

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: GATOR RUN ELEMENTARY SCHOOL

District Name: Broward

Principal: Susan Sasse

SAC Chair: Cynthia Felton

Superintendent: James Notter

Date of School Board Approval: 12/1/09

Last Modified on: 10-07-2009

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

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VISION and MISSION STATEMENTS

The vision for the Gator Run Elementary is to develop a team approach to education: a team composed of teachers, parents, and members of the community working together in support of a program of excellence for all of the young people entrusted to our care. Our school will become a place, which through involvement and commitment, will develop in the students a sense of belonging, a spirit of community, and a desire for excellence. The positive learning environment at Gator Run will become a model for what all schools should aspire to be.

Gator Run Elementary School will provide our students with a creative, safe and secure learning climate, which promotes confidence and success through inquiry and exploration.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

Gator Run Elementary is located in Weston, Florida, a suburb of the Fort Lauderdale area. The school began in a portable site in August of 1999. Our current campus consists of a main, two-story building, a new two story building built in 2006 and 16 portables. We service approximately 1,300 students in grades pre-kindergarten through fifth grade. Many students come from a diverse background of cultures and languages and are serviced through our ESOL strategies by our 84 Instructional Staff members. Our parents and the community play an important role in our ongoing success.

Unique School Strengths for Next Year

GRE has 16 National Board Certified Teachers. We are a state recognized "A" school, ranking second in the district and 23rd in the state of Florida. In writing all students met high standards in writing and over 90% in both reading and math.

Unique School Weaknesses for Next Year

Budget cuts and staff reductions will create challenges for the 2009-2010 school year.

Student Demographics

Female Percentage 46.6%
Male Percentage 53.3%
White Percentage 53.3%
Black Percentage 3.81%
Hispanic Percentage 37.8%
Asian Percentage 3.26%
Native Percentage .15%
Multi Percentage 1.47%
Free Reduced Percent 5.91%
ELL Percentage 6.92%
ESE Percentage 11.1%

Student Attendance Rates

In 2008, the attendance rate was 95.20.

Student Mobility

In 2008, the mobility rate was 14.90

Student Suspension Rates

In 2008, the suspension rates were 1.3

Student Retention Rates

In 2008, the retention rates were 0.83

Class Size

In 2008, average class size in grades PK-3 was 16.93 and in grades 4-5 it was 20.84.

Academic Performance of Feeder Pattern

Falcon Cove Middle School received a grade of "A" from the state and Cypress Bay High School received a "B". Neither school met AYP.

Partnerships and Grants

While some partners have expressed concerns with ability to provide financial support, we are working to increase stronger hands-on partnerships.

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 Sasse	B.S. in Elementary Education M.S. In Educational Leadership Certified in Elem. Education and School Principal	10	14	2002-2003 B, AYP met 2003-2004 A, AYP met 2004-2005 A, AYP met 2005-2006 A, AYP met 2006-2007 A, AYP met 2007-2008 A, AYP met 2008-2009 A, AYP met
Assis Principal	Kathy May	B.A. in Elementary Education M.S. In Educational Leadership Certified in Elem. Education and School Principal	3	8	2007-2008 A, AYP met 2008-2009 A, AYP met

* 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	Lori Knapik	Elementary Education, Reading Endorsed, NBCT	11	7	001-2002 A, AYP met 2002-2003 B, AYP met 2003-2004 A, AYP met 2004-2005 A, AYP met 2005-2006 A, AYP met 2006-2007 A, AYP met 2007-2008 A, AYP met 2008-2009 A, AYP met

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

HIGHLY QUALIFIED TEACHERS

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)

NESS - New Educator Support System	Shari Heyman	May 2010	
PALs - Aspiring Leaders Professional Learning Community	Kathy May	May 2010	
Orientation for Staff	Susan Sasse	August 2009	

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
80	0	20	35	45	35	100	9	20	89

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Lori Spencer	Shari Heyman	New to School	Monthly Learning Communities
Caryol Wagner	Shari Heyman	New to School	Monthly Learning Communities

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

Susan Sasse, Principal
Kathy May, Assistant Principal
Lori Knapik, Reading Coach
Jill Dillard, ESE Specialist
Diane Iscovitz/ Jean Bailey, ESE teachers
Jamie Bott, Speech-Language Pathologist
TBA, School Psychologist
Select General Education Teachers

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

The RtI leadership team meets monthly, using the Collaborative Problem-Solving Model. When meeting the team reviews individual student history and data and determines appropriate interventions to meet the students needs.

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

The RtI leadership team met with the School Advisory Council (SAC) and the 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 Tests (BAT 1 & 2 for reading, math and science), Florida Comprehensive Assessment Test (FCAT)
Progress Monitoring: PMRN, Mini Assessments, FCAT simulation
Midyear: Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment for Reading (DAR), Early Reading Diagnostic Assessment (EDRA)
End of Year: FAIR, FCAT
Frequency of Data Days: Quarterly for Data Analysis

Describe the plan to train staff on RtI.

Professional development will be provided during teacher's common planning time and Early Release Days throughout the year. The RtI team will also evaluate additional staff PD needs during RtI Leadership Team and meetings.

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:

-Students in all grade levels are performing above district and state averages in reading, math, writing and science.

-100% of fourth grade students meet high standards in writing.

Weaknesses:

- 82% of fifth grade students met high standards in science, which is not commensurate with scores in other subject areas.

- 77% of students tested made learning gains in Math, which not commensurate with learning gains in reading.

Instructional Calendar Development

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

The IFCs were created in July 2009. The IFC will be updated in October 2009 as determined by disaggregated data results from the September pretest, and again in January 2010 as determined by the disaggregated data results from the December midterm test. Teachers will be trained by the reading resource specialist to implement the IFCs as designed by the district. Classroom walkthroughs will be used to ensure that all classroom teachers are following the IFCs.

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

Based on student achievement results of 2008, priority will be given to the following Instructional Benchmarks that the students in third & fourth grade scored lowest in: Reading – reference & research; Math – geometry; Science – earth & space science.

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

Data analysis is conducted throughout the year to ensure individual student needs are being met by the classroom teacher. Data is analyzed through various levels beginning with the classroom teacher, then through grade level teams, and finally reviewed by the leadership team.

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

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

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

At the elementary level, students academic and career planning is handles directly by the instructional staff. Students' studies are made meaningful by designing relevant instructional activities in the classroom.

DO

Direct the Instructional Focus

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

Our grade level teachers meet weekly to develop plans in all subject areas. The IFCs and student data are analyzed during this weekly planning. In addition, teachers share best practices in each subject area through the Professional Learning Communities.

How are instructional focus lessons developed and delivered?

Instructional staff will access lessons through BEEP. Through team planning and teacher analysis of student needs, teachers will select the appropriate lessons for their students.

How will instructional focus lessons be revised and monitored?

Student mastery will determine if instructional focus lessons need to be revised. Data collection, classroom walkthroughs, and teacher self-reflection will ensure that focus lessons are effective.

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.

Gator Run uses the following formative assessments: Mini-BATs and the DAR.

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

All students are initially administered the mimi-BATs. Students who do not score 40% on any one benchmark are remediated and then reassessed using another form of the mini-BAT.

Maintenance

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

Through small group instruction individual student needs will be met at mastery, below and above levels.

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.

The principal schedules data analysis meetings with grade level teams after the September BAT. After the November BAT, the principal meets with individual teachers. Essential questions are facilitated by the principal to identify instructional modifications needed to increase student achievement. Progress monitoring data is reviewed in monthly leadership meetings.

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.

Team Leaders work with teams to monitor student learning, teaching methods and share best practices. The principal schedules data analysis meetings with grade level teams after the September BAT. After the November BAT, the principal meets with individual teachers. Essential questions are facilitated by the principal to identify instructional modifications needed to increase student achievement. Progress monitoring data is reviewed in monthly leadership meetings.

ACT

Supplemental and Intensive Instruction/Interventions

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

Treasures Reading
Harcourt Math
Trophies Reading
Lucy Calkins Writing
Harcourt Science
Harcourt Social Studies
GreatLeaps
Wilson
Foundations

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

Pull-out programs

FCAT camp
 Small group and one-on-one classroom instruction
 Peer teaching

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

FCAT scores
 Classroom Walk-Throughs
 Informal Teacher Surveys

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

As a result of progress monitoring and observations, students who consistently demonstrate academic difficulty will receive supplemental and intensive instruction/interventions.

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

As a result of progress monitoring and observations, students who consistently demonstrate academic difficulty will receive supplemental and intensive instruction/interventions.

Enrichment

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

Self-directed learning
 Project-based learning
 Higher-Level thinking activities
 Self-contained high achiever and gifted classes for students who qualify

Describe how students are identified for enrichment strategies.

FCAT results
 Student progress
 Teacher recommendation

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 (Each grade level will have a representative)	Sophia Whittaker Media Specialist	Monthly	Third Monday of the month 2:15 - 3:00	Monitor the SIP, analyze IFC, share best practices
Writing (Each grade level will have a representative)	Lee Nossen Fourth Grade	Monthly	Third Monday of the month 2:15 - 3:00	Monitor the SIP, analyze IFC, share best practices
Math (Each grade level will have a representative)	Lori Knapik Reading Resource Specialist	Monthly	Third Monday of the month 2:15 - 3:00	Monitor the SIP, analyze IFC, share best practices
Science (Each grade level will have a representative)	Susan Beren Science Resource	Monthly	Third Monday of the month 2:15 - 3:00	Monitor the SIP, analyze IFC, share best practices
Technology (Each grade level will have a representative)	Mary Linden Technology Resource	Monthly	Third Monday of the month 2:15 - 3:00	Monitor the SIP, analyze IFC, share best practices

NCLB Public School Choice

Note: For Title I schools only

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

- Notification of (School in Need of Improvement) SINI Status
No Attached Supplemental Educational Services (SES) Notification

Pre-School Transition

GRE welcomes all incoming kindergartners and their parents to a spring Kindergarten Round-Up. This includes an orientation to our kindergarten program and curriculum. Parents are then taken on a school tour by one of the support staff. The week before school begins, we host a Meet and Greet where parents and students are invited to visit their assigned classroom and meet their new teacher.

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, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 3-5, 96% of students met high standards in reading on the 2009 FCAT.		In grades 3-5, 98% of students will meet high standards in reading on the 2010 FCAT		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Teachers will schedule daily 90-minute reading block where students will receive small group instruction	1. Principal, Assistant Principal, Reading Coach	1. Classroom Observations, Lesson Plans, Data collection	1. CWT reports, lesson plan review log, data notebooks
2	2. Teachers at all grade levels will utilize literacy centers daily, encompassing all six areas of reading.	2. Principal, Assistant Principal, Reading Coach	2. Classroom Observations, Lesson Plans, Data collection	2. CWT reports, lesson plan review log, data notebooks

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 3-5, 82% of students achieved learning gains on the 2009 FCAT reading		In grades 3-5, 85% of students will achieve learning gains on the 2010 FCAT reading test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Student Academic conferences with students in grade 3-5.	1. Principal, Assistant Principal and Reading Coach	1. Student Achievement conference forms will be reviewed during data analysis meetings	1. Student Achievement Conference forms
2	2. Teachers in grades 4&5 will teach subject areas in departmentalized teams.	2. Principal, Assistant Principal and Reading Coach, 4th and 5th grade team leaders	2. Classroom observations and data analysis meetings with departmentalized teams	2. CWTs and data notebooks

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 3-5, 64% of Students With Disabilities (SWD)		In grades 3-5, 70% of Students With Disabilities (SWD)		

	scored at or above level 3 on the 2009 FCAT reading.		will score at or above level 3 on the 2010 FCAT reading.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Students will receive instruction in the VE classes using Wilson.	1. Principal, Reading Coach and ESE Specialist	1. Classroom observations, lesson plan review	1. CWT reports, lesson plan review log

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
In grades 3-5, 85% of students will achieve learning gains on the 2010 FCAT reading test.	Student Achievement Conferences	Assistant Principal	9/30/09	Student Achievement conference forms will be reviewed during data analysis meetings	Principal
In grades 3-5, 98% of students will meet high standards in reading on the 2010 FCAT	Professional Learning Communities - Reading	Principal	9/15/09	Monthly PLC reports will be reviewed by administration	Principal, Assistant Principal
In grades 3-5, 64% of Students With Disabilities (SWD) scored at or above level 3 on the 2009 FCAT reading.	ESE teachers will be trained in the use of Wilson Reading materials.	District Facilitator	8/1/09	CWT and lesson plans	Principal, ESE 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
Literacy Center resources and materials	Foundation	\$3,000.00
Mini-BAT copies	SAC funds	\$2,000.00
		Total: \$5,000.00
Technology		
Description of Resources	Funding Source	Available Amount
Technology programs	school general budget	\$2,000.00
		Total: \$2,000.00
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: \$7,000.00

End of 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, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 3-5, 66% of SWD scored at or above level 3 on the 2009 FCAT Math		In grades 3-5, 70% of SWD will score at or above level 3 on the 2010 FCAT Math		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Students will receive instruction in Math in the VE classes using Touch Math	1. Principal, ESE specialist	1. Classroom Observations, lesson plans	1. CWT reports and lesson plan review log.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 3-5, 77% of students achieved learning gains on the 2009 FCAT Math.		In grades 3-5, 80% of students will achieve learning gains on the 2010 FCAT Math.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Student Academic conferences with students in grade 3-5.	1. Principal, Assistant Principal and Reading Coach	1. Student Achievement conference forms will be reviewed during data analysis meetings	1. Student Achievement Conference forms

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
In grades 3-5, 80% of students will achieve learning gains on the 2010 FCAT Math.	Student Achievement Conferences	Assistant Principal	9/30/09	Student Achievement conference forms will be reviewed during data analysis meetings	Principal
In grades 3-5, 80% of students will achieve learning gains on the 2010 FCAT Math.	Professional Learning Communities - Math	Principal	9/15/09	Monthly PLC reports will be reviewed by administration	Principal, Assistant Principal
In grades 3-5, 80% of students will achieve learning gains on the 2010 FCAT Math.	Math Big Ideas	Select teachers	10/22/09	Team planning at weekly team meetings	Principal

Budget:

Evidence-based Program(s)/Material(s)

Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
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, I identify Area(s) for Improvement			Objective Linked to Area of Improvement	
In grade 5, 82% of students met high standards in Science on the 2009 FCAT.			In grade 5, 85% of students will meet high standards in Science on the 2010 FCAT.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Teachers in grades 5 will teach subject areas in departmentalized teams.	1. Principal, Assistant Principal and Reading Coach, 5th grade team leader	1. Classroom observations and data analysis meetings with departmentalized teams	1. CWT reports and data notebooks
2	2. Students in grade K-5 hands-on Delta science materials.	2. Team Leaders, Principal and Assistant Principa	2. Classroom observations and Lesson Plans	2. CWT reports and lesson plan review logs
3	3. Fifth grade teachers will maintain data notebooks containing Science mini-BATs.	Principal	3. Quarterly data analysis meetings to review data notebook	3. Data notebooks
4	4. All students will have the opportunity to produce an individual science fair project.	4. Principal, Assistant Principal	4. Review of science Fair Projects	4. Science Fair Rubric

Based on the Needs Assessment, I identify Area(s) for Improvement			Objective Linked to Area of Improvement	
In grade 5, 57% of ELL students met high standards in Science on the 2009 FCAT			In grade 5, 62% of ELL students will meet high standards in Science on the	

			2010 FCAT	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Classroom teachers in grades K-5 will introduce the scientific process. K – The class will formulate hypothesis and document results 1-2 – All students will document steps on individual miniboards 3-5 – All students will complete science investigation reports	1. Principal, Assistant Principal	1. Review of science Fair Projects	1. Science Fair Rubric

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
In grade 5, 85% of students will meet high standards in Science on the 2010 FCAT	Student Achievement Conferences	Assistant Principal	9/30/09	Student Achievement conference forms will be reviewed during data analysis meetings	Principal
In grade 5, 85% of students will meet high standards in Science on the 2010 FCAT	Professional Learning Communities - Science	Principal	9/15/09	Monthly PLC reports will be reviewed by administration	Principal, Assistant Principal
In grade 5, 85% of students will meet high standards in Science on the 2010 FCAT	Scientific Process	Science Resource Teacher	October 2009	Science Fair Project review, classroom observation, lesson plan review	Principal

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Other		
Description of Resources	Funding Source	Available Amount
Science Fairs Boards	School General Funds	\$1,500.00
Total: \$1,500.00		
Final Total: \$1,500.00		

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, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grade 4, 95% of students scored 4.0 or above on FCAT writing in 2009.		In grade 4, 98% of students will score 4.0 or above on FCAT writing in 2010.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Students in grades in K-5 will receive daily writing instruction including teacher modeling using Lucy Calkins and the Six Traits.	1. Principal, Assistant Principal, Reading Coach	1. Classroom observations and lesson plans	1. CWT reports and lesson plan review log.
2	2. Students in grade 4 will respond to expository and narrative prompts monthly.	2. Principal and 4th grade team leader	2. Data collection	2. Data Notebooks
3	3. Teachers in grades 4 will teach subject areas in departmentalized teams.	3. Principal, Assistant Principal and Reading Coach, 4th grade team leader	3. Classroom observations and data analysis meetings with departmentalized teams	3. CWT reports and data notebooks

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
In grade 4, 95% of students scored 4.0 or above on FCAT writing in 2009.	Professional Learning Communities - Writing	Principal	9/15/09	Monthly PLC reports will be reviewed by administration	Principal, Assistant Principal

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Final Total: \$0.00		

End of Science 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, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
40% of classroom teachers indicated concerns with volunteer confidentiality		100% of volunteers will sign a confidentiality agreement form		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Confidentiality guidelines will be established	1. Administration	1. Volunteer Handbook	1. Signed Volunteer Guideline Agreement Form
2	2. Confidentiality guidelines will be explained to all volunteers.	2. Administration	2. Volunteer Handbook	2. Signed Volunteer Guideline Agreement Form
3	3. Confidentiality Agreement Form will be signed by all volunteers.	3. Administration	3. Collection of the Volunteer Guidelines Agreement	3. Signed Volunteer Guideline Agreement Form

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
33% of classroom teachers indicated concerns with lack of volunteer training		100% of volunteers will participate in training prior to student contact		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Volunteer Handbook will be created.	1. Administration	1. Approved Volunteer Handbook	1. Volunteer Handbook
2	2. Orientation will be provided for all volunteers	2. Administration	2. Orientation	2. Signed Attendance Sheet
3	3. All volunteers will receive a Volunteer Handbook	3. Administration	3. Collection of the Volunteer Guidelines Agreement	3. Signed Volunteer Guideline Agreement Form

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
100% of volunteers will participate in training prior to student contact	Volunteer Guidelines	Principal	8/28/09	Collection of Agreement Forms	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
No Data	No Data	\$0.00
Total: \$0.00		
Other		
Description of Resources	Funding Source	Available Amount
Copies of Volunteer Handbook	PTA	\$400.00
Total: \$400.00		
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	Literacy Center resources and materials	Foundation	\$3,000.00
Reading	Mini-BAT copies	SAC funds	\$2,000.00
			Total: \$5,000.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Technology programs	school general budget	\$2,000.00
			Total: \$2,000.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Total: \$0.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Science	Science Fairs Boards	School General Funds	\$1,500.00
Parental Involvement	Copies of Volunteer Handbook	PTA	\$400.00
			Total: \$1,900.00
			Final Total: \$8,900.00

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
No data submitted	

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

SAC will monitor the implementation of the SIP. At monthly meetings, members discuss Data Analysis and school needs and make decisions regarding the progress and implementation of the SIP. Members also review and recommend the purchase of materials, supplies, and training with SAC funds.

SAC Members

Members

- 1) Susan Sasse, Principal
- 2) Cynthia Felton, SAC Chair

- 3) Jamie Anderson, Teacher
- 4) Debra Gelpi, Teacher
- 5) Francesca Fazio, Teacher
- 6) Sarah Sznajstajler, Teacher
- 7) Karen Eason, Teacher
- 8) Julian Gazzano, Parent
- 9) Robin Vitko, Parent
- 10) Alberto Gamarra, Parent
- 11) Alissa Sheldon, Parent
- 12) Amy Siskind, Parent
- 13) Larin Peck, Parent
- 14) Alberto Cristancho, Parent
- 15) Stacie Malegni, Parent
- 16) Merna Gross, Parent
- 17) Kelly Sherman, Parent
- 18) Nicole Belkind, Parent
- 19) Garnet Peter, Parent

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Broward GATOR RUN ELEMENTARY SCHOOL 3642															
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 656		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	2008	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N
TOTAL ⁴	100	Y	100	Y	92	Y		Y			Y			NA	10	8	NA	7	NA	7	NA	91	NA	86	NA	NA	NA	NA	
WHITE	100	Y	100	Y		Y		Y			Y			NA	6		NA		NA		NA	92	NA	88	NA	NA	NA	NA	
BLACK		NA		NA		NA		NA			NA			NA			NA		NA		NA								
HISPANIC	100	Y	100	Y	89	Y	94	Y			Y			NA	15	11	NA	8	6	NA	90	NA	84	NA	NA	NA	NA	NA	
ASIAN		NA		NA		NA		NA			NA			NA			NA		NA		NA								
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA		NA		NA								
ECONOMICALLY DISADVANTAGED	100	Y	100	Y		NA		NA			NA			NA			NA		NA		NA								
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y		NA		NA			NA			NA			NA		NA		NA								
STUDENTS WITH DISABILITIES	100	Y	100	Y		NA		NA			NA			NA			NA		NA		NA								

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Broward GATOR RUN ELEMENTARY SCHOOL 3642															
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 646		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	2007	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N
TOTAL ⁴	99	Y	99	Y	90	Y	93	Y			Y			NA	13	10	NA	10	7	NA	83	NA	84	NA	NA	NA	NA		
WHITE	99	Y	99	Y	94	Y		Y			Y			NA	7	6	NA	6		NA	85	NA	87	NA	NA	NA	NA		
BLACK		NA		NA		NA		NA			NA			NA			NA			NA									
HISPANIC	99	Y	99	Y	85	Y	92	Y			Y			NA	19	15	NA	14	8	NA	79	NA	80	NA	NA	NA	NA		
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA									
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA									
ECONOMICALLY DISADVANTAGED	100	Y	100	Y		NA		NA			NA			NA			NA			NA									
ENGLISH LANGUAGE LEARNERS	97	Y	97	Y		NA		NA			NA			NA			NA			NA									
STUDENTS WITH DISABILITIES	99	Y	99	Y		NA		NA			NA			NA			NA			NA									

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Broward GATOR RUN ELEMENTARY SCHOOL 3642															
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 661		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	2006	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N
TOTAL ⁴	100	Y	100	Y	87	Y	90	Y			Y			NA	15	15	NA	8	10	NA	84	NA	77	NA	NA	NA	NA		
WHITE	100	Y	100	Y	93	Y	94	Y			Y			NA	8	8	NA	6	6	NA	88	NA	80	NA	NA	NA	NA		
BLACK		NA		NA		NA		NA			NA			NA			NA			NA									
HISPANIC	99	Y	99	Y	81	Y	86	Y			Y			NA	23	22	NA	12	14	NA	82	NA	75	NA	NA	NA	NA		
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA									
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA									
ECONOMICALLY DISADVANTAGED	100	Y	100	Y		NA		NA			NA			NA			NA			NA									
ENGLISH LANGUAGE LEARNERS	99	Y	99	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 GATOR RUN ELEMENTARY SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	96%	97%	100%	82%	375	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	82%	77%			159	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?	85% (YES)	82% (YES)				167	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						701	
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 GATOR RUN ELEMENTARY SCHOOL 2007-2008							
	Reading	Math	Writing	Science	Grade Points Earned		
% Meeting High Standards (FCAT Level 3 and Above)	93%	96%	97%	63%	349	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	79%	75%			154	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2 	
Adequate Progress of Lowest 25% in the School?	81% (YES)	80% (YES)				161	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						664	
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 GATOR RUN ELEMENTARY SCHOOL 2006-2007							
	Reading	Math	Writing	Science	Grade Points Earned		
% Meeting High Standards (FCAT Level 3 and Above)	90%	93%	98%	71%	352	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	81%	68%			149	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2 	
Adequate Progress of Lowest 25% in the School?	81% (YES)	66% (YES)				147	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						648	
Percent Tested = 99%							Percent of eligible students tested
School Grade						A	Grade based on total points, adequate progress, and % of students tested