

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2010 - 2011 SCHOOL IMPROVEMENT PLAN



School Name: BETHUNE MARY M ELEMENTARY SCHOOL

District Name: Broward

Principal: Mary Lou Ridge

SAC Chair: Tranya Curry

Superintendent: James F. Notter

Date of School Board Approval: December 7, 2010

Last Modified on: 10-03-2010

Dr. Eric J. Smith, Commissioner
Florida Department of Education
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PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

[School Grades Trend Data](#)

(Use this data to complete Sections 1-4 of the reading and mathematics goals and Section 1 of the writing and science goals.)

[Adequate Yearly Progress \(AYP\) Trend Data](#)

(Use this data to complete Section 5 of the reading and mathematics goals and Section 3 of the writing goals.)

[Florida Comprehensive Assessment Test \(FCAT\) Trend Data](#)

(Use this data to inform the problem solving process when writing goals.)

HIGHLY QUALIFIED ADMINISTRATORS

List your school's highly qualified administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP).

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT (High Standards, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Principal	Mary L. Ridge	B.A. Speech Language Pathology M.A. in Deaf Education Certification in K-12 Supervision and Administration ESOL Endorsed	10	24	Moved the school from a "C" rating to an "A" rating in 2006 School was rated a "B" 2009 and 2010
Principal	Cyntheria Hunt	B.A. in Elementary Education M.A. in Educational Leadership ESOL Endorsed	2	4	School was rated a "B" in 2009 and 2010

HIGHLY QUALIFIED INSTRUCTIONAL COACHES

List your school's highly qualified instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP). Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT (Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Reading	Joan Tashman	Bachelor's in Elementary Education Master's in Education Reading Endorsement ESOL Endorsed	24	16	15 Many successful years as Reading Coach. % of students scoring a level 3 or higher: 2007 - 60 2008 - 52 2009 - 65 2010 - 64

HIGHLY QUALIFIED TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, highly qualified teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	Recruit high quality and highly qualified teachers	Mary L. Ridge	August 2010	N/A Currently not hiring any new teachers.
2	Retain high quality and highly qualified teachers	Mary L. Ridge	June 2011	Maintain a positive, collaborative, and learning culture throughout the school.

Non-Highly Qualified Instructors

List all instructional staff and paraprofessionals who are teaching out-of-field and/or who are NOT highly qualified.

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
None	N/A	N/A	N/A

Staff Demographics

Please complete the following demographic information about the instructional staff in the school who are teaching at least one academic course.

*When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).

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 Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
50	0.0%(0)	36.0%(18)	36.0%(18)	28.0%(14)	16.0%(8)	100.0%(50)	6.0%(3)	16.0%(8)	100.0%(50)

Teacher Mentoring Program

Please describe the school's teacher mentoring program by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Teresa Nolen	Rebeka Fryer	New Teacher to First Grade	Weekly meetings, PLC, Modeling, Observations, Team Leader support.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

Title I funds are used for professional development for teachers at the end of the school year to develop instructional focus calendars and to disaggregate student achievement data.

Title I funds are also used for parent involvement activities such as Parent FCAT night, Reading, Math, Science and Writing Nights.

Title I, Part C- Migrant

N/A

Title I, Part D

The District receives funds to support the Educational Alternative Outreach Program that coordinates services with the District's Dropout Prevention Program.

Title II

District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs.

Title III

The District provides educational material and support services to improve the education of immigrant and English Language Learners.

Title X- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. In addition, academic tutoring is provided at homeless shelters.

In addition, our Homeless Liaison and School Social Worker work closely with families that are identified homeless, providing them the essentials and support they need.

Supplemental Academic Instruction (SAI)

SAI funds are used for compensation to teachers instructing FCAT Academy in Reading, Math and Science.

Violence Prevention Programs

The school offers a non-violence and anti-drug program to students that includes field trips, community service, and counseling. In addition, Administration conducts student workshops on anti-bullying for grades K-5.

Prevention Programs (District) CHAMPS- Classroom Management

Nutrition Programs

We employ a physical education teacher to provide a firm foundation in nutrition and physical well-being. Bethune participates in the Commit 2 B Fit Program.

Housing Programs

N/A

Head Start

We currently service 130 students in our Head Start/Pre K classes, helping to prepare our community's Pre-kindergarten children for the rigors of elementary school.

To ensure school readiness, the Head Start (HS) Program has implemented a new literacy, math, and science curricula in the 7 HS classrooms. The program has aligned the literacy and math standards with the K3 national standards to improve educational outcomes. This transparent connection between curricula and child expectations has contributed to better prepare students to succeed in kindergarten. An end of the year Creative Curriculum Continuum report, detailing students' ongoing assessment, is placed in the students' cumulative folder to familiarize kindergarten teachers with the HS students' progress in the program. Regarding the logistics of registering students at the elementary schools, the Head Start Program ensures a smooth transition to kindergarten by clearly specifying the necessary enrollment processes and timelines to all families participating in the program. The HS family services support team and the HS teachers provide ongoing guidance to the HS families by indicating the students' corresponding home school, immunization requirements, and dates scheduled for kindergarten roundup at those schools.

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

Counseling (District) -Services through Guidance Department and Innovation Zone Family Counseling Program.

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

The school-based RtI Leadership Team consists of School Support Staff (ESE Specialist, Student Support Specialist, Guidance Counselor, Curriculum Specialist, and Reading Coach) may also include the Principal, Assistant Principal, School Psychologist, School Social Worker, classroom teacher involved, the Speech Pathologist (if needed) and the parent (if requested).

Describe how the school-based RtI Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate RtI efforts?

Mrs. Caffrey the RTI Coordinator meets with the RTI Team twice a month. A referral is made to the RtI Leadership Team using a form that explains documentation to be gathered, etc. This is done after at least one conference with parent documenting the concern and intervention (Tier I) has been attempted based on an individual assessment (DAR, IRI, for reading, math inventory, end of book test, TEMA, TOMA math or collecting anecdotal such as behavior charts for a Functional Behavior Assessment).

Once the team meets, additional intensive interventions are suggested (Tier II and/or Tier III). A case manager, who is a member of the Leadership Team and also acts as the grade level liaison, is assigned to assist the teacher and continuously monitors the student. The case manager assigned will meet with the teacher to address data collected and document student progress.

If the student continues to have difficulty, the team will reconvene with teacher/case manager/parent updating team based on the continuing data collected. A more intense intervention will be suggested/attempted.(Tier III). If there continues to be great difficulty, a referral for formal disability identification may be considered.

Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

The school-based RTI Leadership Team aims to assist each student in reaching their maximum potential by collecting and analyzing student data, formulating an individual plan based on data collected and continuously monitoring the results. Data is routinely inspected in the areas of reading, math, writing, science and behavior. This data is used to make decisions about modifications needed to the core curriculum and behavior management strategies for all students. These same data are also used to screen for at-risk students who may be in need of Tier 2 or 3 interventions; all such students are referred to the CPS team for consideration of how best to proceed.

RtI Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Baseline data: Broward Assessment Tests (BAT 1 & 2 for reading, math, and science) Florida Comprehensive Assessment Test (FCAT)

Progress Monitoring: Mini Assessments, FCAT Simulation

Midyear: Florida Assessments for instruction in reading (FAIR), Diagnostic Assessment for Reading (DAR), Early Reading Diagnostic Assessment (ERDA), BAT 1 & 2

End of year: FAIR and FCAT

Frequency of Data Days: twice a month for data analysis

All records are stored in the ESE Specialist office for periodical review. Also, test scores are stored in the district's data warehouse, Virtual Counselor.

Tier 1 Reading Data Sources:

Grades K-3/Treasures Weekly Reading Test

Grades 4-5/Harcourt Weekly Reading Test

Mini-BAT assessments

BAT 1 and BAT 2

Tier 1 Math Data Sources:

Grades K-5/ GO MATH Chapter Assessments

BAT 1 and BAT 2

Tier 1 Science Data Sources:

Grades K-5/Harcourt Science Chapter Assessments

Science Mini-BATs

BAT 1 and BAT 2

Tier 1 Behavior Data Sources:

Teacher Individual Behavior Plan

School-wide Behavior Plan

Discipline Management System

Tier 2 and 3 Data Sources are the intervention data and assessments for each subject area. Also, student achievement data from Push-in/pull-out support.

Describe the plan to train staff on RtI.

Professional development will be provided during teachers' common planning time and small sessions will occur throughout the year. The School Psychologist will provide the trainings to the staff. Two PD session entitled: "RtI: Problem Solving Model: Building Consensus Implementing and Sustaining Problem- Solving/RtI and RtI:Challenges to Implementation Data/based Decision-making, and Supporting and Evaluating Intervention will take place in August and October. The RtI team will also evaluate additional staff PD needs during the weekly RtI Leadership Team meetings.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

The Literacy Leadership Team consists of Administration, Guidance, ESE Specialist, School Social Worker, and Team Leaders.

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

The Literacy Leadership Team meets on Team leader days, Early Release, and Teacher Planning Days to conduct classroom walkthroughs, disaggregate grade level data and to monitor the implementation of the instructional focus calendars. The LLT will meet bi-monthly with grade teams to review data trends, student achievement, IFC's, and help develop lesson plans.

What will be the major initiatives of the LLT this year?

This year the Literacy Leadership Team will focus on improving the number of students proficient in Reading, Writing, Math, and Science. The LLT will give special attention to the subgroups of Blacks and Economically Disadvantaged students, as those groups did not make AYP in the previous year. Student achievement results of Mini Benchmark Assessments will determine whether the focus lessons need to be revised. Teachers and administrators will ensure that the focus lessons are effective through pre and post assessments on the lesson objective and through conferencing with students and teachers regarding the results of the assessments. The Principal and Leadership Team ensure that data analysis of assessment results are being used to differentiate instruction based on students' academic needs through Classroom Walkthroughs, meeting minutes review, lesson plan review and student assessment results. The instructional coaches will monitor instruction, support teachers through dispersing extra support materials, model best practices, and evaluate efficacy.

NCLB Public School Choice

- Notification of (School in Need of Improvement) SINI Status
[Show Attached a copy of the Notification of SINI Status to Parents](#) (Uploaded on 9/21/2010 9:53:12 AM)
- Public School Choice with Transportation (CWT) Notification
[Show Attached a copy of the CWT Notification to Parents](#) (Uploaded on 9/21/2010 9:53:31 AM)
- Notification of (School in Need of Improvement) SINI Status
[Show Attached a copy of the SES Notification to Parents](#) (Uploaded on 9/21/2010 9:53:45 AM)

*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

Bethune provides a special Open House for all Head Start children and their parents to become familiar with the procedures of our school.

We also have a Kindergarten Round-Up in May where the students and parents meet the teachers and go over procedures.

In addition, we have a Back to School Night on the Friday before school begins to welcome students and their parents for the upcoming year.

Our school is the head start site for our community, and most of the children/parents are very familiar with the policies and procedures already.

Communication with the community concerning the preschool program is through the "Tiger Tale" newsletter, the school marquee, fliers to the local community centers. Families are invited to all Performing Arts programs throughout the year. At this time, announcements are made encouraging participation in the preschool program.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

N/A

*High Schools Only

Note: Required for High School - Sec. 1008.37(4), F.S., Sec. 1003.413(g)(j) F.S.

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

N/A

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

N/A

Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the School Feedback Report

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students achieving proficiency (FCAT Level 3) in reading Reading Goal #1:	July 2010, 38%(84) of all students scored a Level 3 or higher on the FCAT Reading.
2010 Current Level of Performance:*	2011 Expected Level of Performance:*
July 2010,38%(84)of all students scored a Level 3 or higher on the FCAT Reading.	By May 2011,50% (110) of all students will score a Level 3 or higher on the FCAT Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The funds to purchase push-in or pull-out instructional materials may not be available.	Students that scored a level 1 or 2 will receive push in or pull out support on targeted reading strands.	Mary L. Ridge: Principal	Students will be administered a Pre-test and Post test to determine the effectiveness of the program. Students will be administered Mini BATs in between the pre and post tes to monitor the effectiveness of the program.	Phonics for Reading, IRI, DAR, Trophies Oral Reading Fluencies, Treasures Oral Reading Fluencies, Running Records,FCAT Maker Progress Monitoring, Benchmark Assessment, FCAT Test Maker
2	Teachers may require professional development in accessing the Target Teach database.	All teachers will utilize Target Teach strategies for differentiation of skills.	Administration	Teachers will administer a Pre-test and Post test to monitor student achievement. Students will be administered a Pre-test and Post test to determine the effectiveness of the program. Students will be administered Mini BATs in between the pre and post tes to monitor the effectiveness of the program.	FCAT Maker Pre/Post Test

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students achieving above proficiency (FCAT Levels 4 and 5) in reading Reading Goal #2:	By June 2011, 26%(57) of students will achieve above mastery on the 2011 FCAT.
2010 Current Level of Performance:*	2011 Expected Level of Performance:*

Overall, 26%(57) of students achieved above mastery in reading on the 2010 FCAT.

By June 2011, 50%(110) of students will achieve above mastery on the 2011 FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students might enter the grade level with deficiencies in one or more of the reading strands.	Students that scored a Level 4 or 5 will receive reading enrichment through Novel Study, and Literature Circles.	Mary L. Ridge: Principal	Students that scored a Level 4 or 5 will receive reading enrichment through project based learning activities.	IRI, DAR, Trophies Oral Reading Fluencies, Treasures Oral Reading Fluencies, Running Records, FCAT Maker Progress Monitoring, Benchmark Assessment, FCAT Test Maker

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3. Percentage of students making Learning Gains in reading

Reading Goal #3:

65%(108) of struggling students made learning gains on the 2010 FCAT Reading. Students will receive intense instruction in main idea and words and phrases during the 2010-2011 school year.

2010 Current Level of Performance:*

2011 Expected Level of Performance:*

65%(108) of struggling students made learning gains on the 2010 FCAT Reading.

By June 2011, 72%(120) of struggling students made learning gains on the 2011 FCAT Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers may have to receive professional development in learning how to access the Target Teach database.	All teachers will utilize Target Teach strategies for differentiation of skills.	Administration	Students will be administered a pre-test and post test to determine the effectiveness of the program. Students will also be given Mini-BATs in-between the pre and post test to monitor the effectiveness of the program.	Phonics for Reading, IRI, DAR, Trophies Oral Reading Fluencies, Treasures Oral Reading Fluencies, Running Records, Rigby PM Benchmark Assessment
2	There may not be funds available to purchase instructional materials for push-in or pull-out support.	Students that scored a level 1 or 2 will be provided push-in/pull out services to improve words in context, reference and research, compare/contrast skills	Classroom Teachers	Teachers will administer a pre-test and post test to monitor student achievement. Students will also be given Mini-BATs in-between the pre and post test to monitor the effectiveness of the program.	Mini-BATs, Benchmark test, End of selection test.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

<p>4. Percentage of students in Lowest 25% making learning gains in reading</p> <p>Reading Goal #4:</p>	<p>60%(26) of students in the lowest 25% made learning gains on the 2010 FCAT Reading.</p>
<p>2010 Current Level of Performance:*</p>	<p>2011 Expected Level of Performance:*</p>
<p>60%(26) of students in the lowest 25% made learning gains on the 2010 FCAT Reading.</p>	<p>70%(30) of students in the lowest 25% will make learning gains on the 2011 FCAT Reading.</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	There may not be funds available to purchase instructional materials for push-in or pull-out support.	Students that scored a level 1 or 2 will receive push in or pull out support on targeted reading strands.	Mary L. Ridge Cyntheria Hunt	Students will be administered a pre-test and post test to determine the effectiveness of the program. Students will also be given Mini-BATs in-between the pre and post test to monitor the effectiveness of the program.	Phonics for Reading, IRI, DAR, Trophies Oral Reading Fluencies, Treasures Oral Reading Fluencies, Running Records, Benchmark Assessment
2	Teachers may have to receive professional development in accessing A+ Rise and Target Teach databases.	Teachers will use instructional strategies from A+ Rise, and Target Teach to instruct struggling readers.	Classroom Teachers, Reading Coach, Leadership Team, Mary Lou Ridge and Cyntheria Hunt	Frequent and on-going progress monitoring, Classroom Walkthrough, and Data Chats	Target Teach, Phonics for Reading, STARS, Mini BATS, Sept/Nov BATS

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the applicable subgroup(s):

<p>5A. Student subgroups not making Adequate Yearly Progress (AYP) in reading</p> <p>Reading Goal #5A:</p>	<p>The following subgroups did not make AYP in reading: Black:55%(94), and Hispanic:66%(31)</p>
<p>Reading Goal #5A: Ethnicity (White, Black, Hispanic, Asian, American Indian)</p>	
<p>2010 Current Level of Performance:*</p>	<p>2011 Expected Level of Performance:*</p>
<p>Students in the Black:55%(94) and Hispanic:66%(31) did not make AYP on the 2010 FCAT.</p>	<p>By June 2011, 60%(102) of Black and 70% (33)Hispanic students will make AYP in reading on the 2011 FCAT.</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	There may not be funds available to purchase instructional materials for push-in or pull-out support.	Students will receive push in or pull out support on targeted reading strands.	Reading Coach and Classroom Teacher	Students will be administered a pre-test and post test to determine the effectiveness of the program. Students will	Phonics for Reading, Buckle Down Reading, Focus on, STARS

				also be given Mini-BATs in-between the pre and post test to monitor the effectiveness of the program.	
2	Teachers may have to receive professional development in accessing A+ Rise and Target Teach databases.	Teachers will use instructional strategies from A+ Rise, and Target Teach to instruct struggling readers.	Classroom Teachers, Reading Coach, Leadership Team, Mary Lou Ridge and Cyntheria Hunt	Frequent and on-going progress monitoring, Classroom Walkthrough, and Data Chats	Target Teach, Phonics for Reading, STARS, Mini BATS, Sept/Nov BATS

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups not making Adequate Yearly Progress (AYP) in reading	June 2010, 27%(3) students met AYP in reading on the 2010 FCAT Reading Test.
Reading Goal #5B:	
Reading Goal #5B: English Language Learners (ELL)	
2010 Current Level of Performance:*	2011 Expected Level of Performance:*
June 2010, 27%(3) students met AYP in reading on the 2010 FCAT Reading Test.	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. Student subgroups not making Adequate Yearly Progress (AYP) in reading	June 2010, 30%(10) students met AYP in reading on the 2010 FCAT Reading Test.
Reading Goal #5C:	
Reading Goal #5C: Students with Disabilities (SWD)	
2010 Current Level of Performance:*	2011 Expected Level of Performance:*
June 2010, 30%(10) students met AYP in reading on the 2010 FCAT Reading Test.	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas

in need of improvement for the following subgroup:

5D. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5D:	58%(129) of students in the Economically Disadvantaged subgroup made AYP in reading on the 2010 FCAT.
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Writing Goal #5D: Economically Disadvantaged

2010 Current Level of Performance:*	2011 Expected Level of Performance:*
58%(129) of students in the Economically Disadvantaged subgroup made AYP in reading on the 2010 FCAT.	By June 2011, 63%(141) of students in the Economically Disadvantaged subgroup will make AYP in reading on the 2011 FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers may have to receive professional development in accessing A+ Rise and Target Teach databases.	Teachers will use instructional strategies from A+ Rise, and Target Teach to instruct struggling readers.	Classroom Teachers, Reading Coach, Leadership Team, Mary Lou Ridge and Cynteria Hunt	Frequent and on-going progress monitoring, Classroom Walkthrough, and Data Chats	Target Teach, Phonics for Reading, STARS, Mini BATS, Sept/Nov BATS
2	There may not be funds available to purchase instructional materials for push-in or pull-out support.	Students will receive push in or pull out support on targeted reading strands.	Reading Coach and Classroom Teacher	Students will be administered a pre-test and post test to determine the effectiveness of the program. Students will also be given Mini-BATs in-between the pre and post test to monitor the effectiveness of the program.	Phonics for Reading, Buckle Down Reading, Focus on, STARS

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates and Schedules(e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
High Yielding Strategies	K-5	District Facilitator	School-wide	Teacher Planning	Classroom Walkthrough	Administration
Target Teach Strategies	K-5	Reading Coach	School-wide	Teacher Planning Day	Classroom Walkthrough	Administration
A+ Rise Strategies	K-5	Reading Coach	School-wide	Teacher Planning Day	Classroom Walkthroughs	Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
High Yielding Strategies	Professional Development	Title I	\$1,100.00
Target Teach	PLC	N/A	\$0.00
A+Rise Strategies	PLC	N/A	\$0.00
			Subtotal: \$1,100.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,100.00

End of **Reading** Goals

Mathematics Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Students achieving proficiency (FCAT Level 3) in mathematics Mathematics Goal #1:	June 2010, 40%(87) of students met proficiency in Math.
2010 Current Level of Performance:*	2011 Expected Level of Performance:*
June 2010, 40%(87) of students met proficiency in math.	By June 2011, 50%(110) of students will meet proficiency in Math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers need training on implementing the IFC for the NGSSS.	An instructional focus calendar based on the NGSSS which identifies specific grade level skills with accompanying lessons for daily instruction will be utilized in grades K-5.	Leadership Team	Classroom Walkthroughs and observations. Team Leaders will meet once a week to analyze student achievement data from Chapter Test, Chapter Review and Show What You Know Assessments for GO MATH. Teachers will be provided training for the New GO MATH series on an on-going basis.	Chapter/Unit Tests, Odyssey, FCAT Explorer, Go Math Intervention Skills, FCAT Test Maker
2	Teachers need training in analyzing student performance data.	Teachers will use student performance data in order to drive instruction and identify areas in need of staff development.	Mary Lou Ridge	Data Binders, and Weekly data chats. Administration will meet with grade levels to review student performance data.	Chapter Tests, Math Journals, FCAT Test Maker

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students achieving above proficiency (FCAT Levels 4 and 5) in mathematics Mathematics Goal #2:	By June 2010, 27%(60) of students met proficiency on the Math FCAT.
2010 Current Level of Performance:*	2011 Expected Level of Performance:*
By June 2010, 27%(60) of students met proficiency on the Math FCAT.	By June 2011, 35%(77) of students will achieve above mastery in math on the 2011 FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	Issues with technology integration.	Implementation of the project based learning and critical thinking activities.	Administration	Classroom Walkthroughs, data chats, rubrics and checklist and assessment monitoring	BAT 1, BAT 2, and project presentations

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3. Percentage of students making Learning Gains in mathematics Mathematics Goal #3:	72%(120) of all students made learning gains in math.
2010 Current Level of Performance:*	2011 Expected Level of Performance:*
72%(120) of all students made learning gains in math.	By June 2011, 80%(133) of all students will make learning gains in math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Support personnel will need training implementing the NGSSS for Math.	Support personnel will provide weekly remediation for struggling/at-risk students.	Mary Lou Ridge, Cyntheria Hunt, ESE Specialist	Support Personnel will have Data Chats with administration to review student performance data from the weekly pull-out/push-in support. The scores Chapter Test will be used to drive remediation instruction.	Chapter/Unit Tests

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. Percentage of students in Lowest 25% making learning gains in mathematics Mathematics Goal #4:	76%(31) of students in the lowest 25% made learning gains in mathematics.
2010 Current Level of Performance:*	2011 Expected Level of Performance:*
76%(31) of students in the lowest 25% made learning gains in mathematics.	By June 2011, 85(34)% of all students in the lowest 25% made learning gains in math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers might need training for HANDS-On Math, and Moving with Math	Students will be supplemented with Moving with Math, Mountain Math, Math for Today, Math Hands-On Math, Connections, and Hands-On	Classroom Teacher, ESE Specialist	Classroom walkthrough, Data Binder review, and classroom observations conducted by administration. Teachers will also participate in a PLC for Hands-on Math and Moving with Math.	Data Chats, BAT 1 & 2, Chapter/Unit Tests, and Individual Program Evaluation Tools,

		Critical Math Strategies by their classroom teachers.		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the applicable subgroup(s):

5A. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5A:	June 2010, Black 60%(102) and Hispanic 68%(32) subgroups did not make adequate yearly progress on the 2010 FCAT Math.
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Mathematics Goal #5A: Ethnicity
(White, Black, Hispanic, Asian, American Indian)

2010 Current Level of Performance:*	2011 Expected Level of Performance:*
June 2010, Black 60%(102) and Hispanic 68%(32) subgroups did not make adequate yearly progress on the 2010 FCAT Math.	June 2011, Black 64%(108) and Hispanic 72%(34) subgroups will make adequate yearly progress on the 2011 FCAT Math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers need training in analyzing student performance data.	Teachers will use student performance data in order to drive instruction and identify areas in need of staff development.	Mary L. Ridge: Principal	Data Binders, and Weekly data chat. Administration will meet with teachers by grade level to provide training in analyzing student performance data.	BAT 1 & 2, Chapter/Unit Tests, Odyssey, FCAT Explorer, Go Math Intervention Skills, FCAT Test Make
2	Teachers need training on implementing the IFC for the NGSSS.	An instructional focus calendar based on the NGSSS which identifies specific grade level skills with accompanying lessons for daily instruction – Grades will be utilized in grades K-5.	Mary L. Ridge: Principal	Classroom Walkthroughs and Observations. Teachers will receive training in implementing the NGSSS IFC for Math.	BAT 1 & 2, Chapter/Unit Tests, Odyssey, FCAT Explorer, Go Math Intervention Skills, FCAT Test Maker

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5B:	June 2010, ELL subgroup 45%(5) did not make adequate yearly progress on the 2010 FCAT Math.
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Mathematics Goal #5B: English Language Learners (ELL)

2010 Current Level of Performance:*	2011 Expected Level of Performance:*
June 2010, ELL subgroup 45%(5) did not make adequate yearly progress on the 2010 FCAT Math.	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	N/A	N/A	N/A	N/A	N/A
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5C:	June 2010, SWD subgroup 39%(13) did not make adequate yearly progress on the 2010 FCAT Math.
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Mathematics Goal #5C: Students with Disabilities (SWD)

2010 Current Level of Performance:*	2011 Expected Level of Performance:*
June 2010, SWD subgroup 39%(13) did not make adequate yearly progress on the 2010 FCAT Math.	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5D:	June 2010, Economically Disadvantaged subgroup 62% (138) did not make adequate yearly progress on the 2010 FCAT Math.
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Writing Goal #5D: Economically Disadvantaged

2010 Current Level of Performance:*	2011 Expected Level of Performance:*
June 2010, Economically Disadvantaged subgroup 62% (138) did not make adequate yearly progress on the 2010 FCAT Math.	By June 2011, Economically Disadvantaged subgroup 66% (147) will make adequate yearly progress on the 2011 FCAT Math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers need training in analyzing student performance data.	Teachers will use student performance data in order to drive instruction and identify areas in need of staff development.	Mary Lou Ridge	Data Binders, and Weekly data chats. Administration will meet with teachers by grade level to provide training in analyzing student performance data.	BAT 1 & 2, Chapter/Unit Tests, Odyssey, FCAT Explorer, Go Math Intervention Skills, FCAT Test Maker
2	Teachers need training on implementing the IFC for the NGSSS.	An instructional focus calendar based on the NGSSS which identifies specific grade level skills with accompanying lessons for	Mary L. Ridge: Principal	Classroom Walkthroughs and Observations. Teachers will receive training in implementing the NGSSS IFC for Math.	BAT 1 & 2, Chapter/Unit Tests, Odyssey, FCAT Explorer, Go Math Intervention Skills, FCAT Test

		daily instruction – Grades will be utilized in grades K-5.			Maker
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules(e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Singapore Math	K-5	Terri Latour	School-wide	Teacher Planning Day	Observations and Classroom Walkthrough	Mary L. Ridge Cyntheria Hunt
Implementing the GO MATH IFC for the NGSSS	K-5	Teri Latour	School-wide	Teacher Planning	Teacher Planning Day Observations and Classroom Walkthrough	Mary L. Ridge Cyntheria Hunt
Hand-on Math	3-5	Tranya Curry	Third-Fifth Grade	Teacher Planning	Classroom Walkthrough	Mary L. Ridge Cyntheria Hunt
Moving with Math	K-5	Joan Tashman	School-wide remediation	Teacher Planning	FCAT Academy data, Classroom Walkthroughs and Observations.	Mary L. Ridge Cyntheria Hunt

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Math Content Review	Math Superstars	Title I	\$500.00
			Subtotal: \$500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Remedial and Enrichment Math Lessons	Target Teach	District	\$0.00
FCAT Math Review	FCAT Explorer	District	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Singapore Math	Professional development	Title I	\$1,100.00
Hands-On Math (Algebra)	Professional Development	N/A	\$0.00
Moving With Math	Professional Development	N/A	\$0.00
			Subtotal: \$1,100.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,600.00

Science Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Students achieving proficiency (FCAT Level 3) in science Science Goal #1:	June 2010, 21%(16) of students met a Level 3 proficiency in Science.
2010 Current Level of Performance:*	2011 Expected Level of Performance:*
June 2010, 21%(16) of students met a Level 3 proficiency in Science.	By June 2011, 35%(30) of students will meet proficiency in Science.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Technology Concerns in Building 10. The are issues with Promethean Boards not aligned and working properly, DVD/VHS equipment, and sound not working properly.	Teachers will utilize SRA Science Sanpshots in the classrooms to teachscience concepts and to integrate technology.	Classroom Teachers, Team Leaders, Leadership Team and Micro-Tech.	PLC Meetings, Classroom Walkthroughs,Data Binders, and Plan Books. Technology concerns in building 10 will be resolved through the Micro-Technician.	Science BATS, Science Mini BATS, Harcourt Science Chapter Tests,Snapshots Assessments, Science Journals, projects, and FCAT Explorer, FCAT Test Maker
2	Teachers will need additional training utilizing the Science Bins to conduct experiments.	Students will conduct experiments utilizing the scientific method and inquiry. Students will utilize hands on science kits and conduct science experiments weekly.	Classroom Teachers, Team Leaders, and Leadership Team	PLC Meetings, Classroom Walkthroughs,Data Binders, and Plan Books. Training will be provided to teachers on implementing the science bins.	Science BATS, Science Mini BATS, Harcourt Science Chapter Tests,Snapshots Assessments, Science Journals, projects, and FCAT Explorer, FCAT Test Maker
3	Technology Concerns in Building 10. The are issues with Promethean Boards not aligned and working properly, DVD/VHS equipment, and sound not working properly.	Students in grade 3-5 will watch Science Alive (BECON broadcast) on a weekly basis and participate in the Science Alive Challenge.	Classroom Teachers, Team Leaders, and Leadership Team	PLC Meetings, Classroom Walkthroughs,Data Binders, and Plan Books. Training will be provided to teachers on implementing the science bins.	Science BATS, Science Mini BATS, Harcourt Science Chapter Tests,Snapshots Assessments, Science Journals, projects, and FCAT Explorer, FCAT Test Maker

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students achieving above proficiency (FCAT Levels 4 and 5) in science Science Goal #2:	June 2010, 4%(3) of students achieved above mastery in science on the 2010 FCAT.
2010 Current Level of Performance:*	2011 Expected Level of Performance:*
June 2010, 4%(3) of students achieved above mastery in science on the 2010 FCAT.	By June 2011, 20%(18) of students will achieve above mastery in science on the 2011 FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Issues with technology integration. Technology Concerns in Building 10. The are issues with Promethean Boards not aligned and working properly, DVD/VHS equipment, and sound not working properly. Laptop Carts have computers that are not working properly for GLIDES.	Implementation of project based learning activities and weekly science experiments utilizing the scientific method.	Administration	Classroom Walkthroughs, data chats, rubrics and checklist and assessment monitoring	BAT 1 and BAT 2

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules(e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Science Skills-PLC	K-5	District	School-Wide	Teacher Planning Day	Classroom Walkthrough and Observations	Administration
Hands-On Science Bins-PD	K-5	District	School-wide	Teacher Planning	Teacher Planning Day Classroom Walkthrough and Observations	Administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Science Skills (Strand H)	Physical Science	Title I	\$1,100.00
Implementation of Science Bins	District	Title I	\$1,100.00
			Subtotal: \$2,200.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00

Writing Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students achieving Adequate Yearly Progress (FCAT Level 3.0 and higher) in writing Writing Goal #1:	74%(52) of students are meeting state standards in writing.
2010 Current Level of Performance:*	2011 Expected Level of Performance:*
74%(52) of students are meeting state standards in writing.	By June 2011, 90% of students will meet state standards in writing.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers will need training in the Six Traits of Writing.	Students whose initial scores (FCAT Writing Rubric) are at risk to meet AYP criteria in 2011 will receive additional writing instruction to accelerate writing skills	Cyntheria Hunt: Assistant Principal	Teachers will closely monitor students who are determined to be at risk. Teachers in Grades K-4 will participate in a PLC for the Six Traits.	Monthly Writing Prompts, student work samples, content specific writing samples, and writing journals, FCAT Test Maker
2	Teachers will need training in the Six Traits of Writing.	Targeted students not meeting writing standards will participate in double dose writing instruction grouped according to trait weaknesses and strengths.	Cyntheria Hunt: Assistant Principal	Pull Out Writing Group. Teachers in Grades K-4 will participate in a PLC for the Six Traits.	Monthly Writing Prompts, student work samples, content specific writing samples, and writing journals, FCAT Test Maker
3	Teachers will need training in the Six Traits of Writing.	Teachers (including ESE) will integrate writing into all content areas and will evaluate writing samples to determine appropriate focus for classroom lessons.	Cyntheria Hunt and Team Leaders	PLC Meetings, Lesson Plans and Classroom Walkthroughs. Teachers in Grades K-4 will participate in a PLC for the Six Traits.	Monthly Writing Prompts, student work samples, content specific writing samples, and writing journals, FCAT Test Maker
4	Teachers might need additional professional development in implementing the BEEP Lessons.	Broward Enterprise Education Portal (B.E.E.P.) will be used to enhance the instruction of all students by utilizing the various web-based tools made available to all instructional employees (A+ Rise, Apple	Team Leaders, Curriculum Specialist, Mary Lou Ridge and Cyntheria Hunt	PLC Meetings, Lesson Plans and Classroom Walkthrough. Teachers will receive additional training utilizing BEEP.	Monthly Writing Prompts, student work samples, content specific writing samples, and writing journals

		Digital School, Atomic Learning, Net Trekker, United Streaming, etc.).			
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2A:	100%(8) of students are meeting state standards in writing.
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Writing Goal #2A: Ethnicity
(White, Black, Hispanic, Asian, American Indian)

2010 Current Level of Performance:*	2011 Expected Level of Performance:*
100%(8) of students are meeting state standards in writing.	100%(8) of students will meet state standards in writing.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited Vocabulary, processing skills, and exposure to the different genres of writing.	Students will read different types of genres and record new vocabulary with definitions in a writing journal. Teach new vocabulary words. Including, but not limited to adjectives, adverbs etc, to be used in their writing assignments. Monthly Writing Prompts will be given.	Writing Committee Chair Intern Principal: Cytheria Hunt	Classroom Walkthrough, Data Chats and Observation	Monthly Writing Prompts, Baseline and Mid-Year Data, and 2011 Writing FCAT.
2	Students not having exposure to writing.	Students will read different types of genres and record new vocabulary with definitions in a writing journal. Teach new vocabulary words. Including, but not limited to adjectives, adverbs etc, to be used in their writing assignments. Monthly Writing Prompts will be given.	Writing Committee Chair Intern Principal: Cytheria Hunt	Classroom Walkthrough, Data Chats and Observation	Monthly Writing Prompts, Baseline and Mid-Year Data, and 2011 Writing FCAT.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2B:	80%(4) of students are meeting state standards in writing.
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Writing Goal #2B: English Language Learners (ELL)					
2010 Current Level of Performance:*			2011 Expected Level of Performance:*		
80%(4) of students are meeting state standards in writing.			By June 2011, 100% of students will meet state standards in writing.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited Vocabulary, processing skills, and exposure to the different genres of writing. Students will read different types of genres and record new vocabulary with definitions in a writing journal.	Teach new vocabulary words. Including, but not limited to adjectives, adverbs etc, to be used in their writing assignments. Monthly Writing Prompts will be given.	Writing Committee Chair Intern Principal: Cyntheria Hunt	Classroom Walkthrough, Data Chats and Observation	Monthly Writing Prompts, Baseline and Mid-Year Data, and 2011 Writing FCAT.
2	Students Not Having exposure to writing.	Teach new vocabulary words. Including, but not limited to adjectives, adverbs etc, to be used in their writing assignments. Monthly Writing Prompts will be given.	Writing Committee Chair Intern Principal: Cyntheria Hunt	Classroom Walkthrough, Data Chats and Observation	Monthly Writing Prompts, Baseline and Mid-Year Data, and 2011 Writing FCAT.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Student subgroups not making Adequate Yearly Progress (AYP) in writing			100%(5) of students are meeting state standards in writing.		
Writing Goal #2C:					
Writing Goal #2C: Students with Disabilities (SWD)					
2010 Current Level of Performance:*			2011 Expected Level of Performance:*		
100%(5) of students are meeting state standards in writing.			By June 2011, 100% of our fourth grade students with disabilities will meet state standards in writing.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students having limited exposure to writing.	Students will read different types of genres and record new vocabulary with definitions in a writing journal. Teach new vocabulary words. Including, but not	Writing Committee Chair Intern Principal: Cyntheria Hunt	Classroom Walkthrough, Data Chats and Observations	Monthly Writing Prompts, Baseline and Mid-Year Data, and 2011 Writing FCAT.

1		limited to adjectives, adverbs etc, to be used in their writing assignments. Monthly Writing Prompts will be given. All students i Grades 1-4 will be required to have a writing journal			
2	Limited Vocabulary,processing skills, and exposure to the different genres of writing.	Students will read different types of genres and record new vocabulary with definitions in a writing journal. Teach new vocabulary words. Including, but not limited to adjectives, adverbs etc, to be used in their writing assignments. Monthly Writing Prompts will be given.	Writing CommitteeChair Intern Principal: Cyntheria Hunt	Classroom Walkthrough, Data Chats and Observations	Monthly Writing Prompts, Baseline and Mid-Year Data, and 2011 Writing FCAT.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Student subgroups not making Adequate Yearly Progress (AYP) in writing	99%(65) of students are meeting state standards in writing.
Writing Goal #2D:	
Writing Goal #2D: Economically Disadvantaged	
2010 Current Level of Performance:*	2011 Expected Level of Performance:*
99%(65) of students are meeting state standards in writing.	By June 2011, 99% of our fourth grade students will meet state standards in writing.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited Vocabulary,processing skills, and exposure to the different genres of writing.	Teach new vocabulary words. Including, but not limited to adjectives, adverbs etc, to be used in their writing assignments.Monthly Writing Prompts will be given.	Writing CommitteeChair Intern Principal: Cyntheria Hunt	Classroom Walkthrough, Data Chats and Observation	Baseline and Monthly Writing Prompts, Mid-Year Data, and 2011 Writing FCAT.
2	Students Not Having exposure to writing.	Teach new vocabulary words. Including, but not limited to adjectives, adverbs etc, to be used in their writing assignments.Monthly Writing Prompts will be given.	Writing CommitteeChair Intern Principal: Cyntheria Hunt	Classroom Walkthrough, Data Chats and Observation	Baseline and Monthly Writing Prompts, Mid-Year Data, and 2011 Writing FCAT.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates and Schedules(e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Expository Writing	Grade 4	District Trainer	Grade 4	November 16, 2010	Classroom Walkthrough and Observations	Cyntheria Hunt
Fictional Narratives	Grade 4	District Trainer	Grade 4	October 19,2010	Classroom WALKthrough and Observations	Cyntheria Hunt

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Expository Writing	District Training	Title I	\$100.00
Fictional Narratives	District Training	Title I	\$100.00
Six Traits of Writing	District Training	Title I	\$1,100.00
			Subtotal: \$1,300.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,300.00

End of **Writing Goals**

Attendance Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance	By June 2011, The attendance rate will increase 2% from 95% to 97%.
Attendance Goal #1:	

2010 Current Attendance Rate:*		2011 Expected Attendance Rate:*			
The 2010 attendance rate was 94.84%		The expected attendance rate for 2011 will be 97%			
2010 Current Number of Students with Excessive Absences (10 or more)		2011 Expected Number of Students with Excessive Absences (10 or more)			
There were 200 students with excessive absences for the 2010 school year.		The expected number of students with excessive absences will decrease by 50% (100) from the 2010 school year.			
2010 Current Number of Students with Excessive Tardies (10 or more)		2011 Expected Number of Students with Excessive Tardies (10 or more)			
There were 200 students with excessive tardies for the 2010 school year.		The expected number of students with excessive tardies will be reduced to 100, resulting in a 50% decrease in the number of students with excessive tardies.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student Absences and Tardiness	Staff and administration will make every effort to make sure that students are present daily by following up on excessive absences. Parent Link will be sent out immediately regarding excessive absences and tardies.	Designated Attendance Staff Person	Daily Attendance Reports	Broward Truancy Reports

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules(e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Broward Truancy Training	K-5	District Trainer	Office Personnel	District Calendar Dates	On-going review of B-TIP processes to ensure appropriate implementation of model.	Cyntheria Hunt-Intern Principal

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount

No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of **Attendance** Goal(s)

Suspension Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Suspension	By June 2011, Administration will reduce the number of students receiving in-school and out-of-school suspension by implementing a school-wide behavior incentive plan.
Suspension Goal #1:	
2010 Total Number of In -School Suspensions	2011 Expected Number of In- School Suspensions
There were 17 In-School Suspension for 2010.	In-School Suspensions will be reduced to 8 suspensions resulting in a 50% decrease of suspensions.
2010 Total Number of Students Suspended In School	2011 Expected Number of Students Suspended In School
There were 17 In-School Suspension for 2010.	In-School Suspensions will be reduced to 8 suspensions resulting in about a 50% decrease of suspensions.
2010 Number of Out-of-School Suspensions	2011 Expected Number of Out-of-School Suspensions
There were 3 Out-of-School Suspension for 2010.	Out-of-School Suspensions will be reduced to 2 suspensions resulting in about a 50% decrease of suspensions.
2010 Total Number of Students Suspended Out of School	2011 Expected Number of Students Suspended Out of School
There were 3 students with Out-of-School Suspension for 2010.	Out-of-School Suspensions will be reduced to 0 suspensions resulting in a 100% decrease of suspensions.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	School-wide implementation of CHAMPS and School Discipline Plan.	Staff will be trained in utilizing CHAMPS as behavioral intervention to reduce the number of student referrals.	Mary L. Ridge Cynthia Hunt	Classroom Walkthroughs	Behavior Management System

2	Lack of Motivation	Pair students with teacher mentors to increase their motivation.	Guidance Counselor-Amy Rubin	Student focus group/survey	Student discipline referrals and monitoring of the Broward County Discipline management System.
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates and Schedules(e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CHAMPS	Pre-K-5	District Facilitator	School-Wide	Teacher Planning Day	Classroom Walkthrough	Administration

Suspension Budget:

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

End of *Suspension Goal(s)*

Dropout Prevention Goal(s)

Note: Required for High School - F.S., Sec. 1003.53

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Dropout Prevention	
Dropout Prevention Goal #1:	

*Please refer to the percentage of students who dropped out during the 2009-2010 school year.		N/A			
2010 Current Dropout Rate:*		2011 Expected Dropout Rate:*			
N/A		N/A			
2010 Current Graduation Rate:*		2011 Expected Graduation Rate:*			
N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules(e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
N/A	N/A	N/A	N/A	N/A	N/A	N/A

Dropout Prevention Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of **Dropout Prevention** Goal(s)

Parent Involvement Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	64%(430) of parents participated in decision making meetings about their child's education as evidenced by attendance at monthly SAC meetings, FCAT Parent Nights and parent teacher conferences.
2010 Current Level of Parent Involvement:*	2011 Expected Level of Parent Involvement:*
64%(430) of parents will participate in decision making meetings about their child's education as evidenced by attendance at monthly SAC meetings,FCAT Parent Nights and parent teacher conferences.	70%(475) of parents will participate in decision making meetings about their child's education as evidenced by attendance at monthly SAC meetings, FCAT Parent Nights and parent teacher conferences.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of Participation at SAC Meetings and not meeting SAC quorum.	Parents will be involved in the development and evaluation of the School Improvement Plan.	Tranya Curry and Marta Moise: SAC Co-Chairs	Monthly SAC Meetings	SAC attendance sheets
2	SAC non-participation and parents not returning the signed Parent School Compacts.	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).	Stacey Christianson: Title I Liaison	The number of School Compacts returned to school. The school must have 75% returned.	School Compact monitoring sheet.
3	Lack of parent participation	FCAT Workshops for parents will be scheduled each month in the areas of reading, math, writing, and science.	Mary Lou Ridge: Principal Cyntheria Hunt: Intern Principal Tranya Curry and Marta Moise:SACCO-Chairs Stacey Christianson: Title	Attendance Sheets	Parent meeting evaluation forms,Title I Sign-in Sheet

			I Liaison		
4	Teachers Accessing Virtual Counselor	Individual student assessment results, including an interpretation of those results, will be provided to all parents.	Mary Lou Ridge: Principal Cyntheria Hunt: Assistant Principal and Classroom Teachers	Parent/Teacher conferences	Attendance at Parent/Teacher conference
5	Parents are not notified through Parent Link of important school events.	Increase communication between school and parents	Classroom Teachers, Mary Lou Ridge: Principal Cyntheria Hunt: Intern Principi	SAC Meeting minutes and attendance, Attendance at Parent/Teacher conferences and school events.	Parent/ Teacher Conferences, Title I sign-in sheets

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates and Schedules(e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
FCAT Math and Science Night	3-5	Stacey Christianson: Title I Liaison Team Leaders	School-wide	On-going	Parent Evaluation Sheets	Stacey Christianson: Title I Liaison
FCAT Reading and Writing Night	3-5	Stacey Christianson: Title I Liaison Team Leaders	School-wide	On-going	Parent Evaluation Sheets	Stacey Christianson: Title I Liaison
MegaSkills Trainings	K-5	Stacey Christianson: Title I Liaison and Classroom Teachers	School-wide	On-Going	Parent Evaluation Sheets	Stacey Christianson: Title I Liaison

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
MegaSkills Training	Parental strategies to help children succeed in school.	Title I	\$1,000.00
FCAT Math and Science Night	Parental strategies to help children succeed in school.	Title I	\$2,000.00
FCAT Reading and Writing Night	Parental strategies to help children succeed in school.	Title I	\$2,000.00
			Subtotal: \$5,000.00
Other			

Strategy	Description of Resources	Funding Source	Available Amount
Report Card Night	Parents and Teachers meet to discuss report card and to set up conferences.	Title I	\$700.00
			Subtotal: \$700.00
			Grand Total: \$5,700.00

End of **Parent Involvement** Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Math Content Review	Math Superstars	Title I	\$500.00
				Subtotal: \$500.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Remedial and Enrichment Math Lessons	Target Teach	District	\$0.00
Mathematics	FCAT Math Review	FCAT Explorer	District	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	High Yielding Strategies	Professional Development	Title I	\$1,100.00
Reading	Target Teach	PLC	N/A	\$0.00
Reading	A+Rise Strategies	PLC	N/A	\$0.00
Mathematics	Singapore Math	Professional development	Title I	\$1,100.00
Mathematics	Hands-On Math (Algebra)	Professional Development	N/A	\$0.00
Mathematics	Moving With Math	Professional Development	N/A	\$0.00
Science	Science Skills (Strand H)	Physical Science	Title I	\$1,100.00
Science	Implementation of Science Bins	District	Title I	\$1,100.00
Writing	Expository Writing	District Training	Title I	\$100.00
Writing	Fictional Narratives	District Training	Title I	\$100.00
Writing	Six Traits of Writing	District Training	Title I	\$1,100.00
Parental Involvement	MegaSkills Training	Parental strategies to help children succeed in school.	Title I	\$1,000.00
Parental Involvement	FCAT Math and Science Night	Parental strategies to help children succeed in school.	Title I	\$2,000.00
Parental Involvement	FCAT Reading and Writing Night	Parental strategies to help children succeed in school.	Title I	\$2,000.00
				Subtotal: \$10,700.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Parental Involvement	Report Card Night	Parents and Teachers meet to discuss report card and to set up conferences.	Title I	\$700.00
				Subtotal: \$700.00
				Grand Total: \$11,900.00

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](#) (Uploaded on 9/21/2010 7:03:59 PM)

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
FCAT Family Nights, Honors Assembly Awards, Research Based Programs for small groups	\$3,000.00

Describe the activities of the School Advisory Council for the upcoming year

The School Advisory Council (SAC) is comprised of parents, community members, as well as faculty and staff. Procedures for election and appointment of advisory council members are: peer groups elect their representatives, with Principal, and BTU representative and business partners are appointed. This committee develops School Improvement objectives, including strategies and recommendations for staff development and budget. Once the plan is approved it is shared with all members of the faculty and staff, as well as, parents and community members. The plan is posted on the school's web site after board approval. During the year, the SAC committees oversee the implementation of the action steps and monitor data during the year. Focus groups/committees at the school report directly to the SAC for ongoing monitoring of action steps, progress, and data to develop SIP. The SAC is the sole body responsible for final decision making at the school relating to implementation of provisions of Sections 1001.42(16) and 1008.345, F.S.

Formative Evaluations of this plan occur in the following ways:

- Mid-year state evaluation (January)
- School Focus groups address each curricular area (monthly)
- Benchmark Assessment Tests (September/November)
- MiniBAT Testing (weekly)
- Administrative Classroom Walkthroughs (ongoing)

Summative Evaluation of the plan occurs when all student achievement data is received at the end of the school year. The School Action Research Cadre (of which the administrative team is a part) analyzes and disaggregates student performance data. They report their findings to the School Advisory Council who then sets the goals and objectives for the following school year using the FCIM.

AYP DATA

No Data Found
No Data Found
No Data Found

SCHOOL GRADE DATA

Broward School District BETHUNE MARY M ELEMENTARY SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	65%	58%	83%	30%	236	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	68%	64%			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?	60% (YES)	70% (YES)			130	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					498	
Percent Tested = 100%						Percent of eligible students tested
School Grade					B	Grade based on total points, adequate progress, and % of students tested

Broward School District BETHUNE MARY M ELEMENTARY SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	52%	59%	85%	26%	222	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	53%	58%			111	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?	65% (YES)	59% (YES)			124	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					457	
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 BETHUNE MARY M ELEMENTARY SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	60%	62%	82%	16%	220	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	59%	60%			119	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?	46% (NO)	73% (YES)			119	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					458	
Percent Tested = 99%						Percent of eligible students tested

School Grade					C	Grade based on total points, adequate progress, and % of students tested
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