

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: PARKSIDE ELEMENTARY SCHOOL

District Name: Broward

Principal: Susan A. Colton

SAC Chair: Lakay Wilkerson

Superintendent: James F. Notter

Date of School Board Approval:

Last Modified on: 09-18-2009

Dr. Eric J. Smith, Commission
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VISION and MISSION STATEMENTS

The vision of the School Board of Broward County, Florida: Educating today's students for tomorrow's world.

The mission: The School Board of Broward County, Florida is dedicated to meeting the educational needs of all students in a safe learning environment.

Parkside Elementary's Vision: A school where each day, each child experiences success and values something that he/she has never done.

Our Mission: Is to organize our school around students and the work that they are expected and encouraged to do, the quality of the work provided to students so that they learn and achieve at the highest standards, and to base every decision that we make on the improvement of teaching and learning.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

Parkside Elementary opened in August 2000, by Susan A. Colton, National Distinguished Principal, as "The WOW School of the Century". WOW stands for "Working on the Work", a framework established by Dr. Philip Schlechty and the Center for Leadership and School Reform. The newly hired staff and community members embraced the concept and met throughout the spring and summer to name the school, establish the school colors, mascot, organizational systems, and elect PTA, School Advisory Council and Leadership Team Leaders. Parkside is a one of 285 schools in Broward County Public Schools, Florida, the 6th largest school system in the United States. It was built on land that was donated to the School Board by the City of Coral Springs, a community of 100,000 at that time. It is nestled between Mullins Park (a community center for soccer, baseball and swimming), the Coral Springs Center for the Arts (a performing arts center and art gallery), Coral Springs Medical Center, and the local police and fire department complex. Other than Exceptional Education students that are bussed into our Autism Cluster, Parkside is a neighborhood school.

Each year, since it's opening, Parkside has been "all about dreams". Each year we have a School-wide Motivational Theme, and they have been named as follows:

- 2000-2001 "Building Dreams"
- 2001-2002 "High Five: Keep the Dream Alive"
- 2002-2003 "Dreams Spur Us On"
- 2003-2004 "Set Out on a Dream Safari"
- 2004-2005 "Parkside's Magical Dream Ride"
- 2005-2006 "Sail on a Wave of Dreams"
- 2006-2007 "Engineering Dreams"
- 2007-2008 "Dreams Take Flight"
- 2008-2009 "Racing Toward Your Dreams"
- 2009-2010 "Reel Dreams"

Unique School Strengths for Next Year

Parkside Elementary Major Accomplishments 2008-2009:

- 1) "A" School sixth consecutive year (seven total)

- 2) Met AYP in all subgroups (predicted to not make AYP)
- 3) Met District Criteria to receive "Highly Effective" APPAS Category Seven!
- 4) NO audit exceptions: Property & Inventory, Internal Accounts /Payroll, Physical Plant & Safety Inspections
- 5) Customer Survey: Rated "A" by students, staff & parents
- 6) Quality After School Care Assessment
- 7) Balanced Budget, Perfect FTE
- 8) Golden School Award – Nine consecutive years
- 9) Five-Star School Award (4 years) + 2009
- 10) A Work of Heart – Service Learning Project w/CS Medical Center
- 11) Racing Toward Your Dreams – Awesome school-wide motivational theme
- 12) School Board Recognition/Special Presentation: You Make A Difference
State Award Winners – Sheree Schulson & Corrie Lohr
- 13) Twelve Impact II Grant Awardees including the Superintendent's \$10,000 Award for student podcasting
- 14) PEPSA Grant – Partnership for Effective Programs for Students with Autism
- 15) National School Lunch Week District Poster Contest Winners
- 16) Martin Luther King Art & Literary Contest Student Winners, Individual First & Second Place & Honorable Mention, Group Third Place
- 17) Community Service Award by Representative Ari Porth
- 18) CS Medical Center Wellness Run T-shirt Design Student Winner
- 19) ACCLAIM Nominee, Teacher of the Year, Non-Instructional Employee Nominees
- 20) Additional Community Service Activities: Jump Rope for Heart, CS Medical Center Wellness Run, Fall into Fundraising Food Drive, Great American Clean Up, Dolphin Day
- 21) Successful Partnerships: CS Medical Center, Applebee's, Publix, Buffalos, Wings Plus, Center for Leadership & School Reform
- 22) Sharing the Dream application (NAESP)– Grant for implementation of "Induction Challenge" for Community Engagement
- 23) Sun-Sentinel Kids of Character Award for Cooperation
- 24) The addition of an eight classroom digital modular building

Unique School Weaknesses for Next Year

Several unique challenges facing Parkside for the next year are that budget cuts have forced us to lose our writing special, an ESE teacher and several highly experienced teachers who brought quality learning experiences to the classroom. We will have the task of inducting seven new faculty and staff members into our school philosophy and culture.

Our enrollment has dropped because of the economy declining, rentals becoming condos, and families leaving the South Florida area.

Student Demographics

Student Demographics: Asian 3.68%, Black 23.7%, Hispanic 27.1%, Multi 5.65%, White 39.8%, ESOL 7.61%, ESE 16.0%, Free/Reduced Lunch 46.9%

Student Attendance Rates

The attendance rate for Parkside was 94.60% for 2009. The average rate for elementary was 94.50%
The attendance rate for 2008 was 94.50%. The average for elementary was 94.50%
The attendance rate for 2007 was 94.60%. The average for elementary was 93.50%

Student Mobility

Parkside's mobility rate for the previous three years are as follows:

2007: 19.10%

2008: 20.50%
2009: 18.90%

Student Suspension Rates

Student suspension rates were minimal. There were no internal suspensions for the previous three school years. For external suspensions, for the 2007 year the rate was 0.20%, while the 2008 and 2009 school year there were none.

Student Retention Rates

Student retention rates are as follows:

2007: 4.22%
2008: 3.02%
2009: 3.10%

Class Size

For the 2007 and 2008 school years, Parkside was at or below the required class size average, however, this included our autism cluster classes and does not reflect a true average within the general education classrooms.

Averages for the PK-3 classes for 2007, 2008, 2009 were as follows: 16.91%; 17.40%; and 16.70%.

Averages for grades 4-5 classes were: 19.53%; 20.46%; and 19.50%.

Academic Performance of Feeder Pattern

Coral Glades Innovation Zone was the ONLY "A" Innovation Zone in Broward County Public Schools District!

Coral Glades High School
Sawgrass Springs Middle School
Coral Springs Elementary
Parkside Elementary
Westchester Elementary

Partnerships and Grants

Successful Partnerships: CS Medical Center, Applebee’s, Publix, Buffalos, Wings Plus, Center for Leadership & School Reform

Sharing the Dream application (NAESP)- Grant for implementation of “Induction Challenge” for Community Engagement

Twelve Impact II Grant Awardees including the Superintendent’s \$10,000 Award for student podcasting

PEPSA Grant – Partnership for Effective Programs for Students with Autism

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 | Susan A. Colton | M.Ed. Early Childhood Ed., Elem. Ed., ESOL, Reading, & School Principal | 6 | 17 | National Distinguished Principal |
| Assis Principal | Lawerence Barretto | Ed.S.Educational Leadership,Elem. Ed., ESOL, Gifted Elem | 7 | 16 | Highly Effective |

** 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 | Lakay Wilkerson | M.S. Reading, Elem. Ed. | 9 | 8 | Highly Qualified |
|---------|-----------------|-------------------------|---|---|------------------|

* 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) |
|--|------------------------------|---------------------------|---|
| WOW Induction - "The Parkside Way" Professional Learning Communities | Randy Bitton Wanda Haynes | 6/1/10 6/1/10 | |

Non-Highly Qualified Instructors

| Name | Certification | Teaching Assignment | Professional Development/Support to Become Highly Qualified |
|-------------------|---------------|---------------------|---|
| No data submitted | | | |

Staff Demographics

| Total Number of Instructional Staff | % of First-Year Teachers | % of Teachers with 1-5 Years of Experience | % of Teachers with 6-14 Years of Experience | % of Teachers with 15+ Years of Experience | % of Teachers with Advanced Degrees | % Highly Qualified | % Reading Endorsed Teachers | % National Board Certified Teachers | % ESOL Endorsed |
|-------------------------------------|--------------------------|--|---|--|-------------------------------------|--------------------|-----------------------------|-------------------------------------|-----------------|
| 45 | 0 | 22 | 51 | 27 | 33 | 100 | 7 | 7 | 100 |

Teacher Mentoring Program

| Mentor Name | Mentee Assigned | Rationale for Pairing | Planned Mentoring Activities |
|--------------------|----------------------------|--|---|
| Pendora Miller | Kate Hunt Misty Nee | They are on the same grade level | work on school culture, developing lesson plans for new reading series, team building and a listening ear for any concerns. |
| Wanda Haynes | Stefani Kaufman | Same grade level. | Help build morale. Work on lesson plans and classroom organization and management, help with ways to actively engage all children and be a listening ear for any concerns. |
| Marie Ritchie | Hope Cohen Sherri Myers | They are all part of the Autism cluster. | Demonstrate ways to use all of the different resources that are available for the cluster, help with classroom management and organization, support and a listening ear for any concerns. |
| Phyllis Mastrianni | Mark McClary | Same specials team. | Help with understanding our school community, plan activities that include music and art and be a listening ear for any concerns. |

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only
Title I, Part A

| |
|---|
| <p>Parkside Elementary is a first year Title I school</p> <p>Title I funds will be used for one paraprofessional, materials and supplies for our low-socioeconomic subgroup of students, as well as parent involvement activities to support our parent involvement objectives.</p> |
|---|

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

To assist in the implementation of federal and state laws, as well as School Board policies, every school is required to have a "Student Support Designee" trained in homeless education, foster care, child abuse and neglect, and suicide prevention.

Supplemental Academic Instruction (SAI)

SAI Funds are used to support Level I and Level II FCAT students through personnel and instructional materials to provide additional doses of direct instruction.

Violence Prevention Programs

Our School Resource Officer conducts the GRADE (Gang Resistance And Drug Education) program with our fifth grade students. He also does Child Lures with our third graders.

Nutrition Programs

University of Florida/IFAS Family Nutrition Program for Broward County:
The Family Nutrition Program and Organ Wise Guys (OWG) comprehensive program includes enhanced curriculum for K-2 grades, available resources, and OWG materials. Good nutrition and learning go hand-in-hand and provide children with essential knowledge for health and well-being.

OWG workbooks will be purchased for our school, a teacher orientation will be held, followed by instructional assemblies conducted for K, 1st and 2nd grade students.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

Administrator, Guidance Counselor, School Psychologist, Social Worker, Speech and Language Pathologist, Reading Coach, ESE Specialist, and Classroom Teacher

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

Students are referred by the teacher through a completed and documented packet. The teacher brings the students cum folder, class work samples and anecdotal records of their observations. The Guidance Counselor sets up meeting dates with the team and arranges for classroom coverage. She records the plan that the team comes up with. The School Psychologist gives input on what he has observed and offers interventions that the teacher will implement and report back to the team

the outcome. The Social Worker listens, makes suggestions and if need be, makes a home visit. The Speech and Language Pathologist listens, makes observations based on what the teacher shares, makes suggestions and helps determine the best course of action. The Reading Coach does a DAR or ERDA on the child to help diagnose the child's level and needs and the most effective way to help meet those needs. The ESE Specialist listens, and helps determine if testing is required based on the information given by everyone present. The administrator listens and helps determine the best course of action. Suggestions are made for interventions and monitoring of student.

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

The school-based RtI Leadership Team met with the School Advisory Council (SAC) and principal to help develop the SIP.

RtI Implementation

Describe the data management system used to summarize tiered data.

Baseline data: Progress Monitoring and Reporting Network (PMRN), Broward Assessment Test (BAT 1 & 2 for reading and math), Florida Comprehensive Assessment Test (FCAT), Inventory Tests
Progress Monitoring: PMRN, Mini-Benchmark Assessments, Oral Reading Fluency Assessment
Midyear: Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessments for Reading (DAR), Early Reading Diagnostic Assessment (ERDA)
End of Year: FAIR, FCAT

Describe the plan to train staff on RtI.

Professional development will be provided during teachers' common planning time and small sessions will occur throughout the year. The RtI team will also evaluate additional staff PD needs throughout the year.

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?

Reading

Strengths: The School Mean DSS for third, fourth and fifth grade was above both the District and State Mean DSS. The school scored at, or above, the Mean Points Earned (on the subtests) at all three grade levels compared to the District and the State.

Weaknesses: Parkside's Black (all three levels), ESE (all three levels) and Free & Reduced Lunch (third and fifth) subgroups showed percentages of students scoring at levels 1 and 2 that was much higher than All Students.

Math

Strengths: The School Mean DSS for third, fourth and fifth grade was above both the District and State Mean DSS. The school scored at, or above, the Mean Points Earned (on the subtests) at all three grade levels compared to the District and the State.

Weaknesses: Parkside's Black (all three levels), ESE (fifth) and Free & Reduced Lunch (fifth) subgroups showed percentages of students scoring at levels 1 and 2 that was much higher than All Students.

Science

Strengths: The School Mean DSS was above both the District and State Mean DSS.

The school scored at, or above, the Mean Points Earned (on the subtests) compared to the District and the State.

Weaknesses: Parkside's Black, ESE and Free & Reduced Lunch subgroups showed percentages of students scoring at levels 1 and 2 that was much higher than All Students.

Writing

Strengths: The mean essay score for Combined was at, or above, 3.5 for all subgroups.

Weaknesses: The percentage of students scoring 3.5 and above was below those for the District and the State.

More subgroups scored lower on the Expository prompt than the Narrative.

Instructional Calendar Development

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

The primary Instructional Focus Calendar for Parkside Elementary will be developed by the Core Curriculum Department of Broward County. The secondary plan will be provided by the school through the school's Leadership Team in conjunction with

grade level teams.

Implementation and monitoring takes place at the school level keeping in mind the Florida Continuous Improvement Model. Various assessments will be implemented and data analysis done to insure progress is taking place.

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

2009 FCAT Reading Test Item Specs Version
4 Categories and 14 Benchmarks (grades 3 & 4); 15 Benchmarks (grade 5)
Category 1: Vocabulary
LA.3-5.1.6.3; LA.3-5.1.6.7 (includes LA.5.1.6.11 - grade 5 only);
LA.3-5.1.6.8; LA.3-5.1.6.9 (includes LA.3-5.1.6.6)
Category 2: Reading Application
LA.3-5.1.7.2; LA.3-5.1.7.3; LA.3-5.1.7.4;
LA.3-5.1.7.5; LA.3-5.1.7.6; LA.3-5.1.7.7
Category 3: Literary Analysis – Fiction/Nonfiction
LA.3-5.2.1.2; LA.3-5.2.1.7; LA.3-5.2.2.1
Category 4: Informational Text/Research Process
LA.3-5.6.1.1; LA.5.6.2.2 (grade 5 only)
All Big Ideas, Supporting Ideas and Benchmarks For Math, Writing and Science, Grades K-5.

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

Scheduling for ESE students (push-in and pull-out) was done before putting the master schedule together. Consideration was given to those teachers having ESE students to assure the academic scheduling needs of those students were met. All teachers are assured of an uninterrupted 90 minute (minimum) block of time for reading.

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?

Lesson plans and instructional delivery are aligned across grade levels through regular grade level team meetings as well as monthly Leadership Team Meetings. The Instructional Focus Calendars are referenced during the course of instructional planning. The BEEP Portal is also utilized as a reference for instructional planning.

How are instructional focus lessons developed and delivered?

Instructional focus lessons are developed in accordance with the Broward County School District's Instructional Focus Calendar and the Florida Sunshine State Standards.

The delivery of instructional focus lessons allow for different teaching styles as well as various learning styles among students. Teachers focus on student engagement as the primary driving force in delivery in accordance with the school philosophy, "Working on the Work".

How will instructional focus lessons be revised and monitored?

Instructional focus lessons will be revised and monitored as determined by the progress monitoring data collected 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 formative assessments to be used during the school year to measure student progress are as follows:

Baseline data: Progress Monitoring and Reporting Network (PMRN), Broward Assessment Test (BAT 1 & 2 for reading and math), Florida Comprehensive Assessment Test (FCAT), Inventory Tests

Progress Monitoring: PMRN, Mini Assessments, Oral Reading Fluency Assessment

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

End of Year: FAIR, FCAT

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

Data available from previous year's FCAT will be used as a baseline for identifying students who have reached or not reached mastery. Teachers conduct baseline and inventory tests in reading, mathematics, and writing. Additionally, regular classroom assessments are administered to identify students in need of additional assistance. Mini-benchmark assessments are also given in reading, mathematics and science to monitor student achievement.

Maintenance

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

Assessment (BAT, mini-BAT, etc.) results are used to monitor the progress of target groups. Follow-up remediation and retesting help to assure progress toward mastery of benchmarks.

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.

Assessment results are first reviewed by the administration and then discussed with the Leadership Team. Working with the administration, the Leadership Team develops a consistent process to work with their appropriate teams to modify the Instructional Focus Calendar and grouping to best meet the needs of their 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 will meet on a monthly basis to review and discuss data and monitor student progress. They will be involved in the analysis of Classroom Walk-Through (CWT) data to be aware of what is taken place within and across grade levels.

ACT

Supplemental and Intensive Instruction/Interventions

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

Core

Reading: Treasures (K-3) and Trophies (4 & 5)

Math: Harcourt

Science: Delta Hands-on Kit, Harcourt

Writing: Six Traits, Treasures (K-3)

Supplemental

Reading: Triumphs (K-3), Trophies Intervention (4 & 5), Balanced Literacy, Readers' Handbook (Grade 3), TEACCH, Edmark and SMILE (Autism Cluster), FCAT Explorer

Math: Calendar Math, FCAT Explorer

Science: Sciencesaurus, FCAT Explorer

Writing: Lucy Calkins

Intensive

Reading: Wilson, Super QAR

Interventions

Reading, Math and Science: Study Island

Reading and Math: Success Maker

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

A combination of regrouping, push-in and pull-out models are used during the school day. In addition, students have access to Study Island utilizing home / public library computers.

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

Analysis of previous test data, Classroom Walk-Throughs, PGP's and needs assessments.

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

Level 1 and 2 students, as well as any other students who fall within the school's lower quartile. Particular focus will be given to those students who are in the target sub-groups based on AYP.

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

Monitoring of reteaching / re-assessing process.

Enrichment

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

Project based learning, re-grouping to other grade levels (when appropriate) for reading and math instruction

Describe how students are identified for enrichment strategies.

Based on previous FCAT scores, inventory assessments, Running Records (lower grades)

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) |
|---|-------------------|---------------------------|-----------------------------|---|
| Reading | Lakay Wilkerson | bi-monthly | Every other Tuesday at 2:15 | Next Generation Sunshine Standards |
| Math | Wanda Haynes | bi-monthly | Every other Tuesday at 2:15 | Next Generation Sunshine Standards |
| Writing | Abigail Polacek | bi-monthly | Every other Tuesday at 2:15 | Next Generation Sunshine Standards |
| Science | Michelle Schlenk | bi-monthly | Every other Tuesday at 2:15 | Next Generation Sunshine Standards |
| Technology | Lawrence Barretto | bi-monthly | Every other Tuesday at 2:15 | Next Generation Sunshine Standards |
| Community Engagement | Fatima Pereira | bi-monthly | Every other Tuesday at 2:15 | Parent Involvement Goal / Title I |

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

Parents of incoming kindergarten students are invited to attend a Kindergarten Roundup held on the first Friday in May. At this time, the parents are asked to sign up to bring their child to the school for an academic screening conducted by teachers. Parkside also partnered with Family Central to collaborate with local pre-school teachers to facilitate the transition process.

Postsecondary Transition

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

PART II: EXPECTED IMPROVEMENTS

Reading Goal

| | |
|--------------------------|--|
| Needs Assessment: | Based on School Grade and Adequate Yearly Progress Data: Did the total percent proficient increase or decrease? What is the percent change? What clusters/strands, by grade level, showed decrease in proficiency? Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets? Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains? Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains? |
|--------------------------|--|

| Based on the Needs Assessment, Identify Area(s) for Improvement | | Objective Linked to Area of Improvement | | |
|---|--|---|--|---|
| In looking at the 2009 FCAT data in reading, 78% of students combined achieved AYP. When compared to the above group, the Black subgroup 56% made AYP. | | By June 2010, 63% of the Black subgroup will achieve AYP through Safe Harbor. | | |
| | Action Step | Person Responsible for Monitoring the Action Step | Process Used to Determine Effectiveness of Action Step | Evaluation Tool |
| 1 | Marzano's High Yield Instructional Strategies will be used for student subgroups based on identified individual instructional needs. | Classroom Teachers | Progress is reported on the school database to monitor and evaluate results, and adjust curriculum to meet individual student needs. | Data will be collected from: Cool Tools, IRI, Running Records, DAR, Mini Benchmarks, DIBELS |
| 2 | Technology will be integrated for reading instruction. | Administration Classroom Teachers | Classroom Walk Through | Teacher Survey |
| 3 | Successful models of instruction (Push-in, Pull-out, Support Facilitation) will be used and monitored for students with disabilities to meet their individual instructional needs. | SAI Support Reading Coach | Progress is reported in school database to monitor and evaluate results, and adjust curriculum to meet individual student needs | Mini Assessments Core textbooks and CCC will be used for student subgroups |
| 4 | Data will be analyzed to identify targeted students within each subgroup | Administration Leadership Team | Data analysis days | School Database Virtual Counselor TERMS |

| Based on the Needs Assessment, Identify Area(s) for Improvement | | Objective Linked to Area of Improvement | | |
|--|--|--|--|---|
| In looking at the 2009 FCAT data in reading, 78% of students combined achieved AYP. In comparison, 68% of the Economically Disadvantaged subgroup achieved AYP. | | By June 2010, 72% of the Economically Disadvantaged subgroup will achieve AYP. | | |
| | Action Step | Person Responsible for Monitoring the Action Step | Process Used to Determine Effectiveness of Action Step | Evaluation Tool |
| 1 | Marzano's High Yield Instructional Strategies will be used for student subgroups based on identified individual instructional needs. | Classroom Teachers | Progress is reported on the school database to monitor and evaluate results, and adjust curriculum to meet individual student needs. | Data will be collected from: Cool Tools, IRI, Running Records, DAR, Mini Benchmarks, DIBELS |
| 2 | Technology will be integrated for reading instruction. | Administration Classroom Teachers | Classroom Walk Throughs | Teacher Survey |
| 3 | Successful models of instruction (Push-in, Pull-out, Support Facilitation) will be used and | SAI Support Reading Coach | Progress is reported in school database to monitor and evaluate results, and adjust curriculum to meet | Mini Assessments Core textbooks and CCC will be used for student subgroups |

| | | | | |
|---|--|--------------------------------|--------------------------|---|
| | monitored for students with disabilities to meet their individual instructional needs. | | individual student needs | |
| 4 | Data will be analyzed to identify targeted students within each subgroup | Administration Leadership Team | Data analysis days | School database Virtual Counselor TERMS |

| Based on the Needs Assessment, Identify Area(s) for Improvement | | Objective Linked to Area of Improvement | | |
|--|--|--|--|---|
| In looking at the 2009 FCAT data in reading, 78% of students combined achieved AYP. In comparison, 47% of the Students With Disabilities subgroup achieved AYP. | | By June 2010, 54% of the Students with Disabilities subgroup will achieve AYP through Safe Harbor. | | |
| | Action Step | Person Responsible for Monitoring the Action Step | Process Used to Determine Effectiveness of Action Step | Evaluation Tool |
| 1 | Marzano's High Yield Instructional Strategies will be used for student subgroups based on identified individual instructional needs. | Classroom Teacher | Progress is reported on the school database to monitor and evaluate results, and adjust curriculum to meet individual student needs. | Data will be collected from: Cool Tools, IRI, Running Records, DAR, Mini Benchmarks, DIBELS |
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| 3 | Successful models of instruction (Push-in, Pull-out, Support Facilitation) will be used and monitored for students with disabilities to meet their individual instructional needs. | SAI Support Reading Coach | Progress is reported on the school database to monitor and evaluate results, and adjust curriculum to meet individual student needs. | Mini Assessments Core textbooks and CCC will be used for student subgroups |
| 4 | Data will be analyzed to identify targeted students within each subgroup | Administration Leadership Team | Data analysis days | School database Virtual Counselor TERMS |

| Based on the Needs Assessment, Identify Area(s) for Improvement | | Objective Linked to Area of Improvement | | |
|---|--|---|---|---|
| In 2009, 85% of all students met high standards in Reading as compared to 73% in 2008. In 2009, 75% of students in fourth and fifth grade made learning gains in Reading as compared to 72% in 2008. In 2009, 64% of lower quartile made learning gains in Reading, as compared to 69% in 2008. | | By June 2010, 72% of all students (grades 3-5) will meet high standards in Reading. | | |
| | Action Step | Person Responsible for Monitoring the Action Step | Process Used to Determine Effectiveness of Action Step | Evaluation Tool |
| 1 | Marzano's High Yield Instructional Strategies will be used for student subgroups based on identified individual instructional needs. | Lawrence Barretto | Classroom Walk-Through | Data will be collected from: Cool Tools, IRI, Running Records, DAR, Mini Benchmarks, DIBELS, Core textbooks and CCC will be used for student subgroups. |
| 2 | Technology will be integrated for reading instruction. | Lawrence Barretto | Classroom Walk-Through | CCC, Study Island, use of Promethean classrooms and labs |
| 3 | Successful models of instruction (Push-in, Pull-out, Support Facilitation) will be used and monitored. | Kelly Allman | FCIM | Data will be collected from: Cool Tools, IRI, Running Records, DAR, Mini Benchmarks, DIBELS, Core textbooks and CCC will be used for student subgroups. |

Professional Development Aligned with Objective:

| Objective Addressed | Content/Topic | Facilitator | Target Date | Strategy for Follow-up/Monitoring | Person Responsible for Monitoring |
|----------------------------|----------------------|--------------------|--------------------|---|--|
| | | | | FCIM Grade level instruction Coaching | |

| | | | | | |
|-----|-----------------------------------|-----------------|-----------|--|---|
| 1-4 | Comprehension and Fluency | Lakay Wilkerson | June 2010 | Professional Learning Communities to look at student work and share best practices | Leadership Team and Larry Barretto |
| 1-4 | Vocabulary | Lakay Wilkerson | June 2010 | FCIM Grade level instruction Coaching Professional Learning Communities to look at student work and share best practices | Leadership Team and Wanda Haynes |
| 1-4 | New Generation Sunshine Standards | Wanda Haynes | June 2010 | FCIM Grade level instruction Coaching Professional Learning Communities to look at student work and share best practices | Susan Colton and Leadership Team |
| 1-4 | Evaluation Tools | Lakay Wilkerson | June 2010 | DAR, Running Records, ERDA, IRI, and Cool Tools are used to assess student needs. | Classroom teachers, support staff and Reading Team. |

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 |
| Treasures, Trophies, TEACCH, EdMark, Wilson, SMILE, Reader's Handbook | N/A | \$0.00 |
| | | Total: \$0.00 |
| Technology | | |
| Description of Resources | Funding Source | Available Amount |
| Promethean labs / content related flipcharts | N/A | \$0.00 |
| Study Island | After Care Program | \$1,800.00 |
| | | Total: \$1,800.00 |
| Professional Development | | |
| Description of Resources | Funding Source | Available Amount |
| In-house staff, BEEP, Atomic Learning | N/A | \$0.00 |
| | | Total: \$0.00 |
| Other | | |
| Description of Resources | Funding Source | Available Amount |
| No Data | No Data | \$0.00 |
| | | Total: \$0.00 |
| | | Final Total: \$1,800.00 |

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 | | |
|---|--|---|--|---|
| In looking at the 2009 FCAT data in Math, 83% of the students combined achieved AYP. In comparison 65% of the Black subgroup achieved AYP. | | By June 2010, 72% of the Black subgroup will achieve AYP through Safe Harbor. | | |
| | Action Step | Person Responsible for Monitoring the Action Step | Process Used to Determine Effectiveness of Action Step | Evaluation Tool |
| 1 | Marzano's High Yield Instructional Strategies will be used for student subgroups based on identified individual instructional needs. | Classroom Teacher | Progress is reported on the school database to monitor and evaluate results, and adjust curriculum to meet individual student needs. | Data will be collected from mini assessments and chapter assessments. |
| 2 | Technology will be integrated for mathematics instruction. | Administration Classroom Teacher | Classroom Walk Throughs | Teacher Survey |
| 3 | Targeted students in Panther AfterCare will access SuccessMaker, FCAT Explorer, Study Island and/or Education City daily. | After Care Supervisor After Care Personnel | Progress is reported in school database to monitor and evaluate results, and adjust curriculum to meet individual student needs | Data will be collected from reports run on SuccessMaker, FCAT Explorer, Study Island, and Education City. |
| 4 | Successful models of instruction (Push-in, Pull-out, Support Facilitation) will be used and monitored for students with disabilities to meet their individual instructional needs. | SAI Support Classroom Teacher | Progress is reported in school database to monitor and evaluate results, and adjust curriculum to meet individual student needs | Data will be collected from mini assessments |

| Based on the Needs Assessment, Identify Area(s) for Improvement | | Objective Linked to Area of Improvement | | |
|---|--|--|---|--|
| In looking at the 2009 FCAT data in Math, 83% of students combined achieved AYP. In comparison, 65% of Students With Disabilities subgroup achieved AYP. | | By June 2010, 72% of Students With Disabilities subgroup will achieve AYP through Safe Harbor. | | |
| | Action Step | Person Responsible for Monitoring the Action Step | Process Used to Determine Effectiveness of Action Step | Evaluation Tool |
| 1 | Marzano's High Yield Instructional Strategies will be used for student subgroups based on identified individual instructional needs. | Classroom Teacher | Progress is reported on the school database to monitor and evaluate results, and adjust instruction to meet individual student needs. | Data will be collected from mini-assessments and chapter assessments. |
| 2 | Technology will be integrated for mathematics instruction. | Administration and classroom teacher | Classroom Walk-Throughs | Data will be collected from Success Maker, Study Island and other appropriate assessments. |
| 3 | Targeted students in Panther After Care will access Success Maker, FCAT Explorer and Study Island. | Lakay Wilkerson and After Care personnel | Progress is monitored through teacher analysis of generated reports and instruction adjusted to meet individual student needs. | Data will be collected from reports generated by the specific programs. |
| 4 | Successful models of instruction: push-in, pull-out, support facilitation will be used and monitored. | SAI support and Classroom Teacher | Progress reported in school database to monitor and evaluate results and adjust instruction to meet student needs. | Data will be collected from mini-assessments. |

Professional Development Aligned with Objective:

| Objective Addressed | Content/Topic | Facilitator | Target Date | Strategy for Follow-up/Monitoring | Person Responsible for Monitoring |
|----------------------------|-----------------------------------|--------------------|--------------------|--|---|
| 1-2 | New Generation Sunshine Standards | Wanda Haynes | June 2010 | Classroom Walk-Throughs FCIM Coaching Professional Learning Communities for looking at student work and sharing best practices | Susan Colton, Lawrence Barretto and Leadership Team |
| | | | | Students are initially evaluated with the end of | |

| | | | | | |
|-----|------------------|-------------|-----------|--|---|
| 1-2 | Evaluation Tools | Karen Cohen | June 2010 | the year math test. Chapter tests and Mini-benchmark tests are used throughout the year to inform instruction. | Classroom Teachers, support staff, and Math Team. |
|-----|------------------|-------------|-----------|--|---|

Budget:

| Evidence-based Program(s)/Material(s) | | |
|---|----------------|----------------------------|
| Description of Resources | Funding Source | Available Amount |
| Harcourt Math, Singapore Math, Calendar Math, Mountain Math, Hands-on Equations, TEACCH, Touch Math | N/A | \$0.00 |
| | | Total: \$0.00 |
| Technology | | |
| Description of Resources | Funding Source | Available Amount |
| Use of Promethean technology | N/A | \$0.00 |
| | | Total: \$0.00 |
| Professional Development | | |
| Description of Resources | Funding Source | Available Amount |
| School based staff, BEEP, Atomic Learning, District training | N/A | \$0.00 |
| | | Total: \$0.00 |
| Other | | |
| Description of Resources | Funding Source | Available Amount |
| No Data | No Data | \$0.00 |
| | | Total: \$0.00 |
| | | Final Total: \$0.00 |

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 | | |
|--|---|--|--|---|
| On the 2009 Science FCAT, 56% of fifth graders scored at Level 1 or 2. Subgroups having a higher percentage of Level 1 and 2 students: Black (80%), Free/Reduced Lunch (74%), ELL (100%), and ESE (82%). | | By June 2010, each subgroup will decrease the percentage of students scoring at Levels 1 and 2 by 3 percentage points. | | |
| | Action Step | Person Responsible for Monitoring the Action Step | Process Used to Determine Effectiveness of Action Step | Evaluation Tool |
| 1 | Science labs will be available for all teachers to utilize with their classes. | Classroom Teacher | FCIM, Classroom Walk-Through | Mini-Benchmark assessments (Grade 5), Chapter tests |
| 2 | Marzano High-Yield Instructional Strategies will be utilized with all students. | Classroom Teacher | FCIM, Classroom Walk-Through | Mini-Benchmark assessments (Grade 5), Chapter tests |
| 3 | FCAT Dailies will be used at all grade levels. | Classroom Teacher | FCIM, Classroom Walk-Through | Mini-Benchmark assessments (Grade 5), Chapter tests |

Professional Development Aligned with Objective:

| Objective Addressed | Content/Topic | Facilitator | Target Date | Strategy for Follow-up/Monitoring | Person Responsible for Monitoring |
|---------------------|---------------|-------------|-------------|-----------------------------------|-----------------------------------|
| | | | | Classroom Walk-Through FCIM | |

| | | | | | |
|---|-----------------------------------|--------------|-----------|---|---|
| 1 | New Generation Sunshine Standards | Wanda Haynes | June 2010 | Coaching Professional Learning Communities for looking at student work and sharing best practices | Susan Colton, Lawrence Barretto Leadership Team |
| 1 | Evaluation Tools | Joan King | June 2010 | Mini-benchmarks will be given after each benchmark is taught. Re-teaching will take place for all students who do not reach mastery | Teachers at each grade level are responsible for covering the benchmarks for their specific grade level |

Budget:

| Evidence-based Program(s)/Material(s) | | |
|--|---------------------------|--------------------------------|
| Description of Resources | Funding Source | Available Amount |
| Sciencesaurus Handbooks | After School Care | \$500.00 |
| High Touch, High Tech in-house Science experiences at each grade level | PTA- \$1000 per grade K-5 | \$6,000.00 |
| | | Total: \$6,500.00 |
| Technology | | |
| Description of Resources | Funding Source | Available Amount |
| BEEP, Brain Pop, Study Island | N/A | \$0.00 |
| | | Total: \$0.00 |
| Professional Development | | |
| Description of Resources | Funding Source | Available Amount |
| In-house staff, BEEP, Atomic Learning | N/A | \$0.00 |
| | | Total: \$0.00 |
| Other | | |
| Description of Resources | Funding Source | Available Amount |
| No Data | No Data | \$0.00 |
| | | Total: \$0.00 |
| | | Final Total: \$6,500.00 |

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 | | |
|--|--|---|---|------------------------------|
| In 2009, 82% of fourth grade students met high standards in writing, as compared to 74% in 2008. All subgroups met AYP in writing. | | By June 2010, 85% of fourth grade students will achieve 3.5 or above in FCAT Writing. | | |
| | Action Step | Person Responsible for Monitoring the Action Step | Process Used to Determine Effectiveness of Action Step | Evaluation Tool |
| 1 | Marzano's High Yield Instructional Strategies will be used for all students. | Classroom teacher | Classroom Walk-Through | Results from writing prompts |
| 2 | Use of appropriate Distance Learning opportunities | Classroom teacher | Writing samples | Results from writing prompts |
| 3 | Technology will be integrated for writing instruction. | Classroom teacher | Student use and products from writing-oriented software | Results from writing prompts |

Professional Development Aligned with Objective:

| Objective Addressed | Content/Topic | Facilitator | Target Date | Strategy for Follow-up/Monitoring | Person Responsible for Monitoring |
|---------------------|-----------------------------------|-------------------|-------------|--|--|
| 1-3 | New Generation Sunshine Standards | Susan Colton | June 2010 | Classroom Walk-Throughs Quarterly Writing prompts (not scored by the classroom teacher) Follow-up by focusing on the traits in which students need more direct instruction | Lakay Wilkerson, support staff and classroom teachers. |
| 1-3 | BEEP | Classroom teacher | June 2010 | Classroom Walk-Through Team Planning Professional Learning Communities for looking at student work and sharing best practices | Susan Colton, Lawrence Barretto Leadership Team |

Budget:

| Evidence-based Program(s)/Material(s) | | |
|---------------------------------------|----------------|------------------|
| Description of Resources | Funding Source | Available Amount |
| Lucy Caulkins, Distance Learning | N/A | \$0.00 |
| Total: \$0.00 | | |
| Technology | | |
| Description of Resources | Funding Source | Available Amount |
| Classroom and computer lab computers | N/A | \$0.00 |
| Total: \$0.00 | | |
| Professional Development | | |
| Description of Resources | Funding Source | Available Amount |
| In-house staff, District workshops | N/A | \$0.00 |
| Total: \$0.00 | | |
| Other | | |
| Description of Resources | Funding Source | Available Amount |
| No Data | No Data | \$0.00 |
| Total: \$0.00 | | |
| Final Total: \$0.00 | | |

End of Science Goal

Parent Involvement Goal

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

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

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

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

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

| Based on the Needs Assessment, Identify Area(s) for Improvement | | Objective Linked to Area of Improvement | | |
|--|--|---|--------------------|-----------------------------|
| In 2009, 62% of all families participated in two or more positive family involvement activities held at the school, as opposed to 2008 when 75% of all families participated in at least two or more activities. | | By June 2010, 72% of all families will have participated in two or more positive family involvement activities. | | |
| Action Step | Person Responsible for Monitoring the Action Step | Process Used to Determine Effectiveness of Action Step | Evaluation Tool | |
| 1 | Fall and winter curriculum nights will be held to provide parents with techniques they can use to provide academic support for their children. | Lakay Wilkerson | Attendance records | Feedback from parent survey |

| | | | | |
|---|---|---------------------------------|---|-----------------------------|
| 2 | Parent resource materials are available for teachers to send home to parents on an as-needed basis. | Classroom Teacher | Parent and teacher feedback | Feedback from parent survey |
| 3 | A Block Party will be planned and held during the fall to bring the Parkside community families together with the staff to provide an informal / relaxed event. | Working on the Work Design Team | Attendance records, parent and teacher feedback | Feedback from parent survey |
| 4 | A WOW (Working on the Work) Community Directory will be compiled to provide a weath of resources upon which the Parkside Community can draw from | Working on the Work Design Team | Parent and Teacher participation and feedback | Feedback from parent survey |

Professional Development Aligned with Objective:

| Objective Addressed | Content/Topic | Facilitator | Target Date | Strategy for Follow-up/ Monitoring | Person Responsible for Monitoring |
|---------------------|--|---------------------------------------|-------------|--|---|
| 1-2 | Curriculum Instruction and Resources for Parents | LaKay Wilkerson Classroom Teachers | June 2010A | FCIM process Parent, teacher and student feedback | Reading/ Literacy Team Math Team Science Team |
| 3-4 | Resources for Parents /Community | WOW Design Team | June 2010 | Parent feedback and surveys | WOW Design Team |

Budget:

| Evidence-based Program(s)/Material(s) | | |
|--|--------------------|------------------|
| Description of Resources | Funding Source | Available Amount |
| Family Involvement Components | Title I | \$2,800.00 |
| Total: \$2,800.00 | | |
| Technology | | |
| Description of Resources | Funding Source | Available Amount |
| School website Twitter Parent Link Laptop Carts at Workshops | N/A | \$0.00 |
| Total: \$0.00 | | |
| Professional Development | | |
| Description of Resources | Funding Source | Available Amount |
| School, Parent, and Community Human Capital | Title I Stimulus | \$1,800.00 |
| Total: \$1,800.00 | | |
| Other | | |
| Description of Resources | Funding Source | Available Amount |
| Pending NAESP "Share the Dream" parent involvement grant (\$3,000) | MetLife Foundation | \$0.00 |
| Total: \$0.00 | | |
| Final Total: \$4,600.00 | | |

End of Parent Involvement Goal

Other Goals

No Other Goals were submitted for this school

FINAL BUDGET

| Evidence-based Program(s)/Material(s) | | | |
|---------------------------------------|---|---------------------------|---------------------------------|
| Goal | Description of Resources | Funding Source | Available Amount |
| Reading | Treasures, Trophies, TEACCH, EdMark, Wilson, SMILE, Reader's Handbook | N/A | \$0.00 |
| Mathematics | Harcourt Math, Singapore Math, Calendar Math, Mountain Math, Hands-on Equations, TEACCH, Touch Math | N/A | \$0.00 |
| Writing | Lucy Caulkins, Distance Learning | N/A | \$0.00 |
| Science | Sciencesaurus Handbooks | After School Care | \$500.00 |
| Science | High Touch, High Tech in-house Science experiences at each grade level | PTA- \$1000 per grade K-5 | \$6,000.00 |
| Parental Involvement | Family Involvement Components | Title I | \$2,800.00 |
| | | | Total: \$9,300.00 |
| Technology | | | |
| Goal | Description of Resources | Funding Source | Available Amount |
| Reading | Promethean labs / content related flipcharts | N/A | \$0.00 |
| Reading | Study Island | After Care Program | \$1,800.00 |
| Mathematics | Use of Promethean technology | N/A | \$0.00 |
| Writing | Classroom and computer lab computers | N/A | \$0.00 |
| Science | BEEP, Brain Pop, Study Island | N/A | \$0.00 |
| Parental Involvement | School website Twitter Parent Link Laptop Carts at Workshops | N/A | \$0.00 |
| | | | Total: \$1,800.00 |
| Professional Development | | | |
| Goal | Description of Resources | Funding Source | Available Amount |
| Reading | In-house staff, BEEP, Atomic Learning | N/A | \$0.00 |
| Mathematics | School based staff, BEEP, Atomic Learning, District training | N/A | \$0.00 |
| Writing | In-house staff, District workshops | N/A | \$0.00 |
| Science | In-house staff, BEEP, Atomic Learning | N/A | \$0.00 |
| Parental Involvement | School, Parent, and Community Human Capital | Title I Stimulus | \$1,800.00 |
| | | | Total: \$1,800.00 |
| Other | | | |
| Goal | Description of Resources | Funding Source | Available Amount |
| Parental Involvement | Pending NAESP "Share the Dream" parent involvement grant (\$3,000) | MetLife Foundation | \$0.00 |
| | | | Total: \$0.00 |
| | | | Final Total: \$12,900.00 |

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 |
|---|--------|
| Student planners for organizational study skills, professional development for specific teacher needs/gaps, Professional Learning Communities for knowledge and implementation of New Generation Sunshine State Standards | 8893 |

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

The School Advisory Council (SAC) will meet approximately once a month throughout the school year. These meetings will be held in the school media center following the School Advisory Forum meetings. The SAC will be actively involved in monitoring the School Improvement Plan and approving the use of Accountability Funds.

SAC Members

Members

- 1) Susan Colton, Principal
- 2) Lakay Wilkerson, SAC Chair
- 3) Wanda Haynes, SAC Chair
- 4) Michelle Schlenk, Teacher
- 5) Elise St. Fleur, Parent
- 6) Marie Toussaint, Parent
- 7) Judith Wallace, Parent
- 8) Latrice Henderson, Parent
- 9) Susan Hendrix, Parent
- 10) Monica Makbee, Parent
- 11) Michael Marhefka, Parent
- 12) Sharon Moise, Parent
- 13) Ana Moreno, Parent
- 14) Luis Munoz, Parent
- 15) Joseph O'Leary, Parent
- 16) Tejal Patel, Parent
- 17) Ed Robinson, Parent
- 18) Esmeralda Andino, Parent
- 19) Julie Boulus, Parent
- 20) Philippe Boulus, Parent
- 21) Sandra Cano, Parent
- 22) Annette Dittmeier, Parent
- 23) Troy Milner, Community Member
- 24) Tyshon Stanley, School Support Personnel
- 25) Maria Arbulu, School Support Personnel
- 26) Joan King, Union Steward

AYP DATA

| 2008-2009 Adequate Yearly Progress (AYP) Report - Page 2 | | | | | | | | | | | | | Broward PARKSIDE ELEMENTARY SCHOOL 3631 | | | | | | | | | | | | |
|---|-------------------------------------|-----|----------------------------------|-----|---|-----|--|-----|--|------|-----|---|---|--|---------------------------------------|---------------------|---|------|--|--|------|----------------------|---|-----|-------------------|
| Number of students enrolled in the grades tested: Click here to see Number of students in each group | | | | | | | | | | | | | Read: 443 | | 2008-2009 School Grade ¹ : | | A | | Did the School make Adequate Yearly Progress? | | YES | | | | |
| This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²). | | | | | | | | | | | | | This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²). | | | | | | This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model. | | | | | | |
| Group | Reading Tested 95% of the students? | | Math Tested 95% of the students? | | 65% scoring at or above grade level in Reading? | | 68% scoring at or above grade level in Math? | | Improved performance in Writing by 1%? | | | Increased Graduation Rate ³ by 1%? | | Percent of Students below grade level in Reading | | Safe Harbor Reading | Percent of Students below grade level in Math | | Safe Harbor Math | % of students on track to be proficient in reading | | Growth model reading | % of students on track to be proficient in math | | Growth model math |
| | 2009 | Y/N | 2009 | Y/N | 2009 | Y/N | 2009 | Y/N | 2008 | 2009 | Y/N | 2007 | 2008 | Y/N | 2008 | 2009 | Y/N | 2008 | 2009 | Y/N | 2009 | Y/N | 2009 | Y/N | 2009 |
| TOTAL ⁴ | 100 | Y | 100 | Y | 78 | Y | 83 | Y | 90 | | Y | | | NA | 26 | 22 | NA | 20 | 17 | NA | 81 | NA | 80 | NA | NA |
| WHITE | 100 | Y | 100 | Y | 88 | Y | 89 | Y | 92 | | Y | | | NA | 20 | 12 | NA | 15 | 11 | NA | 87 | NA | 80 | NA | NA |
| BLACK | 100 | Y | 100 | Y | 56 | N | 65 | N | | | NA | | | NA | 39 | 44 | N | 39 | 35 | Y | 65 | Y | 69 | NA | NA |
| HISPANIC | 100 | Y | 100 | Y | 78 | Y | 84 | Y | 94 | | Y | | | NA | 32 | 22 | NA | 20 | 16 | NA | 82 | NA | 85 | NA | NA |
| ASIAN | | NA | | NA | | NA | | NA | | | NA | | | NA | | | | | | NA | | | | | |
| AMERICAN INDIAN | | NA | | NA | | NA | | NA | | | NA | | | NA | | | | | | NA | | | | | |
| ECONOMICALLY DISADVANTAGED | 100 | Y | 100 | Y | 68 | Y | 75 | Y | 90 | | Y | | | NA | 36 | 32 | NA | 26 | 25 | NA | 72 | NA | 75 | NA | NA |
| ENGLISH LANGUAGE LEARNERS | | NA | | NA | | NA | | NA | | | NA | | | NA | | | | | | NA | | | | | |
| STUDENTS WITH DISABILITIES | 100 | Y | 100 | Y | 47 | N | 65 | N | | | NA | | | NA | 60 | 53 | Y | 45 | 35 | Y | 61 | NA | 71 | NA | NA |

| 2007-2008 Adequate Yearly Progress (AYP) Report - Page 2 | | | | | | | | | | | | | Broward PARKSIDE ELEMENTARY SCHOOL 3631 | | | | | | | | | | | | |
|---|-------------------------------------|-----|----------------------------------|-----|---|-----|--|-----|--|------|-----|---|---|--|---------------------------------------|---------------------|---|------|--|--|------|----------------------|---|-----|-------------------|
| Number of students enrolled in the grades tested: Click here to see Number of students in each group | | | | | | | | | | | | | Read: 455 | | 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 | 2008 |
| TOTAL ⁴ | 99 | Y | 98 | Y | 74 | Y | 80 | Y | | 90 | Y | | | NA | 26 | 26 | NA | 16 | 20 | NA | 70 | NA | 74 | NA | NA |
| WHITE | 98 | Y | 98 | Y | 80 | Y | 85 | Y | | 92 | Y | | | NA | 22 | 20 | NA | 15 | 15 | NA | 73 | NA | 78 | NA | NA |
| BLACK | 100 | Y | 100 | Y | 61 | Y | 61 | N | | | NA | | | NA | 34 | 39 | NA | 23 | 39 | N | 61 | NA | 59 | N | NA |
| HISPANIC | 98 | Y | 97 | Y | 68 | Y | 80 | Y | | 94 | Y | | | NA | 28 | 32 | NA | 18 | 20 | NA | 68 | NA | 73 | NA | NA |
| ASIAN | | NA | | NA | | NA | | NA | | NA | | | | NA | | | | | | NA | | | | | |
| AMERICAN INDIAN | | NA | | NA | | NA | | NA | | NA | | | | NA | | | | | | NA | | | | | |
| ECONOMICALLY DISADVANTAGED | 99 | Y | 98 | Y | 64 | Y | 74 | Y | | 90 | Y | | | NA | 39 | 36 | NA | 24 | 26 | NA | 66 | NA | 69 | NA | NA |
| ENGLISH LANGUAGE LEARNERS | 97 | Y | 97 | Y | | NA | | NA | | NA | | | | NA | | | | | | NA | | | | | |
| STUDENTS WITH DISABILITIES | 99 | Y | 99 | Y | 40 | N | 55 | N | | | NA | | | NA | | 60 | NA | | 45 | NA | 45 | N | 57 | N | NA |

| 2006-2007 Adequate Yearly Progress (AYP) Report - Page 2 | | | | | | | | | | | | | Broward PARKSIDE ELEMENTARY SCHOOL 3631 | | | | | | | | | | | | |
|---|-------------------------------------|-----|----------------------------------|-----|---|-----|--|-----|--|------|-----|---|---|--|---------------------------------------|---------------------|---|------|--|--|------|----------------------|---|-----|-------------------|
| Number of students enrolled in the grades tested: Click here to see Number of students in each group | | | | | | | | | | | | | Read: 450 | | 2006-2007 School Grade ¹ : | | A | | Did the School make Adequate Yearly Progress? | | YES | | | | |
| This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²). | | | | | | | | | | | | | This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²). | | | | | | This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model. | | | | | | |
| Group | Reading Tested 95% of the students? | | Math Tested 95% of the students? | | 51% scoring at or above grade level in Reading? | | 56% scoring at or above grade level in Math? | | Improved performance in Writing by 1%? | | | Increased Graduation Rate ³ by 1%? | | Percent of Students below grade level in Reading | | Safe Harbor Reading | Percent of Students below grade level in Math | | Safe Harbor Math | % of students on track to be proficient in reading | | Growth model reading | % of students on track to be proficient in math | | Growth model math |
| | 2007 | Y/N | 2007 | Y/N | 2007 | Y/N | 2007 | Y/N | 2006 | 2007 | Y/N | 2005 | 2006 | Y/N | 2006 | 2007 | Y/N | 2006 | 2007 | Y/N | 2007 | Y/N | 2007 | Y/N | 2007 |
| TOTAL ⁴ | 99 | Y | 99 | Y | 74 | Y | 84 | Y | | 91 | Y | | | NA | 24 | 25 | NA | 21 | 16 | NA | 66 | NA | 77 | NA | NA |
| WHITE | 99 | Y | 99 | Y | 78 | Y | 85 | Y | | 90 | Y | | | NA | 19 | 23 | NA | 14 | 15 | NA | 65 | NA | 77 | NA | NA |
| BLACK | 100 | Y | 100 | Y | 66 | Y | 77 | Y | | | NA | | | NA | 29 | NA | 41 | 23 | NA | 62 | NA | 72 | NA | NA | |
| HISPANIC | 100 | Y | 99 | Y | 72 | Y | 82 | Y | | | Y | | | NA | 27 | 27 | NA | 25 | 18 | NA | 67 | NA | 76 | NA | NA |
| ASIAN | | NA | | NA | | NA | | NA | | NA | | | | NA | | | | | | NA | | | | | |
| AMERICAN INDIAN | | NA | | NA | | NA | | NA | | NA | | | | NA | | | | | | NA | | | | | |
| ECONOMICALLY DISADVANTAGED | 99 | Y | 99 | Y | 61 | Y | 76 | Y | | 87 | Y | | | NA | 41 | 36 | NA | 37 | 24 | NA | 54 | NA | 75 | NA | NA |
| ENGLISH LANGUAGE LEARNERS | 100 | Y | 100 | Y | | NA | | NA | | NA | | | | NA | | | | | | NA | | | | | |
| STUDENTS WITH DISABILITIES | 97 | Y | 97 | Y | | NA | | NA | | NA | | | | NA | | | | | | NA | | | | | |

SCHOOL GRADE DATA

| Broward School District PARKSIDE ELEMENTARY SCHOOL 2008-2009 | | | | | |
|--|---------|------|---------|---------|---------------------|
| | Reading | Math | Writing | Science | Grade Points Earned |
| % Meeting High Standards (FCAT Level 3 and Above) | 85% | 86% | 82% | 48% | 301 |
| % of Students Making Learning Gains | 75% | 74% | | | 149 |
| 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? | 64% (YES) | 76% (YES) | | | 140 | 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 | | | | | 590 | |
| 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 PARKSIDE ELEMENTARY SCHOOL 2007-2008 | | | | | | |
|---|-----------|-----------|---------|---------|---------------------|--|
| | Reading | Math | Writing | Science | Grade Points Earned | |
| % Meeting High Standards (FCAT Level 3 and Above) | 81% | 86% | 79% | 45% | 291 | Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component. |
| % of Students Making Learning Gains | 66% | 66% | | | 132 | 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? | 58% (YES) | 67% (YES) | | | 125 | 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 | | | | | 548 | |
| Percent Tested = 99% | | | | | | Percent of eligible students tested |
| School Grade | | | | | A | Grade based on total points, adequate progress, and % of students tested |

| Broward School District PARKSIDE ELEMENTARY SCHOOL 2006-2007 | | | | | | |
|---|-----------|-----------|---------|---------|---------------------|--|
| | Reading | Math | Writing | Science | Grade Points Earned | |
| % Meeting High Standards (FCAT Level 3 and Above) | 78% | 85% | 83% | 40% | 286 | Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component. |
| % of Students Making Learning Gains | 66% | 68% | | | 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? | 59% (YES) | 65% (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 | | | | | 544 | |
| Percent Tested = 99% | | | | | | Percent of eligible students tested |
| School Grade | | | | | A | Grade based on total points, adequate progress, and % of students tested |