

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: PARK TRAILS ELEMENTARY SCHOOL

District Name: Broward

Principal: Francine Renguso

SAC Chair: Kimberly McCarthy

Superintendent: James Notter

Date of School Board Approval:

Last Modified on: 09-16-2009

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  
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## VISION and MISSION STATEMENTS

The vision of Park Trails Elementary is that every student will use higher order thinking skills in learning all of the Sunshine State Standards that are required in Kindergarten through fifth grade.

The mission of Park Trails Elementary is to create and sustain a positive learning community, in a safe and nurturing environment, where students are provided a well-rounded education that fosters life-long learning.

## PART I: CURRENT SCHOOL STATUS

### SCHOOL PROFILE/DEMOGRAPHICS

#### Brief History and Background of the School

The school was built in 2001. We are an Elementary school with 1000 students. We are an Autistic Cluster school

#### Unique School Strengths for Next Year

We will have 400 students less than 2008-2009 school. We have strong Parental involvement. Our students increased FCAT Science by six points placing them well above the district average. Our third grade students were in the top five schools in the District for Math.

#### Unique School Weaknesses for Next Year

We struggle to maintain our level 5 students year to year.

#### Student Demographics

79.27% White, 9.68% Hispanic, 4.0% Black, 4.42% Asian, 2.19% Multi, .38% Native

#### Student Attendance Rates

We have had an average of 95.03% attendance rate at our school

#### Student Mobility

We average 11.56% mobility rate.

#### Student Suspension Rates

We average .06 percent suspensions.

#### Student Retention Rates

We average .82 percent retentions.

#### Class Size

Classes are an average of 17.53 students in PreK through 3rd grade and 19.82 students in 4th and 5th grades.

#### Academic Performance of Feeder Pattern

NA

Partnerships and Grants

Our school has a grant that provides Paraprofessionals for our Autistic Cluster. We have several Partnerships including Publix, After School Program, Carvel, Barnes and Noble, Keys to Success Tutoring, Our Town News, and the YMCA. After School Program sends a representative to our School Advisory Council. We will partner with Publix for our Math Night. Barnes and Noble will partner with us on our Reading Club nights.

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	Fran Renguso	Masters in Curriculum and Instruction	8	22	The school has been an A for the last 3 years. We have made AYP the last 3 years also
Assis Principal	Maria Perez	Masters in Elementary Education and Specialist in Leadership	3	3	The school has been an A for the last 3 years. We have made AYP the last 3 years also.

\* 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	Karen Fletcher	Masters in Elementary Education Reading, Gifted, and ESOL Endorsed	8	4	The school has been an A for the last 3 years. We have made AYP the last 3 years also

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

HIGHLY QUALIFIED TEACHERS

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. New Educator Support System – New teachers will receive a coach and will participate in networking activities to network with experienced teachers. New teachers are sent to training activities throughout the year.	Karen Fletcher	June 2010	
2. Induction Process- assign mentors to teachers that are new, new to the school, and new to a grade level. Monthly support meetings.	Karen Fletcher	June 2010	

Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Sandy Kimball	Elementary Education	Gifted- 1st Grade	She is taking classes to complete her endorsement
Cindy Goldstein	Elementary Education	Gifted - 5th grade	She is taking classes to complete her endorsement
Rachel Cunningham	Elementary Education	5th Grade/ESOL	Taking classes to complete the endorsement
Janell Chandler	Elementary Education	Kindergarten/ESOL	Taking classes to complete the endorsement
Deborah Singer	Exceptional Student Education	Autism Cluster/ESOL	Taking classes to complete the endorsement

Rachel Foreman-Zeichner	Elementary Education	3rd Grade/ESOL	Taking classes to complete the endorsement
Grace Duran	Temporary	Integrated Place	Meeting requirements for Professional Certificate
Gloria Goglia-Kos	Temporary	5th Grade	Meeting requirements for Professional Certificate

### 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
68	0	26	44	32	37	99	13	0.01	97

### Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Not Applicable due to budget reduction of staff, no anticipated first year teachers or changes in grade levels	na	na	na

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: For Title I schools only**

Title I, Part A

NA

Title I, Part C- Migrant

NA

Title I, Part D

NA

Title II

NA

Title III

Quarterly meetings with Reading Coach and classroom teachers servicing ESOL Students

Title X- Homeless

NA

Supplemental Academic Instruction (SAI)

Pull out or Push in reading FCAT support for grades 3 through 5

Violence Prevention Programs

KID SAFE-2nd Grade program which addresses making good decisions to maintain personal safety. Gang Resistance Education and Training (GREAT) which addresses making good decisions to maintain personal safety. Student Taking Action and Responsibility (STAR) – 5th Grade program which addresses making good decisions to maintain personal safety.. NET Smart which addresses internet safety. Anti-Bullying Policy will continue to be implemented at all grade levels. CHAMPS a school wide classroom management/expectation Program will be in place.

Nutrition Programs

NA

Housing Programs

NA

Head Start

NA

Adult Education

NA

Career and Technical Education

NA

Job Training

NA

Other

NA

## Response to Instruction/Intervention (RtI)

### School-based RtI Team

Identify the school-based RtI Leadership Team.

Would include Principal – Francine Renguso, Assistant Principal – Maria Perez, Reading Coach – Karen Fletcher, Guidance Counselor – Christine Sicilia, ESE Specialist – Susan Barnao, Behavior Specialist – Kellie Moore, Autism Coach – Pat Josephson, School Psychologist – Stacey Alexa

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

Meeting will be held on a weekly basis. The members of the RTI team act as case managers, meet with teachers, observe students, recommend interventions, monitor progress, and report back to the committee for further recommendations.

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

The RTL Team reviewed the testing data to determine the strengths and weaknesses of the student population. In reviewing the students in the lowest 30% of the population the team will determine which students need to be monitored, be remediated, need interventions in place or need to be considered for additional educational testing. In developing the school improvement plan the team suggested activities that would support the needs of the students and will monitor the progress of students as the plan is implemented. The team will then determine if further assistance is needed or if the interventions put in place through the varied activities have succeeded.

### RtI Implementation

Describe the data management system used to summarize tiered data.

A data form will be kept on each student going through the Comprehensive Problem Solving Process. It will include all necessary baseline data about the student. Levels of intervention, activities, and the results of the intervention will be recorded and monitored. The case manager will monitor the student and report to the team. The team will then determine if the level of intervention was successful, if a more intense level of intervention is needed, if additional testing will be needed.

Describe the plan to train staff on RtI.

The team will meet minimally, twice per month, to discuss students. The initial meeting will be to review the Comprehensive Problem Solving Process, assign roles and understand the responsibilities of the roles, review the tiers (levels of interventions, and characteristics of the tiers. The team is not new to the process so it will be a review of the process. Additionally, the team will provide staff development for the faculty so that the faculty will be aware of the process and their responsibility in providing and monitoring the interventions in place.

## 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?

In Reading, our weaknesses: 3rd grade - main Idea/purpose, 4th grade - comparison, and 5th grade - words and phrases. Our math weaknesses: 3rd grade - measurement, 4th grade - algebraic thinking, and 5th grade - geometry. 5th Grade science is Earth and Space. Our 4th grade writing is narrative. Our strengths in reading: 3rd grade - comparison and words and phrases, 4th grade - words and phrases, and 5th grade - research and reference. Our strengths in math: 3rd grade - geometry and data analysis, 4th grade - number sense, and 5th grade - algebraic thinking. Science weaknesses are life, environmental, and scientific thinking. Our strength in writing is Expository.

#### Instructional Calendar Development

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

The Broward County District Instructional Focus Calendar will be the framework for our curriculum. Teachers will be required to review the calendar and plan accordingly. Progress Monitoring dates will be in place quarterly for teachers to assess and monitor student progress. Data Chats will be held quarterly with teachers. Mini Assessments are monitored by the teacher and Administration to insure mastery and or needed remediation. This information will determine the differentiation of instruction for each student.

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

Priorities will be based on the benchmarks that are tested and the individual needs of the students. Cluster scores will indicate a focus on main idea/purpose, measurement for 3rd grade; Comparison, narrative writing and algebraic thinking for 4th grade, and words and phrases, earth and space, and geometry for 5th grade.

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

Students are grouped based on their like needs and strengths for reading. Ongoing assessment will determine individual students growth and needs allowing the teacher to determine next steps for instruction. Administration will meet with teachers for progress monitoring. Teachers will meet quarterly with Administration to discuss student progress/current interventions and if additional interventions are required. Varied assessments will be used to determine student growth and future need.

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

NA

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?

NA

DO

#### Direct the Instructional Focus

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

Using the District's Instructional Focus Calendars as their Framework, grade level teams will meet monthly to discuss plans and instructional delivery to align with the Sunshine State Standards in all curriculum areas.

How are instructional focus lessons developed and delivered?

BEEP lessons provided by the district will be used. Textbooks and teacher's resources will also be utilized. United Streaming and Promethean Planet lessons will also be implemented.

How will instructional focus lessons be revised and monitored?

Lesson plans will be reviewed by administration on a quarterly basis. Additionally, administration and teachers will monitor the assessment tools ,ie Mini Benchmarks, DAR's, DRA, Tema and Toma, and QBats used during the school year which will be discussed during their Data Chat.

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.

BAT and Mini BAT (Broward Assessment Tests) will be used. QBATs will be used quarterly. Running records will be used. End of the chapter tests will be used.

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

Specific criteria is determined on each test to determine mastery. BATs - receive a yes for mastery, Mini BATs - 60% or higher. Running Records - increasing in level, End of the chapter tests - 70% or higher.

Maintenance

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

The Instructional Focus Calendar includes scheduled assessments throughout each week. Teachers use the assessments to determine mastery or need for remediation. They chart student results in their Progress Monitoring folders.

Describe the process and schedule for teams to review progress monitoring data (summative and mini assessments) to identify the required instructional modifications that are needed to increase student achievement.

Teachers will maintain a data binder and the leadership team which consists of the Principal, Assistant Principal and the Reading Coach will meet with the teachers quarterly to discuss the data on each student.

Monitoring

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

The Principal, Assistant Principal, and Reading Coach will hold monthly meetings with the team leaders that will include a training and discussion of an instructional focus activity. Additionally, staff development will be provided for all instructional staff in various interventions that can be used in the classroom.

ACT

Supplemental and Intensive Instruction/Interventions

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

- Core Reading – Treasures and Trophies
- Core Math – Harcourt, Glencoe, Saxon(Autism Cluster)
- Core Science – Delta Science kits
- Core Writing – Broward County's Instructional Focus Calendar/BEEP Lessons
- Supplemental Reading – Reading Resource materials, Scholastic Reading Counts, RazKidz, Study Island
- Supplemental Math – Singapore Strategies, Study Island, Groundworks, Superstars, Everyday Math, Every Day Counts
- Supplemental Science – Harcourt Textbook, United Streaming, BrainPop, Reading Resource Leveled Science Materials
- Supplemental Writing – Lucy Calkins Program, Melissa Forney Superwriters
- Intensive/Interventions Reading – Road to the Code, Wilson Foundations, Wilson Reading, Great Leaps, Reading Mastery, QAR, Words their Way, Month by Month Phonics, Quick Reads, Fast Track, Vocabulary Improvement Program, Morphographs, Read Naturally, Triumphs and Trophies Intervention Skills.
- Intensive/Interventions Math – Harcourt Intervention Skills, Moving with Math, Touch Math

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

\*Teachers use screening tools to identify needs and provide students with a Double Dose of instruction in Reading and Math.

\* Students identified with Exceptionalities will receive extra intense doses in a resource or a push-in setting.  
 \* Students who score at a level 1 or 2 on FCAT Reading will receive an additional dose of instruction in a small group setting.  
 \* After School camp for Math interventions.  
 \*Results of BAT testing and Mini Benchmarks will provide direction to teachers for skills needing remediation.

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

Teachers identify needs based on their Professional Growth Plans, analysis of student testing data, and overall school needs. Administration's walk through data also is considered.

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

The lowest 30th percent.

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

Progress monitoring will be continued throughout the year. Administration will meet quarterly with classroom teachers to discuss student progress. The second team meeting of each month will be dedicated to student progress and intervention. Comprehensive Problem Solving Team will meet with the teacher to make recommendations and monitor progress.

Enrichment

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

- Grouping of students based on mastery of skills and need of enrichment takes place from within the classroom.
- Homework and class assignments are differentiated.
- Use of Every Day Math and Glencoe for enrichment and acceleration in classes with gifted and high achieving students.
- Jr Great Books and College of William and Mary reading materials are used with high achieving and gifted students.
- Novels and Reading Resource materials to allow for acceleration in reading.

Describe how students are identified for enrichment strategies.

Mastery of required benchmarks indicates a need for enriched curriculum.

### 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)
Science – Each grade level team will be organized as a learning community.	Karen Fletcher	Quarterly	Report Card planning days	Teachers will apply Teacher Knowledge. Expectations, implement, enrich and assess the core science lessons. Teachers will plan together to facilitate hands-on science lessons and use of science kits. Additionally teachers will work together to share ideas on the use of Nonfiction text in the teaching of science and reading.
Technology – Classroom teachers from all grade levels.	Kim McCarthy	monthly	1st Monday of every month	Teachers will create and implement lesson plans to utilize technology in their everyday teaching. Utilizing different software and internet programs, teachers will teach the Sunshine State Standards.

### 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

Park Trails has a Kindergarten Roundup in the spring. We introduce our Kindergarten program to the Preschool students and their parents.

We will have a prescreening of our incoming Kindergarten students to assess reading readiness and form initial reading groups.

Postsecondary Transition

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

NA

## 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		
80% of our total population of students made a years worth of progress in reading.		83% of our total population will make a years worth of progress in reading.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Teachers will analyze data to determine reason for lack of learning gains per student and plan appropriately for instruction.	Student's Classroom teacher and Leadership Team: Suzanne Honig, Kim Hessing, Cindy Stravitz, Cori Shurpin, Jamie Chehova, Beth Bickler, Karen Fletcher	Teachers will compile a list of students and meet with the leadership team to discuss their findings and proposed plan for instruction.	Classroom walk through, review lesson plans, and curriculum focus calendar.
2	Teachers/students will utilize Thinking Maps during the reading block.	Classroom teacher and Leadership Team, Suzanne Honig, Kim Hessing, Cindy Stravitz, Cori Shurpin, Jamie Chehova, Beth Bickler, Karen Fletcher	Lesson plans and classroom walk through to observe Thinking Maps instruction.	Progress Monitoring
3	Teachers will utilize higher order questions.	Classroom teacher and Leadership Team: Suzanne Honig, Kim Hessing, Cindy Stravitz, Cori Shurpin, Jamie Chehova, Beth Bickler, Karen Fletcher	Lesson plans and classroom walk through	Progress Monitoring
4	Teachers will utilize reading materials beyond the basal.	Classroom teacher and Leadership Team	Lesson plans and classroom walk through	Progress Monitoring
5	Teachers will utilize RAZKIDS to help with comprehension.	Classroom Teacher	RAZKIDS reports will be pulled by the teacher	Progress Monitoring

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
85% of students in grades 3 through 5 scored at or above grade level on FCAT Reading.		88% of students in grades 3 through 5 will score at or above grade level on FCAT Reading		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Nonfiction Magazines will be utilized for reading comprehension.	Classroom Teacher will monitor the use of the magazines.	Students will take Mini Benchmark tests	Mini Benchmark tests and Progress Monitoring.
2	Students will use Study Island.	Classroom Teacher	Teachers will monitor program reports for mastery of skills.	Mini Benchmark tests and Progress Monitoring.
3	Teachers will use the programs from the Struggling Readers Chart as	Classroom Teacher and Reading Coach	Students will take Mini Benchmark tests.	Mini Benchmark tests and Progress Monitoring.

interventions.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
1 and 2	Struggling Reader's Chart - Teachers will receive staff development on the available materials listed on the SRC and how and when to use them.	Karen Fletcher	Ongoing	Karen Fletcher will observe students in classrooms to insure that the materials are being used properly.	Karen Fletcher
1 and 2	All 3rd Grade teachers will attend training to implement the new Treasures Reading Series	District Trainer	9/2009	Classroom Walk through	Leadership Team
1 and 2	Teachers who have not already attended will attend District training on Small Group Instruction	District Trainer	5/2010	Classroom Walk through	Leadership Team

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

na

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
Technology based learning tool that reviews specific reading skills- Study Island	Accountability	\$4,700.00
Computers to utilize Study Island	Accountability	\$12,000.00
RAZKIDS	Accountability	\$3,000.00
		Total: \$19,700.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Small Group Reading Instruction	Accountability	\$3,000.00
		Total: \$3,000.00
Other		
Description of Resources	Funding Source	Available Amount
Magazines	Accountability	\$3,000.00
		Total: \$3,000.00
		Final Total: \$25,700.00

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, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
78% of our students made a years progress in math.		81% of our Students will make a years progress in math.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Teachers will analyze data to determine reason for lack of learning gains per student and plan appropriately for instruction.	Student's Classroom teacher and Leadership Team: Suzanne Honig, Kim Hessing, Cindy Stravitz, Cori Shurpin, Jamie Chehova, Beth Bickler, Karen Fletcher	Teachers will compile a list of students and meet with the leadership team to discuss their findings and proposed plan for instruction.	Administration will do CWTs to insure the teachers have a focus on curriculum, that learning objectives and targets are in place.
2	Teachers will differentiate instruction.	Classroom teacher and Leadership Team: Suzanne Honig, Kim Hessing, Cindy Stravitz, Cori Shurpin, Jamie Chehova, Beth Bickler, Karen Fletcher	Classroom walk through, review lesson plans, and curriculum focus calendar	Progress Monitoring Calendar is in place aligned with the IFC for quarterly Data Chats with teachers.
3	Teachers will include elements of Singapore Math in their instructions	Classroom teacher and Leadership Team: Suzanne Honig, Kim Hessing, Cindy Stravitz, Cori Shurpin, Jamie Chehova, Beth Bickler, Karen Fletcher	Classroom walk through, review lesson plans, and curriculum focus calendar	Progress Monitoring Calendar is in place aligned with the IFC for quarterly Data Chats with teachers.
4	Students will participate in a Math Celebration Day.	Grade level Team Leader	Team Leaders will assist teachers in the creation of activities for Math Celebration Day.	Teachers will observe all students participating.
5	A Math Tutorial support group for students not predicted to score at a level 3 or above based on the BAT	Maria Perez	Assistant Principal and Team Leaders of 4th and 5th Grade will coordinate materials and progress.	FCAT scores will be analyzed for the students participating in the tutorial to determine learning gains.
6	Students will participate in higher order thinking and creative problem solving activities	Gifted Teachers: Sandy Kimball, Ellyn Mandell, Corrine Church, Cathy Kager, Jill Supovitz, Cynthia Goldstein	Classroom walk through, review lesson plans	Progress Monitoring Calendar is in place aligned with the IFC for quarterly Data Chats with teachers.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
1	Singapore Math	Karen Fletcher	12/09	Classroom observations	Karen Fletcher

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Singapore Math	Accountability	\$500.00
Everyday Math	Accountability	\$500.00
		Total: \$1,000.00
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
<b>Other</b>		
Description of Resources	Funding Source	Available Amount
Math Celebration Day	Accountability	\$200.00
Math Tutoring	Accountability	\$5,000.00
Critical Thinking	Accountability	\$700.00
		Total: \$5,900.00
		Final Total: \$6,900.00

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		
79% of the 5th Grade students at Park Trails scored a 3 or above on the Science portion of the FCAT		81% of the 5th Grade students will score a 3 or above on the Science portion of the FCAT.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students will use Nonfiction books to reinforce science concepts	Classroom Teacher	Students will take Mini Assessments to determine their progress.	Mini Assessments
2	Students will use BrainPop and Study Island to reinforce science concepts	Classroom Teacher	Students will take the Mini Assessments to determine their progress	Class reports will be analyzed from Brain Pop and Study Island.
3	Classes will utilize a scheduled Science Lab for hands on activities.	Classroom Teacher	Lesson Plans and Classroom Walk Through.	Activity Sheets for each hands-on activities
4	. Students will participate in a Science Fair with the following projects: * 4th and 5th- Individual projects *3rd Group Projects *Kindergarten – 2nd – Class Projects	Classroom Teacher	Teachers will monitor and grade the science projects.	Broward County's Science Fair Rubric

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
No data submitted					

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
Nonfiction Books	Accountability	\$500.00
		Total: \$500.00
		Final Total: \$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		
74% of the Students scored at a 4 or above on the Narrative Writing Prompt on the FCAT		77% of the Students will score a 4 or above on the Narrative Writing Prompt on the FCAT		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students will use high yield strategies of Cooperative learning to peer edit and revise writing	Classroom Teacher and Administration	Teacher evaluation of writing samples	Rubric based on 6 traits of writing will be discussed in the quarterly Data Chats.
2	Students in Kindergarten – 5th will use Thinking Maps with the writing process.	Classroom Teacher and Administration	Teacher evaluation of writing samples	Rubric based on 6 traits of writing will be discussed in the quarterly Data Chats.
3	Students will be instructed in the various genres of writing in alignment with the IFC.	Classroom Teacher and Administration	Teacher evaluation of writing samples	Rubric based on 6 traits of writing will be discussed in the quarterly Data Chats.
4	Students' work will be graded in the Six Traits of Writing and using the FCAT rubric.	Classroom Teacher and Administration	Teacher evaluation of writing samples	Rubric based on 6 traits of writing will be discussed in the quarterly Data Chats.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
1	Review the State scored prompts so teachers can more accurately evaluate the writing of their students.	Karen Fletcher	11/2009	Group meeting with teachers to review their quarterly prompts and come to consensus on the scores of each prompt.	Karen Fletcher

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

## 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, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
10% of the Parents participate in our nightly Curriculum nights		20% of our parents will participate in one of our curriculum nights		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Publicize events in multiple methods.	Subgroup Committee Chair	Collect attendance logs	Maintain attendance logs in each curriculum area.
2	Parents will learn how to use the 6 traits in writing in our Writing Night. An Author will be present the writing tools he uses.	Kim McCarthy	Collect attendance logs	Maintain attendance logs in each curriculum area.
3	Mark Quintana will facilitate training parents in the use of BEEP.	Karen Fletcher	Collect attendance logs	Maintain attendance logs in each curriculum area.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
1	Technology and Curriculum	Mark Quintana	5/2010	Parents will go online to use BEEP lessons	Karen Fletcher

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
<b>Professional Development</b>		
Description of Resources	Funding Source	Available Amount
Mark Quintana on Beep Lessons for Parents	Accountability	\$500.00
		Total: \$500.00
<b>Other</b>		
Description of Resources	Funding Source	Available Amount
Author visit on Writing Night	PTA	\$1,000.00
		Total: \$1,000.00
		Final Total: \$1,500.00

*End of Parent Involvement Goal*

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## 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
Mathematics	Singapore Math	Accountability	\$500.00
Mathematics	Everyday Math	Accountability	\$500.00
			Total: \$1,000.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Technology based learning tool that reviews specific reading skills- Study Island	Accountability	\$4,700.00
Reading	Computers to utilize Study Island	Accountability	\$12,000.00
Reading	RAZKIDS	Accountability	\$3,000.00
			Total: \$19,700.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Small Group Reading Instruction	Accountability	\$3,000.00
Parental Involvement	Mark Quintana on Beep Lessons for Parents	Accountability	\$500.00
			Total: \$3,500.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Magazines	Accountability	\$3,000.00
Mathematics	Math Celebration Day	Accountability	\$200.00
Mathematics	Math Tutoring	Accountability	\$5,000.00
Mathematics	Critical Thinking	Accountability	\$700.00
Science	Nonfiction Books	Accountability	\$500.00
Parental Involvement	Author visit on Writing Night	PTA	\$1,000.00
			Total: \$10,400.00
			Final Total: \$34,600.00

## 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
We will utilize SAC funds to help us meet our 4 academic and Parent Involvement Goals	33600

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

The SAC team will begin the year reviewing the School Improvement Plan and then they will monitor it with monthly meetings to determine if the Action Steps are being followed. The SAC will also be trained on how to use the data from Data

Warehouse to create our goals for the SIP.

Funds from Accountability will be utilized to help with purchasing math, reading, and science materials that will help our teachers to teach the Sunshine State Standards.

## SAC Members

### Members

- 1) Francine Renguso, Principal
- 2) Kimberly McCarthy, SAC Chair
- 3) Jerry Gazzano, Business Member
- 4) Kristina Stein, Parent
- 5) Lori Wyner, Parent

# AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2													Broward PARK TRAILS ELEMENTARY SCHOOL 3781													
Number of students enrolled in the grades tested: <a href="#">Click here to see Number of students in each group</a>													Read: 768 Math: 768			2008-2009 School Grade <sup>1</sup> : 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 <sup>2</sup> ).													This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						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 <sup>3</sup> 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 <sup>4</sup>	100	Y	100	Y	88	Y	94	Y			Y			NA	16	12	NA	10	6	NA	88	NA	85	NA		
WHITE	100	Y	100	Y	91	Y		Y			Y			NA	15	9	NA	9		NA	89	NA	86	NA		
BLACK	100	Y	100	Y		NA		NA			NA			NA			NA			NA						
HISPANIC	100	Y	100	Y		NA		NA			NA			NA			NA			NA						
ASIAN	100	Y	100	Y		NA		NA			NA			NA			NA			NA						
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA						
ECONOMICALLY DISADVANTAGED		NA		NA		NA		NA			NA			NA			NA			NA						
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y		NA		NA			NA			NA			NA			NA						
STUDENTS WITH DISABILITIES	100	Y	100	Y		NA		NA			NA			NA			NA			NA						

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2													Broward PARK TRAILS ELEMENTARY SCHOOL 3781													
Number of students enrolled in the grades tested: <a href="#">Click here to see Number of students in each group</a>													Read: 765 Math: 765			2007-2008 School Grade <sup>1</sup> : 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 <sup>2</sup> ).													This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						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 <sup>3</sup> 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 <sup>4</sup>	100	Y	100	Y	84	Y	90	Y			Y			NA	13	16	NA	11	10	NA	76	NA	84	NA		
WHITE	100	Y	100	Y	85	Y	91	Y			Y			NA	12	15	NA	10	9	NA	76	NA	85	NA		
BLACK	100	Y	100	Y		NA		NA			NA			NA			NA			NA						
HISPANIC	100	Y	100	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		NA		NA		NA		NA			NA			NA			NA			NA						
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y		NA		NA			NA			NA			NA			NA						
STUDENTS WITH DISABILITIES	100	Y	100	Y	57	Y	68	Y			NA			NA	43	NA		32	NA	NA	56	N	68	NA		

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2													Broward PARK TRAILS ELEMENTARY SCHOOL 3781													
Number of students enrolled in the grades tested: <a href="#">Click here to see Number of students in each group</a>													Read: 695 Math: 695			2006-2007 School Grade <sup>1</sup> : 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 <sup>2</sup> ).													This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						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 <sup>3</sup> 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 <sup>4</sup>	100	Y	100	Y	87	Y	89	Y			Y			NA	11	13	NA	8	11	NA	80	NA	77	NA		
WHITE	100	Y	100	Y	88	Y	90	Y			Y			NA	10	13	NA	7	10	NA	80	NA	78	NA		
BLACK	100	Y	100	Y		NA		NA			NA			NA			NA			NA						
HISPANIC	99	Y	100	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		NA		NA		NA		NA			NA			NA			NA			NA						
ENGLISH LANGUAGE LEARNERS	99	Y	100	Y		NA		NA			NA			NA			NA			NA						
STUDENTS WITH DISABILITIES	99	Y	100	Y		NA		NA			NA			NA			NA			NA						

## SCHOOL GRADE DATA

Broward School District PARK TRAILS ELEMENTARY SCHOOL 2008-2009					
	Reading	Math	Writing	Science	Grade Points Earned
% Meeting High Standards (FCAT Level 3 and Above)	92%	97%	90%	79%	358
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	80%	78%			158
3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level</li> </ul>					

						1 or 2
Adequate Progress of Lowest 25% in the School?	81% (YES)	81% (YES)			162	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					678	
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 PARK TRAILS ELEMENTARY SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	88%	94%	96%	68%	346	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	71%	75%			146	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	58% (YES)	75% (YES)			133	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					625	
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 PARK TRAILS ELEMENTARY SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	91%	93%	95%	70%	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%	69%			148	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	85% (YES)	63% (YES)			148	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					645	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested