

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: LAKESIDE ELEMENTARY SCHOOL

District Name: Broward

Principal: Marion-Ann Fee

SAC Chair: Rebecca Bakal-Srima

Superintendent: James F. Notter

Date of School Board Approval:

Last Modified on: 09-14-2009

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VISION and MISSION STATEMENTS

The school's vision is Education today's students for tomorrow's world with that in mind. The school's mission for Lakeside Elementary is to work collaboratively with staff, parents, and community members to provide a nurturing and safe environment, which will enable students to achieve their maximum potential in all areas of the curriculum and prepare them to be responsible members of society. Lakeside Elementary supports the Broward County district mission and is dedicated to meeting the educational needs of all students in a safe learning environment.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

Since its inception Lakeside Elementary was a K-6 school. It was built to accommodate over crowding in neighboring communities, Sea Castle Elementary and Pines Lakes Elementary. The students were culturally and ethnically diverse; at one time Lakeside students represented over 35 countries.

Lakeside Elementary is currently a Pre-K to 5th grade elementary school that is rich in cultural diversity. The staff is very professional, highly motivated, & works collaboratively to enhance the social, emotional and academic endeavors of the students, parents, & community. The staff is committed to the 4"C', Curriculum, Caring, Character and Communication. We have an active volunteer program with highly involved & supportive parents who work collaboratively with the staff and community.

Lakeside Elementary has been an A+ school for the tenth year in a row and also achieved annual yearly progress criteria in the NCLB national legislation every year.

In October, 2008 Lakeside Elementary celebrated its tenth year anniversary. In addition, Lakeside Elementary has consistently set high standards for its teachers, students and community stakeholders.

Unique School Strengths for Next Year

Lakeside Elementary School has seven National Board Certified teachers, who serve on a variety of grade levels. Each National Board Certified teacher has been able to provide a variety of tasks at the school, from in-service training to serving as a liaison to new teachers or teaching in our Pre-K program.

FCAT scores increased in all subject areas in 3rd, 4th and 5th grade. Lakeside Elementary staff work in collaboration as a family with little or no staff attrition.

Unique School Weaknesses for Next Year

Due to budgetary constraints Lakeside Elementary School was forced to surplus several staff members: custodians, clerical and paraprofessionals. The loss will have a negative effect in the school in all areas. In addition, our student mobility rate has continued to increase every year.

Student Demographics

Lakeside Elementary School is comprised currently of 889 students, grades Pre-K through fifth, 225 of whom served in Exceptional Student Education program. Student membership consists of 19% percent Black students, 41% percent Hispanic students, 31% percent Caucasian and 6% percent are Asian or other racial/ethnic group.

Student Attendance Rates

Lakeside Elementary School average attendance: 2006-2007, (95.30%), 2007-2008 (95.50%), 2008-2009 (95.30%)

Student Mobility

Lakeside Elementary School average mobility rate: 2006-2007, (19.10%), 2007-2008(26.60%),2008-2009(29.80%).

Student Suspension Rates

Lakeside Elementary School had 0.40% student suspension rate.

Student Retention Rates

Lakeside Elementary School 2006-2007, (2.21%), 2007-2008, (2.22%)

Class Size

Lakeside Elementary School has met class size requirements.
Pre-K-5 2006-2007, (15.76%) 2007-2008, (15.75%), 2008-2009, (17.87%)

Academic Performance of Feeder Pattern

N/A

Partnerships and Grants

Our partners in education will continue to provide instructional support/enrichment, incentives, motivational support, materials, financial support, school to career activities. Lakeside Elementary School Partners in Education are: Costco, JT Sports bar and Grill, Mazza's Mediterranean Cuisine, Tavern Grill, Papa John's, Chick-fil-A, South of the Border, Writing Matters, Long Horn Steak House, Kilwin's Chocolate Ice Cream & Fudge, Jersey's Bar and Grill and Jason's Deli.

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	Marion Ann Fee	Bachelor of Art Masters in Science Certification in Educational Leadership	10	16	10 Years in A+ School Met AYP for the last 5 years
Assis Principal	Sylvia Correa	Bachelor of Science Masters in Reading Certification in Educational Leadership	1	5	1 Year in a A+ School

* 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 *
Writing	Linda Gray	Elem. Ed & ESOL	10	6	10 Years in an A+ school. 2007-2008 96% students made high standards in Writing and met AYP. 2008-2009 98% of students met high standards and and met AYP.
Science	Denise Heyliger	Elementary Ed. & ESOL	11	2	10 Years in an A+ school. 2007-2008 57% students made high standards in Science and met AYP. 2008-2009 74% of students met high standards and and met AYP.
Reading	Odalys Sage	Primary and Elementary Ed. & ESOL	11	4	10 Years in an A+ school. 2007-2008 89% students made high standards in Reading and met AYP. 2008-2009 91% of students met high standards and and met AYP

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

HIGHLY QUALIFIED TEACHERS

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1.Regular meetings of teachers moving to a new grade level with Assistant Principal	Assistant Principal	On-going	Grade-Level collaborative, collegial supportive team meetings. Ness Coordinator provides additional help when needed.
2.Accomplished teachers partner with novice teachers.	Ness Liason and other highly qualified teachers	On-going	Part of building capacity at our school is to pair teachers up in a supportive role.
3.Professional Learning Communities	Assistant Principal and Variety of teachers	On-going	On-going throughout the year, based on student's data and teacher needs.

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
49	0	9	23	23	30	100	5	8	100

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Anne Lerner	Lourdes Cornier	Mrs. Cornier is new to the grade level. Mrs. Lerner is an experienced first grade teacher with experiences in co-teaching and working with Exceptional Students.	The mentor and mentee will meet on a bi-weekly basis in a professional learning community to discuss evidence-based strategies for each domain. The mentor is given release time to observe the mentee. Time is given for feedback, coaching, and planning. The reading resource teacher will also provide assistance where necessary.
Michele Anderson	Kristin Andujar	Mrs. Andujar is new to grade level. Mrs. Anderson s an experienced first grade teacher with experiences in co-teaching and working with Exceptional Students.	The mentor and mentee will meet on a bi-weekly basis in a professional learning community to discuss evidence-based strategies for each domain. The mentor is given release time to observe the mentee. Time is given for feedback, coaching, and planning. The reading resource teacher will also provide assistance where necessary.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

Not a Title I school

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.

Principal: Marion- Ann Fee, Assistant Principal: Sylvia Correa, Reading Resource Specialist: Odalys Sage, Guidance Counselor: Romeyn Foy, ESE Specialists: Debbie Seixas and Donna Thompson

Each member of the team brings forth his or her own specific level expertise/experience. Members' input is valued and noted during team building meetings in order to enable the group's flexibility and functionality as the RTI Leadership/Curriculum Assessment Team. Collectively the team will benefit from each other's expertise.

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

Lakeside Elementary (RtI) leadership team facilitates the implementation of (RtI) to promote school-wide practices that ensure the highest possible student achievement both academically and behaviorally. The RtI Team helps to monitor instruction and intervention(s) matched to student needs to inform instructional decisions. Lakeside RtI Leadership team promotes the systematic use of assessment data to efficiently allocate resources in order to improve learning for all students. The Lakeside Leadership Team discuss and plan school wide activities, share and model good teaching practices, work on curriculum standards, discuss school and county policies, and review current literature. They examine intervention programs

available and evaluate those the school has in place.

A variety of questions are posed for guidance in this process:

- What will all students learn? (curriculum based on standards)
- How will we determine if the students have learned? (common assessments)
- How will we respond when students have not learned? (RTI Tiered interventions)
- How will we respond when students have learned or already know? (enrichment opportunities)

During monthly data chats, and school wide child study meetings, teachers and the RTI leadership team gather and analyze students assessments (on-going formal and informal assessments) to monitor student progress.

At the beginning of the year students' are identified in the effort to provide adequate tiered instruction to meet their varying needs. Students who are identified as Tier 1, are provided with research-based core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum. Students who are identified as Tier 2, are provided supplemental instruction and interventions that are provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Students who are identified as Tier 3, are provided in addition to and in alignment with effective core instruction with immediate intensive interventions developed to meet the deficit in one or more areas of instruction. Students may be provided additional time in specialized programs and or curriculum to meet their deficiency.

The RTI team maintains communication with staff for input and feedback, as well as updating them on procedures and progress of student(s). The team is instrumental in supporting a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions. The team assists with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress. The instructional focus is redesigned as needed to provide remediation, acceleration and enrichment. In addition, teachers meet weekly to problem-solve and to work towards achieving school-wide goals including the K-12 Reading plan.

The school's RTI model will reflect the districts' model.

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

The RTI Leadership Team assists in the development of the school improvement plan and progress monitors the action steps. The RTI Leadership Team works collaboratively with School Advisory Council (SAC) and SAF members to ensure that the school improvement plan is implemented with fidelity. Regular meetings among administrators, school leadership team members, support personnel, grade chairs, & SAC committees are held to review data to determine effectiveness of related instruction and academic plans. Whenever, it appears something is not working appropriate adjustments are made. SAC team is provided an update at monthly Curriculum Committee and SAC Meetings. Data is monitored and necessary adjustments and program modifications are made

RTI Implementation

Describe the data management system used to summarize tiered data.

Lakeside Elementary follows the Florida's Continuous Improvement Model Plan, Do, Check, Act in the analysis of data. This data is analyzed on all grade levels to identify students in tier 2, and 3, in order to provide tutorials and/or additional support and instruction during the school day. Classroom teachers closely monitor the progress of students. Progress monitoring data from mini-benchmarks and other assessments are discussed weekly at team meetings and best practices shared. Instructional Focus Calendars are adjusted to meet students' needs during this process. This information is shared with administrators through the team meetings. The CPST and ESE teachers examine all data on ESE students to match students with appropriate programs. Via this process it is possible for the school to problem solve effective teaching practices in all curricular areas.

The school will follow the K-12 Comprehensive Reading Plan, ESOL Comprehensive Plan, Instructional Focus Calendars and suggested intervention/processes from the Struggling Reader's and Math chart to provide a guidepost for curriculum and instruction.

The following are assessments to inform instructional practices:

Baseline data: FAIR, Broward Assessment Test (BAT 2 for reading, math, and science), Florida Comprehensive Assessment Test (FCAT)

Progress Monitoring: Mini BAT's, FCAT Simulation

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

End of year: Outcome measures FCAT, District's Primary End of Year Reading and math assessments

School specific assessments

Core Program assessments

Describe the plan to train staff on RTI.

Based teacher's survey professional development will be provided during teachers' common planning. In addition, small sessions will occur throughout the year as Professional Learning Communities.

Classroom Walkthrough Data will also be used to determine areas in need of growth during grade chair meetings.

School Wide Florida's Continuous Improvement Model

Plan

Data Disaggregation 2008-2009 FCAT Data

What strengths and weaknesses were identified in the 2009 data by grade level, subject area, and clusters/strands?

Strengths include a growth from 89%-91% high standards in reading, 89%-93% in math, 57%-74% in science and 96%-98% in writing.

Weaknesses: FCAT Benchmark/Cluster Data

Reading:

Reference and Research percentage of students answering correctly decreased in 3rd. and 5th grade.

Words/Phrases in 5th grade.

Math:

Number Sense, Geometry, Data Analysis in 3rd grade.

Science: Physical and Chemical

Instructional Calendar Development

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

Lakeside Elementary school will utilize the District's Instructional Focus Calendar(s) IFC's for each subject area and will adapt them to meet the needs of students' based on data analysis. The IFC's were created in July 2009. The IFC will be updated in October 2009 as determined by disaggregated data results from the September Pre-Test, and again in January 2010 as determined by the disaggregated data results from the December Mid-Term Test. All tested benchmarks are scheduled to be covered before the Spring Assessment in 2010.

Administration will implement a continuous cycle of making classroom visitations, evaluating lesson plans, monitoring teacher data, and conducting meetings with teachers to ensure that the IFC's are being utilized and implemented effectively. If teachers are having difficulty following the IFC's, they will be teamed up with a mentor to assist in its implementation.

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

In Reading Reference and Research and Words/Phrases was an area that decreased therefore these benchmarks will be reinforced across all grade levels.

In Reading Reference and Research and Words and Phrases was an area that decreased in therefore this strand will be reinforced.

In Math Number Sense, Geometry, Data Analysis will be reinforced in across all grade levels.

In Science: Physical and Chemical was an area that decreased therefore this strand will be reinforced.

In Writing: Voice and using Vivid vocabulary was an area that needs continuous reinforcement.

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

Lakeside Elementary will continue to use Florida's Continuous Improvement Model to ensure a comprehensive system is in place to monitor students' needs. Data will be disaggregated by teacher and student, instructional focus calendars will be followed however, based on needs the school will add necessary benchmarks to ensure students are making the correct gains. The Leadership team and teachers will meet quarterly during data chat meetings to discuss students' progress and adjust the curriculum as needed.

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

N/A

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

N/A

DO

Direct the Instructional Focus

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

The teaching-learning process is complicated and multi-layered. Therefore, lessons plans are the blueprint that allows teachers to organize and plan to support needs of students. The goal of Lakeside Elementary teachers is to teach to the Sunshine State Standards. Grade level teachers meet weekly to determine the areas of students' strengths and weaknesses as demonstrated by class work assignments and assessment results. Lesson plans will reflect differentiated instruction, which provides lessons for all levels of students, below level, on-level, and beyond-level.

How are instructional focus lessons developed and delivered?

The district has developed the IFC's and are available through the BEEP portal. During weekly meetings teachers will be exposed to the IFC's. IFC's will be used as the foundation for instruction.

How will instructional focus lessons be revised and monitored?

Common planning times have been allocated in order for collegial planning. Teachers develop instructional focus lessons based on students' need. Teachers and administrators will ensure the effectiveness of the focus lessons by analyzing data results from focus lesson(s) as they are re-assessed intermittently throughout the year.

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.

On going progress monitoring tools include the District's Benchmark Assessments (BAT), District Mini-Benchmark Assessments, Rigby PM Benchmarks, Developmental Reading Assessments (DRA) and Running Records. Diagnostic data is collected and analyzed to determine areas of weakness in order to determine appropriate placement to provide differentiated instruction. Teachers are required to place students on a Progress Monitoring Plan (PMP) if students' are not meeting the basic minimum requirements as outlined by Broward County.

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

Assessment results are analyzed and a set criteria is applied to determine mastery of skills. Mastery will be set at 80%. Mastery is set at higher than the traditional score of 70% to ensure student proficiency of each benchmark.

The assessment results will be used to determine the instructional focus of whole group lessons. An item analysis of the assessment will be utilized to re-teach the questions that students missed most frequently.

Teachers will differentiate their instruction as indicated by assessment results to provide intensive instruction to those students earning less than 50%, additional instruction and practice opportunities for those students earning between 50-70%, and enrichment/advanced instruction to students earning 80-100%.

Maintenance

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

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

Opportunities for enrichment will include the use of challenging computer software in the computer lab and /or wireless computer carts, higher level fiction and nonfiction materials will be available in the Reading Resource Room for teacher/students use.

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 meet weekly to discuss students' progress and analyze student data. Teachers realign IFC's as needed based on the varying needs of students.

Monitoring

Describe the Principal's and Leadership Team's roles as instructional leaders and how they will be continuously involved in the teaching and learning process.

The principal and Leadership team meet with teachers to analyze data, discuss students' strengths and weaknesses, and plan for remediation. During these meetings, lesson plans, data binders, and student portfolios are used as a catalyst for discussion.

Additionally, the principal meets with grade level chair personnel during grade chair release days. To discuss each grade level concerns and success and further plan action steps as part of our FCIM.

ACT

Supplemental and Intensive Instruction/Interventions

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

Lakeside Elementary teachers follow the District's adopted Core Curriculum Reading Program Treasures K-5 series, with fidelity. Treasures, provides guidance to teachers in delivering differentiated instruction for diverse learners within the reading block. Additionally, teachers also refer to BEEP for reading lessons as additional support used during their 90-minute reading block. Teachers expose students to a variety of supplemental reading materials that provide students with opportunities to develop their reading skills.

Lakeside Elementary school uses Harcourt Math for all grade levels and Delta Science kits program and resource materials. Both programs provide supplemental material for enrichment and intensive instruction.

The K-5 Writing Plan is in place to build a foundation at each grade level.

Teachers in grades K-5 evaluate their students written pieces and focus on skills during writing instruction that will help students improve their writing in areas such as organization, ideas, sentence fluency, voice, conventions and word choice. During writing committee meetings, members discuss areas of writing they would like the grade level teachers to focus on to help students transition from one grade to the next.

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

Students in grades 1-5 in need of remediation receive additional intervention daily from MacMillan's Triumphs Intervention Component of Treasures. In addition, students' maybe pulled out by the resource teachers for additional interventions and are provided support as a double dose or triple dose of instruction based on area of deficiency (Oral Language, Phonemic Awareness, Phonics, Fluency, Vocabulary, or Comprehension). Road to the Code is used as needed with student in K-1 grade. Success Maker and Riverdeep are used daily in the computer lab for addition reinforcement of skills. Computer lab, After-school FCAT camp and volunteer tutoring is also available for identified at risk students.

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

Via survey results from teachers feedback was provided on areas of interest. Building capacity has been a long time goal of Lakeside Elementary, to deliver instructional support. As well as provide collegial assistance and differentiate professional development.

Based on the needs PD is established for the year either by members of our own faculty or district personal. In addition, Classroom Walk-throughs help to provide trends or areas that may need to be addressed.

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

As a result of progress monitoring (class work assignments and assessment results) and observations (classroom teacher, reading specialist, administrators, counselors, etc.) students who consistently demonstrate academic difficulty will receive supplemental and intensive instruction/interventions.

Students not making mastery will be offered after-school assistance via SES, as well as assistance during the regular school day from reading specialist and or personnel hired to provide tutorial services.

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

After teachers implement the intervention(s) with fidelity, they then administer another form of the instructional mini-assessment to determine the ability to transfer and apply what was learned.

Reading Resource Specialist will work with the teachers to review bi-weekly assessments. Reading Resources Specialist 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.

Each of the core programs (reading, math, science, writing etc.) provides additional enrichment activities for who demonstrate mastery in skills. Students who consistently exceed mastery can be placed in a gifted/high achiever classroom with a gifted endorsed teacher. They may receive above grade level instruction and participate project based learning, thematic units of study and use critical thinking skill approach to learning.

Describe how students are identified for enrichment strategies.

Students who exhibit mastery levels academically are provided with enrichment activities. Technology plays a big role in enhancing students in their curricular area. Project based learning play a part in providing enrichment activities to identified students via I-Movies, Pod-cast, and Keynotes.

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)
PLC's are organized by grade level and or interest level as well as student's data.	Various	monthly	Week before monthly Faculty Meetings	No data at this time

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

At Lakeside Elementary all incoming Kindergarten students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. In addition to academic/school readiness assessments, all incoming Kindergarten students will be assessed in the area of social/emotional development.

The screening data will provide valuable information to plan daily academic and social/emotional instruction for all students. Students are placed in groups or individually to provide any intervention (if needed) or text beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data. Screening tools will be re-administered mid-year and at the end of the year in order to determine student learning gains in order to determine the need for changes to the instructional/intervention programs.

Postsecondary Transition

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

PART II: EXPECTED IMPROVEMENTS

Reading Goal

Needs Assessment:	Based on School Grade and Adequate Yearly Progress Data: Did the total percent proficient increase or decrease? What is the percent change? What clusters/strands, by grade level, showed decrease in proficiency? Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets? Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains? Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?
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Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Reading results, 91% of students scored at Level 3 or above. This percentage is up 2% from the 2008 FCAT results during which 89% of the students scored at Level 3 or above		By June 2010, an average of 93% of the students in grades 3-5 will score a Level 3 or higher on the FCAT Reading SSS.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Based students data, differentiated instruction is provided to meet students' needs during the reading block. In addition, students in the lowest 40% will receive additional support via pull-out/ double and triple dose of instruction.	Teachers, Team Leaders, Leadership Team, Administration	Classroom Walkthroughs, grade chair meetings, on-going weekly assessments, FCIM	Broward Assessment Test (BAT), Mini BAT, Weekly Reading Assessment, FCAT 2010
2	CRISS and Marzano's High Yield strategies are infused into the curriculum. In addition, based on student's deficiency resources are selected from the Struggling Readers chart from each component of reading: oral language phonics phonemic awareness Fluency Vocabulary Comprehension	Reading Specialist	Running Records, Developmental Reading Assessment (DRA) by Pearson, Weekly Treasures fluency test, SME Reports	Broward Assessment Test (BAT), Mini BAT, Weekly Reading Assessment, FCAT 2010
3	Pre-K- 5th grade will participate in reading incentive programs. (Reading Across Broward, Book It, Book Buddies, and Reading in the Hallways).	Administration, Leadership Team, Reading Resource Specialist	Classroom Walkthroughs, Data Chats, FCIM	Broward Assessment Test (BAT), Mini BAT, Weekly Reading Assessment, FCAT 2010
4	After School FCAT Camp will be offered to select students in Grades 3-5.	Reading Resource Specialist and Administration	On-going assessments, review of SME reports.	Quarterly review of SME data reports. Weekly Reading assessments, BAT and Mini- BATS, FCAT 2010

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Third Grade Reading Cluster/Strand decreased in the area of Reference and Research 2/3 67%.		By June 2010, 3rd grade students will demonstrate 70% proficiency in Reference and Research.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Instruction focusing on Reference and Research will be infused into daily reading	Reading Resource Specialist, Administration	Classroom Walkthroughs, grade level meetings	Broward Assessment Test (BAT), Mini BAT, Weekly Reading Assessment, FCAT

	instruction			2010
2	Technology resources in third grade will be available as additional support in the area of reference and research.	Reading Resource Specialist, Administration	Classroom Walkthroughs, grade level meetings	Print outs from computer program to show student progress throughout the year.

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
75% of First-fifth grade Economically Disadvantaged sub-group met high standards in reading.		By June 2010, students in the Economically Disadvantage sub-group will increase proficiency by at least 2%.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Teachers will use Treasures fluency passages to build students' fluency skills.	Classroom Teachers	Fluency assessments, quarterly review, grade level meetings.	Grade level Fluency Assessments
2	Resource Teacher will use Read Naturally, Fast Track, Great Leaps as intervention (s) in Reading Resource Program	Reading Resource Teacher	Students are assessed quarterly to determine if the intervention program is working.	2. DAR, Fluency

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
By May 2010, an average of 93% of the students in grades 3-5 will score a Level 3 or higher on the FCAT Reading SSS.	Training in the New Instructional Focus Calendars	Reading Resource Specialist	August 2009	Classroom Walkthroughs, Data Chats	Administration, Leadership Team, Reading Resource Specialist
By May 2010, 3rd grade students will demonstrate 70% proficiency in Reference and Research.	Training in the New Sunshine Standards	Reading Resource Specialist	September 2009-June 2010	Classroom Walkthroughs, Data Chats	Administration, Leadership Team, Reading Resource Specialist

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

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Read Naturally	Grant: Retired Teachers of Century Village	\$500.00
		Total: \$500.00
Technology		
Description of Resources	Funding Source	Available Amount
Accelerated Reader	PTA	\$1,000.00
		Total: \$1,000.00
Professional Development		
Description of Resources	Funding Source	Available Amount
FCAT Camp Reading	After School Care\$	\$4,500.00
		Total: \$4,500.00
Other		
Description of Resources	Funding Source	Available Amount
Reading Across Broward Awards	PTA	\$3,500.00
		Total: \$3,500.00
		Final Total: \$9,500.00

Mathematics Goal

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

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

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

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

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

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

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT item analysis, 3rd & 5th grade scores made no gains in the area Geometry & Data Analysis.		By June 2010, Students will increase their proficiency level by 4% 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	Students will receive differentiated instruction to meet students' varying needs.	Administration, Leadership Team	Classroom Walkthroughs, and Quarterly Data Chats	Mini BATS, Benchmark Assessment I and II, and FCAT 2010
2	Teachers will follow the District's Instructional Focus calendars as a foundation to ensure all of the SSS are covered appropriately at each grade level.	Administration, Leadership Team	Classroom Walkthroughs, and Quarterly Data Chats	Mini BATS, Benchmark Assessment I and II, and FCAT 2010.
3	Students who need additional remediation (FCAT level I & II) will be provided double and triple dose of math instruction via resource teacher pull-out or during After-school Camp.	Administration, Leadership Team and Power Hour teachers and coordinator	Classroom Walkthroughs, and Quarterly Data Chats	Mini BATS, Benchmark Assessment I and II, Harcourt math weekly assessments, FCAT 2010.

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT scores, 77% of Economically Disadvantaged students met AYP.		By June 2010, 79% of our Economically Disadvantage students will meet high standards in Mathematics		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Teachers in grades 1-5 will align school's existing curriculum guides to district's instructional focus calendar	Team Leaders Harcourt Math assessment lesson/chapter assessments	District-provided Mini-BATs bi-monthly assessments	BAT assessments
2	Students in grades 1-5 will utilize Math Centers to serve to reinforce the SSS	District-provided Mini-BATs bi-monthly	BAT Classroom Teacher assessments	BAT Classroom Teacher 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, Students will increase their proficiency level by least 2%.	K-5 Next Generation Sunshine State Standards	Guy Barmoha	August 2009	Follow-up session will be held during grade group meetings	Grade Chairs, Administration
77% of our Economically Disadvantage students met high standards in the area of math	K-5 Math Centers to reinforce SSS	Various Teachers	August 2009- June 2010	Follow-up session will be held during grade group meetings	Grade Chair, teachers, administration

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
After-school Camp.	After-school Care.	\$4,000.00
Total: \$4,000.00		
Other		
Description of Resources	Funding Source	Available Amount
Parent Night	PTA	\$500.00
		\$0.00
Total: \$500.00		
Final Total: \$4,500.00		

*End of Mathematics Goal***Science Goal****Needs Assessment:** Based on School Grade Data:

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

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on item analysis 5th grade made no gains in Physical & Chemical Science.		By June 2010, our fifth grade students will increase their proficiency level by at least 2%.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students in K - 5 will attend a Science Special a minimum of one time per week for additional Science instruction.	Science Resource Teacher, Administration	Classroom Walkthroughs, Quarterly Data Chats	Mini BATS, Science Journals, 2010 FCAT Assessment
2	Students will view the Science Alive and Soaring Into Science videos via BECON.	Teachers, Science Resource Teacher, Administration	Classroom Walkthroughs, Quarterly Data Chats	Mini BATS, Science Journals, 2010 FCAT Assessment

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
By June 2010, our fifth grade students will increase their proficiency level by at least 2%.	Chemical Science	Teachers	June 2010	Follow-up will be conducted during grade level meetings and PLC's	Grade Chair, Science Coordinator/resource teacher

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount

"Time For Kids" Magazine	Internet Account	\$1,800.00
Science Assemblies	PTA	\$1,000.00
		Total: \$2,800.00
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
Science Night\$ 500.00	PTA	\$500.00
		Total: \$500.00
		Final Total: \$3,300.00

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		
98% of of our fourth grade students scored a level 3.5 or above on the 2009 FCAT Writes.		By March 2010, 99% of our fourth grade students will score a level 3.5 or above on the FCAT Writes.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Teachers will follow the Broward County Writing Program as outlined in the Instructional Focus Calendar.	Reading Resource Specialist, Administration	Classroom Walkthroughs, Data Chats, Quarterly review of writing samples	Pre/Mid/Post Writing Prompt scores, 2010 FCAT
2	Each week starting in September, 4th grade teachers conduct "writing seminars" with all 4th grade teachers and students. Teachers take turns conducting writing seminars throughout the year.	Fourth grade teachers.	Classroom Walkthroughs, Data Chats, Quarterly review of scored writing prompts.	Pre/Mid/Post Writing Prompt score, 2010 FCAT
3	Each year we have a celebration of students writing called, "Writing on the Walls". In addition, opportunities such as Gator Tracks Publishing, on-line publishing and an annual visit by an author help to motivate students to become life-long writers.	Classroom teachers and 4th grade team.	Classroom Walkthroughs, Data Chats, Quarterly review of scored writing prompts.	Pre/Mid/Post Writing Prompt score, 2010 FCAT

Professional Development Aligned with Objective:

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

99 % of of our fourth grade students scored a level 3.5 or above on the 2009 FCAT Writes.	Writing/Curriculum State Writing Rubric and Using Data from Writing Samples to guide targeted instruction.	In house writing team experts.	October 2009	Classroom Walkthroughs Students' progress on monthly writing samples	Reading Resource Specialist & Administration
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Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Writing on the Wall Author's Visit	PTA	\$2,500.00
		Total: \$2,500.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$2,500.00

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		
During the 2008-2009 school year, the number of parents participating in school events increased by 5%.		By May 2010, the number of parents participating in school events will continue to incrementally increase.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Pre-K & Kindergarten parents will be invited to attend an Orientation on August 21th.	Teachers, Team Leaders, Support Staff, Administ	Number of parents present at the Orientation	Sign In Sheet, Data from Parent Satisfaction Survey
2	Parents will be invited to attend Open House.	Teachers, Team Leaders, Support Staff, Administration	Number of parents present at each grade level Open House	Sign In Sheet, Data from Parent Satisfaction Survey/Involvement Survey
3	Teachers will hold a minimum of two Parent Conferences at the school.	Teachers, Team Leaders, Administration	Teachers, Team Leaders, Administration	Signed Conferences, Data from Parent Satisfaction Surveys
4	Parents participation in Career Day	Teachers, Team Leaders	Teachers, Team Leaders, Administration	Sign In Sheet, Data from Parent

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
By May 2010, the number of parents participating in school events will increase by 2%.	Parent Meetings/Trainings will focus on topics parents expressed as high interest and at times indicated as preferential by parents on the April 2009 Parent Survey.	Teachers, ReadingResource Specialist, Guest Speakers	Teachers, ReadingResource Specialist, Guest Speakers	Sign In Sheets, Results of Parent Satisfaction Surveys sent home in April 2010	Administration, Teachers, Reading Resource Specialist

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Parent Night, Math, Reading, Writing.	PTA	\$400.00
		Total: \$400.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$400.00

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	Read Naturally	Grant: Retired Teachers of Century Village	\$500.00
Writing	Writing on the Wall Author's Visit	PTA	\$2,500.00
Science	"Time For Kids" Magazine	Internet Account	\$1,800.00
Science	Science Assemblies	PTA	\$1,000.00
Parental Involvement	Parent Night, Math, Reading, Writing.	PTA	\$400.00
			Total: \$6,200.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Accelerated Reader	PTA	\$1,000.00
			Total: \$1,000.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	FCAT Camp Reading	After School Care\$	\$4,500.00
Mathematics	After-school Camp.	After-school Care.	\$4,000.00
			Total: \$8,500.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Reading Across Broward Awards	PTA	\$3,500.00
Mathematics	Parent Night	PTA	\$500.00
Mathematics			\$0.00
Science	Science Night\$ 500.00	PTA	\$500.00
			Total: \$4,500.00
			Final Total: \$20,200.00

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
Materials and personnel to support SIP Goals	3000
School-wide Problem Solving Team Substitutes	1000
FCAT "Power Hour" (FCAT Camp) After-School Tutoring	1000

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

Review monthly SIP progress. Provide input, discuss current educational issues, develop A+ ballot, develop budget, provide input on district initiatives and state legislation issues.

SAC Members

Members

- 1) Marion Ann Fee, Principal
- 2) Rebecca Bakal-Scrima, SAC Chair
- 3) Maria DeRosa, Teacher
- 4) Maria Stone, Business Member
- 5) Carolyn Barta, Parent
- 6) Rodi Friedman, Parent
- 7) Margaret Harris, Parent
- 8) Tina Lowery, Parent
- 9) Norma Rockhead, Parent
- 10) Debbie Stansell, Parent
- 11) Denise Tamburo, Community Member
- 12) Edith Camino, School Support Personnel
- 13) Denise Heyliger, School Support Personnel
- 14) Alma Lopez, School Support Personnel
- 15) Francy Thomson, Union Steward

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2													Broward LAKESIDE ELEMENTARY SCHOOL 3591													
Number of students enrolled in the grades tested: Click here to see Number of students in each group													Read: 432 Math: 432		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	Y/N
TOTAL ⁴	100	Y	100	Y	86	Y	89	Y			Y				NA	17	14	NA	14	11	NA	87	NA	85	NA	
WHITE	100	Y	100	Y	89	Y	90	Y			Y				NA	15	11	NA	8	10	NA	90	NA	88	NA	
BLACK	100	Y	100	Y	81	Y	85	Y			NA				NA	26	19	NA	35	15	NA	81	NA	81	NA	
HISPANIC	100	Y	100	Y	84	Y	88	Y			Y				NA	13	16	NA	11	12	NA	86	NA	85	NA	
ASIAN		NA		NA		NA		NA			NA				NA			NA			NA					
AMERICAN INDIAN		NA		NA		NA		NA			NA				NA			NA			NA					
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	75	Y	77	Y			NA				NA	34	25	NA	28	23	NA	77	NA	78	NA	
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	77	Y	85	Y			NA				NA		23	NA		15	NA	81	NA	83	NA	
STUDENTS WITH DISABILITIES	100	Y	100	Y		NA		NA			NA				NA			NA			NA					

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2													Broward LAKESIDE ELEMENTARY SCHOOL 3591													
Number of students enrolled in the grades tested: Click here to see Number of students in each group													Read: 449 Math: 449		2007-2008 School Grade ¹ : A		Did the School make Adequate Yearly Progress? YES									
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).													This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N
TOTAL ⁴	100	Y	100	Y	83	Y	86	Y			Y				NA	19	17	NA	18	14	NA	79	NA	83	NA	
WHITE	100	Y	100	Y	85	Y	92	Y			Y				NA	16	15	NA	17	8	NA	76	NA	87	NA	
BLACK	100	Y	100	Y	74	Y	65	Y			NA				NA	39	26	NA	26	35	NA	78	NA	75	NA	
HISPANIC	100	Y	100	Y	87	Y	89	Y			Y				NA	11	13	NA	17	11	NA	83	NA	83	NA	
ASIAN		NA		NA		NA		NA			NA				NA			NA			NA					
AMERICAN INDIAN		NA		NA		NA		NA			NA				NA			NA			NA					
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	66	Y	72	Y			NA				NA	34	34	NA	27	28	NA	69	NA	72	NA	
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y		NA		NA			NA				NA			NA			NA					
STUDENTS WITH DISABILITIES	100	Y	100	Y		NA		NA			NA				NA			NA			NA					

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2													Broward LAKESIDE ELEMENTARY SCHOOL 3591													
Number of students enrolled in the grades tested: Click here to see Number of students in each group													Read: 526 Math: 526		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	Y/N
TOTAL ⁴	100	Y	100	Y	81	Y	82	Y			Y				NA	18	19	NA	15	18	NA	78	NA	74	NA	
WHITE	100	Y	100	Y	84	Y	83	Y			Y				NA	12	15	NA	10	17	NA	82	NA	69	NA	
BLACK	100	Y	100	Y	61	Y	74	Y			94	Y				NA	46	NA	33	26	NA	59	NA	73	NA	
HISPANIC	100	Y	100	Y	89	Y	83	Y			Y				NA	19	11	NA	12	17	NA	83	NA	75	NA	
ASIAN	100	Y	100	Y		NA		NA			NA				NA			NA			NA					
AMERICAN INDIAN		NA		NA		NA		NA			NA				NA			NA			NA					
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	66	Y	73	Y			NA				NA	26	37	NA	19	27	NA	67	NA	71	NA	
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y		NA		NA			NA				NA			NA			NA					
STUDENTS WITH DISABILITIES	100	Y	100	Y		NA		NA			NA				NA			NA			NA					

SCHOOL GRADE DATA

Broward School District LAKESIDE ELEMENTARY SCHOOL 2008-2009					
	Reading	Math	Writing	Science	Grade Points Earned
% Meeting High Standards (FCAT Level 3 and Above)	91%	93%	98%	74%	356
% of Students Making Learning Gains	79%	77%			156

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:

- 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?	75% (YES)	74% (YES)			149	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					661	
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 LAKESIDE ELEMENTARY SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	89%	89%	96%	57%	331	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	76%	74%			150	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	74% (YES)	71% (YES)			145	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					626	
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 LAKESIDE ELEMENTARY SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	85%	86%	95%	61%	327	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	83%	67%			150	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	74% (YES)	64% (YES)			138	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					615	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested