

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: MAPLEWOOD ELEMENTARY SCHOOL

District Name: Broward

Principal: Sherry Bees

SAC Chair: Clarice Murray and Carlos Duran

Superintendent: Mr. Notter

Date of School Board Approval: TBA

Last Modified on: 09-18-2009

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

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

VISION and MISSION STATEMENTS

The Vision Statement of Maplewood Elementary School is "A healthy mind + A healthy body = A child prepared for the future! Perceive it, Believe it . . . Achieve it!"

The Mission of Maplewood Elementary School is to provide optimal learning experiences for all students in a respectful and safe environment.

Maplewood's mission supports the District's mission statement: "The School Board of Broward County, Florida is dedicated to meeting the educational needs of all students in a safe learning environment."

Maplewood's Belief Statements:

- Our school climate fosters individual creativity, critical thinking and enthusiastic learning.
- Students receive differentiated strategies and instruction in the core curriculum utilizing teacher led instruction, as well as, hands-on learning centers.
- Teachers utilize innovative techniques and technology to enhance the core curriculum.
- Opportunities are provided to students to explore their individual and unique interests and abilities.
- Character traits are modeled and encouraged through interactive opportunities to develop personal and global responsibilities in our diverse community.
- Community, parents, administration, staff and teachers share the responsibility of educating our youth.
- Our Maplewood community promotes healthy habits of mind and body working together to produce our future leaders.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

Maplewood Elementary School is located in Coral Springs, Florida. It was first established in 1979 and home of the Owls. The campus consists of the main building, 5th grade building, 8 modular classrooms and 8 portables. The campus has a one point entry for safety and security.

We provide outstanding educational opportunities to all students. Grades 3 - 5 have a gifted/high achiever's class as well as a reading recovery class for those students who are struggling readers. In addition, there are 2 PLACE classes, 1 fee-based integrated PLACE and an InD Cluster. A brief overview of our school data shows:

*Students feed into Ramblewood Middle and then to Taravella High School upon completion of middle school.

*The school has been open since 1979 and has seen growth and diversity in the student population.

*The average class size is within the state mandate.

*Maplewood Elementary has a PLACE program, Integrated PLACE program and an InD Cluster.

During the 2008 - 2009 school year, the AYP Subgroup Report showed:

80% of all subgroups scored at or above grade level in Reading.

79% of all subgroups scored at or above grade level in Math.

Black:

69% scored at or above grade level in Reading.

70% scored at or above grade level in Math.

Economically Disadvantaged:

72% scored at or above grade level in Reading.

68% scored at or above grade level in Math.

***This data reflects only the subgroups that were used on the AYP calculation. In addition to our school's mission, a priority at Maplewood Elementary is to ensure that all students learn in a safe and secure learning environment. Factors which allow this to occur include:

*Proactive School Discipline Plan which models the Broward County Discipline Matrix

*Mandatory School Uniform Policy

*Student Reward and Incentive-based cafeteria behavior system

*Leadership Team enforcing the School Safety Plan

*Star Reader Program

*Student of the Month Program (Character Education)

*Caught Being Good Program

Based on the 2008 - 2009 FCAT results, Maplewood Elementary received a rating of an "A." AYP criteria was not met due to SWD Subgroup scores for reading (55) and math (57).

Unique School Strengths for Next Year

Strong Leadership Team shown by an increase in academic achievement.

Strong volunteer program as evidenced by earning the Golden School Award.

The 5th grade team has departmentalized for the 2009 - 2010 school year. Teachers on the 5th grade team will teach their strongest subject area as determined by their student FCAT results.

Unique School Weaknesses for Next Year

Having support staff and classroom teacher reductions due to budget reductions. The 2009 - 2010 school year will see a reduction of three support staff (reading support, guidance, curriculum) that will return to the classroom. With the reduction of dual certified classroom teachers, it will be a challenge to maintain student growth and meeting the needs of the IEP.

Student Demographics

School Year 2007 2008 2009

Female Percentage 50.2 51.6 50.7

Male Percentage 49.7 48.3 49.2

White Percentage 46.2 44.1 43.5

Black Percentage 18.8 21.5 20.6

Hispanic Percentage 27.1 26.6 27.9

Asian Percentage 3.75 3.32 3.69

Native Percentage 0.35 0.22 0.36

Multi Percentage 3.63 4.12 3.81

Free Reduced Percent 34.3 36.4 41.6

ELL Percentage 5.28 5.95 4.42

ESE Percentage 16.6 16.2 17.4

Student Attendance Rates

School Year 2007 2008 2009

Attendance Rates 95.00 94.30 94.00

Student Mobility

School Year 2007 2008 2009

Mobility Rate 20.50 15.30 16.70

Student Suspension Rates

School Year 2007 2008 2009

In-School Suspension 0.20 0.10 0.40

Out-of-School Suspension 0.10 0.10 0.50

Student Retention Rates

School Year 2007 2008 2009

Promotion Rates 97.41 97.47 99.13

Retention Rates 2.59 2.53 0.87

Class Size

School Year 2007 2008 2009

PK - 3 Average 17.34 16.65 15.04

4 - 5 Average 19.20 18.35 18.60

Academic Performance of Feeder Pattern

Maplewood Elementary feeds into Ramblewood Middle School, which is currently an "A" school not meeting AYP (due to the students with disabilities subgroup). From there, students will attend Taravella High School, which is currently a "B" school not meeting AYP.

Partnerships and Grants

Building relationships with community members and businesses is vital to the success of Maplewood Elementary School. Currently, Maplewood Elementary School has built and maintained partnerships with the following businesses:

- *Papa John's
- *McDonald's
- *Kilwins
- *Huntington Learning Center

For the 2009 - 2010 school year, Maplewood will be participating in the Taravella Innovation Zone Partner's-In-Education. The schools within the zone will work together to acquire and maintain joint partnerships. These partnerships will work with all schools within the Taravella Zone.

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	Sherry Bees	Degrees: Master's Degree, Nova University and Bachelor's Degree, Nova University Certification: Educational Leadership (all levels), Elementary	9	10	2008-2009: School Grade: A AYP Status: No 2007-2008: School Grade: A AYP Status: Yes 2006-2007: School Grade: B AYP Status: Yes

		Education (grades 1-6), Primary Education (K-3), ESOL Endorsement			2005-2006: School Grade: A AYP Status: Yes
Assis Principal	Michele Phillips	Degrees: M. Ed. from Florida Atlantic University B.A. from University of South Florida Certifications: School Principal (all levels) Educational Leadership (all levels) Mentally Handicapped (grades K-12) ESOL Endorsement	1	8	2008-2009: School Grade: A AYP Status: No 2007-2008: School Grade: N/A AYP Status: No 2006-2007: School Grade: N/A AYP Status: N/A 2005-2006: School Grade: N/A AYP Status: No 2004-2005: School Grade: N/A AYP Status: Yes 2003-2004: School Grade: N/A AYP Status: No

* 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 Coach	Judy Slade	Degrees: Bachelor of Science in Education Certifications: Elementary Education (grades 1-6) ESOL Endorsement Reading (Grades K - 12)	25	4	2008 - 2009: School Grade: A AYP Status: No 2007 - 2008: School Grade: A AYP Status: Yes 2006 - 2007: School Grade: B AYP Status: Yes 2005 - 2006: School Grade: A AYP Status: Yes

* 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)
Participate in Experience Broward Job Fair	Administration	June, 2010	
Participate in Grade Level Meetings	Team Leaders	June, 2010	
Newly Hired participates in the New Educator Support System (NESS) mentoring program	Lori Moore	June, 2010	
Staff Development Activities	Leadership Team	June, 2010	
Classroom Walkthrough	Administration	June, 2010	
Formal and Informal Observations with feedback provided	Administration	June, 2010	
Monthly Leadership Team Meetings	Administration	June, 2010	

Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Angela Murphy-Miller	N/A	Teacher's Aide	Strongly encourage to submit transcripts. When transcripts are submitted, she will be Highly

Qualified.

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
56	0.02	21	30	48	48	100	0	11	42

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Lori Moore	Lois Yassell	Ms. Yassell is a new teacher to Maplewood Elementary.	NESS, weekly meetings with Mentor

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

Funds will be used for 1 paraprofessional and classroom materials/supplies.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

SAI funds are used to provide supplemental materials for students who are within the lowest percentage quartile.

Violence Prevention Programs

Maplewood is committed to the Anti-Bullying policy as set forth by the Broward County School Board (5.9). An anti-bullying team has been developed at our school that responds to all potential situations that involve student violence. In addition, our school is committed to ensure that students feel safe in reporting any incidents.

The school also offers a non-violence, gang resistance and anti-drug program (DARE) to students provided by our School Resource Officer.

Nutrition Programs

Commit 2B Fit: An initiative to prevent childhood obesity, Type 2 diabetes and to help children become physically active and to make healthier food choices. This challenge is implemented through the physical education program. Through training in the physical education class, and encouragement by the classroom teacher, the student is encouraged to set goals to be physically active and to make healthy nutrition choices.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

The Principal and Assistant Principal: provide a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation and communicates with parents regarding school-based RtI plans and activities.

Reading Coach: Develops, leads and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum assessment and intervention approaches. Assists in the design and implementation for progress monitoring, data collection and data analysis; and provides support for assessment and implementation monitoring.

ESE Specialist: Assists general education teachers with their ESE students, the InD cluster teachers and PLACE teachers.

ESE Support: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction and collaborates with general education teachers through such activities as co-teaching.

Social Worker: Provides services to support the student and his/her family. This support maintains the link between family and home.

Psychologist: Participates in the collection and interpretation of data; provides support to the RtI Leadership Team.

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

When teachers encounter behavioral or academic difficulty with a student within their classroom, the teacher will meet with their team at their weekly team meeting, to receive recommendations for intervention strategies. The strategies are documented for implementation and effectiveness. The results of success is discussed at the team meeting. Tier 1 interventions are attempted for 4 weeks. If Tier 1 interventions are unsuccessful, then the student is moved to Tier 2. When all of the interventions have been exhausted, the RtI Team will determine if the student should be evaluated by the Psychologist.

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

The RtI Leadership Team met with the School Advisory Council (SAC) and Principal to help develop the SIP.

RtI Implementation

Describe the data management system used to summarize tiered data.

Baseline Data: Progress Monitoring and Reporting Network (PMRN), Broward Assessment Test (BAT) and Florida Comprehensive Assessment Test (FCAT)

Progress Monitoring: PMRN, Mini Assessments and FCAT Simulation

Mid-year: Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment for Reading (DAR) and Early Reading Diagnostic Assessment (ERDA)

End-of-year: FAIR and FCAT

Frequency of Data Days: 2 times per month for data analysis

Describe the plan to train staff on RtI.

Professional development will be provided during teachers' common planning time and small sessions will occur throughout the year.

The RtI team will also evaluate additional staff professional development during the weekly RtI Leadership Team 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?

81% of our 3rd grade students passed the FCAT Reading. This reflects 0% change as compared to the 2007 - 2008 school FCAT data.

86% of our 3rd grade students passed the FCAT Math. This reflects a decrease of 6% as compared to the 2007 - 2008 school FCAT data.

86% of our 4th grade students passed the FCAT Reading. This reflects an increase of 15% as compared to the 2007 - 2008 school FCAT data.

87% of our 4th grade students passed the FCAT Math. This reflects an increase of 10% as compared to the 2007 - 2008 school FCAT data.

73% of our 5th grade students passed the FCAT Reading. This reflects an increase of 2% as compared to the 2007 - 2008 school FCAT data.

66% of our 5th grade students passed the FCAT Math. This reflects an increase of 3% as compared to the 2007 - 2008 school FCAT data.

Key strengths that emerged from the school data:

*4th grade students' reading and math scores indicated the most progress made when compared with grades 3 and 5.

Key weakness that emerged from the school data:

*3rd grade students' reading scores did not indicate any progress made.

Instructional Calendar Development

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

The Instructional Focus Calendar that is being used at Maplewood Elementary was initially developed by the Core Curriculum Department. The Grade Level teams met to discuss timeline for Benchmarks. The length of time to address each Benchmark was determined by the amount of time designated on the Instructional Focus Calendars. Teachers provide instruction on each Benchmark to allow for students to gain the knowledge in the skill within the Benchmark that is assessed during FCAT testing.

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

Reading: The least proficient strand for 3rd Grade is Reference/Research.

The least proficient strand for 4th Grade is Main Idea/Purpose.

The least proficient strand for 5th Grade is Reference/Research.

Writing: The least proficient form of writing is Expository Writing.

Math: The least proficient strand for 3rd Grade is Geometry.

The least proficient strand for 4th Grade is Geometry and Algebraic Thinking

The least proficient strand for 5th Grade is Geometry.

Science: The least proficient strand is Earth and Space Science.

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

The learning gains of teachers were analyzed to determine which teacher should teach certain students. Once FCAT scores were released the administration determined student learning gains by teacher and adjusted the master schedule to prevent low-performing teachers from teaching the same class again. An analysis of learning gains allowed the strongest teachers to be paired with the lower performing students. Departmentalization is taking place in our 5th grade. Teachers are teaching a specific subject based on the performance level of their students.

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

Students engage in learning experiences that use real-life experiences. This provides the students with a meaningful opportunity to develop a relationship between the subject being taught and a connection to real-life.

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

N/A

DO

Direct the Instructional Focus

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

Grade level teachers meet weekly throughout the school year. These team meetings are utilized for individual teachers to review the instructional focus calendar and collaborate to create lesson plans on instructional content. In addition, monthly Leadership Team meetings are held to review data and discuss instructional needs.

How are instructional focus lessons developed and delivered?

The instructional focus lessons were developed in accordance to the Instructional Focus Calendar and the Sunshine State Standards. Lessons were determined by collaborating with the grade level team.

How will instructional focus lessons be revised and monitored?

Instructional focus lessons will be revised and monitored as determined by the progress monitoring data collected throughout the school year. Teachers will assess students and monitor their achievement. Administrators will analyze and disaggregate data to determine adequate student progress.

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.

The ongoing formative assessments used throughout the school year are:

- *DIBELS--3 times per year
- *BAT's--2 times per year
- *Rigby's--monthly
- *DAR--1 time per year
- *FCAT--1 time per year
- *SAT--1 time per year

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

Students reaching mastery will be indicated with an 80% mastery on assessment performance. Teachers will differentiate instruction based on item-analysis data to determine the concept that is not mastered.

Maintenance

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

The assessments and benchmark mastery are tied into the Instructional Focus Calendar so that the teacher assesses the student following the teaching of the benchmark.

Teachers differentiate their instruction by providing students who are performing at mastery, opportunities enrichment activities.

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.

*Grade Level Teams meet weekly every Wednesday which are facilitated by the Team Leader.

*Minutes are documented on the school-wide database and reviewed by administration

Monitoring

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

Assessment data will be entered onto the school-wide data base. The Administrators and Leadership Team will meet to analyze student data to determine the effectiveness of the instruction. Individual data chats will be conducted to discuss student achievement and instructional focus. The administrators and Leadership Team will conduct Classroom Walk-Throughs to monitor what is happening in the classrooms.

ACT

Supplemental and Intensive Instruction/Interventions

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

Data is collected based on BAT's, or Mini-BAT's or teacher made tests that utilize the standards/benchmarks. Small group instruction is provided until student masters the skills that are indicated as a weakness. The interventions that are being implemented include: 5-week Saturday school, Reading Recovery Program and rotations based on skills and/or benchmarks.

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

Teachers will utilize High - Yield Strategies, Saturday Camp (which focuses on math and reading strategies). Materials are pulled based on deficient skills. These materials are pulled from the struggling math and reading charts.

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

- * Classroom Walk-Throughs
- * Test Data/Data monitoring and analysis of student achievement
- * Individual teacher conferences
- * Needs Assessment
- * Customer Survey

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

ESE students are targeted for supplemental and intensive instruction/interventions in the areas of reading and math, in addition to the lowest quartile in reading and math. As a result of progress monitoring and observations, students who consistently demonstrate academic difficulty will receive supplemental and intensive instruction/interventions.

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

All personnel providing services to a student not making mastery will meet to discuss their evidence and/or documentation of strategies and interventions that have previously been utilized. Factors hindering implementation of a strategy will be addressed and resolved. Strategies that are unsuccessful will be discontinued and replaced with alternative interventions.

We will continue to utilize the BAT, mini-bat, Rigby, DAR and standards driven assessments through out the year. The struggling reader and math chart will also be utilized as a guideline to assist in identifying materials to assist with student achievement.

Enrichment

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

Students who accelerate are provided enrichment activities through the classroom teacher. Those students who continue to excel are considered for the Gifted/high achiever classroom placement.

Describe how students are identified for enrichment strategies.

Students are identified for enrichment strategies through FCAT results, in addition to student progress, teacher recommendation, and assessment results that demonstrate consistent proficiency/mastery are used to determine students that are to be provided strategies for enrichment.

Parent conferences are held with the classroom teacher to discuss student progress and expectations for the student in a Gifted/High Achieving classroom.

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)
ESE/PLACE	Team Leader	Weekly	2:00 Each Wednesday	Instructional Focus Calendar, Data Analysis/chats, Staff Development, Sharing of Best Practices, Peer Collaboration
1st Grade	Team Leader	Weekly	2:00 Each Wednesday	Instructional Focus Calendar, Data Analysis/chats, Staff Development, Sharing of Best Practices, Peer Collaboration
2nd Grade	Team Leader	Weekly	2:00 Each Wednesday	Instructional Focus Calendar, Data Analysis/chats, Staff Development, Sharing of Best Practices, Peer Collaboration
3rd Grade	Team Leader	Weekly	2:00 Each Wednesday	Instructional Focus Calendar, Data Analysis/chats, Staff Development, Sharing of Best Practices, Peer Collaboration
4th Grade	Team Leader	Weekly	2:00 Each Wednesday	Instructional Focus Calendar, Data Analysis/chats, Staff Development, Sharing of Best Practices, Peer Collaboration
5th Grade	Team Leader	Weekly	2:00 Each Wednesday	Instructional Focus Calendar, Data Analysis/chats, Staff Development, Sharing of Best Practices, Peer Collaboration
Specials Team	Team Leader	Weekly	2:00 Each Wednesday	Instructional Focus Calendar, Data Analysis/chats, Staff Development, Sharing of Best Practices, Peer Collaboration

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

At Maplewood Elementary School, all incoming Kindergarten students are assessed prior to entering Kindergarten in order to ascertain individual and group needs and to assist in the development of instructional/intervention programs. All Kindergarten students are assessed with The Kindergarten Placement Screening Tool. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily specific instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills. Screening tools will be re-administered mid-year and at the end of the year in order to determine student learning gains in order to determine the need for changes to the instructional/intervention program.

Postsecondary Transition

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goal

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

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

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

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

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

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

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
As of June 2009, 80% of our students in grades 3-5 scored at or above a level 3 in the FCAT Reading Assessment. AYP was not met by the students with disabilities subgroup. We had 69% of our students in the lowest quartile in grades 3-5 making gains in reading. We had 72% of our students in grades make learning gains.		At least 82% of 3rd, 4th, and 5th grade students will demonstrate annual learning gains on the 2010 FCAT Reading.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Grade level teams will meet weekly to discuss planning, curriculum concerns, pacing and information exchange.	Team Leaders	Team Leaders will share best practices and discuss the effectiveness of the lesson.	Teacher Assessment
2	Teachers will participate in Learning Communities for training in reading strategies.	Reading Coach	Team Leaders will share best practices and discuss the effectiveness of the lesson.	FCAT
3	Identified students will have the opportunity to participate in Saturday morning Reading camp.	Administration	Administrators will observe/monitor student work and active participation through Classroom Walk Throughs.	FCAT
4	ESE cluster students will have the opportunity to participate in MEville to WEville.	Administration	Team Leaders will share best practices and discuss the effectiveness of the lesson.	FAA
5	Teachers will provide differentiated instruction to at least three reading groups in their classes based on their students' needs and reading levels for a 90-minute uninterrupted block. They will use appropriate reading interventions as per the Struggling Readers Chart.	Administration	When visiting the classroom, lesson plans will be reviewed during classroom walk throughs.	Teacher Assessments FCAT
6	Teachers in grades K-2 may use the internet site Starfall to provide extra assistance and practice reading.	Administration	Administrators and the Leadership Team will conduct Classroom Walk-Throughs to monitor participation in Starfall.	Starfall Assessment
7	Students will use technology to enhance reading skills.	Classroom Teacher	Classroom teachers will monitor students.	Student program assessments.
8	Students will use Odyssey as a part of their curriculum.	Administration and Classroom Teacher	Administrators and the Leadership Team will conduct Classroom Walk-Throughs to monitor participation in Odyssey.	Odyssey Assessment
9	Students in grades K-5 will participate in the Accelerated Reader	Administration, Leadership Team, Reading Coach and	Administrators and the Leadership Team will conduct Classroom Walk-	Accelerated Reader Assessment

program. K-1 students will participate after winter break.	Classroom Teacher	Throughs to monitor participation in Accelerated Reader.	
--	-------------------	--	--

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

As of June, 2009, 80% of our students in grades 3-5 scored at or above a level 3 in the FCAT Reading Assessment. AYP was not met by the students with disabilities subgroup. We had 69% of our students in the lowest quartile in grades 3-5 making gains. We had 72% of our students in grades make learning gains.	At least 77% of 4th and 5th grades previously scoring in the lowest 25% will demonstrate annual learning gains on the 2010 FCAT Reading.
--	--

Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1 Grade level teams will meet weekly to discuss planning, curriculum concerns, pacing and information exchange.	Administration and Reading Coach	Team Leaders will share best practices and discuss the effectiveness of the lesson.	Reading Mini-assessments.
2 Teachers will participate in Learning Communities for training in reading strategies.	Administration and Reading Coach	Team Leaders will share best practices and discuss the effectiveness of the lesson.	Core textbook and computer based Integrated Learning Systems, such as Odyssey.
3 Identified students will have the opportunity to participate in Saturday morning Reading camp.	Administration and Reading Coach	Team Leaders will share best practices and discuss the effectiveness of the lesson.	4. Blast Off on Reading, Form A
4 ESE cluster students will have the opportunity to participate in MEville to WEville.	Administration and Reading Coach	When visiting the classroom, lesson plans will be reviewed during classroom walk throughs.	Classroom Walk-Through Documentation
5 Teachers will provide differentiated instruction to at least three reading groups in their classes based on their students' needs and reading levels. They will use appropriate reading interventions as per the Struggling Readers Chart.	administration and Reading Coach	When visiting classrooms, administrators will focus their attention to the frequency of teaching to the reading benchmarks.	Classroom Walk-Through Documentation
6 Teacher of third grade students will identify those students in Tiers 1,2 and 3 and provide an appropriate program.	Administration, Reading Coach and Team Leaders	When visiting classrooms, administrators will focus their attention to the frequency of teaching to the reading benchmarks.	Classroom Walk-Through Documentation
7 Teachers in grades K-2 may use the internet site Starfall to provide extra assistance and practice reading.	Team Leaders and Administration	Administrators and the Leadership Team will conduct Classroom Walk-Throughs to monitor participation in Starfall.	Starfall Assessment
8 Students will use Odyssey as a part of their curriculum.	Reading Coach	Administrators and the Leadership Team will conduct Classroom Walk-Throughs to monitor participation in Odyssey.	Odyssey Assessment
9 Students in grades K-5 will participate in the Accelerated Reader program. K-1 students will participate after winter break.	Team Leader and Classroom Teacher	Administrators and the Leadership Team will conduct Classroom Walk-Throughs to monitor participation in Odyssey.	Accelerated Reader Assessment
10 Students will use technology to enhance reading skills.	Classroom Teacher	Classroom teachers will monitor student progress.	Student progress assessment records

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
At least 82% of 3rd, 4th, and 5th grade students will demonstrate annual learning gains on the 2010 FCAT	Treasures Training	Judy Slade	October, 2009	Classroom Walk-Through	Administration and Reading Coach

Reading.					
At least 77% of 4th and 5th grades previously scoring in the lowest 25% will demonstrate annual learning gains on the 2010 FCAT Reading.	Rigby, DAR, Odyssey and AR	Judy Slade	December, 2009	Progress monitoring on the school-wide data base.	Administration and Reading Coach
At least 82% of 3rd, 4th, and 5th grade students will demonstrate annual learning gains on the 2010 FCAT Reading.	Oral Language-Reading Standard	Sandy Lefkowitz	January, 2010	Classroom Walk-Through	Administration and Reading Coach

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

N/A

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Time for Kids/Treasures	State Reading Allocation	\$2,000.00
		Total: \$2,000.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$2,000.00

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, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
As of June, 2009, 79% of our students in grades 3-5 scored at or above a level 3 FCAT Math Assessment. AYP was not met by the students with disabilities subgroup. We had 61% of our students in the lowest quartile in grades 3-5 make learning gains. We had 63% of our students in grades make learning gains.		At least 81% of 4th and 5th grade students will demonstrate annual 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	Grade level teams will meet weekly to discuss planning, curriculum	Administration and Team leaders	Team Leaders will facilitate the sharing of best practices and discuss the	Benchmark Assessment Test

	concerns, pacing and information exchange.		effectiveness of the lesson.	
2	Students in grades 1-5 and ESE will participate in Mountain Math, Calendar Math or Math 4 Today activities to reinforce math skills	Administration, Classroom Teacher and Team Leader	Administrators will conduct Classroom Walk Throughs to monitor student participation with Calendar/Mountain Math.	Benchmark Assessment Test
3	Students in grades 1-5 will utilize the SSS Mathematics portion of Odyssey on classroom computers.	Administration, Classroom Teacher and Team Leader	Administration and Classroom Teachers will monitor data for the students on Odyssey and/or the school-wide data base.	Benchmark Assessment Test
4	Identified students will have the opportunity to participate in Saturday morning Math camp.	Administration	Participation will be monitored by the administrators.	Teacher assessment and FCAT
5	Students will use Odyssey (grades 1-5) and FCAT Explorer (grade 5) to provide practice and monitor student achievement.	Administration and Leadership Team	Participation will be monitored by the administrators.	FCAT Explorer Assessment and FCAT
6	Teachers will utilize the Next Generation Sunshine State Standards for math.	Team Leaders, Leadership Team and Administration	Administrators will conduct Classroom Walk Throughs to monitor student participation	FCAT

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
At least 81% of 4th and 5th grade students will demonstrate annual learning gains on the 2010 FCAT Mathematics Test.	Math Instructional Focus Calendars (IFC's)	Miriam Sandbrand	August, 2009	Classroom Walk-Through to insure implementation.	Administration and Team Leaders

Budget:

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

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	
As of June, 2009, 43% of our students in 5th grade scored at or above a level 3 on the FCAT Science Assessment.			At least 46% of 5th grade students will score at level 3 or above on the 2010 FCAT Science.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Teachers will participate in Learning Communities for training in reading strategies used in science.	Administration, Classroom Teacher and Team Leaders	Administrators will review and analyze science/reading data to determine the effectiveness of the Learning Community.	FCAT Dailies
2	Teachers will use the following high yield strategies: summarizing, compare/contrast, cooperative learning and note taking.	Administration and Leadership Team	Through Classroom Walk Throughs, the administrators will observe the teacher utilizing high-yield strategies.	Publishers Tests
3	Teachers in grades K-5 will use the science kits and the IFC's plan to teach the strands.	Classroom Teachers and Team Leaders	The classroom lab will be implemented with fidelity and monitored by the Administrators.	Science Mini Assessments and FCAT
4	Students in grades K-5 will participate in hands-on experiments and projects within the classroom.	Team Leaders and Classroom Teachers	The classroom lab will be implemented with fidelity and monitored by the administrators.	Science Mini Assessments and FCAT
5	Students will be instructed in the Essential Vocabulary for science.	Classroom Teacher	Administration will conduct Classroom Walk Throughs to observe the implementation of the Essential Vocabulary-Word Wall.	Science Mini Assessments
6	Students will have the opportunity to participate in field trips based on science standards.	Team Leaders	Grade level teams will meet to determine the success of the field trip(s).	Oral Assessment and FCAT for 5th Grade
7	All students will participate in a Science Fair during the fourth quarter.	Administration and Team Leaders	Administration will conduct Classroom Walk Throughs during the Science Fair to monitor project content.	Science Fair Rubric
8	Teachers will utilize curriculum maps to prioritize and identify specific grade level skills and lessons.	Administration, Leadership Team and Team Leaders	Administration will be aware of the Instructional Focus Calendar's upcoming focus and monitor implementation through classroom walk throughs.	Science Mini Assessments and FCAT

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
At least 46% of 5th grade students will score at level 3 or above on the 2010 FCAT Science.	Science Test Specs	District Science Department-TBA	September, 2009	Frequent Classroom Walk-Throughs to monitor the implementation of the science test specs.	Administration

Budget:

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

Total: \$0.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
\$0.00		
Total: \$0.00		
Other		
Description of Resources	Funding Source	Available Amount
\$0.00		
Total: \$0.00		
Final Total: \$0.00		

End of Science Goal

Writing Goal

Needs Assessment: Based on School Grade Data:

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

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
As of June, 2009 92% of our students in 4th grade scored at or above a level 3.5 on FCAT Writing Assessment.		At least 95% of 4th grade students will score 4.0 or above on the 2010 FCAT Writing.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Teachers will participate in Learning Communities for training in writing strategies.	Instructional Coach, Team Leaders and Administration	Teachers in K - 5 will enter Wise Owl Writes assessment scores on the school-wide database.	FCAT Writing Simulations
2	Teachers in grades 2-5 will attend the Mary Lewis staff development. All students in these grades will be instructed using strategies learned through this training.	Administration and Leadership Team	Administration will monitor data on the school-wide database.	FCAT Writing Simulations
3	New teachers to the school that are in grades K-1 will attend on training in Lucy Calkins. All students in these grades will be instructed using strategies learned through this training.	Classroom Teachers	Student writing samples will be reviewed and scored by the teacher.	Scored writing samples will be used to determine progress between the pre-test prompt and mid-year prompt.
4	Students in grades K-5 will respond to a monthly writing prompt to assess writing achievement. Results will be entered on the school database to monitor student achievement.	Administration and Instructional Coach	Student writing samples will be reviewed and scored by the teacher.	Scored writing samples will be used to determine progress between the pre-test prompt and mid-year prompt.
5	Identified grade 4 students will have the opportunity to receive additional writing instruction at writing camps.	Administration and Instructional Coach	Administrators will observe and monitor student work and active participation through Classroom Walk Throughs	Scored writing samples will be used to determine progress between the pre-test prompt and mid-year prompt.
6	Teachers in grades 2-5 will utilize BEEP Writing Lessons to supplement writing instruction.	Reading Coach	Reading Coach will observe and monitor student work and writing instruction in the classroom.	Reading Coach will monitor through the student's monthly writing samples.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
At least 95% of 4th grade students will score 4.0 or above on the 2010 FCAT Writing.	Focus Skills	Individual Team Leaders	September, 2009	Administration will attend Team Meetings	Administration

Budget:

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

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		
As of June, 2009, 92% of students scored at or above a level 3.5 on FCAT writing; 79% of students scored at or above a level 3 on FCAT math; 46% of students scored at or above a level 3 on FCAT science; and, 80% of students scored at or above a level 3 on FCAT reading.		At least 50% of parents will participate in evening parent workshops to assist their child(ren) in writing, reading, math and science.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Parents will have the opportunity to attend Curriculum Nights to aid in understanding the math, reading writing and science expectations, as well as supporting their child's learning.	Administration	Student progress will be monitored in the areas of math, reading, science and writing.	Sign-In Sheet and parent survey
2	Parents will have the opportunity to attend the Parent Home-to-School Connection informational session.	Administration	Student progress will be monitored in the areas of math, reading, science and writing.	Sign-In Sheet and parent survey

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
As of June, 2009, 92% of students scored at or above a level 3.5 on FCAT writing; 79% of students scored at or above a level 3 on FCAT math; 46% of students scored at or above a level 3 on FCAT science; and, 80% of students scored at or above a level 3 on FCAT reading.	Parent School-to-Home Connection	Sherry Bees	January, 2010	Parent Survey	Administration

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Parent Home-to-School Connection	Title 1	\$500.00
Mega Skills Training	Title 1	\$250.00
		Total: \$750.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$750.00

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	Time for Kids/Treasures	State Reading Allocation	\$2,000.00
Mathematics			\$0.00
Writing			\$0.00
Science			\$0.00
			Total: \$2,000.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Mathematics			\$0.00
Writing			\$0.00
Science			\$0.00
			Total: \$0.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Mathematics			\$0.00
Writing			\$0.00
Science			\$0.00
Parental Involvement	Parent Home-to-School Connection	Title 1	\$500.00
Parental Involvement	Mega Skills Training	Title 1	\$250.00
			Total: \$750.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Mathematics			\$0.00
Writing			\$0.00
Science			\$0.00
			Total: \$0.00
			Final Total: \$2,750.00

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
Purchase Weekly Readers for Grades 2, 3 & 4	900
Purchase 1st & 2nd Grade Planners	1400
Purchase 4th & 5th Grade Commit 2B Fit Planners	1300

The School Advisory Council (SAC) will be conducting frequent meetings with the School Improvement sub-committees to review the School Improvement Plan in depth to ensure that the curriculum areas of need are identified within the school year. The curriculum areas that are identified, will then be analyzed to determine the cause of the need. The sub-committees will meet monthly with the SAC to discuss those areas that are obsolete and the areas that are most effective in Science, Reading, Math, Writing and Parent Involvement.

SAC Members

Members

- 1) Sherry Bees, Principal
- 2) Carlos Duran, SAC Chair
- 3) Clarice Murray, SAC Chair
- 4) Chris Graham, Business Member
- 5) Mary Jane Kachel, Parent
- 6) Andrea Santos, Parent
- 7) Sarah Shanley, Parent
- 8) Michele Shiver, Parent
- 9) Barbara Bernard, Parent
- 10) Enid Estevez, School Support Personnel
- 11) Nolly Sparks, Union Steward

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Broward MAPLEWOOD ELEMENTARY SCHOOL 2741												
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 407 Math: 407		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	80	Y	79	Y			Y				NA	24	20	NA	21	21	NA	81	NA	71	NA	
WHITE	100	Y	100	Y	85	Y	83	Y			Y				NA	15	15	NA	13	17	NA	86	NA	72	NA	
BLACK	100	Y	99	Y	69	Y	70	Y			Y				NA	40	31	NA	36	30	NA	68	NA	64	NA	
HISPANIC	99	Y	99	Y	78	Y	80	Y			Y				NA	28	22	NA	27	20	NA	80	NA	74	NA	
ASIAN		NA		NA		NA		NA			NA				NA			NA			NA					
AMERICAN INDIAN		NA		NA		NA		NA			NA				NA			NA			NA					
ECONOMICALLY DISADVANTAGED	100	Y	99	Y	72	Y	68	Y	93		Y				NA	37	28	NA	37	32	NA	73	NA	63	NA	
ENGLISH LANGUAGE LEARNERS	99	Y	98	Y		NA		NA			NA				NA			NA			NA					
STUDENTS WITH DISABILITIES	100	Y	99	Y	55	N	57	N			NA				NA	44	45	N	40	43	N	64	N	49	N	

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Broward MAPLEWOOD ELEMENTARY SCHOOL 2741												
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 463 Math: 463		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	2008	Y/N	2008	Y/N	2008	Y/N
TOTAL ⁴	100	Y	100	Y	76	Y	79	Y			Y				NA	27	24	NA	25	21	NA	75	NA	76	NA	
WHITE	100	Y	100	Y	85	Y	87	Y			Y				NA	20	15	NA	16	13	NA	81	NA	82	NA	
BLACK	100	Y	100	Y	60	Y	64	Y			NA				NA	41	40	NA	43	36	NA	59	NA	70	NA	
HISPANIC	100	Y	100	Y	72	Y	73	Y	90		Y				NA	33	28	NA	29	27	NA	72	NA	67	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	63	Y	63	Y	94	93	Y				NA	42	37	NA	42	37	NA	65	NA	61	NA	
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y		NA		NA			NA				NA			NA			NA					
STUDENTS WITH DISABILITIES	100	Y	100	Y	56	N	60	N			NA				NA	53	44	Y	51	40	Y	58	NA	58	NA	

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Broward MAPLEWOOD ELEMENTARY SCHOOL 2741												
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 450 Math: 450		2006-2007 School Grade ¹ : B		Did the School make Adequate Yearly Progress? YES								
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.						
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N
TOTAL ⁴	99	Y	99	Y	73	Y	75	Y	94		Y				NA	22	24	NA	21	25	NA	70	NA	68	NA	
WHITE	100	Y	100	Y	80	Y	84	Y	94		Y				NA	21	16	NA	18	16	NA	77	NA	74	NA	
BLACK	97	Y	97	Y	59	Y	57	Y			Y				NA	33	34	NA	34	43	NA	57	NA	59	NA	
HISPANIC	99	Y	99	Y	67	Y	71	Y	90		Y				NA	21	31	NA	20	29	NA	67	NA	63	NA	
ASIAN		NA		NA		NA		NA			NA				NA			NA			NA					
AMERICAN INDIAN		NA		NA		NA		NA			NA				NA			NA			NA					
ECONOMICALLY DISADVANTAGED	98	Y	98	Y	58	Y	58	Y	91	94	Y				NA	33	37	NA	30	42	NA	56	NA	57	NA	
ENGLISH LANGUAGE LEARNERS	97	Y	97	Y		NA		NA			NA				NA			NA			NA					
STUDENTS WITH DISABILITIES	96	Y	96	Y	47	Y	49	Y	90		Y				NA	29	50	N	41	51	N	49	N	46	N	

SCHOOL GRADE DATA

Broward School District MAPLEWOOD ELEMENTARY SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	84%	84%	97%	46%	311	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	76%	65%			141	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?	67% (YES)	67% (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					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 MAPLEWOOD ELEMENTARY SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	80%	82%	94%	57%	313	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%	73%			145	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?	61% (YES)	66% (YES)			127	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					585	
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 MAPLEWOOD ELEMENTARY SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	79%	80%	92%	61%	312	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	76%	69%			145	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?	71% (YES)	47% (NO)			118	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					575	
Percent Tested = 100%						Percent of eligible students tested
School Grade					B	Grade based on total points, adequate progress, and % of students tested