

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: PARK LAKES ELEMENTARY SCHOOL

District Name: Broward

Principal: Jeannie B. Floyd

SAC Chair: Vernon A. Smith

Superintendent: James F. Notter

Date of School Board Approval: December 1, 2009

Last Modified on: 08-31-2009

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

Dr. Frances Haithcock, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

VISION and MISSION STATEMENTS

Mission:

The mission is to provide a quality education for students of diverse cultural backgrounds through a flexible program suited to individual needs by promoting self-esteem in a safe, structured, and caring environment. We will provide students an opportunity to reach their maximum potential and develop into productive, responsible citizens, through strong school, home and community involvement.

Vision:

To educate 100% of our students 100% of the time.

Core Beliefs:

- Students and staff should have an environment that promotes personal, emotional, and academic growth.
- All responsible stakeholders are accountable for learning (parents, students, and teachers)
- Students will be able to compete, communicate, and connect in the 21st century through technology and real world experiences.
- Staff members will promote awareness, understanding, and respect concerning our individual and cultural differences.
- Staff members will actively promote volunteerism and parent involvement in the school.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

Park Lakes Elementary school is a Title I school with a grade of "B." It was constructed in 2002 in the city of Lauderdale Lakes in Broward County.

Unique School Strengths for Next Year

Park Lakes continues to show above average gains in math. Also, parent involvement at the school has increased at an appreciable rate. Mega Skills a Title I parent involvement workshop was very successful and had an average attendance of sixty parents for each of the six sessions.

Unique School Weaknesses for Next Year

Test scores in reading are still a challenge with only 47% of our third grade students meeting the proficiency criteria. The reduction in funding will challenge our ability to provide staff and resources to struggling readers in all grade levels.

Student Demographics

Park Lakes Elementary School's population is approximately 1175 students in grades Pre-K through 5th grade. Pending a 2009-2010 update, presently the school's demographics for 2008-2009 was: 86% Black non-Hispanic, 9% Hispanic, 2% White non-Hispanic, 0% American Indian or Alaskan, 2% Asian or Pacific Islander, and 2% Multiracial.

The student population by grade level is: 19-Pre-K, 178-Kindergarten, 219-1st grade, 221-2nd grade, 191-3rd grade, 185-4th

grade, and 153-5th grade.

Student Attendance Rates

The attendance rates at Park Lakes over the past three years have been 95.6% in 2007, 95.5% in 2008 and 95.10% in 2009

Student Mobility

The student mobility rates at Park Lakes over the past three years have been 36.1% in 2007, 38.1% in 2008 and 35.4% in 2009

Student Suspension Rates

The student suspension rates at Park Lakes over the past three years have been 3.6% in 2007, 7.2% in 2008 and 13.1% in 2009

Student Retention Rates

The retention rates at Park Lakes over the past two years have been 8.05% in 2007, and 8.06% in 2008.

Class Size

The class size at Park Lakes over the past three years are:

School Year 2007 2008 2009

PK - 3 Average 18.06 17.62 17.49

4 - 8 Average 20.64 19.35 19.23

Academic Performance of Feeder Pattern

n/a

Partnerships and Grants

Phil Smith Chevrolet
Allstate Insurance
State Farm Insurance
Walmart Supercenter
21st Century Learning Grant
Sunshine Aftercare
Centerline Homes
City of Lauderdale Lakes
McDonald's Restaurant

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	Jeannie B. Floyd	* Masters Degree in Elementary Education (K-6) * Specialist Degree in Education Leadership (K-12)	4	15	2008-09 "B" Grade 2007-08 "C" Grade Economically Disadvantage, ELL, ESE Not Meeting AYP 2006-2007 "C" Grade Economically Disadvantage, ELL, ESE Not Meeting AYP 2005-2006 "B" Grade Economically Disadvantage, ELL, ESE Not Meeting AYP
Assis Principal	Conrad Forbes	* Masters Degree in Education Leadership *Bachelors Degree in Elementary Education (1-6)	3	3	2008-2009 "B" Grade 2007-2008 "C" Grade Economically Disadvantage, ELL, ESE Not Meeting AYP 2006-2007 "C" Grade • Economically Disadvantage, ELL, ESE Not Meeting AYP

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

HIGHLY QUALIFIED INSTRUCTIONAL COACHES

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as a Coach	Prior Performance Record *
Reading	Jessie Wilson	Masters Degree in Elementary Education (K-12) *Reading Endorsement * ESOL Endorsement	3	2	2008-2009 "B" 2007-2008 "C" Grade Economically Disadvantage ELL, ESE Not Meeting AYP 2006-2007 "C" Grade Economically Disadvantage, ELL, ESE Not Meeting AYP

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

HIGHLY QUALIFIED TEACHERS

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
Park Lakes Elementary will provide needs based staff development to improve the knowledge base and capacity of the faculty and staff.	Coach Reading	June 2010	
New teachers to the school will be enrolled in a school-based induction program where they will receive support from trained facilitators	NESS Coaches	June 2010	
Teachers will be an integral part of the decision-making process through their involvement in Professional Learning Communities formed around the core academic areas.	SAC Chair	June 2010	

Non-Highly Qualified Instructors

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

Staff Demographics

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed
77	0	34	29	11	36	100	1	2	69

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Tamala Vaughn	Stead Kerry	Ms. Vaughn is the NESS Coach and will orient the new teacher to the procedures and expectations of the school	*Classroom Management Techniques *Lesson Plan/Grades *Small Group/ Center Activities

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

Title I funds are used in a variety of ways to improve student achievement:

- Supplement teacher salaries
- Provide classroom materials and supplies
- Technology
- Teacher assistants

Funds are also used for staff development activities and for parent involvement.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

Title II funds are used to offer supplemental academic instruction. This has included the hiring of resource teachers to provide push-in and pullout services in reading for struggling students in grades 3-5.

Title III

Title III funds are used to provide services to our English Language Learners (ELL) students. The items include:

- Teacher salaries
 - Paraprofessional/Teacher assistant
 - Classroom materials and supplies
 - District support personnel
- Curriculum materials

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

SAI funds are used to provide remedial academic camps for struggling students in the areas of math, reading, science, and writing. The funds are also used to supplement teacher salaries.

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

Head Start

Head Start funds are used to provide services to our pre-Kindergarten students. The items include:

- Teacher salaries
 - Paraprofessional/Teacher assistant
 - Classroom materials and supplies
 - District support personnel
- Curriculum materials

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

School Leadership Team consists of the following personnel: reading coach, math/tech. teacher, guidance counselor, and team leaders (K-5, ESE)

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

Leadership team has scheduled meetings every week and as needed. Topics of discussion center around the SIP, appropriate instructional groups, data analysis, CPST strategies, response to interventions and articulation between grade levels.

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

SIP development, implementation and monitoring is facilitated by the Assistant Principal. The teachers on the SIP committee spearhead the development with input from the team leaders who gather information from their teams. Information gathered from the teams is then brought to the SAC meeting for suggestions and revisions. Teams monitor student progress and analysis data from assessments to determine SIP revisions

RTI Implementation

Describe the data management system used to summarize tiered data.

Baseline data: Broward Assessment Test (BAT 1 & 2 for reading, math, and science), Florida Comprehensive Assessment Test (FCAT)
Progress Monitoring: Mini Assessments, STAR Reading
Midyear: Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment for Reading (DAR), Early Reading Diagnostic Assessment (ERDA)
End of year: FAIR, FCAT
Frequency of Data Days: monthly for data analysis

Describe the plan to train staff on RTI.

Professional development will be provided during the pre-planning where an overview will be given of RTI. A more detailed training in implementing RTI in the classroom will be given at the first employee planning day in October

School Wide Florida's Continuous Improvement Model

Plan

Data Disaggregation 2008-2009 FCAT Data

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

Strengths: Students in grades 3-5 made significant learning gains in both reading and math. Students in the lowest quartile made significant learning gains in both reading and math. 92% of 4th grade students meet standards in writing. The number of students below grade level in math and reading has decreased. Science proficiency rate continue to increase by 3% compared to the previous year. Grade 5 reading at 58% is an 11% gain over the previous year.
Weaknesses: Grade 3 scores in reading and grade 5 scores in math were below 50%. In grades 4 and 5, student the mean points earned in main idea/purpose and words/phrases demonstrate need for improvement, and in grade 3 the areas also include comparisons. Grade 5 math the 2% drop in proficiency is underlined by the lack of any increase in mean points earned in all of the clusters/strands.

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 Pre-Test, and again in January 2010 as determined by the disaggregated data results from the December Mid-Term Test. The timeline and duration of each benchmark was based on the 2009 FCAT results in each of the benchmarks for math, reading science, and writing. The IFCs were created in collaboration with administration, curriculum and instructional leaders. Curriculum staff is responsible for making sure that the Next Generation Sunshine State Standards are included, implemented, and monitored. Data meeting will be held quarterly where results from mini assessments will be analyzed to determine the effectiveness of the implementation.

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

Reading: Words/Phrases and Main Idea/Purpose was the least proficient strand and will be given priority focus.
Writing: Expository writing had less students showing proficiency and will be given priority focus.
Mathematics: Number Sense was the least proficient strand and will be given priority focus.

Science: Scientific Thinking and Earth and Space Sciences were the least proficient strand and will be given priority focus.

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

Student achievement data will be disaggregated to determine the student's areas of strengths and weakness. Standardized test scores will be used prescribe intervention strategies for struggling students and enrichment activities for high achieving students. In addition, the achievement data will be utilized in the formation of classes, and the organization of reading and math groups within the classroom to assist with differentiating instruction. Throughout the year district assessments such as the Benchmark Assessment Tests and the Mini- Benchmark tests will be used to evaluate program effectiveness and to make changes to the instructional focus calendar.

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

Specials/Activities offer all students the invaluable opportunity to express themselves in a positive and constructive manner. Students however, are offered extended learning opportunities through chorus and organized school programs, art club and the creation of school displays, community outreach and field day, science fair, and computer time. Challenging lesson plans and appropriate teaching strategies also assist our students to meet their maximum potential on a daily basis.

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?

Student achievement data will be disaggregated to determine the student's areas of strengths and weakness. Also, teachers will analyze the data to determine which strands students need to focus on more. District approved curriculum maps are utilized to plan lessons. Grade level teams will meet to discuss test core-content areas and the implementation of mini-benchmark assessments (reading, math, science, writing) monthly. Adjustments will be made as deemed necessary.

How are instructional focus lessons developed and delivered?

Student achievement data will be disaggregated to determine the student's areas of strengths and weakness. Standardized test scores will be used prescribe intervention strategies for struggling students and enrichment activities for high achieving students. In addition, the achievement data will be utilized in the formation of classes, and the organization of reading and math groups within the classroom to assist with differentiating instruction. Throughout the year district assessments such as the Benchmark Assessment Tests and the Mini- Benchmark tests will be used to evaluate program effectiveness and to make changes to the instructional focus calendar.

How will instructional focus lessons be revised and monitored?

Data is disaggregated by student strengths and weaknesses to formulate performance based groupings and design IFCS. Instruction is individualized and differentiated, as demonstrated by CWTs reports. Individualize instruction is implemented based on student needs, interventions and enrichment. District assessments such as BAT and Mini-BAT scores are use to determine effectiveness of core programs and tutorials. Administration and/or Support Staff meets with grade level teams weekly to monitor benchmarks and IFCS. Administration monitors and analyzes District assessments such as BAT and Mini-BAT scores to determine effectiveness of core programs and tutorials.

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.

1. Benchmark Assessment Test (BAT) will be given in September and November for reading.
2. Ongoing Broward County Mini-Assessments (tied to specific benchmarks) will be given for reading.
3. Assessments provided in Core Textbooks will be given periodically for reading.
4. Students will use ILS labs, ie. Compass Odyssey, FCAT Explorer, and Star/Accelerated Reader to increase reading skills. The reports form these programs will be used to progress monitor students in the areas of math and reading.

6. On-going reading evaluations will be conducted by the teacher on a daily basis.

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

The assessments used to identify student mastery as used to prescribe intervention programs for those that are struggling academically and enrichment activities for those who have met mastery. Disaggregate FCAT, DIBELS, DAR, BAT by benchmarks to individualize instruction to meet students' needs.

Intervention Programs

- Provide Treasures Intervention for K - 2 students performing 6 months below grade level.
- Provide Harcourt Trophies Intervention for 3 -5 students performing 6 months below grade level.
- Provide Soar to Success, intervention program for 2 -5 students performing 1 year below grade level.
- Provide Quick Reads and 6 Minute Solution for fluency deficiencies.
- Wilson Foundations (ESE), and Destination Reading (K-2) for phonemic awareness and phonics deficiencies.
- Provide Elements of Reading for vocabulary deficiencies.
- Provide SuperQAR and Soar To Success for comprehension deficiencies.
- Uninterrupted 120 minutes reading block for Tier 2 students, which includes an extra dose of reading push-in/pull-out interventions.
- Students in the lowest 25 percentile will attend after school camps in targeted subject area.
- Provide Math Intervention, First in Math Program for low performing students. Students with less than 40% on SAT, FCAT level 1 and 2 are considered low performing. Teachers integrate hands-on approaches to making curriculum relative and easily retainable.
- Provide Riverdeep and guided stations for weak areas.
- Uninterrupted 90 minutes math block for Tier 2 students, which includes an extra dose of math push-in/pull-out interventions

Enrichment:

- Read to the Principal.
- Accelerated Reader at individual student capability
- Family Reading Night to share literacy and projects
- Advanced placement Readers
- Technology Programs (Riverdeep and FCAT Explorer)
- Book Club
- Gifted and Talented Program
- Use novels in Literature Circles
- Intelligent classrooms to engage students.

Maintenance

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

Instruction is provided in the classroom at high levels. High achieving students will be grouped by ability so that they can interact and benefit from ideas from their peers as well as receive specific instruction to meet their needs. Our students meeting mastery are also given challenging opportunities through science and social studies projects, supplemental above level readers, including chapter books and technology programs through, Riverdeep, BEEP, etc. address student needs and accomplishments; teacher needs and accomplishments. Management and evaluation of all reading data on monthly basis, flexible grouping with informed data-driven decisions, and grade level meetings focused on differentiated instruction and effective reading strategies evident in reading lesson plans and centers allow teachers to share best practices for differentiating instruction.

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 Curriculum Assessment Team consists of the team leaders, reading coach curriculum specialist, and math/tech. teach. This team meets every other week. Based on the data obtained during the data analysis meetings, teachers having students not making learning gains will be provided with instructional assistance by support staff. During Collaborative Problem Solving Meetings and through scheduled meetings (during August, December and March) students requiring academic intervention will be discussed. Data from assessments will be used to monitor and revise instructional strategies.

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.

Student achievement data is reviewed at Leadership team meetings and at grade level meetings on a weekly basis. Also, the SIP committee meets monthly to analyze the progress of the SIP goals and provide feedback on implementation of curriculum activities. Quarterly data chats enable the leadership team to review individual teacher's data and assist teachers with implementation of appropriate interventions to improve student achievement.

ACT

Supplemental and Intensive Instruction/Interventions

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

Core Programs

- Treasure Reading Program(K-3)
- Trophies Reading Series (4-5)
- Harcourt Brace Math (K-5)
- Harcourt Brace Science (K-5)

Supplemental

- Leveled reading materials from the core program
- Centers
- First in Math
- Destination Math/Reading (RiverDeep)
- Reading Plus

Intensive Instruction

- Small groups, push in and pull out teachers, one on one instruction
- Differentiated Instruction

Interventions

- Quick Reads
- Riverdeep
- Accelerated Reading Program
- Tutorial After School Program
- Trophies intervention (4-5)
- Foundations
- Wilson Reading
- Triumph Treasures Intervention

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

Students are provided technology-enhanced tutorials using such educational software programs as Compass Odyssey, Leap Frog, and Riverdeep. Students also receive tutorials through one-on-one instruction with the teacher, learning center activities, books-on-tape, and peer-activities. Push in groups, additional enrichment using Quick Reads will be used to assist with reteaching reading skills.

Tutorials:

1. Before School Odyssey Lab–January-March Target Tier 2 and 3 students.
2. After-school SES Tutorials for Reading – Weekly
3. Power Hour Tutorials Math – December-March
4. Cross-grade Tutorials – Non-proficient subgroups
5. America Counts Tutor Pullout - Weekly
6. Supplemental Tutoring – Pool sub – ongoing
7. Double Dosing – fluency groups - Daily
8. District Curriculum Specialist (Math) – Monthly

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

PGPs will be developed based on the student data (FCAT, SAT, retentions, etc.) at the beginning of the year and monitored by the Curriculum Assessment Team during the data analysis meetings. Data will also be used to determine professional development needs of the staff at Park Lakes Elementary. The staff development committee has looked at the areas of need revealed from the data and are planning learning opportunities for the teachers in the areas of Reading, Math and Science. It has been determined that training in the differentiating instruction will be given to all staff.

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

As a result of progress monitoring (class work assignments and assessment results) and observations (classroom teacher, instructional coach, administrators, counselors, etc.) students who consistently demonstrate academic difficulty will receive supplemental and intensive instruction/interventions. Assessment data is analyzed for placing students in tutoring programs that will support each student's area of deficit. Each student is instructed according to the analysis of the results of his/her mini assessments and with appropriate programs. A variety of extended learning opportunities are provided during the year. Students can attend the SES programs which are for students performing below grade level as initiated by various assessments including FCAT and SAT-10. In addition students are offered opportunities for extra assistance at academic camps that are offered in math, reading science and writing.

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

Student achievement data will be disaggregated to determine the student's areas of strengths and weakness. Also, teachers will analyze the data to determine which strands students need to focus on more. District approved curriculum maps are utilized to plan lessons. Grade level teams will meet to discuss test core-content areas and the implementation of mini-benchmark assessments (reading, math, science, writing) monthly. Adjustments will be made as deemed necessary.

Enrichment

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

Alternative instructional delivery methods will take full advantage of our ample technological resources. We will utilize the Distance Learning program to conduct electronic field trips and interactive sessions with experts and organizations in the fields of math, science and social studies. We will also engage in multimedia projects that will extend the learning opportunities and allow students to build knowledge constructively which will benefit students at all levels. In addition, we will employ the discovery method of learning in our half-hour science special as well as our Saturday science camp. Students will engage in hands on experiment, and project based learning experience which will serve to bring the subject areas to life and enable them to make real world connections. These delivery models will allow the instructional staff to present the academic content in a variety of ways and also allow for alternative assessment methods the will give a more holistic evaluation of student achievement.

Describe how students are identified for enrichment strategies.

FCAT results, in addition to student progress in a specific course, as well as assessment results that demonstrate consistent proficiency/mastery are used to determine placement in higher level courses and academic programs. Students identified as gifted through the child study process are also given enrichment activities. Teacher recommendation is also taken into consideration. Parent conferences are held with the recommending teacher, instructional coach, guidance counselor, and a member of the leadership or administrative team. The parents are counseled on the expectations for the student in the higher level course, as well as their continued parental involvement.

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)
Grade K-5 teachers, SAC Chair, Curriculum Facilitator	SAC Chair (to be determined)	Monthly	First Thursday after school (Start Date: September 17, 2009)	Teachers and curriculum support will review the action steps detailed in the School Improvement Plan and discuss any necessary adjustments to grade level Instructional Focus Calendars. Effective instructional strategies, especially as they pertain to meeting the learning needs of ELL, Black, and Economically Disadvantaged student subgroups, will be shared and discussed for classroom application. The impact of ongoing use of technology-enhanced instructional delivery will also be discussed. Concerns regarding the availability and use of various resources will also be addressed.
Grades K-5 teachers, Instructional Technology Teacher, Assistant Principal	Instructional Technology Teacher (Jodi Tessler)	Monthly	First Thursday after school (Start Date: September 3, 2009)	The Technology Teacher will provide training, as needed, in the integration of technology in instruction. A high integration of technology in instruction will promote the identified need for differentiated instruction to meet the learning needs of the school's large and diverse population of ELL, ED, and Black students. The technology teacher will also guide in the implementation of school-wide and district-wide technology initiatives.
ESOL Teachers (Grades 1-5)	ESOL Contact (Ingrid Osgood)	Bi-weekly	Tuesdays (Start Date: August 20, 2009)	Teachers of sheltered ESOL classrooms will meet to discuss the progress of ESOL students. Structured as a vertical professional learning community, teachers will discuss various strategies on how to measure student progress, especially in alignment to the SSS. Teachers will also share how to create a learning environment where students are encouraged to take educational risks. Teachers will work collaboratively to develop lesson plans that are technology rich and encourages the use of visual aides, manipulatives, etc. in instructional delivery. Student work samples and portfolios will be presented and discussed. Teachers will be provided opportunities to observe effective instructional strategies.
				Team leaders and curriculum support will meet to discuss the overall academic progress of students on each grade level and within each student subgroup. Special emphasis will be placed on the ELL, ED, and Black student subgroups. Data will be

Team Leaders (Gr. K-5)	Principal (Jeannie B. Floyd)	Monthly	Third Thursday (Start Date: September 17, 2009)	aggregated and disaggregated using BEEP mini-assessment results that have been entered in Virtual Counselor by individual classroom teachers. Areas of weakness in reading, math, and science benchmarks will be identified. Additionally, teachers in need of support will be identified and recommended to attend professional development opportunities that are geared towards each teacher's area of weakness.
Grade Level Teachers (K-5)	Grade Level Instructional Leaders	Weekly	Wednesday (Start Date: August 26, 2009)	Grade level teachers will meet at least bi-weekly to discuss student data (i.e. formal and informal assessments, student work samples, portfolios, etc.), especially as they relate to the ELL, ED, and Black student subgroups. Recommendations will be made to adjust the timelines indicated on IFCs, as necessary. Discussions will center on how to deliver differentiated instruction and improve individual student's academic progress. Teachers will present student work samples and discuss effective instructional strategies. Teachers will model effective instructional delivery, as needed. Subsequent data chats will serve to analyze the results of the application of effective teaching strategies. Curriculum Support will be available to attend the meetings and assist as needed.
Reading Teachers (Gr. 4, 5)	4th Grade Team Leader & Reading Teacher (Esme Jimenez)	Monthly	Thursday (Start Date: September 10, 2009)	Teachers in grades 4 and 5 will meet monthly to discuss student achievement in reading. Student work samples will be presented and discussed. Teachers will share best practices, exchange learning center ideas, and develop student projects. Teachers will also discuss educational links that may be integrated in instructional delivery in order to increase student learning and provide differentiated instruction. Data will be used to drive all conversation and lesson planning. Alignment to the SSS will be verified and any necessary adjustments to the reading Instructional Focus Calendar will be discussed. Emphasis will be placed on measuring and increasing reading achievement among the ELL, ED, and Black student subgroups.
Math Teachers (Gr. 4, 5)	5th Grade Math Teacher (Tamala Vaughn)	Monthly	Thursday (Start Date: September 10, 2009)	Teachers in grades 4 and 5 will meet monthly to discuss student achievement in math. Student work samples will be presented and discussed. Teachers will share best practices, exchange learning center ideas, and develop student projects. Teachers will also discuss educational links that may be integrated in instructional delivery in order to increase student learning and provide differentiated instruction. Data will be used to drive all conversation and lesson planning. Alignment to the SSS will be verified and any necessary adjustments to the math Instructional Focus Calendar will be discussed. Emphasis will be placed on measuring and increasing math achievement among the ELL, ED, and Black student subgroups.

NCLB Public School Choice

Note: For Title I schools only

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

Pre-School Transition

The Pre-School Program at Park Lakes Elementary School is designed to transition pre-school children to local elementary school programs. Our pre-school teacher incorporates the curricular facets of Kindergarten with many early childhood activities. It is through the pre-school program that many students advance to the upper level Kindergarten classes. Our teacher incorporates her teaching strategies in a myriad of unique ways including the use of field trips and plays. Our students are provided with a learning environment encompassing varied complexities of experiences to help them develop socially, intellectually, physically, and emotionally in a manner appropriate to their age, individual interest, temperament, language, cultural background and stage of development.

Orientation meetings will be held prior to the start of the school year for kindergarten students and their families to familiarize them with the school and expectations for the coming year.

All students are assessed prior to or upon entering within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing.

Screening data will be collected and aggregated prior to September 10th, 2009. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data. Social skills instruction will occur daily for 20 minutes using the Skills Streaming Curriculum and will be reinforced throughout the day through the use of a common language, re-teaching, and positive reinforcement of pro-social behavior.

Screening tools will be re-administered mid-year and at the end of the year in order to determine student learning gains in order to determine the need for changes to the instructional/intervention programs.

Postsecondary Transition

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

--

PART II: EXPECTED IMPROVEMENTS

Reading Goal

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

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
56% of African-American students scored at or above grade level in reading		By June 2010, 64% of African-American students will score at or above grade level in reading.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Implement 90 minute of uninterrupted reading and 30 minutes of intervention for students below the 30th percentile or below level 3 in reading proficiency.	Principal, Curriculum specialist, Instructional Leaders and classroom teacher	Review BAT 1, BAT 2, and biweekly mini-assessments teachers are clearly identifying the needs of students	BAT 1 and BAT 2, biweekly mini-assessments
2	Every class will conduct a 30 minute review of the benchmark located on the instructional focus calendar. The scientifically based Harcourt Trophies and Treasures are the comprehensive core reading program that are supplemented with programs such as Buckle Down Reading, CARS, and STARS.	Principal, Curriculum specialist, Instructional Leaders and classroom teacher	Administration will be aware of the IFC's focus and monitor implementation through classroom walkthroughs.	Classroom walkthrough log, mini-benchmark assessments, and assessments supplementary programs.
3	Utilize higher order questions and the Essential Questions	Reading Coach, Administration	Lessons plans will be reviewed during CWT's	Classroom walkthrough log, mini-benchmark assessments, and assessments supplementary programs.
4	Students will utilize Accelerated Reader to improve reading and comprehension skills	Classroom Teachers, Administration, Reading Coach	Reports will be generated monthly to monitor student progress in accumulating AR points	STAR Reading assessments will be given quarterly to review student progress
5	Teachers will receive staff development on implementation of the Instructional focus calendar and the new Sunshine state standards	curriculum specialist, reading coach, administration	classroom walkthroughs	STAR, assessments, mini assessments

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
58% of students in grades 3-5 met high standards in reading and 66% of students made learning gains in reading.		By June 2010, 64% of students in grades 3-5 will make learning gains in reading.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	•Teachers will utilize instruction frameworks, such as Read Alouds,	Principal, Reading Coach, Instructional Leader, and classroom	Classroom walkthrough to observe effective reading strategies and small group	FAIR OPM data and DIBELS data when appropriate will be used to determine

	Shared Reading, Independent Reading, and Small Group instruction (with guided comprehension) to develop individual reading skills in the five areas of reading.	teacher	instructions. Observation of computer rotation schedule and usage learning programs.	progress from Benchmark 1 towards Benchmark 2 and from Benchmark 2 towards Benchmark 3.
2	•Teachers in grades 3-5 will develop and follow the Intermediate Instructional Focus Calendar to guide instruction in reading.	Principal, Reading Coach, Instructional Leader, and classroom teacher	Classroom walkthrough to observe effective reading strategies and small group instructions. Observation of computer rotation schedule and usage learning programs.	FAIR OPM data and DIBELS data when appropriate will be used to determine progress from Benchmark 1 towards Benchmark 2 and from Benchmark 2 towards Benchmark 3.
3	Students in grades 3-5 will utilize Compass Odyssey in the classroom at least 30 minutes daily.	Principal, Reading Coach, Instructional Leader, and classroom teacher	Classroom walkthrough to observe effective reading strategies and small group instructions. Observation of computer rotation schedule and usage learning programs.	Classroom walkthrough log and results from Compass Odyssey assessments.
4	4th, and 5th grades are departmentalizing by subject. Which will allow for more in-depth instruction	Principal, Reading Coach, Instructional Leader, and classroom teacher	Classroom walkthrough to observe effective reading strategies and small group instructions. Observation of computer rotation schedule and usage learning programs.	FAIR OPM data and DIBELS data when appropriate will be used to determine progress from Benchmark 1 towards Benchmark 2 and from Benchmark 2 towards Benchmark 3.

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
61% of students in grades 3-5 in the lower 25th percentile made learning gains in reading.		By June 2010, 67% of students in the lower 25th percentile will make learning gains in reading.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	•Students in grades 3-5 will be grouped for differentiated instruction based on data	Principal, Reading Coach, Instructional Leader, classroom teacher.	The Instructional Leader and classroom teacher will analyze results from mini-benchmark to meet the needs of students.	FAIR OPM data and DIBELS data when appropriate will be used to determine progress from Benchmark 1 towards Benchmark 2 and from Benchmark 2 towards Benchmark 3.
2	Students' reading levels and appropriate reading interventions (per Struggling Reading Chart) will be considered in making class assignments.	Principal, Reading Coach, Instructional Leader, Classroom Teacher	The Instructional Leader and classroom teacher will analyze results from mini-benchmark to meet the needs of students.	FAIR OPM data and DIBELS data when appropriate will be used to determine progress from Benchmark 1 towards Benchmark 2 and from Benchmark 2 towards Benchmark 3.
3	Instruction will be provided for technology in grades K-5 by using Riverdeep, Leap Frog, Accelerated Reader, STAR Reading Assessment, FCAT Explorer, Integrated Learning Systems (ILS) lab and using the internet to research information to present in reports.	Principal, Reading Coach, Instructional Leader, classroom teacher.	The Instructional Leader and classroom teacher will analyze results from mini-benchmark to meet the needs of students.	FAIR OPM data and DIBELS data when appropriate will be used to determine progress from Benchmark 1 towards Benchmark 2 and from Benchmark 2 towards Benchmark 3.
4	Teachers will provide differentiated instruction to ELL students and interventions according to the ESOL Matrix	curriculum specialist, reading coach	Classroom walkthrough, monitoring lesson plans	mini assessments, center products, classroom assessments

Professional Development Aligned with Objective:

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

By June 2010, 62% of students in grades 3-5 will score at or above level 3 in reading.	Implementation of IFC's and New Test Spec's	Reading Coach	September 2009	CWT's	Reading Coach, Administration
By June 2010, 72% of African-American students will score at or above grade level in reading.	PLC's	Administration, Reading Coach	September 2009	Administration will attend grade level and team meetings	Reading Coach, Administration
By June 2010, 65% of students in the lower 25th percentile will make learning gains in reading.	Struggling Readers Chart Workshop	Reading Coach	October 2009	CWTs	Administration, Instructional leaders

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
Buckle Down	General School Budget	\$3,500.00
		Total: \$3,500.00
Technology		
Description of Resources	Funding Source	Available Amount
Reading Plus	Accountability	\$5,000.00
		Total: \$5,000.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Pre-planning workshops	Title I	\$13,000.00
		Total: \$13,000.00
Other		
Description of Resources	Funding Source	Available Amount
SMART Camp	Title I	\$10,000.00
		Total: \$10,000.00
		Final Total: \$31,500.00

End of Reading Goal

Mathematics Goal

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

- Did the total percent proficient increase or decrease? What is the percent change?
- What clusters/strands, by grade level, showed decrease in proficiency?
- Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?
- Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?
- Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
62% of students in grades 3-5 met high standards (level 3 or above)		By June 2010, 70% of students in grades 3-5 will score at or above level 3 in math.		
Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool	
1 Teachers in grades K-5 will differentiate instruction through creative math centers	Principal, Instructional Leader and Classroom Teacher	Instructional Leader will assist in the creation of centers and stations, and administration will ensure activities are implemented.	Progress of students on assessments.	

	and hands-on manipulative kits, with each center providing different activities focusing on different skills and levels of difficulty.			
2	Teachers will plan daily lessons based on the district Curriculum Maps, the Sunshine State Standards (SSS) and Grade Level Equivalent (GLE).	Principal, Instructional Leader, and classroom teacher	Instructional will assist classroom teacher in planning effective lessons based on the SSS and district Curriculum Map.	Classroom walkthrough log and review of lesson plan book.
3	4th, and 5th grades are departmentalizing by subject. Which will allow for more in-depth instruction	Administration, Instructional Leaders, Curriculum staff	Administration will monitor through CWT's and attending weekly grade level/team meetings	Mini-BAT, Common Assessments tied to Math Standards and Math FCAT
4	Students will utilize the First in Math technology program to improve computational and problem-solving skills.	Administration, Instructional Leaders, Curriculum staff	Administration will monitor through CWT's and through reports generated by the First in Math program	Mini-BAT, Common Assessments tied to Math Standards and Math FCAT

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 3-5, 66% of students made learning gains in math.		By June 2010, 74% of students in grades 3-5 will make learning gains in math.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Teachers in grades 3-5 will use FCAT Explorer, Buckle Down Math, Curriculum Associates Test Prep Materials, FCAT/SAT Dailies, and Harcourt's Fast Track to FCAT to provide students with instruction in test taking strategies to improve student achievement on the Florida Comprehensive Assessment Test (FCAT).	Principal, Instructional Leader and classroom teacher.	Instructional Leader will observe classroom instruction and use of test preparation materials.	FCAT Explorer, Buckle Down Math, and Fast Track to FCAT assessments.
2	Teachers in grades K-5 will differentiate instruction through creative math centers and hands-on manipulative kits, with each center providing different activities focusing on different skills and levels of difficulty.	Principal, Instructional Leader and classroom teacher.	Instructional Leader will observe classroom instruction and use of test preparation materials.	FCAT Explorer, Buckle Down Math, and Fast Track to FCAT assessments.

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 3-5, 74% of the lowest 25% made learning gains in math.		By June 2010, 78% of students in the lower 25th percentile in grades 3-5 will make learning gains in math.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Teachers in K-5 will use interactive and multimedia technology such as, Wireless carts, Active Boards, Spreadsheet tools (all levels), Multi-Media tools, to facilitate learning involving that incorporate all learning styles.	Principal, Instructional Leader, and classroom teacher	The classroom walkthrough log will be used to determine ongoing utilization of technology in the classroom.	Mini-benchmark assessments
2	Teachers in K-5 will use internet based technology programs to remediate,	Principal, Instructional Leader, and classroom teacher	The classroom walkthrough log will be used to determine ongoing	Mini-benchmark assessments

	differentiate, and enrich math instruction for all students. Compass Learning Odyssey will be used for intermediate students and RiverDeep Interactive Learning for primary students.		utilization of technology in the classroom.	
3	Teachers will receive staff development on implementation of the Instructional focus calendar and the new Sunshine state standards	Curriculum Specialist, Reading Coach	Classroom walkthroughs	Mini assessments, Ongoing classroom assessments
4	Teachers will provide differentiated instruction to ELL students and interventions according to the ESOL Matrix	Classroom Teacher, Curriculum staff	Classroom walkthroughs, Monitoring lesson plans	classroom assessments, math journal, mini assessments

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
By June 2010, 66% of students in grades 3-5 will score at or above level 3 in math.	Implementation of IFC's and New Test Spec's	Curriculum coaches	September 2009	CWT	Administration, Instructional leaders

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Buckle Down	General Budget	\$3,500.00
		Total: \$3,500.00
Technology		
Description of Resources	Funding Source	Available Amount
First in Math	Accountability	\$8,000.00
		Total: \$8,000.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Pre-planning workshop	Title I	\$7,500.00
		Total: \$7,500.00
Other		
Description of Resources	Funding Source	Available Amount
SMART Camps	Title i	\$10,000.00
		Total: \$10,000.00
		Final Total: \$29,000.00

End of **Mathematics** Goal

Science Goal

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

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement
In 2009 the students in grade 5 scored the following on the FCAT science test: mean score was 296, up 13 points from the previous year. Out of 153 students	By June 2010, 40% of the 5th grade students will score level 3 or above on the FCAT Science test.

tested in Science, 31% scored level 1, 42% scored level 2, 19% scored level 3, 8% scored level 4, and 0% scored level 5. 30% scored level 3 or above in Science.				
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	• Participate in weekly hands-on inquiry-based activities.	Principal and Instructional Leader	Principal will monitor hands-on activities.	science mini-assessments on BEEP.
2	Students will be exposed to and will utilize proper science terminology and vocabulary.	Principal, Classroom teacher, and Instructional Leader	Administer vocabulary assessments, in which students will be required to connect the terminology learned to real life situations.	Teacher made tests and Science mini-assessments on BEEP.
3	Display Science knowledge using diagrams, stimulations, podcast, and other multimedia tools.	Principal, Instructional Leader, Classroom teacher	Observe students daily use of technology.	Science mini-assessment on BEEP.
4	4th, and 5th grades are departmentalizing by subject. Which will allow for more in-depth instruction	Administration, Instructional Leader, Classroom teacher	Administration will conduct daily CWT and teams will plan and review data at weekly meetings	Science mini-assessment on BEEP.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
By June 2010, 34% of the 5th grade students will score level 3 or above on the FCAT Science test.	Implementation of IFC's and New Test Spec's	Curriculum, staff	October 2009	CWT's	Team leader, 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
Science Specifications Inservice		\$0.00
Total: \$0.00		
Other		
Description of Resources	Funding Source	Available Amount
FCAT Science Camp	Title I	\$3,000.00
Total: \$3,000.00		
Final Total: \$3,000.00		

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		
Writing School Level Report for 2009 indicated 80% of students scored level 4 or above on FCAT Writing.		By June 2010, 84% of the fourth grade students will score level 4 or above on FCAT Writing.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	All students will complete monthly writing prompts to identify strengths and weaknesses in writing skills and assess recently taught skills. These prompts will be scored utilizing the FCAT rubric and other teacher made rubrics in accordance with the writing process.	Classroom Teacher Curriculum Specialist	Monthly writing prompts	Monthly writing prompts will be scored and entered in virtual conselor
2	4th grade is departmentalizing by subject. Which will allow for more in-depth instruction	Administration, Classroom Teacher Curriculum Specialist	Support Staff/Administration will attend meetings and monitor writing process and revisions through data collection and CWT's	Progress between Pre, mid-year, post writing prompts and FCAT Writes
3	The grade level will meet as a Professional Learning Community to develop and score the prompts, and make adjustments to the IFC and rigor as needed	Administration, Classroom Teacher Curriculum Specialist	Support Staff/Administration will attend meetings and monitor writing process and revisions through data collection and CWT's	Progress between Pre, mid-year, post writing prompts, FCAT Writes and writing conferences with students

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
90% of students in grade 4 scored level 3.5 or above on FCAT for Writing		By June 2010, 93% of the fourth grade students will score level 3.5 or above on FCAT Writing.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students in grade 4 will invited to attend FCAT Writing Camp	Administration, Instructional leaders, curriculum staff	Support Staff/Administration will attend meetings and monitor writing process and revisions through data collection and CWT's	Progress between Pre, mid-year, post writing prompts and FCAT Writes
2	Teachers will utilize the BEEP writing lessons	Administration, Instructional leaders, curriculum staff	Support Staff/Administration will attend meetings and monitor writing process and revisions through data collection and CWT's	Progress between Pre, mid-year, post writing prompts and FCAT Writes

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
By June 2010, 90% of the fourth grade students will score level 3.5 or above on FCAT Writing.	Writing Inservice	Curriculum staff	October 2009	Data Collection of student writing portfolios.	Administration, Instructional leaders

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Test Prep, Writing Prompts, Six Traits, BEEP Lessons,		\$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
Writing Inservice		\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
FCAT Writing Camp	Title I	\$10,000.00
		Total: \$10,000.00
		Final Total: \$10,000.00

*End of Science Goal***Parent Involvement Goal**

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

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2008-2009 School Enrollment Count, approximately 1,178 students were enrolled at Park Lakes Elementary School. Approximately 60% of the parents were involved in activities (i.e. conferences, school-wide events/activities, etc.) Note: This percentage includes parents who may have attended more than one school-wide activity throughout the 2008-2009 school year.		By June 2010, 65% of parents will participate in decisions regarding their children's education as evidenced by participating in parent nights, parent meetings, parent trainings, parent conferences, telephone contact or community meetings.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	A school Parental Involvement Policy will be developed by all stakeholders which will include a school-family compact that will be distributed to parents with the Back-to-School Information packet (signed compacts returned by parents will be kept on file at the school).	Administration, Title I Liaison	Sign-In sheets and surveys	Title 1 Parent Survey and SBBC Annual Parent Survey
2	Parents will be involved in the development and evaluation of the School Improvement Plan.	Administration, Title I Liaison	Sign-In sheets and surveys	Title 1 Parent Survey and SBBC Annual Parent Survey
3	MegaSkills Training sessions will be scheduled for parents.	Administration, Title I Liaison	Sign-In sheets and surveys	Title 1 Parent Survey and SBBC Annual Parent Survey
4	An annual public meeting will be held to inform	Administration, Title I Liaison	Sign-In sheets and surveys	Title 1 Parent Survey and SBBC

	parents of the school's participation in the Title I School-wide program.			Annual Parent Survey
5	FCAT/SAT workshops will be scheduled in the areas of reading, writing, science, and mathematics.	Administration, Title I Liaison	Sign-In sheets and surveys	Title 1 Parent Survey and SBBC Annual Parent Survey

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
By June 2009, 65% of parents will participate in decisions regarding their children's education as evidenced by participating in parent nights, parent meetings, parent trainings, parent conferences, telephone contact or community meetings.	MegaSkills Parent Training Module	Title I Trainer	October 2009	Participants will be involved in 6 parent trainings to receive certificate	Assistant Principal, Title I Liaison

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
MegaSkills training materials	Title I	\$349.00
Total: \$349.00		
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
Megaskills parent nights	Title I Parent Involvement	\$9,000.00
Total: \$9,000.00		
Final Total: \$9,349.00		

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	Buckle Down	General School Budget	\$3,500.00
Mathematics	Buckle Down	General Budget	\$3,500.00
Writing	Test Prep, Writing Prompts, Six Traits, BEEP Lessons,		\$0.00
Parental Involvement	MegaSkills training materials	Title I	\$349.00
			Total: \$7,349.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Reading Plus	Accountability	\$5,000.00
Mathematics	First in Math	Accountability	\$8,000.00
			Total: \$13,000.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Pre-planning workshops	Title I	\$13,000.00
Mathematics	Pre-planning workshop	Title I	\$7,500.00
Writing	Writing Inservice		\$0.00
Science	Science Specifications Inservice		\$0.00
			Total: \$20,500.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	SMART Camp	Title I	\$10,000.00
Mathematics	SMART Camps	Title i	\$10,000.00
Writing	FCAT Writing Camp	Title I	\$10,000.00
Science	FCAT Science Camp	Title I	\$3,000.00
Parental Involvement	Megaskills parent nights	Title I Parent Involvement	\$9,000.00
			Total: \$42,000.00
			Final Total: \$82,849.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

Intervene
 Correct II
 Prevent II
 Correct I
 Prevent I
 NA

[Show 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
Reading Plus Technology program	2050
First in Math	4926
Teacher incentives	300

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

The SAC will facilitate the development of the (School Improvement Plan) SIP.
The SAC will monitor the implementation of the SIP.
The SAC evaluate the effectiveness of the SIP.
The SAC will provide assistance in the preparation of the school's annual budget.
The SAC will make recommendations as to the alignment of the instructional staffing and instructional materials to support the SIP.

SAC Members

Members

- 1) Jeannie B. Floyd, Principal
- 2) Vernon Smith, SAC Chair
- 3) Seporia Bolden, Teacher
- 4) Vernadine Seay, Teacher
- 5) Phil Deveronica, Business Member
- 6) Keisha Ellis, Parent
- 7) Belony Achille, Parent
- 8) Ligin Alford, Parent
- 9) Alicia Solomon, Parent
- 10) Mauvor Youngblood, Parent
- 11) Beverly Williams, Community Member
- 12) Clayton Jenkins, Community Member
- 13) Katina Jones, Union Steward
- 14) Conrad Forbes, Assistant Principal

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Broward PARK LAKES ELEMENTARY SCHOOL 3761													
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 526 Math: 526		2008-2009 School Grade ¹ : B		Did the School make Adequate Yearly Progress?		NO							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math		
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	2008	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	
TOTAL ⁴	99	Y	99	Y	56	N	59	N	91		Y			NA	51	44	Y	44	41	N	63	NA	63	NA			
WHITE		NA		NA		NA		NA			NA			NA			NA			NA							
BLACK	99	Y	99	Y	56	N	59	N	90		Y			NA	52	44	Y	44	41	N	63	NA	63	NA			
HISPANIC	98	Y	98	Y		NA		NA			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	99	Y	99	Y	54	N	57	N	91		Y			NA	51	46	N	45	43	N	62	N	62	N			
ENGLISH LANGUAGE LEARNERS	99	Y	99	Y		NA		NA			NA			NA			NA			NA							
STUDENTS WITH DISABILITIES	97	Y	97	Y		NA		NA			NA			NA			NA			NA							

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Broward PARK LAKES ELEMENTARY SCHOOL 3761													
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 519 Math: 519		2007-2008 School Grade ¹ : C		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	Y/N	
TOTAL ⁴	99	Y	99	Y	49	N	56	N	91		Y			NA	54	51	N	46	44	N	57	N	63	N			
WHITE		NA		NA		NA		NA			NA			NA			NA			NA							
BLACK	99	Y	99	Y	48	N	56	N	90		Y			NA	54	52	N	46	44	N	56	N	61	N			
HISPANIC		NA		NA		NA		NA			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	99	Y	99	Y	49	N	55	N	91		Y			NA	55	51	N	45	45	N	57	N	62	Y			
ENGLISH LANGUAGE LEARNERS	98	Y	97	Y		NA		NA			NA			NA			NA			NA							
STUDENTS WITH DISABILITIES	100	Y	100	Y		NA		NA			NA			NA			NA			NA							

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Broward PARK LAKES ELEMENTARY SCHOOL 3761													
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 561 Math: 561		2006-2007 School Grade ¹ : C		Did the School make Adequate Yearly Progress?		NO							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math		
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	
TOTAL ⁴	100	Y	99	Y	46	N	54	N	85		Y			NA	53	52	N	40	46	N	47	N	55	N			
WHITE		NA		NA		NA		NA			NA			NA			NA			NA							
BLACK	100	Y	99	Y	46	N	54	N	85		Y			NA	54	52	N	42	46	N	47	N	55	N			
HISPANIC		NA		NA		NA		NA			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	45	N	55	N	87		Y			NA	53	52	N	40	45	N	46	N	57	Y			
ENGLISH LANGUAGE LEARNERS	100	Y	98	Y	36	N	43	N			NA			NA	60	65	N	48	57	N	43	N	53	N			
STUDENTS WITH DISABILITIES	100	Y	99	Y		NA		NA			NA			NA			NA			NA							

SCHOOL GRADE DATA

Broward School District PARK LAKES ELEMENTARY SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	58%	62%	92%	30%	242	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?	61% (YES)	74% (YES)			135	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					509	
Percent Tested = 99%						Percent of eligible students tested
School Grade					B	Grade based on total points, adequate progress, and % of students tested

Broward School District PARK LAKES ELEMENTARY SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	54%	61%	86%	28%	229	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	56%	66%			122	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	57% (YES)	75% (YES)			132	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					483	
Percent Tested = 99%						Percent of eligible students tested
School Grade					C	Grade based on total points, adequate progress, and % of students tested

Broward School District PARK LAKES ELEMENTARY SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	49%	58%	82%	16%	205	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	58%	62%			120	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?	62% (YES)	64% (YES)			126	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					451	
Percent Tested = 100%						Percent of eligible students tested
School Grade					C	Grade based on total points, adequate progress, and % of students tested