise Coleman Treva Culpepper Carol Risk	Monthly	Wednesdays	How to differentiate to meet individual needs-exploring methods, barriers, and success

## NCLB Public School Choice

**Note: For Title I schools only**

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

## Pre-School Transition

Kindergarten Orientation is an opportunity for incoming kindergarten students and their parents to visit and tour the school, to meet school staff, to complete registration paperwork, to gain a better understanding of school policies/procedures, and to learn more about the educational program. This prior knowledge helps them prepare for a smooth transition over the summer. Tours for prospective new families are scheduled monthly. The school web site can be accessed for additional information. A Meet Your Teacher Day occurs the Friday before school starts so that new students can visit their classroom, meet their teacher, and learn their schedules. This orientation creates a smooth transition on the first day of school.

## Postsecondary Transition

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

Not Applicable

## PART II: EXPECTED IMPROVEMENTS

### Reading Goal

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

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

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

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

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

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

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 3-5, 59.33% of all students scored Level 4 or above on the 2009 administration of the FCAT Reading Test.		In grades 3-5, 62% of students will score Level 4 or above on the FCAT Reading Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Teachers will increase the cognitive complexity of instruction by utilizing higher order questions with all groups.	Principal and Reading Coach	Review of lesson plans, observation during Classroom Walk-throughs	Classroom Walk Through data will indicate frequency of higher order questions
2	Literacy centers will be differentiated for appropriate challenge.	Principal, Asst. Principal, and Reading Coach	Observation during classroom walk-throughs and analysis of progress data	Progress monitoring data points including DRA, fluency probes, BAT2, & Mini-Bats
3	Teachers will use the district Instructional Focus Calendars modified to meet student needs.	Principal, Asst. Principal, Reading Coach, and Team Leaders	Instructional focus calendars in lesson plans will be reviewed during classroom visits	Effectiveness will be determined through data folders

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 3-5, 79% of students achieved learning gains on the 2009 administration of the FCAT Reading Test.		In grades 3-5, 82% of students will achieve learning gains on the 2010 FCAT Reading Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Teachers will use data folders to record student progress.	Principal, Reading Leadership Team	Progress monitoring data will determine effectiveness	Data charts
2	Students will respond to higher order questions with written responses.	Reading Coach	Observation during Classroom Walk-throughs	Student work samples
3	Students will use the compare & contrast strategy with story elements.	Reading Coach	Observation of student work	Student work samples

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
In grades 3-5, 62% of all students will score Level 4 or above on the 2010 administration of the FCAT Reading Test	Depth of Knowledge Levels Cognitive Complexity	Reading Coach, Principal	August - September 2009	Classroom Walkthroughs	Administrators & Reading Coach

In grades 3-5, 82% of students will achieve learning gains on the 2010 administration of the FCAT Reading Test.	Differentiating instruction to meet individual needs	Reading Coach	September-October 2009	Classroom Walkthrough and progress monitoring data	Reading Coach
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For Schools with Grades 6-12, Describe the Plan to Ensure the Responsibility of Teaching Reading for Every Teacher

Not Applicable

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Supplemental/ Intervention Materials and Research based programs to assist struggling readers	School Budget-12103	\$2,000.00
Treasures K-3 Comprehensive Core Program K-3	School Budget	\$0.00
Trophies 4-5 Comprehensive Core Program 4-5	School Budget	\$0.00
		Total: \$2,000.00
Technology		
Description of Resources	Funding Source	Available Amount
Compass Odyssey Computer Assisted Instruction	District Resources	\$0.00
FCAT Explorer - Reading Practice	State Resources	\$0.00
BEEP – Instructional Focus Calendar and lesson plans	District Resources	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
FAIR and DRA Assessments - Progress Monitoring Instruments	School Budget-12103	\$475.00
Differentiating Instruction - Challenging all learners through Depth of Knowledge indicators, questioning, targeted instruction & practice	Not Applicable - Reading Coach Training Staff	\$0.00
Critical Content Workshops	Budget - 12301	\$720.00
		Total: \$1,195.00
Other		
Description of Resources	Funding Source	Available Amount
Staff Flash Drives - Storage for wealth of instructional resources including District Reading Plan, Struggling Readers Chart, Question Stems	Accountability-12109	\$700.00
Substitutes for Teachers - FLKRS and FAIR assessments	Budget -12103	\$1,680.00
		Total: \$2,380.00
		Final Total: \$5,575.00

*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, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 3-5, 68% of students scored Level 4 on the 2009 administration of FCAT Mathematics Test.		In grades 3-5, 71% of students will score Level 4 or higher on the 2010 FCAT Mathematics Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Increase use of manipulatives to reinforce concepts	Principal & Asst. Principal	Quarterly data chats with teachers and Classroom Walk-through visits	Classroom Walk-through data
2	Increase participation in First in Math	Principal	Monitor monthly points accumulated for participating students	Web based reports are available for First in Math
3	Differentiate instruction and practice to target individual needs	Principal & Asst. Principal	Monthly data chats with teachers will reveal students' progress	Data chart

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 3-5, 73.5 percent of students achieved learning gains on the 2009 administration of FCAT Mathematics Test.		In grades 3-5, 77% of students will achieve learning gains on the 2010 FCAT Mathematics Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Identify and monitor progress of lowest quartile	Principal & Asst. Principal	Quarterly data chats with teachers	Mathematics data points
2	Identify and monitor progress of Level 4 & 5 students	Principal & Asst. Principal	Quarterly data chats with teachers	Mathematics data points
3	Increase use of Compass Odyssey for reinforcement	Principal & Asst. Principal, TLC	Run quarterly Compass reports	Compass reports

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
In grades 3-5, 71% of students will score Level 4 or higher on the 2010 FCAT Mathematics Test.	Next Generation Sunshine State Standards & Big Ideas	Principal & Asst. Principal Math Leadership Team Chairperson	September 2009	Discussion at grade level meetings, lesson plans, vertical team meetings	Principal Math Leadership Team
In grades 3-5, 77% of students will achieve learning gains on the 2010 FCAT Mathematics Test.	Next Generation Sunshine State Standards & Big Ideas	Principal & Asst. Principal Math Leadership Team Chairperson	September 2009	Discussion at grade level meetings, lesson plans, vertical team meetings	Principal Math Leadership Team
In grades 3-5, 71% of students will score Level 4 or higher on the 2010 FCAT Mathematics Test.	BEEP Resources for Teachers/Students	Mark Quintana	August 2009	Grade Level meetings, Classroom Walk-throughs	Principal & Asst. Principal
In grades 3-5, 77% of students will achieve learning gains on the 2010 FCAT Mathematics Test.	BEEP Resources for Teachers/Students	Mark Quintanna	August 2009	Grade Level meetings, Classroom Walk-throughs	Principal & Asst. Principal
In grades 3-5, 71% of students will score Level 4 or higher on the 2010 FCAT Mathematics Test.	Differentiating Math Instruction	Gr. 5 National Board Certified Teachers	September-October 2009	Classroom Walk through data, review lesson plans	Principal & Asst. Principal Math Leadership Team
In grades 3-5, 77% of students will achieve learning gains on the 2010 FCAT Mathematics Test.	Differentiating Math Instruction	Gr. 5 National Board Certified Teachers	September-October 2009	Classroom Walk through data, review lesson plans	Principal & Asst. Principal Math Leadership Team

Budget:

Evidence-based Program(s) /Material(s)		
Description of Resources	Funding Source	Available Amount
Harcourt Math - Research based textbook	School Budget	\$0.00
Touch Math - Intervention program	School Budget - General	\$300.00
Supplemental programs from Struggling Math Chart	School Budget -General	\$600.00
		Total: \$900.00
Technology		
Description of Resources	Funding Source	Available Amount
First in Math Web-based practice	Accountability 12109	\$4,000.00
		Total: \$4,000.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Big Ideas K-3 District Math Resources	Not Applicable	\$0.00
Integrating Math/Science District Curriculum Specialist	Not Applicable	\$0.00
Critical Content Workshops	Budget-12301	\$720.00
		Total: \$720.00
Other		
Description of Resources	Funding Source	Available Amount
Staff Flash Drives -Storage for wealth of instructional resources including Struggling Reading and Math Chart, School Improvement Plan	Accountability	\$0.00
		Total: \$0.00
Final Total: \$5,620.00		

End of Mathematics Goal

## Science Goal

Needs Assessment: Based on School Grade Data:

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

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grade 5, 68% of students were proficient on the 2009 administration of FCAT Science.		In grade 5, 71% of students will be proficient on the 2010 administration of FCAT Science.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students will keep science journals for science investigations and mastery of benchmarks	Principal & Asst. Principal, Science Leadership Team Chairperson	Review student journals to determine depth of understanding and mastery of benchmarks	Student journal and science Mini-BATS
2	Teachers will increase use of hands on science kits to 1-2x weekly	Science Leadership Team Chairperson, Team Leaders	Review of science lesson plans during classroom walk-throughs, grade level meetings to track progress	Teacher lesson plans & student journals
3	Teachers will implement the district Instructional Focus Calendar	Principal & Asst. Principal, Team Leaders	Classroom walk-throughs and student work will reveal the implementation	Teacher lesson plans & student journals

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
In grade 5, 71% of students will be proficient on the 2010 administration of FCAT Science.	Review the K-5 benchmark plan with staff and an analysis of data from 09 FCAT Science Test	Principal & Science Leadership Team Chairperson	August – September 2009	Review of lesson plans and student science journals during classroom walk-throughs	Principal, Asst. Principal, Team Leaders, Science Leadership Team

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Hands-on Science Kits Replacement of consumable materials	School Budget	\$500.00
Student Journals - Composition books for student work	School Budget	\$450.00
Science Weekly - A science newspaper used for reading in this content area for Grade 5 students	School Budget/Internal Funds	\$1,200.00
		Total: \$2,150.00
Technology		
Description of Resources	Funding Source	Available Amount
BEEP - District web based lesson plans, Instructional Focus Calendar, United Streaming, etc.	Accountability	\$0.00
Staff Flash Drives - Storage for wealth of instructional resources including the Science Benchmark Plan, FCAT Rubrics, SIP	Accountability	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Using Science Journals - Teacher Handbook	Accountability - 12109	\$168.00
Developing Science Literacy Centers - Grade level collaboration to develop integrated science centers	Reading Coach and Science Leadership Team Chairperson to facilitate	\$0.00
Critical Content Workshops	School Budget - 12301	\$300.00
		Total: \$468.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$2,618.00

End of Science Goal

## Writing Goal

Needs Assessment: Based on School Grade Data:

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

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grade 4, 91% of students scored 4.0 or higher on the 2009 FCAT Writing Test.		In 2010, 94% of grade 4 students will score 4.0 or higher.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Teachers will use school-wide writing plan utilizing Mary Lewis and Lucy Caulkins Strategies.	Assistant Principal	Review of lesson plans and observations during Classroom Walk-throughs.	Classroom Walk-through data will indicate effectiveness of strategies.
2	Literacy centers will be differentiated and aligned with school-wide writing plan for appropriate challenge.	Principal, Asst. Principal, Team Leaders	Observation of student work during Classroom Walk-through.	Student work samples.
3	Conferencing with students on their demand writing.	Principal, Asst. Principal, Reading Coach, ESE Specialist, Team Leaders	Evaluation of demand writing by classroom teacher, administration, and support staff.	Demand Writing Rubric.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
In 2010, 94% of grade 4 students will score 4.0 or higher.	Teaching the use of word choice and voice in narrative and expository writing.	Asst. Principal and Writing Committee	August 2009 - February 2010	Vertical Team Meetings, Classroom Walk-throughs, and Monitor student writing samples and journals.	Asst. Principal, Team Leaders, and Support Staff

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Lucy Caulkins on BEEP	District Resources	\$0.00
Writing Instructional Focus Plan on BEEP K-5	District Resources	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
Promethean Boards and ELMO's	PTA	\$8,000.00
		Total: \$8,000.00
Professional Development		
Description of Resources	Funding Source	Available Amount
FLDOE CD of student essays from 2009	District Resource	\$0.00
K-5 School-wide Writing Plan	School Based Resource	\$0.00
Substitute teachers to provide temporary coverage for Professional Development	School Budget	\$2,000.00
		Total: \$2,000.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$10,000.00

End of Science Goal

## Parent Involvement Goal

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

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

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

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

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

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Attendance logs for Meet Your Teacher Day in 2008-2009 indicate 72% parent participation.		Increase parent participation at Meet Your Teacher Day to 80% of students' parents.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Publicize event in using multiple methods	Principal and DPC	Collection of attendance sheets in each classroom	Attendance Sheets
2	PTA publicize information on their parent email user group	PTA President	Survey parents to determine effectiveness of user group and information shared	Parent Surveys
3	Constant Contact eNewsletter	Assistant Principal	Survey parents to determine effectiveness of user group and information	Parent Surveys

			shared	
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Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Attendance logs for Open House in 2008-2009 indicate 69% parent participation.		Increase parent participation at Open House to 78% of students' parents.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Publicize event in using multiple methods	Publicize event in using multiple methods	Collection of attendance sheets in each classroom	Attendance Sheets
2	PTA publicize information on their parent email user group	PTA President	Survey parents to determine effectiveness of user group and information shared	Parent Surveys
3	Constant Contact eNewsletter	Assistant Principal	Survey parents to determine effectiveness of user group and information shared	Parent Surveys

Professional Development Aligned with Objective:

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

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Other		
Description of Resources	Funding Source	Available Amount
Constant Contact eNewsletter Subscription	Internal Funds – Public Relations	\$300.00
Total: \$300.00		
Final Total: \$300.00		

*End of Parent Involvement Goal*

## Other Goals

No Other Goals were submitted for this school

# FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Supplemental/ Intervention Materials and Research based programs to assist struggling readers	School Budget-12103	\$2,000.00
Reading	Treasures K-3 Comprehensive Core Program K-3	School Budget	\$0.00
Reading	Trophies 4-5 Comprehensive Core Program 4-5	School Budget	\$0.00
Mathematics	Harcourt Math - Research based textbook	School Budget	\$0.00
Mathematics	Touch Math - Intervention program	School Budget - General	\$300.00
Mathematics	Supplemental programs from Struggling Math Chart	School Budget -General	\$600.00
Writing	Lucy Caulkins on BEEP	District Resources	\$0.00
Writing	Writing Instructional Focus Plan on BEEP K-5	District Resources	\$0.00
Science	Hands-on Science Kits Replacement of consumable materials	School Budget	\$500.00
Science	Student Journals - Composition books for student work	School Budget	\$450.00
Science	Science Weekly - A science newspaper used for reading in this content area for Grade 5 students	School Budget/Internal Funds	\$1,200.00
			Total: \$5,050.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Compass Odyssey Computer Assisted Instruction	District Resources	\$0.00
Reading	FCAT Explorer - Reading Practice	State Resources	\$0.00
Reading	BEEP – Instructional Focus Calendar and lesson plans	District Resources	\$0.00
Mathematics	First in Math Web-based practice	Accountability 12109	\$4,000.00
Writing	Promethean Boards and ELMO's	PTA	\$8,000.00
Science	BEEP - District web based lesson plans, Instructional Focus Calendar, United Streaming, etc.	Accountability	\$0.00
Science	Staff Flash Drives - Storage for wealth of instructional resources including the Science Benchmark Plan, FCAT Rubrics, SIP	Accountability	\$0.00
			Total: \$12,000.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	FAIR and DRA Assessments - Progress Monitoring Instruments	School Budget-12103	\$475.00
Reading	Differentiating Instruction - Challenging all learners through Depth of Knowledge indicators, questioning, targeted instruction & practice	Not Applicable - Reading Coach Training Staff	\$0.00
Reading	Critical Content Workshops	Budget - 12301	\$720.00
Mathematics	Big Ideas K-3 District Math Resources	Not Applicable	\$0.00
Mathematics	Integrating Math/Science District Curriculum Specialist	Not Applicable	\$0.00
Mathematics	Critical Content Workshops	Budget-12301	\$720.00
Writing	FLDOE CD of student essays from 2009	District Resource	\$0.00
Writing	K-5 School-wide Writing Plan	School Based Resource	\$0.00
Writing	Substitute teachers to provide temporary coverage for Professional Development	School Budget	\$2,000.00
Science	Using Science Journals - Teacher Handbook	Accountability - 12109	\$168.00
Science	Developing Science Literacy Centers - Grade level collaboration to develop integrated science centers	Reading Coach and Science Leadership Team Chairperson to facilitate	\$0.00
Science	Critical Content Workshops	School Budget - 12301	\$300.00
			Total: \$4,383.00

Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Staff Flash Drives - Storage for wealth of instructional resources including District Reading Plan, Struggling Readers Chart, Question Stems	Accountability-12109	\$700.00
Reading	Substitutes for Teachers - FLKRS and FAIR assessments	Budget -12103	\$1,680.00
Mathematics	Staff Flash Drives -Storage for wealth of instructional resources including Struggling Reading and Math Chart, School Improvement Plan	Accountability	\$0.00
Parental Involvement	Constant Contact eNewsletter Subscription	Internal Funds – Public Relations	\$300.00
			Total: \$2,680.00
			Final Total: \$24,113.00

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

<input type="checkbox"/> Intervene	<input type="checkbox"/> Correct II	<input type="checkbox"/> Prevent II	<input type="checkbox"/> Correct I	<input type="checkbox"/> Prevent I	<input type="checkbox"/> NA
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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
Reading - substitutes, intervention programs, supplementary materials	700
Writing - substitutes for training	0
Mathematics - First in Math Subscriptions, intervention materials, substitutes for training	4000
Science - student journal notebooks, Science Weekly	168

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

SAC will have a minimum of 8 meetings during the year. At these meetings, they will review the School Improvement Plan and discuss implementation of the SIP. Reading, Writing, Mathematics, and Science Leadership Team Chairs will report on the activities and work of their respective Leadership Teams.

### SAC Members

#### Members

- 1) Muriel Knabb, Principal
- 2) Mary Buscemi, SAC Chair
- 3) Ilene Miller, SAC Chair
- 4) Marci Kirsch, Teacher
- 5) Marla Abrams, Teacher

- 6) Toni Kaiser, Teacher
- 7) Leigh Roberts, Teacher
- 8) Treva Culpepper, Teacher
- 9) Ruth Pasquale, Business Member
- 10) Denise Horland, Parent
- 11) Lana Henning, Parent
- 12) Alex Rollins, Parent
- 13) Dunya Price, Parent
- 14) Kristina Braziel, Parent
- 15) Barbara Mogerman, Parent
- 16) Tami Goodz, Parent
- 17) Debra Princz, Parent
- 18) Monica Marquis, Parent
- 19) Joe Valle, Parent
- 20) Tom Moster, Community Member
- 21) Lili Durham, School Support Personnel
- 22) Pat Devore-Boss, Union Steward

# AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Broward CENTRAL PARK ELEMENTARY SCHOOL 2641												
Number of students enrolled in the grades tested: <b>Click here to see Number of students in each group</b>														Read: 564 Math: 564		2008-2009 School Grade <sup>1</sup> : 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 <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.						
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	2008	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N
TOTAL <sup>4</sup>	100	Y	100	Y	88	Y	91	Y			Y			NA	11	12	NA	12	9	NA	86	NA	83	NA	NA	
WHITE	100	Y	100	Y	90	Y	94	Y			Y			NA	8	10	NA	8	6	NA	88	NA	85	NA	NA	
BLACK	100	Y	100	Y		NA		NA			Y			NA			NA			NA						
HISPANIC	100	Y	100	Y	86	Y	93	Y			Y			NA	19	14	NA	16	7	NA	81	NA	84	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	76	Y	83	Y			Y			NA	18	24	NA	23	17	NA	73	NA	73	NA	NA	
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA			NA			NA			NA						
STUDENTS WITH DISABILITIES	100	Y	100	Y		NA		NA			NA			NA			NA			NA						

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Broward CENTRAL PARK ELEMENTARY SCHOOL 2641												
Number of students enrolled in the grades tested: <b>Click here to see Number of students in each group</b>														Read: 551 Math: 551		2007-2008 School Grade <sup>1</sup> : 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 <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.						
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008
TOTAL <sup>4</sup>	100	Y	100	Y	89	Y	88	Y			Y			NA	14	11	NA	10	12	NA	81	NA	79	NA	NA	
WHITE	100	Y	100	Y	92	Y	92	Y			Y			NA	9	8	NA	6	8	NA	83	NA	81	NA	NA	
BLACK	100	Y	100	Y	85	Y	82	Y			Y			NA	26	15	NA	15	18	NA	74	NA	73	NA	NA	
HISPANIC	99	Y	100	Y	81	Y	84	Y	91		Y			NA	18	19	NA	14	16	NA	80	NA	80	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	82	Y	77	Y			Y			NA	26	18	NA	16	23	NA	79	NA	70	NA	NA	
ENGLISH LANGUAGE LEARNERS	98	Y	99	Y		NA		NA			NA			NA			NA			NA						
STUDENTS WITH DISABILITIES	100	Y	100	Y		NA		NA			NA			NA			NA			NA						

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Broward CENTRAL PARK ELEMENTARY SCHOOL 2641												
Number of students enrolled in the grades tested: <b>Click here to see Number of students in each group</b>														Read: 565 Math: 565		2006-2007 School Grade <sup>1</sup> : 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 <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.						
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007
TOTAL <sup>4</sup>	100	Y	100	Y	86	Y	90	Y			Y			NA	15	15	NA	12	10	NA	81	NA	82	NA	NA	
WHITE	100	Y	100	Y	91	Y	94	Y			Y			NA	11	9	NA	8	6	NA	85	NA	84	NA	NA	
BLACK	100	Y	100	Y	74	Y	85	Y			Y			NA		26	NA	21	15	NA	73	NA	79	NA	NA	
HISPANIC	99	Y	100	Y	82	Y	86	Y	91		Y			NA	23	20	NA	18	14	NA	78	NA	80	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	74	Y	84	Y			NA			NA	39	27	NA	32	16	NA	72	NA	78	NA	NA	
ENGLISH LANGUAGE LEARNERS	99	Y	100	Y		NA		NA			NA			NA			NA			NA						
STUDENTS WITH DISABILITIES	100	Y	100	Y		NA		NA			NA			NA			NA			NA						

## SCHOOL GRADE DATA

Broward School District CENTRAL PARK ELEMENTARY SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	92%	94%	98%	68%	352	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	79%	74%			153	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level</li> </ul>

						1 or 2
Adequate Progress of Lowest 25% in the School?	79% (YES)	75% (YES)			154	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					659	
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 CENTRAL PARK ELEMENTARY SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	92%	91%	94%	73%	350	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	73%	68%			141	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	64% (YES)	70% (YES)			134	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					625	
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 CENTRAL PARK ELEMENTARY SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	90%	94%	95%	78%	357	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	77%	72%			149	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	65% (YES)	76% (YES)			141	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					647	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested