

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: HAWKES BLUFF ELEMENTARY SCHOOL

District Name: Broward

Principal: Melinda Cunningham

SAC Chair: Kathleen Wicker

Superintendent: Mr. James Notter

Date of School Board Approval: December 1, 2009

Last Modified on: 09-24-2009

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

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

VISION and MISSION STATEMENTS

Vision:

Hawkes Bluff Elementary's vision is to provide the best educational experience for each child through a variety of opportunities and to develop the skills necessary to become a well rounded, responsible citizen, capable of making the decisions needed in a demanding and ever changing society.

Mission:

Our mission is to maximize student achievement by providing a positive learning environment, which encourages all students to always be the best they can be.

Beliefs:

- Student learning is the chief priority for the school.
- Students' learning needs are the primary focus of all decisions impacting the work of the school.
- All students can learn.
- Students need to not only demonstrate their understanding of essential knowledge and skills, but also to be actively involved in solving problems and producing quality work.
- Students need to apply their learning in meaningful content.
- Students learn in different ways and should be provided with a variety of instructional approaches to support their learning.
- Students learn best when they are actively engaged in the learning process.
- Each student is a valued individual with unique physical, social, emotional, and intellectual needs.
- Exceptional students require special services and resources.
- A student's self-esteem is enhanced by positive relationships and mutual respect among and between students and staff.
- Teachers, administrators, parents, and the community share the responsibility for advancing the school's mission.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

Hawkes Bluff Elementary is a neighborhood school located in Davie, Florida. This year, Hawkes Bluff Elementary will be celebrating its 20th birthday. At HBE, 19.65% of our students are ESE, 6.22% are classified as ELL students, and 12.3% qualify for the Free/Reduced Lunch program. We have a very active Parent Teacher Association and are very fortunate to have many parent volunteers. HBE feeds into Silver Trail Middle School, which in turn feeds into West Broward High School.

Unique School Strengths for Next Year

Based on the results of the 2009 FCAT:

- 92% of students met high standards in reading.
- 94% of students met high standards in math.
- 99% of students met high standards in writing.
- 69% of students met high standards in science.

- 74% of students made learning gains in reading.
- 66% of students made learning gains in math.
- 79% of students in the lowest quartile made learning gains in reading.
- 57% of students in the lowest quartile made learning gains in math.

Unique School Weaknesses for Next Year

19.6% of HBE students are classified as ESE. For the 2008-2009 school year, 59% of the ESE students in grades 3-5 scored at or above grade level as measured by the reading portion of the FCAT. In order to meet AYP, without special consideration, 72% of students in the ESE subgroup need to score at or above grade level on the 2009-2010 reading portion of the FCAT.

Student Demographics

- Female, 46.5%
- Male, 53.4%
- White, 60.5%
- Black, 7.11%
- Hispanic, 24.8%
- Asian, 5.11%
- Native .11%
- Multi Racial, 2.22%
- Free/Reduced Lunch, 12.3%
- ELL, 6.22%
- ESE, 19.6%

Student Attendance Rates

95.10%

Student Mobility

7.90%

Student Suspension Rates

External, .30%

Student Retention Rates

1.56%

Class Size

- PreK-3rd Grade, 16.61 students
- 4th-5th Grade, 21.67 students

Academic Performance of Feeder Pattern

N/A

Partnerships and Grants

- Publix
- Outback Steakhouse
- Longhorn Steakhouse
- Burger King
- Applebee's
- Beef O'Bradys
- Barnes and Noble
- Searle Brothers Nursery
- Getting Green
- Kids Ecology Corp.
- Dunkin Donuts

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 *
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Principal	Melinda Cunningham	<ul style="list-style-type: none"> •Master of Science, Elementary Education •Bachelor's Degree, Elementary Education •Educational Leadership certification •ESOL Endorsement 	1	9	<p>For the past 8 of the 9 years at HBE, the school has been an "A" school as defined by the state grading system.</p> <ul style="list-style-type: none"> •2008-2009 Reading Mastery, 92% Math Mastery, 94% Writing Mastery, 99% Science Mastery, 69%
Assis Principal	Christine de Zayas-Fernandez	<ul style="list-style-type: none"> •Master of Science, Educational Technology •Bachelor's Degree, Elementary Education •Educational Leadership •Gifted Endorsement •ESOL Endorsement •National Board Certification 	1		<p>Served as Math Coach at North Fork Elementary</p> <ul style="list-style-type: none"> •2007-2008 50% of students in grades 3-5 scored a level 3 or higher on the FCAT math . •2008-2009 53% of 3rd-5th grade students scored a level 3 or higher on the FCAT math.

* 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	Maria LeBoeuf	<ul style="list-style-type: none"> •Masters in Reading, FIU • Bachelor in Science, in Elementary Education 	8	8	<ul style="list-style-type: none"> •For the past 7 of the 8 years at HBE, the school has been an "A" school as defined by the state grading system. •08-09 Reading Mastery: 92% Math Mastery: 94% Science Mastery: 69% Writing Mastery: 99% AYP: Successfully met requirements.

* 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)
First year teachers assigned to a NESS coach	Kathleen Wicker	8/17/09	
All new teachers to Hawkes Bluff Elementary will attend an orientation training prior to the start of the school year. Policies and procedures, school climate and expectations will be reviewed at the orientation.	Administration	8/10/09	
Teachers assigned to a new grade level will be assigned a peer mentor at their new grade level to help with the transition.	Kathleen Wicker	8/17/09	

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
54	0	4	54	43	49	100	9	15	95

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Hazel Lee Ling	M. De La Rosa	<ul style="list-style-type: none"> •NBCT •Leadership Skills •Has worked with diverse student population 	<ul style="list-style-type: none"> • Monthly Chats with administration • Coaching • Mentoring • Observation of peer teacher • Feedback
Dawn Aarnio	Maria de La Nuez	<ul style="list-style-type: none"> •NBCT •Masters in Reading •Experience with diverse populations, including ESE •Gifted Certified 	<ul style="list-style-type: none"> • Monthly Chats with administration • Coaching • Mentoring • Observation of peer teacher • Feedback
Elaine Bronson	Kelli Larsen	<ul style="list-style-type: none"> •Experience with different grade levels •Team Leader •Experience with ESE population 	<ul style="list-style-type: none"> • Monthly Chats with administration • Coaching • Mentoring • Observation of peer teacher • Feedback
Andrea Eyl	Fran Costa	<ul style="list-style-type: none"> •Team Leader •Specialized in working with ASD students 	<ul style="list-style-type: none"> • Monthly Chats with administration • Coaching • Mentoring • Observation of peer teacher • Feedback

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

- Melinda Cunningham, Principal
- Christine de Zayas-Fernandez, Assistant Principal
- Gina Sandusky-Nelson, ESE Specialist
- Desiree Tanke, School Counselor
- Kathleen Wicker, Curriculum
- Maria LeBoeuf, Reading Specialist
- Raquel Seguinot, Psychologist
- Amy Schleicher, Social Worker

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

Before a student is referred to the RTI team, the teacher must follow Tiers I & II. The teacher is assigned a liaison to help with the process. Interventions are put into place and data is gathered regarding the documented concern. If sufficient progress is not met, the case is referred to the RTI team. The team will review all available data and assist the teacher with Tier III. If acceptable progress is still not made by the student in question, the RTI team will make further recommendations including, but not limited to, a referral to psychological services and/or a consideration of a change in placement.

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

During monthly committee meetings, the RTI Leadership Team facilitates the monthly review of the SIP.

RtI Implementation

Describe the data management system used to summarize tiered data.

The RTI team meets on a monthly basis to discuss student progress and placement. The RTI team also looks at each student's profile to determine the referred student's area of weakness. The student's progress is tracked based on their needs. Data is also disaggregated to determine appropriate programs, placement, interventions, and accommodations. Data collected may include, Pre/Post Assessments, Mini-BATS, informal or formal observations, Progress Monitoring and Progress Network (PMRN), FCAT, DAR, FAIR, and SME data.

Describe the plan to train staff on RtI.

The RTI leadership team will provide continuous training for the staff throughout the school year. The RTI team, in conjunction with the school's psychologist, will utilize the powerpoint available on the school boards psychological services website in delivering its staff training. The school will also utilize available district personnel in delivering training.

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: Across all grade levels, the majority of students are performing at or above district and state averages with 92% of students meeting high standards in Reading, 94% of students meeting high standards in Math, 99% of students meeting

high standards in Writing, and 69% of students meeting high standards in Science. Hawkes Bluff Elementary met federal adequate yearly progress under No Child Left Behind with 100% of criteria satisfied.

Weaknesses:
5th Grade students at HBE scored above the the district and state average in all Science strands. However, the percentage of students meeting high standards did decrease by 6% from the 2008 to the 2009 administration of the SSS FCAT Science assessment.

Instructional Calendar Development

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

Hawkes Bluff Elementary will be implementing the District's newly created Instructional Focus Calendars (IFC's). Team meetings and quarterly data chats will be held with grade levels and administration to ensure that students are progressing and mastering Sunshine State Standards. Results from benchmark testing will be cross-referenced with the IFC's to see what modifications/accommodations need to be made. This will be addressed during the monthly curriculum meetings.

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

Based on the disaggregation of the FCAT data, priority focus will be given to the following content areas/grade levels:

3rd Grade
Reading - Comparison and Reference/Research
Math - Geometry, Number Sense and Measurement

4th Grade
Reading - Comparisons
Math- Geometry, Algebraic Thinking and Data Analysis

5th Grade
Reading - Words and Phrases
Math- Number Sense and Geometry
Science- Strands D, E, & F

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

Meeting the individual needs of all students is the primary goal of all teachers. Based on the data gathered and provided to the teacher on each student, the students are grouped according to their individual strengths and weaknesses. Flexible groups and differentiated instruction is factored into all instruction and teachers analyze data on an ongoing basis for progress monitoring. Weekly grade level meetings are held to discuss student concerns, share best practices and lesson planning.

In addition, all students will participate in a 90 minute, daily reading block. Struggling students will receive a "double-dose" of reading through pull-out/push-in programs. A departmentalization model will be implemented in all 3rd-5th grade classes for reading and math, in which students will be homogeneously grouped. Teachers will differentiate instruction to meet the individual needs of all 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?

Vertical teaming, vertical curriculum meetings, and the use of the county's IFC's, will ensure alignment across grade levels and subject areas.

How are instructional focus lessons developed and delivered?

County IFC's will be used as guidelines in creating lesson plans. Teachers will also meet for collaborative lesson planning. Lessons will be delivered through flexible grouping, differentiated instruction, BEEP, and strategies outlined on Individual Education Plans.

How will instructional focus lessons be revised and monitored?

Instructional focus lessons will be revised and monitored based on the information collected through assessments, observations, and team planning.

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.

Formative assessments will be utilized throughout the year to measure student progress. Assessments will include, but not be limited to:

- Benchmark Assessment Tests
- Mini-BATs
- Inventory tests
- End of chapter tests
- Teacher-made tests
- DAR Assessments
- Rigby Assessments
- FAIR Assessments
- Other assessments as outlined by the District's Struggling Readers

Chart

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

Results from the various assessments are analyzed. Teachers will hold student data chats with the students to review present levels of learning. According to the assessment criteria and how the students performed, remediation and enrichment opportunities are made available to the student.

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 utilize District created curriculum maps and pacing guides, as well as Mini-BATs to assess students and ensure that students are maintaining levels of mastery. Monthly curriculum chats are scheduled with administration and support staff to review IFC's and pacing progress. Changes and/or modifications to the IFC's will be discussed at this time.

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 process for reviewing progress-monitoring data includes:

- Weekly team meetings to discuss best practices, pacing (in regards to the IFC's), and review of Mini-BAT data
- Monthly faculty meetings where emphasis is placed on instructional focus and pacing
- Quarterly formal data chats to review student data and student progress
- Staff development based on BAT data

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 administration and leadership team are active participants in the teaching and learning process. They partake in monthly leadership meetings, quarterly data chats, attend weekly grade level meetings and monthly committee meetings. They plan and facilitate professional development based on school-wide needs. They also provide opportunities for all stakeholders to be active in the learning process through a wide variety of informational and curriculum forums delivered throughout the school year.

ACT

Supplemental and Intensive Instruction/Interventions

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

Hawkes Bluff utilizes the county adopted texts and BEEP lessons for all core, supplemental or intensive/intervention instruction. For supplemental, intensive/intervention instruction, HBE utilizes programs outlined in the District Struggling Readers and Math Charts (Wilson, Quick Reads, Phonics for Reading, Intermediate Rewards and Touch Math).

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

Teachers will utilize assessments and teacher observation to determine areas of remediation. Skill-based flexible grouping, small group instruction, departmentalization, double dose in the classroom and push-in/pull-out groups will be utilized to re-teach any non-mastered target areas.

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

When planning professional development for the staff, the professional development committee considers the results of a bi-annual needs assessment given to teachers by administration, FCAT data and BAT data.

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

The following students will be targeted for supplemental and intensive instruction/interventions:

- Students scoring a Level 1 or 2 in math and/or reading on the FCAT
- ESE students
- Students on a PMP
- Students identified in the lowest 30th percentile in math and/or reading
- New students to Broward County that demonstrate areas of weakness on diagnostic assessments.

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

Results from various assessments including, but not limited to BAT, Mini-BATs and classroom assessments will be analyzed to determine the effectiveness of the interventions that have been put into place. According to assessment criteria and how the students scored, remediation and enrichment opportunities will be available to the student. In addition, the RTI/CPST Team will also determine the success of the interventions that have been put into place and the need for further interventions. A referral to psychological services will be completed if necessary.

Enrichment

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

Hawkes Bluff Elementary implements the district's Gifted/High Achiever Model to support students in need of acceleration and enrichment. General education teachers also utilize the same delivery of instruction, including the use of higher order level thinking and questioning strategies for all students, especially those needing acceleration and enrichment activities.

Describe how students are identified for enrichment strategies.

Students identified through gifted testing, as well as students scoring exceptionally well (Level 5) on the FCAT assessment and those students meeting mastery of benchmarks, in any subject area, are identified for enrichment strategies.

Professional Learning Communities

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (include Lesson Study and Data Analysis)
K,1,2,3,4 & 5	•Erin McGowen •Donna Trucchio •Andrea Eyl •Ivette Rogers •Bonnie Marks •Jodi Brenner	Weekly	Team Meeting	Instructional Conversations
ESE Teachers	Gina Sandusky	Quarterly	Throughout the day	Data analysis for ESE students
Technology Integration	Suzanne Jacobson	Bi-Monthly	Thursdays	Sharing of Best Practices for technology integration in the classroom

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

- "Hey Look Us Over" is offered for all incoming kindergarten students in May preceding the start of Kindergarten. Parents and students are given a glimpse into the typical day of a Kindergarten student. In addition, expectations are shared with parents and students. After a tour of the school campus, students are given the opportunity to go through the lunch line so that they can get a feeling of what it will be like when they come to school.
- Kindergarten Pre-Screening- All incoming Kindergarten parents are asked to bring their student in for an assessment prior to the start of school. During this time, the Kindergarten teachers assess the students' basic skills, including letter names-sounds, concepts of print, math knowledge, and if applicable, reading level.
- The Assistant Principal and Reading Coach visit area preschools to share information about HBE and the transition from preschool to elementary school.

Postsecondary Transition

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

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, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
92% of students in grades 3-5 scored a level 3 or higher on the 2009 FCAT Reading assessment.		94% of students in grades 3-5 will score a level 3 or higher on the 2010 FCAT Reading assessment.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Teachers will utilize flexible and small grouping when placing students in groups.	Teachers	Data will be collected and analyzed to determine flexible groups.	•Mini-BATs •FCAT •Weekly/Monthly Assessments
2	Implementation of the newly created District Instructional Focus Calendar	•Teachers •Administration	•Data Chats •Classroom Walk-Through •Formal/Informal Assessments •FCIM Process	•BAT •FCAT
3	Use of differentiated instruction in the delivery of the reading curriculum	Teachers	•Quarterly Data Chats •Weekly team meetings	•Program assessments •Mini-BATs •BAT assessment •Reading series assessments
4	Students identified as struggling learners will receive additional assistance as identified through the District's Struggling Readers Chart (Wilson, Phonics for Reading, Quick Reads)	•Teachers •Reading Coach	•FCIM Process •Data Chats	Program assessments •Mini-BATs •BAT assessment •Reading series assessments
5	Students in grades K-5 will have the opportunity to participate in Battle of the Books, Accelerated Reader, Sunshine State Young Reader Awards, Reading Across Broward, and Children's Book Week	•Teachers •Media Specialist •Reading Coach	•Reading Logs • Reports generated from Accelerated Reader •Student Participation rates	Program assessments •Mini-BATs •BAT assessment •Reading series assessments
6	Parents will be invited to attend a Curriculum Night where they will be shown the strategies used in school to improve student achievement in Reading.	•Teachers •Reading Coach	•Follow-up activities	Parent Survey

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
59% of students with disabilities in grades 3-5 scored a level 3 or higher on the 2009 FCAT Reading assessment.		72% of students with disabilities in grades 3-5 will score at or above grade level on the 2010 Reading assessment.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Implementation of intervention reading programs (Wilson, Phonics)	•Classroom Teachers •Reading coach	•FCIM Process •Quarterly Data Chats •ESE committee meetings	•Program assessments •BAT •Mini-BATs •Reading

	for Reading & Quick Reads)		and data chats	series •FCAT
2	Students will receive double dose instruction & push-in/pull-out models based on grade level and individual need.	•ESE teachers •Reading coach •Support staff •Classroom teachers	FCIM Process •Quarterly Data Chats •ESE committee meetings and data chats	Program assessments •BAT •Mini-BATs •Reading series •FCAT
3	Students will receive additional time using computer assisted instruction (SME).	•Classroom teacher •Technology specialist	Student reports will be analyzed to see if mastery has been met	Computer and teacher-made assessments
4	Teachers will utilize differentiated instruction and flexible/small groups when placing ESE students in groups.	•Reading coach •ESE specialist •ESE teachers •Classroom teachers	•FCIM process •ESE data chats •assessment tools as noted on Struggling Readers Chart	Program assessments •BAT •Mini-BATs •Reading series •FCAT
5	Students will be invited to participate in afterschool tutorials or camps to reinforce reading skills	Reading coach	Pre/Post Test	Pre/Post Test

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
72% of students with disabilities in grades 3-5 will score at or above grade level on the 2010 FCAT Reading assessment.	Differentiated Instruction and Providing Accomodations/Modifications for ESE students	Barbara Krakower	8/20/09	•Curriculum Chats •Classroom Walk-Through •Lesson Plans •Mini-BATs	•Administration •ESE Specialist
72% of students with disabilities in grades 3-5 will score at or above grade level on the 2010 FCAT Reading assessment.	Data analysis for ESE and lowest quartile students	Eleanor Goldberg	10/23/09	•Curriculum Chats •Classroom Walk-Through •Lesson Plans •Mini-BATs	Administration •ESE Specialist

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

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Reading Intervention Material	PTA Readers are Leaders	\$3,500.00
After school tutorial services (materials and staff)	PTA	\$4,000.00
Reading Across Broward Incentives	PTA	\$1,000.00
		Total: \$8,500.00
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
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: \$8,500.00

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		
94% of students in grades 3-5 scored a level 3 or higher on the 2009 FCAT math assessment.		96% of students in grades 3-5 will score a level 3 or higher on the 2010 FCAT math assessment.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Teachers will incorporate the use of interactive promethean lessons, utilize SME, FCAT Explorer, Futures Channel and United Streaming lessons.	<ul style="list-style-type: none"> Promethean consultants Teachers Technology Liaison 	<ul style="list-style-type: none"> Classroom Walk-Through SME reports FCAT Explorer data 	Classroom Walk-Through
2	Teachers will utilize flexible and small grouping when placing students in groups, including those students meeting the District's MATS criteria	Classroom teacher	Data will be collected and analyzed to determine flexible groups. <ul style="list-style-type: none"> Enrichment activities FCIM Process 	<ul style="list-style-type: none"> Mini-BAT FCAT Weekly/Monthly assessments
3	Students in grades K-5 will participate in a bi-annual Math Madness day.	<ul style="list-style-type: none"> Kathy Wicker Team Leaders 	Classroom Walk-Through	Classroom Walk-Through
4	Students in grades K-5 will use math journals to explain and justify their thinking process.	Teachers	Writing Journals	<ul style="list-style-type: none"> Writing Journals Assessments FCAT
5	Teachers will incorporate Calendar Math into the math curriculum.	Classroom Teachers	<ul style="list-style-type: none"> Teacher observation Student participation 	Teacher observation
6	Students will have the opportunity to participate in the Math Superstars Program.	<ul style="list-style-type: none"> PTA Classroom teachers 	Student participation	<ul style="list-style-type: none"> FCAT End of year Math Superstars test

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
80% of students in the lowest quartile made Learning Gains as measured by the 2009 FCAT assessment.		83% of students in the lowest quartile will make Learning Gains as measured by the 2010 FCAT assessment.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students, through the use of small and flexible groups, will be ability grouped based on their math level.	Classroom Teachers	<ul style="list-style-type: none"> Mini-BATS BAT FCAT Weekly/Monthly Assessments 	<ul style="list-style-type: none"> Mini-BATS BAT FCAT Weekly/Monthly Assessments
2	Teachers will incorporate the use of hands-on math manipulatives to facilitate learning.	<ul style="list-style-type: none"> Classroom teachers Team leaders 	<ul style="list-style-type: none"> Classroom Walk-Through Math Journals 	<ul style="list-style-type: none"> Classroom Walk-Through FCAT
3	Students will be invited to participate in afterschool tutorials or camps to reinforce reading skills	Kathy Wicker	Pre/Post Test	Pre/Post Test
4	Teachers will follow the District Struggling Math	Classroom Teacher	<ul style="list-style-type: none"> FCIM Process Weekly/Monthly 	<ul style="list-style-type: none"> BAT FCAT

	Chart for students in need of intervention and incorporate suggested programs such as Touch Math.		assessments	
5	Students will receive double dose instruction & push-in/pull-out models based on grade level and individual needs.	<ul style="list-style-type: none"> ESE teacher Classroom Teacher 	<ul style="list-style-type: none"> FCIM Process Quarterly Data Chats ESE committee meetings and data chats FCIM Process 	<ul style="list-style-type: none"> Mini-BATs BAT FCAT Weekly/Monthly Assessments

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
94% of students in grades 3-5 scored a level 3 or higher on the 2009 FCAT math assessment.	Using model drawings to solve higher order math application problems	District trainer	October 2009	Sharing of Best Practices at team meetings	Team Leaders Administration
80% of students in the lowest quartile made Learning Gains as measured by the 2009 FCAT assessment.	Collegial Conversations, Best Practices & Incorporating new Sunshine State Standards	National Board Certified Teachers	Ongoing	Team Meetings Classroom Walk-Throughs	Leadership Team

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
FCAT/Tutorial Camps	PTA	\$4,000.00
Math Superstar materials	PTA	\$500.00
Total: \$4,500.00		
Technology		
Description of Resources	Funding Source	Available Amount
ActiVotes	PTA	\$5,000.00
Total: \$5,000.00		
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: \$9,500.00		

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		
In grade 5, 69% of the students scored level 3 or above on the 2009 FCAT Science test.		In grade 5, 75% of the fifth grade students will score at or above a level 3 on the 2010 FCAT Science test.		
Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool	
1 Teachers in grades K-5 will implement the District's	<ul style="list-style-type: none"> Classroom Teacher Science teacher 	Science committee meetings	<ul style="list-style-type: none"> Science Mini-BATs FCAT 	

	Instructional Focus Calendar.	•Administration	•Classroom Walk-Through •Data chats •FCIM Process	•BAT
2	Strand H of the Science curriculum will be reinforced by the Science special area teacher, In-House Field Trips, and the utilization of the Hands-on Science Kits	•Science teacher •Classroom teachers	•FCIM process •Mini-BATs	•Mini-BATs •FCAT
3	Science special area teacher will focus on Strands D,E, & F with the 5th grade students.	•Science teacher •5th grade teachers	•FCIM process •Weekly/Monthly assessments	•FCIM process •FCAT
4	Students will have the opportunity to participate in Family Science.	•PTA •Administration •Science special area teacher	•Participation rates	•FCAT
5	K-5 students will utilize nonfiction magazines (Weekly Reader and Scholastic) which will reinforce exposure to nonfiction text	•Classroom Teachers •PTA	•Science committee meetings •Classroom Walk-Through •Weekly assessment	Weekly Magazine Assessments
6	K-5 students will participate in a classroom Science Fair Project.	•Science teacher •Classroom teachers	•Science committee •Classroom Walk-Through	•FCAT
7	Teachers and students will have the opportunity to utilize resources such as BECON, United Streaming, Future's Channel, and FCAT Explorer	•Science teacher •Classroom teachers	•Science committee •Classroom Walk-Through	•FCAT

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
In grade 5, 75% of the students will score at or above a level 3 on the 2010 FCAT Science test.	Test Specs Workshop	Administration	October 2009	Mini-Bats	Administration

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Weekly Reader and Scholastic Magazines	PTA	\$5,000.00
		Total: \$5,000.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
High Touch High Tech	Parents- \$24.00 per student	\$24,400.00
		Total: \$24,400.00
		Final Total: \$29,400.00

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	
In grade 4, 99% of students scored a Level 3.5 or above on the 2009 FCAT Writing test.			In grade 4, 100% of students will score a Level 3.5 or above on the 2010 FCAT Writing test.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Teachers will utilize flexible and small group instruction.	Classroom teachers •Team leaders	Monthly demand writing	•FCAT Writes •Bi-annual school-wide writing prompts
2	Teachers will utilize BEEP lessons to teach all genres.	Classroom teachers	Monthly demand writing	•Writing portfolios •Writing Rubric
3	Students will participate in Buddy Writing activities.	•Classroom teachers •Team leaders	•Teacher Observation •Classroom Walk-Through	•Writing portfolios •Student produced work
4	Students will create a class writing anthology book.	•Classroom teachers •Parent volunteers	Anthology	Anthology
5	Students in grades K-5 will utilize daily oral language activities to improve grammar and conventions.	•Classroom teachers	Student writing	Student work samples
6	Teachers and students will critique writing samples provided by the DOE from the 2008-2009 FCAT Writes CD.	•Classroom teachers	Teacher observations	Demand writing

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
In grade 4, 100% of students will score a Level 3.5 or above on the 2010 FCAT Writing test.	Writing staff development provided by PDA	PDA	ongoing	Student produced writing Vertical committee meetings	Team Leaders Kathy Wicker
In grade 4, 100% of students will score a Level 3.5 or above on the 2010 FCAT Writing test.	Bi-annual grade level critiquing of student writing samples	Team leader	November March	Student work samples Team meetings	Team Leaders Kathy Wicker

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
PDA- Writing Inservice	PTA	\$4,000.00
Total: \$4,000.00		
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Final Total: \$4,000.00		

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		
During the 2008-2009 school year, 80% of the parents attended a family night event sponsored by Hawkes Bluff Elementary.		By June 2010, 85% of the parents will attend a family night event sponsored by Hawkes Bluff Elementary.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Parents will be invited to attend an Open House/Curriculum Night.	<ul style="list-style-type: none"> •Teachers •Administration 	Parent Participation Records	Parent Participation Records
2	Parents and students will be invited to participate in our annual Publix Math night.	<ul style="list-style-type: none"> •Math Committee •Teachers •Administration 	Attendance	Attendance
3	Parents and students will be invited to attend HBE's Book Fair Night.	<ul style="list-style-type: none"> •Media Specialist •Teachers •Administration 	Attendance	Attendance
4	Parents and students will be invited to attend monthly family events at Burger King, Dunkin Donuts, Barnes and Noble, Juice Blenz, and Outback Steakhouse.	<ul style="list-style-type: none"> •Teachers •Events Committee Members •Administration 	Attendance	Attendance
5	HBE will hold an ESE parent curriculum night geared at empowering parents with the tools necessary to help their children succeed.	<ul style="list-style-type: none"> •ESE Specialist •School Counselor •Classroom Teachers •ESE Teachers 	Attendance	Attendance
6	All teachers will meet with parents a minimum of two times a year to discuss their student's progress.	<ul style="list-style-type: none"> •Classroom Teachers 	Conferencing Outcomes	Learning Gains
7	Parents of ESE students will be invited to participate in monthly District sponsored advisory meetings	<ul style="list-style-type: none"> •ESE Specialist •ESE District Personnel •Classroom Teachers 	Attendance at meetings	Attendance at meeting

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
By June 2010, 85% of the parents will attend a family night event sponsored by Hawkes Bluff Elementary.	FCIM Process	Administration	10/12/09	<ul style="list-style-type: none"> •FCIM Process •Attendance 	<ul style="list-style-type: none"> •Reading Coach •Administration

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Student agendas to facilitate communication between school and home.	PTA	\$4,000.00
		Total: \$4,000.00
Technology		

Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$4,000.00

End of Parent Involvement Goal

Other Goals

No Other Goals were submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Reading Intervention Material	PTA Readers are Leaders	\$3,500.00
Reading	After school tutorial services (materials and staff)	PTA	\$4,000.00
Reading	Reading Across Broward Incentives	PTA	\$1,000.00
Mathematics	FCAT/Tutorial Camps	PTA	\$4,000.00
Mathematics	Math Superstar materials	PTA	\$500.00
Writing	PDA- Writing Inservice	PTA	\$4,000.00
Science	Weekly Reader and Scholastic Magazines	PTA	\$5,000.00
Parental Involvement	Student agendas to facilitate communication between school and home.	PTA	\$4,000.00
			Total: \$26,000.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Mathematics	ActiVotes	PTA	\$5,000.00
			Total: \$5,000.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Total: \$0.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Science	High Touch High Tech	Parents- \$24.00 per student	\$24,400.00
			Total: \$24,400.00
			Final Total: \$55,400.00

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
Technology & Technology Training	5000
Mary Lewis Training	4000

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

The School Advisory Council will oversee the implementation of the School Improvement Plan. Sub-committees will develop and analyze school-wide needs assessments. SAC will develop proposals for the distribution of the A+ Recognition money.

SAC Members

Members

- 1) Melinda Cunningham, Principal
- 2) Kathleen Wicker, SAC Chair
- 3) Ken Kinggard, Teacher
- 4) Tonya Marinelli, Teacher
- 5) Donna Trucchio, Teacher
- 6) Ginger Westfall, Teacher
- 7) Lisa Keleher, Teacher
- 8) Andrea Eyl, Teacher
- 9) Carol Soelil, Business Member
- 10) Diana Santana, Parent
- 11) Ranae Breslow, Parent
- 12) Laurel Garfinkle, Parent
- 13) Capri Calloway, Parent
- 14) Lisa Feinstein, Parent
- 15) Ana Goldwich, Parent
- 16) Helen Hajipour, Parent
- 17) Marney Lewis, Parent
- 18) Elizabeth Leon, Parent
- 19) Sandy Oliveri, Parent
- 20) Tamara Arenson, Parent
- 21) Staci Parish, Parent
- 22) Shannon Severance, Parent
- 23) Sandy Wolf, Parent
- 24) Melinda Griffith, Parent
- 25) Crystal Smith, Parent
- 26) Steve Le Boeuf, Community Member
- 27) Leonard Finver, Union Steward

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2													Broward HAWKES BLUFF ELEMENTARY SCHOOL 3131											
Number of students enrolled in the grades tested: Click here to see Number of students in each group													Read: 480 Math: 480		2008-2009 School Grade ¹ : A		Did the School make Adequate Yearly Progress? YES							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).													This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.					
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading	Growth model reading	% of students on track to be proficient in math	Growth model math	
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	2008	2009	Y/N	2009	Y/N	2009	Y/N
TOTAL ⁴	99	Y	100	Y	86	Y	89	Y			Y			NA	16	14	NA	13	11	NA	85	NA	83	NA
WHITE	99	Y	100	Y	89	Y	92	Y			Y			NA	13	11	NA	10	8	NA	87	NA	85	NA
BLACK	100	Y	100	Y			NA	NA			NA			NA			NA			NA				
HISPANIC	100	Y	100	Y	81	Y	85	Y			Y			NA	18	19	NA	16	15	NA	81	NA	82	NA
ASIAN			NA				NA				NA			NA			NA			NA				
AMERICAN INDIAN			NA				NA				NA			NA			NA			NA				
ECONOMICALLY DISADVANTAGED	100	Y	100	Y			NA	NA			NA			NA			NA			NA				
ENGLISH LANGUAGE LEARNERS			NA				NA	NA			NA			NA			NA			NA				
STUDENTS WITH DISABILITIES	100	Y	100	Y	59	N	70	Y			NA			NA	40	41	N	29	30	NA	68	Y	72	NA

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2													Broward HAWKES BLUFF ELEMENTARY SCHOOL 3131											
Number of students enrolled in the grades tested: Click here to see Number of students in each group													Read: 523 Math: 523		2007-2008 School Grade ¹ : A		Did the School make Adequate Yearly Progress? YES							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).													This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.					
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading	Growth model reading	% of students on track to be proficient in math	Growth model math	
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N
TOTAL ⁴	99	Y	100	Y	84	Y	87	Y			Y			NA	15	16	NA	14	13	NA	73	NA	82	NA
WHITE	99	Y	100	Y	87	Y	90	Y			Y			NA	12	13	NA	12	10	NA	75	NA	84	NA
BLACK	100	Y	100	Y			NA	NA			NA			NA			NA			NA				
HISPANIC	100	Y	100	Y	82	Y	84	Y			Y			NA	17	18	NA	17	16	NA	71	NA	76	NA
ASIAN			NA				NA				NA			NA			NA			NA				
AMERICAN INDIAN			NA				NA	NA			NA			NA			NA			NA				
ECONOMICALLY DISADVANTAGED	97	Y	98	Y			NA	NA			NA			NA			NA			NA				
ENGLISH LANGUAGE LEARNERS			NA				NA	NA			NA			NA			NA			NA				
STUDENTS WITH DISABILITIES	100	Y	100	Y	60	Y	71	Y			Y			NA	38	40	NA	36	29	NA	65	NA	64	NA

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2													Broward HAWKES BLUFF ELEMENTARY SCHOOL 3131											
Number of students enrolled in the grades tested: Click here to see Number of students in each group													Read: 540 Math: 540		2006-2007 School Grade ¹ : A		Did the School make Adequate Yearly Progress? YES							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).													This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.					
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading	Growth model reading	% of students on track to be proficient in math	Growth model math	
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N
TOTAL ⁴	100	Y	100	Y	85	Y	86	Y	94		Y			NA	19	15	NA	16	14	NA	80	NA	76	NA
WHITE	100	Y	100	Y	88	Y	88	Y			Y			NA	16	13	NA	14	12	NA	84	NA	76	NA
BLACK	100	Y	100	Y			NA	NA			NA			NA			NA			NA				
HISPANIC	100	Y	100	Y	83	Y	83	Y	86		Y			NA	23	20	NA	16	17	NA	75	NA	74	NA
ASIAN			NA				NA				NA			NA			NA			NA				
AMERICAN INDIAN			NA				NA	NA			NA			NA			NA			NA				
ECONOMICALLY DISADVANTAGED	99	Y	100	Y			NA	NA			NA			NA			NA			NA				
ENGLISH LANGUAGE LEARNERS	99	Y	100	Y			NA	NA			NA			NA			NA			NA				
STUDENTS WITH DISABILITIES	100	Y	100	Y	62	Y	64	Y	76		NA			NA	45	41	NA	43	36	NA	62	NA	64	NA

SCHOOL GRADE DATA

Broward School District HAWKES BLUFF ELEMENTARY SCHOOL 2008-2009					
	Reading	Math	Writing	Science	Grade Points Earned
% Meeting High Standards (FCAT Level 3 and Above)	92%	94%	99%	69%	354
% of Students Making Learning Gains	78%	73%			151
	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?	74% (YES)	80% (YES)			154	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					659	
Percent Tested = 99%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

Broward School District HAWKES BLUFF ELEMENTARY SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	91%	92%	100%	74%	357	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	64%	68%			132	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?	58% (YES)	67% (YES)			125	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					614	
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 HAWKES BLUFF ELEMENTARY SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	90%	92%	90%	68%	340	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	74%	66%			140	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?	79% (YES)	57% (YES)			136	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					616	
Percent Tested = 99%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested