

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN

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School Name: PARK SPRINGS ELEMENTARY SCHOOL

District Name: Broward

Principal: Mrs. Arlene Klaasen

SAC Chair: Mrs. Stacey Wicker

Superintendent: Mr. James Notter

Date of School Board Approval:

Last Modified on: 09-30-2009

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

Dr. Frances Haithcock, Chancellor  
K-12 Public Schools  
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## VISION and MISSION STATEMENTS

### Vision:

Park Springs Elementary will preserve effective communication between students, families and school to enhance student learning and create positive relationships between home and school. We will maintain a high level of academic excellence by engaging students in authentic learning experiences in order to produce life long learners.

### Mission Statement:

Park Springs Elementary is dedicated to putting students first. We will work collaboratively to meet the social, emotional, and academic needs of all students in an environment that encourages them to perceive, believe and achieve their highest potential.

## PART I: CURRENT SCHOOL STATUS

### SCHOOL PROFILE/DEMOGRAPHICS

#### Brief History and Background of the School

Park Springs Elementary School is located in the city of Coral Springs in Broward County, Florida. Park Springs opened in 1989. The school is located in a middle to upper class suburban neighborhood. Grades 1 – 5 have one gifted / high achievers class as well as one struggling readers class. The remaining classes in kindergarten through grade five are heterogeneously grouped. Park Springs has four self-contained kindergarten through grade five autistic classes, 1 pre-kindergarten autistic class, 1 pre kindergarten class for children who receive help for speech and language, and two pre-kindergarten classes for children who have multiple handicaps and or speech delays. All students receive a weekly half hour class of music, art, physical education, Spanish and media from special area teachers. All classrooms are equipped with an average of three computers and the campus is wireless. Classes also participate in distance learning and each grade level has a promethean board. Students have access to computers from laptop carts, classroom computers, and computer lab.

#### Unique School Strengths for Next Year

Park Springs Elementary has received an A and achieved AYP for the past 4 years. Park Spring is also a "FIVE Star Award" recipient for the past 6 years. The number of National Board Certified teachers increased from 4 to 6 teachers in the 2008-09 school year. There will be a newly appointed Principal with six years of experience as an ESE Specialist, ten years as an Assistant Principal in an ESE Center and Elementary school, and three years as a Principal. The Assistant Principal has been at Park Springs for the past three years and will work collaboratively with the Principal to increase student achievement. In addition, there will be an ESE Support Facilitator to support the ESE population at the school. A PANTHER PRIDE PROGRAM will be implemented in order to increase positive behaviors at Park Springs Elementary.

#### Unique School Weaknesses for Next Year

Due to budget cuts we lost 7 teachers and 2 paraprofessionals. We are also loosing additional resources. Our Guidance Counselor will be part time. Class sizes will increase which will result in a student to teacher ratio increase.

#### Student Demographics

Park Springs Elementary serves a multi-ethnic school population that consists of 910 students, 56.4% male and 43.5% female. 56% of the students are white, 14.2% are black, 19.3% are Hispanic, 6.88% are Asian, 0.32% are Native, and 3.12% are multiracial. Additionally 18.2% of students are Students with Disabilities (SWD), 5.92% are classified as English Language Learners (ELL) and 3.5% are gifted. 21.8% of our student population are on free or reduced lunch.

Student Attendance Rates

Park Springs Elementary maintained a 95% attendance rate for the past three years.

Student Mobility

The mobility rate of the school is 12.50%. This is a decrease from the previous year (13.50%).

Student Suspension Rates

2006-2007: 0.30%, 2007-2008: 0.50%, 2008-2009: 0.60%

Student Retention Rates

The retention rate is <1%.

Class Size

The average class size in PreK-3 is 17.16. The average class size in grades 4 - 8 is 18.07.

Academic Performance of Feeder Pattern

N/A

Partnerships and Grants

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 *
Assis Principal	Laurel Crowle	BA-Economics and Mathematics, University of the West Indies; Master of Science - Elementary Education, Barry University; Doctor Of Philosophy- Leadership and Education, Barry University Certification- Educational Leadership, State of Florida; Elementary Education, State of Florida; ESOL Endorsement, State of Florida	3	3	AP of Park Springs Elementary 2008 -2009 Grade: A, Reading Mastery 91%, Math Mastery: 94%, Writing Mastery: 91%, Science Mastery: 72%. AYP: All subgroups made AYP 2007-2008: Grade A, Reading Mastery: 89%, Math Mastery: 93%, Writing Mastery: 87%, Science Mastery: 72%. AYP: All subgroups made AYP 2006-2007: Grade A, Reading Mastery: 91%, Math Mastery: 93%, Writing Mastery: 94%, Science Mastery: 68%. All subgroups made AYP.
Principal	Mrs. Arlene Klaasen	B.A. Education, University of South Florida; Master of Science - Educational Leadership, Florida Atlantic University Certification- Principal Certification, State of Florida		13	Principal of Park Ridge Elementary 2008 - 2009, Reading Mastery, 42%, Math Mastery 46%, Writing Mastery 96%, 60% of the lowest 25% made learning gains in reading and 63% of the lowest 25% made learning gains in math. 2007 -2008: Reading Mastery: 49%, Math Mastery: 53%, Writing Mastery 100%. 53% of the lowest 25% made learning gains in reading and 67% made learning gains in Math. 2006 -2007: Reading Mastery: 46%, Math Mastery: 58%, Writing Mastery: 91%. 69% of the lowest 25% made learning gains in reading and 54% made learning gains in 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	Donna Scott	National Board Pre-K to Grade 3 Elementary Education, M.S. EC Education	13		2009 - A 2008 - A 2007 - A

\* 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. Weekly Team Meetings to address student needs and realign instructional focus calendars	Team leaders / individuals grade levels	Ongoing	
2. Monthly NESS meetings for new teachers and coaches	NESS Liaison / Instructional Coaches	Ongoing	
3. National Board Meetings for teachers who are working on National Boards	NBCT teachers	Ongoing	
4. Monthly Leadership Meetings	Administration / Leadership Team	Ongoing	
5. Summer Pre-planning sessions for grade levels in order to realign instructional focus calendar with state standards,	Individual Teams	July 2009	
6. Mentor Teachers	Administration	Ongoing	
7. Summer 7. Technology Training (iLife, iWork, Teacher Web classes)	Maria Rivas	August 12, 2009	
8. Advertisements of teacher vacancies are made via the District Employment Information Website and teacher recruitment job fairs. All new teachers complete the district's induction program for at least one year. The new teacher is assigned a support team as part of the New Educator Support System (NESS) and a mentor teacher who is highly qualified and usually teaches the same grade level or subject.	District Human Resource, Administration, NESS Liaison, and Instructional Coaches	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
60	1.67	18	35	45	40	100	71.67	10	70

### Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Stacey Wicker	Stephanie Wilpon	Ms. Wilpon is a second year Kindergarten teacher. She is new to Park Springs and in order to meet the needs of our diverse student population, she has been paired with a primary teacher who has taught	Monthly NESS meetings and weekly support for planning

		kindergarten for three years.	
Lindsey Wahlbrink	Janelle Siergiej	Ms.Siergiej is a second year teacher who is teaching a full time ESE class for the first year. She is new to the autism cluster and she is paired with Ms. Wahlbrink, the Autism Coach	Weekly support for planning observation and direct feedback support in the classroom, modeling, write IEP's collaboratively and attend IEP meetings
Donna Scott	Sally Nardi	Ms. Nardi returned to Park Springs after two years away from a Broward classroom. She is paired with Ms. Scott, an experienced teacher who has taught second grade for many years and is very familiar with the second grade curriculum	Weekly support for planning observation and direct feedback support in the classroom, modeling,

## 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

Rosetta Stone, Discovery English, ESOL / Guidance groups, and ESOL FCAT groups are utilized. ESOL department has parent meetings. Services are also provided by the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners. Staff has been hired to assist & support students & parents.

Title X- Homeless

The faculty and staff at Park Springs are responsible for identifying homeless students and referring them to the Homeless Education program provided by the school board. Families are also referred to the school social worker . District Homeless Social Worker in collaboration with the school provides resources (clothing, school supplies, social services referrals) for students identifies as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

Identified students will receive additional small group instruction by utilizing the Push-in and Pull-out models. In addition, reading intervention software will be utilized to assist struggling students.

Violence Prevention Programs

Gang Resistance and Drug Education (GRADE) and Child Lures offered by the School Resource Officer (SRO), The District Anti-Bullying Policy, Just Say No Program (Red Ribbon Week), Broward County adopted Character Traits Program, and Park Springs Behavior Intervention Plan (BIP) in conjunction with the district's Discipline Matrix.

Nutrition Programs

Park Springs participates in the "Commit to be Fit" nutritional program, a wellness initiative designed to encourage healthy eating habits and increase physical activities.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

Arlene Klaasen (Principal), Laurel Crowle (Assistant Principal), Kimberly Gracia (ESE Specialist), Donna Scott (Reading Coach), Stacey Wicker, ESE Support Facilitator, Sabrina Sheib Media Specialist), Andrea Gelske (School Psychologist), Bianca Galante (School Social Worker), and a Guidance Counselor.

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

When teachers encounter behavioral or academic problems in the classroom, the first step is to meet with their team and discuss interventions. Parents are also informed of the academic or behavior concerns. Data is kept about the interventions attempted and results. These students are discussed during weekly team meetings to determine if the interventions were successful. Tier 1 interventions are implemented for at least 4 weeks. If Tier 1 interventions are unsuccessful students will be placed on Tier 2. When all interventions have been tried, the RTI team will decide whether or not the student should be evaluated. If the RTI team decides to evaluate then the teacher will receive a Data Collection and Documentation Packet from the case manager. The packet will be returned to the guidance counselor. The guidance counselor will complete the packet and forward to the ESE specialist for review. Parent consent will then be generated. Upon receipt of parent consent, the ESE specialist submits a "Referral Packet" to the district's Student Services Department. The RTI team meets weekly to discuss students in Tier 1 and Tier 2. The RTI leadership team as well as classroom teachers attend these meetings.

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

The RTI Leadership Team met with the School Advisory Council (SAC) and principal to help develop the SIP. The RTI Team will provide data regarding successful interventions and assessments. The information will be used to when developing students activities and action plans in the development and modification of the SIP

RtI Implementation

Describe the data management system used to summarize tiered data.

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

Midyear: Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment for Reading (DAR), Early Reading Diagnostic Assessment (ERDA), Running Records (RR), Oral Reading Fluency (ORF) scores, and assessments from the district adopted curriculum materials.

End of year: FAIR, FCAT

Frequency of Data Days: twice a month for data analysis

Describe the plan to train staff on RtI.

Professional development will be provided during teachers' common planning time and sessions will occur throughout the year. All faculty members will receive professional development in the RTI process.

## 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?

91% of students in Gr. 3-5 met Reading proficiency as measured by the 2009 FCAT Reading Assessment  
94% of students in Gr. 3-5 met Math proficiency as measured by the 2009 FCAT Math Assessment.  
91% of students in Gr. 4 scored 3.5 or above on the 2009 Florida Writes. 72% of student in Gr. 5 met Science proficiency as measured by the 2009 FCAT Science Assessment.

There is a need to increase the high standard of proficiency in science in Gr. 5 in comparison to our reading, math, & writing.

Science Area of weakness identified is Scientific Thinking 8/13  
There is an additional need to increase Level 4 & 5 proficiency by 10%.

Instructional Calendar Development

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

The Broward Enterprise Education Portal (BEEP) is utilized as a digital resource for teaching and learning. PSE teachers are able to access resources and information focused on student achievement, academic performance, and instructional best practices. Summer Team Planning days are conducted to realign instructional focus calendars with state standards and district calendars. An instructional Focus Calendar (IFC) is created by each grade level team. The district's calendar is used as our primary instructional calendar. The team IFC is used as a secondary instructional calendar. The IFC is working document. It is continually adjusted during the school year to meet student needs. During team meetings and individual planning, student data is utilized to align student assessments as needed to reflect mastery of standards.

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

District Resources are utilized as diagnostic assessments

Reading:

- FCAT
- Quarterly BATs
- BATs
- DIBELS
- FAIR
- Running Records
- DAR
- Weekly Reading tests

Writing:

- August / September school wide baseline writing assessment
- Grade level monthly writing prompts given – students are assessed using a grade level rubric in the areas of focus, organization, elaboration, and conventions
- 

Math:

- FCAT
- BATs
- Mini BATs
- Chapter tests
- 

Science:

- FCAT
- Science activities
- Chapter tests
- Mini BATs

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

- A standards driven curriculum is utilized, however student needs drive the teaching and learning process.
- Student assessment data is utilized when planning for instruction and
- Park Springs teachers utilize research-based strategies in during instruction and student activities.
- All students participate in a balanced reading program that is differentiated to meet their educational needs.
- Students are continually assessed and data is used to plan for whole group, small group, and individual instruction.
- The Florida Continuous Improvement Model (FCIM) will also be utilized to ensure differentiation of instruction. Students will participate in intervention and/or enrichment activities based on individual student needs.

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

Teachers collaboratively plan units that integrate Language Arts, Math, Science, Social Studies, multicultural and character education. Students engage in authentic learning experiences that use real life experiences in order to make learning more meaningful.

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?

DO

Direct the Instructional Focus

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

- Grade level teams meet during the summer to create an Instructional Focus Calendar (IFC). During the school year teams meet weekly to review and adjust the IFC. Individual teachers also adjust the IFC to meet individual students' needs.
- Vertical teams will meet twice in the school year to ensure alignment of the curriculum and review the standards at each grade level.

The special area teachers also utilize the grade level calendars to plan student activities to reinforce the curriculum at each grade level.

In addition, teachers who instruct SWD students use the IFC to align their instruction and intervention activities with classroom teachers

How are instructional focus lessons developed and delivered?

- The District's Instructional Focus Calendar as our primary IFC.
  - Teachers from each grade level meet before the start of school to review state standards and benchmarks and analyze student data.
  - The Instructional focus is created by the leadership and the grade level teams based on data analysis reports. (FCAT, SAT, BAT, MINI- BATS's)
- All instruction is delivered based on the weekly instructional focus.

How will instructional focus lessons be revised and monitored?

- During team planning meeting the Instructional Focus Calendar is reviewed and adjusted to meet student needs.
- Student data is also utilized to align instruction as needed.

The leadership team will also utilize classroom walkthrough data to monitor the instructional focus lessons

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.

Progress Monitoring and Reporting Network (PMRN), Broward Assessment Test (BAT 1 & 2 for reading, math, and science) Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment for Reading (DAR), Early Reading Diagnostic Assessment (ERDA)

Treasures Assessments

Kindergarten students participate in a screening prior to the first day of school. The 45-minute screening includes a variety of assessments including but not limited to, letter naming fluency, letter recognition and sounds, and running records if

applicable.

All Kindergarten students will be given Running Records as determined by teacher.

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

The classroom teacher analyze student assessment data to determine mastery. During weekly team meetings, students not reaching mastery are identified and discussed. Students may be referred to the RTI team for further interventions. After remediation, if students are not at mastery, the team collaborate with the Reading Coach and/or leadership team and students are placed in appropriate intervention programs as outlined in the Struggling Readers matrix. Students reaching mastery are given enrichment activities in the classroom.

Maintenance

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

The Instructional Focus Calendar will reflect the current needs of each grade level. Student progress and the effectiveness of the Instructional Focus Calendar will be monitored through the use of Mini-BATs, BATs, and ILS systems. Form A of the Mini-BATs will be used to identify students reaching mastery or not reaching mastery. Non mastery students are then remediated and reassessed via form B. Based on the results of the re-assessment, remediation and follow-up instruction will occur for students not at mastery. An additional assessment with form C to measure for student mastery will then be utilized. Ongoing data collection methods will be used to monitor student progress.

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.

- Grade level teams meet weekly facilitated by team leaders.
- Teams discuss instructional focus, best practices, and student performance data. Administration and support staff participate in weekly team meetings to continuously review progress monitoring data and support teachers in their effort to increase student achievement.
- Meetings are documented on File Maker Pro (school database). Team logs are reviewed by administration and questions and/or concerns are addressed.

In addition, the leadership team will review classroom walkthrough data and analyze student data during scheduled data chats with teachers and at monthly leadership meetings. Actions steps will be developed as needed.

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 will utilize the Florida Continuous Improvement (FCIM). The principal and support staff team will meet to review the instructional focus for the next week and the results from the previous assessments. Student data will be analyzed and discussed and if necessary, adjustments will be made to the IFC. Each meeting will have documented minutes. The leadership team meets monthly and review student data, identify, and implement instructional modifications in order to increase student achievement.

ACT

Supplemental and Intensive Instruction/Interventions

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

Reading: Harcourt Treasures, Trophies, Wilson Foundations / Wilson Foundations, Read Naturally, Successmaker, FCAT Explorer, Phonics For Reading, and Quick Reads

Math: Harcourt, Successmaker, FCAT Explorer, Touch Math

Science: Harcourt, SRA, FCAT Explorer

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

Assessments will be used to identify students reaching mastery or not meeting mastery. Non mastery students will be remediated by classroom teachers and then reassessed. Students still at non-mastery will be discussed during weekly team meetings. The team will review the student data and suggest intervention strategies and/or refer the student to the RTI Team for further interventions.

The RTI Team will review the student data and make recommendations for for interventions and/or tutorials. Interventions and tutorials will be delivered in the classroom through "push-in", "pull-out", and after school camps.

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

At PSE a Staff development needs assessment database was created to identify areas of need. Each instructional staff member participated in the survey. The data was collected and staff development is planned to meet the needs of teachers aligned to the expectations of the SIP. In addition, data from the FCAT and classroom walkthroughs are analyzed and identified instructional needs and strategies are incorporated in professional development activities.

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

Students who are retained and identified in the lowest 30th percentile will be initially targeted for interventions. In addition, students in all AYP subgroups whose performance data reflect deficiencies will be provided with supplemental and intensive instruction and interventions.

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

The FCIM process will be utilized to analyze data from interventions to measure effectiveness.

Enrichment

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

Students who demonstrated mastery on the previous school year assessments are initially placed in classes for acceleration and enrichment. The classroom teacher provides enrichment activities through small group and independent projects.

Describe how students are identified for enrichment strategies.

Students who demonstrated mastery on the previous school year assessments are initially targeted for enrichment. In addition, students who continuously demonstrate mastery on grade level assessments, Mini-BATS, and BATs will be targeted for enrichment

### Professional Learning Communities

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (include Lesson Study and Data Analysis)
Grade Levels	Team Leader	Weekly	Mondays	Lesson Study and data analysis
Leadership Team	Principal	Monthly	Second Tuesday of the month	Student Data Analysis Classroom Data Analysis, IFC, and Interventions

### NCLB Public School Choice

Note: For Title I schools only

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

### Pre-School Transition

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

Kindergarten Screening:

All students are assessed prior to or upon entering within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. Screening data is utilized for class placements based on student needs.

Data will also be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data. Social skills instruction will occur daily for 20 minutes and will be reinforced throughout the day through the use of a common language, re-teaching, and positive reinforcement of pro-social behavior. Screening tools will be re-administered mid-year and at the end of the year in order to determine student learning gains in order to determine the need for changes to the instructional/intervention programs.

## Postsecondary Transition

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

## PART II: EXPECTED IMPROVEMENTS

### Reading Goal

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		
In grades 3-5, 91% of students achieved mastery on the 2009 administration of the FCAT Reading Test.		In grades 3-5, 93% of the students will achieve mastery for reading on the 2010 FCAT Reading Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	The school will implement the new FAIR assessments to monitor student progress.	Principal, Assistant Principal, and Reading Coach	Leadership Team will review FAIR data to ensure teachers are assessing students according to the created schedule.	Printout of FAIR Assessments
2	All K-5 students will participate in a balanced reading program. Teachers will differentiate instruction based on students' data by means of small group instruction. Materials used will include but not limited to: Harcourt Trophies, Macmillan/McGraw-Hill Treasures, Wilson Reading Program, novels and supplemental reading materials	Principal, Assistant Principal, Reading Coach, and teachers	Focused and frequent walk-throughs by administration will be used to ensure that all teachers are implementing a balanced reading program	Macmillan/McGraw Treasures (Grades K-3: Weekly) Harcourt Trophies Reading Assessment (Grades 3 -5) Mini-Benchmark Assessment; Benchmark Assessment Test (BAT) in September and November
3	Utilize the District's Instructional Focus Calendar for Reading and Language Arts and develop a secondary Instructional Focus Calendar based on the specific needs of students at Park Springs.	Principal, Assistant Principal, Reading Coach, and Team Leaders	Administration will be aware of the Instructional Focus Calendars and monitor implementation through classroom walk-throughs and lesson plans	Teacher lesson plans and Mini-Benchmark Assessments
4	Students reading achievement levels will be considered in making class assignments	Principal, Assistant Principal, Reading Coach, ESE Specialist	Utilize reading assessments to create classes	Review class lists prior to beginning of school year
5	Reading centers will be implemented with fidelity in all classrooms	Principal, Assistant Principal, Reading Coach, ESE Specialist	Focused and frequent walk-throughs by administration will be used to ensure that authentic reading centers are part of the daily reading program	Classroom walk-through logs
6	Teachers will incorporate ELL and ESE strategies for specified subgroups during the reading block	Principal, Assistant Principal, Reading Coach, ESE Specialist, and ESOL coordinator	Review lesson plans for documented strategies and through classroom observations	Lesson Plans and observation notes
7	Special Area teachers will utilize their area of expertise to reinforce the skills	Principal, Assistant Principal, Reading Coach, Team Leaders	Administration will be aware of the Instructional Focus Calendars and monitor implementation through classroom walk-throughs and lesson plans	Lesson plans and classroom walk-through logs

8	Teachers will establish classroom libraries to encourage reading for pleasure and independent reading	Media Specialist; Reading Coach	Monitor the number of students participating in Reading Across Broward and Accelerated Reader	Accelerated Reader Points and completed Reading Across Broward
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Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 3-5, 76% of students achieved learning gains on the 2009 administration of the FCAT Reading Test		In grades 3-5, 78% of students will achieve learning gains on the 2010 on the FCAT Reading Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Teachers will collaboratively plan units that integrate science, social studies, multicultural and character education standards to incorporate and align application of reading skills.	Principal, Assistant Principal, Reading Coach, Team leaders	Monitor implementation through classroom walkthroughs and lesson plans; review assessment data monthly	Mini-Benchmark Assessments; Benchmark Assessment Test; 2010 FCAT Reading Test
2	All K-5 students will utilize thing maps throughout the curriculum as a high yield strategy.	Reading Coach	Classroom visitation to monitor if strategy is implemented with fidelity	Completed Thinking Maps; Mini-Benchmark Assessments; Benchmark Assessment Test; 2010 FCAT Reading Test
3	Students who are below grade level in reading and / or are below the 40%tile on the SAT 10 or Level 1 or 2 on the FCAT SSS will be documented on a progress monitoring plan and will receive additional small group reading interventions including but not limited to Wilson Reading, Foundations, and Phonics for Reading	Principal, Assistant Principal; Reading Coach; ESE Specialist; VE Teacher	review assessment data to ensure that targeted students are receiving interventions	Mini-Benchmark Assessments; Benchmark Assessment Test; 2010 FCAT Reading Test

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Reading data, 60% of Students With Disabilities (SWD) scored at or above Level 3.		Increase the percent of SWD scoring at or above a Level 3 from 60% to 72% on the 2010 FCAT Reading.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Teachers will refer students who are not demonstrating academic growth for Tier 1 interventions (team discussions / classroom interventions). Students who are not demonstrating academic growth with Tier 1 interventions will be referred to RtI for Tier 2 interventions. Tier 1: Determine core instructional needs by reviewing FAIR (Florida Assessment for Instruction in Reading) assessment data for all SWDs. Plan differentiated instruction using evidence-based	classroom teachers; team leaders; Reading Coach; VE Teacher; ESE Specialist	Review monthly FAIR Assessment and Mini-Benchmarks to calculate and determine progress towards benchmark	Mini-Benchmark Assessments; Benchmark Assessment Test; 2010 FCAT Reading Test

	instruction/ interventions within 90-minute reading block.			
2	Tier 2: Plan supplemental instruction/ intervention for students not responding to core instruction. Focus of instruction is determined by review of FAIR data and will include explicit instruction, modeled instruction, guided practice and independent practice.	Reading Coach; RTI Team ; Case Manager	Review monthly FAIR Assessment and Mini-Benchmarks to calculate and determine progress towards benchmark	Mini-Benchmark Assessments; Benchmark Assessment Test; 2010 FCAT Reading Test
3	Tier 3: Plan targeted intervention for students not responding to core plus supplemental instruction using problem-solving process. Interventions will be matched to individual student needs, be evidence-based, and provided in addition to core.	Reading Coach; RTI Team ; Case Manager	Review monthly FAIR Assessment and Mini-Benchmarks to calculate and determine progress towards benchmark	Mini-Benchmark Assessments; Benchmark Assessment Test; 2010 FCAT Reading Test

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
n grades 3-5 ,93% of the students will achieve mastery for reading on the 2010 FCAT Reading Test.	Treasures/Harcourt	District	June 09 - August 09	District Follow-up Activity/ Classroom Implementation	Reading Coach/Team Leader
In grades 3-5, 78% of students will achieve learning gains on the 2010 on the FCAT Reading Test.	Effective strategies for Differentiated Instruction	District Trainer/Reading Coach	October 2009	CWT	Reading Coach
Increase the percent of SWD scoring at or above a Level 3 from 60% to 68% on the 2010 FCAT Reading.	Effective Strategies for instructing SWD	ESE Specialist/VE Teacher	September 09	CWT, lesson plans reflecting differentiation	ESE Specialist/Principal/Assistant Principal/Reading Coach/ESE Support Facilitator

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
Text Talk	Accountability	\$0.00
		Total: \$0.00
Technology		

Description of Resources	Funding Source	Available Amount
Read Naturally, Successmaker, AR	Media Resources	\$3,000.00
		Total: \$3,000.00
<b>Professional Development</b>		
Description of Resources	Funding Source	Available Amount
Learning community focused on intervention strategies	Professional Development	\$3,000.00
		Total: \$3,000.00
<b>Other</b>		
Description of Resources	Funding Source	Available Amount
Part time reading intervention teacher	SAI Funds	\$7,800.00
		Total: \$7,800.00
		<b>Final Total: \$13,800.00</b>

End of Reading Goal

## Mathematics Goal

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

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

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

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

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

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

Based on the Needs Assessment, I identify Area(s) for Improvement			Objective Linked to Area of Improvement	
In grades 3-5, 74% of Students With Disabilities achieved mastery on the 2009 administration of the FCAT Mathematics Test.			In grades 3-5, 76% of Students With Disabilities will achieve mastery on the 2010 administration of the FCAT Mathematics Test.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Increase the use of manipulatives and hands-on activities to reinforce mathematics concepts.	ESE Specialist; Classroom Teachers; VE Teacher	VE Teachers, ESE Specialist and ESE Support Facilitator will assist teachers in effective utilization of manipulatives to enhance instruction and learning; administration will ensure activities are implemented	Grade Level assessments; Common assessments tied to Next Generation Math Standards; Mini-BATS; BATS
2	Identified will participate in differentiated math interventions, including but not limited to, Successmaker, Touch Math, Singapore Math, and Hands-on Equations	ESE Specialist; Classroom Teachers; VE Teacher	VE Teachers and ESE Support Facilitator will assist teachers in the creation of centers and stations, and administration will ensure activities are implemented	Grade Level assessments; Common assessments tied to Next Generation Math Standards; Mini-BATS; BATS
3	K-5 teachers will implement a math instructional block of 90 minutes that includes but is not limited to Mountain Math, Calendar Math, whole group teacher directed instruction, small group teacher directed instruction, differentiated independent student work, and centers / stations	Classroom Teachers, VE Teachers, ESE Specialist	VE Teachers and ESE Support Facilitator will assist teachers in the creation of centers and stations, and administration will ensure activities are implemented	Grade Level assessments; Common assessments tied to Next Generation Math Standards; Mini-BATS; BATS

Based on the Needs Assessment, I identify Area(s) for Improvement			Objective Linked to Area of Improvement	
Based on the 2009			78% or more of	

FCAT Mathematics data, 76% of struggling students showed learning gains in math.		struggling students will make learning gains on the 2010 Mathematics FCAT.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Tier 1: Determine core instructional needs by reviewing common assessment data for all students within bottom quartile. Plan differentiated instruction using evidence-based instruction / interventions within the mathematics blocks.	Classroom Teachers/Leadership Team	CWT; Lesson Plans Grade-level teams will review results of common assessment data weekly to determine progress toward benchmark	Common assessments tied to Next Generation Math Standards; Mini- BATS; BATS
2	Tier 2: Plan supplemental instruction/ intervention for students not responding to core instruction. Focus of instruction is determined by review of common assessment data and will include explicit instruction, modeled instruction, guided practice and independent practice. Supplemental instruction is provided in addition to core instruction.	Team Leader/Support Staff	Grade-level teams will review results of common assessment data at weekly meetings as needed to determine progress toward benchmark	Common assessments tied to Next Generation Math Standards; Mini- BATS; BATS
3	Tier 3: Plan targeted intervention for students not responding to core plus supplemental instruction using problem-solving process. Interventions will be matched to individual student needs, be evidence-based, and provided in addition to core instruction.	Grade Level Teams, RTI Team/Leadership Team	Grade-level teams, RTI Team, and Leadership Team will review results of common assessment data at weekly meetings as needed to determine progress toward benchmark	Common assessments tied to Next Generation Math Standards; Mini- BATS; BATS

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 3-5, 94% of students achieved mastery on the 2009 administration of the FCAT Mathematics Test.		In grades 3-5 ,95% of the students will achieve mastery for mathematics on the 2010 FCAT Mathematics Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	All 4th grade students will maintain a math journal	Classroom Teachers	Classroom Teachers will review journals weekly to determine effectiveness	Math Journals
2	All students will have the opportunity to participate in a motivational math program coordinated by PSE PTA	Classroom Teachers; Volunteer Coordinator; Leadership Team	Classroom Teachers and the Leadership Team will monitor student participation in the program	Data Base developed to keep track of student participation
3	5th grade students will utilize the FCAT Explorer Program to reinforce math skills and concepts	Classroom Teachers; Leadership Team	Classroom teachers and leadership Team will monitor student participation; a principal's challenge will be	FCAT Explorer Reports

			implemented to motivate students to complete the program	
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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
In grades 3-5, 76% of Students With Disabilities will achieve mastery on the 2010 administration of the FCAT Mathematics Test.	ESE strategies and interventions	ESE Specialist/VE Teacher	October 09	CWT, classroom visits, lesson plans	ESE Specialist, Principal, Assistant Principal
In grades 3-5, 76% of Students With Disabilities will achieve mastery on the 2010 administration of the FCAT Mathematics Test.	Calendar Math	School Based Trained Facilitator	September 09	CWT, lessons plans	Principal and Assistant Principal
78% or more of struggling students will make learning gains on the 2010 Mathematics FCAT.	Differentiating Instruction to meet the needs of all learners	District Trainer/School Based Trained Facilitator	October 09	CWT, lesson plans, follow-up activities	Principal and Assistant Principal

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Math Superstars, Touch Math, Singapore Math, Hands on Equations	Accountability, Non-state adopted text	\$3,000.00
		Total: \$3,000.00
Technology		
Description of Resources	Funding Source	Available Amount
Successmaker	No additional dollars	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Differentiated Instruction	Staff Development	\$3,000.00
		Total: \$3,000.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		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
Based on 2009, FCAT Science data, 72% of students achieved level three and above.	74% of students will score at level three or above on the 2010 FCAT Science

			Assessment.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Utilize hands-on laboratory experiments three times per week using the 5E model, science stations.	Classroom Teacher; Leadership Team	CWT, Lessons Plans	Pre and Post Tests, FCAT Practice Tests, Mini-BATS;
2	Provide real world science experiences and engaging activities	Classroom Teacher; Leadership Team	CWT, Lesson Plans	Pre and Post Tests, FCAT Practice Tests, Mini-BATS;
3	Teachers will utilize SRA science kits in conjunction with Harcourt Science to differentiate instruction to meet students needs.	Classroom teachers; Leadership Team	CWT, Lesson Plans	Pre and Post Tests, FCAT Practice Tests, Mini-BATS
4	Teachers will develop project based learning units that integrate technology and hands-on activities including, but not limited to United Streaming, Virtual field trips, and distance learning	Classroom teachers; Media Specialist, Leadership Team	CWT, Lesson Plans, Distance Learning Participation	Pre and Post Tests, FCAT Practice Tests, Mini-BATS

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
74% of students will score at level three or above on the 2010 FCAT Science Assessment.	Hands-on Science Kit Training	School Based Trained Facilitator	October 09	CWT; follow-up activity	Principal and Assistant Principal

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Grade level science kits	Accountability	\$5,000.00
		Total: \$5,000.00
Technology		
Description of Resources	Funding Source	Available Amount
Smart Classrooms	Aftercare Funds	\$10,000.00
		Total: \$10,000.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Project Based Learning	Staff Development	\$3,000.00
		Total: \$3,000.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$18,000.00

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		
On the 2009 administration of the FCAT Writing Test, 91% of the students in 4th grade scored level 3.5 or above in writing.		On the 2010 administration of the FCAT Writing Test, 93% of the 4th grade students will achieve a 3.5 or above.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students will use the writing process daily; all writing will be dated, and recorded in a journal, notebook, or work folder for monitoring of growth across time	Classroom teachers, Reading Coach, Leadership Team	Students will participate in monthly grade level prompts that will be analyzed to determine instructional needs, Leadership Team will analyze data monthly to determine instructional focus adjustments, CWT	Student Writing Folders, monthly grade level writing prompts
2	All teachers will use concrete examples, a variety of organizers and modeling techniques to teach effective writing strategies.	Classroom teachers, Reading Coach, Leadership Team	Students will participate in monthly grade level prompts that will be analyzed to determine instructional needs, Leadership Team will analyze data monthly to determine instructional focus adjustments, CWT	Student Writing Folders, monthly grade level writing prompts
3	All K-5 students will participate in a balanced writing program inclusive of all genres, including but not limited to: expository, narrative and persuasive writing.	Classroom teachers, Reading Coach, Leadership Team	Students will participate in monthly grade level prompts that will be analyzed to determine instructional needs, Leadership Team will analyze data monthly to determine instructional focus adjustments, CWT	Student Writing Folders, monthly grade level writing prompts
4	The revision and editing process will be explicitly taught and seen in student writing drafts.	Classroom teachers, Reading Coach, Leadership Team	Students will participate in monthly grade level prompts that will be analyzed to determine instructional needs, Leadership Team will analyze data monthly to determine instructional focus adjustments, CWT	Student Writing Folders, monthly grade level writing prompts

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
On the 2010 administration of the FCAT Writing Test, 93% of the 4th grade students will achieve a 3.5 or above.	Professional Learning Community to explore strategies and best practices in writing instruction	School Based Trained Facilitator	Ongoing	CWT, Follow-up Activity, attendance Log	Reading Coach, Principal, Assistant Principal

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Lucy Caulkins Primary Units of Writing	Accountability	\$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
Learning Community focused on Writing	Professional Development	\$3,000.00
		Total: \$3,000.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Final Total: \$3,000.00		

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		
School staff survey indicated teachers communicated with only 25% of parents once per month.		Increase teacher communication with parents to 50% of their student's parents, at least once per month.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Teachers will communicate with parents at least once per month to discuss/inform them student's progress	Reading Coach	Review parent communication folders, documented conferences, and conversation logs on data base	completed forms, parent communication folders

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Attendance logs for Open House in 2008-2009 indicate only 50% of parents participated		Increase parent participation at Open House to 75% of students' parents		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Publicize event in using multiple methods and in students' home language	Classroom Teachers, Team Leaders, Reading Coach, Administration	Collect attendance logs in each classroom	Maintain attendance logs in each classroom
2	2. Schedule high parent interest whole school event during evening to induce greater participation	Classroom Teachers, Team Leaders, Reading Coach, Administration	Collect attendance logs in each classroom	Maintain attendance logs in each classroom
3	Have students compose invitations to their parents.	Classroom Teachers, Team Leaders, Reading Coach, Administration	Survey parents to determine if this was their first time attending Open House. If yes, what made them attend this time	Parent Surveys

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
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Sign-in Sheets from Parent Workshops during 2008-09 indicate only 35% of students' parents attended at least one parent workshop		Increase parent participation at parent workshops to 50% of students' parents		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Survey parents to determine high interest topics and best days and times for workshops	Leadership Team	Collect sign-in sheets and participant feedback for each workshop	Parent Surveys
2	Conduct grade level parent workshops	Individual grade levels	Collect sign-in sheets and participant feedback for each workshop	Parent Surveys
3	Conduct family workshops such as Family Math Night	Individual grade levels	Collect sign-in sheets and participant feedback for each workshop	Parent / Student Surveys

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
Increase teacher communication with parents to 50% of their student's parents, at least once per month.	Effective communication strategies	Guidance Counselor, Social Worker	September 09	Leadership Team will review communication folders, conferences, and conversation logs.	Guidance Counselor

Budget:

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

## 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	Text Talk	Accountability	\$0.00
Mathematics	Math Superstars, Touch Math, Singapore Math, Hands on Equations	Accountability, Non-state adopted text	\$3,000.00
Writing	Lucy Caulkins Primary Units of Writing	Accountability	\$0.00
Science	Grade level science kits	Accountability	\$5,000.00
			Total: \$8,000.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Read Naturally, Successmaker, AR	Media Resources	\$3,000.00
Mathematics	Successmaker	No additional dollars	\$0.00
Science	Smart Classrooms	Aftercare Funds	\$10,000.00
			Total: \$13,000.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Learning community focused on intervention strategies	Professional Development	\$3,000.00
Mathematics	Differentiated Instruction	Staff Development	\$3,000.00
Writing	Learning Community focused on Writing	Professional Development	\$3,000.00
Science	Project Based Learning	Staff Development	\$3,000.00
			Total: \$12,000.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Part time reading intervention teacher	SAI Funds	\$7,800.00
			Total: \$7,800.00
			Final Total: \$40,800.00

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

Intervene  
  Correct II  
  Prevent II  
  Correct I  
  Prevent I  
  NA

No Attached school's Differentiated Accountability Checklist of Compliance

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
No data submitted	

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

This comprehensive plan drives the school's programs and student successes. The SAC team collaborates each month to

monitor the action steps and to review progress toward the established goals. During the third quarter of the school year, vertical teams are formed representing all grade levels, including ESE and specials, to develop and refine the required goal strategies. This vital information is used by the SAC team to develop the school SIP plan. It is a living document that is continually reviewed and adjusted as student needs change based upon assessment data. Monthly meetings are communicated via our website, newsletters, marquee, and flyers to encourage all stakeholders involvement.

## SAC Members

### Members

- 1) Arlene Klaasen, Principal
- 2) Stacey Wicker, SAC Chair
- 3) Leandra Jimenez, Teacher
- 4) Sabrina Sheib, Teacher
- 5) Dana Champa, Teacher
- 6) Eileen Kuchinsky, Teacher
- 7) Gisela Parra, Teacher
- 8) Susan Feldman, Business Member
- 9) Debbie Gilman, Parent
- 10) Rosie Goodman, Parent
- 11) Linda Schneider, Parent
- 12) Jamie Shapiro, Parent
- 13) Marcia Tavaras, Parent
- 14) Cheryl Carvalho, Parent
- 15) Phoung Tran, Parent
- 16) Renee Fittery, Parent
- 17) Stacey Klein, Parent
- 18) Sonseeahray Orenstein, Parent
- 19) Jennifer Broderick, Parent
- 20) Rosemarie Lane, Parent
- 21) Heather Braun, School Support Personnel
- 22) Lori Hughes, Union Steward

# AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2													Broward PARK SPRINGS ELEMENTARY SCHOOL 3171													
Number of students enrolled in the grades tested: <b>Click here to see Number of students in each group</b>													Read: 452 Math: 452			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	2009	Y/N	2009	Y/N	2009	Y/N
TOTAL <sup>4</sup>	100	Y	100	Y	85	Y	90	Y			Y			NA	15	15	NA	11	10	NA	86	NA	86	NA		
WHITE	100	Y	100	Y	88	Y	94	Y			Y			NA	11	12	NA	10	6	NA	89	NA	89	NA		
BLACK	100	Y	100	Y	72	Y	77	Y					NA	NA	28	NA		23	NA		75	NA	76	NA		
HISPANIC	100	Y	100	Y	83	Y	86	Y					NA	NA	20	17	NA	12	14	NA	85	NA	84	NA		
ASIAN	97	Y	97	Y		NA		NA					NA	NA						NA						
AMERICAN INDIAN		NA		NA		NA		NA					NA	NA						NA						
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	75	Y	80	Y					NA	NA	34	25	NA	22	20	NA	80	NA	81	NA		
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y		NA		NA					NA	NA						NA						
STUDENTS WITH DISABILITIES	100	Y	100	Y	60	N	74	Y					NA	NA	33	40	N	28	26	NA	66	Y	73	NA		

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2													Broward PARK SPRINGS ELEMENTARY SCHOOL 3171													
Number of students enrolled in the grades tested: <b>Click here to see Number of students in each group</b>													Read: 439 Math: 439			2007-2008 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?		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	2008	Y/N	2008	Y/N	2008	Y/N
TOTAL <sup>4</sup>	99	Y	100	Y	85	Y	89	Y			Y			NA	13	15	NA	11	11	NA	77	NA	87	NA		
WHITE	100	Y	100	Y	89	Y	90	Y			Y			NA	11	11	NA	10	10	NA	79	NA	88	NA		
BLACK	99	Y	99	Y		NA		NA					NA	NA						NA						
HISPANIC	99	Y	99	Y	80	Y	88	Y					NA	NA	13	20	NA	15	12	NA	77	NA	87	NA		
ASIAN		NA		NA		NA		NA					NA	NA						NA						
AMERICAN INDIAN		NA		NA		NA		NA					NA	NA						NA						
ECONOMICALLY DISADVANTAGED	98	Y	98	Y	66	Y	78	Y					NA	NA		34	NA		22	NA	66	NA	80	NA		
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA					NA	NA						NA						
STUDENTS WITH DISABILITIES	100	Y	100	Y	67	Y	72	Y			94	Y		NA	33	33	NA	29	28	NA	73	NA	69	NA		

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2													Broward PARK SPRINGS ELEMENTARY SCHOOL 3171													
Number of students enrolled in the grades tested: <b>Click here to see Number of students in each group</b>													Read: 464 Math: 464			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	2007	Y/N	2007	Y/N	2007	Y/N
TOTAL <sup>4</sup>	100	Y	100	Y	87	Y	89	Y	94	Y				NA	13	12	NA	9	11	NA	82	NA	74	NA		
WHITE	100	Y	100	Y	89	Y	90	Y	93	Y				NA	11	9	NA	9	10	NA	83	NA	74	NA		
BLACK	100	Y	100	Y		NA		NA					NA	NA						NA						
HISPANIC	100	Y	100	Y	87	Y	85	Y					NA	NA	9	15	NA	7	15	NA	84	NA	70	NA		
ASIAN	100	Y	100	Y		NA		NA					NA	NA						NA						
AMERICAN INDIAN		NA		NA		NA		NA					NA	NA						NA						
ECONOMICALLY DISADVANTAGED	100	Y	100	Y		NA		NA					NA	NA						NA						
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA					NA	NA						NA						
STUDENTS WITH DISABILITIES	98	Y	100	Y	67	Y	71	Y					NA	NA	28	41	NA	21	29	NA	67	NA	61	NA		

## SCHOOL GRADE DATA

Broward School District PARK SPRINGS ELEMENTARY SCHOOL 2008-2009					
	Reading	Math	Writing	Science	Grade Points Earned
% Meeting High Standards (FCAT Level 3 and Above)	91%	94%	91%	72%	348
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	76%	73%			149
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?	69% (YES)	76% (YES)			145	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					642	
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 PARK SPRINGS ELEMENTARY SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	89%	93%	87%	72%	341	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	75%	81%			156	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?	65% (YES)	72% (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					634	
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 PARK SPRINGS ELEMENTARY SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	91%	93%	94%	68%	346	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	75%	68%			143	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?	67% (YES)	70% (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					626	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested