FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2009 – 2010 SCHOOL IMPROVEMENT PLAN

School Name: THURGOOD MARSHALL ELEMENTARY SCHOOL

District Name: Broward

Principal: Olivia E. Vega

SAC Chair: Doris Valentine

Superintendent: James Notter

Date of School Board Approval: December 1, 2009

Last Modified on: 08-28-2009

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VISION and MISSION STATEMENTS

Mission:
Our mission is to ensure that all students attain maximum academic achievement while striving to enable every student to accept responsibility and become self-reliant productive contributors to society.

Vision:
Our vision is to provide a rigorous differentiated and technology-rich curriculum to ensure that our students will either meet or exceed district and state achievement levels in reading, math, writing, and science.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

Thurgood Marshall Elementary was built in 1995. It is a Broward County Public School, located in Fort Lauderdale, Florida. The school is a member of the Dillard Innovation Zone. It is a prekindergarten through fifth grade model that has an enrollment of approximately four hundred students. Slightly over ninety-six percent of the students are eligible for free and reduced lunch. One third of the students come from parents of Haitian descent. Thurgood Marshall Elementary is also a neighborhood Communications Magnet.

Unique School Strengths for Next Year

Unique School Strengths:
• School was awarded a grant for Nutrition.
• School houses three Digital Classrooms – one per grade in grades 3 – 5.
• School is equipped with White Boards (Promethean) – all classes - grades 3 - 5.
• School is equipped with slates - all classes in grades K - 2.
• School conducted a successful Health Fair for the community in partnership with the Community Hope Center and Broward Health Department, that dispensed immunizations and health services for 195 children prior to the opening of school.
• School has implemented a departmentalization model in grades 1 – 5.

Unique School Weaknesses for Next Year

Unique School Weaknesses:
• School has lost the 21st Century Learning Community After-school Program.
• School has lost a full-time School Nurse.
• School has had to shorten the calendar for Micro-Technology Specialist due to budget restraints.

Student Demographics

Student Demographics 2009:
• White – 1.151
• Black- 93.5
• Hispanic- 3.88
• Multi- .86
• Free/Reduced – 96.3
• ELL- 19.6
• ESE- 11.6

School Demographics 2008:
• White – .19
• Black- 94.6
• Hispanic- 3.98
• Multi- .79
• Free/Reduced – 69.3
• ELL- 26.2
• ESE- 12.7

School Demographics 2007:
• White – .90
• Black- 94.2
• Hispanic- 3.62
• Multi- .90
• Free/Reduced – 78.2
• ELL- 17.3
• ESE- 10.8

Student Attendance Rates

Student Attendance Rates:
• 2009 – 95.50
• 2008 – 95.40
• 2007 – 95.10

Student Mobility

Student Mobility Rates:
• 2009 – 34.80
• 2008 – 35.10
• 2007 – 39.90

Student Suspension Rates

Student Suspension Rates:
• 2009 – 3.50
• 2008 – 3.20
• 2007 – .70

Student Retention Rates

Student Retention Rates:
• 2009 – No data
• 2008 – 8.12
• 2007 – 11.11

Class Size

Class Size:
• 2009 - 17.06 PK – 3; 14.84 4/5
• 2008 – 17.69 PK – 3; 16.38 4/5
• 2007 – 17.59 PK – 3; 17.02 4/5

Academic Performance of Feeder Pattern

Academic Performance of Feeder Pattern: Most of the Thrugood Marshall Elementary School students attend Arthur Ashe Middle School; this school received a grade of C. A significantly smaller number of students attend Sunrise Middle School; this school received a grade of B. Neither of the aforementioned schools attained Adequate Yearly Progress (AYP) criteria for the 2008 – 2009 school year.

Partnerships and Grants

Partnerships and Grants:
Thurgood Marshall Elementary School Partners:
• Community Hope Center
• Walmart
• YMCA
• Starting Place
• More Than a Game
Thurgood Marshall Grants:

- School Nutrition Grant

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

School Grades Trend Data

Adequate Yearly Progress (AYP) Trend Data

Florida Comprehensive Assessment Test (FCAT) Trend Data

HIGHLY QUALIFIED ADMINISTRATORS

Position	Name	Degree(s) / Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record *
Principal	Olivia E. Vega	BS – Elementary Ed. CW Post College MS -. Elementary Ed. Queens College Certification - . Administration & Supervision Brooklyn College ESOL Endorsement	3	21	2008 - 2009 Principal of Thurgood Marshall School Grade: C Reading Mastery:54% Math Mastery:57% Science Mastery:33% Writing Mastery:93% AYP: The subgroups of Total, Black, Economically Disadvantaged, and English Language Learners did not make AYP in Reading; the subgroups of Total, Black, Economically Disadvantaged, and English Language Learners did not make AYP in Math 2007 - 2008 Principal of Thurgood Marshall School Grade: B Reading Mastery:58% Math Mastery:62% Science Mastery:40% Writing Mastery: 98% AYP: The subgroups of Total, Black, and Economically Disadvantaged did not make AYP in Reading; the subgroup of Black students did not make AYP in Math 2006 - 2007 Principal of Thurgood Marshall School Grade: C Reading Mastery:54% Math Mastery:56% Science Mastery:28% Writing Mastery:94% AYP: All subgroups made AYP.
Assis Principal	Claudia McGrath	BA – Elementary Ed/Early Childhood Ed... Florida Atlantic University MS – Early Childhood Ed. Queens College Certification - . Ed. Leadership Florida Atlantic University ESOL Endorsement	3	16	2008 - 2009 Asst. Principal of Thurgood Marshall School Grade: C Reading Mastery:54% Math Mastery:57% Science Mastery:33% Writing Mastery:93% AYP: The subgroups of Total, Black, Economically Disadvantaged, and English Language Learners did not make AYP in Reading; the subgroups of Total, Black, Economically Disadvantaged, and English Language Learners did not make AYP in Math 2007 - 2008 Asst. Principal of Thurgood Marshall School Grade: B Reading Mastery:58% Math Mastery:62% Science Mastery:40% Writing Mastery: 98% AYP: The subgroups of Total, Black, and Economically Disadvantaged did not make AYP in Reading; the subgroup of Black students did not make AYP in Math 2006 - 2007 Asst. Principal of Thurgood Marshall School Grade: C Reading Mastery:54% Math Mastery:56% Science Mastery:28% Writing Mastery:94% AYP: All subgroups made AYP

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

HIGHLY QUALIFIED INSTRUCTIONAL COACHES

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as a Coach	Prior Performance Record *
Reading	Jaan Roegge	BS - Texas A & M Elementary Education MS - Florida International University Reading ESOL Endorsement	3	16	2008 – 2009: School Grade: C Reading Mastery:54% Math Mastery:57% Science Mastery:33% Writing Mastery:93% AYP: The subgroups of Total, Black, Economically Disadvantaged, English Language Learners did not make AYP in Reading; the subgroups of Total, Black, Economically Disadvantaged, and English Language Learners did not make AYP in Math 2007 – 2008: School Grade: B Reading Mastery:58% Math Mastery:62% Science Mastery:40% Writing Mastery: 98% AYP: The subgroups of Total, Black, and Economically Disadvantaged did not make AYP in Reading; the subgroup of Black students did not make AYP in Math 2006 – 2007: School Grade: C Reading Mastery:54% Math Mastery:56% Science Mastery:28% Writing Mastery:94% AYP: All subgroups made AYP

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

HIGHLY QUALIFIED TEACHERS

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Regular meetings of new teachers with Principal.	Principal	Ongoing	
2. Partnering new teachers or teachers with less than 3 years experience with veteran staff.	NESS Liaison	Ongoing	
3. Grade Chairs/Reading Coach/Math Coach will meet with new teacher(s).	NESS Liaison	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
24	0	13	46	38	33	100	0	1	100

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Jody Sherman	Robbin Raines	Mentor is an experienced kindergarten teacher; mentee has been assigned to teach kindergarten at this school.	• Tour of school • Review Policies and Procedures • Monthly Meetings • Learning Communities • Observations development.
		Mentor is an experienced	• Tour of school

Jaan Roegge	Tiffany Hill	Curriculum Facilitator/Coach; mentee was newly hired as a math coach.	• Review Policies and Procedures • Monthly Meetings • Learning Communities • Observations
Jaan Roegge	Khaveta Ramnath	Mentor is an experienced Curriculum Facilitator/Coach; mentee was newly hired as a science coach.	• Tour of school • Review Policies and Procedures • Monthly Meetings • Learning Communities • Observations
Sandra Crawford	John Bunnell	Mentor is an experienced Related Arts teacher; mentee was newly hired as an Art teacher.	• Tour of school • Review Policies and Procedures • Monthly Meetings • Learning Communities • Observations

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

Title I services provide additional teachers to assist students, particularly low performing students with additional assistance during the instructional day. Parental activities are planned that will assist parents in helping their child improve his/her academic performance. The district coordinates with Title I, Title II, and Title III in ensuring staff development needs are provided.

Title I, Part C- Migrant

n/a

Title I, Part D

The district receives funds to support the Educational Alternative Outreach program. Services are coordinated with the district Dropout Prevention programs.

Title II

The district receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement educational programs.

Title III

Title III services are provided through the district for educational materials; English Language Learner (ELL) district support services are specifically provided to improve the education of immigrant and English Language Learner students.

Title X- Homeless

n/a

Supplemental Academic Instruction (SAI)

Supplemental Academic Instruction (SAI) funds are used to provide additional tutoring after school and for additional instructional support for students during the school day.

Violence Prevention Programs

The school uses the Anti-Bullying district protocol; counseling is provided through the School Counselor and the Starting Place.

Nutrition Programs

The school has been awarded a nutrition grant that provides students with daily snacks of fruits.

Housing Programs

n/a

Head Start

The school operates one Head Start program that provides educational, health, social, and psychological services to four year old students.

Adult Education

The school operates a volunteer adult literacy program for parents of students who attend this school.

Career and Technical Education

n/a

Job Training

Job Training
n/a

Other

The school has a clothing bank. The staff collects and distributes clothing to students and families in need.

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

The school uses the district's Collaborative Problem Solving Team (CPST)/Child Study Team (CST) model that has functioned as the Response to Intervention (RtI) model. The team consists of the following members:
• Principal/Assistant Principal – District, Administrative, Community, Student Discipline perspectives.
• Guidance Counselor -Student Services perspectives.
• School Psychologist - Academic, Psychological Evaluations; IDEA perspectives.
• Exceptional Student Education Specialist - IDEA perspectives.
• ESOL Coordinator - English Language Learner student perspectives.
• Reading Coach - Reading curriculum perspectives.
• Math Coach - Math curriculum perspectives.
• Science Coach – Science curriculum perspectives.
• School Social Worker - Social Services perspectives.

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

The team uses a diagnostic and prescriptive process. Interventions are recommended for students who have been referred for academic, behavioral, emotional, and health related concerns. Students are monitored. The team meets once per week.

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

Members of the Collaborative Problem Solving Team (CPST)/Child Study Team (CST)/(RtI) may contribute to the School Improvement Plan through:
• Data analysis.
• Data trend reporting.
• Recommending future courses of action for the school based on data analysis.

RtI Implementation

Describe the data management system used to summarize tiered data.

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

Midyear: Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment for Reading (DAR), Early Reading Diagnostic Assessment (ERDA).

End of year: FAIR, FCAT
Frequency of Data Days: twice a month for data analysis.

Describe the plan to train staff on RtI.

Following district Leadership Team training on the RtI Model, Professional Development (PD) will be provided during teachers' common planning time and small sessions will occur throughout the year. In mid-August and in October two PD sessions will be offered entitled:
• "RtI: Problem Solving Model: Building Consensus Implementing and Sustaining Problem-Solving/RtI" and "RtI: Challenges to Implementation Data-based Decision-making."
• "Supporting and Evaluating Interventions."

When fully operational, the team should also evaluate additional staff Professional Development needs.

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:
Reading: (School Grade Results)
• The percentage of students demonstrating learning gains in reading has steadily improved from 2006 to 2009 to the current 68% up from 64% and 60% respectively.
• The percentage of students in the lowest 25% percent making learning gains in reading has steadily improved to from 2006 to 2009 to the current 70% up from 66% and 65% respectively.
• The longitudinal group of Grade 4 students in 2009 increased proficiency in reading by eight percentage points from the 2008 school year to the 2009 school year. (42% - 2008, 50% - 2009)
• The longitudinal group of grade 5 students in 2009 increased proficiency in reading by one percentage points from the 2008 school year to the 2009 school year. (52% - 2008, 53% - 2009)
• Grade 5 students met district and state percentages in the FCAT reading content area of Research and Reference.
Math: (School Grade Results)
• The longitudinal group of Grade 4 students in 2009 increased overall proficiency in math by six percentage points from the 2008 school year to the 2009 school year. (51% - 2008, 57% - 2009)
Writing: (School Grade Results)
• The percentage of students meeting proficiency in writing was one percentage point above the district. (District 92% - School 93%)
Writing: (Adequate Yearly Progress Subgroups)
• English Language Learner Students – Combined mean essay scores – 4.0
• Black Students - Combined mean essay scores – 4.06
• Free/Reduced Lunch Students – Combined mean essay scores – 4.05
• Total Students - Combined mean essay scores – 4.05
• Exceptional Students other than Gifted – Combined mean essay scores 3.70 (currently an uncounted subgroup)
Science: (School Grade Results)
• The school matched the district and state in the science content area of Physical and Chemical Sciences. (District 58% - State 58% - School 58%)

Weaknesses
Reading: (School Grade Results)
• Overall reading proficiency decreased by four percentage points from 2008 (58%) to 2009 (54%) in grades 3 – 5.
• There was a difference of thirteen percentage points for proficiency in reading on the FCAT between the district and this school. (District 67% - School 54%)
• Grades 3 and 4 demonstrated a decrease of two percentage points in proficiency in reading from 2008 (42%/52% to 2009 (40%/50%) respectively.
• An analysis of content area results in Grade 3 indicated that Main Idea/Purpose was the weakest of the content areas. Mean Points Earned (MPE) were 12/24 (50%); the district and state were both at 16/24 (67%).
• An analysis of content area results in grade 4 indicated that Main Idea/Purpose and Comparisons were both weak areas. Mean Points Earned (MPE) in the area of Main Idea/Purpose were 12/23 (50%); the district and state were 15/23 (65%); Mean Points earned in the area of Comparisons were 8/17 (47%); the district and state were both 11/17 (57%)
• An analysis of content area results in grade 5 indicated that Main Idea/Purpose was the weakest for this grade. Mean Points Earned (MPE) in the area of Main Idea/Purpose were 12/21 (57%); the district and state were both at 14/21 (67%).

Reading: (Adequate Yearly Progress (AYP) Subgroups)
• English Language Learner Students - percentage of Level I, II students – 80.6%
• Black Students - percentage of Level I, II students – 54.0%
• Free/Reduced Lunch Students – percentage of Level I, II students – 52.6%
• Total Students - percentage of Level I, II students – 52.30%
• Exceptional Students other than Gifted – percentage of Level I, II students - 72.6% (currently an unrepresented subgroup)

Math: (School Grade Results)
• Overall math proficiency decreased by five percentage points from 2008 (62%) to 2009 (57%) in grades 3 – 5.
• There was a difference of nineteen percentage points for proficiency in math on the FCAT between the district and this school. (District 76% - School 57%)
• The longitudinal group of Grade 5 students in 2009 demonstrated a loss of twenty-four percentage points in math from 2008 (63%) to 2009 (39%).
• An analysis of content area results in grade 3 indicated that the area of Number Sense was the weakest for this grade. Mean Points Earned (MPE) in the area were 6/12 (50%); the district and state results were 8/12 (67%).
• An analysis of content area results in grade 4 indicated that the content areas of Number Sense and Measurement in grade 4 were the weakest areas with the area of Measurement showing a slightly greater weakness. Mean Points Earned (MPE) in the area of Number Sense were 6/11 (55%); the district and state were 8/11(73%) and 7/11 (64%) respectively. Mean Points Earned (MPE) in the area of Measurement were 4/8 (50%); the district and state were 6/8 (75%) and 5/8 (63%) respectively.

• An analysis of content area results in grade 5 indicated that Math content areas were generally weaker in grade 5 as compared to grades 3 and 4. Content area percentages in grade 5 were in the forties in three out of the five areas whereas in grades 3 and 4 percentages were in the fifties. The content area of Data Analysis was the weakest area for this grade. Mean Points Earned (MPE) in the area of Data Analysis were 5/12 (42%); the district and state were 7/12 (58%). Measurement and Algebraic Thinking also showed some weaknesses; Mean Points Earned (MPE) for those areas were 5/11 (45%); the district and state results were 7/11 (64%) for those areas. Other results for grade 5 content areas as follows: Number Sense 7/13 (54%) and Geometry 7/13 (54%); district results for those areas were 9/13 (69%) and 8/13 (62%) respectively. State results for those areas were 8/13 (62%).

Math: (Adequate Yearly Progress Subgroups)
• English Language Learner Students - percentage of Level I, II students – 72%
• Black Students - percentage of Level I, II students – 51.6%
• Free/Reduced Lunch Students – percentage of Level I, II students – 50%
• Total Students - percentage of Level I, II students – 50%
• Exceptional Students other than Gifted – percentage of Level I, II students - 78.6% (currently an unrepresented subgroup)

Writing: (School Grade Results)
• An analysis of content area results indicated that student performance in Expository Writing (86% 3.5=>) in grade 4 was weaker than Narrative Writing (96% 3.5=>).

Science: (School Grade Results)
• Science scores decreased by three percentage points from 2008(32%) to 2009(29%).
• An analysis of the content areas in science indicated that the area of Scientific Thinking in grade 5 was the weakest area. Mean Points Earned (MPE) were 6/13 (46%); the district and state were 8/13 (62%) for this area.

Science: (Adequate Yearly Progress Subgroups)
• English Language Learner Students - percentage of Level I, II students – 100%
• Black Students - percentage of Level I, II students – 74%
• Free/Reduced Lunch Students – percentage of Level I ,II students – 71%
• Total Students - percentage of Level I, II students – 71%
• Exceptional Students other than Gifted – percentage of Level I, II students - 88% (currently an unrepresented subgroup)

Instructional Calendar Development

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

Instructional Focus Calendar (IFC) Development:
• Reading, Writing, Mathematics, and Science IFCs were created by the district in July 2009; IFCs will be updated again in October 2009 as determined by disaggregated data results from the September 2009 Broward Assessment Tests, and again in January 2010 as determined by disaggregated data from the December Broward Assessment Tests. Analysis of Spring FCAT Content as data was used to ascertain secondary benchmarks.

Instructional Focus Calendar (IFC) Implementation:
• Reading benchmarks will be implemented in accordance with district's IFCs. An analysis of Spring FCAT Reading data indicated that the content of area of Main Idea/Purpose be given an instructional priority.
• Math benchmarks will be implemented in accordance with the district's IFCs. An analysis of Spring FCAT Math data indicated that the area of Number Sense be given an instructional priority.
• Writing benchmarks will be implemented in accordance with the BEEP Instructional Focus Calendar. An analysis of Spring FCAT Writing data indicated that the content area of Expository Writing be given an instructional priority.
• Science benchmarks will be implemented in accordance with the district's IFCs. An analysis of Spring FCAT Science data indicated that the content area of Scientific Thinking be given an instructional priority.

Instructional Focus Calendar (IFC) Monitoring:
• Focused Classroom Walkthroughs conducted by administrators and coaches.
• Lesson Plan reviews conducted by administrators.
• Benchmark Assessment data analysis by administrators and coaches.
• Mini assessment data pulls conducted by coaches.
• Reporting on and analyzing data at Leadership meetings.

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

Prioritization of Benchmarks:
• Main Idea/Purpose was the reading content area of least proficiency; all reading content areas were below district and state averages with the exception of Research and Reference in grade 5.
• Number Sense was the math content area of least proficiency; all math content areas were below district and state averages.
• Expository writing was the less proficient area of the two writing areas for grade 4.
• Scientific Thinking was the science content area of least proficiency for grade 5.

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

Instructional Alignment/Individual Needs of Students:
• Data is initially collected from the SAT 10 and FCAT. The Administration and Leadership Team analyze the results to determine areas of concern.
• Content area skills are analyzed at each grade level and subgroup to determine strengths and weaknesses.
• Level I and Level II students are identified and targeted for supplemental and intensive instruction.
• Adequate Yearly Progress (AYP) data is analyzed to identify Level I and Level II in subgroup(s).
• The departmentalization model has been implemented to match teacher's strengths to subject being taught.
• Intensive instruction and tutorials, relating to the instructional needs of students, can be accommodated through the master schedule.

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

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

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?

Lesson plans and instructional delivery are aligned across grade levels in the following ways:
• Intermediate (3 - 5) grade level and department teachers collaborated to tailor the Instructional Focus Calendars (IFCs) to the meet the needs of the students in this school.
• Intermediate (3 - 5) and primary (K - 2) grade level and department teachers will continually meet throughout the year to share best practices and resources through Learning Communities and grade level meetings while implementing the Instructional Focus Calendars (IFCs).

How are instructional focus lessons developed and delivered?

Instructional focus lessons are developed and delivered in the following ways:
• Instructional focus lessons were developed by the district on BEEP.
• Lesson selections were determined by Sunshine State Standards.
• Lessons will be instructed at the beginning of classes.
• Focus lessons will be taught by subject area teachers in a departmentalized model.

How will instructional focus lessons be revised and monitored?

Instructional focus lessons will be revised and monitored in the following ways:
• Revision of focus lessons will be determined by district assessments, (Broward Assessment Tests – September 2009, December 2009) mini assessment results (ongoing), FAIR results (August, December, April, STAR Reading and Math results (August 2009, May 2010),Chapter Tests, Bi-Weekly and Unit Tests, and Reading and Writing Sample Lessons from BEEP.
• Teachers will determine lesson effectiveness based on the formative assessments of their students. Administrators and coaches will monitor district assessment results, mini results, FAIR results, STAR results, and Chapter Tests results. Additionally, administrators will conduct Classroom Walkthroughs, review lesson plans, and conduct Data Conferences to monitor appropriate delivery of lessons and instructional pacing.

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.

Based upon an analysis of the results of various formative assessments determinations are made with regard to core, supplemental, and intensive instruction for students. The following assessments are used at this school:
• Broward Assessment Test (BAT) - This assessment is a benchmark content area district assessment that is administered in

September and November (Reading, Math, and Science Gr. 5); results from the BATs indicate percentage of correct items in each benchmark for students and effectiveness of instruction of benchmark(s) for each grade and individual teacher.
• Developmental Reading Assessment (DRA) - This assessment is a diagnostic and prescriptive reading assessment focusing on grade level results(K – 3); it determines a grade level in reading by year and month.
• Mini Assessments – These assessments are district created benchmark assessments consisting of three to five questions to determine benchmark mastery; mastery is set at 80%. (Reading, Math, and Science)
• Monthly Writing Prompts – These prompts are based on the FCAT Writing Rubrics.

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

• Assessments can determine percent of mastery of instructed lessons for students, instructional effectiveness, and pacing. Assessments are used to identify students who have attained mastery and are ready to move ahead with further skills. In cases where assessments indicate that students have not mastered skills at mastery levels, re-teaching will occur in the following ways: small group/one-on-one, with alternative materials (preferably manipulatives), in pull-out or push-in settings, and with double/triple dosing of instruction. Additionally, many assessments include prescriptive strategies that teachers can access to remediate non-mastered skills.
• In addition to assessments such as the Florida Assessments for Instruction in Reading (FAIR), Broward Assessment Tests, and Developmental Reading Assessment (DRAs), mini assessments are regularly used at this school to ascertain student mastery of instructed benchmarks. Mastery for mini assessments is generally set at eighty percent. The rationale for this percentage is to ensure complete understanding of all benchmarks. If students do not attain mastery, the benchmark is re-taught in class in skill-specific groupings, through tutoring, and/or through an extended learning opportunity. Following re-teaching, an alternate mini assessment is administered. If students still do not attain a sufficient score for mastery, re-teaching occurs again and is followed by a third version of the mini assessment. Based on the mini assessment results IFCs and focus lessons may be adjusted in terms of delivery models, materials, time, staffing, and instructional groupings. Teachers differentiate instruction accordingly to ensure that appropriate remediation is available to students.

Maintenance

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

Instructional Focus Calendars (IFCs) were developed by the district for grade K - 5. The IFCs include the daily instruction, including differentiated instruction, and assessment of benchmarks that accompany each weekly lesson. The results of the mini assessments are monitored to determine the progress of students and effectiveness of the instruction of the benchmark, in relation to the percentage of students in each class demonstrating mastery of benchmark(s).

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.

• Teachers will meet weekly in grade and department meetings to review formative and summative assessments for students on their grade.
• Meetings will be facilitated by administrators and support staff. Team minutes including (activities, attendance, and plans to ensure maximization of learning for all students) will be documented through a school created form that will be submitted to the assistant principal following each meeting; a schedule for meetings and submission of documentation is available on the CAB conference.

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 administrators will ensure that data results are being used to drive quality instruction and increase student achievement. This will be accomplished through timely analysis of data, focused Classroom Walkthroughs, lesson plan reviews, Data Conferences, reviews of Team and Learning Community Minutes, and making provisions for necessary Professional Development.
• Instructional Coaches/Leadership Team will work with individual teachers and teams to develop differentiated lessons, conduct Walkthroughs, model appropriate instruction delivery, analyze formative and summative assessment data, facilitate learning communities, and provide necessary instructional materials and trainings.

ACT

Supplemental and Intensive Instruction/Interventions

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

Core Instruction:
Reading – K – 3 Treasures, 4/5 Trophies
Math – K - 5 Calendar Math, Harcourt Text, Practice WB, FastTrack, Singapore Math, BECON

Writing – K – 5 BEEP Writing
Science – K – 5 BEEP Science, Harcourt Science, Delta Science Bins, Sciencesaurus (5th)

Supplemental Instruction:
Reading – K – 3 Triumphs, 4/5 Trophies Invention
Math – Harcourt, Reteach, small groups, manipulatives
Writing – K - 5 BEEP, small groups
Science – Harcourt Science, Intervention activities, small groups

Intensive Instruction:
Reading – Specific skill instruction, Florida Center for Reading Research (FCRR) Binders, Great Leaps, CRISS, push-in, pull-out, one/one
Math – Specific skill instruction, ETA Cuisenaire, "Hands-On" Harcourt Intervention, push-in, pull-out, one/one
Writing – Specific skill instruction, push-in, pull-out, one/one
Science – Specific skill instruction – "Measuring Up Science" (5th), push-in, pull-out, one/one.

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

Supplemental interventions are provided individually or in small groups to students through tutoring during the instructional block for each subject. Intensive interventions are provided to students individually or in small groups in addition to supplemental instruction delivered through tutoring during non - academic times of the school day or in after-school tutoring forums. Additional staff are used to deliver interventions through pull-out or push-in models.

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

Professional development needs are based upon data analysis from formative and summative assessments, Classroom Walkthroughs, lesson plan reviews, and data conferences.

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

• As a result of progress monitoring (class work assignments, assessment results) and observations (classroom teacher, instructional coach, administrators, counselors, etc.) students who consistently demonstrate academic difficulty will receive supplemental and intensive instruction/interventions.
• Supplemental Education Services (SES) will be offered to students who do not attain mastery. In-school tutoring will also be provided to students at non-academic times during the regular school day.

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

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

Enrichment

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

Enrichment activities may include use of Super QARs, Readers Theater, Challenge Workbooks, project-based learning, and textbook publisher's enrichment websites.

Describe how students are identified for enrichment strategies.

• FCAT results, in addition to student progress in a specific course, as well as assessment results that demonstrate consistent proficiency/mastery are used to determine placement/eligibility in higher level courses and academic programs. Teacher recommendation is also taken into consideration.
• Parent conferences are held with the recommending teacher, instructional coach, guidance counselor, and a member of the leadership or administrative team. The parents are counseled on the expectations for the student in the higher level course, as well as their continued parental involvement.

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)
				Analyze the effectiveness of the Reading FCIM calendars,

Grades 3-5 Reading Teachers	J. Roegge, Reading Coach	Bi-weekly	Tuesdays - Learning Community Time	mini-lessons, mini assessments, maintenance, tutorials, and enrichments to determine any necessary revisions.
Grades 3 - 5 Math Teachers	T. Hill, Math Coach	Bi-weekly	Wednesdays - Learning Community Time	Analyze the effectiveness of the Math calendars, mini-lessons, mini assessments, maintenance, tutorials, and enrichments to determine any necessary revisions.
Team Leaders Grades K-5 & Related Arts	O. Vega, Principal; C. McGrath, Asst. Principal	Monthly	Team Leader Meeting Days 8/21/09 7:30 am - 10:00am, thereafter 2nd Monday of each month 2:10 pm - 3:00 pm.	Analyze total student progress by grade based on formative and summative assessments, teacher observations, behavior, school procedures

NCLB Public School Choice

Note: For Title I schools only

- Notification of (School in Need of Improvement) SINI Status
  Show Attached Notification of (School in Need of Improvement) SINI Status
- Public School Choice with Transportation (CWT) Notification
  Show Attached Public School Choice with Transportation (CWT) Notification
- Notification of (School in Need of Improvement) SINI Status
  Show Attached Supplemental Educational Services (SES) Notification

Pre-School Transition

Orientation meetings 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.

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 will be collected and aggregated prior to September 10th, 2009. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data. Social skills instruction will occur daily for 20 minutes using the Skills Streaming Curriculum 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 program.

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	
1. In grades 3 – 5 , 54% of students achieved mastery on the administration of the FCAT Reading Test			1. In grades 3 – 5, 62% of the students will achieve mastery for reading on the 2010 FCAT Test	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Students will be assessed using the FAIR, STAR, and DRAs* (Grs. K-2*) to monitor progress in accordance with District schedules.	1. Principal, Asst. Principal, and Reading Coach	1. Administration and Reading Coach will review FAIR, STAR, and DRA data reports to ensure teachers are assessing students in accordance with District schedule.	1. Effectiveness will be determined by the FAIR, STAR, and DRA Printouts.
2	2. Students will be instructed using the BEEP Reading Lessons in accordance with the district Instructional Focus Calendars.	2. Principal, Asst. Principal	2. Administration will conduct daily focused Classroom Walkthroughs to ensure the use of BEEP lessons and the timely implementation of Instructional Focus Calendars; Reading Coach will also monitor evidence of BEEP Reading Lessons.	2. Effectiveness will be determined through Classroom Walkthrough Logs/Coach's Log, respectively.
3	3. Student progress will be addressed at Data Conferences conducted twice quarterly.	3. Principal, Asst. Principal	3. Administration and Reading Coach will review FAIR, STAR, DRA data reports, and mini assessments to ensure adequate progress of students and continously effective instruction.	3. Effectiveness will be determined by the FAIR, STAR, DRA Printouts, mini assessments results, and BAT I & II results.
4	4. Students will be instructed through a departmentalized Reading model that will include Grade Level Reading Teams cooperatively planning core, supplemental, and intensive instruction to ensure continuity and quality of instruction and the planning differentiated homework assignments.	4. Principal, Asst. Principal	4. Administration will conduct observations and review team minutes.	4. Effectiveness will be determined through Broward Assessment Tests and Spring 2010 FCAT.
5	5. Reading instruction will include small flexible groupings daily based on data analysis from required assessments.	5. Reading Coach	5. Reading Coach will monitor evidence of small group instruction.	5. Effectiveness will be determined through FAIR Printouts/Coach's Log.
6	6. Students will be instructed using higher order questions.	6. Reading Coach	6. Reading Coach will monitor evidence of use of higher order questions in lessons.	6. Effectiveness will be determined through Coach's Log/FAIR Printouts.
7	7. Students will be instructed using with	7. Reading Coach	7. Reading Coach will monitor frequency and	7. Effectiveness will be determined through Coach's

	Read/Think Aloud strategies in Treasures or Trophies.		effectiveness of Read/Think Aloud strategies.	Log.
8	8. Students will be instructed using C.R.I.S.S strategies to develop comprehension using graphic organizers, semantic organizers, “Quick Writes, story frames, and text connections in daily lessons.	8. Reading Coach	8. Reading Coach will monitor frequency and effectiveness of C.R.I.S.S. graphic organizer strategies.	8. Effectiveness will be determined through Coach's Log, and student work samples.
9	9. Students will be instructed through use of word walls.	9. Principal, Asst. Principal	9. Administration will conduct observations to randomly check students' knowledge of word wall words.	9. Effectiveness will be determined by data obtained from observations.
10	10. Reading instruction will include use of United Streaming and Promethean Boards.	10. Micro Technology Specialist	10. Administration will conduct daily focused Classroom Walkthroughs to monitor frequency of use of United Streaming and Promethean Boards.	10. Effectiveness will be determined through Classroom Walkthrough Logs.
11	11. Students will be instructed using strategies outlined in the Struggling Readers chart i.e. Word Building, Fluency Drills, Beck's Vocabulary Strategies.	11. Reading Coach	11. Reading Coach will monitor use and effectiveness of strategies for Struggling Readers.	11. Effectiveness will be determined through Coach's Log/FAIR Printouts.
12	12. Students will be instructed using Question Answer Relationship sequences(QARs).	12. Reading Coach	12. Reading Coach will monitor use of QARs.	12. Effectiveness will be determined through Coach's Log/FAIR Printouts.
13	13. Struggling readers will be provided with in-school tutoring.	13. Principal, Asst. Principal	13. Administration, Reading Coach, and reading teachers will monitor progress of students in tutoring through review of FAIR assessments.	13. Effectiveness will be determined by FAIR Printouts.
14	14. Struggling Readers will be provided with Extended Learning Opportunities.	14. Principal/Asst. Prinicpal/SES Coordinator	14. Administration will monitor Extended Learning Opportunity Programs and SES providers.	14. Effectiveness will be determined by FAIR Printouts.
15	15. Students will use Accelerated Reader, Compass, Riverdeep, and FCAT Explorer.	15. Micro Technology Specialist	15. Administration will monitor use of Accelerated Reader, Compass, Riverdeep, and FCAT Explorer through status reports from Reading Coach and Micro Technology Specials.	15. Effectiveness will be determined by summary Printouts of Accelerated Reader, Compass, Riverdeep, and FCAT Explorer.
16	16. Reading Classrooms will have reading benchmarks, daily schedules, bins for data and student work, small group instruction, and instructionally appropriate centers/work stations.	16. Principal, Asst. Principal	16. Administration will monitor evidence of benchmarks, daily schedules, bins, small group instruction, and instructionally appropriate centers/work stations through daily Classroom Walkthroughs/observations.	16. Effectiveness will be determined by Classroom Walkthrough Logs/observation data.
17	17. Students will have Reading Openers at the start of all reading classes.	17. Principal, Asst. Principal	17. Administration will monitor evidence of FCAT Dailies through observations.	17. Effectiveness will be determined by data obtained from observations.
18	18. Reading Assessment data (FAIR, STAR, DRAs, BATs, Mini Assessments) will be reviewed to ensure adequate progress of students and continuously effective ongoing instruction.	18. Principal, Asst. Principal	18. Administration, Reading Coach, and grade level reading teachers will review and monitor reading assessment data to ensure adequate progress of students and continuously effective ongoing instruction.	18. Effectiveness will be determined by FAIR, STAR, DRA printouts and mini assessments.
19	19. Students identified with reading deficiencies will be	Principal, Asst. Prinicipal	19. Administrators, reading coach, and reading	19. Effectiveness will be determined by FAIR and

	serviced by coaches and highly qualified paraprofessionals.		teachers will identify students showing deficiencies in reading for extra assistance.	STAR reports.
20	20. Data Chats will students will be conducted by teachers on Early Release Days.	20. Principal, Asst. Principal	20. Reading Coach will coordinate Student Data Chats with reading teachers.	20. Effectiveness will be determined by FAIR reports.

Based on the Needs Assessment, Identify Area(s) for Improvement			Objective Linked to Area of Improvement	
2. In grades 3 – 5, 41% of the subgroup English Language Learner students achieved mastery on the 2009 FCAT Reading Test.			2. In grades 3 – 5, 51% of the subgroup English Language Learner students will achieve mastery on the 2009 FCAT Reading Test.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. English Language Learner Students will be identified by ESOL Classification, class, grade, and FCAT/SAT10 Levels /Percentiles respectively, for Adequate Yearly Progress (AYP) monitoring.	1. Asst. Prinicpal	1. The assistant principal and ESOL Coordinator will capture ELL subgroup data, and ESOL Classification data and disseminate to Principal, Reading Coach, and teachers to ensure reading instruction is aligned to needs of subgroup of ELL students.	1. Effectiveness will be determined by Above the Clouds and in-house data Printouts.
2	2. ESOL matrix strategies will be used in lessons for ESOL students with fidelity.	2. ESOL Coordinator	2. Administrators/ESOL Coordinator will conduct daily focused Classroom Walkthroughs to monitor use of ESOL Matrix strategies.	2. Effectiveness will be determined by Classroom Walkthrough Logs.
3	3. Lessons for ELL students will include scaffolding strategies.	3. ESOL Coordinator	3. ESOL Coordinator /Reading Coach will conduct daily focused Classroom Walkthroughs.	3. Effectiveness will be determined by Classroom Walkthrough Logs.
4	4. ESOL reading materials will be used with small groups in pull-out or push-in delivery model as an intensive intervention for ELL students who have been unsuccessful with Treasures/ Trophies ESOL strategies within budgetary allowances.	4. ESOL Coordinator	4. ESOL Coordinator/Reading Coach conduct daily focused Classroom Walkthroughs.	4. Effectiveness will be determined by Classroom Walkthrough Logs.
5	5. ELL students will have access to language masters.	5. ESOL Coordinator	5. Administration will conduct daily focused Classroom Walkthroughs.	5. Effectiveness will be determined by Classroom Walkthrough Logs.
6	6. Instruction for ELL students will include United Streaming and Promethean Boards.	6. ESOL Coordinator	6. Administration will conduct daily focused Classroom Walkthroughs to monitor frequency of use of United Streaming and Promethean Boards.	6. Effectiveness will be determined by Classroom Walkthrough Logs.
7	7. Tier 1: (Core) Determine instructional needs of ELL students by reviewing FAIR assessments. Plan differentiated instruction using evidenced based interventions within the 90 minute reading block.	7. Reading Coach	7. ELL student progress will be assessed using FAIR Ongoing Progress Monitoring (OPM) every 20 days. Percent of students making adequate progress toward benchmark will be calculated.	7. FAIR Printouts will be used to determine progress.
8	8. Tier 2: Supplemental Intervention Reading Program (SIRP) Plan supplemental instruction/intervention for ELL students not responding to core instruction. Focus of instruction will be	8. Reading Coach	8. ELL student progress will be assessed using FAIR Ongoing Progress Monitoring (OPM) every 20 days. Percent of students making adequate progress toward benchmark is calculated.	8. FAIR Printouts will be used to determine progress.

	determined by FAIR data and will include explicit instruction, guided practice, and independent practice.			
9	9. Tier 3: Supplemental Comprehensive Core Program (SCCP) Plan targeted intervention for ELL 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.	9. Reading Coach	9. ELL student progress will be assessed using FAIR Ongoing Progress Monitoring (OPM) every 20 days. Percent of students making adequate progress toward benchmark is calculated.	9. FAIR Printouts will be used to determine progress.

Based on the Needs Assessment, Identify Area(s) for Improvement			Objective Linked to Area of Improvement	
3. In grades 3 – 5, the subgroups of total students, black students, and free and reduced lunch students achieved mastery at the following percentages: 49%, 48%, and 49% respectively on the 2009 FCAT Reading Test. (Cluster needs assessment)			1. In grades 3 – 5, the subgroups of total students, black students, and free and reduced lunch students will achieve mastery at the following percentages: 57%, 56%, and 57% respectively on the 2009 FCAT Reading Test. (Cluster objective)	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Students in the subgroups of total students, black students, and Free and Reduced Lunch students will be identified by class, grade, and FCAT/SAT10 Levels /Percentiles respectively, for Adequate Yearly Progress (AYP) monitoring.	1. Asst. Principal	1. The assistant principal will capture subgroup data and disseminate to Principal, Reading Coach, and teachers to ensure reading instruction is aligned to needs of subgroup students.	1. Effectiveness will be determined by in-house student data base printouts.
2	2. Tier 1: (Core) Determine instructional needs by reviewing FAIR assessment for subgroups of total students, black student, and free and reduced lunch students. Plan differentiated instruction using evidenced based interventions within the 90 minute reading block.	2. Reading Coach	2. The progress of the subgroups of total students, black students, and Free and Reduced Lunch students will be assessed using FAIR Ongoing Progress Monitoring (OPM) every 20 days. Percent of students making adequate progress toward benchmark will be calculated.	2. FAIR Printouts will be used to determine progress.
3	3. Tier 2: Supplemental Intervention Reading Program (SIRP) Plan supplemental instruction/intervention for subgroups of total students, black student, and free and reduced lunch students not responding to core instruction. Focus of instruction is determined by FAIR data and will include explicit instruction, guided practice, and independent practice.	3. Reading Coach	3. The progress of the subgroups of total students, black students, and Free and Reduced Lunch students will be assessed using FAIR Ongoing Progress Monitoring (OPM) every 20 days. Percent of students making adequate progress toward benchmark will be calculated.	3. FAIR Printouts will be used to determine progress.
4	4. Tier 3: Supplemental Comprehensive Core Program (SCCP) Plan targeted intervention for subgroups of total students, black student, and free and reduced lunch students not responding to core plus supplemental instruction using problem-solving process. Interventions will be	4. Reading Coach	4. The progress of the subgroups of total students, black students, and Free and Reduced Lunch students will be assessed using FAIR Ongoing Progress Monitoring (OPM) every 20 days. Percent of students making adequate progress toward benchmark will be calculated for all	4. FAIR Printouts will be used to determine progress.

	matched to individual student needs, be evidence-based, and provided in addition to core.		aforementioned subgroup students. receiving Tier 3 instruction.	

Based on the Needs Assessment, Identify Area(s) for Improvement			Objective Linked to Area of Improvement	
In grades 3 - 5, 70% of the lowest 25% of students made gains in reading on the 2009 FCAT.			In grade 3 - 5, 73% of students will make gains in reading on the 2010 FCAT.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Students in the lowest 25% in reading will be identified by class, grade, FCAT/SAT 10 Levels/Percentiles respectively to ensure learning gains.	1. Asst. Principal	1. The asst. principal will capture data on the lowest 25% of students in reading and disseminate to principal, reading coach, and teachers to ensure that reading instruction is aligned to needs of students in the lowest 25%.	1. Effectiveness will be determined by Above the Clouds and in-house data base.
2	2. Students in the lowest 25% in reading will be provided with in-school tutoring.	2. Reading Coach	2. Administration, Reading Coach, and grade level reading teachers will monitor reading assessment data to ensure learning gains in reading.	2. Effectiveness will be determined by FAIR, STAR, DRA printouts, and mini assessments.
3	3. Students in the lowest 25% in reading will be given priority placement in Extended Learning Opportunity programs.	3. Reading Coach	3. Administration will monitor Extended Learning Opportunity programs and SES providers.	3. Effectiveness will be determined by FAIR printouts.

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, 62% of the students will achieve mastery for reading on the 2010 FCAT Test. (Sp. 09 – 54%)	Essential Strategies for Effective Reading/Writing Instruction	J. Roegge, Reading Coach	May 21, 26, 2009	Follow-up strategy will be implemented through classroom observations.	J. Roegge, Reading Coach
In grades 3 – 5, 62% of the students will achieve mastery for reading on the 2010 FCAT Test. (Sp. 09 – 54%)	Development and implementation of the Instructional Focus Calendar	J. Roegge, Reading Coach	July- Aug. 2009	Follow-up strategy will be implemented through classroom observations.	J. Roegge Reading Coach
In grades 3 – 5, 62% of the students will achieve mastery for reading on the 2010 FCAT Test. (Sp. 09 – 54%)	Promethean Training	District Staff	Aug. 18, 2009	Follow-up strategy will be implemented through classroom observations.	O. Vega; Principal, D. Cowart, Micro Technology Specialist
In grades 3 – 5, 62% of the students will achieve mastery for reading on the 2010 FCAT Test. (Sp. 09 – 54%)	C.H.A.M.P.S.	District Staff	Aug. 19,2009	Follow-up strategy will be implemented through classroom/common area observations.	C. McGrath,Asst. Principal
2. In grades 3 – 5, 51% of the subgroup English Language Learner students will achieve mastery on the 2009 FCAT Reading Test.	Supporting your ELLs	District Staff	Sept. 2009	Follow-up strategy will be implemented through classroom observations.	L. Muniz,ESOL Coordinator
In grades 3 – 5, 62% of the students will achieve mastery for reading on the 2010 FCAT Test. (Sp. 09 – 54%)	Reading Instructional Focus Strategies	J. Roegge, Reading Coach	Sept. 2, 2009 ongoing	Follow-up strategy will be implemented through observation of evidence of strategies being used in classrooms.	R. Roegge, Reading Coach

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

N/A

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Treasures	District budget	$6,839.10
Accelerated Reader Books	Accountability budget	$2,500.00
Accelerated Reader incentives	Accountability budget	$500.00
		Total: $9,839.10
Technology		
Description of Resources	Funding Source	Available Amount
STAR/Accelerated Reader site license renewals	School Budget	$4,108.36
		Total: $4,108.36
Professional Development		
Description of Resources	Funding Source	Available Amount
Promethean Board Training	District budget	$150.00
C.H.A.M.P.S	District budget	$662.06
Substitute teachers will provide temporary coverage for Professional Development	Title I	$4,251.00
		Total: $5,063.06
Other		
Description of Resources	Funding Source	Available Amount
General student incentives in reading	Accountabiltiy budget	$750.00
		Total: $750.00
		Final Total: $19,760.52

End of Reading Goal

Mathematics Goal

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

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

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

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

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

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

Based on the Needs Assessment, Identify Area(s) for Improvement			Objective Linked to Area of Improvement	
1. In grades 3 – 5, 57% of students achieved mastery on the administration of the 2009 FCAT Math Test.			1. In grades 3 – 5, 65% of the students will achieve mastery for math on the 2010 FCAT Test.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Students will be instructed using the BEEP Math Lessons in accordance with the district Instructional Focus Calendars.	1. Principal, Asst. Principal, Math Coach	1. Administration will monitor the implementation of Instructional Focus Calendars through daily Classroom Walkthroughs; Math Coach will also monitor evidence of BEEP Math instruction.	1. Effectiveness will be determined by Classroom Walkthrough Logs/Coach's Log.
2	2. Student progress will be addressed at Data Conferences.	2. Principal, Asst. Principal, Math Coach	2. Administration and Math Coach will review Chapter Tests, Fact Tests, and/or Mini Assessments to ensure adequate progress	2. Effectiveness will be determined through Fact/Chapter Tests Results, and Mini Assessment Printouts on

			of students.	Above the Clouds.
3	3. Students will be instructed through a departmentalized math model that will include Grade Level Math Teams cooperatively planning core, supplemental, and intensive instruction to ensure continuity and quality of instruction, and the planning of differentiated homework assignments.	3. Principal, Asst. Principal	3. Administration will conduct observations and review team minutes.	3. Effectiveness will be determined by the Broward Assessment Tests, STAR, and Spring 2010 FCAT assessment.
4	4. Math instruction will include flexible small groups daily.	4. Math Coach	4. Math Coach will monitor the implementation of flexible small groups.	4. Effectiveness will be determined through Coach's Logs.
5	5. Placement of students in small groups will be based on assessments.	5. Math Coach	5. Math Coach will monitor placement of students based on math assessments.	5. Effectiveness will be determined Chapter Tests and teacher created exams.
6	6. Math instruction will begin with FCAT Math Dailies and Calendar Math daily.	6. Principal, Asst. Principal	6. Administration will conduct observations to verify that instruction in FCAT Math Dailies and Calendar Math are being implemented.	6. Effectiveness will be determined through data obtained from observations.
7	7. Math instruction will include use of Promethean Boards/slates daily.	7. Micro Technology Specialist	7. Administration will monitor the use of Promethean Boards/slates through daily Classroom Walkthroughs.	7. Effectiveness will be determined Classroom Walkthrough Logs.
8	8. Math instruction will include the practice of presenting new concepts through the use of manipulatives.	8. Math Coach	8. Math Coach will monitor the frequency with which teachers' present concepts through the use of manipulatives.	8. Effectiveness will be determined through Coach's Log.
9	9. Math Classrooms will have math word walls, instructional focus benchmarks, daily schedules, bins for data and student work, evidence of small group instruction, and instructionally appropriate centers/work stations.	9. Principal, Asst. Principal	9. Administration will monitor evidence of math word walls, benchmarks, daily schedules, bins, daily small group instruction, and instructionally appropriate centers/work stations through daily Classroom Walkthroughs/observations.	9. Effectiveness will be determined by Classroom Walkthrough Logs/observation data.
10	10. Struggling Math students will be provided with in-school tutoring	10. Principal, Asst. Principal	10. Administration, Math Coach, teachers will monitor of progress of students in tutoring through review of math assessments.	10. Effectiveness will be determined by Mini Assessment Printouts on Above the Clouds.
11	11. Struggling math students will be provided with Extended Learning Opportunities	11. Principal, Asst. Principal, SES Coordinator	11. Administration will monitor Extended Learning Opportunity Programs and SES providers.	11. Effectiveness will be determined by Broward Assessment Tests.
12	12. Struggling students will be instructed using materials outlined in the Struggling Math chart.	12. Math Coach	12. Math Coach will monitor use of strategies for Struggling Math students.	12. Effectiveness will be determined by Coach's Log.
13	13. Math instruction will include Compass and FCAT Explorer and other math websites.	13. Micro Technology Specialist	13. Administration will monitor student use of technology programs through status reports from Micro Technology Specialist and Math Coach.	13. Effectiveness will be determined by program report summary printouts.
14	14. Math Assessment data (BATs, QBATS, Chapter/Unit Tests, STAR, Mini Assessments) will be reviewed to ensure adequate progress of students and continuously effective ongoing	14. Principal, Asst. Principal	14. Administration, Math Coach, and Grade Level Math Teachers will review and monitor math assessment data to ensure adequate progress of students and continuously effective instruction.	14. Effectiveness will be determined by math assessment printouts and math test results.

	instruction.			
15	15. Data Chats will students will be conducted by teachers on Early Release Days.	15. Principal, Asst. Principal	15. Math Coach will coordinate Student Data Chats with math teachers.	15. Effectiveness will be determined by math assessment printouts and math test results.

Based on the Needs Assessment, Identify Area(s) for Improvement			Objective Linked to Area of Improvement	
2. In grades 3 – 5, 41% of English Language Learner students achieved mastery on the 2009 FCAT Math Test.			2. In grades 3 – 5, 51% of English Language Learner students will achieve mastery on the 2010 FCAT Math Test.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. English Language Learner Students will be identified by ESOL Classification, class, grade, and FCAT/SAT 10 Level/Percentiles respectively, for Adequate Yearly Progress Monitoring.	1. Asst. Principal	1. The Assistant Principal and ESOL Coordinator will capture ELL subgroup data, and ESOL Classifications and disseminate to Principal, Math Coach and teachers to ensure math instruction is aligned to needs of subgroup of ELL students.	1. Effectiveness will be determined by in-house student data base/Above the Clouds printouts.
2	2. ESOL matrix strategies will be used in lessons for reading word problems for ESOL students with fidelity.	3. ESOL Coordinator	2. Administrators will conduct focused Classroom Walkthroughs and review lesson plans to monitor use of ESOL Matrix strategies.	3. Effectiveness will be determined by Classroom Walkthrough Logs.
3	3. Tier 1: Determine core instructional needs by reviewing common assessment data for ELL students. Differentiated instruction will be planned using evidence-based instruction/ interventions within the mathematics block.	3. Mathematics Coach	3. Grade-level math teams will review results of mini assessment data every 6 weeks to determine progress toward benchmark (75% on common assessment).	3. Effectiveness will be determined by mini assessments,administered in accordance with IFC schedules and accessed through Above the Clouds.
4	4.Tier 2: Plan supplemental instruction/ intervention for ELL students not responding to core instruction. Focus of instruction will be determined by review of common assessment data and will include explicit instruction, modeled instruction, guided practice and independent practice. Supplemental instruction will be provided in addition to core instruction.	4. Mathematics Coach	4. Grade-level math teams will review results of common assessment data every 6 weeks to determine progress toward benchmark (75% on common assessment).	4. Effectiveness will be determined by mini assessments,administered in accordance with IFC schedules and accessed through Above the Clouds.
5	5. Tier 3: Plan targeted intervention for ELL students not responding to core plus supplemental instruction using problem-solving process. Interventions will be matched to individual student needs, be evidence-based,	5. Mathematics Coach	5. Grade-level math teams will review results of common assessment data every 6 weeks to determine progress toward benchmark (75% on common assessment).	4. Effectiveness will be determined by mini assessments,administered in accordance with IFC schedules and accessed through Above the Clouds.

	and provided in addition to core instruction.			

Based on the Needs Assessment, Identify Area(s) for Improvement			Objective Linked to Area of Improvement	
3. In grades 3 – 5, the subgroups of total students, black students, and Free and Reduced Lunch students achieved mastery at the following percentages: 51%, 50%, and 51% respectively on the 2009 FCAT Math Test. (Cluster needs assessment)			3. In grades 3 – 5, the subgroups of total students, black students, and free and reduced lunch students will achieve mastery at the following percentages: 59%, 58%, and 59% respectively on the 2010 FCAT Math Test. (Cluster objective)	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Students in the subgroups of total students, black students, and Free and Reduced Lunch students will be identified by class, grade, and FCAT/QBAT Levels /Percentiles respectively, for Adequate Yearly Progress (AYP) monitoring.	1. Asst. Principal	1. The assistant principal will capture subgroup data and disseminate to Principal, Math Coach, and teachers to ensure math instruction is aligned to needs of subgroup students.	1. Effectiveness will be determined by in-house student data base printouts.
2	2. Tier 1: Determine core instructional needs by reviewing common assessment data for subgroups of total students, black students, and Free and Reduced Lunch students. Differentiated instruction will be planned using evidence-based instruction/ interventions within the mathematics block.	3. Mathematics Coach	2. Grade-level math teams will review results of common assessment data every 6 weeks to determine progress toward benchmark (75% on common assessment).	2. Effectiveness will be determined by mini assessments,administered in accordance with IFC schedules and accessed through Above the Clouds.
3	3.Tier 2: Plan supplemental instruction/ intervention for subgroups of Total students, Black student, and Free and Reduced Lunch students not responding to core instruction. Focus of instruction will be determined by review of common assessment data and will include explicit instruction, modeled instruction, guided practice and independent practice. Supplemental instruction will be provided in addition to core instruction.	3. Math Coach	3. Grade-level math teams will review results of common assessment data every 6 weeks to determine progress toward benchmark (75% on common assessment).	3. Effectiveness will be determined by mini assessments,administered in accordance with IFC schedules and accessed through Above the Clouds.
4	4. Tier 3: Plan targeted intervention for subgroups of Total students, Black students, and Free and Reduced Lunch students. Aforementioned subgroup students not responding to core plus supplemental instruction using problem-solving process.	4. Math Coach	4. Grade-level math teams will review results of common assessment data every 6 weeks to determine progress toward benchmark (75% on common assessment).	4. Effectiveness will be determined by mini assessments,administered in accordance with IFC schedules and accessed through Above the Clouds.

	Interventions will be matched to individual student needs, be evidence-based, and provided in addition to core instruction.			

Based on the Needs Assessment, Identify Area(s) for Improvement			Objective Linked to Area of Improvement	
In grades 3 - 5, 58% of the lowest 25% of students made gains in math on the 2009 FCAT.			In grade 3 - 5, 61% of students will make gains in math on the 2010 FCAT.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Students in the lowest 25% in math will be identified by class, grade, FCAT/Q BAT Levels/Percentiles respectively to ensure learning gaines.	1. Asst. Principal	1. The asst. principal will capture data on the lowest 25% of students in math and disseminate to principal, math coach, and teachers to ensure that math instruction is aligned to needs of students in the lowest 25%.	1. Effectiveness will be determined by Above the Clouds and in-house data base.
2	2. Students in the lowest 25% in math will be provided with in-school tutoring.	2. Math Coach	2. Administration, Math Coach, and grade level math teachers will monitor reading assessment data to ensure learning gains in math.	2. Effectiveness will be determined by math assessments.
3	3. Students in the lowest 25% in math will be given priority placement in Extended Learning Opportunity programs.	2. Math Coach	3. Administration will monitor Extended Learning Opportunity programs and SES providers.	2. Effectiveness will be determined by math assessments.

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, 65% of the students will achieve mastery for math on the 2010 FCAT Test. (Sp. 09 – 57%)	Essential Strategies for Effective Math Instruction	J. Roegge,Curriculum Facilitator	May 21, 26, 2009	Follow-up strategies will be implemented through classroom observations.	T. Hill, Math Coach
In grades 3 – 5, 65% of the students will achieve mastery for math on the 2010 FCAT Test	Promethean Training	District Staff	Aug. 18, 2009	Follow-up strategies will be implemented through classroom observations.	Principal,O. Vega; D. Cowart, Micro Technology Specialist
In grades 3 – 5, 65% of the students will achieve mastery for math on the 2010 FCAT Test. (Sp. 09 – 57%)	C.H.A.M.P.S	District Staff	Aug. 19, 2009	Follow-up strategies will be implemented through classroom observations.	C. McGrath, Asst. Principal, Discipline Committee Chair
In grades 3 – 5, 65% of the students will achieve mastery for math on the 2010 FCAT Test. (Sp. 09 – 57%)	Calendar Math	District Staff	Sept. 14, 15, 17, 2009	Follow-up strategies will be implemented through classroom observations.	O. Vega, Principal, C. McGrath, Asst. Principal
In grades 3 – 5, 51% of English Language Learner students will achieve mastery on the 2010 FCAT Math Test. (Sp. 09 – 41%)	Supporting Your ELLs	District Staff	Sept. 29, 2009	Follow-up strategies will be implemented through classroom observations and ELL student data reports.	O. Vega, Principal, C. McGrath, Asst. Principal
In grades 3 – 5, 65% of the students will achieve mastery for math on the 2010 FCAT Test. (Sp. 09 – 57%)	Math Instructional Focus Strategies	T. Hill, Math Coach	Aug.25, 2009 ongoing	Follow-up strategies will be implemented through classroom observations and math student assessment data reports.	T. Hill, Math Coach

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Calendar Math Kits	School budget	$3,098.70
		Total: $3,098.70
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
Development and implementation of the Instructional Focus Calendar	Title I	$875.00
Calendar Math	School Budget	$1,265.00
Promethean Training	School Budget	$150.00
C.H.A.M.P.S	School Budget	$662.06
Substitute teachers will provide temporary coverage for Professional Development	Title I	$4,251.50
		Total: $7,203.56
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	$0.00
		Total: $0.00
		Final Total: $10,302.26

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, 33% of students achieved mastery on the 2009 FCAT in Science.			In grade 3, 37% of students will achieve mastery on the 2010 FCAT in Science.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Students in grade 5 will have hands-on laboratory experience five times per week using the 5E model and science stations.	1. Science Coach	1. Science Coach will monitor instructional delivery and frequency of laboratory experiments.	1. Effectivenss will be determined by Science mini assessments and District Pre/Post Science Test.
2	2. Students in grades K - 4 will have hands-on experiments two-three times per week using the 5E model and science centers.	2. Science Coach	2. Science Coach will monitor delivery of experiments .	2. Effectiveness will be determined by Coach's Logs.
3	3. Grade 4 students will have departmentalized Science Instruction.	3. Science Coach	3. Administration will monitor the delivery of grade 4 departmentalized science through observations.	3. Effectiveness will be determined by data from observations.
4	4. Students will have math instruction integrated into Science lessons.	4. Science Coach, Math Coach	4. Administration will monitor the integrated subject delivery through observations.	4. Effectiveness will be determined by data obtained from observations.
5	5. Science Classrooms will have evidence of grade level specific science benchmarks, daily schedules, Science Word	5. Principal, Asst. Principal	5. Administration will monitor postings of benchmarks, daily schedules, and Science Word Walls through	5. Effectiveness will be determined by Classroom Walkthrough Logs/observations data.

	Walls, and bins for data and student work.		Classroom Walkthrouhgs/ observations.	
6	6. Students will have instuction using Promethean Boards/Slates, and United Streaming, in Science Classrooms.	6. Micro Technology Specialist	6. Administration will monitor use of Promthean Board/Slates and United Steaming through focused Classroom Walkthroughs.	6. Effectiveness will be determined by Classroom Walkthrough Logs.
7	7. Grade 5 students will use Science FCAT Explorer and/or Focus two times per week.	7. Micro Technology Specialist	7. Administration will monitor usage of FCAT Explorer and Focus based on reports submitted by Micro Technology Specialist.	7. Effectiveness will be determined by FCAT Explorer and Focus summary report printouts.
8	8. Grade 5 student will use FCAT Science Dailies.	8. Principal, Asst. Principal	8. Administration will monitor use of Science FCAT Dailies through observations.	8. Effectiveness will be determined by data obtained from observations.
9	9. Struggling students in Grade 5 will work with peers or cooperative groups.	9. Science Coach	9. Administration will monitor evidence of peer and cooperative instructional models through Classroom Walkthroughs.	9. Effectiveness will be determined by Classroom Walkthrough Logs.
10	10. Higher performing students in Grade 5 will use Harcourt Science enrichment projects (located on the Harcourt learning site, Atomic Learning, Dell Learning Exchange, Apple Digital School and/or other resources) as they relate to curriculum and science standards.	10. Science Coach, Exceptional Student Education Specialist	10. Science Coach will monitor evidence of higher performing students using technology with lessons.	10. Effectiveness will be determined by Coach's Logs.
11	11. Data Chats will students will be conducted by teachers on Early Release Days.	11. Prinicpal, Asst. Principal	11. Science Coach will coordinate Student Data Chats with Science teachers.	11. Effectiveness will be determined by Coach's Logs.
12	12. Students will be instructed using BEEP science Instructional Focus calendars.	12. Science Coach	12. Science Coach will monitor evidence of BEEP Science lessons.	12. Effectiveness will be determined by coach's logs.
13	13. A lab report template will be designed by science coach to assess student achievement on hands-on science activities.	13. Science Coach	13. Science coach/science teachers will monitor student achievement in science through the template.	13. Effectiveness will be determined by science pre/post tests.
14	14. Students will be instructed using the science textbooks and science kits.	14. Science Coach	14. Science Coach will monitor use of science texts and kits.	14. Effectiveness will be determined by coach's logs.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
In grade 5, 36% of students will achieve mastery on the 2010 FCAT Science Test. (Sp. 09-33%)	Essentials for Effective Math/Science Instruction	J, Roegge, Curriculum Facilitator, O. Vega, Principal, C. McGrath, Asst. Principal	May 21, 26, 2009	Follow-up strategy will be implemented through classroom observations.	O. Vega, Principal, C. McGrath, Asst. Principal, Math Coach
In grade 5, 36% of students will achieve mastery on the 2010 FCAT Science Test. (Sp. 09-33%)	C.H.A.M.P.S.	District	Aug. 19, 2009	Follow-up strategy will be implemented through classroom/common area observations.	C. McGrath, Asst. Principal
In grade 5, 36% of students will achieve mastery on the 2010 FCAT Science Test. (Sp. 09-33%)	Promethean Training	District	Aug. 18, 2009	Follow-up strategy will be implemented through classroom observations.	O. Vega, Principal, C. McGrath, Asst. Principal, K. Ramnath, ScienceCoach

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Science Weekly or other science periodical will be purchased for grades 4 and 5; "Science Alive" (grades 3-5) and "Science and Me" (grades K-2)	School Budget	$2,426.00
		Total: $2,426.00
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
Substitute Teachers will provide temporary coverage for Professional Development	Title I	$4,251.50
Essentials for Effective Math/Science Instruction	Title I	$875.00
C.H.A.M.P.S	School Budget	$662.06
Promethean Training	School Budget	$150.00
		Total: $5,938.56
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	$0.00
		Total: $0.00
		Final Total: $8,364.56

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	
On the 2009 administration of the FCAT Writing Test, 93% of the students in grade 4 scored at Level 3.5 or above.			On the 2010 administration of the FCAT Writing Test, 96% of the students in grade 4 will achieve a Level 3.5 or above.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Students will be instructed using the BEEP Writing Lessons in accordance with the district Instructional Focus Calendars.	1. Reading Coach	1. Reading Coach will monitor fidelity of writing instruction through Classroom Walkthrough.	1. Effectiveness will be determined by student work samples submitted on a monthly schedule.
2	2. Student will have a writer's notebook and will complete a published final product for each writing unit.	2. Reading Coach	2. Reading Coach will note evidence of notebooks and published final products.	2. Effectiveness will be determined by student work samples submitted on a monthly schedule.
3	4. Writing instruction will include United Streaming,websites, and Promethean/slate use.	4. Micro Technology Specialist	4. Administration will monitor use of United Streaming/websites/ Promethean/Slate use through Classroom Walkthrough.	Effectiveness will be determined by Classroom Walkthrough Logs.
4	4. Students will use the writing process daily; all writing will be dated and recorded in journal, notebook, or work folder for monitoring of growth across time.	4. Reading Coach	4. Reading Coach will monitor the writing process.	4. Effectiveness will be determined through Coach's Log.

5	5. The revision and editing process will be taught and seen in student writing drafts.	5. Reading Coach	5. Reading Coach will monitor revisions and editing process by reviewing student drafts.	5. Effectiveness will be determined by quarterly report submitted to administration by reading coach on student generated Final Products from BEEP units.
6	6. Students will have a daily 30-45 minutes writing block.	6. Asst. Principal	6. Administration will monitor adherance to daily writing schedules observations.	6. Effectiveness willbe detemined through data obtained from observations.
7	7. Grade 5 students will integrate writing through the curriculum.	7. Reading Coach	7. Reading Coach will monitor integration of writing and review student work samples.	7. Effectiveness will be determined through Coach's Log.
8	8. Reading/ Writing classes will have students actively engaged in differentiated writing centers that reinforce and maintain writing skills that have been taught.	8. Reading Coach	8. Administration will monitor writing centers through Classroom Walkthrough Logs; Reading Coach will monitor reinforcment and maintenance of writing skills in centers.	8. Effectiveness will be determined by Classroom Walkthrough Logs/Coach's Log.
9	9. Grade appropriate frames will be used that to allow elaboration as ability improves.	9. Reading Coach	9. Reading Coach will monitor use of grade appropriate frames.	9. Effectiveness will be determined by student work bins.
10	10. Students will conference with their teachers individually to identify strengths and weaknesses and prescribe necessary strategies.	10. Reading Coach	10. Reading Coach will monitor conferencing sessions.	10. Effectiveness will be determined by Coach's Log.
11	11. Writing Classrooms will have writing benchmarks, daily schedules, and bins for data and student works.	11. Principal, Asst. Principal	11. Administration will monitor evidence of benchmarks, daily schedules, and bins through Classroom Walkthroughs/observations.	11. Effectiveness will be determined by Classroom Walkthrough Logs/observation data.

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, 96% of the students in grade 4 will achieve a Level 3.5 or above.	Essential Strategies for Effective Reading and Writing	O. Vega, Principal, C. McGrath, Asst. Principal, J. Roegge, Curriculum Facilitator	May 21, 26, 2009	Follow-up strategy will be implemented through classroom observations.	O. Vega, Principal
On the 2010 administration of the FCAT Writing Test, 96% of the students in grade 4 will achieve a Level 3.5 or above.	Teaching the use of revision and editing techniques	District Language Arts Supervisor	TBA	Monitor student bins – notebooks, journals	O. Vega, Principal, J. Roegge, Reading Coach
On the 2010 administration of the FCAT Writing Test, 96% of the students in grade 4 will achieve a Level 3.5 or above.	C.H.A.M.P.S.	District Facilitator	Aug. 19, 2009	Follow-up strategy will be implemented through classroom/common area observations.	C. McGrath, Asst. Principal
On the 2010 administration of the FCAT Writing Test, 96% of the students in grade 4 will achieve a Level 3.5 or above.	Prometheum Training	District Facilitator	Aug. 18, 2009	Follow-up strategy will be implemented through classroom observations.	O. Vega, Principal, D. Cowart, Micro Technology Specialist

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
Substitute Teachers will provide temporary coverage for Professional Development	Title I	$4,251.50
Essential Strategies for Effective Reading and Writing	Title I	$875.00
C.H.A.M.P.S	School Budget	$662.06
Promethean Training	School Budget	$150.00
		Total: $5,938.56

Other

Description of Resources	Funding Source	Available Amount
No Data	No Data	$0.00
		Total: $0.00
		Final Total: $5,938.56

End of Science Goal

Parent Involvement Goal

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

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

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

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

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

Based on the Needs Assessment, Identify Area(s) for Improvement			Objective Linked to Area of Improvement	
. In June 2009, % of parents of all students participated in one or more of the following school events: parent trainings, meetings, conferences, extracurricular activities and/or the Title I Parent Trainings.			1. In June 2010, % of parents of all students will participate in one or more of the following school events; parent trainings, meetings, conferences, extracurricular activities and/or the Title I Parent Trainings.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Publicize events in multiple methods and in students' home languages.	1. Principal, Community Liaison, Title I Coordinator	1. Collect attendance Logs in each classroom	1. Maintain attendance Logs in each classroom
2	2. Host recognition events for fathers, mothers, grandparents.	2. Community Liaison, Title I Coordinator	2. Have sign-in sheets; calculate number of parents/et.al in attendance.	2. Maintain records of attendance.
3	3. Provide literacy tutoring in Partnership with Community Hope Center for parents.	3. Principal,Community Liaison	3. Have sign-in sheets; calculate number of parents in attendance.	3. Maintain records of attendance.
4	4. Solicit assistance from local churches to educate and build awareness of school support needed and create public service announcement of school activities.	4. Principal,Community Liaison	4. Visit churches; invite local churches to school.	4. Maintain records.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
1. In June 2010, % of parents of all students will participate in one or more of the following school events; parent trainings, meetings, conferences, extracurricular activities and/or the Title I Parent Trainings.	Increase Parent Involvement	TBA	Oct. 2009	Monitoring percent of attendance of parent at school sponsored events.	Title I Coordinator

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
Trainers for Parent Trainings	Title I	$3,381.00
		Total: $3,381.00
Other		
Description of Resources	Funding Source	Available Amount
Snacks for Parents at trainings.	Title I	$500.00
		Total: $500.00
		Final Total: $3,881.00

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	Treasures	District budget	$6,839.10
Reading	Accelerated Reader Books	Accountability budget	$2,500.00
Reading	Accelerated Reader incentives	Accountability budget	$500.00
Mathematics	Calendar Math Kits	School budget	$3,098.70
Science	Science Weekly or other science periodical will be purchased for grades 4 and 5; "Science Alive" (grades 3-5) and "Science and Me" (grades K-2)	School Budget	$2,426.00
			Total: $15,363.80
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	STAR/Accelerated Reader site license renewals	School Budget	$4,108.36
			Total: $4,108.36
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Promethean Board Training	District budget	$150.00
Reading	C.H.A.M.P.S	District budget	$662.06
Reading	Substitute teachers will provide temporary coverage for Professional Development	Title I	$4,251.00
Mathematics	Development and implementation of the Instructional Focus Calendar	Title I	$875.00
Mathematics	Calendar Math	School Budget	$1,265.00
Mathematics	Promethean Training	School Budget	$150.00
Mathematics	C.H.A.M.P.S	School Budget	$662.06
Mathematics	Substitute teachers will provide temporary coverage for Professional Development	Title I	$4,251.50
Writing	Substitute Teachers will provide temporary coverage for Professional Development	Title I	$4,251.50
Writing	Essential Strategies for Effective Reading and Writing	Title I	$875.00
Writing	C.H.A.M.P.S	School Budget	$662.06
Writing	Promethean Training	School Budget	$150.00
Science	Substitute Teachers will provide temporary coverage for Professional Development	Title I	$4,251.50
Science	Essentials for Effective Math/Science Instruction	Title I	$875.00
Science	C.H.A.M.P.S	School Budget	$662.06
Science	Promethean Training	School Budget	$150.00
Parental Involvement	Trainers for Parent Trainings	Title I	$3,381.00
			Total: $27,524.74
Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	General student incentives in reading	Accountabiltiy budget	$750.00
Parental Involvement	Snacks for Parents at trainings.	Title I	$500.00
			Total: $1,250.00
			Final Total: $48,246.90

Differentiated Accountability

School-level Differentiated Accountability Compliance

Intervene | Correct II | Prevent II | Correct I | Prevent I | NA

Show 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

A member of the School Advisory Council (SAC) is appointed to chair a committee for each academic area as well as other areas of need (i.e. parent involvement, student behavior, etc.) Each committee is comprised of SAC members (including parents and members of the community) as well as members of the faculty who have expertise in the specific area. These committees will assist in the development of School Improvement objectives, including strategies and recommendations for staff development and budget. Once the plan is approved it is shared with all members of the faculty and staff as well as parents and community members. The plan is posted on the school's web site after it is board approved. During the year the SAC committee oversees the implementation of the action steps and monitors the data throughout the year.

SAC Members

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2															Broward THURGOOD MARSHALL ELEMENTARY SCHOOL 3291									
Number of students enrolled in the grades tested: Click here to see Number of students in each group									Read: 190 Math: 190		2008-2009 School Grade[1]:	C			Did the School make Adequate Yearly Progress?	NO								
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c[2]).															This section shows the improvement for each group used to determine AYP via safe harbor (Part b[2]).							This section shows the perce 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	Grow mode math
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	2008	2009	Y/N	2009	Y/N	2009	Y/N
TOTAL[4]	100	Y	100	Y	49	N	51	N		94	Y			NA	49	51	N	45	49	N	60	N	56	N
WHITE		NA		NA		NA		NA			NA			NA			NA			NA				
BLACK	100	Y	100	Y	48	N	50	N		94	Y			NA	49	52	N	46	50	N	58	N	54	N
HISPANIC		NA		NA		NA		NA			NA			NA			NA			NA				
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA				
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA				
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	49	N	51	N		94	Y			NA	50	51	N	45	49	N	60	N	55	N
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	41	N	41	N			NA			NA	54	59	N	49	59	N	53	N	45	N
STUDENTS WITH DISABILITIES	100	Y	97	Y		NA		NA			NA			NA			NA			NA				

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2															Broward THURGOOD MARSHALL ELEMENTARY SCHOOL 3291									
Number of students enrolled in the grades tested: Click here to see Number of students in each group									Read: 202 Math: 202		2007-2008 School Grade[1]:	B			Did the School make Adequate Yearly Progress?	NO								
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c[2]).															This section shows the improvement for each group used to determine AYP via safe harbor (Part b[2]).							This section shows the perce 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	Grov mod math
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N
TOTAL[4]	100	Y	100	Y	51	N	55	N			Y			NA	50	49	N	50	45	Y	54	N	60	NA
WHITE		NA		NA		NA		NA			NA			NA			NA			NA				
BLACK	100	Y	100	Y	51	N	54	N			Y			NA	50	49	N	51	46	N	55	N	61	N
HISPANIC		NA		NA		NA		NA			NA			NA			NA			NA				
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA				
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA				
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	50	N	55	N			Y			NA	50	50	N	50	45	Y	54	N	60	NA
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	46	N	51	N			NA			NA	61	54	Y	61	49	Y	49	NA	58	NA
STUDENTS WITH DISABILITIES		NA		NA		NA		NA			NA			NA			NA			NA				

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2															Broward THURGOOD MARSHALL ELEMENTARY SCHOOL 3291									
Number of students enrolled in the grades tested: Click here to see Number of students in each group									Read: 244 Math: 244		2006-2007 School Grade[1]:	C			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 perce 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	Grov mod 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	99	Y	50	N	50	N	93		Y			NA	64	43	Y	62	50	Y	50	NA	59	NA
WHITE		NA		NA		NA		NA			NA			NA			NA			NA				
BLACK	100	Y	99	Y	50	N	49	N	93		Y			NA	64	43	Y	62	51	Y	49	NA	58	NA
HISPANIC		NA		NA		NA		NA			NA			NA			NA			NA				
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA				
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA				
ECONOMICALLY DISADVANTAGED	100	Y	99	Y	50	N	50	N	92		Y			NA	66	41	Y	65	50	Y	49	NA	59	NA
ENGLISH LANGUAGE LEARNERS	100	Y	99	Y	39	N	39	N			NA			NA	70	50	Y	76	61	Y	40	NA	60	NA
STUDENTS WITH DISABILITIES	100	Y	97	Y		NA		NA			NA			NA			NA			NA				

SCHOOL GRADE DATA

Broward School District
THURGOOD MARSHALL ELEMENTARY SCHOOL
2008-2009

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	54%	57%	93%	33%	237	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	68%	56%			124	3 ways to make gains: • 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?	70% (YES)	58% (YES)			128	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					489	
Percent Tested = 100%						Percent of eligible students tested
School Grade					C	Grade based on total points, adequate progress, and % of students tested

Broward School District
THURGOOD MARSHALL ELEMENTARY SCHOOL
2007-2008

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	58%	62%	98%	40%	258	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: ● 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?	66% (YES)	61% (YES)			127	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					517	
Percent Tested = 100%						Percent of eligible students tested
School Grade					B	Grade based on total points, adequate progress, and % of students tested

Broward School District
THURGOOD MARSHALL ELEMENTARY SCHOOL
2006-2007

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	54%	56%	94%	28%	232	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	60%	60%			120	3 ways to make gains: ● 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?	65% (YES)	56% (YES)			121	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					473	
Percent Tested = 100%						Percent of eligible students tested
School Grade					C	Grade based on total points, adequate progress, and % of students tested