

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: SILVER LAKES ELEMENTARY SCHOOL

District Name: Broward

Principal: Tammy Gilbert

SAC Chair: Stephanie Standley

Superintendent: James Notter

Date of School Board Approval:

Last Modified on: 10-13-2009

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

Dr. Frances Haithcock, Chance
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VISION and MISSION STATEMENTS

Vision: All students will demonstrate grade level proficiency in Reading, Math, Writing, and Science while in a safe, caring environment.

Mission: Our staff at Silver Lakes Elementary will provide quality education to all students through dedication, motivation, and imagination in a safe learning environment with support of parents and community.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

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- Silver Lakes Elementary is located in Miramar, FL with a student population of 800.
- Since opening the school's doors in 1998, it has received an "A" 9 out of 11 years.
- We have students in K-5 with PLACE and Autism clusters.
- Students matriculate to Glades Middle School and then ultimately to Everglades High School.
- In 2009, our school met AYP in all subgroups.

Unique School Strengths for Next Year

- Silver Lakes Elementary has 4 National Board Certified Teachers.
- Silver Lakes Elementary has several Impact II Grant recipients.

Unique School Weaknesses for Next Year

- Due to budget cuts resulting in \$0 in the school's Instructional Materials account, the school will have to utilize previously purchased materials for supplemental instruction.
- Reduced staff members due to lack of funding in school's budget.

Student Demographics

Female- 44%
Male- 55%
White- 22%
Black- 18%
Hispanic- 51%
Asian- 6%
Native American- .11%
Multi Racial- 3%
Free/Reduced- 22%
ELL- 7%
ESE- 18%

Student Attendance Rates

95%

Student Mobility

13%

Student Suspension Rates

0%

Student Retention Rates

2.7%

Class Size

Our primary classes have a student/teacher ratio 17:1 while our intermediate ratio is 20:1.
This school year, intermediate grades (3-5) will be departmentalizing to address core content areas in isolation.

Academic Performance of Feeder Pattern

Since we begin in Kindergarten, we don't feed from another school.

Partnerships and Grants

Silver Lakes Elementary has partnered with the following companies:
Papa John's Pizza
Coldstone Creamery
Publix
Barnes & Noble
Chili's
Chick-Fil-A
Memorial Miramar Hospital
Quiznos
KPOW-Kids and the Power of Work
Miramar Police Department
Wal-Mart
Winn Dixie
ASP-After School Programs
Sweet Tomatoes
YMCA
Planet T School Uniforms

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	Tammy Gilbert	M.Ed., Learning Disabilities, B.S. Special Education, Certifications: School Principal, Learning Disabilities, Mentally Handicapped, ESOL Endorsement	2	12	2008-2009: School Grade A, Made AYP; 2007-2008 School Grade B, Did not make AYP;
Assis Principal	Rick Rodriguez	M.Ed., Bilingual Education, Educational Leadership B.A., Theatre Certifications: School Principal, Elementary Education 1-6, ESOL Endorsement		6	2008-2009: School Grade A, Did not Make AYP 2007-2008: School Grade A,

* 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	Stephanie Standley	M.Ed. Reading, B.S. Elementary Education, Certifications: Reading K-12, Elementary Education 1 - 6, ESOL Endorsement, Gifted Endorsement, National Board Certified Teacher, Early Childhood	4	2	2008-2009: School Grade A, Made AYP; 2007-2008 School Grade B, Did not make 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. Advertise open position through Broward County Public Schools Instructional Vacancies process.	Tammy Gilbert	N/A	We currently are fully staffed.
2. Interview candidate along with support team.	Tammy Gilbert	N/A	We currently are fully staffed.

Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
N/A	N/A	N/A	N/A

Staff Demographics

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed
47	0	30	49	21	40	100	4	6	94

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
N/A	N/A	N/A	N/A

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

Tammy Gilbert- Principal
Rick Rodriguez- Assistant Principal
Stephanie Standley- Reading Coach
Ronit Bonene- Guidance Counselor
Delsys Navarro-ESE Specialist
Christine Collado-Acebal- School Psychologist

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

The RtI Leadership Team will meet on a monthly basis to discuss RtI procedures.

Administration and Reading Coach will conduct Classroom Walkthroughs to ensure the RtI is being implemented in classrooms with fidelity.

Reading Coach, Guidance Counselor, ESE Specialist, and School Psychologist will provide support and research-based strategies for teachers.

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

The RtI Leadership Team meets to ensure development of School Improvement Plan is aligned with school's areas of strengths and areas for growth.

The RtI Leadership Team will meet with Professional Learning Community Chairs and will conduct continuous Classroom Walkthroughs to ensure the School Improvement Plan is being implemented with fidelity.

The RtI Leadership team will meet on a consistent basis to discuss implementation procedures and report findings to School Advisory Council.

RtI Implementation

Describe the data management system used to summarize tiered data.

Tier 1

1. Student is identified as having academic, social, or behavioral difficulty. Instructional strategies utilized by the teacher have not proven effective to remediate academic/behavioral/social gap. Teacher needs to meet with parents to discuss concerns (Conference #1 Conference Form must state area of concern).

2. Grade Level Collaborative Problem Solving Team meeting - Teacher asks grade level colleagues for assistance in the matter. This includes: reviewing of student data from assessments, school records (cum), parent input, etc. The grade-level team will develop hypothesis about causes for performance gap, suggest strategies for implementation, and evaluate outcomes of interventions/strategies used (allow 4 weeks for interventions to work, then meet again to discuss progress and outcomes).

**During Tier 1 process, the teacher, with the assistance of grade-level team will complete "Tier 1 Intervention Record Form", as well as conduct a formal observation which will be recorded in "Observation #1 Form."

3. If adequate progress is shown, the student doesn't need to be referred further. The process ends at Tier 1. However, if adequate progress is not being observed, the student needs to be referred to CPST meeting (Child Study team consisting of administration, teacher, parent, guidance, and reading coach). Please complete "Request for Intervention Assistance Form."

Tier 2

4. During CPST meeting, the team (Administration, teacher, parent, guidance, and reading coach) will review Tier 1 attempted intervention and outcome data. New targeted interventions (Tier 2 intervention Form) and implementation will be discussed and a case manager will be assigned to provide ongoing support to teacher.

During Tier 2 process, a formal observation will be conducted by one of the CPS team members and recorded in Observation #2 Form. The teacher, at this point, needs to communicate this information to parents via conference #2

5. The CPS Team will meet again 3-4 weeks post intervention implementation to evaluate outcomes of targeted interventions. If adequate progress is observed, the process ends at Tier 2. However, if adequate progress is not being observed, the student needs to be referred to Collaborative Problem Solving and Consultation meeting (Child study team consisting of additional team members).

Tier 3

6. In depth analysis of the problem by involvement of additional CPS team members (ESE Specialist, Speech/Language teacher, School Psychologist, Social Worker, etc.), review of Tier 1 and 2 outcome data, validation or re-definition of the problem, identification of new, intensive-level interventions, and frequent monitoring of interventions. At the intensive level, CPSC recommendations may include, but are not limited to, a social-worker referral, vision/hearing/language assessments, or a comprehensive evaluation by the school psychologist, etc.).

Describe the plan to train staff on RtI.

- RtI Leadership Team will be responsible for developing staff development by gathering components and processes of RtI for staff.

- Provide resources from Mentoring Minds program.

- Provide access to Response to Intervention Flip Chart, Teacher Guide, Progress Monitoring CD with entire staff.

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?

3rd Grade Reading Cluster/Strand Strengths- Words/Phrases (7/9), Comparisons (7/9), Reference/Research (2/3)

3rd Grade Reading Cluster/Strand Weaknesses- Main Idea/Purpose (18/24)

3rd Grade Math Cluster/Strand Strengths- Number Sense (10/12), Geometry (6/7), Algebraic Thinking (5/6), Data Analysis (6/7)

3rd Grade Math Cluster/Strand Weaknesses- Measurement (6/8)

4th Grade Reading Cluster/Strand Strengths- Words/Phrases (6/7), Reference/Research (3/4)

4th Grade Reading Cluster/Strand Weaknesses- Main Idea/Purpose (16/23), Comparisons (12/17)

4th Grade Math Cluster/Strand Strengths- Measurement (6/8)

4th Grade Math Cluster/Strand Weaknesses- Number Sense (8/11), Geometry (5/7), Algebraic Thinking (5/7), Data Analysis (5/7)

4th Grade Writing Strengths- Expository (3.5-6.0) 94%

4th Grade Writing Weaknesses- Narrative (3.5-6.0) 88%

5th Grade Reading Cluster/Strand Strengths- Words/Phrases (4/6), Reference/Research (2/3)

5th Grade Reading Cluster/Strand Weaknesses- Main Idea/Purpose (15/21), Comparisons (11/15)

5th Grade Math Cluster/Strand Strengths- Algebraic Thinking (8/11)

5th Grade Math Cluster/Strand Weaknesses- Number Sense (9/13), Measurement (7/11), Geometry (8/13), Data Analysis (8/12)

5th Grade Science Cluster/Strand Strengths- Life & Environment (9/13), Scientific Thinking (9/13)

5th Grade Science Cluster/Strand Weaknesses- Physical & Chemical (8/12), Earth & Space (8/13)

Instructional Calendar Development

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

- Broward County Schools BEEP portal has developed Instructional Focus Calendars for reading, writing, math, science, and social studies. Teachers will follow these focus calendars.
- Administrators, Reading Coach, and Team Leaders will visit classrooms at least once every 2 weeks to monitor the implementation of the Instructional Focus Calendars, which include reteaching of deficient areas.
- Reading Coach will analyze benchmark assessments and mini benchmark assessment data to ensure instruction is being taught with fidelity.
- Data chats will take place to review results with teachers.
- Instructional focus calendars may be adjusted by reading coach according to student needs for intermediate grades.

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

Reading- Main Idea/Purpose, Comparisons

Writing- Narrative

Math- Measurement, Data Analysis, Algebraic Thinking, Geometry

Science- Physical & Chemical, Earth & Space

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

Reading Coach and Principal will cluster students in AYP groups and potential growth groups. Information will be provided to teachers for them to target individual instructional needs. Students are classified into the following groups according to their FCAT scale score:

- Movers- should move up one level
- Shakers- in danger of dropping a level
- Stabilizers- should maintain or increase
- Rockets- Level 1's and Level 2's, need to increase

- Newbies- 1st time Level 3 or higher
- Sliders- dropped a level, should go back up

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

- In 4th grade students will participate in the KAPOW program, which introduces students to the workforce while incorporating academic skills into the program's curriculum. Students will be given the opportunity to apply skills learned in the classroom at a worksite.
- In 5th grade students will participate in the Junior Achievement program, which introduces students to the workforce while incorporating academic skills into the program's curriculum. Students will be given the opportunity to visit JABiztown which is a mini community with hands-on learning experiences.
- All students in grades K-5 are exposed to curriculum that makes a connection to real-world experiences.

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?

- Teachers utilize district Instructional Focus calendars and lesson plans aligned with state standards and textbooks.
- Pacing guides and test item specifications determine various instructional deliveries across grade levels.
- Teachers in grades K-2 ensure New Generation Sunshine State Standards are incorporated into daily lesson plans.
- Teachers in grades 3-5 ensure both Old and New Generation Sunshine State Standards are incorporated into daily lesson plans.
- Through continuous assessment and progress monitoring, teachers adapt lesson plans and instructional delivery according to the needs of their students.
- Forms of assessment are instructional benchmark mini assessments (every 6 weeks), FOCUS website mini-assessments

How are instructional focus lessons developed and delivered?

- According to the results of the assessments, lessons target the individual needs of the students in a whole group or small group setting according to the number of students in need of instruction.
- FOCUS website is utilized to isolate specific instruction based on student benchmark deficiencies.

How will instructional focus lessons be revised and monitored?

- After lesson implementation, students will be assessed. Students will be flagged and categorized according to strengths and weaknesses.
- Small group instruction will be utilized for remediation. These groups will be ever-changing according to assessment results.

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.

- Teachers will administer weekly assessments from core curriculum textbooks.
- Teachers will administer instructional benchmark mini-assessments every 6 weeks.

- Teachers will administer Oral Reading Fluency probes three times a year.

- Teachers will administer placement tests at the beginning of the year.

- Teachers will administer End of the Year tests.

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

- According to the results of the assessments, students are flagged for mastery and non-mastery of benchmark skills.

- Lessons target the individual needs of the students in a whole group or small group setting according to the number of students in need of remediation or enrichment.

- Small groups will change according to assessment results.

- FOCUS website is utilized to isolate specific instruction based on student benchmark deficiencies.

Maintenance

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

- Based on Benchmark Assessment results, teachers adapt Instructional Focus Calendars to address areas of deficiencies.

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.

- Teams will meet in the form of Data Chats with Administration and Reading Coach quarterly to identify areas of strength and weakness.

- Teachers will come to Data Chats with individual class Data Folders to discuss and disaggregate data.

- During meetings actions plans will be developed to guide instruction in the classroom.

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.

- Administrators and the Reading Coach will monitor data on a quarterly basis to ensure student progress.

- If students are not showing sufficient progress, the Reading Coach will meet with teachers, examine the data, and design a specific intervention plan for immediate implementation.

- Administrators and the Leadership Team will conduct Classroom Walk-Throughs to observe instructional environments and identify trends.

- Staff will be provided with feedback to praise success and address areas of concern.

ACT

Supplemental and Intensive Instruction/Interventions

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

Core Instruction:

Reading- Macmillan Florida Treasures (K-3) Harcourt Trophies (4-5)

Math- Harcourt

Science-Harcourt

Social Studies- Harcourt

Supplemental:

Reading- Super QAR, Phonics for Reading, Elements of Reading/Vocabulary, Six Minute Solution, Junior Great Books, Rigby Instep Readers, Time for Kids, Weekly Reader, CRISS, Treasures Technology, Riverdeep, FOCUS website (3-5), FCAT Explorer (3-5)

Math-Touch Math, Calendar Math, Hands-on Equations, First In Math, E-Harcourt Web Tutorials, FOCUS website (3-5), FCAT Explorer (3-5)

Intensive Instruction/Intervention:

Reading- Macmillan Triumphs (K-3), Trophies Intervention (K-2), Voyagers (3), Wilson Foundations (K-1), SMILE, STAR, SRA Reading Mastery daily small group instruction in addition to the 90 minute reading block, afterschool tutoring Math-First in Math (1-5), Harcourt Intervention, Saxon Math, afterschool tutoring

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

- Based on assessment results teachers will choose a specific research-based supplemental program to target individual student needs.
- FOCUS website will be utilized to re-teach skills based on mini-assessment results.

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

- Based on bi-weekly assessment results, the Reading Coach along with the Step It Up team will identify areas of concern and develop professional development focusing on effective research-based strategies.
- Based on observations made during Classroom Walk-Throughs, areas of concern will be addressed through professional development

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

- Students below the 40% in primary grades and all Level 1's and Level 2's in intermediate grades will receive supplemental and intensive instruction/intervention in a small group setting in addition to their 90 minute reading block.
- Students not mastering bi-weekly instructional mini-benchmark assessments in Reading, Science, and Math will receive additional small group instruction using supplemental and intensive/interventions.

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

- Once teachers implement the interventions with fidelity, they will administer another form of the instructional mini-assessment to determine the effectiveness of the intervention.
- Teachers will report results to the Reading Coach bi-weekly. Reading Coach will disaggregate data and determine if additional support and interventions are needed.
- Data chats will be held with teachers to discuss effectiveness of interventions through various assessment results.

Enrichment

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

- Teachers will implement appropriate supplemental programs and strategies to enrich and accelerate students mastering instructional benchmarks according to assessments.
- Students will participate in literature circles and lunch time book chats.
- Academic games will challenge students in a competitive environment.
- Students will participate in project-based learning and thematic units to encourage exploration and critical thinking skills.
- Students will be provided with learning opportunities that target various learning styles and enable students with multiple avenues to engage in learning.

Describe how students are identified for enrichment strategies.

- Students who master mini-assessments will be identified and provided with enrichment opportunities.
- Students who score Level 4's and Level 5's will be placed in enrichment groups within the classroom to receive enrichment and acceleration.

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)
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Reading	Stephanie Standley-Reading Coach	Monthly	Last Tuesday of every month	PLC will disaggregate data, discuss and share various instructional delivery approaches, review ongoing assessments to target areas of weaknesses and areas of opportunities for enrichment.
Math	Melissa Hernandez-3rd grade teacher	Monthly	Last Tuesday of every month	PLC will disaggregate data, discuss and share various instructional delivery approaches, review ongoing assessments to target areas of weaknesses and areas of opportunities for enrichment.
Science	George Mersinger-Science teacher	Monthly	Last Tuesday of every month	PLC will disaggregate data, discuss and share various instructional delivery approaches, review ongoing assessments to target areas of weaknesses and areas of opportunities for enrichment.
Writing	Traci Hobbs-4th grade Writing teacher	Monthly	Last Tuesday of every month	PLC will disaggregate data, discuss and share various instructional delivery approaches, review ongoing assessments to target areas of weaknesses and areas of opportunities for enrichment.

NCLB Public School Choice

Note: For Title I schools only

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

Pre-School Transition

We conduct a Kindergarten Roundup each May for incoming Kindergarten parents and students. Families visit the school and learn about our academic and social programs from our Kindergarten teachers. Families tour the school and are able to ask any pertinent questions that may arise.

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		
Based on the 2009 FCAT Reading results, 87% of students scored at Level 3 or above. This percentage is up 6% from the 2008 FCAT results during which 81% of the students scored at Level 3 or above.		By June 2010, 88% of students in grades 3-5 will score at or above a Level 3 as measured by the FCAT Reading assessment.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	All students in grades 2-5 will have the opportunity to utilize the Accelerated Reader program at their instructional level to enhance reading comprehension skills. Kindergarten and 1st grade students will have the opportunity to begin the Accelerated Reader program when academically appropriate.	Administrator	Analyze results of students' progress and provide feedback to teachers on a quarterly basis.	Accelerated Reader School and Class Reports
2	All students with a Progress Monitoring Plan (PMP) in reading will utilize Riverdeep software (60 minutes per week) and the FOCUS website. All other students will have access to these programs a minimum of once a week through the use of wireless laptop carts.	Administrator	Monitor class reports and provide feedback to teachers.	School and Class Reports
3	All classrooms will implement FCRR centers to address the five areas of reading (phonics, phonemic awareness, fluency, vocabulary, comprehension).	Reading Coach	Conduct Classroom Walkthroughs and analyze data from benchmark assessments and other forms of assessments.	Benchmark Assessments and DAR.
4	All students in grades K-5 and teachers will participate in a year-long study. The activities will consist of studying authors of various genres, reading several different literary selections, creative writing experiences, and displaying final projects as an extension of one of the literary pieces.	Reading Coach	Teachers will be provided with resources and various activities to create Literary Fair projects.	Literary Fair participation
5	Students in grades 3-4 will utilize FCAT Explorer to increase reading comprehension.	Administrator	Monitor student participation and progress.	School and Class Reports
6	Student class placement will be linked to reading levels in order to provide meaningful	Administrator Reading Coach	Observe whole group and small group to ensure effective instruction.	Classroom Walkthrough Tool

acceleration or remediation during the reading block time so that each class will contain no more than 3 leveled reading groups.			
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Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
80% of students made a year's worth of progress in reading demonstrating a 7% increase from 2008 FCAT results.		By June 2010, 81% of students will demonstrate a year's worth of progress in reading.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Teachers will utilize BEEP lessons designed to provide acceleration and remediation in the five areas of reading.	Administrator Reading Coach	Monitor to ensure implementation of lesson plans.	Review lesson plan books
2	All K-5 students, including ESE and ELL, will be assessed in reading and grouped for instruction. Areas of weaknesses will be addressed and necessary remediation will be given through interventions listed on the Struggling Readers' Chart.	Reading Coach	Teachers will be provided with appropriate assessments and supplemental resources.	Data Chats Classroom Walkthroughs

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
70% of struggling students made a year's worth of progress in reading demonstrating a 14% increase from 2008 FCAT results.		By June 2010, 74% of struggling students will demonstrate a year's worth of progress in reading.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	All students with a Progress Monitoring Plan (PMP) in reading will utilize Riverdeep software (60 minutes per week) and the FOCUS website. All other students will have access to these programs a minimum of once a week through the use of wireless laptop carts.	Administrator	Monitor class reports and provide feedback to teachers.	School and Class Reports
2	Student class placement will be linked to reading levels in order to provide meaningful acceleration or remediation during the reading block time so that each class will contain no more than 3 leveled reading groups.	Administrator Reading Coach	Observe whole group and small group to ensure effective instruction.	Classroom Walkthrough Tool
3	All K-5 students, including ESE and ELL, will be assessed in reading and grouped for instruction. Areas of weaknesses will be addressed and necessary remediation will be given through interventions listed on the Struggling Readers' Chart.	Reading Coach	Teachers will be provided with appropriate assessments and supplemental resources.	Data Chats Classroom Walkthroughs
4	Teachers in grades 2-5 will administer Oral Reading Fluency Probes 3 times per year to Level 1 & Level 2 students as well as students who score below 40% on the SAT with the exception of 1st grade who administers the probes twice a year.	Reading Coach	Reading Coach will monitor assessment results through Virtual Counselor and provide resources when needed.	Oral Reading Fluency Probes
5	All students in grades K-3	Reading Coach	Reading Coach will monitor	School and class reports

including struggling students in grades 4-5 will utilize Istation web based program to enhance reading skills.	Teachers	assessment results through school reports and class reports.
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Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
All subgroups met AYP targets.		By June 2010, all subgroups will demonstrate proficiency in AYP targets.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	District mini-benchmark assessments will be administered to determine small group reading instruction meets individual needs for acceleration or remediation.	Reading Coach	Teachers and Reading Coach will analyze data to determine curricular decisions.	District Mini Benchmark Assessments Data Folders
2	Remediation will occur for those students not attaining a 70% on the mini-assessments.	Reading Coach	Teachers will meet with Reading Coach to discuss effectiveness of instruction.	Classroom Walkthrough Data Folders
3	Data Analysis meetings with grade level teams will occur on a bi-weekly basis for the purpose of progress monitoring, reteach opportunities, and modification of strategies if needed.	Team Leaders	Teachers will share data collection and analyze results.	Data Folders
4	Professional Learning Communities will meet monthly to analyze reading data, discuss research-based strategies, and target instructional decisions for subgroups in need of growth.	PLC Chair	Assessments results will be examined and Classroom Walkthroughs will be conducted to ensure implementation of continuous change.	Classroom Walkthrough Tool Data Folders

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
3rd Grade Reading Cluster/Strand Weaknesses- Main Idea/Purpose (18/24)		By June 2010, 3rd grade students will demonstrate 80% proficiency in Main Idea/Purpose.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Instruction focusing on Main Idea/Author's Purpose will be infused into daily reading instruction.	Reading Coach	Students will be assessed bi-weekly in Main Idea/Author's Purpose to determine skill acquisition or need for remediation. Every 6 weeks district mini benchmark assessments will be administered focusing on Main Idea/Author's Purpose. Teachers and Reading Coach will meet to analyze assessment results.	District Benchmark Mini Assessments Treasures Benchmark Assessments
2	FOCUS website will be utilized in grades 3-5 as a teaching and assessment tool to isolate Main Idea/Author's Purpose strands.	Administrator Reading Coach	Class reports will be analyzed to determine student success.	FOCUS website mini assessments

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
4th Grade Reading Cluster/Strand Weaknesses- Main Idea/Purpose (16/23), Comparisons (12/17)		By June 2010, 4th grade students will demonstrate 75% proficiency in Main Idea/Purpose and 76% proficiency in Comparisons.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool

1	Instruction focusing on Main Idea/Author's Purpose will be infused into daily reading instruction.	Reading Coach	Students will be assessed bi-weekly in Main Idea/Author's Purpose to determine skill acquisition or need for remediation. Every 6 weeks district mini benchmark assessments will be administered focusing on Main Idea/Author's Purpose. Teachers and Reading Coach will meet to analyze assessment results.	District Mini Benchmark Assessments Treasures Benchmark Assessments
2	Instruction focusing on Comparisons will be infused into reading instruction.	Reading Coach	Students will be assessed in Comparisons on a continuous basis to determine skill acquisition or need for remediation. District mini benchmark assessments will be administered focusing on Comparisons. Teachers and Reading Coach will meet to analyze assessment results.	District Mini Benchmark Assessments
3	FOCUS website will be utilized in grades 3-5 as a teaching and assessment tool to isolate Main Idea/Author's Purpose and Comparisons strands.	Administrator Reading Coach	Class reports will be analyzed to determine student success.	FOCUS website mini assessments

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
5th Grade Reading Cluster/Strand Weaknesses- Main Idea/Purpose (15/21), Comparisons (11/15)		By June 2010, 5th grade students will demonstrate 76% proficiency in Main Idea/Purpose and 80% proficiency in Comparisons.		
Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool	
1	Instruction focusing on Main Idea/Author's Purpose will be infused into daily reading instruction.	Reading Coach	Students will be assessed bi-weekly in Main Idea/Author's Purpose to determine skill acquisition or need for remediation. Every 6 weeks district mini benchmark assessments will be administered focusing on Main Idea/Author's Purpose. Teachers and Reading Coach will meet to analyze assessment results.	District Mini Benchmark Assessments Treasures Benchmark Assessments
2	Instruction focusing on Comparisons will be infused into reading instruction.	Reading Coach	Students will be assessed in Comparisons on a continuous basis to determine skill acquisition or need for remediation. District mini benchmark assessments will be administered focusing on Comparisons. Teachers and Reading Coach will meet to analyze assessment results.	District Mini Benchmark Assessments Treasures Benchmark Assessments
3	FOCUS website will be utilized in grades 3-5 as a teaching and assessment tool to isolate Main Idea/Author's Purpose and Comparisons strands.	Administrator Reading Coach	Class reports will be analyzed to determine student success.	FOCUS website mini assessments

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
By June 2010, 3rd grade students will demonstrate 80% proficiency in Main Idea/Purpose.	Research-based strategies addressing Main Idea Author's Purpose. FOCUS Website navigation and	Step It Up Team Member	End of each quarter	Discuss if strategy implementation was effective or ineffective in PLC monthly meetings.	PLC Chair

	implementation.				
By June 2010, 3rd grade students will demonstrate 80% proficiency in Main Idea/Purpose.	McGraw-Hill Treasures Reading Series	District Trainer	1st Quarter	Meet bi-weekly with team to discuss acquisition of new reading series.	Reading Coach
By June 2010, 4th grade students will demonstrate 75% proficiency in Main Idea/Purpose.	Research-based strategies addressing Main Idea Author's Purpose. FOCUS Website navigation and implementation.	Step It Up Team Member	End of each quarter	Discuss if strategy implementation was effective or ineffective in PLC monthly meetings.	PLC Chair
By June 2010, 4th grade students will demonstrate 76% proficiency in Comparisons.	Research-based strategies addressing Comparisons. FOCUS Website navigation and implementation.	Step It Up Team Member	End of each quarter	Discuss if strategy implementation was effective or ineffective in PLC monthly meetings.	PLC Chair
By June 2010, 5th grade students will demonstrate 76% proficiency in Main Idea/Purpose.	Research-based strategies addressing Main Idea Author's Purpose. FOCUS Website navigation and implementation.	Step It Up Team Member	End of each quarter	Discuss if strategy implementation was effective or ineffective in PLC monthly meetings.	PLC Chair
By June 2010, 5th grade students will demonstrate 80% proficiency in Comparisons.	Research-based strategies addressing Comparisons. FOCUS Website navigation and implementation.	Step It Up Team Member	End of each quarter	Discuss if strategy implementation was effective or ineffective in PLC monthly meetings.	PLC Chair
By June 2010, 81% of students will demonstrate a year's worth of progress in reading.	Navigating through BEEP	District Trainer	1st Quarter	Discuss BEEP in PLC to share newly acquired resources.	Administrator Reading Coach

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

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Istation	Accountability	\$3,717.00
Istation	School Budget	\$3,693.00
		Total: \$7,410.00
Technology		
Description of Resources	Funding Source	Available Amount
FOCUS Website	FLDOE	\$0.00
Riverdeep	District	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
BEEP Training	District	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$7,410.00

End of Reading Goal

Mathematics Goal

Needs Assessment:

Based on School Grade and Adequate Yearly Progress Data:

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

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

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

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

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

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Math Assessment results, 89% of students in grades 3-5 scored at Level 3 or higher demonstrating an 8% increase from 2008 FCAT results.		By June 2010, 90% of students in grades 3-5 will score at or above a Level 3 as measured by the FCAT Math assessment.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	All students in grades K-5 will have an opportunity to participate in Sunshine Math program to enrich and strengthen math skills throughout the duration of ten weeks.	Teachers	Meet with Sunshine Math Coordinator to ensure class participation.	Stars earned by students are tracked and displayed inside or outside of the classroom.
2	All students, including ESE/ELL students in 5th grade will utilize FCAT Explorer for math skills.	Administrator Teachers	Analyze class and school reports to determine student participation and success.	Class and students reports
3	All students in grades K-5 will participate in Calendar Math to strengthen math concepts.	Administrator Teachers	Classroom Walkthroughs will be conducted to ensure implementation of Calendar Math.	Classroom Walkthrough Tool
4	All K-5 students who are meeting/exceeding grade level expectations in math will receive acceleration using a variety of math programs, materials, technologies, and strategies including but not limited to small group instruction, manipulatives, Riverdeep, and Harcourt Math.	Administrator Teachers PLC Chair	Classroom Walkthroughs will be conducted to ensure implementation of effective instruction.	Classroom Walkthrough Tool

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
79% of students made a year's worth of progress on the FCAT Math assessment demonstrating a 17% increase from 2008 FCAT results.		By June 2010, 80% of students will make a year's worth of progress on the FCAT Math assessment.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	All students in grades K-5 will have the opportunity to participate in math journals, math word walls, and/or problem of the day in order to enhance mathematics vocabulary, critical thinking, and problem solving.	Administrator Teachers	Classroom Walkthroughs will be conducted to ensure fidelity.	Classroom Walkthrough Tool
2	All students in grades 1-5 will participate in First in Math to enhance math skills.	First in Math Coordinator	Class and school reports will be analyzed to ensure student participation.	Class and school reports
3	All K-5 students, including ESE and ELL, will be assessed in math and grouped for instruction. Areas of weaknesses will be addressed and necessary remediation will be given through interventions.	Administrator PLC Chair	Teachers will be provided with appropriate assessments and supplemental resources.	Data Chats Classroom Walkthroughs

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
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67% of struggling students made a year's worth of progress in math demonstrating a 22% increase from 2008 FCAT results.		By June 2010, 68% of struggling students will demonstrate a year's worth of progress in math.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	All students including ESE/ELL in grades 1-5 will receive supplemental instruction to address areas of need.	Administrator	Classroom Walkthroughs will be conducted to ensure effective instruction is being implemented.	Classroom Walkthrough Tool
2	All students with a Progress Monitoring Plan (PMP) in math will utilize Riverdeep software (60 minutes per week) and the FOCUS website. All other students will have access to these programs a minimum of once a week through the use of wireless laptop carts.	Administrator	Monitor class reports and provide feedback to teachers.	School and Class Reports

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
All subgroups met AYP targets.		By June 2010, all subgroups will demonstrate proficiency in AYP targets.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Teachers will utilize BEEP lessons designed to provide acceleration and remediation in math.	Adminstrator	Monitor to ensure implementation of lesson plans.	Review lesson plan books Classroom Walkthroughs
2	District mini-benchmark assessments will be administered to determine small group math instruction meets individual needs for acceleration or remediation.	Administrator	Teachers will meet with grade level teams to analyze data and determine curricular decisions.	District Mini Benchmark Assessments Data Folders
3	Remediation will occur for those students not attaining a 70% on the mini-assessments.	Administrator Teachers	Teachers will meet with grade level teams to discuss effectiveness of instruction.	Data Folders
4	Professional Learning Communities will meet monthly to analyze reading data, discuss research-based strategies, and target instructional decisions for subgroups in need of growth.	PLC Chair	Assessments results will be examined and Classroom Walkthroughs will be conducted to ensure implementation of continuous change.	Classroom Walkthrough Tool Data Folders

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
3rd Grade Math Cluster/Strand Weaknesses-Measurement (6/8)		By June 2010, 3rd grade students will demonstrate 88% proficiency in Measurement.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	FOCUS website will be utilized as a teaching and assessment tool to isolate Measurement strands.	Adminstrator	Class reports will be analyzed to determine student success.	FOCUS website mini assessments
2	Instruction focusing on Measurement will be infused into daily math instruction.	Administrator	Students will be assessed using district mini benchmark assessments in Measurement to determine skill acquisition or need for remediation.	District mini benchmark assessments

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
4th Grade Math Cluster/Strand Weaknesses- Number		By June 2010, 4th grade students will demonstrate 82%		

Sense (8/11), Geometry (5/7), Algebraic Thinking (5/7), Data Analysis (5/7)		proficiency in Number Sense, 86% proficiency in Geometry, 86% proficiency in Algebraic Thinking, and 86% proficiency in Data Analysis.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Instruction focusing on Number Sense, Geometry, Algebraic Thinking, and Data Analysis will be infused into daily math instruction.	Administrator	Through the use of district mini benchmark assessments, students will be assessed in Number Sense, Geometry, Algebraic Thinking, and Data Analysis to determine skill acquisition or need for remediation.	District mini benchmark assessments
2	FOCUS website will be utilized in grades 3-5 as a teaching and assessment tool to isolate strands in Number Sense, Geometry, Algebraic Thinking, and Data Analysis.	Administrator	Class reports will be analyzed to determine student success.	FOCUS website mini assessments

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
5th Grade Math Cluster/Strand Weaknesses- Number Sense (9/13), Measurement (7/11), Geometry (8/13), Data Analysis (8/12)		By June 2010, 5th grade students will demonstrate 77% proficiency in Number Sense, 73% in Measurement, 69% in Geometry, and 75% in Data Analysis.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Instruction focusing on Number Sense, Measurement, Geometry, and Data Analysis will be infused into daily math instruction.	Administrator	Through the use of district mini benchmark assessments, students will be assessed in Number Sense, Measurement, Geometry, and Data Analysis to determine skill acquisition or need for remediation.	District mini benchmark assessments
2	FOCUS website will be utilized in grades 3-5 as a teaching and assessment tool to isolate strands in Number Sense, Measurement, Geometry, and Data Analysis.	Administrator	Class reports will be analyzed to determine student success.	FOCUS benchmark assessments

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
All students in grades 1-5 will participate in First in Math to enhance math skills.	First in Math	First in Math Trainer	1st Quarter	Teachers will meet with their grade level teams to discuss effectiveness of program. Team Leaders will report results at Leadership Meeting.	First in Math Coordinator
By June 2010, 3rd grade students will demonstrate 88% proficiency in Measurement.	Research-based strategies addressing Measurement. FOCUS Website navigation and implementation.	Step It Up Member	End of each quarter	Discuss if strategy implementation was effective or ineffective in PLC monthly meetings.	PLC Chair
By June 2010, 4th grade students will demonstrate 82% proficiency in Number Sense, 86% proficiency in Geometry, 86% proficiency in Algebraic Thinking, and 86% proficiency in Data Analysis.	Research-based strategies addressing Number Sense, Geometry, Algebraic Thinking, and Data Analysis. FOCUS Website navigation and implementation.	Step It Up Member	End of each quarter	Discuss if strategy implementation was effective or ineffective in PLC monthly meetings.	PLC Chair
By June 2010, 5th grade students will demonstrate 77% proficiency in Number Sense, 73% in Measurement, 69% in Geometry, and 75% in Data Analysis.	Research-based strategies addressing Number Sense, Geometry, Measurement, and Data Analysis. FOCUS Website navigation and implementation.	Step It Up Member	End of each quarter	Discuss if strategy implementation was effective or ineffective in PLC monthly meetings.	PLC Chair

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
First in Math	PTSA	\$6,000.00
FOCUS Website	FLDOE	\$0.00
Total: \$6,000.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
First in Math		\$0.00
BEEP Training	District	\$0.00
Total: \$0.00		
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Final Total: \$6,000.00		

End of Mathematics Goal

Science Goal

Needs Assessment: Based on School Grade Data:

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

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Science Assessment results, 62% of students scored at Level 3 or above. This percentage is up 19% from the 2008 FCAT results during which 43% of the students scored at Level 3 or above.		By June 2010, 63% of fifth grade students will score at or above a level 3 as measured by the FCAT Science Assessment.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	All students in grades 4-5 will be required to participate in the school's Science Fair in order to demonstrate the knowledge of the scientific method. Students in grades K-3 will participate in an in-class project.	Administrator PLC Chair	Provide Science Fair guidelines to all students and teachers.	Science Fair participation
2	All students, including ESE and ELL, in grades K-5 will attend Science special.	Administrator	Science teacher will provide resources to teachers to enhance science instruction in classroom.	Science assessments
3	Teachers will utilize science skill builders and district mini-assessments .	Administrator	Classroom Walkthroughs will be conducted to ensure instruction is aligned with assessment results.	Classroom Walkthrough Tool Data Chats
4	All teachers in grades K-5, will conduct science experiments that focus on critical thinking, application skills, and the scientific method.	Administrator	Classroom Walkthroughs will be conducted to ensure experiments are being performed with students.	Classroom Walkthrough Tool
5	All students will have the opportunity to be given a science vocabulary word of the day (primary/intermediate) on	Science Teacher	Teachers will ensure student writes the word and its definition daily. Informal and formal assessments are conducted to ensure	Science assessments

	the morning announcements to reinforce specific science concepts and vocabulary.		acquisition of science vocabulary.	
6	Remediation will occur for those students not attaining a 70% on the benchmark assessments.	Administrator	Teachers will analyze mini assessment results to determine skill acquisition.	District mini assessments
7	Data Analysis meetings with PLCs will occur on monthly basis for the purpose of progress monitoring/ re-teaching needs and to modify strategies as needed.	PLC Chair	Discuss if strategy implementation was effective or ineffective in PLC monthly meetings.	Data Folders

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
By June 2010, 63% of fifth grade students will score at or above a level 3 as measured by the FCAT Science Assessment.	Navigating through BEEP	District Trainer	1st Quarter	Discuss BEEP in PLC to share newly acquired resources.	PLC Chair

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
BEEP Training	District	\$0.00
Total: \$0.00		
Other		
Description of Resources	Funding Source	Available Amount
Science Word of the Day Notebooks	Partnership Income	\$800.00
Total: \$800.00		
Final Total: \$800.00		

End of Science Goal

Writing Goal

Needs Assessment: Based on School Grade Data:
 Did the total percent proficient increase or was the percent proficient maintained?
 What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Writing Assessment results, 95% of students demonstrated proficiency . This percentage is up 4% from the 2008 FCAT results during which 91% of the students met state standards (=3.5).		By June 2010, 96% of students in 4th grade will demonstrate proficiency as measured by the FCAT Writing Assessment.		
Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool	
1 Students in grades K-5, including ESE and ELL, will	PLC Chair	PLC comprised of teachers from all grade levels,	Writing Rubric	

	participate in quarterly writing prompt.		including ESE teachers, will review prompts.	
2	All grade level teachers will instruct their students, including ESE and ELL students, in the 4 components of the writing process (Focus, Support, Conventions, and Organization) to increase student achievement.	Administrator	Classroom Walkthroughs will be conducted to ensure instruction is effective.	Classroom Walkthrough Tool
3	Students in grades 3-4, including ESE and ELL, will have student writing buddies in the 4th quarter in order to prepare 3rd grade students for the 4th grade writing assessment.	3rd & 4th Grade Team Leaders	3rd & 4th grade teachers will meet to discuss student impact.	Student writing pre/post using rubric
4	Classrooms will participate in the entire writing process by creating books to be published in our school's publishing center (Flamingo Publishing).	Reading Coach	Books will be displayed in the Media Center for a duration of two weeks. Classroom participation will be monitored and tracked.	End of each quarter analyze number of books published from each class and teacher
5	All students in grades K-5, including ESE and ESOL, will participate in a year-long literary study. The activities will consist of studying authors of various genres, reading several different literacy selections, creative writing experiences, and displaying a final project as an extension of one of the literary pieces utilizing differentiated instruction.	Reading Coach	Literary Fair participation will be monitored.	Literary Fair participation
6	Teachers in grades 3 and 4 will vertically plan to ensure mastery of writing standards and to analyze writing prompts in order to provide feedback.	3rd & 4th grade Team Leaders	Data will be analyzed to determine student impact.	Student writing samples

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
By June 2010, 96% of students in 4th grade will demonstrate proficiency as measured by the FCAT Writing Assessment.	Navigating through BEEP	District Trainer	1st Quarter	Discuss BEEP in PLC to share newly acquired resources.	Administrator Reading Coach

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
BEEP Training	District	\$0.00
Total: \$0.00		
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00

Parent Involvement Goal

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

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

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

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

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

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
A parent e-mail database is needed to advertise important events going on at the school such as Family Academic Nights and Partnership Family Nights.		By June 2010, a parent e-mail database will be a source of communication between parents and the school.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Develop a database with parent's e-mail directly linked to student in order to effectively communicate important events and school information.	Administrator	Increased parent participation at school events.	Attendance sign-in sheets

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Parent involvement activities and strategies were targeted in the academic areas of reading, math, writing, and science.		Parents of students in grades K-5 will have the opportunity to attend a Parent/Family workshop(s) in order to enhance reading, writing, math, and science skills while at home.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Academic Family Nights will provide parents with innovative ways to assist their children at home in all academic areas.	PLC Chairs	Parents will be given feedback forms at the end of the Family Night. Feedback forms will be analyzed and used as means for improvement.	Feedback forms Attendance Sign-in sheets

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on information from surveys, evaluations, agendas, or sign-ins the percent of parent participation increased from the 2007-2008 school year.		Families will have the opportunity to attend Family Nights at various locations within the surrounding community.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	School will team up with business partners to host Family nights at various locations.	Administrator	Family Sign-in sheets and participation	Sign-in sheets

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
No data submitted					

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
Partnership monies will be allocated for incentives for attendance at Family Academic Nights.	Partnership Donations	\$200.00
		Total: \$200.00
		Final Total: \$200.00

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	Istation	Accountability	\$3,717.00
Reading	Istation	School Budget	\$3,693.00
			Total: \$7,410.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	FOCUS Website	FLDOE	\$0.00
Reading	Riverdeep	District	\$0.00
Mathematics	First in Math	PTSA	\$6,000.00
Mathematics	FOCUS Website	FLDOE	\$0.00
			Total: \$6,000.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	BEEP Training	District	\$0.00
Mathematics	First in Math		\$0.00
Mathematics	BEEP Training	District	\$0.00
Writing	BEEP Training	District	\$0.00
Science	BEEP Training	District	\$0.00
			Total: \$0.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Science	Science Word of the Day Notebooks	Partnership Income	\$800.00
Parental Involvement	Partnership monies will be allocated for incentives for attendance at Family Academic Nights.	Partnership Donations	\$200.00
			Total: \$1,000.00
			Final Total: \$14,410.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

Intervene
 Correct II
 Prevent II
 Correct I
 Prevent I
 NA

No Attached school's Differentiated Accountability Checklist of Compliance

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✓ **Yes. Agree with the above statement.**

Projected use of SAC Funds	Amount
Istation (will cover 50% of costs)	3717

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

SAC will meet on a monthly basis, a specified Wednesday of each month, at a time decided upon by the 2009/2010 SAC. All meetings are open to the entire school population and surrounding community. SAC meeting dates, minutes, by-laws, and other SAC information can be obtained on the school website or in the main hallway on the designated SAC bulletin board.

Professional Learning Communities will develop School Improvement objectives strategies and recommendations for staff development based on FCIM. These PLC's share best practices and report to SAC on a monthly basis. During the year, the SAC will participate in team building activities as well as professional development. SAC is responsible for the monitoring the implementation of the School Improvement Plan. The SAC approves the School Improvement Plan and annual budget at the first meeting of the year.

SAC Members

Members

- 1) Tammy Gilbert, Principal
- 2) Stephanie Standley, SAC Chair
- 3) Catherine Iovino, Teacher
- 4) Debra Miller, Teacher
- 5) Moraima DelSol, Teacher
- 6) Susy Suarez, Teacher
- 7) Denise Pristas, Teacher
- 8) Sheena DeLao, Business Member
- 9) Janet Gamory, Parent
- 10) Angela Bennett, Parent
- 11) Ellen Lowe, Parent
- 12) Angela Lucas-Mumford, Parent
- 13) Jean Acosta, Parent
- 14) Jeff McClaskey, Parent
- 15) Sandra Zeron, Parent
- 16) Dianna McNamee, Parent
- 17) Sandra Grenier, Parent
- 18) Tim Arnwine, Parent
- 19) Bob Norman, Parent
- 20) Fiona Peck, Community Member
- 21) Martha Guardia, School Support Personnel
- 22) Gary Blandina, Union Steward

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Broward SILVER LAKES ELEMENTARY SCHOOL 3371											
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 426 Math: 426		2008-2009 School Grade ¹ : A		Did the School make Adequate Yearly Progress? YES							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.					
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	2008	2009	Y/N	2009	Y/N	2009	Y/N	2009
TOTAL ⁴	100	Y	100	Y	84	Y	85	Y			Y			NA	26	16	NA	24	15	NA	88	NA	84	NA	
WHITE	100	Y	100	Y	80	Y	86	Y	91	94	Y			NA	24	20	NA	20	14	NA	88	NA	89	NA	
BLACK	100	Y	100	Y	79	Y	77	Y			NA			NA	40	21	NA	43	23	NA	81	NA	72	NA	
HISPANIC	100	Y	100	Y	88	Y	87	Y			Y			NA	23	12	NA	19	13	NA	90	NA	84	NA	
ASIAN		NA		NA		NA		NA			NA			NA						NA					
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA						NA					
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	79	Y	77	Y			NA			NA	36	21	NA	34	23	NA	84	NA	72	NA	
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y		NA		NA			NA			NA						NA					
STUDENTS WITH DISABILITIES	100	Y	100	Y	68	Y	62	N			NA			NA	49	32	NA	45	38	Y	82	NA	72	NA	

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Broward SILVER LAKES ELEMENTARY SCHOOL 3371											
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 456 Math: 456		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 percent of students "on track" to be proficient used to determine AYP via the growth model.					
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N	2008
TOTAL ⁴	99	Y	99	Y	74	Y	76	Y			Y			NA	22	26	NA	20	24	NA	71	NA	72	NA	
WHITE	100	Y	100	Y	76	Y	80	Y	91	Y				NA	14	24	NA	12	20	NA	69	NA	76	NA	
BLACK	99	Y	99	Y	60	Y	57	N			NA			NA	32	40	NA	33	43	N	58	NA	57	N	
HISPANIC	100	Y	100	Y	77	Y	81	Y			Y			NA	22	23	NA	17	19	NA	78	NA	75	NA	
ASIAN	100	Y	100	Y		NA		NA			NA			NA						NA					
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA						NA					
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	64	Y	66	Y			NA			NA		36	NA		34	NA	61	NA	64	NA	
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y		NA		NA			NA			NA						NA					
STUDENTS WITH DISABILITIES	96	Y	96	Y	51	N	55	N			NA			NA	49	NA		45	NA		50	N	48	N	

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Broward SILVER LAKES ELEMENTARY SCHOOL 3371											
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 479 Math: 479		2006-2007 School Grade ¹ : A		Did the School make Adequate Yearly Progress? YES							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.					
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N	2007
TOTAL ⁴	100	Y	100	Y	78	Y	80	Y	93	Y				NA	21	25	NA	19	20	NA	73	NA	77	NA	
WHITE	100	Y	100	Y	86	Y	88	Y	94	Y				NA	18	14	NA	16	12	NA	81	NA	81	NA	
BLACK	100	Y	99	Y	68	Y	67	Y	94	91	Y			NA	30	31	NA	31	33	NA	66	NA	65	NA	
HISPANIC	100	Y	100	Y	78	Y	83	Y	92	Y				NA	21	26	NA	17	17	NA	70	NA	79	NA	
ASIAN	100	Y	100	Y		NA		NA			NA			NA						NA					
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA						NA					
ECONOMICALLY DISADVANTAGED	99	Y	99	Y		NA		NA			NA			NA						NA					
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y		NA		NA			NA			NA						NA					
STUDENTS WITH DISABILITIES	98	Y	97	Y		NA		NA			NA			NA						NA					

SCHOOL GRADE DATA

Broward School District SILVER LAKES ELEMENTARY SCHOOL 2008-2009					
	Reading	Math	Writing	Science	Grade Points Earned
% Meeting High Standards (FCAT Level 3 and Above)	87%	89%	95%	62%	333
% of Students Making Learning Gains	80%	79%			159
Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component. 3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 					

						1 or 2
Adequate Progress of Lowest 25% in the School?	70% (YES)	67% (YES)			137	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					629	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

Broward School District SILVER LAKES ELEMENTARY SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	80%	81%	91%	43%	295	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	73%	62%			135	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	56% (YES)	45% (NO)			101	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					531	
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 SILVER LAKES ELEMENTARY SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	83%	86%	93%	49%	311	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	66%	72%			138	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	67% (YES)	63% (YES)			130	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					579	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested