

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: SILVER SHORES ELEMENTARY SCHOOL

District Name: Broward

Principal: Angela Iudica

SAC Chair: Eleanor Ospina

Superintendent: James Notter

Date of School Board Approval: 12/01/09

Last Modified on: 08-31-2009

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VISION and MISSION STATEMENTS

Mission-In our quest for excellence, the Silver Shores Elementary Community is committed to providing all students with the skills necessary to becoming lifelong learners and responsible citizens in a multicultural society.

Vision- To become a school that strides:

- To pursue excellence in all fields of learning guided by teachers who are knowledgeable, skilled and centered.
- To stride towards maximum gains and knowledge including analytical skills, communication and technological capabilities.
- To be a place of innovation and creativity with a real sense of belonging for respect and to reinforce ethnic and cultural identity and diversity.
- To grow as a learning organization that provides and fosters high quality professional services and opportunities for children, staff, and community.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

Silver Shores Elementary is a public school that serves k-5 grade students in the city of Miramar. Silver Shores first opened on January 6, 2003. Silver Shores presently has 688 students enrolled. The school colors are hunter green and white, and the school mascot is the Eagle.

Unique School Strengths for Next Year

Parental Involvement continues to grow as we continue to strive to include parents in their child's education. Our ability to serve students with exceptionalities is another one of our strengths.

Unique School Weaknesses for Next Year

Silver Shores did not meet the criteria for AYP in the 2007-2008 school year. However, we did make AYP for the 2008-2009 school year and will continue to increase the proficiency level.

Student Demographics

Asian 86 students, 12%, Black 213 students 29%, Hispanic 301 students 41%, multiracial 34.5%, Native American 7 students 1%, White 91 students, 12%.

Student Attendance Rates

In 2006-2007 the average attendance rate was 95.1%. In 2007-2008, the average attendance rate was 95.5%. In 2008-2009, the attendance rate was 96%.

Student Mobility

8/21/2008-5/11/2009 127 students entered Silver Shores and 63 students withdrew.

Student Suspension Rates

There were six internal suspensions and no external suspensions

Student Retention Rates

Grade One-1%, Grade Two-2%, Grade Three-3%, Grade 4-1%, and Grade Five-0%

Class Size

Kindergarten 100, First Grade -105, Second Grade- 141, Third Grade-115, Fourth Grade-109, Fifth Grade-109, ESE-55

Academic Performance of Feeder Pattern

Glades Middle School is an "A" school and Everglades High School is a "C" school.

Partnerships and Grants

Silver Shores partnerships include: Benihana, Chick-Fil-A, City of Miramar, Coldstone Creamery, Galaxy Skateway, JuiceBlendz, Mazza Restaurant, Papa John's Pizza, Planet T Uniforms, Silver Lakes Animal Hospital, Sweet Tomatoes, Costco, Office Max.

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	Angela Iudica	Masters in Ed Leadership	5	16	2004-2005 A made AYP 2005-2006 A made AYP 2006-2007 A didn't make AYP 2007-2008 A didn't make AYP 2008-2009 A made AYP
Assis Principal	Dr. Homer Jackson	Doctorate in Ed Leadership	4	35	2001-2002 A 2002-2003 B didn't make AYP 2003-2004 B didn't make AYP 2004-2005 B AYP Provisional Silver Shores: 2005-2006 A made AYP 2006-2007 A didn't make AYP 2007-2008 A didn't make AYP 2008-2009 A 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 Coach	Eleanor Rhodes-Ospina	Masters in Reading ESOL endorsed Certified in Elementary Education (K-6)	5	1	2008-2009 A, 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)
NESS	NESS Liaison	ongoing	
Professional Development	Inservice Facilitator	ongoing	
Data Chats	Principal	June 2010	
PLC's	Principal	June 2010	

Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
L. LaHoz	Elementary Education	3rd Grade	Needs to complete HOUSSE documentation from New York

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
44	3.3	19.2	53.2	24.3	16	95	9	4	86

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Angela Iudica	Daniel Herrera	professional and instructional skills as well as educational background	To enhance personal and professional development, enabling them to obtain greater instructional competence through the use of courses/workshops, lesson/unit plans, action planning
Glenda Lubiner	Deborah Laden	professional and instructional skills	To enhance personal and professional development, enabling them to obtain greater instructional competence through the use of courses/workshops, time management, lessons/unit plans

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

The school-based RtI Leadership Team includes the ESE Specialist (ensures availability of student services, interventions, and proper documentation, discusses goals and objectives, modifications and accommodations, and possible interventions to put in place), School Psychologist (Perform necessary assessments, determine eligibility for specific programs based on data), Speech and Language Pathologist (determines speech or language issues that may pertain to student), Reading/Curriculum Specialist (discusses type of content/material for each student), Guidance Counselor (discusses therapy services for students with personal or behavior concerns), School Social Worker (discusses possible attendance concerns, death in the family, divorce, etc.), General Education Teacher (manages execution of lessons to accommodate each child, discusses interventions and modifications in place), and Administration (familiar with services to obtain).

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

The RtI Team meets once a month based on concerns and to determine the best educational strategies, needs, and wants for the students.

Tier 1

- Employ research-based instruction
- Differentiate instruction/interventions to meet needs of learners
- Utilize multiple intelligences
- Show differentiation in grouping
- Change method of core instruction to address skill deficits
- Provide at risk students with enhanced opportunities
- Study student data
- Collaborate with parents
- Work in small groups to focus on deficits
- Administer progress monitoring to determine and document results
- Keep log of intervention efforts and student progress
- Develop and intervention plan with RtI team to address learning needs

Tier 2

- Implement research based interventions and monitor them
- Deliver interventions to small groups 15-30+ minutes per day 4-5 days per week
- Students with similar instructional needs are placed together
- Share information with parent and RtI team
- Meet with team to adjust intervention plan

Tier 3

- Use additional diagnostic assessments to determine the targeted interventions
- Reduce teacher-student ratio to 1:2 or 1:3
- Increase the time for interventions to occur over a longer duration (30-90 minutes, 4-5 days per week)
- Use diagnostics to narrow the problem
- Use reading/math program to replace core instruction
- Use frequent progress monitoring
- Use appointed intervention specialist

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

The role of the school-based RtI Team in developing and implementing the School Improvement Plan is based on the needs of children school-wide. Throughout discussions, it is determined what programs and accommodations need to be in place. Trainings, textbooks, parent involvement, are all examples of implementation of ideas based on the SIP.

RtI Implementation

Describe the data management system used to summarize tiered data.

The data management system used to summarize tiered data is an organized collaborative data sheet and folder. Each tier is labeled and is submitted with a colored folder. The name of the teacher along with the date is written on a data list. The list is monitored and guarantees attention of the RtI Team.

Describe the plan to train staff on RtI.

At the beginning of each year, the School Psychologist and Guidance Counselor train the team leaders and all staff members. RtI procedures are reviewed at each team leader meeting.

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 revealed that they are on target in reading. However, it is evident from the data 3rd grade needs work in the area of Reference & Research. 4th grade also needs work in the area of Reference & Research as well as Comparisons & Cause/Effect. As shown from the data, the percentage in 5th grade is low in the area of Words & Phrases in Context. In math, 3rd grade did well in all areas although Algebraic Thinking was on the low end. Overall 4th grade showed that Geometry and Spatial Sense as well as Measurement and Number Sense were low. The overall 5th grade scores for each of the strands in math showed weakness in the areas of Measurement. In Science, the areas of Earth science and Scientific Thinking were weak.

Instructional Calendar Development

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

Together as a collaborative team, each academic committee comes together to formulate a plan for the year. This plan is shared with grade team leaders, who then inform the teachers in the team and discuss ways in which the plan will be implemented and monitored throughout the year. IFC's will be developed by each grade level for all objective areas and time allocations based on the needs of the grade levels. IFC's are then implemented by following the timeline and instructional focus by teachers at each grade/subject.

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

Reading- Reference & Research, Words & Phrases in Context
Math- Geometry and Spatial Sense, Algebraic Thinking, Measurement
Science- Earth and Scientific Thinking
Writing- Narrative & Expository although more focus needs to be placed on Expository

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

The school has an action plan that details what steps to take for children on level, beyond level, or below level in each academic area. It also provides an implementation timeline for the strategies. Data folders allow the teacher to see students' weaknesses, strengths, and improvement throughout the school year. Students are assessed on reading and are placed in reading groups with students performing at the same level. This allows the teacher to concentrate on individual student and group needs. Teachers are trained in different specialized areas in order to be able to meet students' needs (for example, ESOL, Wilson Foundations, Rigby etc.)

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

It is important to expose students to a window of different opportunities for their future. Our school attempts to show the relationship between subjects and their relevance to the future by making the curriculum interdisciplinary at every grade level. For instance, by integrating science into a math lesson, students are able to see how learning a particular concept is relevant to their future. Silver Shores also plans programs such as Meet the Masters, a parent volunteer program to expose students to different forms of art. In the past two years, we have had two well-known authors come and speak to our student body about writing and photography. Being able to talk to the authors gives our students the opportunity to make the connection from school to the rest of the world.

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?

Our school incorporates students' academic and career planning in a variety of ways. Our annual Career Day held in May exposes students to a plethora of careers that interest them. Each grade implements data chats, an informal one-on-one discussion tailored to the needs of each student. These data chats are used to talk about many aspects of a student's life from grades to what steps they need to take to be a successful member in society. In particular, the fifth graders speak with their teachers for advice regarding courses they should take in middle school. These data chats are personalized to ensure the success of each student at Silver Shores.

DO

Direct the Instructional Focus

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

Lesson plans and instructional focus are aligned in correspondence to what is written, taught and tested. The lessons should be clearly stated in writing so that faculty can teach the written curriculum. It is also the articulation of the curriculum as well as the alignment of instruction within the department/grade level. All teachers utilize BEEP lesson plans as well as curriculum maps.

How are instructional focus lessons developed and delivered?

Instructional focus lessons are developed by first disaggregating student test data to revise district instructional calendars and develop instructional focus activities, assessments and team activities. All teachers in a grade level work on instructional focus at the same time. Curriculum guides and resources are also examined.

How will instructional focus lessons be revised and monitored?

Instructional focus lessons are revised and monitored based on the results of assessments. The strengths and weaknesses are evaluated and the curriculum is modified in order to meet the needs of each student. Lessons are monitored by administration through reviews of lesson plans, classroom walk-throughs and data chats.

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.

The facilitators should observe students when:

- Responding to questions
- Asking questions
- Interacting with other students during activities

Formative assessments enhance learning by giving crucial feedback. Formative assessments will include BAT's and mini-BAT's. The information allows teachers to understand and measure what students have learned. Teaching and learning can be adjusted while it is happening. Formative assessments inform both the students and the teachers about student understanding at a point where modifications can be done. These modifications help to ensure students learning goals within a set time frame.

Best practices that should be followed include: feedback criteria and goal setting, observations, homework, quizzes and tests, a variety of questioning, and student record keeping.

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

Based on SAT/FCAT scores, lesson plans are created by school-based team members to include instruction aligned to the benchmarks according to an academic timeline that is supported by the Florida Sunshine State Standards. These tests help to ensure that an individual has achieved a foundation of knowledge and understanding of the subject matter. The data is analyzed to determine effectiveness of instruction and to allocate resources matched to the intensity of students' instructional and intervention needs. Students not reaching mastery will be provided with tutorials to re-teach the areas not mastered.

Maintenance

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

Ongoing formal and informal assessments are administered to monitor students, redesign instruction as needed, and provide remediation, acceleration, and/or enrichment. The teacher will differentiate instruction for students who are performing at a mastery level with curriculum that meet individual student needs. Through project based learning, students are able to extend their learning and excel to the next instructional level.

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 hold weekly, bi-weekly and quarterly meetings with other teachers from the same grade level to discuss and analyze summative as well as formative assessment data. Team leaders and administration will facilitate these meetings. Information and student assessment data will be recorded in the data folders. The principal and assistant principal hold data chats with all teachers to ensure that all students' needs are addressed and determine where there are gaps in learning. The principal and assistant principal hold data chats with students in 3rd-5th grade.

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 leadership team meets with grade level teams and individual teachers to review data. Data chats are scheduled throughout the school year to discuss student progress. The principal and teacher look at the data to determine where there are gaps in learning. The reading coach will model the use of effective teaching strategies to assist teachers in need. Monitoring also takes place through classroom walk throughs and classroom observations.

ACT

Supplemental and Intensive Instruction/Interventions

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

All students receive core instruction. District wide assessment data and informal assessment data are reviewed on all students on a regular basis. Every student's response to instruction is evaluated based on this assessment data. Students identified with additional instructional needs are provided with supplemental instruction in small group, intervention reading and/or math group. Students with significant needs are provided with intensive instruction in a resource room or ESE classroom.

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

Teachers differentiate their curriculum based on the character and needs of the classroom and/or individual students. Teachers also use data to customize individual instruction. Students that have not demonstrated mastery are also scheduled for double -dose reading and are scheduled for extra weekly computer lab time for individualized computer instruction and practice using tutorial programs. In addition, students needing additional assistance will have the opportunity to attend academic camps and will be instructed through an intervention program.

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

The school identifies staff's professional development needs through a variety of measures that include: data folder, professional development committee, teacher surveys, teacher requests and classroom walk throughs.

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

Students are targeted to receive the supplemental and intensive instruction/interventions after data is evaluated. Students

are able to move from one cycle of instruction to another based on their progress and needs. The Collaborative Problem Solving Process identifies students for resource selection for Tier 2 and Tier 3 instruction.

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

Informal evaluation of student progress is ongoing. An evaluation of a student's daily performance is used to indicate whether specific skills are being learned and whether skills need to be re-taught. Individual student's performance and progress is compared to benchmark assessment, and both informal, and formal evaluations. BAT's and mini-BAT's help teachers determine what their student's specific needs are and use that as an initial point to begin improvement and monitor student needs.

Enrichment

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

Differentiated curriculum enhances the mastery of core academic skills at a pace and level appropriate to gifted learners and high achievers. Modifications are added to the regular curriculum in order to provide new learning opportunities for all students. This helps them develop individual gifts, talents, interests, and abilities. Gifted/high achiever math classes begin in second grade and consist of advanced content and appropriately different teaching and learning strategies. A well-constructed program brings gifted students and high achievers together and provides them with an intellectually stimulating set of ideas, together with giving them practice to use their own ability to problem-find and problem-solve. Curriculum Compacting strategies are implemented, which eliminate the teaching of what students already know. It provides opportunities for the student to work on an independent project, learn new material, and learn at a faster pace. Project based learning activities are added to the curriculum, inspiring and challenging students to increase the depth and breadth of their learning (Use of wireless laptop to create PowerPoint, podcasting on Florida, imovies for public service announcements', novels and character analysis). Students learn research, thinking, and problem solving skills through these projects. Students become actual investigators of real problems or topics through use of appropriate methods of inquiry (search engines). For students that have shown a strong aptitude for math there is an accelerated math program for students in grades 2-5.

Describe how students are identified for enrichment strategies.

Students are identified by the following:

- Teacher observations identify the majority of the characteristics of gifted/high achiever students according to a standard scale checklist.
- Teacher observations include anecdotal reports and informal assessments, checklists, inventories, and standardized tests such as FCAT and SAT.
- Psychological testing

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)
Group of 7 science teachers in grades 3-5 SCIENCE	Angela Iudica	monthly	August 2009 -June 2010	Lesson study on Using Science Notebooks in Elementary Classrooms to aid in the development of scientific inquiry, literacy, and reasoning skills by promoting hands-on observing, recording, and reflecting. The teachers will look at connecting language arts to science through expository writing.
Group of 6 teachers in grades K-5 TECHNOLOGY	Dawn Lopez	monthly	August 2009 - June 2010	Lesson study on the use of the BEEP learning portal. The group will explore curriculum resources, teacher tools and the learning village, which allows them to look at current news and headlines specific to curriculum and instruction.
Group of 6 teachers in grades K-5 TECHNOLOGY	Dawn Lopez	monthly	August 2009 - June 2010	Data analysis/lesson study on interactive whiteboards. The ability to address multiple learning styles, improved student engagement, higher motivation, and better attendance will be looked at.
Group of 8 teachers in grades 3-5 WRITING	Grizelle Burgos	monthly	August 2009- June 2010	Teachers will collaborate to analyze data, identify needs, create action plans, and implement strategies in writing. Best practices in writing as well as writing to increase comprehension across the curriculum will be looked at.
Group of 8 ESE teachers ESE	Jeff Skydell	monthly	August 2009 - June 2010	The purpose of this PLC is to familiarize teachers with the development and components of a well written Individual Education Plan (IEP) including: present levels performance; annual goals and short-term objectives. The IEP process is reviewed and the importance of parental participation is emphasized. Helpful tips lesson studies will be

				conducted on how to increase your understanding of the IEP process and documents as well as the parents understanding.
Leadership team	Angela Iudica	Twice a month	August 2009 - June 2010	Review and monitor schoolwide programs, procedures, IFC's, strategies and best practices
Team meetings	Grade Chairs	monthly	August 2009 - June 2010	collaborative lesson planning, data analysis and sharing best practices

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

The transition from preschool to kindergarten can be difficult for children as a result we offer a variety of services to make this transition easy. During Kindergarten Roundup (usually held in May) the Principal created a slideshow of the school and activities that will take place in kindergarten for incoming children and parents. This allowed the incoming students to see pictures of the teachers, classrooms, and field trips as well as many other areas in and around the school. During Kindergarten Roundup parents are also given a packet that outlines school rules and procedures as well as activities to better prepare their child for Kindergarten. The Reading Specialist set up a tour of Kindergarten with a local pre-school in order to provide the preschool children with a class field trip to see different parts of the school. This enables them to look around, see different classrooms in the school, walk through the library and the cafeteria. There is also a "Meet & Greet" the Friday before school begins for families to come in a meet the child's teacher as well as other children that will be in his/her class.

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?
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Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
3rd grade: Reference and Research 4th grade: Reference and Research, Comparisons & Cause and Effect 5th Grade: Words and Phrase in Context, Reference and Research		By June, 2010, 87% of students in grades 3-5 meeting the criteria of the DOE rule will score at a level 3 or above as measured by the reading portion of the FCAT assessment.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students in lowest 40% in 3rd-5th grades will be invited to participate in Reading Camp	Reading Specialist: Eleanor Ospina	Post-test Mini-benchmark assessments STAR Assessment	FCAT Assessment Scores
2	Students in grades 3-5 will utilize FCAT explorer as a learning tool	Team Leader: 3rd: Julie Martin 4th: Grizelle Burgos 5th: Joyce Dowlatram	FCAT Explorer report	Mini-BATS
3	Students in grades 3-5 will utilize the Florida Achieves Focus website.	Principal: Angela Iudica	Teachers will review student data output from website	Mini-BATS Student data chat
4	Teachers in grades 3-5 will participate in departmentalizing. Certain teachers will specialize in teaching reading only.	Principal: Angela Iudica	Teachers will keep data binders with ongoing assessments on each student. Classroom Walk-throughs Data Chats with students Data Chats with teachers	Trophies/ Treasures Assessment scores STAR Reading Assessment Quarterly NCSLearn Reading Assessment Quarterly
5	Students will be encouraged to participate in Reading Across Broward	Media Specialist: Dawn Lopez	Media Specialist will monitor Reading Across Broward Forms	Completed Reading Across Broward forms

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
3rd grade: Reference and Research 4th grade: Reference and Research, Comparisons & Cause and Effect 5th Grade: Words and Phrase in Context, Reference and Research		By June 2010, 76% of the total students in grades 3-5 in AYP subgroups meeting the criteria of the DOE rule will score at a level 3 or above as measured by the reading portion of the FCAT assessment, while students scoring in the lowest quartile in reading will demonstrate a 3% increase.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Retained students will utilize Voyager Learning	Reading Specialist: Eleanor Ospina	Classroom Walkthroughs Student data chats Teacher data chats	Voyager Assessment
2	Students in lowest quartile will utilize the Trophies Intervention	Reading Specialist: Eleanor Ospina	End of chapter trophies assessments Student data chats	FCAT Scores

3	Teachers will conduct Differentiated Small Group Instruction	Reading Specialist: Eleanor Ospina	IRI/Rigby Assessments	Mini-BATS Benchmark Assessment Test
4	Students in lowest quartile will take part in double dose reading either through a pull-out or push-in model.	Reading Specialist: Eleanor Ospina Principal: Angela Iudica	Classroom walkthroughs Teacher data chat	STAR Reading Assessment IRI
5	Oral reading fluency practice a minimum of once a month	Reading Specialist: Eleanor Ospina Team Leaders 3rd Julie Martin 4th Grizelle Burgos 5th Joyce Dowlatram	CWT-periodically *Teacher monitoring of fluency progress graph weekly	Treasures/Trophies Oral Reading Fluency probes-Pre and Post

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
3rd grade: Reference and Research 4th grade: Reference and Research, Comparisons & Cause and Effect 5th Grade: Words and Phrase in Context, Reference and Research		By June 2010, 63% of Black students in grades 3-5 meeting the criteria of the DOE rule will score at a level 3 or above as measured by the reading portion of the FCAT assessment		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Retained students will utilize Voyager Learning	Reading Specialist: Eleanor Ospina	Classroom Walkthroughs Student data chats Teacher data chats	Voyager Assessment
2	Students in lowest quartile will utilize the Trophies Intervention	Reading Specialist: Eleanor Ospina	End of chapter trophies assessments Student data chats	FCAT Scores
3	Teachers will conduct Differentiated Small Group Instruction	Reading Specialist: Eleanor Ospina	IRI/Rigby Assessments	Mini-BATS Benchmark Assessment Test

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
3rd grade: Reference and Research 4th grade: Reference and Research, Comparisons & Cause and Effect 5th Grade: Words and Phrase in Context, Reference and Research		By June 2010, 84% of ELL students in grades 3-5 meeting the criteria of the DOE rule will score at a level 3 or above as measured by the reading portion of the FCAT assessment.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students in grades 3-5 will utilize NCS Success Maker Math software or STAR for a minimum of thirty minutes weekly.	Team Leaders 3rd Julie Martin 4th Grizelle Burgos 5th Joyce Dowlatram	CWT Weekly Successmaker Progress Reports	STAR Pre/Post assessment
2	Oral reading fluency practice a minimum of once a month	Reading Specialist: Eleanor Ospina Team Leaders 3rd Julie Martin 4th Grizelle Burgos 5th Joyce Dowlatram	CWT-periodically *Teacher monitoring of fluency progress graph weekly	CELLA Test Treasures/Trophies Oral Reading Fluency probes-Pre and Post

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
3rd grade: Reference and Research 4th grade: Reference and Research, Comparisons & Cause and Effect 5th Grade: Words and Phrase in Context, Reference and Research		By June 2010, 72% of Economically Disadvantaged students in grades 3-5 meeting criteria of the DOE rule will score at a level 3 or above as measured by the reading portion of the FCAT assessment		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Retained students will	Reading Specialist: Eleanor Ospina	Classroom Walkthroughs Student data chats	Voyager Assessment

	utilize Voyager Learning		Teacher data chats	
2	Students in lowest quartile will utilize the Trophies Intervention	Reading Specialist: Eleanor Ospina	End of chapter trophies assessments Student data chats	FCAT Scores
3	Teachers will conduct Differentiated Small Group Instruction	Reading Specialist: Eleanor Ospina	IRI/Rigby Assessments	Mini-BATS Benchmark Assessment Test

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
By June, 2010, 87% of students in grades 3-5 meeting the criteria of the DOE rule will score at a level 3 or above as measured by the reading portion of the FCAT assessment.	How to utilize BEEP	Media Specialist: Dawn Lopez	8/19/2009	Teachers will incorporate BEEP lesson plans into daily teaching Classroom walkthroughs	Principal, Angela Iudica Assistant Principal: Homer Jackson
By June, 2010, 87% of students in grades 3-5 meeting the criteria of the DOE rule will score at a level 3 or above as measured by the reading portion of the FCAT assessment.	FCAT Reading Specifications	Principal: Angela Iudica	8/18/2009	Teachers will incorporate FCAT Strands into lesson plans Classroom walkthroughs	Principal, Angela Iudica Assistant Principal: Homer Jackson

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
3rd grade Treasures Consumable workbooks	PTA Donation	\$2,000.00
		Total: \$2,000.00
Technology		
Description of Resources	Funding Source	Available Amount
Document Cameras	PTA Donation	\$1,500.00
		Total: \$1,500.00
Professional Development		
Description of Resources	Funding Source	Available Amount
In house training on centers, reading strategies	Accountability	\$1,000.00
		Total: \$1,000.00
Other		
Description of Resources	Funding Source	Available Amount
Academic Camp	A+ Money	\$4,000.00
		Total: \$4,000.00
		Final Total: \$8,500.00

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		
Geometry and Spatial Sense		By June 2010, 87% of students in grades 3-5 meeting the criteria of the DOE rule will score at a level 3 or above on the Mathematics portion of the S.S.S. FCAT.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Students in grades 3-5 will utilize NCS Success Maker Math software or STAR for a minimum of thirty minutes weekly.	1. Principal-Angela Iudica Kindergarten Team Leader Julie Santiago First Grade Team Leader Elaine Heyman Second Grade Team Leader Latara Best Third Grade Team Leader Julie Martin Fourth Grade Team Leader Grizelle Burgos Fifth Grade Team Leader Joyce Dowlatram	1. Students will utilize the computer lab once a week, as well as during math centers in the classroom setting.	NCS Learn Assessment. Collected each quarter at 3 weeks and at 9 weeks. - STAR reports collected every 9 weeks
2	Students in the lowest quartile or on a PMP in Math will participate in a minimum of 60 minutes weekly of NCS Success Maker Math software or STAR.	Principal-Angela Iudica Kindergarten Team Leader Julie Santiago First Grade Team Leader Elaine Heyman Second Grade Team Leader Latara Best Third Grade Team Leader Julie Martin Fourth Grade Team Leader Grizelle Burgos Fifth Grade Team Leader Joyce Dowlatram	Students will utilize the computer lab once a week, as well as during math centers in the classroom setting.	NCS Learn Assessment. Collected each quarter at 3 weeks and at 9 weeks. - STAR reports collected every 9 weeks
3	Ensure that all ESE, ELL, and lowest quartile students are properly placed in appropriate Math groups.	Principal-Angela Iudica ESOL Contact-Eleanor Ospina ESE Specialist Anita Olestin	Data Chats	FCAT 2008-2009 - BAT 1 & 2 - Weekly classroom assessments - Small group monitoring progress using reteach materials.
4	4. Students in grade 3-5 who scored at level 1 or 2 on the 2008-2009 FCAT will have the opportunity to participate in an after school academic camp.	Principal-Angela Iudica - Reading Specialist-Eleanor Ospina	MINI Benchmark Assessments - Harcourt Math Chapter Tests	FCAT 2008-2009 - BAT 1 & 2 - Weekly classroom assessments - Small group monitoring of progress using reteach materials

5	Students in grades 3-5 high achieving classes will receive math curriculum at an accelerated pace	Principal- Angela Iudica	MINI benchmarks - Harcourt Chapter Tests	FCAT 2008-2009 - BAT 1 & 2 - Weekly classroom assessments - Small group monitoring progress using challenge materials.
6	All students in grades 3-5 will be administered a practice FCAT test released by the DOE website	Principal- Angela Iudica Assistant Principal- Homer Jackson	Administration guided data chats will be held with both teachers and students to review and discuss individual test results.	FCAT Practice Test.

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Algebraic Thinking		By June 2010, 87% of students in grades 3-5 meeting the criteria of the DOE rule will score at a level 3 or above on the Mathematics portion of the S.S.S. FCAT		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students in grades 3-5 will utilize NCS Success Maker Math software or STAR for a minimum of thirty minutes weekly.	Principal-Angela Iudica Kindergarten Team Leader Julie Santiago First Grade Team Leader Elaine Heyman Second Grade Team Leader Latara Best Third Grade Team Leader Julie Martin Fourth Grade Team Leader Grizelle Burgos Fifth Grade Team Leader Joyce Dowlatram	Students will utilize the computer lab once a week, as well as during math centers in the classroom setting.	NCS Learn Assessment.. Collected each quarter at 3 weeks and at 9 weeks. - STAR reports collected every 9 weeks
2	Students in the lowest quartile or on a PMP in Math will participate in a minimum of 60 minutes weekly of NCS Success Maker Math software or STAR.	Principal-Angela Iudica Kindergarten Team Leader Julie Santiago First Grade Team Leader Elaine Heyman Second Grade Team Leader Latara Best Third Grade Team Leader Julie Martin Fourth Grade Team Leader Grizelle Burgos Fifth Grade Team Leader Joyce Dowlatram	Students will utilize the computer lab once a week, as well as during math centers in the classroom setting.	NCS Learn Assessment. Collected each quarter at 3 weeks and at 9 weeks. - STAR reports collected every 9 weeks
3	Ensure that all ESE, ELL, and lowest quartile students are properly placed in appropriate Math groups.	Principal-Angela Iudica ESOL Contact-Eleanor Ospina ESE Specialist Anita Olestin	Data Chats	FCAT 2008-2009 - BAT 1 & 2 - Weekly classroom assessments - Small group monitoring

				progress using reteach materials.
4	Students in grade 3-5 who scored at level 1 or 2 on the 2008-2009 FCAT will have the opportunity to participate in an after school academic camp.	Principal-Angela Iudica - Reading Specialist-Eleanor Ospina	MINI Benchmark Assessments - Harcourt Math Chapter Tests	FCAT 2008-2009 - BAT 1 & 2 - Weekly classroom assessments - Small group monitoring of progress using reteach materials.
5	Students in grades 3-5 high achieving classes will receive math curriculum at an accelerated pace	Principal- Angela Iudica	MINI benchmarks - Harcourt Chapter Tests	FCAT 2008-2009 - BAT 1 & 2 - Weekly classroom assessments - Small group monitoring progress using challenge materials.
6	All students in grades 3-5 will be administered a practice FCAT test released by the DOE website	Principal- Angela Iudica Assistant Principal-Homer Jackson	Administration guided data chats will be held with both teachers and students to review and discuss individual test results.	FCAT Practice Test

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Algebraic Thinking Geometry/Spatial Sense		By June of 2010, 74% of black students in grades 3-5 meeting the criteria of the DOE rule will score at a level 3 or above as measured by the math portion of the FCAT assessment.		
Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool	
1. All teachers will provide extended learning by use of the Calendar Math/Mountain Math activities.	1. Principal-Angela Iudica Reading Specialist-Eleanor Ospina	Teacher- Student Data Chats - Classroom Walk Throughs	Classroom participation - Weekly Quizzes	
2. All teachers will utilize Math manipulatives associated with daily lessons.	1. Principal-Angela Iudica Reading Specialist-Eleanor Ospina	Teacher- Student Data Chats - Classroom Walk Throughs	Classroom participation	
3. Retained students will receive additional small group instruction weekly.	Principal-Angela Iudica Reading Specialist-Eleanor Ospina	Weekly Assessments	Classroom Participation - FCAT Scores	
4. Teachers in grades 3-5 will administer mini-assessments after each benchmark test.	Principal- Angela Iudica Reading Specialist-Eleanor Ospina	MINI Benchmark Assessments - Harcourt Math Chapter Tests	Mini BATS - Weekly classroom assessments - Small group monitoring progress using reteach materials	

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Geometry/Spatial Sense Algebraic Thinking		By June of 2010, 82% of ELL students in grades 3-5 meeting the criteria of the DOE rule will score at a level 3 or above as measured by the math portion of the FCAT assessment.		
	Person Responsible	Process Used to		

	Action Step	for Monitoring the Action Step	Determine Effectiveness of Action Step	Evaluation Tool
1	All teachers will provide extended learning by use of the Calendar Math/Mountain Math activities.	Principal-Angela Iudica Reading Specialist-Eleanor Ospina	Classroom Walk Throughs	Classroom participation - Weekly Quizzes
2	All teachers will utilize Math manipulatives associated with daily lessons.	Principal-Angela Iudica Reading Specialist-Eleanor Ospina	Teacher-Student Data Chats - Classroom Walk Throughs	Classroom Participation -FCAT Scores - Mini BATS - Weekly classroom assessments
3	Retained students will receive additional small group instruction weekly.	Principal-Angela Iudica Reading Specialist-Eleanor Ospina	Teacher-Student Data Chats - Classroom Walk Throughs	Classroom Participation - FCAT Scores - Mini BATS - Weekly classroom assessments
4	All teachers in grades 3-5 will implement the ESOL instructional strategies for ELL identified students daily and record the strategies weekly in their lesson plans.	Principal-Angela Iudica Reading Specialist-Eleanor Ospina	Reviewing of teacher lesson plans. - Classroom Walk Throughs	Mini BATS - Weekly classroom assessments - Small group monitoring progress using reteach materials

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Geometry/Spatial Sense Algebraic Thinking		By June of 2010, 52% of economically disadvantaged students in grades 3-5 meeting the criteria of the DOE rule will score at a level in 3 or above as measured by the math portion of the FCAT assessment.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	All teachers will incorporate daily Review of previously taught skills for remediation.	Principal- Angela Iudica - Reading Specialist-Eleanor Ospina	Students will utilize the computer lab once a week, as well as during math centers in the classroom setting.	CCC Assessment. Collected each quarter at 3 weeks and at 9 weeks. - STAR reports collected every 9 weeks
2	Teachers in grades 3-5 will utilize FCAT Question Task Cards to create questions for Mathematics Benchmarks and enhance our school's math program.	Principal-Angela Iudica	MINI Benchmark Assessments - Harcourt Math Chapter Tests	Mini BATS - Weekly classroom assessments

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Percentage of students meeting criteria will increase		By June of 2010, 85% of students in grades K-2 will be meeting the criteria scoring a 70% or above as measured by the Math End of Book Assessment Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students in K-2 will utilize NCS Success maker Math software in the classroom for thirty minutes weekly	Principal-Angela Iudica Kindergarten Team Leader Julie Santiago First Grade Team Leader Elaine Heyman Second Grade Team	Students will utilize the computer lab once a week, as well as during math centers in the classroom setting.	NCS Learn Reports Collected each quarter at 3 weeks and at 9 weeks. - STAR reports collected every 9 weeks

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
By June 2010, 87% of students in grades 3-5 meeting the criteria of the DOE rule will score at a level 3 or above on the Mathematics portion of the S.S.S. FCAT.	Geometry & Spatial Sense	Math Contact Melanie Piedra	ongoing	Classroom walkthroughs - Math PLCs - Objective driven lesson plans	Principal: Angela Iudica
By June 2010, 87% of students in grades 3-5 meeting the criteria of the DOE rule will score at a level 3 or above on the Mathematics portion of the S.S.S. FCAT.	Algebraic Thinking	Math Contact Melanie Piedra	ongoing	Classroom walkthroughs - Math PLCs - Objective driven lesson plans	Principal: Angela Iudica
By June 2010, 87% of students in grades 3-5 meeting the criteria of the DOE rule will score at a level 3 or above on the Mathematics portion of the S.S.S. FCAT.	FCAT Math Specifications	Principal – Angela Iudica	8/18/09	Teachers will incorporate FCAT strands into lesson plans. CWT's	Principal Angela Iudica Assistant principal Homer Jackson

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Math Daily Overhead Transparencies	no funding needed	\$0.00
Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
Document Cameras	PTA donation	\$0.00
Total: \$0.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
FCAT Math specifications	no funding needed	\$0.00
Total: \$0.00		
Other		
Description of Resources	Funding Source	Available Amount
Academic Camp	A+ money	\$4,000.00
Total: \$4,000.00		
Final Total: \$4,000.00		

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
Strand E Earth & Space Strand H Nature of Science	By June, 2010, 64% of students in grade 5 meeting the criteria of the DOE rule will score at a level 3 or above as measured by the Science portion of the FCAT assessment.

	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Fifth grade students will be invited to participate in Academic camp.	Principal, Angela Iudica	Mini BATs	DOE released FCAT Science test
2	Fifth grade students will utilize the DOE Florida Achieves Website Program.	Principal, Angela Iudica	Review of data provided by the DOE website	Mini-BATs
3	All 5th grade students will participate in a Science Fair Project.	Science Fair Coordinator, Joyce Dowlatram Principal, Angela Iudica	Science Fair Scoring Rubric	Science Fair Rubric Science Fair final product of project
4	Students will maintain a science notebook for classroom lab activities.	Principal, Angela Iudica	The teacher will review Science notebooks	Teacher-made science notebook scoring rubric
5	All K-4 classes will produce a science fair project.	Science Fair Coordinator, Joyce Dowlatram	Science Fair Scoring Rubric	Science Fair Project Science Fair final product of project

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Students will be able to make a level 3 or higher by using processing skills (Big Idea 1) as a foundation for acquiring the skills outlined in the Sunshine State Standards	Processing Skills Big Idea	Principal: Angela Iudica	10/23/2009	Classroom Walkthroughs and Mini BATs	Principal: Angela Iudica

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Science Kit replacement	Internal	\$300.00
		Total: \$300.00
Technology		
Description of Resources	Funding Source	Available Amount
Document camera	PTA donation	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
FCAT Science specifications	no funding needed	\$0.00
Science notebooks	Internal	\$142.00
		Total: \$142.00
Other		
Description of Resources	Funding Source	Available Amount
Academic Camp	A+ Money	\$2,000.00
		Total: \$2,000.00
		Final Total: \$2,442.00

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	
Narrative			By June 2010 88% of students enrolled in 4th grade will score at a 4.0 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 participate in a daily writing block.	Principal-Angela Iudica 4th Grade Team Leader-Grizelle Burgos	Teachers will score writing samples utilizing the 6 traits writing rubric	Pre, mid, and post writing samples
2	Students will participate in a monthly school-wide writing prompt	Principal-Angela Iudica 4th Grade Team Leader-Grizelle Burgos	Teachers will score writing samples utilizing the 6 traits writing rubric	6 traits writing rubric
3	Teachers will provide writing instruction which includes monitoring, feedback, publishing and sharing	Principal-Angela Iudica 4th Grade Team Leader-Grizelle Burgos	Teachers will review writing samples to ensure utilization of the 6 traits writing rubric	Pre, mid, and post writing samples
4	Students will examine narrative papers at various score points so that students can see the differences between low-scoring and high-scoring reports	Principal-Angela Iudica 4th Grade Team Leader-Grizelle Burgos	Teacher observation of student understanding	Teacher will observe if students can determine the correct scoring of pre-scored narrative papers

Based on the Needs Assessment, Identify Area(s) for Improvement			Objective Linked to Area of Improvement	
Expository			By June 2010 88% of students enrolled in 4th grade will score at a 4.0 or above.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students will participate in a daily writing block.	Principal-Angela Iudica 4th Grade Team Leader-Grizelle Burgos	Teachers will score writing samples utilizing the 6 traits writing rubric	Pre, mid, and post writing samples
2	Students will participate in a monthly school-wide writing prompt	Principal-Angela Iudica 4th Grade Team Leader-Grizelle Burgos	Teachers will score writing samples utilizing the 6 traits writing rubric	6 traits writing rubric
3	Teachers will provide writing instruction which includes monitoring, feedback, publishing and sharing	Principal-Angela Iudica 4th Grade Team Leader-Grizelle Burgos	Teachers will review writing samples to ensure utilization of the 6 traits writing rubric	Pre, mid, and post writing samples
4	Students will examine expository papers at various score points so that students can see the differences between low-scoring and high-scoring reports	Principal-Angela Iudica 4th Grade Team Leader-Grizelle Burgos	Teacher observation of student understanding	Teacher will observe if students can determine the correct scoring of pre-scored expository papers

Professional Development Aligned with Objective:

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

88% of students enrolled in 4th grade will score at a 4.0 or above in Narrative Writing	Fictional Narratives 6 traits writing Fourth Grade Preparing for FCAT	Dayna Jones	February 2010	Classroom walk throughs & observations Review lesson plans	Principal: Angela Iudica
88% of students enrolled in 4th grade will score at a 4.0 or above in Expository Writing.	Expository Essays 4.3 6 traits writing Fourth Grade Preparing for FCAT	Dayna Jones	February 2010	Classroom walk throughs & observations Review lesson plans	Principal: Angela Iudica

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
BEEP Lessons District Writing Training Departmentalization	no funding needed	\$0.00
Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
Wireless carts-laptops Smartboards kidspiration	no funding needed	\$0.00
Document camera	PTA donation	\$0.00
Total: \$0.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
District Training: 6 traits writing	Accountability	\$1,000.00
Total: \$1,000.00		
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Final Total: \$1,000.00		

End of Science Goal

Parent Involvement Goal

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

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Increase parent involvement		By June of 2010 parental involvement will be increased by 20%.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Kindergarten will perform at the first PTA meeting.	PTA Liaison: Beth Leeper	Parents will sign in	sign in sheets
2	School chorus will perform at the December PTA meeting.	Specials Team Leader: Eleanor Ospina	Parents will sign in	sign in sheets
3	Student drama club will perform a play in May 2010	PTA Liaison: Beth Leeper	Attendees will purchase tickets	Number of tickets sold
4	Students and parents will	PTA Liaison: Beth	Parents will sign in	Sign in sheet

	participate in an evening Health Fair	Leeper		
5	Parents will be invited to an FCAT Writing Night K-4	4th Grade Team Leader: Grizelle Burgos	Parents will sign in	sign in sheets
6	Students will be encouraged to participate in Coldstone Math Night.	PTA Liaison: Beth Leeper	Families will sign in and turn in completed math sheet in order to receive free ice cream	Sign in sheet Completed Math worksheets
7	Students will participate in School Literary Fair Night	Reading Specialist: Eleanor Ospina	Parents will sign in	sign in sheets
8	Parents will be invited to school Room Parent Breakfast	PTA Liaison: Beth Leeper	Parents will sign in and sign up to be room parents	Sign in sheets Room parent assignment form
9	Parents and community members will be invited to a Volunteer breakfast	PTA Liaison: Beth Leeper	Attendees will be asked to register as volunteers	Volunteer database

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
By June of 2010 parental involvement will be increased 20%.	Parent Conferencing Skills	Inservice Facilitator: Eleanor Ospina	October 2009	Follow-up Activity: Teachers will keep a conference log. Teachers will submit assignment on reactions to possible conferencing scenarios.	Principal: Angela Iudica Assistant Principal: Homer Jackson
By June of 2010 parental involvement will be increased 20%.	Volunteer Training	Volunteer Coordinator: Beth Leeper	August 24, 2009	Quia Survey	Volunteer Coordinator: Beth Leeper

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
no data		\$0.00
Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
Volunteer database on Broward Schools website	none	\$0.00
ParentLink	none	\$0.00
Total: \$0.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
Conferencing training materials	Internal accounts (copies of materials)	\$50.00
Total: \$50.00		
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Final Total: \$50.00		

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	3rd grade Treasures Consumable workbooks	PTA Donation	\$2,000.00
Mathematics	Math Daily Overhead Transparencies	no funding needed	\$0.00
Writing	BEEP Lessons District Writing Training Departmentalization	no funding needed	\$0.00
Science	Science Kit replacement	Internal	\$300.00
Parental Involvement	no data		\$0.00
			Total: \$2,300.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Document Cameras	PTA Donation	\$1,500.00
Mathematics	Document Cameras	PTA donation	\$0.00
Writing	Wireless carts-laptops Smartboards kidspiration	no funding needed	\$0.00
Writing	Document camera	PTA donation	\$0.00
Science	Document camera	PTA donation	\$0.00
Parental Involvement	Volunteer database on Broward Schools website	none	\$0.00
Parental Involvement	ParentLink	none	\$0.00
			Total: \$1,500.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	In house training on centers, reading strategies	Accountability	\$1,000.00
Mathematics	FCAT Math specifications	no funding needed	\$0.00
Writing	District Training: 6 traits writing	Accountability	\$1,000.00
Science	FCAT Science specifications	no funding needed	\$0.00
Science	Science notebooks	Internal	\$142.00
Parental Involvement	Conferencing training materials	Internal accounts (copies of materials)	\$50.00
			Total: \$2,192.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Academic Camp	A+ Money	\$4,000.00
Mathematics	Academic Camp	A+ money	\$4,000.00
Science	Academic Camp	A+ Money	\$2,000.00
			Total: \$10,000.00
			Final Total: \$15,992.00

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
Substitutes for SAC meetings, training, targeted instructional materials	3560

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

The SAC Committee meets monthly at various times throughout the day to accommodate all stakeholders. Meetings will address school-wide academic issues, as well as input from parents and others. The SAC committee will also takes part in training activities as well as school activities such as math night, science night, scavenger hunt etc.

SAC Members

Members

- 1) Angela Iudica, Principal
- 2) Eleanor Rhodes-Ospina, SAC Chair
- 3) Latara Best, Teacher
- 4) Melanie Piedra, Teacher
- 5) Maria Trotto-Mark, Business Member
- 6) Eddie Santana, Business Member
- 7) Bob De Santi, Business Member
- 8) Jenii Robinson, Parent
- 9) Carrie Ruiz, Parent
- 10) Sidney Jimenez, Parent
- 11) Faith Santos, Parent
- 12) Anna Diaz, School Support Personnel
- 13) Deborah Theaman, Union Steward

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Broward SILVER SHORES ELEMENTARY SCHOOL 3581											
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 346 Math: 346		2008-2009 School Grade ¹ : A		Did the School make Adequate Yearly Progress? YES							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.					
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?		Increased Graduation Rate ³ by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math	
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	2008	2009	Y/N	2009	Y/N	2009	Y/N	
TOTAL ⁴	99	Y	99	Y	80	Y	82	Y			93	Y		NA	28	20	NA	27	18	NA	84	NA	85	NA	
WHITE	100	Y	100	Y		NA		NA				NA		NA			NA			NA					
BLACK	98	Y	98	Y	72	Y	70	Y				NA		41	28	NA	46	30	NA	71	NA	74	NA		
HISPANIC	100	Y	100	Y	79	Y	86	Y				Y		23	21	NA	20	14	NA	83	NA	86	NA		
ASIAN	100	Y	100	Y		NA		NA				NA							NA						
AMERICAN INDIAN																									
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	70	Y	66	N				Y		52	30	NA	50	34	Y	75	NA	71	NA		
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y		NA		NA				NA							NA						
STUDENTS WITH DISABILITIES	99	Y	99	Y		NA		NA				NA							NA						

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Broward SILVER SHORES ELEMENTARY SCHOOL 3581											
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 352 Math: 352		2007-2008 School Grade ¹ : A		Did the School make Adequate Yearly Progress? NO							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.					
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?		Increased Graduation Rate ³ by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math	
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N	
TOTAL ⁴	100	Y	100	Y	72	Y	73	Y			Y			NA	22	28	NA	20	27	NA	65	NA	75	NA	
WHITE	100	Y	100	Y		NA		NA				NA		NA			NA			NA					
BLACK	100	Y	100	Y	59	Y	54	N				NA		NA	37	41	NA	37	46	N	63	NA	66	Y	
HISPANIC	99	Y	99	Y	77	Y	80	Y				Y		NA	16	23	NA	18	20	NA	65	NA	78	NA	
ASIAN	100	Y	100	Y		NA		NA				NA							NA						
AMERICAN INDIAN																									
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	48	N	50	N				NA		NA	39	52	N	43	50	N	52	N	60	N	
ENGLISH LANGUAGE LEARNERS	98	Y	98	Y		NA		NA				NA							NA						
STUDENTS WITH DISABILITIES	100	Y	100	Y		NA		NA				NA							NA						

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Broward SILVER SHORES ELEMENTARY SCHOOL 3581											
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 364 Math: 364		2006-2007 School Grade ¹ : A		Did the School make Adequate Yearly Progress? NO							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.					
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?		Increased Graduation Rate ³ by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math	
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N	
TOTAL ⁴	99	Y	99	Y	78	Y	80	Y			Y			NA	22	23	NA	24	20	NA	73	NA	76	NA	
WHITE	100	Y	100	Y	80	Y	88	Y			NA			NA	14	17	NA	11	12	NA	77	NA	87	NA	
BLACK	98	Y	98	Y	63	Y	63	Y			94	Y		NA	32	37	NA	39	37	NA	60	NA	65	NA	
HISPANIC	99	Y	99	Y	84	Y	82	Y				Y		NA	21	19	NA	22	18	NA	77	NA	75	NA	
ASIAN	99	Y	99	Y		NA		NA				NA							NA						
AMERICAN INDIAN																									
ECONOMICALLY DISADVANTAGED	96	Y	96	Y	61	Y	57	Y				NA		NA	28	37	NA	32	43	NA	49	NA	67	NA	
ENGLISH LANGUAGE LEARNERS	99	Y	99	Y	58	Y	69	Y				NA		NA	39	48	NA	46	31	NA	64	NA		NA	
STUDENTS WITH DISABILITIES	92	N	92	N		NA		NA				NA							NA						

SCHOOL GRADE DATA

Broward School District SILVER SHORES ELEMENTARY SCHOOL 2008-2009					
	Reading	Math	Writing	Science	Grade Points Earned
% Meeting High Standards (FCAT Level 3 and Above)	86%	88%	97%	63%	334
% of Students Making Learning Gains	79%	83%			162
	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?	68% (YES)	75% (YES)			143	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					639	
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 SHORES ELEMENTARY SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	81%	81%	94%	58%	314	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	65%	69%			134	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?	57% (YES)	67% (YES)			124	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					572	
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 SHORES ELEMENTARY SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	82%	83%	95%	39%	299	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	77%	72%			149	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?	81% (YES)	69% (YES)			150	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					598	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested