

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN

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School Name: WINSTON PARK ELEMENTARY SCHOOL

District Name: Broward

Principal: Carolyn Eggelletion

SAC Chair: Leslie M. Gordon

Superintendent: James Notter

Date of School Board Approval:

Last Modified on: 09-17-2009

Dr. Eric J. Smith, Commission  
Florida Department of Educat  
325 West Gaines Street  
Tallahassee, Florida 32395

Dr. Frances Haithcock, Chance  
K-12 Public Schools  
Florida Department of Educat  
325 West Gaines Street  
Tallahassee, Florida 32395

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## VISION and MISSION STATEMENTS

The Vision of Winston Park Elementary is:

- High Expectations
- Communication
- Trust/Respect
- Responsibility
- Cooperation

Mission: Our mission is to provide a quality learning environment that will encourage students to reach their maximum potential and meet their diverse needs.

We Believe:

- Students, parents and teachers should work together to achieve shared goals.
- There should be a feeling of mutual respect and caring between the staff and students.
- The school environment should be safe, attractive and conducive to learning.
- Students should be provided a variety of high-quality learning opportunities.
- Meeting the diverse and individual needs of students.

## PART I: CURRENT SCHOOL STATUS

### SCHOOL PROFILE/DEMOGRAPHICS

#### Brief History and Background of the School

##### Brief History and Background of the School

Winston Park Elementary is a community school located in the City of Coconut Creek, Florida. It feeds into Lyons Creek Middle and Monarch High School. Winston Park Elementary opened in August of 1989 and serves students in kindergarten through fifth grade and two PLACE classrooms. Winston Park Elementary has achieved an "A" status for ten years under Florida's A+ Program. In the 2008-2009 school year Winston Park Elementary earned a total of 584 points earning the school a grade of "A" under the Florida A+ Plan. Winston Park did make Adequate Yearly Progress (AYP).

#### Unique School Strengths for Next Year

##### Unique School Strengths for Next Year:

- Departmentalization of all subjects for grade five showed an increase in reading of 14 points, 6 points in math and 17 points in science; will add Reading departmentalization in grades three and four.
- Science special for students in grades K through 5th.
- "Measure Up Fridays" for math to reteach, remediation and enrichment.

- Technology Tuesdays (weekly technology software staff development for teachers, sharing of student technology projects, sharing and collaborating of best practices in technology)
- After-school tutorials in reading and math for grade three through five "at risk" students
- Ten National Board certified teachers.

#### Unique School Weaknesses for Next Year

##### Unique School Weaknesses for Next Year:

- Reduced budget has decreased staff (1 guidance counselor, writing coach, five paraprofessionals)
- Our diverse population includes NCLB and SOS Children's Village-Florida (foster care agency) students with special needs which require additional support, interventions and resources.

#### Student Demographics

##### Student Demographics

The population of the school is 1,204 students. The ethnic breakdowns is as follows:

##### Female Percentage:

2007: 45.6  
2008: 45.9  
2009: 48.7

##### Male Percentage:

2007: 54.3  
2008: 54.0  
2009: 51.2

##### White Percentage:

2007: 55.5  
2008: 53.0  
2009: 52.8

##### Black Percentage:

2007: 16.5  
2008: 18.3  
2009: 17.9

##### Hispanic Percentage:

2007: 19.1  
2008: 19.4  
2009: 19.7

##### Asian Percentage:

2007: 3.83  
2008: 4.26  
2009: 4.80

##### Native Percentage:

2007: 0.17  
2008: 0.24  
2009: 0.16

##### Multi Percentage:

2007: 4.69  
2008: 4.66  
2009: 4.47

##### Free Reduced Percent:

2007: 25.1  
2008: 26.2  
2009: 31.2

##### ELL Percentage:

2007: 3.07  
2008: 3.45  
2009: 7.81

##### ESE Percentage:

2007: 9.64  
2008: 9.81  
2009: 8.55

#### Student Attendance Rates

Student Attendance Rates

2007: 94.90  
2008: 94.30  
2009: 94.80

Average Attendance for Elementary

2007: 94.50  
2008: 93.40  
2009: 94.50

Student Mobility

Student Mobility

2007: 19.50  
2008: 18.40  
2009: 19.00

Student Suspension Rates

Student Suspension Rates

In School Suspension: 2007: 0.20; 2008: 0.10; 2009: 0.60.  
Out of School Suspension: 2007: 0.50; 2008: 0.40; 2009: 0.20.

Student Retention Rates

Student Retention Rates

2007: 2.75  
2008: 1.88  
2009: 2.10

Student Promotion Rates:

2007: 97.25  
2008: 98.12  
2009: 97.90

Class Size

Class Size

PK-3 Average: 2007: 17.71; 2008: 17.54; 2009: 16.95  
4-8 Average: 2007: 21.26; 2008: 19.65; 2009: 18.67

Academic Performance of Feeder Pattern

Academic Performance of Feeder Pattern

Lyons Creek Middle:  
Grade: A AYP: No  
Monarch High School:  
Grade: B AYP: No

Partnerships and Grants

Partnerships and Grants

Our School Community Partners include Publix Supermarket, After-School Programs, Inc. (ASP), City of Coconut Creek, Waste Management of Broward County and TD Bank.

### 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 *
					Winston Park has maintained an A for the past ten years and has met AYP criteria except in 2008 for math in the black student subgroup. FCAT Writing scores have increased the past three years. 2008-2009 Grade: A

Principal	Carolyn Eggelletion	MS-Educational Leadership; Nova Southeastern University, Davie, Florida BS-Speech Pathology, Florida A& M University Talahassee, Florida.	13	20	Reading Mastery: 84% Math-86% Writing-94% Science-63% AYP: All subgroups met AYP . 2007-2008: Grade: A Reading- 81% Math-86% Writing- 97% Science-46% AYP: black students did not make AYP in Math. 2006-2007 Grade: A Reading—83% Math 85% Writing-84% Science-56% All students met AYP.
Assis Principal	Eileen Bankowski	MS- Elementary Education; Russell Sage College, New York. Educational Leadership; Florida Atlantic University, Boca Raton, Florida. BA Early Childhood and Elementary Education; SUNY New Paltz, New York.	4	17	Winston Park has maintained an A for the past ten years and has met AYP criteria except in 2008 for math in the black subgroup. FCAT Writing scores have increased the past three years. 2008-2009 Grade: A Reading Mastery: 84% Math-86% Writing-94% Science-63% AYP: All subgroups met AYP . 2007-2008: Grade: A Reading- 81% Math-86% Writing- 97% Science-46% AYP: black students did not make AYP in Math. 2006-2007 Grade: A Reading—83% Math 85% Writing-84% Science-56% All students met AYP.

\* 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	Linda Johnson	BS-Elementary Education; SUNY Buffalo New York; Broward County Reading Endorsement; Broward County Schools Virtual University	20	5	Winston Park has maintained an A for the past ten years and has met AYP criteria except in 2008 for math in the black subgroup. FCAT Writing scores have increased the past three years. 2008-2009 Grade: A Reading Mastery: 84% Math-86% Writing-94% Science-63% AYP: All subgroups met AYP . 2007-2008: Grade: A Reading- 81% Math-86% Writing- 97% Science-46% AYP: black students did not make AYP in Math. 2006-2007 Grade: A Reading—83% Math 85% Writing-84% Science-56% All students met AYP.
		BS-Elementary Education and			Winston Park has maintained an A for the past ten years and has met AYP criteria except in 2008 for math in the black subgroup. FCAT Writing scores have increased the past three years.

Science	Tina O. Willis	ESOL Endorsement - Edinboro University of PA; Masters in Counseling; Brewer Christian College and Graduate School;  Science Textbook Adoption Committee; District Trainer for Elementary Science Department.	11	7	2008-2009 Grade: A Reading Mastery: 84% Math-86% Writing 94% Science-63% AYP: All subgroups met AYP. 2007-2008: Grade: A Reading-81% Math-86% Writing-97% Science-46% AYP: black students did not make AYP in Math. 2006-2007 Grade: A Reading-83% Math-85% Writing-84% Science-56% All students met AYP.
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\* 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.Orientation for teachers new to Winston Park Elementary	1.Linda Johnson	1.August 2009	
2.Teacher Mentor/Coach	2.Linda Johnson	2.Ongoing	
3. A. Hiring highly qualified staff. B. Provide high-quality staff development C. teaming D. common planning	3. Carolyn Eggelietion	3. Ongoing	
4. NESS Program/Coaching	4.Linda Johnson	4. Ongoing	

### 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
73	0	6	35	32	14	100	9	10	100

### Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
NESS Program Linda Johnson	New Teachers (as assigned)	Clinical Education Certified Teachers paired with new teacher (s) 1. Highly Qualified Teachers 2. Completed Clinical Educator Training 3. Satisfactory IPAS Evaluations 4. Implementation of Effective Teaching Strategies: Evidenced through	Activities determined as needed through the NESS Program. The mentor and the mentee meet bi-weekly in a professional learning community to discuss evidence-based strategies for each domain.

Classroom Walkthroughs and Formal and Informal observations.

5. Pairings are determined by need and areas of concern and mentors are chosen for their expertise in these areas.

## 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.

Administration, School Psychologist, Social Worker, ESE Specialist, ESE Teacher, Guidance Counselor, Reading Instructional Coach, Curriculum Instructional Specialist, Speech Language Pathologist and General Education Teachers.  
All team members have a clear understanding of the RtI support team process and their roles. Each member brings their experience, expertise and resources to the team.

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

The collaborative problem solving team/RtI Leadership Team have meetings on Mondays as requested by case managers to review all RTI data and make suggestions to help struggling learners.

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

As an intervention support team it reviews current interventions and results of implementations, effective data collection, progress monitoring, evaluation of interventions to determine the most appropriate instruction and resources to increase student performance.  
The RTI leadership team meets with the School Advisory Council (SAC) and principal to help develop the SIP.

### RtI Implementation

Describe the data management system used to summarize tiered data.

Effective data collection, progress monitoring and interpretation of the data leads to hypotheses about the causes of problems and to identify the desired replacement behaviors to improve student achievement.

Baseline Data:

- Broward Assessment Test (BAT 1 and BAT 2 for Reading, Math and Science).
- Florida Comprehensive Assessment Test (FCAT)
- District Approved Basal Reading and Math Placement Tests
- Kindergarten- FLKRS/FAIR
- ESOL- IPT

Progress Monitoring:

- Mini Benchmark Assessments
- FCAT Simulation
- Rigby/DRA Assessments
- Diagnostic Assessment for Reading (DAR)
- Early Reading Diagnostic Assessment (ERDA).

End of Year:

- Florida Comprehensive Assessment Test (FCAT)
- Primary Reading and Math Assessment Grades One and Two
- ESOL- CELLA

Describe the plan to train staff on RtI.

Annual review of RtI procedures at faculty meetings and team leader meetings, meet with staff regularly to provide updates on the RtI process by grade level teams, meet individually with teachers as needed.

Professional development will be provided during teachers' common planning time and small sessions will occur throughout the year. Two professional training sessions entitled: "RtI: Problem Solving Model: Building Consensus Implementing and Sustaining Problem Solving/RtI" and RtI: Challenges to Implementation Data-Based Decision-Making, and Supporting and Evaluating Interventions" will take place in mid-August and in October.

The RtI team will also evaluate additional staff professional development needs during the RtI Leadership Team meetings.

## School Wide Florida's Continuous Improvement Model

### Plan

Data Disaggregation 2008-2009 FCAT Data

What strengths and weaknesses were identified in the 2009 data by grade level, subject area, and clusters/strands?

#### Strengths-

- In fourth grade , 2008-2009 Level 3 and above FCAT Reading scores increased by 4%.
- Over 94% of fourth grade students scored a Level 3.5 or above in FCAT Writing.
- In fifth grade, 2008-2009 Level 3 and above FCAT Reading scores increased 14% FCAT Math Scores increased by 6% and FCAT Science scores increased by 16%
- 2008-2009 FCAT Reading 71% making learning gains in grades 3 through 5; an increase of 6%
- 2008-2009 FCAT Reading: 59% percent of lowest quartile made learning gains increase by 8%

#### Weakness-

- Third grade FCAT Reading decreased by 7% and FCAT Math decreased by 1%.
- Fourth grade FCAT Math decreased by 2%.
- FCAT 2008-2009 AYP Data: 64% of Black Students scored at or above grade level in FCAT Math, scoring 4% below the 68% mastery.
- 2008-2009 FCAT Math 67% making learning gains in grades 3 through 5; a decrease of 4%
- 2008-2009 FCAT Math 60% percent of lowest quartile made learning gains decrease by 11%

Instructional Calendar Development

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

- The IFC were created in August 2009. Winston Park Elementary follows the IFC developed by the District of Broward County Schools for Reading, Math, Writing and Science. It is modified to meet the needs of our students using the 2009 FCAT data results. The IFC's will be updated in October 2009 as determined by disaggregated data results and from first quarter pre-test data and again in January 2010 as determined by the disaggregated data results from quarter one and quarter two progress monitoring assessments.
- During monthly teacher data chats with administration and support staff the IFC's will be modified to include selected benchmarks and duration of instruction to meet the needs of our students.
- Implementation of the IFC is monitored through classroom walkthroughs, Data Chats and disaggregation of student assessment data assistance will be provided for teachers with mentoring and professional development as needed.

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

Reading: Reference/Research was the least proficient strand and will be given priority focus.

Math: Algebraic Thinking and Data Analysis were the least proficient strands and will be given priority focus.

Science: Scientific Thinking was the least proficient strand and will be given priority focus.

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

2009 FCAT scores were analyzed and the administration determined student learning gains by teacher. Student's are assessed to determine their individual needs and then placed in flexible ability groups according to those needs. Third and fourth grade teachers departmentalize in Reading and Math by ability group. Teachers and students are grouped and paired by their strengths. Fifth grade teachers departmentalize in all subject areas. Fifth grade teachers are grouped in families of three by their subject area strengths and students are grouped in those families by ability grouping.

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

The daily focus of the school is for teachers and students to ask each other, " Why are we learning this?" to ensure that instruction is always relevant and applied to daily living.

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?

- WPE has a school wide Character Trait education program to help students develop into becoming outstanding citizens for our community.
- All students participate in a Physical Education/Health Wellness Program that prepares students to make healthy lifelong nutritional and physical fitness choices.
- Yearly WPE holds a Career Day Event collaborating with our community Partners In Excellence exposing students to various professions and careers.
- WPE Music and Art Department provides many activities throughout the year to increase their culture awareness through field trips, assemblies, clubs and community events.
- As a school community WPE is environmentally involved in activities focusing on environmental conservation with a Science Club and School wide Recycling Program.

DO

Direct the Instructional Focus

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

Lesson Plans and Instructional delivery are aligned across grade levels and subject areas using the District's Instructional Focus Calendar and disaggregated data. Teachers across grade levels model lessons/mentor and share instructional delivery methods followed by discussions for alignment across grade levels.

How are instructional focus lessons developed and delivered?

Instructional Focus lessons are developed and delivered using the District's IFC as a guide and modified to meet our students' needs using our disaggregated data.

How will instructional focus lessons be revised and monitored?

- Instructional Focus lessons will be revised based on needs identified through student assessment data.
- Lessons will be monitored through classroom walkthroughs, data chats and data progress monitoring.

## 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.

- Placement Test
- Chapter Tests
- Mini Benchmarks
- DAR/Rigby
- ESOL Students: IPT/CELLA
- FLKRS/FAIR
- BAT One and BAT Two
- Primary Reading and Math Grades One and Two
- FCAT Testing

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

- Ongoing assessments are used for progress monitoring to drive the instruction and make modifications as needed.

### Maintenance

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

- Winston Park Elementary utilizes the IFC plan which provides for assessment, maintenance, and remediation of skills through a timeline.

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.

- Progress monitoring data is monitored during:
- Weekly Grade Level Meetings
  - Weekly Support Staff Meetings
  - Weekly RtI meetings
  - Bi-Weekly faculty meetings
  - Monthly Team Leader Meetings
  - Monthly Data Chats
- Ongoing assessment results are analyzed and instructional modifications that are needed to increase student achievement are updated.

### Monitoring

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

- The principal and leadership team are continuously involved in the teaching and learning process through meetings classroom walkthroughs, data chats and parent conferences.

## ACT

### Supplemental and Intensive Instruction/Interventions

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

- Core-
- MacMillian Treasures Reading K-3
  - Harcourt Trophies Reading 4th and 5th
  - Harcourt Math K-5th
  - Harcourt Science K- 5th
  - Harcourt Social Studies K-5th

- Delta-Pearson Hands –On – Science Kits K-5th

Supplemental-

- Wilson Reading
- Wilson Foundations
- Phonic For Reading
- Quick Reads
- Super QAR
- Junior Greatbooks
- Direct Instruction
- Accerlerated Reader
- Compass Learning Odyssey
- CCC Computer Lab
- SRA, Corrective Reading- Decoding
- Voyager Reading Grade 3
- Let's Go!- (ELL Students)
- English In My Pocket (ELL Students)
- C. A. V. S. (ELL Students)

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

Supplemental materials/instruction/ interventions/ tutorials are used to double dose students identified as not mastering content through assessments, small group instruction, after school tutoring and computer tutorials.

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

Professional development needs are identified through the disaggregation of student achievement data, classroom walkthroughs and teacher PGP's.

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

Students are identified through the disaggregation of student achievement data, progress monitoring and observations. Students who consistently demonstrate academic difficulty will receive supplemental and intensive instruction/ interventions and will be offered after school tutoring.

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

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

Enrichment

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

- Alternative Instructional Delivery /Research/ Learning Centers
- High Achievers/ Gifted Classes grades three through five
- Grade Level Departmentalization/ Ability Grouping
- Individualized Learning Paths on CCC and Compass Learning Odyssey
- Accelerated Reader Program ( Individualized)
- FCAT Explorer (Reading, Math and Science) Grades three through five
- Reading Across Broward
- BOOK IT!
- Academic Fair

Describe how students are identified for enrichment strategies.

Students are identified for enrichment strategies based on the disaggregation of student achievement data:

- FCAT Results
- Gifted Testing
- Placement Tests/BAT Results
- Teacher Observation
- Mastery of Classroom Assessments

## 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)
1. Reading- K-5 Teachers	1. Linda Johnson- Reading Coach			1. Analyze the effectiveness of the IFC's, progress monitoring, tutorials, assessments and enrichments to determine any necessary revisions.
2. Math- K-5 Teachers	2. Laurie Persico- Curriculum Specialist			2. Analyze the effectiveness of the IFC's, progress monitoring, tutorials, assessments and enrichments to determine any necessary revisions.
3. Data Analysis/ Test Specifications- K-5 Teachers	3. Eileen Bankowski- Assistant Principal	1. Monthly 2. Monthly 3. Monthly	1. Monthly (2-3pm)	3. Analyze the effectiveness of the IFC's, progress monitoring, tutorials, assessments and enrichments to determine any necessary revisions.
4. Response To Intervention (RTI)- K-5 Teachers	4. Andrew R. Baumann ESE Specialist	4. Monthly 5. Monthly 6. Monthly	2. Monthly (2-3 pm) 3. Monthly (2-3 pm) 4. Monthly (2-3 pm) 5. Monthly (2-3 pm) 6. Monthly (2-3 pm)	4. Analyze the effectiveness of the IFC's, progress monitoring, tutorials, assessments and enrichments to determine any necessary revisions.
5. Science- K-5 Teachers	5. Tina O. Willis- Science Resource Teacher			5. Analyze the effectiveness of the IFC's, progress monitoring, tutorials, assessments and enrichments to determine any necessary revisions.
6. Technology- K-5 Teachers	6. Shilpa Parikh- Technology Specialist			6. Analyze the effectiveness of the IFC's, progress monitoring, tutorials, assessments and enrichments to determine any necessary revisions.

## 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 spring Round-Up where students and parents visit the classrooms, meet the teachers, attend an orientation program and receive information packets
- August Pre-screening assessment for all incoming kindergarten students conducted by kindergarten teachers all students are assessed prior to school in the areas of Basic School Readiness, Oral Language/ Syntax, Pint/ Letter Knowledge, and Phonological Awareness/ Processing.
- Screening data will be collected aggregated prior to school. Data will be used to develop class placement, 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.
- Screening tools will be re-administered mid-year and at the end of the year in order to determine student learning gains and to modify the instructional/intervention programs.
- Meet and Greet Program conducted pre-planning week to meet the teacher and review expectations, policies/procedures and welcome students and to familiarize them with the school for the coming year.

## Postsecondary Transition

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

N/A

## PART II: EXPECTED IMPROVEMENTS

### Reading Goal

Needs Assessment:	Based on School Grade and Adequate Yearly Progress Data:
	Did the total percent proficient increase or decrease? What is the percent change?
	What clusters/strands, by grade level, showed decrease in proficiency?
	Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?
	Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?
	Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
1. On the 2009 Reading FCAT 77% of third grade students achieved a Level 3 or above on the Reading; with the decrease of 6%.		At least 80% of third grade students will score a Level 3 or above on the FCAT reading.		
•Reference and Research Strand- will be the priority focus to improve. In grades 3-5 71% made learning gains in Reading with an increase of 6%.				
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Third grade students will participate in reading departmentalization 2. At risk students will receive additional individualized intensive instruction using intervention programs from the Struggling Reader's Chart 3. Students will participate in reading incentive programs including Accelerated Reader (AR), BOOK IT, Sunshine State Young Readers and Reading Across Broward	1. Administration, support staff/reading coach  2. Administration, support staff/reading coach  3. Administration, support staff/reading coach	1. Classroom walkthroughs, data chats with support staff  2. Classroom walkthroughs, data chats with support staff  3. Classroom walkthroughs, data chats with support staff	1. Minibenchmarks, benchmarks, FCAT, DAR, Treasures assessments  2. Minibenchmarks, benchmarks, FCAT, DAR, Treasures assessments  3. Minibenchmarks, benchmarks, FCAT, DAR, Treasures assessments

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
2. In grades 3-5; 59% of the lowest 25% made learning gains in FCAT Reading with an increase of 8%.		72% of all AYP subgroups will score a Level 3 or above on the FCAT Reading.		
2009/2008 AYP Subgroups scoring at or above level in Reading:  2009/ 2008 Total: 81% / 76 %  White: 85%/ 80% Black- 71%/ 58% Hispanic- 82%/ 77% Economically Disadvantaged- 63%/ 70%		All subgroups made AYP mastery in 2008 at 58%		
All subgroups made AYP mastery of 65% in Reading for 2009.				
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. At-risk students will	1. Administration,	1. Classroom Walkthroughs	1. pre and posttests, mini

<p>attend after-school reading tutorials</p> <p>2. At risk students will receive additional individualized intensive instruction using intervention programs from the Struggling Reader's Chart</p> <p>3. Lower quartile students will participate in a double-dose remediation in the technology lab with individualized Compass Learning Odyssey, CCC and FCAT Explorer individualized reading paths.</p> <p>1. 2. 3.</p> <p>1. 2. 3.</p>	<p>support staff/reading coach</p> <p>2. Administration, support staff/reading coach</p> <p>3. Teachers will follow the instructional focus calendar with is aligned with the Sunshine State Standards.</p> <p>1. 2. 3.</p> <p>1. 2. 3.</p>	<p>2. Classroom walkthroughs, data chats with support staff</p> <p>3. Classroom walkthroughs, usage logs</p>	<p>evaluation per lesson</p> <p>2. Mini benchmarks, benchmarks, FCAT, DAR, Treasures assessments</p> <p>3. Compass Learning Odyssey, CCC and FCAT Explorer Reports</p>
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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
<p>1. At least 80% of third grade students will score a Level 3 or above on the FCAT reading.</p> <p>2. 72% of all AYP subgroups will score a Level 3 or above on the FCAT Reading.</p>	Reading Departmentalization Mode	Reading Coach/ Reading Endorsed Teachers	August 2009	Classroom Walkthroughs/Assessments	Administration, support staff/reading coach
<p>1. At least 80% of third grade students will score a Level 3 or above on the FCAT Reading.</p> <p>2. 72% of all AYP subgroups will score a Level 3 or above on the FCAT Reading.</p>	Third Grade McGraw-Hill Treasures Training	HRD Trainers	Summer 2009	Classroom Walkthroughs/Assessments	Administration, support staff/reading coach
<p>1. At least 80% of third grade students will score a Level 3 or above on the FCAT Reading.</p> <p>2. 72% of all AYP subgroups will score a Level 3 or above on the FCAT Reading</p>	<p>Training on Remediation Materials</p> <p>Will include:</p> <p>1. Wilson Foundations (K-2)</p> <p>2. Wilson (3-5)</p> <p>3. Highly Effective Reading Strategies.</p> <p>4. Literacy Centers for Primary/Intermediate</p> <p>5. Small Group Reading Instruction</p> <p>6. Fix-Up Reading Strategies.</p>	Reading Coach/Reading Endorsed Teachers/HRD Trainers	Fall 2009/ Ongoing	Classroom Walkthroughs/Assessments	Administration, support staff/reading coach

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

N/A

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Third Grade McGraw-Hill Treasures Reading Program	District Funds	\$0.00
Four Kits- Diagnostic Assessment of Reading (DAR)	Instructional Materials	\$450.00
100- IPT/ ESOL Placement Tests	Instructional Materials	\$100.00
		Total: \$550.00
Technology		
Description of Resources	Funding Source	Available Amount
One Wireless Laptop Cart	Capital Funds and Other Resources	\$16,000.00
		Total: \$16,000.00
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
After-School Tutorial Program	Accountability Instruction Funds	\$3,000.00
		Total: \$3,000.00
		Final Total: \$19,550.00

End of Reading Goal

## Mathematics Goal

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

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

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

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

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

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

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
1. On the 2009 FCAT Math; 86% of third grade students achieved a Level 3 or above on the Math with a decrease of 1%. • Algebraic Thinking and Data Analysis were the least proficient strands. It will be given priority focus.  In grades 3-5 67% made learning gains in Math with a decrease of 4%.		At least 88% of third grade students will score a Level 3 or above on the FCAT math		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Students will participate in math departmentalization  2. Students will receive instruction using Calendar Math and Mountain Math  3. Students will participate in math hands-on activities using manipulatives in a weekly Math special	1. administration, support staff 2. administration, support staff 3. administration, support staff	1. classroom walkthroughs, data chats  2. classroom walkthroughs, data chats  3. classroom walkthroughs, data chats	1. minibenchmarks, benchmarks, Harcourt chapter tests, Harcourt End of Year assessments, FCAT  2. minibenchmarks, benchmarks, Harcourt chapter tests, Harcourt End of Year assessments, FCAT  3. minibenchmarks,

				benchmarks, Harcourt chapter tests, Harcourt End of Year assessments, FCAT
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Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
<p>2. 81% of fourth grade students achieved a Level 3 or above on the Math FCAT.</p> <p>In grades 3-5, 60% of the lowest 25% made learning gains in Math with a decrease of 11%.</p> <p>2009/2008 AYP subgroups scoring at or above level in Math:</p> <p>2009/2008: Total: 83%/81% White: 87%/85% Black: 64%/60% Hispanic: 87%/88% Economically Disadvantaged- 71%/70%</p>		<p>At least 84% of fourth grade students will score a Level 3 or above on the FCAT math.</p>		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	<p>1. Students will receive instruction using FCAT Math Dailies</p> <p>2. Students will participate in Winston's Fridays for remediation and reteaching of math skills</p> <p>3. Students will utilize FCAT Explorer to provide opportunities to practice for the FCAT math test.</p>	<p>1. administration, support staff</p> <p>2. administration, support staff</p> <p>3. administration, support staff</p>	<p>1. classroom walkthroughs, data chats</p> <p>2. classroom walkthroughs, data chats</p> <p>3. usage logs, classroom walkthroughs, data chats</p>	<p>1. minibenchmarks, benchmarks, Harcourt chapter tests, Harcourt End of Year assessments, FCAT</p> <p>2. minibenchmarks, benchmarks, Harcourt chapter tests, Harcourt End of Year assessments, FCAT</p> <p>3. FCAT Explorer Reports</p>

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
<p>All subgroups made AYP except black students 64% with mastery at 68%.</p> <p>Safe Harbor:</p> <p>2008- 40% below level in Math</p> <p>2009- 36% below level in Math with a 10% reduction of below level students.</p> <p>2008- All subgroups met AYP except black students with 60% scoring at or above grade level in Math with 68% mastery required.</p>		<p>74% of all AYP subgroups will score a Level 3 or above on the FCAT Math</p>		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	<p>1. Lower quartile students will participate in a double dose remediation in the technology lab with individualized CCC instruction, Compass Learning Odyssey and FCAT Explorer tutorials Remediation of at risk students 30 minutes daily of intensive instruction in addition to the regular Math Block.</p> <p>2. At risk students will receive additional individualized instruction using intervention programs from the Struggling Math</p>	<p>1. administration, support staff</p> <p>2. administration, support staff</p> <p>3. administration, support staff</p>	<p>1. Classroom walkthroughs, usage logs</p> <p>2. classroom walkthroughs, data chats</p> <p>3. classroom walkthroughs, data chats</p>	<p>1. CCC and Compass Learning Odyssey reports</p> <p>2. minibenchmarks, benchmarks, Harcourt chapter tests, Harcourt End of Year assessments, FCAT Tests</p> <p>3. minibenchmarks, benchmarks, Harcourt chapter tests, Harcourt End of Year assessments, FCAT Tests</p>

Chart.			
3. At-risk students will attend an after-school tutorial program in math.			

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
1. At least 88% of third grade students will score a Level 3 or above on the FCAT Math.  2. At least 84% of fourth grade students will score a Level 3 or above on the FCAT Math.  3. 74% of all AYP subgroups will score a Level 3 or above on the FCAT Math.	Math Test Speculations of the Sunshine State Standards	District Trainers	Fall 2009	Classroom walkthroughs, math assessments, data chats	Administration, support staff
1. At least 88% of third grade students will score a Level 3 or above on the FCAT Math.  2. At least 84% of fourth grade students will score a Level 3 or above on the FCAT Math.  3. 74% of all AYP subgroups will score a Level 3 or above on the FCAT Math.	Math Coaching / Remediation Skills	Curriculum Specialist	Ongoing	Classroom walkthroughs, math assessments, data chats	Administration, support
1. At least 88% of third grade students will score a Level 3 or above on the FCAT Math.  2. At least 84% of fourth grade students will score a Level 3 or above on the FCAT Math.  3. 74% of all AYP subgroups will score a Level 3 or above on the FCAT Math.	Teachers will attend Math Critical Content training which includes the use of Math manipulatives and Math Learning Centers	District Trainers/ Curriculum Specialist	Ongoing	Classroom Walkthroughs, Math Assessments, Data Chats	Administration, Support Staff

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
N/A		\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
Promethean Interactive Board with Student Responses	Business Partner Donation	\$3,000.00
		Total: \$3,000.00
Professional Development		
Description of Resources	Funding Source	Available Amount
N/A		\$0.00

Total: \$0.00		
Other		
Description of Resources	Funding Source	Available Amount
After-School Tutorial Program	Accountability Academic Instruction Funds	\$3,000.00
		Total: \$3,000.00
Final Total: \$6,000.00		

*End of Mathematics Goal*

## Science Goal

Needs Assessment: Based on School Grade Data:

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

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
1. 63% of fifth grade students scored at or above a Level 3 on the Science FCAT with an increase at 17%.  •Scientific Thinking was the least proficient strand and will be given priority focus.		65% of fifth grade students will score at or above a Level 3 on the Science FCAT		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Students will utilize Delta hands-on science kits to enhance their understanding of Sunshine State Standards  2. Students will utilize science journals to communicate predictions, observations and mastery of subject matter  3. Students will participate in science classes instructed by the science resource teacher  4. Students will participate in FCAT Science Explorer and Compass Learning Odyssey's individualized learning paths  5. Fifth grade students will participate in departmentalized instruction following the IFC's aligned with the Sunshine State Standards and the FCAT Science Test Specifications.	1. administration, support staff, science resource teacher  2. administration, support staff, science resource teacher  3. administration, support staff, science resource teacher  4. administration, support staff, science resource teacher  5. administration, support staff, science resource teacher	1. classroom walkthroughs, data chats  2. classroom walkthroughs, data chats  3. classroom walkthroughs, data chats  4. Usage log, classroom walkthroughs, data chats  5. classroom walkthroughs, data chats	1. minibenchmarks, benchmarks, FCAT, science Harcourt chapter tests, Delta Science Kit assessments  2. minibenchmarks, benchmarks, FCAT, science Harcourt chapter tests, Delta Science Kit assessments  3. minibenchmarks, benchmarks, FCAT, science Harcourt chapter tests, Delta Science Kit assessments  4. Odyssey, FCAT Explorer Reports  5. minibenchmarks, benchmarks, FCAT, science Harcourt chapter tests, Delta Science Kit assessments

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
1. 65% of fifth grade students will score at or above a Level 3 on the FCAT Science.	Science Test Speculations and Cognitive Levels	District Trainers	Summer 2009	Classroom walkthroughs, assessments, observations, science journals	Administration, support staff, science resource teacher
1. 65% of fifth grade students will score at or above a Level 3 on the FCAT Science.	Delta Hands-On Science Kit training	District Trainers	June 2009	Classroom walkthroughs, assessments, observations, science journals	Administration, support staff, science resource teacher

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Replaceable items for Delta Hands-On Science Kits	District Funds	\$2,000.00
		Total: \$2,000.00
Technology		
Description of Resources	Funding Source	Available Amount
Document Cameras	Parent Teacher Association (PTA)	\$2,000.00
		Total: \$2,000.00
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: \$4,000.00

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, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
1. On the 2009 FCAT Writing 94% of fourth grade students scored at or above a Level 3.5 on the FCAT Writing test and 82% scored at or above a Level 4. On the 2008 Writing 97% of fourth grade students scored at or above a Level 3.5 on the 2007 FCAT Writing. 84% of the fourth grade student scored a Level 3.5		97% of fourth grade students will score at or above a Level 3.5 on the FCAT Writing test and 85% at or above a Level 4		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Students will receive instruction aligned with the instructional focus calendar correlating with the district writing plan/BEEP lessons.  2. Students will utilize software such as Inspiration and Kidspiration to generate graphic organizers for planning, story mapping and word processing  3. Students will participate in weekly writing prompts to determine instructional focus.	1. administration, support staff, fourth grade teachers.  2. administration, support staff, fourth grade teachers.  3. administration, support staff, fourth grade teachers.	1. classroom walkthroughs  2. classroom walkthroughs  3. classroom walkthroughs	1. September/November BAT, weekly writing prompts, 6 Traits Rubric  2. September/November BAT, weekly writing prompts, 6 Traits Rubric  3. September/November BAT, weekly writing prompts, 6 Traits Rubric

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring

1.97% of fourth grade students will score at or above a Level 3.5 on the FCAT Writing test and 85% at or above a Level 4.	Writing-teaching the use of revision and editing strategies.	District Trainers	Ongoing	Classroom walkthroughs, weekly prompts Monitor student writing portfolios for revisions and editing using a self correcting technique.	Administration, support staff
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Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
N/A		\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
N/A		\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
District Writing Workshops/ Teachers K-5/ BEEP Lessons	District 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: \$0.00

End of Science Goal

## Parent Involvement Goal

Needs Assessment: Based on information from School Grade and Adequate Yearly Progress Data:  
 Were parent involvement activities and strategies targeted to areas of academic need?  
 Based on information from surveys, evaluations, agendas, or sign-ins:  
 Was the percent of parent participation in school activities maintained or increased from the prior year?  
 Generally, what strategies or activities can be employed to increase parent involvement?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
1.School survey reported 42% of parents indicated they strongly agreed that their students bring home books or can access them on-line for each subject that uses a textbook and have used the District's BEEP website or Virtual Counselor for information about their child's education.		On the 2010 parent survey an increase of 48% of parents will participate in Family Nights/PTA/SAC meetings and an increase use of at home resources.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Parents will attend Family Nights/PTA/SAC meetings for strategies to increase student achievement.  2. Parents and students will participate in hands-on activities during Family Nights to learn strategies for working with children at home.	1. administration,support staff, SAC Committee/PTA  2. administration, reading coach and curriculum specialist  3. administration, reading coach and technology specialist  4. administration and	1. Collect sign in sheets from parent meetings to analyze attendance data.  2. Mastery of the skills will determine the effectiveness of the activities.  3. Teachers will monitor the participation of parents and students for FCAT Explorer and the Compass Odyssey Program using online attendance logs.	1. On the 2010 parent survey, parent responses will indicate increased participation at these meetings and use online resources.  2. Parents and students will complete a post evaluation to determine the effectiveness of the activities.  3. Analyzes of the data

<p>3. Parents will receive technology training including BEEP resources, software, Virtual Counselor, online textbooks, Compass Learning Odyssey and FCAT Explorer.</p> <p>4. Parents will receive information on school data relating to student achievement.</p> <p>5. Parents will receive materials and resources to reinforce skills at home.</p> <p>6. Parents will become a partner in the learning process, student goal setting and expectations ;by participating in student-led conferencing activities and sharing of student portfolios.</p>	<p>teachers</p> <p>5. administration,reading coach and teaching.</p> <p>6. administration,support staff and teachers.</p>	<p>4. Parents will receive ongoing student data reports/ assessments throughout the school year and also at PTA/SAC meetings.</p> <p>5. Teachers will monitor student homework assignments to determine the effectiveness of these resources.</p> <p>6. Collect feedback surveys from parents and collect attendance logs in each classroom.</p>	<p>reports.</p> <p>4. On the 2010 parent survey: parent responses will indicate parents will receive ongoing information throughout the year in student progress.</p> <p>5. Classroom assessments, mini-benchmarks.</p> <p>6. Analyze the post evaluation from parents and students to determine the effectiveness of the activities.</p>
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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
1. On the 2010 parent survey an increase of 48% of parents will participate in Family Nights/PTA/SAC meetings and an increase use of at home resources.	Technology training from online resources for parents.	Reading Coach/ Technology Specialist	Ongoing	Teachers will monitor participation of online programs through attendance logs and data reports.	Administration

Budget:

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

## 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	Third Grade McGraw-Hill Treasures Reading Program	District Funds	\$0.00
Reading	Four Kits- Diagnostic Assessment of Reading (DAR)	Instructional Materials	\$450.00
Reading	100- IPT/ ESOL Placement Tests	Instructional Materials	\$100.00
Mathematics	N/A		\$0.00
Writing	N/A		\$0.00
Science	Replaceable items for Delta Hands-On Science Kits	District Funds	\$2,000.00
Parental Involvement	N/A	N/A	\$0.00
			Total: \$2,550.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	One Wireless Laptop Cart	Capital Funds and Other Resources	\$16,000.00
Mathematics	Promethean Interactive Board with Student Responses	Business Partner Donation	\$3,000.00
Writing	N/A		\$0.00
Science	Document Cameras	Parent Teacher Association (PTA)	\$2,000.00
			Total: \$21,000.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Mathematics	N/A		\$0.00
Writing	District Writing Workshops/ Teachers K-5/ BEEP Lessons	District Funds	\$0.00
Parental Involvement	N/A	N/A	\$0.00
			Total: \$0.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	After-School Tutorial Program	Accountability Instruction Funds	\$3,000.00
Mathematics	After-School Tutorial Program	Accountability Academic Instruction Funds	\$3,000.00
Parental Involvement	N/A	N/A	\$0.00
			Total: \$6,000.00
			Final Total: \$29,550.00

## 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
After School Tutoring	6000

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

- Winston Park Elementary School's Advisory Council is comprised of parents, community members, business partners, faculty and staff members. The School Advisory Council (SAC) is responsible for the decision making at the school relating to implementation of the School Improvement Plan and School Improvement.
- School Advisory Council (SAC) meetings are publicized monthly in the school's newsletter, marquee and the school's Parent Link.
- The SAC Committee develops the School Improvement Plan. SAC analyzes all school data and develops goals and objectives to increase student achievement. The SAC committee determine strategies and activities to met the goals to be submitted to all stakeholders for review. The Grade teams then make suggestions for additional activities or revisions as needed. The entire plan is reviewed at SAC meetings and the final plan is then presented to staff for approval. When the plan is approved by the state, it is then posted on the state's school improvement website.
- Throughout the school year the SAC sub committee oversees the implementation of the action steps and analyzes student assessment data from the current plan. In identifying student needs and areas of concern, a school annual budget is determined. The SAC is the sole body responsible for final decision making at the school relating to the implementation of provisions of Sections 1001.42 (16) and 1008.345,F.S. (school improvement).
- The School Improvement Plan for 2009-2010 school year will be approved in October 2009. The School Improvement Plan is developed with all stakeholder involvement. Sub –committees are formed for Reading, Math, Parental involvement, Science, Writing and Technology. Committees are formed to provide analysis of student assessment data, evaluating research-based curriculum programs, integrating technology, developing strategies and activities and utilizing quality instructional delivery models for each subject area to develop the SIP. Implementation of the SIP includes continuous monitoring of student assessment and revision of the Instructional Focus Calendar and instructional delivery models to meets the needs of our students.

## SAC Members

### Members

- 1) Carolyn Eggelleton, Principal
- 2) Leslie Gordon, SAC Chair
- 3) Laurie Persico, Teacher
- 4) Warren Smith, Business Member
- 5) Brian Jackson, Business Member
- 6) George Mangro, Business Member
- 7) Jill Andrade, Parent
- 8) Marla Nemanic, Parent
- 9) Maxine Lewers, Parent
- 10) Robin McCarthy, Parent
- 11) Phyllis Vecchio, Parent
- 12) Shilpa Parikh, School Support Personnel
- 13) Hans Kuhlmann, Union Steward

# AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Broward WINSTON PARK ELEMENTARY SCHOOL 3091												
Number of students enrolled in the grades tested: <a href="#">Click here to see Number of students in each group</a>														Read: 627 Math: 627		2008-2009 School Grade <sup>1</sup> : A		Did the School make Adequate Yearly Progress? YES								
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.						
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	2008	2009	Y/N	2008	2009	Y/N	2009	Y/N	2009
TOTAL <sup>4</sup>	100	Y	100	Y	81	Y	83	Y			Y			NA	24	19	NA	19	17	NA	80	NA	75	NA	NA	
WHITE	100	Y	100	Y	85	Y	87	Y			Y			NA	20	15	NA	15	13	NA	85	NA	74	NA	NA	
BLACK	100	Y	100	Y	71	Y	64	N	93	91	Y			NA	42	29	NA	40	36	Y	66	NA	65	NA	NA	
HISPANIC	100	Y	100	Y	82	Y	87	Y						NA	23	18	NA	12	13	NA	81	NA	84	NA	NA	
ASIAN		NA		NA		NA		NA						NA						NA						
AMERICAN INDIAN		NA		NA		NA		NA						NA						NA						
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	70	Y	71	Y	91		Y			NA	37	30	NA	30	29	NA	73	NA	70	NA	NA	
ENGLISH LANGUAGE LEARNERS	98	Y	98	Y		NA		NA			NA			NA						NA						
STUDENTS WITH DISABILITIES	100	Y	100	Y		NA		NA			NA			NA						NA						

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Broward WINSTON PARK ELEMENTARY SCHOOL 3091												
Number of students enrolled in the grades tested: <a href="#">Click here to see Number of students in each group</a>														Read: 617 Math: 617		2007-2008 School Grade <sup>1</sup> : A		Did the School make Adequate Yearly Progress? NO								
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.						
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008
TOTAL <sup>4</sup>	100	Y	100	Y	76	Y	81	Y			Y			NA	21	24	NA	17	19	NA	70	NA	77	NA	NA	
WHITE	100	Y	100	Y	80	Y	85	Y			Y			NA	19	20	NA	15	15	NA	74	NA	83	NA	NA	
BLACK	100	Y	100	Y	58	Y	60	N	94	93	Y			NA	28	42	NA	33	40	N	55	NA	59	N	NA	
HISPANIC	100	Y	100	Y	77	Y	88	Y	89		Y			NA	18	23	NA	13	12	NA	73	NA	73	NA	NA	
ASIAN		NA		NA		NA		NA						NA						NA						
AMERICAN INDIAN		NA		NA		NA		NA						NA						NA						
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	63	Y	70	Y	90	91	Y			NA	30	37	NA	30	30	NA	62	NA	64	NA	NA	
ENGLISH LANGUAGE LEARNERS	99	Y	99	Y		NA		NA			NA			NA						NA						
STUDENTS WITH DISABILITIES	100	Y	99	Y		NA		NA			NA			NA						NA						

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Broward WINSTON PARK ELEMENTARY SCHOOL 3091												
Number of students enrolled in the grades tested: <a href="#">Click here to see Number of students in each group</a>														Read: 597 Math: 597		2006-2007 School Grade <sup>1</sup> : A		Did the School make Adequate Yearly Progress? YES								
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.						
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007
TOTAL <sup>4</sup>	100	Y	100	Y	79	Y	83	Y	94		Y			NA	25	21	NA	21	17	NA	75	NA	75	NA	NA	
WHITE	100	Y	100	Y	81	Y	85	Y	94		Y			NA	22	19	NA	19	15	NA	77	NA	76	NA	NA	
BLACK	100	Y	100	Y	72	Y	67	Y	94		Y			NA		29	NA	33	33	NA	68	NA	65	NA	NA	
HISPANIC	100	Y	100	Y	82	Y	87	Y	92	89	N			NA	31	21	NA	21	13	NA	77	NA	82	NA	NA	
ASIAN		NA		NA		NA		NA						NA						NA						
AMERICAN INDIAN		NA		NA		NA		NA						NA						NA						
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	70	Y	70	Y	94	90	Y			NA	40	29	NA	31	30	NA	66	NA	66	NA	NA	
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y		NA		NA			NA			NA						NA						
STUDENTS WITH DISABILITIES	100	Y	100	Y		NA		NA			NA			NA						NA						

## SCHOOL GRADE DATA

Broward School District WINSTON PARK ELEMENTARY SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	84%	86%	94%	63%	327	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	71%	67%			138	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level</li> </ul>

						1 or 2
Adequate Progress of Lowest 25% in the School?	59% (YES)	60% (YES)			119	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					584	
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 WINSTON PARK ELEMENTARY SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	81%	86%	97%	46%	310	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	65%	71%			136	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	51% (YES)	71% (YES)			122	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					568	
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 WINSTON PARK ELEMENTARY SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	83%	85%	84%	56%	308	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	73%	65%			138	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	73% (YES)	64% (YES)			137	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					583	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested