

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: PINES LAKES ELEMENTARY SCHOOL

District Name: Broward

Principal: Patricia Yackel

SAC Chair: Jennifer Bauer

Superintendent: James Notter

Date of School Board Approval:

Last Modified on: 08-12-2009

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VISION and MISSION STATEMENTS

Mission - Pines Lakes Elementary School is committed to providing every child with an equal education in a safe learning environment. We will leave no child behind.

Vision - Pines Lakes Elementary will be creating a new vision statement as a staff when teachers return for pre-planning.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

- Pines Lakes Elementary School is located in Pembroke Pines and is a part of the Flanagan Innovation Zone. There are approximately 830 students in grades Pre-K through 5th grade, including 3 PLACE, and 1 Complex PLACE classroom.
- Pines Lakes Elementary was built in 1979. We have a 12-classroom addition in the completion stages and a new freestanding Media center due to be completed by December 2009.

Unique School Strengths for Next Year

- We have regained our A status for the 2008/2009 school year and continued to meet AYP.
- The 12-classroom addition will help with overcrowding allowing all teachers to have a classroom including specials. It is also technologically equipped with the newest teaching tools.
- We have applied for the Dollar General Grant to fund our SCHOLAR reading program pairing intermediate student council students with at risk primary students for before-school reading assistance.
- We will be working to maintain the double digit increases seen in Science in 2009.
- We currently have 4 Nationally Board Certified teachers on staff at Pines Lakes.

Unique School Weaknesses for Next Year

- We have had to eliminate our Curriculum Specialist position creating a need for other resources to meet the needs of high-risk students at all levels.
- Our school population has displayed a consistent difficulty with large amounts of tardy students who are missing out on instructional time. This increased during the 2008/2009 school year as our school hours changed from an 8:00 AM starting time to 7:50 AM.

Student Demographics

- The school's demographics consists of 46.2% Hispanic, 29.1% Black, 19.5% White, 2.79% Asian, 2.06% Multi-racial, and 0.12% Indian. LEP students account for 10.9% of the population and ESE stands at 12.5%. The Free/Reduced Lunch rate is 50.1%.

Student Attendance Rates

- The Student attendance rate for 2008/2009 was 94.7%.

Student Mobility

- Student mobility rates for 2008/2009 were 21.7%.

Student Suspension Rates

- Student suspension rates for 2008/2009 were 1.8%.

Student Retention Rates

- Student retention rates for 2008/2009 were 6.09%.

Class Size

- The class size average for 2008/2009 for grades PL – 3 was 16.25.
- The class size average for 2008/2009 for grades 4 and 5 was 21.76.

Academic Performance of Feeder Pattern

N/A

Partnerships and Grants

- Pines Lakes will continue their partnership with the Humane Society of Broward County's Wags and Tales program utilizing pet therapy dogs to increase student fluency and self-confidence in Reading.
- We have applied for the Dollar General Grant to fund our SCHOLAR reading program pairing intermediate student council students with at risk primary students for before-school reading assistance.

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	Patricia Yackel	*BS – Elementary Education – SUNY Oneonta *M. Ed. – Early Childhood – Florida Atlantic University *M.Ed. - Educational Leadership – Florida Atlantic University	3	10	Principal of Pines Lakes Elementary 08/09 Grade – A AYP met Reading Mastery – 74% Math Mastery – 78% Science Mastery – 60% Writing Mastery – 86% 07/08 Grade – B AYP met Reading Mastery – 71% Math Mastery – 72% Science Mastery – 28% Writing Mastery – 91% 06/07 Grade – A AYP met Reading mastery – 77% Math Mastery – 78% Science Mastery – 46% Writing Mastery – 92%
Assis Principal	Dawn Azcarate	*BA – Elementary Education – Florida Atlantic University *MA – Educational Leadership – Florida Atlantic University	3	3	Principal of Pines Lakes Elementary 08/09 Grade – A AYP met Reading Mastery – 74% Math Mastery – 78% Science Mastery – 60% Writing Mastery – 86% 07/08 Grade – B AYP met Reading Mastery – 71% Math Mastery – 72% Science Mastery – 28% Writing Mastery – 91% 06/07 Grade – A AYP met Reading mastery – 77% Math Mastery – 78%

Science Mastery - 46%
Writing Mastery - 92%

* 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	Anita Osborne	*Elementary Education *Reading K - 12 *Masters in Reading	4	2	Pines Lakes Elementary 08/09 Grade - A AYP met Reading Mastery - 74% Math Mastery - 78% Science Mastery - 60% Writing Mastery - 86% 07/08 Grade - B AYP met Reading Mastery - 71% Math Mastery - 72% Science Mastery - 28% Writing Mastery - 91%

* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

HIGHLY QUALIFIED TEACHERS

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Regular meetings of new teachers with Assistant Principal	Assistant Principal	Ongoing - 2009/2010 school year	
2. Partnering new teachers or teachers new to grade levels or subjects with experienced teachers/mentors	NESS Liaison	Ongoing - 2009/2010 school year	
3. Expanding the NESS program to include teachers new to Pines Lakes Elementary.	NESS Liaison	Ongoing - 2009/2010 school year	

Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
N/A	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
53	0	26	40	34	40	100	8	8	96

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Cindy Sakoff	Jennifer Calabrese	Ms. Calabrese is new to second grade and Ms. Sakoff is a veteran second grade teacher.	The mentor and mentee are meeting weekly to discuss evidence-based strategies for instruction as well as any concerns that arise.
Irene Myers	Gisela McGugan	Ms. McGugan is new to third grade and Ms. Myers is a veteran teacher of third grade.	The mentor and mentee are meeting weekly to discuss evidence-based strategies for instruction as well as testing requirements and any concerns that arise.
		Ms. Bauer is	

Jennifer Bauer	Jessica Walter	an experienced fourth grade teacher with expertise in writing instruction and the fourth grade team leader while Ms. Walter is new to fourth grade.	The mentor and mentee are meeting weekly to discuss evidence-based strategies for instruction and writing models as well as testing requirements and any concerns that arise.
Jennifer Bauer	Kimberly Hemmis	Ms. Bauer is an experienced fourth grade teacher with expertise in writing instruction and the fourth grade team leader while Ms. Walter is new to fourth grade.	The mentor and mentee are meeting weekly to discuss evidence-based strategies for instruction and writing models as well as testing requirements and any concerns that arise.
Susan Cottier	Marcel Marin	Ms. Marin is new to Pines Lakes and to teaching fourth grade and Ms. Cottier is the previous Curriculum Specialist and NESS Liaison with experience in writing instruction.	The mentor and mentee are meeting weekly to discuss evidence-based strategies for instruction and writing models as well as testing requirements and any concerns that arise.
Yvonne Sugarman	Cynthia Melguizovski	Ms. Melguizovski is new to Pines Lakes and to teaching first grade. Ms. Sugarman is an experienced first grade teacher and the team leader.	The mentor and mentee are meeting weekly to discuss evidence-based strategies for instruction and any concerns that arise.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

- \$57,588 allocated for Title I. \$36,996 allotted to a highly qualified paraprofessional. The remaining funds will be utilized for academic camps and parental involvement activities.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

- SAI funds are being used for partial funding of two teachers

Violence Prevention Programs

GRADE, SRO

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

- Pines Lakes houses 3 PLACE program classes as well as 1 Complex PLACE class.

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

Identify the school-based RtI Leadership Team.
 Ms. Wolfe - Guidance
 Ms. Johns-Helms – ESE Specialist
 Ms. Doughty – School Social Worker
 Ms. Osborne – Reading Coach
 Ms Azcarate – Assistant Principal
 Betty Doustorian – School Psychologist

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

The RTI team will meet at least once monthly and additionally as needed to discuss student behavioral and academic concerns.

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

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

RtI Implementation

Describe the data management system used to summarize tiered data.

- *Baseline data: Progress Monitoring and Reporting Network (PMRN), Broward Assessment Test (BAT 1 & 2 for reading, Math, and science), Florida Comprehensive Assessment Test (FCAT), FAIR, IRI, DAR
- *Progress Monitoring: PMRN, Mini Assessments, FCAT Simulations, FAIR, Oral Fluency Checks
- *Midyear: IRI, Oral Fluency Checks, Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment for Reading (DAR), Early Reading Diagnostic Assessment (ERDA)
- *End of year: FAIR, FCAT, SAT, CELLA, IPT
- *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. A session will be held during pre-planning to inform staff of the process by the ESE specialist. The RtI team will also evaluate additional staff Professional Development needs during 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 – Pines Lakes regained its status as an A school and continued to meet AYP for the 2008/2009 school year. The number of students below grade level in Reading and Math continues to decrease. The percentage of students making learning gains in Reading has increased as well as the percentage of students in the lowest quartile making learning gains in both Reading and Math, with the lowest quartile in Reading increasing by 16%. Students meeting high standards in Science increased from 28 to 60% this year.
- Weaknesses – The percentage of students meeting high standards in Writing decreased from 91% to 86%. The percentage of students making learning gains in Math decreased by 2%. AYP data shows that students in the black (66%) and economically disadvantaged (65%) subgroups were below targets in Math (68%)

Instructional Calendar Development

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

- During pre-planning, grade level teams will work together to analyze 2008/2009 FCAT data. Areas of strength and weakness will be identified in the subject areas at each grade level. Using this data, each grade level will create an Instructional Focus calendar with the Sunshine State Standards addressed. The calendar will identify the standard, timeline for instruction, and type of assessment to be used after instruction.
- Teachers will be responsible for determining the instructional focus of whole group lessons, and small group/differentiated instruction. Specific programs and technology will be added to meet the needs of all students. The Instructional Focus will be re-addressed after results of the September and November BAT tests are received to see if any changes need to be made.
- Administration will implement a continuous cycle of making classroom visitations, evaluating lesson plans, monitoring and conducting meetings with teachers to ensure that the IFCs are being utilized and implemented effectively. Team Leaders will also be assigned to any teachers who may demonstrate signs of difficulty with the IFCs implementation and provide teachers' additional opportunities to attend small learning community sessions, have a mentor assigned to them, and participate in the process of observing other teachers who are successful at utilizing the Instructional Focus calendars.

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

Areas identified as weaknesses or which decreased in proficiency will be the priority focus. These will be identified by using the 2008/2009 FCAT data as well as being modified using the BAT assessment data from September and December.

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

- Grades 3 – 5 will be departmentalizing to better meet the needs of all subgroups, levels, and learning styles of students. Teachers will be instructing based on their strengths in subject areas and levels of students.

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 level teachers will work together during pre-planning to create the Instructional Focus calendars based on student strengths and weaknesses. This will guide instruction throughout the year and will be amended as needed for optimum student achievement. Teachers will also meet monthly and as needed to discuss concerns, successes, evidence-based strategies, and best practices as related to student achievement.

How are instructional focus lessons developed and delivered?

- Each grade level will decide specifics about when and how Instructional Focus lessons will be delivered. They will either be used as an opening activity for the subject area, a small group activity, or a closing activity.
- Focus lessons are developed by grade levels based on strengths and weaknesses from annually assessed FCAT, BAT, and classroom assessments. Grade levels teachers will work together to brainstorm the most effective materials and lessons to be used for the Instructional Focus activities using District adopted materials, technology, and supplemental resources.
- The teachers responsible for each subject area will also be responsible for the Instructional Focus lessons and assessments in that area.

How will instructional focus lessons be revised and monitored?

- The focus calendar lessons will be monitored by teachers and team leaders and revised based on student mastery on BAT, weekly, bi-weekly, and monthly tests. Administration and teachers will ensure the effectiveness of focus calendar lessons by analyzing student data for strengths, weaknesses, and progress from data collected throughout the year. Additions, deletions, and changes will be made as often as needed to reflect the data collected.

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.

- Mini-BAT assessments with 5 – 10 questions each will be used throughout the year to measure progress as indicated on the Instructional Focus calendar. Crunch calendar materials will also be used as on-going assessment in the second semester.

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

- Student mastery of 80% will be used to ensure student proficiency of each Benchmark.
- The assessment results will be used to determine future lessons and changes to the IF calendar. An item analysis of the assessment will be analyzed and utilized to re-teach the type of questions that students missed most frequently.
- Teachers will differentiate instruction utilizing assessed results to provide intensive instruction to those students earning less than 50%. Additional instruction and practice opportunities will be made available for those students earning between 50-70%, and enrichment/advanced instruction to students earning 80-100% mastery.

Maintenance

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

- Teachers will differentiate their instruction for students at or above mastery level with the opportunity to work on projects integrated with the benchmarks of the subject areas. Through the use of technology and hands-on activities, the students will be able relate their classroom projects to their everyday life. Additionally, to maintain their performance skills of mastery, the students will work on supplemental lessons.
- Trends of students by AYP subgroups and students who are in the lowest twenty-five percent in reading, mathematics, and science will be identified and addressed. The school's instructional focus calendar will be aligned to address students' academic performance. Professional Development will be provided to those teachers who need assistance in helping the students to gain mastery

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.

- The teachers will meet monthly in their grade level meetings to review assessment data. The meetings will be facilitated by the grade level chairperson. The meeting minutes and signatures of teachers in attendance will be submitted to administration on a weekly/bi-weekly basis. Members of the administrative staff and leadership team will be monitoring the meetings by studying and checking progress via classroom walkthroughs, monthly grade level meetings, report reviews, small learning communities and faculty meeting discussions. The curriculum support staff engages in progress monitoring by analyzing data to determine benchmark strengths and weaknesses and provide remedial and enrichment tutorials. Additionally, administration schedules, coordinates, and provides support for quarterly data chat meetings.

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 the Leadership Team will meet with teachers to discuss assessment results, research-based strategies, and student progress. Data chats will be held quarterly to discuss at-risk students, teacher resource and training needs, changes to the IF calendars, and any concerns that arise. The leadership team will work with the teachers to form small learning groups for students who lack mastery in specific areas/benchmarks. They will be available to assist teachers having difficulty and will model whole group instruction and/or assist the teachers in providing small group instruction. Additionally, the role of the Reading coach will be to provide pull-out/push-in interventions and monitor the school wide Kindergarten FAIR assessments.

ACT

Supplemental and Intensive Instruction/Interventions

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

- Core instruction includes the Trophies and Treasures Reading series, Harcourt Math, District adopted Science Curriculum and grade level kits as well as supplements offered through these resources in print or on-line.
- Intensive instruction and intervention is provided through the above resources and as well as FCAT Explorer, Compass Odyssey, after school academic camp, Wilson Reading, ESOL Reading programs, ESE pullout lessons, and small group support staff pullout groups.
- Supplemental Instruction is provided through the above resources in addition to Science Weekly newspaper activities, individual and group projects, Book Adventure Reading, and literature circles and novel-based projects.

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

- A variety of supplemental opportunities are available for students who have not mastered target areas as well as those on grade level. The three different forms of the mini-BAT assessments are used for assessment, re-teaching, and re-assessment. All the standards spiral and recur throughout the instructional materials so that the same benchmarks and/or standards are re-taught and reinforced continuously throughout the year.

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

- To assist teachers in becoming more diverse in their instructional delivery style, a variety of professional development opportunities are being offered. Our staff is provided with opportunities to attend both school-site and district-sponsored professional development workshops. Professional Development offerings are determined by teacher requests, grade level input, teacher/administrative conferences, data analysis and administrators' observations.

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

- Besides using the analysis of student FCAT score strengths and weaknesses from 2008/2009, those students indicated as "not predicted to be proficient" based on the September and November benchmarks will be targeted for intensive instructions/interventions with small group lessons and activities. Teacher observation will also be used as well as classroom performance and assessments given throughout the year to identify those students at-risk in specific subjects or skills.
- Students receiving above grade level scores on the 2008/2009 FCAT as well as those performing above grade level in class will be targeted for supplemental instruction. Those students are grouped in grades 3-5 for departmentalization purposes and to allow for maximum growth potential.

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

- The interventions used for both supplemental and intensive instruction will be measured by teacher observation, classroom performance, Oral Fluency Checks, IRI, DAR, BATs and mini-BATs, FAIR, etc. to ensure that students continue to receive the appropriate academic instruction and teachers update individual instruction and goals as needed.

Enrichment

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

- Accelerated students are groups for departmentalization in grades 3-5 and will receive accelerated instruction and enrichment activities in the form of individual and group projects, technology-infused activities, literature circles, novel-based instruction and projects, and the Book Adventure Reading program.

Describe how students are identified for enrichment strategies.

- Students are identified for enrichment class placement using FCAT scores, class work and projects, and previous teacher recommendations which take into account student motivation as well as ability.

Teacher Mentoring Program

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (include Lesson Study and Data Analysis)
Reading Committee	Committee Chair	Monthly	Third Mondays	Reading Test Specs and Standards/practices for effective instruction
Fourth Grade	Team Leader	Monthly	Thursdays	Effective Writing Instruction using student writing samples/research
Technology Committee	TLC	Monthly	Third Mondays	Integration of Technology into Core Subject Areas/practices for effective instruction
Math Committee	Committee Chair	Monthly	Monthly	Math Test Specs and Standards/practices for effective instruction
Science Committee	Committee Chair	Monthly	Third Mondays	Science Test Specs and Depth of Knowledge Criteria/practices for effective instruction

NCLB Public School Choice

Note: For Title I schools only

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

Pre-School Transition

Orientation meetings will be held in the Spring of 2009 and prior to the start of the 09/10 school year for kindergarten students and their families to familiarize them with the school, it's procedures and expectations for the coming year.

All students are assessed prior to or upon entering Kindergarten within the areas of Basic Skills/School Readiness, Oral Language, Print/Letter Knowledge, Phonological Awareness, and Language Acquisition (if needed).

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 social emotional skills. Social skills instruction 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 throughout the year, mid-year and at the end of the year in order to determine student learning gains and to determine any need for changes to the instructional/intervention programs.

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		
70% of students scored at or above grade level in Reading.		75% of students will score at or above grade level in Reading.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1.ESE and LEP students will be matched with programs to meet additional needs through the struggling reader, intervention, and DAR screening.	Team Leaders	1. DAR screening first and fourth quarter.	1. CELLA, IPT, and DAR
2	2.ESE and LEP students will be using programs such as Wilson Reading, Wilson Foundations, and ELLIS.	Assistant Principal, Team Leaders	Programs used daily in classrooms and pullout.	CELLA, IPT, BAT and FCAT
3	3.ESOL Strategies will be used to provide reading instruction for LEP students during the reading block.	Team Leaders	Daily instruction by reading teacher.	CELLA, IPT, BAT and FCAT
4	4. All K-5 teachers will maintain a word wall for high-frequency/Dolch words.	Team Leaders	Daily instruction by reading teacher.	BAT and FCAT
5	5. Teachers in grades 3-5 will departmentalize daily during the reading block in order to target the specific needs of all students including AYP subgroups.	Assistant Principal	Daily instruction by reading teacher.	BAT and FCAT
6	6. Students in the AYP subgroups will be provided with differentiated instruction utilizing, among other things, one-on-one instruction, 9 high-yield strategies, and BEEP lessons.	Team Leaders	Daily instruction by reading teacher.	Harcourt Treasures/Trophies Reading Assessments, BAT and FCAT
7	7. Intervention strategies will be used for AYP subgroups as needed.	Team Leaders	Daily instruction by reading teacher.	Harcourt Treasures/Trophies Reading Assessments, BAT and FCAT

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
68% of lowest quartile made learning gains in reading.		73% of lowest quartile will make learning gains in reading.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Intervention strategies will be used for Level 1, 2	Team Leaders	Daily instruction by reading teacher.	Mini-BATs, BAT, and FCAT

	struggling students who did not meet NCLB requirements.			
2	2. Establish at least three reading groups, including at least one intervention group within the classroom for small group differentiated instruction	Team Leaders	Daily instruction by reading teacher.	. Harcourt Treasures/Trophies Reading Assessments, Mini-BATs, BAT, and FCAT
3	3. Provide fluency intervention through the Quick Reads and MacMillan and Harcourt Reading Series.	Team Leaders	Beginning, middle, and end-of-year fluency screening	Fluency Tests, BAT, and FCAT
4	4. Students in grades 3-5 (lowest 30%) will receive extra support in reading through participation in after-school camps, push-in, and pullout instruction.	Assistant Principal	Participation in after-school and pull-out programs	Harcourt Treasures/Trophies Reading Assessments, Mini-BATs, BAT, and FCAT
5	5. Students with deficits in phonics will be in Wilson Reading Program or Foundation groups.	Reading Resource Coach, Team Leaders	Programs used daily in classrooms and pullout.	Mini-BATs, BAT, and FCAT
6	6. Utilize support staff and special teachers to assist in intensive reading acceleration of students identified as Level 1 or in the bottom quartile.	Assistant Principal	Programs used daily in classrooms and pullout.	Mini-BATs, BAT, and FCAT.

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
66% of students made learning gains in reading.		71% of students will make learning gains in reading.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Establish at least three reading groups, including at least one intervention group within the classroom for small group differentiated instruction	Team Leaders	Daily instruction by reading teacher.	Harcourt Treasures/Trophies Reading Assessments, mini BATs, BAT, FCAT
2	2. Provide reading instruction using MacMillan and Harcourt Trophies series.	Team Leaders	Daily instruction by reading teacher.	Harcourt Treasures/Trophies Reading Assessments, mini BATs, BAT, FCAT
3	3. Engage students in Word of the Week, Reading across Broward, Literacy Center Activities, Literature Circles, Use of Leveled Readers, Wags and Tales (Grades 2, 3).	Reading Resource Coach, Media Specialist, Team Leaders	Daily instruction by reading teacher.	Harcourt Treasures/Trophies Reading Assessments, mini BATs, BAT, FCAT
4	4. Integrate technology and reading using digital tools and strategies such as student response devices, interactive white boards, LCD projectors and document cameras that can project print and digital resources.	TLC, SIP Committee, Team Leaders	Daily instruction by reading teacher.	Harcourt Treasures/Trophies Reading Assessments, mini BATs, BAT, FCAT
5	5. Utilize online and district programs such as BEEP, online textbooks, websites, Odyssey tutorials, FCAT Explorer.	TLC, SIP Committee, Team Leaders	Daily instruction by reading teacher.	Harcourt Treasures/Trophies Reading Assessments, mini BATs, BAT, FCAT
6	6. Departmentalizing in 3-5 grades providing more homogeneous grouping within reading classes and allowing more focused skill groups.	Assistant Principal, Team Leaders	Daily instruction by reading teacher.	Harcourt Treasures/Trophies Reading Assessments, mini BATs, BAT, FCAT
7	7. Use of BEEP Instructional Focus Calendars and	Team Leaders	Daily instruction by reading teacher.	Harcourt Treasures/Trophies Reading

Treasures/Trophies resources to plan for and provide instruction that includes the following: explicit instructional strategies, differentiated instruction, and print-rich instruction.			Assessments, mini BATs, BAT, FCAT
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Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
70% of students scored at or above grade level in Reading.	Instructional Focus Development	Team Leaders, Administration	08/2009	Data Chats, Team Leader Meetings	Team leaders, Assistant Principal
70% of students scored at or above grade level in Reading.	Differentiated Instruction	Team Leaders, Administration	Ongoing	Classroom Walkthrough, Data Chats	District Trainings, Best Practices
70% of students scored at or above grade level in Reading.	Technology Integration	TLC, District	Summer 2009, ongoing	Classroom Walkthrough, Data Chats	TLC, District Trainings
70% of students scored at or above grade level in Reading.	Reading Specs/Standards	Administration, Reading Coach	08/2009	Classroom Walkthrough, lesson plan review	Administration, Team Leaders
70% of students scored at or above grade level in Reading.	Treasures for Grade 3	District Trainers	Summer 2009	Classroom Walkthrough, Lesson plan review	District Trainers

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

N/A

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Intervention materials from Struggling Reader chart	Instructional Materials/Title 1	\$1,000.00
Instructional Materials for academic camp	Instructional Materials/Title 1	\$1,450.00
		Total: \$2,450.00
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
Professional Learning community resources	Staff Inservice allocation	\$1,000.00
		Total: \$1,000.00
Other		
Description of Resources	Funding Source	Available Amount
After school academic camp salaries	Accountability funds/Title 1	\$4,500.00
		Total: \$4,500.00
		Final Total: \$7,950.00

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		
74% of students scored at or above grade level in Math.		79% of students will score at or above grade level in Math.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Intervention strategies will be used for Level 1, 2 struggling students, and AYP subgroups that did not meet NCLB requirements such as Mountain Math, FCAT Explorer, FCAT/SAT Dailies, Measure Works, Odyssey, math manipulatives, and Family Math Night.	Team Leaders, Math Committee Chair	Daily classroom instruction	Weekly Mini- BATs, BAT, Harcourt Chapter Tests, Odyssey, DOE Practice Tests, Key Math, FCAT
2	2. ESE students will receive push-in and pullout services and participate in after-school tutorials.	Assistant Principal, Team Leaders	Daily classroom instruction, after-school tutorials.	Weekly Mini- BATs, BAT, Harcourt Chapter Tests, Odyssey, DOE Practice Tests, Key Math, FCAT
3	3. Teachers will use student performance data for students who did not make AYP to identify specific skill areas of need and use to guide instruction.	Team Leaders	Daily classroom instruction.	Weekly Mini- BATs, BAT, Harcourt Chapter Tests, Odyssey, DOE Practice Tests, Key Math, FCAT
4	4. Students in AYP subgroups will be provided with differentiated instruction utilizing among other things one-on-one instruction, 9 high yield strategies, and BEEP lessons.	Team Leaders	Daily classroom	Weekly Mini- BATs, BAT, Harcourt Chapter Tests, Odyssey, DOE Practice Tests, Key Math, FCAT

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
71% of lowest quartile made learning gains in math.		76% of lowest quartile will make learning gains in math.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Intervention strategies will be used for Level 1, 2 struggling students, and AYP subgroups that did not meet NCLB requirements.	Team Leaders	Daily classroom instruction.	Weekly Mini- BATs, BAT, Harcourt Chapter Tests, Odyssey, DOE Practice Tests, Key Math, FCAT
2	2. The following intervention strategies will be used from the Struggling Mathematics Chart to address areas of need: Mountain Math, FCAT Explorer, FCAT/SAT Dailies, Measure Works, Odyssey, math manipulatives, and Family Math Night.	Team Leaders, Math Committee Chair	Daily classroom instruction.	Weekly Mini- BATs, BAT, Harcourt Chapter Tests, Odyssey, DOE Practice Tests, Key Math, FCAT
3	3. Teachers will use BEEP Lesson Plans, curriculum maps, instructional focus calendars.	Team Leaders	Daily classroom instruction.	Weekly Mini- BATs, BAT, Harcourt Chapter Tests, Odyssey, DOE Practice Tests, Key Math, FCAT
4	4. Grades 3-5 will departmentalize and grades K-2 will provide individual/small group	Assistant Principal, Team Leaders	Assistant Principal, Team Leaders	Weekly Mini- BATs, BAT, Harcourt Chapter Tests, Odyssey, DOE Practice Tests, Key Math, FCAT

	instruction for students in the lowest quartile.			
5	5. Students (Level 1 and bottom quartile) will receive a daily double-dose of math	Assistant Principal, Team Leaders	Daily classroom instruction.	Weekly Mini- BATs, BAT, Harcourt Chapter Tests, Odyssey, DOE Practice Tests, Key Math, FCAT
6	6. Students in the lowest quartile will be eligible for extra support in Math through participation in after-school camps, push-in, and pullout instruction.	Assistant Principal	Daily classroom instruction	Daily classroom instruction

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
66% of students made learning gains in math.		71% of students will make learning gains in math.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Grades 3-5 will departmentalize and grades K-2 will provide individual/small group instruction.	Assistant Principal, Team Leaders	Daily classroom instruction.	Weekly Mini- BATs, BAT, Harcourt Chapter Tests, Odyssey, DOE Practice Tests, Key Math, FCAT
2	2. Teachers will use BEEP Lesson Plans, curriculum maps, instructional focus calendars.	Team Leaders	Daily classroom instruction.	Weekly Mini- BATs, BAT, Harcourt Chapter Tests, Odyssey, DOE Practice Tests, Key Math, FCAT
3	2. Weekly Mini- BATs, BAT, Harcourt Chapter Tests, Odyssey, DOE Practice Tests, Key Math, FCAT	Assistant Principal, Team Leaders	Daily classroom instruction.	Weekly Mini- BATs, BAT, Harcourt Chapter Tests, Odyssey, DOE Practice Tests, Key Math, FCAT
4	4. Integrating technology and math using digital tools and strategies such as student response devices, interactive white boards, LCD projectors and document cameras that can project print and digital resources, videoconferencing, World Math, FCAT Explorer, Odyssey, Harcourt Online access for students, and web-based math programs such as Geogebra.	Integrating technology and math using digital tools and strategies such as student response devices, interactive white boards, LCD projectors and document cameras that can project print and digital resources, videoconferencing, World Math, FCAT Explorer, Odyssey, Harcourt Online access for students, and web-based math programs such as Geogebra.	Daily classroom instruction.	Weekly Mini- BATs, BAT, Harcourt Chapter Tests, Odyssey, DOE Practice Tests, Key Math, FCAT
5	5. Students in the lowest quartile will be eligible for extra support in Math through participation in after-school camps, push-in, and pullout instruction.	Assistant Principal	Daily classroom instruction	Weekly Mini- BATs, BAT, Harcourt Chapter Tests, Odyssey, DOE Practice Tests, Key Math, FCAT

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
66% of black students scored at or above grade level in Math.		71% of black students will score at or above grade level in Math.		
65% of economically disadvantaged students scored at or above grade level in Math		70% of economically disadvantaged students will score at or above grade level in Math.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Intervention strategies will be used for Level 1, 2 struggling students, in the AYP subgroups such as Mountain Math, FCAT Explorer, FCAT/SAT Dailies, Measure Works, Odyssey,	Team Leaders, Math Committee Chair	Daily classroom instruction	Weekly Mini- BATs, BAT, Harcourt Chapter Tests, Odyssey, DOE Practice Tests, Key Math, FCAT

	math manipulatives, extended day academic camp, and Family Math Night.			
2	2. Grades 3-5 will departmentalize and grades K-2 will provide individual/small group instruction for at risk students in these subgroups.	Assistant Principal, Team Leaders	Daily classroom instruction.	Weekly Mini- BATs, BAT, Harcourt Chapter Tests, Odyssey, DOE Practice Tests, Key Math, FCAT
3	3. Students in the 2 subgroups (Level 1 and bottom quartile) will receive a daily double-dose of math.	Assistant Principal, Team Leaders	Daily classroom instruction.	Weekly Mini- BATs, BAT, Harcourt Chapter Tests, Odyssey, DOE Practice Tests, Key Math, FCAT
4	4. Integrating technology and math using digital tools and strategies such as student response devices, interactive white boards, LCD projectors and document cameras videoconferencing, World Math, FCAT Explorer, Odyssey, Harcourt Online access for students, and web-based math programs such as Geogebra.	Team Leaders, TLC	Daily classroom instruction.	Weekly Mini- BATs, BAT, Harcourt Chapter Tests, Odyssey, DOE Practice Tests, Key Math, FCAT
5	5. Struggling students in these subgroups will receive pullout small group assistance from the Principal, Assistant Principal, or a support staff member.	Assistant Principal	Daily classroom instruction	Weekly Mini- BATs, BAT, Harcourt Chapter Tests, Odyssey, DOE Practice Tests, Key Math, FCAT
6	6. Teachers will use student performance data for students in these subgroups who did not score at or above grade level to identify specific skill areas of need and use to guide instruction.	Team Leaders	Daily classroom instruction.	Weekly Mini- BATs, BAT, Harcourt Chapter Tests, Odyssey, DOE Practice Tests, Key Math, FCAT
7	7. Students in the lowest quartile will be eligible for extra support in Math through participation in after-school camps, push-in, and pullout instruction.	Assistant Principal	Daily classroom instruction	Weekly Mini- BATs, BAT, Harcourt Chapter Tests, Odyssey, DOE Practice Tests, Key Math, FCAT

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
71% of students will make learning gains in Math.	Technology Integration	District Trainers	07/2009 and 08/2009	Classroom walkthrough, sharing best practices with staff.	Classroom walkthrough, sharing best practices with staff.
79% of students will score at or above grade level in Math.	New Math Standards/Test Specs	Site-based Administration	08/2009	Data chats, classroom walkthrough	Administration, District Trainings

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Instructional materials for academic camp.	Instructional materials/Title 1	\$1,450.00
		Total: \$1,450.00
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
Professional learning community resources	School Budget/Title 1	\$1,000.00
Total: \$1,000.00		
Other		
Description of Resources	Funding Source	Available Amount
Academic camp salaries	Accountability/Title 1	\$4,500.00
Total: \$4,500.00		
Final Total: \$6,950.00		

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		
60% of students met high standards in science.		65% of students will meet high standards in science.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Third -fifth grade daily science instruction will be departmentalized as well as a science special on a five-day rotation.	Assistant Principal, Team Leaders	Daily classroom/lab instruction.	District Pre- and Post-Tests, BEEP District Assessments, Harcourt Chapter Tests, FCAT Science daily overheads, FCAT.
2	2. District-developed curriculum map is followed; school-based instructional focus calendar created based on 5th grade FCAT science scores for 2009.	Team Leaders	Daily classroom/lab instruction.	District Pre- and Post-Tests, BEEP District Assessments, Harcourt Chapter Tests, FCAT Science daily overheads, 5th grade FCAT.
3	3. All students in grades K - 5 will participate in hands-on experiments and demonstrations using the district approved Science kits.	Team Leaders	Daily classroom/lab instruction.	District Pre- and Post-Tests, BEEP District Assessments, Harcourt Chapter Tests, 5th grade FCAT.
4	4. Science-studies Weekly instruction will be utilized in grades K-5, peer tutoring, small groups, FCAT Explorer, Reading through Science, and the use of science centers to reinforce concepts.	Team Leaders	Daily classroom/lab instruction.	District Pre- and Post-Tests, BEEP District Assessments, Harcourt Chapter Tests, 5th grade FCAT.
5	5. Integrating technology and science using digital tools and strategies such as student response devices, interactive white boards, LCD projectors and document cameras, videoconferencing related to Science, Utilization of online and district resources such as BEEP, online textbooks, websites, Odyssey tutorials, FCAT Explorer, United Streaming, field trips, and appropriate science websites.	TLC, Team Leaders	Daily classroom/lab instruction.	District Pre- and Post-Tests, BEEP District Assessments, Harcourt Chapter Tests, 5th grade FCAT.
6	6. Students in grades K - 5 will participate in the	Team Leaders, science Fair	Daily classroom/lab instruction	Classroom assessments, Science Fair projects

	Science fair through research projects utilizing the scientific method.	coordinator		produced
7	7. Differentiated instruction through the use of BECON, Science Alive, Science Daily overheads, and grade-level science activities	Team Leaders	Daily classroom/lab instruction.	District Pre- and Post-Tests, BEEP District Assessments, Harcourt Chapter Tests, 5th grade FCAT.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
65% of students will meet high standards in science.	Content/Topic Best Practices	Science Lab Instructor	Ongoing	Classroom Walkthrough	Team Leaders, Administration
65% of students will meet high standards in science.	Depth of Knowledge training	Administration	08/2009	Classroom Walkthrough, Lesson plan review	Team Leaders, Administration
65% of students will meet high standards in science.	Science Test Specs	Administration	08/2009	Classroom Walkthrough, Lesson plan review	Team Leaders, Administration Team Leaders, 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
Professional learning community resources	School Budget/Title 1	\$1,000.00
		Total: \$1,000.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Final Total: \$1,000.00		

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		
86% of students met high standards in writing.		91% of students will meet high standards in writing.		
Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool	
1	1. Departmentalization in Grade 4 with writing	Team Leader, Writing Lab instructor,	Scheduled writing prompt review and classroom	Administration of scheduled writing prompts to be

	instruction daily with core teacher in addition to a Writing Lab every other week.	Assistant Principal	instruction.	scored using a six-point rubric; FCAT Writing Assessment
2	2. Specific daily focused writing blocks in grades K-	Team Leaders	Daily classroom instruction.	Administration of scheduled writing prompts to be scored using a six-point rubric; FCAT Writing Assessment
3	3. District K-5 Writing Plan (BEEP).	Team Leaders	Daily classroom instruction.	Administration of scheduled writing prompts to be scored using a six-point rubric; FCAT Writing Assessment
4	4. Literacy workstations and centers include writing activities and additional support for the reading/writing connection such as WOW (Writing on Wednesday), Razzle Dazzle/Melissa Forney Writing activities K-5, Narrative, Expository, Persuasive frames, using the steps of the writing process, Six Traits, graphic organizers, timed formal practice, and Literary Fair projects	Reading Resource Coach, Team Leaders, SIP Committee	Daily Classroom instruction.	Administration of scheduled writing prompts to be scored using a six-point rubric; FCAT Writing Assessment
5	5. Provide tutorials for students such as Grade 4 Writing Lab, before-school writing camps, peer/teacher conferencing.	Assistant Principal, Team Leaders, Writing Lab instructor	Daily classroom instruction, tutorials.	Administration of scheduled writing prompts to be scored using a six-point rubric; FCAT Writing Assessment
6	6. Gifted and high achievers are grouped accordingly in grades 3-5 and receive differentiated instruction at their level.	Team Leaders	Daily classroom instruction.	Administration of scheduled writing prompts to be scored using a six-point rubric; FCAT Writing Assessment
7	7. Integrating technology and writing using digital tools and strategies such as student response devices, interactive white boards, LCD projectors and document cameras that can project print and digital resources, videoconferencing related to the writing process, word processing programs, Kidspiration/Inspiration.	TLC, Team Leaders Daily classroom instruction.	Daily classroom instruction.	Administration of scheduled writing prompts to be scored using a six-point rubric; FCAT Writing Assessment

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
91% of students will meet high standards in writing.	Six Traits of Writing	District Trainers/Team Leader	Ongoing	Classroom Walkthrough, Lesson plan review, Student Writing samples	Team Leaders, Administration, District Trainers
91% of students will meet high standards in writing.	Narrative, Expository and Persuasive Writing Review	Team Leader	Ongoing	Classroom Walkthrough, Student Writing samples	Team Leaders, Administration
91% of students will meet high standards in writing.	Technology Integration	TLC/Team Leader/District Trainings	Ongoing	Classroom Walkthrough, Student Writing samples	Team Leaders, District Trainers, Administration
91% of students will meet high standards in writing.	Melissa Forney/Razzle Dazzle Writing	Team Leader	Ongoing	Classroom Walkthrough, Student Writing samples	Team Leaders, Administration

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Writing lab resources/materials	School budget/Title 1	\$500.00
		Total: \$500.00
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
Professional learning community resources	School budget/Title 1	\$600.00
		Total: \$600.00
Other		
Description of Resources	Funding Source	Available Amount
Extended day Writing camp salaries	Accountability/Title 1	\$3,000.00
		Total: \$3,000.00
		Final Total: \$4,100.00

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		
Attendance logs for Publix Math night indicate that less than 4% of parents participated.		71% of students will make learning gains in math.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Combine Math Night event with Choir or other performances to increase parent attendance.	Math Committee Chair, Choir director	An increase in parent/student participation according to event sign-in sheets.	Sign-in sheets from Publix Math event

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Attendance logs for FCAT/SAT/Writing informational nights indicate that less than 5% of parents participated.		75% of students will score at or above grade level in Reading. 79% of students will score at or above grade level in Math. 65% of students will meet high standards in science.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Combine informational assessment nights with opportunities for parents to view student projects, work samples to increase parent attendance.	Team Leaders, Committee chairs	An increase in parent/student participation according to event sign-in sheets.	Sign-in sheets from informational events.
2	2. Combine book fair sales with informational events to encourage increased attendance.	Team Leaders, PTA	An increase in parent/student participation according to event sign-in sheets.	Sign-in sheets from informational events.

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Parent/business involvement in SAC meetings is in need of improvement.		75% of students will score at or above grade level in Reading. 79% of students will score at or above grade level in Math. 65% of students will meet high standards in science.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Continue to place Parent link callouts and advertise SAC meetings on the school marquee and with flyers sent home.	Assistant Principal, SAC Chair	An increase in parent/student participation according to monthly meeting sign-in sheets.	Sign-in sheets from monthly meetings.
2	2. Provide dinner/child care for parents attending.	SAC Chair, Business Partner Liaison	An increase in parent/student participation according to monthly meeting sign-in sheets.	Sign-in sheets from monthly meetings.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
75% of students will score at or above grade level in Reading. 79% of students will score at or above grade level in Math.	Involving parents in applying test taking practices	Reading Resource Coach	10/2009	Agendas/sign in sheets from academic instructional events	Administration

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Translation software Manipulatives Parent resource center	Title 1	\$1,550.00
		Total: \$1,550.00
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
Childcare at evening academic events	Title 1	\$300.00
Refreshments for parents academic events/SAC meetings	Title 1	\$600.00
		Total: \$900.00
		Final Total: \$2,450.00

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	Intervention materials from Struggling Reader chart	Instructional Materials/Title 1	\$1,000.00
Reading	Instructional Materials for academic camp	Instructional Materials/Title 1	\$1,450.00
Mathematics	Instructional materials for academic camp.	Instructional materials/Title 1	\$1,450.00
Writing	Writing lab resources/materials	School budget/Title 1	\$500.00
Parental Involvement	Translation software Manipulatives Parent resource center	Title 1	\$1,550.00
			Total: \$5,950.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Total: \$0.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Professional Learning community resources	Staff Inservice allocation	\$1,000.00
Mathematics	Professional learning community resources	School Budget/Title 1	\$1,000.00
Writing	Professional learning community resources	School budget/Title 1	\$600.00
Science	Professional learning community resources	School Budget/Title 1	\$1,000.00
			Total: \$3,600.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	After school academic camp salaries	Accountability funds/Title 1	\$4,500.00
Mathematics	Academic camp salaries	Accountability/Title 1	\$4,500.00
Writing	Extended day Writing camp salaries	Accountability/Title 1	\$3,000.00
Parental Involvement	Childcare at evening academic events	Title 1	\$300.00
Parental Involvement	Refreshments for parents academic events/SAC meetings	Title 1	\$600.00
			Total: \$12,900.00
			Final Total: \$22,450.00

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
Extended day learning opportunities	4083

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

The School Advisory Council will monitor the implementation of the School Improvement Plan. FCAT/SAT and Writing informational nights will be scheduled for parents. Publix Math Nights will take place in the Fall and Spring. Barnes and Noble Reading night will be scheduled in December.

SAC Members

Members

- 1) Patricia Yackel, Principal
- 2) Carlene Wolfe, SAC Chair
- 3) Jennifer Bauer, SAC Chair
- 4) Ray Rizzitello, Business Member
- 5) Luis Acosta, Parent
- 6) Monique Acosta, Parent
- 7) Michelle Belardo, Parent
- 8) Candi Friedhof, Parent
- 9) Tracee Gibson, Parent
- 10) Andrew Smart, School Support Personnel
- 11) Barbara Jessup, Union Steward

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2													Broward PINES LAKES ELEMENTARY SCHOOL 2861													
Number of students enrolled in the grades tested: Click here to see Number of students in each group													Read: 410 Math: 410		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	2009	Y/N
TOTAL ⁴	100	Y	100	Y	70	Y	74	Y			Y			NA	34	30	NA	31	26	NA	77	NA	71	NA	NA	
WHITE	100	Y	100	Y	74	Y	87	Y			NA			NA	29	26	NA	21	13	NA	77	NA	85	NA	NA	
BLACK	99	Y	98	Y	66	Y	66	N			Y			NA	41	34	NA	40	34	Y	81	NA	64	NA	NA	
HISPANIC	100	Y	100	Y	69	Y	72	Y	94		Y			NA	32	31	NA	29	28	NA	75	NA	68	NA	NA	
ASIAN		NA		NA		NA		NA			NA			NA												
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA												
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	66	Y	65	N			Y			NA	39	34	NA	40	35	Y	74	NA	68	NA	NA	
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y			NA				NA			NA												
STUDENTS WITH DISABILITIES	100	Y	100	Y			NA				NA			NA												

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2													Broward PINES LAKES ELEMENTARY SCHOOL 2861													
Number of students enrolled in the grades tested: Click here to see Number of students in each group													Read: 440 Math: 440		2007-2008 School Grade ¹ : B		Did the School make Adequate Yearly Progress? YES									
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).													This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math	
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2007	Y/N	2008	Y/N	2008	Y/N
TOTAL ⁴	99	Y	99	Y	66	Y	69	Y			Y			NA	30	34	NA	25	31	NA	65	NA	71	NA	NA	
WHITE	100	Y	100	Y	71	Y	79	Y	94		Y			NA	22	29	NA	16	21	NA	68	NA	69	NA	NA	
BLACK	98	Y	99	Y	59	Y	60	N	91		Y			NA	44	41	NA	37	40	N	61	NA	70	Y	NA	
HISPANIC	99	Y	99	Y	68	Y	71	Y	94		Y			NA	31	32	NA	28	29	NA	66	NA	71	NA	NA	
ASIAN		NA		NA		NA		NA			NA			NA												
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA												
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	61	Y	60	N	93		Y			NA	38	39	NA	34	40	N	60	NA	62	Y	NA	
ENGLISH LANGUAGE LEARNERS	98	Y	98	Y			NA				NA			NA												
STUDENTS WITH DISABILITIES	100	Y	100	Y			NA				NA			NA												

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2													Broward PINES LAKES ELEMENTARY SCHOOL 2861													
Number of students enrolled in the grades tested: Click here to see Number of students in each group													Read: 425 Math: 425		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	2007	Y/N
TOTAL ⁴	99	Y	100	Y	70	Y	75	Y			Y			NA	31	30	NA	24	25	NA	68	NA	75	NA	NA	
WHITE	100	Y	100	Y	78	Y	84	Y	94		Y			NA	28	25	NA	17	16	NA	72	NA	82	NA	NA	
BLACK	100	Y	100	Y	56	Y	63	Y	91		Y			NA	37	44	NA	36	37	NA	54	NA	68	NA	NA	
HISPANIC	99	Y	99	Y	69	Y	72	Y	93		Y			NA	31	30	NA	23	28	NA	69	NA	72	NA	NA	
ASIAN		NA		NA		NA		NA			NA			NA												
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA												
ECONOMICALLY DISADVANTAGED	99	Y	100	Y	62	Y	66	Y	94	93	Y			NA	38	40	NA	26	34	NA	62	NA	70	NA	NA	
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y			NA				NA			NA												
STUDENTS WITH DISABILITIES	100	Y	100	Y			NA				NA			NA												

SCHOOL GRADE DATA

Broward School District PINES LAKES ELEMENTARY SCHOOL 2008-2009					
	Reading	Math	Writing	Science	Grade Points Earned
% Meeting High Standards (FCAT Level 3 and Above)	74%	78%	86%	60%	298
% of Students Making Learning Gains	66%	66%			132
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?	68% (YES)	71% (YES)				139	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						569	
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 PINES LAKES ELEMENTARY SCHOOL 2007-2008							
	Reading	Math	Writing	Science	Grade Points Earned		
% Meeting High Standards (FCAT Level 3 and Above)	71%	72%	91%	28%	262	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	61%	68%			129	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?	52% (YES)	63% (YES)			115	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					506		
Percent Tested = 99%						Percent of eligible students tested	
School Grade						B	Grade based on total points, adequate progress, and % of students tested

Broward School District PINES LAKES ELEMENTARY SCHOOL 2006-2007							
	Reading	Math	Writing	Science	Grade Points Earned		
% Meeting High Standards (FCAT Level 3 and Above)	77%	78%	92%	46%	293	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	70%	72%			142	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?	60% (YES)	72% (YES)			132	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					567		
Percent Tested = 99%						Percent of eligible students tested	
School Grade						A	Grade based on total points, adequate progress, and % of students tested