

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: GRIFFIN ELEMENTARY SCHOOL

District Name: Broward

Principal: Cynthia Novotny

SAC Chair: Teena Novack/Jacqueline Sanchez

Superintendent: James Notter

Date of School Board Approval:

Last Modified on: 09-16-2009

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

Vision

Learning Today...Leading Tomorrow

Mission Statement

To ensure that all students receive a quality education, within a safe and secure learning environment

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

- * 30 years old
- * "A" school, past 8 years
- * Houses 535 students and 67 staff members
- * Met AYP criteria
- * 1992 National School of Excellence

Unique School Strengths for Next Year

- * 22% National Board Certified Teachers
- * GLIDES school
- * DETA Trained teachers
- * Gifted Endorsed Teachers
- * Quality Award
- * Golden Apple Award, past 29 years
- * Five Star Award, past years
- * Certified Wildlife Habitat given by National Wildlife Federation
- * Florida School Recognition Award
- * PTA's Historian Award
- * Accredited School by the Advance Education Accreditation Commission and Board of Trustees
- * Partnership of the Year Award with Summit Learning Services and the City of Cooper City

Unique School Weaknesses for Next Year

- * Loss of portion of budget
- * Decrease in FTE
- * Decrease in Employees
- * Loss of two Gifted Endorsed Teachers
- * Loss of programs, ie: web achiever
- * Increase in Free and Reduced Lunch Program
- * Not every classroom wireless

Student Demographics

2009
Female Percentage 48.70

Male Percentage 51.20
White Percentage 56.10
Black Percentage 7.74
Hispanic Percentage 26.20
Asian Percentage 3.16
Native Percentage 0.17
Multi Percentage 6.51
Free Reduced Percent 16.90
ELL Percentage 2.81
ESE Percentage 22.30

Student Attendance Rates

2007 - 95.10
2008 - 95.20
2009 - 94.50

The past three years school's attendance rate, which is comparable with the district's rate, has remained steady.

Student Mobility

2007 - 5.20
2008 - 8.60
2009 - 12.10

There has been a continuous increase in student mobility.

Student Suspension Rates

External Suspension
2007 - 0.02
2008 - 0.30
2009 - 1.20

There is a slight increase in suspension rates over the past three years. Suspension rates as a whole are low.

Student Retention Rates

2007 - 2.5
2008 - 1.59
2009 - 1.0

Retention rates remain low.

Class Size

PK - 3 average
2007 - 17.93
2008 - 17.79
2009 - 15.20
4-8 average
2007 - 19.65
2008 - 19.25
2009 - 19.74

Academic Performance of Feeder Pattern

Partnerships and Grants

- * Big Brothers/Big Sisters - provide weekly one-on-one mentor
- * Beef "O" Brady - Incentives for good grades
- 15% of proceeds go back to the school
- * Burger King - punch cards with financial rewards to the school
- * City of Cooper City - Incentives/Awards for students
- Fun Run
- Founders Day Parade
- Arbor Day Activities
- Presentations
- Career Day speakers
- Fire Poster Competitions
- * Florida Marlins - Incentives for good report cards
- Discount passes to games
- Discount Science Field Trip
- Reading Incentives
- Free T-shirts for prizes

- * Memorial Urgent Care Center
- * Publix Super Market - Donation of food items for special events
- Coupons for good report cards and honor roll
- Career Day Presentation
- Mother;s Day Cake Decorating
- * Sparz Bowling - Incentives for good report cards.
- * Outback Steakhouse - Family Night with 15% proceeds back to the school
- Career Day Presentation
- Incentives for students
- Food items for special events

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	Cynthia Novotny	Elementary Education Masters in Reading Administration Supervisor certification	9	21	"A" school past 8 years, meeting AYP
Assis Principal	Angie Moodliyar	Elementary Education M.S. Education Leadership	2	2	"A" school

* 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	Christine Tarlow	Elementary Education ESOL endorsed Gifted Endorsed Reading Endorsed Endorsed Scienc, middle school, certified	6	4	"A" school meeting AYP

* 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)
NESS	Sidona del Corral	on going	
Team Building	team leaders	on going	
Induction Team	Sidona del Corral	ongoing	
Hire through teacher recommendation	Principal/Assistant Pricipal	as needed	
Buddy System	various teachers	as needed	
Learning Communities	team leaders	weekly meeting	
Bring teachers back early	administors and support staff	pre-planning	
Pre-planning team meets with members of Collaborative Problem Solving Team	CPST facilitator/school counselor	pre-planning	

Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
No data submitted			

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
37	0	8	40	51	32	100	3	22	97

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Iris Melmood	Stacey Alderman	Paired teacher new to grade level with that grade's team leader. The mentor provides information and support based on her years of experience .	Professional learning communities
Sidona delCoral	Donna Frisbee	Teacher is paired with the ESE team leader to assist in transition from a general education classroom to a EBD cluster classroom. The mentor provides support and information based on her years of experience in her area of expertise.	Professional learning Communities

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

N/A

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)

N/A

Violence Prevention Programs

N/A

Nutrition Programs

N/A

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.

Cynthia Novotny - Principal
Sidona delCorral - ESE Specialist
Christine Tarlow - Reading Specialist
Teena Novack - School Counselor
Patricia Hunger - Speech/Language Teacher
Dr. Loretta Dulberg - School Psychologist
Maryann Rafferty - Social Worker
Classroom Teachers

Each member of the team provide input in the implementation and monitoring of interventions based on their area of expertise. They collaborate to insure that teachers receive the necessary assistance and that the students' needs are met.

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

The RTI Leadership Team meets bi-weekly to collaborate on the progress of students currently involved in the RTI process as well as new students in the need of interventions. Teachers confer with team members throughout the school year to collect data, assess the needs of students, implement interventions and monitor progress. If necessary the team collectively begin the ESE evaluation process to rule out any disabilities and assess special needs.

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

The RTI Leadership Team participate in the creation of the school improvement plan to insure that the needs of all students are being met. Team members collaborate with teachers to match most appropriate intervention with the identified student's need. They are an intricate part in assessing which programs would benefit students who are in need of interventions as well students who are ESE eligible.

RtI Implementation

Describe the data management system used to summarize tiered data.

- Teacher confers with member of the RTI Team to identify area of concern for a student
- Teacher or Team Member gather data regarding student's targeted area of need
- Interventions are recommended and implemented for 4-6 weeks
- New and current data is gathered
- Committee meets to discuss student's progress and effectiveness of the intervention
- Intervention is either continued, modified or replaced
- If necessary , a new program will be recommended

Describe the plan to train staff on RTI.

During the pre-planning week, staff will be introduced to the RTI Leadership Team model. Members of the team will explain the process, provide examples of interventions and various forms of data collection. Some of the RTI Leadership Team will meet with teachers by grade level and review the needs of their students who have previously been reviewed by the Collaborative Problem Solving Team, students in the psychological evaluation process, as well as all level 1 and 2 students. Various interventions, forms of data collection and monitoring will be discussed.

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?

- *Received an A from DOE
- *Met AYP criteria
- *Above District average in all areas except SWD in Reading
- *Below criteria in reading in SWD subgroup

Instructional Calendar Development

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

- Disaggregate 2008-2009 FCAT data
- Instructional Benchmarks will be analyzed and priority will be given based on need for each content area
- Identify strengths and weaknesses by grade level, subject area and strands
- Students will be grouped homogenously depending on their needs
- Pull- out groups according to deficiencies
- Instructional Focus Calendar (IFC) in Reading, Math, Writing and Science will be implemented by all teachers through BEEP.
- August 14, 2009 HRD will present "What's New in BEEP" to the teachers
- Administration will monitor implementation through classroom walkthroughs, lesson plans, periodic assessments, data chats and reflective grade level discussions.

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

Based on grade level collaboration, BAT, FCAT, and classroom assessment scores grade levels will be focusing on the following:

Reading:

- 3rd grade- Reference/Research
- 4th grade- Main Idea, Authors purpose
- 5th grade - Words and Phrases

Math:

- 3rd grade- geometry
- 4th grade- Algebraic Thinking
- 5th grade- Measurement

Science:

- 5th grade- Earth & Space Sciences

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

The collection and disaggregation of assessment data will determine the needs of the students. Through careful analysis, teachers will determine which of their students are in need of tutorial or enrichment classes. Pacing charts from Instructional focus calendars will assist teachers. Feedback from administrators performing classroom walkthroughs will help teachers align any adjustment to the curriculum.

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

This question pertains to secondary students. Career Day helps students "think about" their future and any relevant subject they may be studying.

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?

- Teachers will align lesson plans and assessments to the IFC
- Departmentalization will occur grades 4-5
- Team Teaching in Writing and Science will occur in grade 3
- If need occurs, instructional focus lessons will be revised after periodic checkpoints
- Team leaders will monitor delivery through CWT and grade level discussions

How are instructional focus lessons developed and delivered?

- Refer teachers to unit, lesson plans, curriculum maps and resources on BEEP
- *Lessons delivered either through whole group/small group instruction and/or one-on-one
- *Lessons delivered through differentiated instruction

How will instructional focus lessons be revised and monitored?

- Team leaders will monitor delivery through CWT and grade level discussions
- After data is analyzed, teacher teams will schedule which students will receive either tutorial or enrichment enhancements.
- Through data chats, Administration and the Leadership Team will be continuously involved in the teaching and learning process

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.

- Assessments: Mini – BATS, Q- BATS, BAT 1 & 2, SAT's, FCAT, Unit Tests, DAR, FAIR, Teacher - generated tests, SME(Success Maker Enterprise,a computerized intergrated learning system), Writing Prompts, FCAT Explorer
- Assessments will be administered according to IFC Timeline

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

- After data is analyzed, teacher teams will schedule which students will receive either tutorial or enrichment enhancements.

Maintenance

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

- *Monthly check points will determine if students are mastering skills. Group tutorial/enrichment will be given by designated teachers within grade levels.

Describe the process and schedule for teams to review progress monitoring data (summative and mini assessments) to identify the

required instructional modifications that are needed to increase student achievement.

Teams will form learning communities within grade level to analyze data weekly. Based on data teachers will prioritize benchmarks accordingly.

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.

•Through data chats and classroom walkthroughs Administration and the Leadership Team will be continuously involved in the teaching and learning process

ACT

Supplemental and Intensive Instruction/Interventions

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

Supplemental and Intensive Instruction/ Interventions :

- Wilson's Foundations K-2
- *Wilson Reading 3-5
- *Phonics for Reading
- *Quick Reads
- *Reading Naturally
- *Super QAR
- *Success Maker Enterprise (SME)
- *Star Fall
- *Great Leaps
- *Small Group Pull-out
- *BEEP
- *Sadlier Phonics
- *Element of Vocabulary K-4
- *Discovery
- *Science K-5
- *Brain Pop
- *Treasures
- *Harcourt

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

•Small groups are formed to re-teach non-mastered target areas by trained staff members

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

- PDT surveys teachers in Spring to identify staff professional development needs for the upcoming school year
- If needed ,teachers will be trained to use one of the above supplemental programs
- *Data obtained from CWT and benchmark assessments will be analyzed to determine staff's professional development needs

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

- As per district guidelines,students scoring a level 1 or 2 on the FCAT as well as those students below the 40% tile on SAT 10
- Leadership Team will identify classrooms or individual students that have not mastered the skill set using Above the Clouds
- Periodic assessments will determine effectiveness of the interventions and need for continuous or additional supplemental and/or intensive instruction
- After available data is analyzed, teacher teams will schedule which students will receive tutorial

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

- Periodic assessments will determine effectiveness of the interventions
- As per district guidelines, Reading Coach monitors students identified as level 1 & 2 on the FCAT, as well as those students below the 40% tile on SAT 10 by administrating Oral Reading Fluency Probes at least 3 times a year
- Coach share data with the Leadership Team and determine if students are making progress
- Follow up with classroom teachers to determine remediation strategies
- Leadership Team will meet bi-weekly to review teacher assessments and if necessary DAR results along with IFC to determine correct alignment to meet student's needs

Enrichment

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

- Web Achiever, FCAT Explorer, SME, First in Math, Math Superstars, Kid Inspiration, Key note, Comic Life , Garage Band, G.L.I.D.E.S, Project Based Learning, Discovery Science, Power Point, Photo Story, Movie Maker, National Geographic Explorer for Kids, Time For Kids, Scholastic Weekly Reader, Science Saurus, Meet the Masters
- All gifted students will be serviced by Gifted Endorsed Teachers daily
- All students who achieve mastery of NGSSS will be exposed to enrichment instruction

Describe how students are identified for enrichment strategies.

- *Teacher teams analyze the data and will schedule which students will receive enrichment
- All students who achieve mastery of NGSSS will be exposed to enrichment instruction

Professional Learning Communities

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (include Lesson Study and Data Analysis)
Grade Level	Team Leaders	weekly	Wednesday 2:15 - 3:00	Lesson Study and data Analysis
Subject Area	Coaches	2 hours per month	Thursday 2:15 - 3:00	Curriculum Planning
ESE	ESE Specialist	2 hours per month	Thursday 2:15 - 3:00	*Identify teaching strategies *Curriculum Planning *Best practices

NCLB Public School Choice

Note: For Title I schools only

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

Pre-School Transition

- *Kindergarten round up
- *Orientation/meet and greet
- *Visits & tours
- *Communicate with parents through the use of flyers, parent link, marquee, and school website

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?
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Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
93% of students in grades 3-5 met high standards in reading, up 2 percentage points from previous year.		By June 2010, 97% of third through fifth grade students will have scored level 3 or above on the FCAT Reading Assessment		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	All K-5 teachers will use district/school Instructional Focus Calendar and Pacing Chart. They will coordinate the core basal series, Treasures or Harcourt Trophies.	Team Leaders	Weekly meetings	weekly assessments
2	All students will be encouraged to participate in the Superintendent's Reading Motivation Project, "Reading Across Broward", Book It, Sunshine State Reading Program, as well as Griffin "Summer Reading" based on a recommended list of books	*Classroom Teacher *Media Specialist *Reading Specialist	Weekly Participation	*online assessment *Participation Charts
3	Classes in grades 2-5 will have the opportunity to utilize Accelerator Reader books and software as well as Success Maker Enterprises	*Classroom Teacher *Media Specialist	Weekly Participation	Online assessments *Participation Charts
4	Phonics books will continue to be provided for classes in grade 1 & 2	*Reading Specialist *Classroom Teachers	*Grade level Meetings *Data Chats	weekly assessments

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
61% of our students with disabilities in grades 3-5 scored at or above grade level.		By June 2010, 72% of our students with disabilities in grades 3-5 will meet AYP criteria.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	ESE students will be matched with evidence based instructional programs	*ESE Specialist *ESE Teachers	*Classroom Walkthrough *Data Chats *Team Meetings	*end of skills assessment *Mini Bats
2	All K-5 teachers will use district/school Instructional Focus Calendar and Pacing Chart. They will coordinate the core basal series Treasures or Harcourt Trophies	Team Leader	Weekly meetings	weekly assessments

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
64% of our lowest 25 percent made gains.		50% of our lowest quartile will improve by 5 percentage points		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Interventions will be provided to all 3-5th grade students scoring a level 1 or 2 on the FCAT reading and all 1-2nd grade students scoring below 25%	Reading Specialist CPST/RTI	Monthly RTI meetings	weekly/quarterly assessments
2	Small group instruction and/or Read Naturally Lab will be offered for students scoring level 1 on FCAT Reading or below 25percentile on SAT 10	Reading Specialist	Monthly meetings	weekly/quarterly assessments
3	Teachers will utilize resources and interventions outlined on the Struggling Readers Chart to assist students who are working below grade level expectations	Reading Specialist Administration	Data Chats	weekly/quarterly assessments

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
By June 2010, 97% of 3-5 grade students will have scored level 3 on FCAT Reading Assessment 50% of our lowest quartile will improve by 5 percentage points By June 2010 72% of our students with disabilities in grades 3-5 will meet AYP criteria	*New Reading Plan	*Reading Specialist	08/17/09	Classroom Walkthrough, Data Chats	Administration
By June 2010, 97% of 3-5 grade students will have scored level 3 or above on FCAT Reading 50% of our lowest quartile will improve by 5 percentage points By June 2010, 72% of our students with disabilities in grades 3-5 will meet AYP criteria	*3-5 Test Specs	*Administration	08/18/09	Classroom Walkthrough, Data Chats, PGP	Administration
By June 2010, 97% of 3-5 grade students will have scored level 3 or above on FCAT Reading 50% of our lowest quartile will improve by 5 percentage points By June 2010, 72% of our students with disabilities in grades 3-5 will meet AYP criteria	*K-2 Guided Reading	*Reading Specialist	08/18/09	Classroom Observation	Reading Specialist, Administration
By June 2010, 97% of 3-5 grade students will have scored level 3 or above on FCAT Reading 50% of our lowest quartile will improve by 5 percentage points By June 2010, 72% of our students with disabilities in grades 3-5 will meet AYP criteria	What's New in BEEP	M.Quintana	08/20/09	Lesson Plans	Administration

By June 2010, 97% of 3-5 grade students will have scored level 3 or above on FCAT Reading 50% of our lowest quartile will improve by 5 percentage points By June 2010, 72% of our students with disabilities in grades 3-5 will met AYP criteria	Curriculum Planning Tool	Administration	08/21/09	Data Chats Classroom Walkthrough	Administration
By June 2010, 97% of 3-5 grade students will have scored level 3 or above on FCAT Reading 50% of our lowest quartile will improve by 5 percentage points By June 2010, 72% of our students with disabilities in grades 3-5 will met AYP criteria	Professional Learning Communities	Reading Specialist	Monthly	Lesson Delivery Classroom Walkthrough	Administration

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

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Sadlier Phonics A&B	General Funds	\$2,116.00
Treasures Series	School Budget	\$0.00
		Total: \$2,116.00
Technology		
Description of Resources	Funding Source	Available Amount
GLIDES	District	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Classroom Walkthrough Training	General Funds	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$2,116.00

End of Reading Goal

Mathematics Goal

Needs Assessment:

Based on School Grade and Adequate Yearly Progress Data:

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

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

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

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

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

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
97% of students grades 3-5 scored at or above a level 3 up 1 percentage point from previous year. 77% made learning gains.		By June 2010, 99% of third through fifth grade students will score level 3 or above on the FCAT Math Assessment		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	All students K-5 will have the opportunity to participate in the Mathematics Superstar Program	*Classroom Teacher *Team Leader	*participation *team meetings	end of year district test
2	After disaggregating FCAT scores, students in grades K-5 will have the opportunity to access and utilize Brainpop. This will be utilized for tutorial as well as enrichment in Math Sunshine State Standards	*Team Leaders *Tech Specialist	*classroom walkthrough	Technology program assessments
3	Continue to offer Math Club for students in grades 3-5 where students may participate in BCCTM Competition	*Administration *Math Club Sponsor	*participation *teacher feedback	*End of year district competition *District Competetion

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
77% of our lowest 25% made learning gains. All of our sub groups made AYP		50% of our lowest quartile will improve by 5 percentage points on the FCAT Math Assessment		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	After disaggregating FCAT scores, students in grades K-5 will have the opportunity to access and utilize Brainpop. This will be utilized for tutorial as well as enrichment in Math Sunshine State Standards	*Team Leader *Tech Specialist	*classroom walkthrough	Technology program assessments
2	Teachers will utilize resources in BEEP and other resources to assist students in the lowest quartile	*Administration *Team Leader *Tech Specialist	*classroom walkthrough *planning book	weekly and quarterly assessments
3	Continuer to offer small group math instruction for students in grade 3-5 who score at level 1 on FCAT Math Assessment	*Administration *Team Leader	*classroom walkthrough *data chats	weekly/quarterly assessments *mini bats

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
97% of 3-5 grade students will have scored level 3 or above on FCAT Math Assessment. 50% of the lowest quartile will improve by 5 percentage points	Test Specs	Administration	08/18/09	*classroom walkthrough	Administration
% of 3-5 grade students will have scored level 3 or above on FCAT Math Assessment. 50% of the lowest quartile will improve by 5 percentage points	Professional Learning Communities	*Team Leaders *Reading Specialist *ESE Specialist *Teachers	*monthly	*classroom walkthrough *data chats	Administration
% of 3-5 grade students will have scored level 3 or above on FCAT Math Assessment. 50% of the lowest quartile will improve by 5 percentage points	BEEP Lessons	District	08/20/09	*Lesson plans *classroom walkthroughs *data chats	Administration
% of 3-5 grade students will have					

scored level 3 or above on FCAT Math Assessment. 50% of the lowest quartile will improve by 5 percentage points	Technology Integration	Perez	10/23/09	*classroom walkthroughs *data chats	Administration
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Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Brainpop	General Funds(see reading objective)	\$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
New World Standards, August 09	NA	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
Math Club	Accountability	\$600.00
		Total: \$600.00
		Final Total: \$600.00

End of **Mathematics** Goal

Science Goal

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

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
66% of the students met high standards, down 1 percentage point from previous year.		By June 2010, 70% of fifth grade students will score at or above level 3 in FCAT Science		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Teachers in grades 3-5 will continue to utilize Scholastic Super Science and BEEP to access lesson plans	*Science Coordinator *Team Leader *Tech Specialist	*classroom walkthrough *data chats	*assessment *technology program assessments
2	Students in grade 4 & 5 will have the opportunity to participate in an environmental club	*Science club sponsor	*observation of participation	guest speaker feedback form
3	The science lab will be made available for K-5 to utilize for hands-on experiments and demonstrations	*Administration *Team Leader	*classroom walkthrough	*unit assessments
4	Students will participate in a school Science Fair and/or Zone Science Fair	*Science fair coordinator	*participation	award presentation
5	Students and parents will have the opportunity to participate in a Family Math & Science Night for the purpose of tutorial and/or enrichment activities	*Team Leaders	*participation sign-in	Parent feedback forms

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
By June 2010, 70% of fifth grade students will score at or above level 3 in FCAT Science	Test Specs	Administration	08/18/09	*classroom walkthroughs *data chats	Administration
By June 2010, 70% of fifth grade students will score at or above level 3 in FCAT Science	What's New in BEEP	District	08/20/09	*classroom walkthroughs *plan books	Administration
By June 2010, 70% of fifth grade students will score at or above level 3 in FCAT Science	Professional Learning Communities	*Team Leaders *ESE Specialist *Teachers	monthly	*classroom walkthroughs *data chats	Administration

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Discovery Science Education	General Funds	\$1,695.00
Science Super Science	General Funds	\$0.00
		Total: \$1,695.00
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
In-House science field trips	Accountability	\$613.00
Science Fair coordinator	Accountability	\$600.00
Environmental Club moderator	Accountability	\$500.00
		Total: \$1,713.00
		Final Total: \$3,408.00

End of Science Goal

Writing Goal

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

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
99% of our fourth grade students scored a 3.5 or higher, up 6 percentage points from previous year.		By June 2010, 95% of students in fourth grade will score a 4.0 or higher on the FCAT Writing Assessment		
Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool	
1 Teachers will encourage writing through Griffin's Publishing Center and provide information to students in grades K-5 to participate in various essay,	Administration	*data chats *team meetings	teacher evaluation	

	poetry, and spelling contests throughout the school year			
2	Student in grades 3-5 will utilize the Brainpop Website as tutorial as well as enrichment	*Classroom Teacher *Technology Specialist	*Classroom walkthroughs *data chats	technology program assessments
3	Students in grade three and four will attend monthly "Writing Workshops" in cafeteria instructed by grade level teachers	*Administration *Team Leader	*data chats *observation	End of skills assessment
4	Teachers in grade four will offer a workshop for parents and children	*Administration *Team Leader	*Participation	workshop feedback forms

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
95% of students in fourth grade will score a 4.0 or higher on FCAT Writing Assessment	"What's New in BEEP?"	District	08/20/09	*classroom walkthrough *lesson plan	Administration
95% of students in fourth grade will score a 4.0 or higher on FCAT Writing Assessment	Technology Intergration	Mrs. Perez	10/23/09	*classroom walkthrough *data chats	Administration
95% of students in fourth grade will score a 4.0 or higher on FCAT Writing Assessment	Professional Learning Communities	*Team Leaders *ESE Specialist *Teachers	monthly	*classroom walkthroughs *data chats	Administration

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Brainpop	PTA	\$2,511.00
		Total: \$2,511.00
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
Writing Learning Community, bi-monthly meetings to plan for student writing workshop and writing prompts	NA	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
Publishing Center	PTA Funds	\$250.00
Substitutes for writing 09-10 SIP	Accountability	\$450.00
		Total: \$700.00
		Final Total: \$3,211.00

End of Science Goal

Parent Involvement Goal

Needs Assessment:

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

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

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

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

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

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Student participation in weekly science experiments		50% of the classes grades 3-5 will have parent participation in the set up of hands on experiments.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Parent volunteers will be organized to assist with lab set-up and material preparation for each grade level	*Team Leaders	participation of parents	*unit assessments

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
50% of students in grades 4-5 will participate in weekly experiments	Lab Set up	Science Coach	August 09	Science learning community discussion	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
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: \$0.00		

End of **Parent Involvement** Goal

Other Goals

No Other Goals were submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Sadlier Phonics A&B	General Funds	\$2,116.00
Reading	Treasures Series	School Budget	\$0.00
Mathematics	Brainpop	General Funds(see reading objective)	\$0.00
Writing	Brainpop	PTA	\$2,511.00
Science	Discovery Science Education	General Funds	\$1,695.00
Science	Science Super Science	General Funds	\$0.00
			Total: \$6,322.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	GLIDES	District	\$0.00
			Total: \$0.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Classroom Walkthrough Training	General Funds	\$0.00
Mathematics	New World Standards, August 09	NA	\$0.00
Writing	Writing Learning Community, bi-monthly meetings to plan for student writing workshop and writing prompts	NA	\$0.00
			Total: \$0.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Mathematics	Math Club	Accountability	\$600.00
Writing	Publishing Center	PTA Funds	\$250.00
Writing	Substitutes for writing 09-10 SIP	Accountability	\$450.00
Science	In-House science field trips	Accountability	\$613.00
Science	Science Fair coordinator	Accountability	\$600.00
Science	Environmental Club moderator	Accountability	\$500.00
			Total: \$3,013.00
			Final Total: \$9,335.00

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
No data submitted	

Presentations: Comprehensive Planning Tool
School Improvement Plan
FCIM
Pandemic Flu Information
FCAT Testing tips
School Board Policy updates

SAC Members

Members

- 1) Cynthia Novotny, Principal
- 2) Teena Novack, SAC Chair
- 3) Tammy Barnard, Teacher
- 4) Debbie Chmura, Teacher
- 5) Germaine Goffney, Teacher
- 6) Elizabeth Murphy, Teacher
- 7) Kathleen Leibowitz, Business Member
- 8) Pam Marmer, Parent
- 9) Bruce Langford, Parent
- 10) Sandra Lazo, Parent
- 11) Kim Pressley, Parent
- 12) Debbie Reto, Parent
- 13) Darlene Shipman, Parent
- 14) Leslie Brown, Parent
- 15) Debbie Espinoza, Parent
- 16) Tammy Austin, Parent
- 17) Jacqueline Sanchez, School Support Personnel
- 18) Cathy Ferrero, Union Steward

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Broward GRIFFIN ELEMENTARY SCHOOL 2851											
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 288 Math: 288		2008-2009 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?		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	
TOTAL ⁴	100	Y	100	Y	85	Y	91	Y	93					NA	17	15	NA	12	9	NA	87	NA	87	NA	
WHITE	100	Y	100	Y	87	Y	92	Y		Y				NA	14	13	NA	9	8	NA	88	NA	89	NA	
BLACK		NA		NA		NA		NA		NA				NA						NA					
HISPANIC	99	Y	99	Y	76	Y	88	Y		Y				NA	21	24	NA	15	12	NA	83	NA	85	NA	
ASIAN		NA		NA		NA		NA		NA				NA						NA					
AMERICAN INDIAN		NA		NA		NA		NA		NA				NA						NA					
ECONOMICALLY DISADVANTAGED	100	Y	99	Y		NA		NA		NA				NA						NA					
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA		NA				NA						NA					
STUDENTS WITH DISABILITIES	99	Y	99	Y	61	N	73	Y						NA	40	39	N	33	27	NA	72	Y	77	NA	

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Broward GRIFFIN ELEMENTARY SCHOOL 2851											
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 343 Math: 343		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	
TOTAL ⁴	100	Y	100	Y	83	Y	88	Y		93	Y			NA	17	17	NA	13	12	NA	77	NA	87	NA	
WHITE	100	Y	100	Y	86	Y	91	Y		Y				NA	16	14	NA	10	9	NA	79	NA	88	NA	
BLACK		NA		NA		NA		NA		NA				NA						NA					
HISPANIC	100	Y	100	Y	79	Y	85	Y			NA			NA	18	21	NA	22	15	NA	77	NA	82	NA	
ASIAN		NA		NA		NA		NA		NA				NA						NA					
AMERICAN INDIAN		NA		NA		NA		NA		NA				NA						NA					
ECONOMICALLY DISADVANTAGED	100	Y	100	Y		NA		NA		NA				NA						NA					
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA		NA				NA						NA					
STUDENTS WITH DISABILITIES	99	Y	100	Y	60	Y	67	Y						NA	33	40	NA	27	33	NA	67	NA	66	NA	

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Broward GRIFFIN ELEMENTARY SCHOOL 2851											
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 350 Math: 350		2006-2007 School Grade ¹ : A		Did the School make Adequate Yearly Progress? YES							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.					
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading	Growth model reading	% of students on track to be proficient in math	Growth model math	
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N	
TOTAL ⁴	100	Y	100	Y	83	Y	87	Y		Y				NA	12	17	NA	12	13	NA	78	NA	77	NA	
WHITE	100	Y	100	Y	84	Y	90	Y		Y				NA	11	16	NA	10	10	NA	79	NA	79	NA	
BLACK		NA		NA		NA		NA		NA				NA						NA					
HISPANIC	100	Y	100	Y	82	Y	78	Y		90	Y			NA	13	17	NA	18	22	NA	76	NA	70	NA	
ASIAN		NA		NA		NA		NA		NA				NA						NA					
AMERICAN INDIAN		NA		NA		NA		NA		NA				NA						NA					
ECONOMICALLY DISADVANTAGED	100	Y	100	Y		NA		NA		NA				NA						NA					
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA		NA				NA						NA					
STUDENTS WITH DISABILITIES	100	Y	100	Y	67	Y	73	Y						NA	30	37	NA	30	27	NA	67	NA	68	NA	

SCHOOL GRADE DATA

Broward School District GRIFFIN ELEMENTARY SCHOOL 2008-2009					
	Reading	Math	Writing	Science	Grade Points Earned
% Meeting High Standards (FCAT Level 3 and Above)	93%	97%	99%	66%	355
% of Students Making Learning Gains	75%	77%			152
Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.					
3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 					

						1 or 2
Adequate Progress of Lowest 25% in the School?	64% (YES)	77% (YES)			141	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					648	
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 GRIFFIN ELEMENTARY SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	91%	96%	93%	67%	347	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	74%	80%			154	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?	57% (YES)	70% (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					628	
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 GRIFFIN ELEMENTARY SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	88%	92%	98%	61%	339	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	82%	70%			152	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?	82% (YES)	65% (YES)			147	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					638	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested