

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



**School Name: DAVIE ELEMENTARY SCHOOL**

**District Name: Broward**

**Principal: Robert N. Schneider**

**SAC Chair: Dominic Church & Christina Lambert**

**Superintendent: Mr. James F. Notter**

**Date of School Board Approval: December 1, 2009**

**Last Modified on: 09-01-2009**

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## VISION and MISSION STATEMENTS

The Mission of Davie Elementary is to provide a strong, safe academic setting in which excellence is the standard for all students, through combined partnership of home, school and the community.

Vision:

We will be an exemplary school that provides the highest quality education for all students.

Belief Statements:

1. Learning must take place at home, in school, and in the community.
2. We must prepare all students for a knowledge-based, technologically rich, and culturally diverse 21st century.
3. We must provide a safe and secure environment, which is essential for teaching and learning.
4. Partnerships, which include parents, community and businesses, enhance student achievement with stakeholder involvement.
5. Professional staff development enhances a quality school.

## PART I: CURRENT SCHOOL STATUS

### SCHOOL PROFILE/DEMOGRAPHICS

#### Brief History and Background of the School

Davie Elementary School is located in the south section of Fort Lauderdale in the town of Davie. This neighborhood school opened in 1918 and relocated to its present address in 1978. The school serves 750 students in grades pre-K through 5th grade.

In 2009, Davie Elementary was awarded an "A" grade from the Florida Department of Education for the fourth straight year. However, the school did not meet the federal AYP criteria for the following subgroup:

- Students With Disabilities (SWD) – Math

As such, the school has been classified as a School In Need of Improvement (SINI) Level 6/Correct I and is implementing a restructuring plan for the 2009-2010 school year.

School Accountability Data indicate that the majority of students are meeting High Standards in Reading and Math. Eighty percent (80%) of students scored Level 3 or above on the 2009 FCAT Reading Assessment, and eighty-seven percent (87%) scored Level 3 or above on the 2009 FCAT Math Assessment.

#### Unique School Strengths for Next Year

Historically, teacher turn-over is very low at this school. This has allowed teachers to be consistent in their implementation of our school reform initiatives and to enhance student achievement.

Administrators, faculty, staff, students, parents and community members all work together to provide a safe and nurturing environment that promotes lifelong learning.

#### Unique School Weaknesses for Next Year

Davie Elementary has lost a significant number of students (over 200) due to the closing of the Palma Nova mobile home park in our boundaries. Our lower FTE number, combined with the reduced budget from the district and state, means that our school budget will be very lean. In addition, 14 staff members were surplus due to a lower projected enrollment.

Davie Elementary remains to have large numbers of ESE and ELL students.

#### Student Demographics

##### Current Demographics

Female: 49.4%  
Male: 50.5%  
White: 31.5%  
Black: 11.6%  
Hispanic: 52.0%  
Asian: 2.26%  
Native American: .20%  
Multi-ethnic: 2.26%  
Economically Disadvantaged: 71.5%  
ELL: 14.0%  
ESE: 15.2%

#### Student Attendance Rates

2007: 94.50%  
2008: 94.60%  
2009: 94.50%

#### Student Mobility

2007: 27.30%  
2008: 29.60%  
2009: 36.20%

#### Student Suspension Rates

##### Internal Suspension

2007: 0.40%  
2008: 1.00%  
2009: 0.80%

##### External Suspension

2007: 0.40%  
2008: 0.60%  
2009: 1.10%

#### Student Retention Rates

2007: 4.92%  
2008: 3.55%  
2009: 3.51%

#### Class Size

##### PK-3

2007: 17.00  
2008: 16.82  
2009: 17.03

##### 4-5

2007: 17.51  
2008: 17.11  
2009: 20.16

#### Academic Performance of Feeder Pattern

N/A for Elementary Schools

#### Partnerships and Grants

Barnes & Noble Booksellers - Plantation  
Broward College Education Club and Work Study Program  
Cold Stone Creamery - Cooper City

Costco Wholesale Club - Davie  
 Dairy Queen - Davie  
 Davie/Cooper City Rotary Club  
 Galaxy Skateway, L.C. - Davie  
 Game Zone  
 Hometown Buffet - Davie  
 International Soroptimist of Davie  
 Jamba Juice - Davie  
 McFatter High School (SBBC) - Teen Trendsetters  
 Nova Southeastern University's America Counts/Reads  
 Papa John's Pizza  
 Pediatric Ophthalmology Consultants  
 Publix Supermarkets, Inc. at Westport Plaza - Davie  
 Sparez Bowling - Davie

## 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	Robert N. Schneider	B.A - York College/CUNY  M.A. - Jacksonville University  Cert: Ed. Leadership	9	16	Davie Elementary: "A" grade 7 out of 9 years as principal
Assis Principal	April Schentrup	B.A./M.A. - University of Florida  Cert: Ed. Leadership	3	3	Davie Elementary: "A" grade 3 out of 3 years.

\* 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	Kelly Heverly	B.A.E./M.Ed. Cert: Elementary Ed. (K-6), ESOL Endorsed, Reading Endorsed	8	3	Many successful years as classroom teacher. As reading coach, helped earn "A" grade for past three years.  % of students scoring a level 3 or higher: 2007 - 74 2008 - 76 2009 - 80

\* 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)
Recruit high quality teachers	Robert N. Schneider (Principal)	NA	No new hires are projected to be made this year due to low FTE numbers.
Retain highly qualified teachers	Robert N. Schneider (Principal)	June 2010	Maintain a positive, collaborative, and learning culture throughout the school.

## Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
None	N/A	N/A	N/A

### 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
55	0	5	33	62	53	100	13	29	100

### Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
None	N/A	N/A	All teachers have at least four years of experience and have been rated "satisfactory" on their 2008-09 IPAS evaluations.

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: For Title I schools only**

#### Title I, Part A

We partner with the Student Enrichment in the Arts (SEAS) Program, that offer educational opportunities to our students in grades K-5. The trips are provided free of charge to our students.

We fully implement the Broward Schools Character Education Program which highlights students that demonstrate the character traits each month.

In addition, our Title 1 School Liaison facilitates parent trainings and family events that enhance our school's mission. She coordinates the Title 1 Mobile Unit which provides learning materials for our school community at no charge.

#### Title I, Part C- Migrant

N/A

#### Title I, Part D

The District receives funds to support the Educational Alternative Outreach Program that coordinates services with the District's Dropout Prevention Program.

#### Title II

District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs.

#### Title III

The District provides educational material and support services to improve the education of immigrant and English Language Learners.

#### Title X- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

In addition, academic tutoring is provided at homeless shelters.

In addition, our Homeless Liaison and School Social Worker work closely with families that are identified homeless, providing them the essentials and support they need.

#### Supplemental Academic Instruction (SAI)

We use the SAI funds for reading pull out for at-risk students. The pull out programs are aligned to meet the differentiated needs of students. We analyze assessment data, such as BAT, FCAT/SAT, mini-BATs, for correctly placing students in pull out programs that will support each student's area of deficiency. Each student is instructed according to the analysis of the

results of his/her mini assessments with appropriate programs.

#### Violence Prevention Programs

The school offers a non-violence and anti-drug program to students that includes field trips, community service, and counseling. In addition, Administration conducts student workshops on anti-bullying for grades 4-5.

Prevention Programs (District) CHAMPS - Classroom Management

#### Nutrition Programs

We employ both a physical education and health teacher to provide a firm foundation in nutrition and physical well-being and our school is a Commit 2 B Fit School.

#### Housing Programs

N/A

#### Head Start

We currently service 18 students in our Head Start classes, helping to prepare our community's Head Start children for the rigors of elementary school.

#### Adult Education

N/A

#### Career and Technical Education

N/A

#### Job Training

N/A

#### Other

Counseling (District) Services are provided through Guidance Department and Innovation Zone Family Counseling Program.

### Response to Instruction/Intervention (RtI)

#### School-based RtI Team

Identify the school-based RtI Leadership Team.

The school-based RtI Leadership Team consists of School Support Staff (ESE Specialist, Student Support Specialist, Guidance Counselor, Curriculum Specialist, and Reading Coach) and may also include the Principal, Assistant Principal, School Psychologist, the classroom teacher involved, the Speech Pathologist (if needed) and the parent (if requested).

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

A referral is made to the RtI Leadership Team using a form that explains documentation to be gathered, etc. This is done after at least one conference with parent documenting the concern and an intervention (Tier 1) has been attempted based on an individual assessment (eg. DAR, IRI, for reading, math inventory, end of book test, TEMA, TOMA for math or collecting anecdotes such as behavior charts for a Functional Behavior Assessment).

Once the team meets, additional more intensive interventions are suggested (Tier II and/or Tier III). A case manager, who is a member of the Leadership Team and also acts as the grade level liaison, is assigned to assist the teacher and Continuous Monitoring begins. The case manager assigned will meet with the teacher to address data collected and document student progress.

If the student continues to have difficulty, the team will reconvene with teacher/case manager/parent updating team based on the continuing data collected. A more intense intervention will be suggested/attempted.(Tier III). If there continues to be great difficulty, a referral for formal disability identification may be considered.

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

The school-based RtI Leadership Team aims to assist each student in reaching their maximum potential by collecting and analyzing student data, formulating an individualized plan based on data collected and continuously monitoring the results.

#### RtI Implementation

Describe the data management system used to summarize tiered data.

Baseline data: Progress Monitoring and Reporting Network (PMRN), Broward Assessment Test (BAT 1 & 2 for reading, math, and science), Florida Comprehensive Assessment Test (FCAT)

Progress Monitoring: PMRN, Mini Assessments, FCAT Simulation

Midyear: Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment for Reading (DAR), Early Reading Diagnostic Assessment (ERDA), BAT 1 and 2

End of year: FAIR, FCAT

Frequency of Data Days: twice a 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. Two PD sessions entitled: "RtI: Problem Solving Model: Building Consensus Implementing and Sustaining Problem-Solving/RtI" and "RtI: Challenges to Implementation Data-based Decision-making, and Supporting and Evaluating Interventions" will take place in August and October.

The RtI team will also evaluate additional staff PD needs 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?

Strengths: 96% of 4th grade students scored 3.5 or above on the FCAT Writing test. The number of 4th and 5th grade students scoring below grade level in math and reading has decreased and average scores in all reading and math content area clusters increased.

Weaknesses: Grade 3 average scores decreased in Main Idea/Purpose and Reference/Research in reading and Number Sense and Measurement in mathematics. 49% of 5th grade students achieved a Level 3 or higher in science. Our SWD did not meet Safe Harbor by 2% points in math, although we made significant gains in this area.

#### Instructional Calendar Development

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

Lead teachers returned to school for an extra three days at the end of the 2008-2009 school year to develop the initial 2009-2010 instructional calendar. They reviewed K-5 student achievement data to identify areas of strength and need that were common to the school at large. Further disaggregation of data allowed us to fine tune instructional calendar development on a grade-by-grade basis.

Teachers will be inserviced by the Lead Teachers during the preplanning week on how to implement and follow the instructional calendar. Additionally, teachers will be trained to assess their students to determine the individual efficacy of the calendar in their classrooms and how to make appropriate adjustments.

Adherence to the IFC will be monitored via classroom walk-throughs by the Leadership Team as well as monthly data binder checks by the principal, assistant principal, and individual case managers (assigned as needed). The grade level teams will also meet weekly with their grade level liaisons to plan their lessons using their IFC.

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

The following Benchmarks will be given priority focus based on need for reading: Main Idea and Words and Phrases.  
The following Benchmarks will be given priority focus based on need for writing: Vocabulary and Organization  
The following Benchmarks will be given priority focus based on need for mathematics: Measurement and Number Sense.  
The following Benchmarks will be given priority focus based on need for science: Physical/Chemical, Earth/Space, and Scientific Method.

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

All teachers have been trained in the Sunshine State Standards and in using differentiated instruction to meet individual students' needs. Teachers have been assigned to grade levels where their particular skill sets would serve their students

best. Students have been assigned to teachers based upon student academic needs and teacher efficacy in meeting those particular needs. Low performing students have been paired with high-performing teachers, such as NBCT. SWD have been placed with high-performing ESE and Elementary Ed. teachers. ELL students who have been classified as A1-C1 have been placed with ESOL certified teachers in clustered or sheltered classes.

Training in using the Instructional Focus Calendar stressed that it is a guide and that individual students' needs must be met while maintaining the general guidelines set out in it.

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

N/A

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 levels teams meet at the end of the year and during pre-planning week to align lesson plans and instructional delivery for the forthcoming school year. They are also given common planning time in order to share best practices and resources throughout the school year. Weekly planning sessions with the grade liaison are conducted around the IFC and CWT data. Formal team meetings are required on a bi-monthly basis and minutes of these meetings are submitted to administration.

How are instructional focus lessons developed and delivered?

Instructional focus lessons are developed based on FCAT data. Lessons are developed based on student need according to the performing and non-performing areas of the 2009 FCAT results. Instructional focus lessons will be taught throughout the instructional period as determined by student need. The focus lesson will be taught by the content area teachers.

How will instructional focus lessons be revised and monitored?

Student achievement results of Mini Benchmark Assessments will determine whether the focus lessons need to be revised. Teachers and administrators will ensure that the focus lessons are effective through pre and post assessments on the lesson objective and through conferencing with students and teachers regarding the results of the assessments.

## **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 assessments used to determine student comprehension based on IFC's are the Rigby PM Benchmark, the Developmental Reading Assessment (DAR), the Informal Reading Inventory (IRI), and District mini Benchmark Assessments. Each Benchmark will have between 5-10 questions. The assessments will be administrated before and after Benchmark lessons and as necessary to assess student comprehension.

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

The mastery for each assessment is determined by instrument assessment norms. The District Mini Benchmark Assessments mastery level is equal to 3/5 questions correct in a skill area. The student must get the majority of the questions correct. The assessment results will be used to redirect the IFC's by students not meeting proficiency standards will be double dosed in the skill. Teachers will differentiate their instruction based on assessment results during their small group lessons. Students will be grouped according to their skill and ability level.

### **Maintenance**

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

Teachers differentiate their instruction for students who are performing at mastery levels through enrichment activities to extend student knowledge of the IFC's Benchmark lessons. These enrichment activities include individual student projects, collaborative team projects, extra-curricular clubs, and/or GLIDES project-based learning 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.

Teachers will meet with their content area/team PLC bi-monthly to review/discuss assessment data. They will also informally meet weekly during their shared planning period.

These meetings will be facilitated/monitored by a grade level liaison and documented by Team Leader meeting minutes.

### Monitoring

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

The Principal and Leadership Team ensure that data analysis of assessment results are being used to differentiate instruction based on students' academic needs through Classroom Walkthroughs, meeting minutes review, lesson plan review and student assessment results.

The instructional coaches will monitor instruction, support teachers through dispersing extra support materials, model best practices, and evaluate efficacy.

Grade level liaisons (members of Leadership Team) will meet bi-monthly with grade teams to review data trends, student achievement, IFC's, and help develop lesson plans.

Staff meetings will be combined with Professional Learning Communities where Best Practices are shared with school faculty by members of the School Focus Groups, Leadership Team, Administration, or Instructional Coaches.

### ACT

#### Supplemental and Intensive Instruction/Interventions

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

Reading Core: K-3 MacMillan Treasures Series, 4-5 Harcourt Trophies

Reading Supplemental: Novel-based Literature Circles, GLIDES project-based learning, SMART classroom technology, Accelerated Reader/Renaissance Place, Thinking Maps, and Odyssey.

Reading Intensive Instruction and Interventions: Quick Reads, Phonics for Reading, FCAT Explorer, Informal Reading Lindamood-Bell Phoneme Sequencing Program (LIPS), Reading Mastery by SRA, Great Leaps, Elements of Reading-Fluency, Soar to Success, Super QAR, and Lindamood-Bell Visualizing and Verbalizing (3-5)

Math Core: Harcourt Math

Math Supplemental: Enrichment websites, Math Party, and Thinking Maps.

Math Intensive Instruction and Interventions: Touch math, Compass Learning Odyssey, Harcourt Math Intervention Skills, Hands-On Base Ten Blocks, BEACON (SBBC), Hands on Equations, and Lonestar Learning.

Writing Core: BEEP Writing Lessons with Six Traits.

Writing Supplemental: Thinking Maps

Science Core: Harcourt Science

Science Supplemental: SRA Science and Science Alive

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

Students will be provided remediation/interventions in areas of non-mastery in reading, math, and writing based on differentiated instruction. Content area teachers will use the above described intensive instruction and intervention programs.

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

The school identifies staff's professional development needs to improve instructional strategies through a Professional

Development Committee, we compile data analysis from various assessments, administrative walk-through results and teacher surveys.

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

As a result of progress monitoring (class work assignments and assessment results) and observations (classroom teacher, instructional coach, administrators, counselors, etc.) students who consistently demonstrate academic difficulty will receive supplemental and intensive instruction/interventions.

Students not meeting mastery will be offered after-school assistance through both Supplemental Educational Services (SES) and after-school camps as well as receiving assistance during the regular school day.

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 been previously utilized. Factors hindering implementation of a strategy (attendance, behavior, etc.) will be addressed and resolved. Strategies that are unsuccessful will be discontinued and replaced with alternative interventions.

### Enrichment

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

Gifted/High Achieving classrooms consist of students whose scores exceed mastery with a gifted certified teacher. Students follow an appropriate IFC which enriches content material at an accelerated pace to meet their needs. Students are also enriched through the use of technology including United Streaming, Promethean flip charts, Accelerated Reader and GLIDES Project Based Learning.

Describe how students are identified for enrichment strategies.

FCAT results, in addition to student progress in a specific course, as well as assessment results that demonstrate consistent proficiency/mastery are used to determine placement in higher level courses and academic programs. Teacher recommendation is also taken into consideration.

Parent conferences are held with the recommending teacher, instructional coach, guidance counselor, and a member of the leadership or administrative team. The parents are counseled on the expectations for the student in the higher level course, as well as their continued parental involvement.

### Professional Learning Communities

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (include Lesson Study and Data Analysis)
K Team	Margaret Schultz	bi-weekly on Wednesdays	2:15-3:00 pm	Share best practices, review student achievement data, adjust instructional focus calendars to meet student needs
1st Grade Team	Cathy Cancellare	bi-weekly on Wednesdays	2:15-3:00 pm	Share best practices, review student achievement data, adjust instructional focus calendars to meet student needs
2nd Grade Team	Delia Encin	bi-weekly on Wednesdays	2:15-3:00 pm	Share best practices, review student achievement data, adjust instructional focus calendars to meet student needs
3rd Grade Team	Cheryl Carter	bi-weekly on Wednesdays	2:15-3:00 pm	Share best practices, review student achievement data, adjust instructional focus calendars to meet student needs
4th Grade Team	Lauren Wilkinson	bi-weekly on Wednesdays	2:15-3:00 pm	Share best practices, review student achievement data, adjust instructional focus calendars to meet student needs
5th Grade Team	Dr. Pamela Marcus	bi-weekly on Wednesdays	2:15-3:00 pm	Share best practices, review student achievement data, adjust instructional focus calendars to meet student needs
Specials Team	Dominic Church	bi-weekly on Wednesdays	2:15-3:00 pm	Review grade-level IFCs and plan to integrate core academic strands into specials curriculum
Reading PLC	Kelly Heverly	monthly; at least 2 hours as schedule allows	2:15-3:00 pm	Share best practices, review student achievement data, adjust IFC's to meet student needs
Writing PLC	April Schentrup	monthly; at least 2 hours as schedule allows	2:15-3:00 pm	Share best practices, review student achievement data, adjust IFC's to meet student needs
Mathematics PLC	Hilary Pollack	monthly; at least 2 hours as schedule allows	2:15-3:00 pm	Share best practices, review student achievement data, adjust IFC's to meet student needs
Science PLC	Rosie Bencivenga	monthly; at least 2 hours as schedule allows	2:15-3:00 pm	Share best practices, review student achievement data, adjust IFC's to meet student needs

Technology PLC	Wanda Albury	monthly; at least 2 hours as schedule allows	2:15-3:00 pm	Share best practices, review student achievement data, integrate technology methods into IFC's
Parent/Community Involvement PLC	Arnetta Davis	monthly; at least 2 hours as schedule allows	2:15-3:00 pm	Share best practices, review student achievement data, meet the needs of the community, host family events
Discipline PLC	Loretta Fiero	monthly; at least 2 hours as schedule allows	2:15-3:00 pm	Share best practices on managing student behavior, analyze discipline data, resolve any school-related discipline issues

## NCLB Public School Choice

Note: For Title I schools only

- Notification of (School in Need of Improvement) SINI Status  
[Show Attached Notification of \(School in Need of Improvement\) SINI Status](#)
- Public School Choice with Transportation (CWT) Notification  
[Show Attached Public School Choice with Transportation \(CWT\) Notification](#)
- Notification of (School in Need of Improvement) SINI Status  
[Show Attached Supplemental Educational Services \(SES\) Notification](#)

## Pre-School Transition

Orientation meetings will be held prior to the start of the school year for kindergarten students and their families to familiarize them with the school and expectations for the coming year.

All students are assessed prior to or upon entering in the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing.

Screening data will be collected and aggregated prior to September 10th, 2009. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data. Social skills instruction will occur daily for 20 minutes using the Skills Streaming Curriculum and will be reinforced throughout the day through the use of a common language, re-teaching, and positive reinforcement of pro-social behavior.

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

## Postsecondary Transition

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

## PART II: EXPECTED IMPROVEMENTS

### Reading Goal

<b>Needs Assessment:</b>	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?
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<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>		<b>Objective Linked to Area of Improvement</b>		
In grades 3-5, 44% of Students With Disabilities achieved mastery on the 2009 administration of the FCAT Reading Test.		In grades 3-5, 50% of Students With Disabilities will achieve mastery on the 2010 administration of the FCAT Reading Test.		
	<b>Action Step</b>	<b>Person Responsible for Monitoring the Action Step</b>	<b>Process Used to Determine Effectiveness of Action Step</b>	<b>Evaluation Tool</b>
1	SWD will be placed in classrooms where the teacher is certified in both Elementary Education (K-6) and Exceptional Student Education. Extra services (double-dosing) will be provided via push-in model to support individual learning needs by Highly Qualified ESE teachers.	Principal and ESE Specialist	Review formative student data in monthly data binder meetings.	MiniBAT, BAT 1 & 2
2	Students With Disabilities (SWD) will be matched with programs to meet additional needs through the struggling reader screening and interventions and DAR screenings. Programs students will be using include: Lindamood Phoneme Sequencing Program for Reading (LIPS), Foundations, Lindamood Spelling Strategies, Wilson Reading, Stevenson Reading, Visualization and Verbalization, Start-In (RTI), Elements of Reading, High-Frequency Speed Drill Program, and Organization/Thinking Maps.	Assistant Principal and ESE Specialist	Review formative student data in weekly case manager meetings with grade level liaison.	Phonics for Reading, IRI, DAR, Trophies Oral Reading Fluencies, Treasures Oral Reading Fluencies, Running Records, Rigby PM Benchmark Assessment
3	Teachers will use accommodations outlined in students Individual Educational Plan (IEP).	ESE Specialist	IEP Meetings	Phonics for Reading, IRI, DAR, Trophies Oral Reading Fluencies, Treasures Oral Reading Fluencies, Running Records, Rigby PM Benchmark Assessment
4	Using the data from the assessments, students not mastering essential standards/benchmarks will be targeted for after school and Saturday tutoring sessions.	Reading Coach	pre-test; formative assessments; post-test	Evaluation tools as outlined in District Struggling Reader Chart

<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>		<b>Objective Linked to Area of Improvement</b>		
In grades 3-5, 71% of students achieved mastery on		In grades 3-5, 72% of students will achieve mastery on		

	the 2009 administration of the FCAT Reading Test.		the 2010 administration of the FCAT Reading Test.	
	<b>Action Step</b>	<b>Person Responsible for Monitoring the Action Step</b>	<b>Process Used to Determine Effectiveness of Action Step</b>	<b>Evaluation Tool</b>
1	Teachers will receive student performance data in order to drive instruction and identify areas in need of staff development.	Assistant Principal	Review formative student assessment data during monthly data binder meetings.	MiniBATs, BAT 1 & 2, Chapter tests
2	The Harcourt Trophies (Grades 4-5) and McGraw Hill Treasures (Grades K-3) and Triumphs programs will be the core basal reading series. Intervention strategies will be provided for level 1 and 2 students through such programs as: Accelerated Literacy Learning (ALL), Great Leaps, Quick Reads, Read Alouds, Talk Alouds, Think Alouds, and QAR. Technology programs which include Pearson Learning, Compass Learn and FCAT Explorer will be utilized.	Team Leaders and Reading Coach	Review formative student assessment data during weekly case manager meetings with grade level liaisons. Weekly student data chats.	Phonics for Reading, IRI, DAR, Trophies Oral Reading Fluencies, Treasures Oral Reading Fluencies, Running Records, Rigby PM Benchmark Assessment
3	Differentiated instruction will be provided using A+ Rise, Net Trekker, and the use other technology-based programs (G.L.I.D.E.S., Promethean boards, Activ Studio, document cameras, etc.).	Leadership Team	Classroom Walk-Throughs, project observations	MiniBATs, BAT 1 & 2, Chapter Tests, Technology-based summative projects (GLIDES)
4	Renaissance (AR) will be used with students to develop web-based projects in conjunction with classroom instruction.	Team Leaders and Leadership Team	Classroom Walk-throughs, PLC meetings, monthly data chats (teacher and leadership team)	Student work and monthly AR report

<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>		<b>Objective Linked to Area of Improvement</b>		
In grades 3-5, 69% of Hispanic students achieved mastery on the 2009 administration of the FCAT Reading Test.		In grades 3-5, 72% of Hispanic students will achieve mastery on the 2010 administration of the FCAT Reading Test.		
	<b>Action Step</b>	<b>Person Responsible for Monitoring the Action Step</b>	<b>Process Used to Determine Effectiveness of Action Step</b>	<b>Evaluation Tool</b>
1	Students will use Integrated Learning Systems, including but not limited to Compass Odyssey, Accelerated Reader, and FCAT Explorer for basic skills and remediation in reading.	Curriculum Specialist	Classroom Walk-Throughs and individual teacher conferences	AR Reports
2	Specials Teachers, Support Staff, and Paraprofessionals will provide weekly remediation for struggling/at-risk students, with particular attention to ELL Hispanic students.	Principal	Monthly data binder meetings	Phonics for Reading, IRI, DAR, Trophies Oral Reading Fluencies, Treasures Oral Reading Fluencies, Running Records, Rigby PM Benchmark Assessment
3	The Harcourt Trophies (Grades 4-5) and McGraw Hill Treasures (Grades K-3) and Triumphs programs will be the core basal reading series. Intervention strategies will be provided for level 1 and 2 students through such programs as: Accelerated Literacy Learning (ALL), Great Leaps, Quick Reads, Read Alouds, Talk Alouds, Think Alouds, and QAR.	Leadership Team	Classroom Walk-throughs, weekly case manager meetings with grade level liaisons	Phonics for Reading, IRI, DAR, Trophies Oral Reading Fluencies, Treasures Oral Reading Fluencies, Running Records, Rigby PM Benchmark Assessment

Technology programs which include Pearson Learning, Compass Learn and FCAT Explorer will be utilized.		
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Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 3-5, 68% of Economically Disadvantaged students achieved mastery on the 2009 administration of the FCAT Reading Test.		In grades 3-5, 72% of Economically Disadvantaged students will achieve mastery on the 2010 administration of the FCAT Reading Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	An instructional focus calendar, which includes Sunshine State Standards and benchmarks will be utilized.	Curriculum Specialist, Team Leader	Leadership team will be aware of grade level IFCs and will monitor their use through Classroom Walk-Throughs.	MiniBATs, BAT 1 & 2
2	The Harcourt Trophies (Grades 4-5) and McGraw Hill Treasures (Grades K-3) programs will be the core basal reading series. Intervention strategies will be provided for level 1 and 2 students through such programs as: Accelerated Literacy Learning (ALL), Great Leaps, Quick Reads, Read Alouds, Talk Alouds, Think Alouds, and QAR. Technology programs which include Pearson Learning, Compass Learn and FCAT Explorer will be utilized.	Leadership Team	Classroom Walk-throughs and weekly case manager meetings with grade level liaison.	Phonics for Reading, IRI, DAR, Trophies Oral Reading Fluencies, Treasures Oral Reading Fluencies, Running Records, Rigby PM Benchmark Assessment
3	Using the data from the assessments, students not mastering essential standards/benchmarks will be targeted for after school and Saturday tutoring sessions.	Curriculum Specialist	Pre-tests, formative assessments, post-tests	Assessments to be used per District Struggling Readers Chart

**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, 50% of Students With Disabilities will achieve mastery on the 2010 administration of the FCAT Reading Test.	Teaching reading to SWD; Differentiated Instruction (Flexible Grouping)	Kelly Heverly & Hilary Pollack	September 2009	Classroom Walk-Throughs, Case Manager Meetings	Sandy Reifkind
In grades 3-5, 72% of students, including Hispanic (ELL), and Economically Disadvantaged, will achieve mastery on the 2010 administration of the FCAT Reading Test.	Teachers will learn appropriate strategies for preparing students to excel on the FCAT.	Kelly Heverly	January 2010	Classroom Walk-Throughs, Case Manager Meetings	Kelly Heverly
In grades 3-5, 72% of students, including Hispanic (ELL), and Economically Disadvantaged, will achieve mastery on the 2010 administration of the FCAT Reading Test.	Teachers will be trained in using Reading Centers and teaching reading through technology	Kelly Heverly	August 2009	Classroom Walk-Through, Teachers Sharing Best Practices	Kelly Heverly
In grades 3-5, 72% of Hispanic students, including ELL, will achieve mastery on the 2010 administration of the FCAT Reading Test.	Teachers will be instructed in Teaching reading to ELL and Differentiated Instruction (Flexible Grouping) with ESOL strategies	Kelly Heverly & Arnetta Davis	September 2009	Classroom Walk-Throughs, Case Manager Meetings	Arnetta Davis

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

**Budget:**

<b>Evidence-based Program(s)/Material(s)</b>		
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
Thinking Maps	Title 1	\$400.00
ELL Support Materials	District Funds	\$0.00
Renaissance Reading (AR) materials	SAC Accountability Funds	\$1,000.00
Phonics for Reading	Title 1	\$1,219.00
		<b>Total: \$2,619.00</b>
<b>Technology</b>		
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
Odyssey	Title 1	\$1,000.00
FCAT Explorer	State Funds	\$0.00
Renaissance Reading (AR) technology	District Funds	\$0.00
		<b>Total: \$1,000.00</b>
<b>Professional Development</b>		
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
Differentiated Instruction	Title 1	\$2,000.00
McGraw-Hill Treasures Reading (K-3)	District Funds	\$0.00
GLIDES Project Based Learning	District Funds	\$0.00
Reading Centers	Title 1	\$500.00
Sub Costs	Title 1	\$1,500.00
		<b>Total: \$4,000.00</b>
<b>Other</b>		
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
School-Based Reading Coach	State Funds	\$0.00
Afterschool Tutoring	Title 1	\$3,500.00
		<b>Total: \$3,500.00</b>
		<b>Final Total: \$11,119.00</b>

*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?

<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>		<b>Objective Linked to Area of Improvement</b>		
In grades 3-5, 81% of students achieved mastery on the 2009 administration of the FCAT Mathematics Test.		In grades 3-5, 82% of students will achieve mastery on the 2010 administration of the FCAT Mathematics Test.		
	<b>Action Step</b>	<b>Person Responsible for Monitoring the Action Step</b>	<b>Process Used to Determine Effectiveness of Action Step</b>	<b>Evaluation Tool</b>
1	Teachers will receive student performance data in order to drive instruction and identify areas in need of staff development.	Assistant Principal	Monthly Data Binder reviews	MiniBATs, BAT 1 & 2
2	An instructional focus calendar (based on SSS) which identifies specific grade level skills with accompanying lessons for daily instruction – Grades	Curriculum Specialist and Leadership Team	Weekly case manager meetings	MiniBATs, BAT 1 & 2, Chapter/Unit Tests, Odyssey, FCAT Explorer, Math By All Means, Touch Math, Harcourt Math Intervention Skills

	K-5 will be utilized.			
3	Students who have mastered the standards/benchmarks will be provided with Harcourt math enrichment activities. The following technology programs will provide enrichment activities: FCAT Explorer, Pearson Educational Technologies, Compass Learn and Harcourt software programs.	Team Leaders and Leadership Team	Classroom Walk-throughs	MiniBATs, BAT 1 & 2
4	Students will use Integrated Learning Systems, including but not limited to Compass Odyssey, and FCAT Explorer for basic skills and remediation in math.	Assistant Principal, Instructional Technology Specialist, and Leadership Team	Program generated data reports with bi-weekly student data chats	Odyssey and FCAT Explorer reports
5	Students will keep math journals to synthesize mathematics and the writing process.	Team Leaders	Student data/journal chats.	Student Journals

<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>		<b>Objective Linked to Area of Improvement</b>		
In grades 3-5, 53% of Students With Disabilities achieved mastery on the 2009 administration of the FCAT Mathematics Test.		In grades 3-5, 60% of Students With Disabilities will achieve mastery on the 2010 administration of the FCAT Mathematics Test.		
	<b>Action Step</b>	<b>Person Responsible for Monitoring the Action Step</b>	<b>Process Used to Determine Effectiveness of Action Step</b>	<b>Evaluation Tool</b>
1	Students with Disabilities (SWD) will be placed in classrooms where the teacher is certified in both Elementary Education (K-6) and Exceptional Student Education. Extra services (double-dosing) will be provided via push-in model to support individual learning needs by Highly Qualified ESE teachers.	Principal	Monthly Data Binder reviews	MiniBAT, BAT 1 & 2 Assessments
2	Students With Disabilities will be supplemented with the following mathematics programs: Thinking Maps, Moving with Math, MeasureWorks, Mountain Math, Math for Today, Simple Math Strategies, Touch Math, Hands-On Math Connections, and Hands-On Critical Math Strategies.	ESE Specialist	IEP Meetings, weekly case manager meetings, student data chats	MiniBATs, BAT 1 & 2, Chapter/Unit Tests, Individual Program Evaluation Tools
3	Specials Teachers, Support Staff, and Paraprofessionals will provide remediation (double-dosing) for struggling/at-risk students.	ESE Specialist	IEP Meetings, Weekly Case Manager Meetings	MiniBATs, BAT 1 & 2, Chapter/Unit Tests
4	Using the data from the assessments, students not mastering essential standards/benchmarks will be targeted for after school and Saturday tutoring sessions. They will receive one-on-one instruction from Nova Southeastern University America Counts Program. These students will receive a double dose of math instruction daily.	Curriculum Specialist	Pre- and Post-Tests, formative assessments, student data chats	District Provided Mathematics Question Stems

**Professional Development Aligned with Objective:**

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
In grades 3-5, 82% of students will achieve mastery on the 2010 administration of the FCAT Mathematics Test.	Math Data; Collection & Use	Kelly Heverly	August 2009	Classroom Walk-Throughs, Lesson Plan Checks	Robert Schneider
In grades 3-5, 58% of Students With Disabilities will achieve mastery on the 2010 administration of the FCAT Mathematics Test.	Math Data; Grouping	Kelly Heverly	September 2009	Classroom Walk-Throughs	Kelly Heverly
In grades 3-5, 82% of students will achieve mastery on the 2010 administration of the FCAT Mathematics Test.	Differentiated Instruction	TBA (District Trainer)	October 2009	Classroom Walk-Throughs	Robert Schneider
In grades 3-5, 82% of students will achieve mastery on the 2010 administration of the FCAT Mathematics Test.	Using Games to Teach Math Strategies	TBA (District Trainer)	January 2010	Best Practices Sharing	Robert Schneider

**Budget:**

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Calendar Math	SAC Accountability Funds	\$1,000.00
		<b>Total: \$1,000.00</b>
Technology		
Description of Resources	Funding Source	Available Amount
Odyssey	Title 1	\$1,000.00
FCAT Explorer	State Funds	\$0.00
		<b>Total: \$1,000.00</b>
Professional Development		
Description of Resources	Funding Source	Available Amount
Differentiated Instruction	Title 1	\$2,000.00
Core Math Skills Workshop	District Funds	\$0.00
Math Centers and Games	Title 1	\$1,000.00
Sub costs	Title 1	\$1,500.00
		<b>Total: \$4,500.00</b>
Other		
Description of Resources	Funding Source	Available Amount
Math Centers (board games)	Title 1	\$500.00
Afterschool Tutoring	Title 1	\$3,000.00
		<b>Total: \$3,500.00</b>
		<b>Final Total: \$10,000.00</b>

*End of Mathematics Goal*

**Science Goal**

**Needs Assessment:**

Based on School Grade Data:

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

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement	
49% of grade 5 students achieved mastery on the 2009 administration of the FCAT Science Test.		51% of grade 5 students will achieve mastery on the 2010 administration of the FCAT Science Test.	
Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1 Students may use	Assistant Principal,	Lesson Plans will be	Improvement on Science

	technology programs, including but not limited to wireless carts, online resources, presentation software, and multimedia tools to enhance classroom instruction and provide guided practice and application of skills in science.	Team Leaders	reviewed during Classroom Walk-Throughs.	mini-assessments; projects in science journals; technology program reports; FCAT Explorer
2	Teachers will use K-5 curriculum maps which identify specific grade level skills with accompanying lessons for daily instruction. Teachers will analyze assessment results to determine which skills need remediation.	Curriculum Specialist, Team Leaders	PLC Meetings, Classroom Walk-throughs, Data Chats with Students	BAT 1 & 2; Science MiniBATs
3	Students will conduct experiments utilizing the scientific method and inquiry. Students will utilize hands on science kits and conduct science experiments weekly.	Team Leaders	PLC Meetings	Science MiniBATs; Portfolios; science projects; science journals
4	Students (including ESE) will solve problems utilizing science content knowledge and application of science concepts.	Leadership Team	Classroom Walk-Throughs	Science MiniBATs
5	Students in grade 3-5 will watch Science Alive (BECON broadcast) on a weekly basis and participate in the Science Alive Challenge.	Team Leaders	PLC Meetings	Science MiniBATs; Science Alive Challenge
6	5th Grade Team will be departmentalized and all 5th grade students will receive science instruction from dedicated science teacher.	Principal	Classroom Walk-Throughs	BAT 1 & 2; Science MiniBATs; Science Projects & Portfolios

**Professional Development Aligned with Objective:**

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
51% of grade 5 students will achieve mastery on the 2010 administration of the FCAT Science Test.	Experiment Modeling	Various	Monthly	Classroom Walk-Throughs	Leadership Team

**Budget:**

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
DELTA Science kits	District Funds	\$0.00
<b>Total: \$0.00</b>		
Technology		
Description of Resources	Funding Source	Available Amount
Science Alive	District Funds	\$0.00
United Streaming	District Funds	\$0.00
<b>Total: \$0.00</b>		
Professional Development		
Description of Resources	Funding Source	Available Amount
Science Kit Training (K-5)	Title 1	\$400.00
Science Test Specs Training	Title 1	\$1,200.00
Sub Costs	Title 1	\$500.00
<b>Total: \$2,100.00</b>		

Other		
Description of Resources	Funding Source	Available Amount
Science boards	SAC Accountability Funds	\$368.00
		<b>Total: \$368.00</b>
		<b>Final Total: \$2,468.00</b>

End of Science Goal

## Writing Goal

**Needs Assessment:** Based on School Grade Data:

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

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
96% of grade 4 students achieved mastery on the 2009 administration of the FCAT Writing Test.		97% of grade 4 students will achieve mastery on the 2010 administration of the FCAT Writing Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students whose initial scores (FCAT Writing Rubric) are at risk to meet AYP criteria in 2008 will receive additional writing instruction to accelerate writing skills.	Assistant Principal	Closely monitor students who are determined to be at risk.	Monthly Writing Prompts
2	Teachers (including ESE) will integrate writing into all content areas and will evaluate writing samples to determine appropriate focus for classroom lessons.	Team Leaders and Assistant Principal	PLC Meetings, Classroom Walk-throughs	Student Writing Samples
3	Targeted students not meeting writing standards will participate in double dose writing instruction.	Assistant Principal and Curriculum Specialist	Pull Out Writing Groups	Student Writing Samples
4	Teachers will use Thinking Maps based program "Write from the Beginning" to enhance their writing skills through using a common visual language.	Assistant Principal and Curriculum Specialist	Classroom Walk-Throughs	Monthly Writing Prompts
5	A school wide writing curriculum will be incorporated with the use of "Write from the Beginning."	Assistant Principal	Classroom Walk-Throughs	Monthly Writing Prompts
6	Broward Enterprise Education Portal (B.E.E.P.) will be used to enhance the instruction of all students by utilizing the various web-based tools made available to all instructional employees (A+ Rise, Apple Digital School, Atomic Learning, Net Trekker, United Streaming, etc.).	Team Leaders and Curriculum Specialist	PLC Meetings, Classroom Walk-Throughs	Monthly Writing Prompts; Summative Project-based writing samples

### Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
97% of grade 4 students will achieve mastery on the 2010 administration of the FCAT Writing Test.	Accessing & Implementing BEEP Lesson Plans	Kelly Heverly	August 2009	Classroom Walk-Throughs; Monthly Writing Prompts	April Schentrup

**Budget:**

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
6 traits writing program	Title 1	\$1,000.00
		<b>Total: \$1,000.00</b>
Technology		
Description of Resources	Funding Source	Available Amount
Learning Village and BEEP	District Funds	\$0.00
		<b>Total: \$0.00</b>
Professional Development		
Description of Resources	Funding Source	Available Amount
Document Camera, Technology Integration workshop	Operating Budget	\$0.00
District-based Elementary Writing Workshops	District Funds	\$0.00
Sub costs	Title 1	\$500.00
		<b>Total: \$500.00</b>
Other		
Description of Resources	Funding Source	Available Amount
Student writing notebooks	SAC Accountability Funds	\$500.00
Afterschool Tutoring	Title 1	\$1,000.00
		<b>Total: \$1,500.00</b>
		<b>Final Total: \$3,000.00</b>

*End of Science Goal*

**Parent Involvement Goal**

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

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

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

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

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

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
33% of parents participated in decisions regarding their child's educational documentation as evidenced by attendance at parent trainings, meetings or conferences.		36% of parents will participate in decisions regarding their child's educational documentation as evidenced by attendance at parent trainings, meetings or conferences.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Increase communication between school and parents.	Teacher	Attendance at Parent/Teacher conferences.	Title I sign-in sheets, Parent conference attendance, Volunteer Logs
2	Parents will be involved in the development and evaluation of the School Improvement Plan.	SAC Co-Chairs	Monthly SAC Meetings	SAC Attendance Sheets
3	Individual student assessment results, including an interpretation of those results, will be provided to all parents.	Principal	Parent/Teacher Conferences	Multiple streams of student achievement data
4	ELL Family Night geared to spanish-speaking families, providing home-based strategies geared toward helping their students achievement levels and	Assistant Principal and ESOL Coordinator	Attendance; Monitor ELL Achievement	Title I Sign-In Sheet

	clarifying necessary information will be provided.			
5	A school Parental Involvement Policy will be developed by all stakeholders which will include a school-family compact that will be distributed to parents with the Back-to-School Information packet (signed compacts returned by parents will be kept on file at the school).	Title I Coordinator	Attendance at various events; SAC Minutes	Title I Sign-In Sheets
6	FCAT Workshops for Parents will be scheduled each month in the areas of reading, writing and mathematics.	Curriculum Specialist	Attendance; Title I Evaluation Toolkit	Title I Sign-In Sheets

**Professional Development Aligned with Objective:**

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
36% of parents will participate in decisions regarding their child's educational documentation as evidenced by attendance at parent trainings, meetings or conferences.	Increasing Parent Involvement	Principal	August 2009	Monthly SAC Meeting Attendance, Attendance at various workshops, Title I Attendance Sheets	Title I Coordinator

**Budget:**

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
<b>Total: \$0.00</b>		
Technology		
Description of Resources	Funding Source	Available Amount
FCAT Explorer	State Funds	\$0.00
BEEP (Parent Portal)	District Funds	\$0.00
School Website	District Funds	\$0.00
Virtual Counselor	District Funds	\$0.00
<b>Total: \$0.00</b>		
Professional Development		
Description of Resources	Funding Source	Available Amount
Family Nights (K-5)	Title 1	\$3,000.00
Megaskills Training	Title 1	\$3,000.00
<b>Total: \$6,000.00</b>		
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
<b>Total: \$0.00</b>		
<b>Final Total: \$6,000.00</b>		

End of **Parent Involvement** Goal

**Other Goals**

No Other Goals were submitted for this school

# FINAL BUDGET

<b>Evidence-based Program(s)/Material(s)</b>			
<b>Goal</b>	<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
Reading	Thinking Maps	Title 1	\$400.00
Reading	ELL Support Materials	District Funds	\$0.00
Reading	Renaissance Reading (AR) materials	SAC Accountability Funds	\$1,000.00
Reading	Phonics for Reading	Title 1	\$1,219.00
Mathematics	Calendar Math	SAC Accountability Funds	\$1,000.00
Writing	6 traits writing program	Title 1	\$1,000.00
Science	DELTA Science kits	District Funds	\$0.00
			<b>Total: \$4,619.00</b>
<b>Technology</b>			
<b>Goal</b>	<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
Reading	Odyssey	Title 1	\$1,000.00
Reading	FCAT Explorer	State Funds	\$0.00
Reading	Renaissance Reading (AR) technology	District Funds	\$0.00
Mathematics	Odyssey	Title 1	\$1,000.00
Mathematics	FCAT Explorer	State Funds	\$0.00
Writing	Learning Village and BEEP	District Funds	\$0.00
Science	Science Alive	District Funds	\$0.00
Science	United Streaming	District Funds	\$0.00
Parental Involvement	FCAT Explorer	State Funds	\$0.00
Parental Involvement	BEEP (Parent Portal)	District Funds	\$0.00
Parental Involvement	School Website	District Funds	\$0.00
Parental Involvement	Virtual Counselor	District Funds	\$0.00
			<b>Total: \$2,000.00</b>
<b>Professional Development</b>			
<b>Goal</b>	<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
Reading	Differentiated Instruction	Title 1	\$2,000.00
Reading	McGraw-Hill Treasures Reading (K-3)	District Funds	\$0.00
Reading	GLIDES Project Based Learning	District Funds	\$0.00
Reading	Reading Centers	Title 1	\$500.00
Reading	Sub Costs	Title 1	\$1,500.00
Mathematics	Differentiated Instruction	Title 1	\$2,000.00
Mathematics	Core Math Skills Workshop	District Funds	\$0.00
Mathematics	Math Centers and Games	Title 1	\$1,000.00
Mathematics	Sub costs	Title 1	\$1,500.00
Writing	Document Camera, Technology Integration workshop	Operating Budget	\$0.00
Writing	District-based Elementary Writing Workshops	District Funds	\$0.00
Writing	Sub costs	Title 1	\$500.00
Science	Science Kit Training (K-5)	Title 1	\$400.00
Science	Science Test Specs Training	Title 1	\$1,200.00
Science	Sub Costs	Title 1	\$500.00
Parental Involvement	Family Nights (K-5)	Title 1	\$3,000.00
Parental Involvement	Megaskills Training	Title 1	\$3,000.00
			<b>Total: \$17,100.00</b>
<b>Other</b>			
<b>Goal</b>	<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
Reading	School-Based Reading Coach	State Funds	\$0.00
Reading	Afterschool Tutoring	Title 1	\$3,500.00
Mathematics	Math Centers (board games)	Title 1	\$500.00
Mathematics	Afterschool Tutoring	Title 1	\$3,000.00
Writing	Student writing notebooks	SAC Accountability Funds	\$500.00
Writing	Afterschool Tutoring	Title 1	\$1,000.00

Science	Science boards	SAC Accountability Funds	\$368.00
			<b>Total: \$8,868.00</b>
			<b>Final Total: \$32,587.00</b>

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

Intervene
  Correct II
  Prevent II
  Correct I
  Prevent I
  NA

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

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

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

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

Projected use of SAC Funds	Amount
Afterschool Tutoring Program	1000

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

The School Advisory Council (SAC) is comprised of parents, community members, as well as faculty and staff. Procedure for election and appointment of advisory council members are: peer groups elect their representatives, with Principal, and BTU representative and business partners are appointed. This committee develops School Improvement objectives, including strategies and recommendations for staff development and budget. Once the plan is approved it is shared with all members of the faculty and staff as well as parents and community members. The plan is posted on the school's web site after Board Approval. During the year the SAC committees oversee the implementation of the action steps and monitor data during the year. Focus groups/committees at the school report directly to the SAC for ongoing monitoring of action steps, progress, and data to develop SIP. The SAC is the sole body responsible for final decision making at the school relating to implementation of provisions of Sections 1001.42(16) and 1008.345, F.S.

Formative Evaluations of this plan occur in the following ways:

- Mid-year state evaluation (January)
- School Focus groups address each curricular area (monthly)
- Benchmark Assessment Tests (September/November)
- MiniBAT Testing (weekly)
- Administrative Classroom Walk-throughs (ongoing)

Summative Evaluation of the plan occurs when all student achievement data is received at the end of the school year. The School Action Research Cadre (of which the administrative team is a part) analyzes aggregate and disaggregated student data and reports their findings to the School Advisory Council who then sets the goals and objectives for the following year using the FCIM.

## SAC Members

### Members

- 1) Robert N. Schneider, Principal
- 2) Dominic Church, SAC Chair
- 3) Christina Lambert, SAC Chair
- 4) Stephanie Biramontes, Business Member
- 5) Lena Owens, Business Member

- 6) Gerald Writt, Business Member
- 7) Carol Rowe, Parent
- 8) Betty Rodriguez, Parent
- 9) Minor Biramontes, Parent
- 10) Flora Doscher, Parent
- 11) Officer Christi Encarnacion, Community Member
- 12) Nick Seamster, Community Member
- 13) Kelly Heverly, School Support Personnel
- 14) Kim Freeman, School Support Personnel
- 15) Shawn Clark, School Support Personnel
- 16) Ruth Kling, Union Steward

# AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Broward DAVIE ELEMENTARY SCHOOL 2801													
Number of students enrolled in the grades tested: <a href="#">Click here to see Number of students in each group</a>														Read: 376 Math: 376		2008-2009 School Grade <sup>1</sup> : 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 <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	99	Y	71	Y	81	Y	87		Y				NA	34	29	NA	24	19	NA	73	NA	79	NA		
WHITE	100	Y	99	Y	74	Y	77	Y	87		Y				NA	31	26	NA	26	23	NA	73	NA	78	NA		
BLACK	100	Y	100	Y			NA		NA						NA			NA			NA						
HISPANIC	100	Y	100	Y	69	Y	84	Y	87		Y				NA	37	31	NA	24	16	NA	74	NA	81	NA		
ASIAN			NA				NA								NA			NA			NA						
AMERICAN INDIAN			NA				NA								NA			NA			NA						
ECONOMICALLY DISADVANTAGED	100	Y	99	Y	68	Y	77	Y	82		Y				NA	38	32	NA	28	23	NA	70	NA	76	NA		
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y			NA								NA			NA			NA						
STUDENTS WITH DISABILITIES	100	Y	97	Y	44	N	53	N							NA	68	56	Y	49	47	N	46	NA	66	N		

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Broward DAVIE ELEMENTARY SCHOOL 2801													
Number of students enrolled in the grades tested: <a href="#">Click here to see Number of students in each group</a>														Read: 411 Math: 411		2007-2008 School Grade <sup>1</sup> : 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 <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	Y/N	2008	Y/N	2008	Y/N	
TOTAL <sup>4</sup>	99	Y	99	Y	66	Y	76	Y	92	87	N				NA	35	34	NA	28	24	NA	67	NA	76	NA		
WHITE	99	Y	99	Y	69	Y	74	Y	93	87	N				NA	33	31	NA	25	26	NA	68	NA	74	NA		
BLACK	99	Y	99	Y			NA								NA			NA			NA						
HISPANIC	100	Y	99	Y	63	Y	76	Y	90	87	N				NA	35	37	NA	30	24	NA	66	NA	77	NA		
ASIAN			NA				NA								NA			NA			NA						
AMERICAN INDIAN			NA				NA								NA			NA			NA						
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	62	Y	72	Y	89	82	N				NA	40	38	NA	33	28	NA	65	NA	74	NA		
ENGLISH LANGUAGE LEARNERS	99	Y	99	Y	44	N	71	Y							NA	52	56	NA	39	29	NA	58	NA	69	NA		
STUDENTS WITH DISABILITIES	98	Y	98	Y	32	N	51	N							NA	70	68	NA	51	49	NA	52	NA	58	NA		

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Broward DAVIE ELEMENTARY SCHOOL 2801													
Number of students enrolled in the grades tested: <a href="#">Click here to see Number of students in each group</a>														Read: 429 Math: 429		2006-2007 School Grade <sup>1</sup> : 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 <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	2007	Y/N	2007	Y/N	2007	Y/N	
TOTAL <sup>4</sup>	100	Y	100	Y	65	Y	72	Y	88	92	Y				NA	35	33	NA	27	28	NA	64	NA	73	NA		
WHITE	99	Y	99	Y	67	Y	75	Y	87	93	Y				NA	30	30	NA	28	25	NA	66	NA	73	NA		
BLACK	100	Y	100	Y			NA								NA			NA			NA						
HISPANIC	100	Y	100	Y	65	Y	70	Y	85	90	Y				NA	36	33	NA	25	30	NA	65	NA	74	NA		
ASIAN			NA				NA								NA			NA			NA						
AMERICAN INDIAN			NA				NA								NA			NA			NA						
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	60	Y	67	Y	86	89	Y				NA	38	39	NA	33	33	NA	62	NA	71	NA		
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	48	N	61	Y							NA	49	56	N	29	39	NA	59	Y	72	NA		
STUDENTS WITH DISABILITIES	100	Y	100	Y	30	N	49	N	62						NA	68	65	N	60	51	Y	36	N	66	NA		

## SCHOOL GRADE DATA

Broward School District DAVIE ELEMENTARY SCHOOL 2008-2009					
	Reading	Math	Writing	Science	Grade Points Earned
<b>% Meeting High Standards (FCAT Level 3 and Above)</b>	80%	87%	96%	49%	312
<b>% of Students Making Learning Gains</b>	73%	75%			148
<b>Writing and Science:</b> Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.					
3 ways to make gains: <ul style="list-style-type: none"> <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
<b>Adequate Progress of Lowest 25% in the School?</b>	68% (YES)	81% (YES)			149	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					609	
Percent Tested = 100%						Percent of eligible students tested
<b>School Grade</b>					<b>A</b>	Grade based on total points, adequate progress, and % of students tested

<b>Broward School District DAVIE ELEMENTARY SCHOOL 2007-2008</b>						
	Reading	Math	Writing	Science	Grade Points Earned	
<b>% Meeting High Standards (FCAT Level 3 and Above)</b>	79%	83%	76%	42%	280	<b>Writing and Science:</b> 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.
<b>% of Students Making Learning Gains</b>	68%	76%			144	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>
<b>Adequate Progress of Lowest 25% in the School?</b>	70% (YES)	83% (YES)			153	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					577	
Percent Tested = 99%						Percent of eligible students tested
<b>School Grade</b>					<b>A</b>	Grade based on total points, adequate progress, and % of students tested

<b>Broward School District DAVIE ELEMENTARY SCHOOL 2006-2007</b>						
	Reading	Math	Writing	Science	Grade Points Earned	
<b>% Meeting High Standards (FCAT Level 3 and Above)</b>	76%	80%	88%	48%	292	<b>Writing and Science:</b> 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.
<b>% of Students Making Learning Gains</b>	73%	74%			147	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>
<b>Adequate Progress of Lowest 25% in the School?</b>	65% (YES)	84% (YES)			149	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					588	
Percent Tested = 100%						Percent of eligible students tested
<b>School Grade</b>					<b>A</b>	Grade based on total points, adequate progress, and % of students tested