FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2009 – 2010 SCHOOL IMPROVEMENT PLAN

School Name: GERTRUDE K. EDLEMAN/SABAL PALM ELEMENTARY SCHOOL

District Name: Dade

Principal: Joyce R. Jones

SAC Chair: Ruth Froom

Superintendent: Alberto M. Carvalho

Date of School Board Approval: Pending School Board Approval

Last Modified on: 09-09-2009

VISION and MISSION STATEMENTS

VISION: At Gertrude K. Edelman Sabal Palm Elementary School, it is our belief that a child-centered program creates an atmosphere in which children can develop academically, physically, socially, morally and emotionally to their fullest potential in order to become contributing members of a technological and global society.

MISSION: Gertrude K. Edelman Sabal Palm Elementary School's primary needs continue to be academic and purpose-centered in nature. The basic purpose for existing is to acquire a strong foundation in reading, mathematics, communication and development of critical-thinking and problem solving. Also, to foster high expectations, a positive self-concept, respect for each other and respect for adults. To focus on involvement and interaction of all stakeholders to include the parents, teachers, students and the business community with provisions of a technology-rich environment.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

Brief History and Background of the School

Gertrude K. Edelman Sabal Palm Elementary School is a Title I funded school and proudly continues to shine and excel with great enthusiasm. The school was established in 1955 and sits on 9 acres of land located at 17101 Northeast 7th Avenue in the heart of North Miami Beach, Florida. Gertrude K. Edelman Sabal Palm Elementary is situated in a multicultural community, nestled in a residential neighborhood with 48 classrooms and 9 portables. Our Free and Reduced Lunch Program is at 86%. Last year, the school had the following renovation projects: complete new roofing for the entire school, new sewage system for the entire school, new phone system and wiring for the entire school, and a new wireless communication system for all portable classes.

Unique School Strengths for Next Year

Unique School Strengths for Next Year

Professional Development
Florida Assessments for Instruction in Reading (FAIR)
Instructional Performance Evaluation and Growth System (IPEGS)
Extended Foreign Language Program (EFL)
English Language Learners (ELL) Tutoring Grant
New Smart Board Technology
Inclusion program for Students With Disabilities (SWD)
Attendance
Maintaining our 'A' school grade status
Parent Academy/Parent Outreach

Unique School Weaknesses for Next Year

Unique School Weaknesses for Next Year

Inability to recruit due to surplus of teachers
Limited school budget / Title I budget
Limited ability to raise money
Change in district allocations for support programs

Student Demographics

Student Demographics

Gertrude K. Edelman Sabal Palm Elementary serves a diverse ethnic student population of approximately 780 students in grades PK-5 (77.3% of students are Black Non-Hispanic, 1.3% of students are White Non-Hispanic, 15.1% of student are Hispanic, and 6.4% of students are Asian / Indian / Multiracial) with a student mobility of 20% and local and national programs designed to meet the needs of the stakeholders and the student body. Gertrude K. Edelman Sabal Palm Elementary has Gifted pull-out classes, English Language Learners (ELL) and Students With Disabilities (SWD). We have ELL pull-out for Levels 1 and 2, and Inclusion for the SPED students. This is our sixth year with the Extended Foreign Language (EFL) program offering Spanish to one class is grades K-5. Our NO CHILD LEFT BEHIND (NCLB) students in grades three through five for Reading Level 1 are 85 students and Level 2 are 83 students. Our mathematics Level 1 students in grades three through five are 37 students and Level 2 are 79 students.

Student Attendance Rates

Student Attendance Rates

The annual student attendance rate at Gertrude K. Edelman Sabal Palm Elementary School was 97.34%, which was thirteenth in the District. This achievement significantly outpaced the district's (1.82%) increase in attendance. Gertrude K. Edelman Sabal Palm Elementary has exceeded the growth of the district over the years: Gertrude K. Edelman Sabal Palm Elementary, 2006-2007: 96.89%; 2007-2008: 97.04%; 2008-2009: 97.34%; Miami-Dade District 2006-2007: 94.96%; 2007-2008: 95.45%; 2008-2009: 95.52%.

Student Mobility

Student Mobility

The mobility rate of the school is 20%. This mobility comes predominantly from our English Language Learners (ELL) population.

Student Suspension Rates

Student Suspension Rates

2006-2007: In-school 10, Out-of-school 5; 2007-2008: In-school 5, Out-of-school 0; 2008-2009: In-school 0, Out-of-school 7. The suspension rates have decreased over the past three years.

Student Retention Rates

Student Retention Rates

The retention rate remained the same (five percent) for the 2007-2008 and 2008-2009 school year.

Class Size

Class Size

A point has been made to reduce class sizes in all grade levels to reduce discipline problems and strengthen the one-on-one relationship between students and teachers. The average class size in general education, Students With Disabilities (SWD), and English Language Learners (ELL) classrooms is:
Kindergarten: 20.6 students; 1st grade: 18.7 students; 2nd grade: 22.3 students; 3rd grade: 21.6 students; 4th grade: 21.7 students; 5th grade: 23 students.

Academic Performance of Feeder Pattern

Academic Performance of Feeder Pattern

The three elementary schools that feed into John F. Kennedy Middle School improved their FCAT grades. Fulford Elementary increased their percentage of students reading at or above grade level from 56% to 71% on the 2009 FCAT Assessment. Fulford Elementary also increased their percentage of students at or above grade level in math from 65% to 68% on the 2009 FCAT Assessment. Gertrude K. Edelman Sabal Palm Elementary, the second elementary school, decreased their percentage of students reading at or above grade level from 62% to 61% on the 2009 FCAT Assessment. Gertrude K. Edelman Sabal Palm Elementary increased their percentage of students at or above grade level in math from 62% to 74% on the 2009 FCAT Assessment. Greynolds Park Elementary, the third elementary school, decreased their percentage of students at or above grade level in reading from 66% to 64%. Greynolds Park Elementary also decreased their percentage of students at or above

grade level in math from 69% to 67%. Gertrude K. Edelman Sabal Palm Elementary also feeds into Andover Middle School. Andover Middle School opened for the 2008-2009 school year. Andover Middle has 54% of students reading at or above grade level on the 2009 FCAT Assessment. Also, Andover Middle has 41% of students at or above grade level in math on the 2009 FCAT Assessment. The high school in the school's feeder patter, North Miami Beach Senior High, also improved their FCAT grades. North Miami Beach Senior High increased their percentage of students reading at or above grade level from 28% to 31% on the 2009 FCAT Assessment. North Miami Beach Senior High also increased their percentage of students at or above grade level in math from 56% to 61% on the 2009 FCAT Assessment.

Partnerships and Grants

Partnerships and Grants

The school will continue its strong partnership with Loehman's Publix, Kiwanis Club and the City of North Miami Beach, which provides a number of additional resources, including tutors, supplies, and academic materials to enhance the curriculum.

A grant was awarded through the Title III funds to implement the Tutoring Academy for English Language Learners (ELL) students.

Gertrude K. Edelman Sabal Palm Elementary also has a full-time clinic through the North Miami Beach
Feeder Pattern Grant with J.T. McDonald (University of Miami) for all students. The clinic is part of the District's "Relate Schools" initiative, which provides a part-time registered nurse and a part-time social worker.

Gertrude K. Edelman Sabal Palm Elementary collaborates with district programs and services, community agencies and the business community in order to integrate educational services to all students. This collaboration includes: Miami-Dade District Pre-K and Early Intervention, Exceptional Students Education, Miami-Dade County Health Department, community colleges, universities, ESOL/LEP Programs, Migrant, Neglected/Delinquent, Homeless Agencies, the Parent Academy, the Parent Information and Resource Center (PERC), the PTA/PSTA, and through compacts with local municipalities as well as Metro Dade County. These collaborative efforts will eliminate gaps in service for the ELL students, Students With Disabilities, N & D children, homeless children, and migrant children. An avenue will be provided for sharing information about available services, and for helping to eliminate duplication and fragmentation within the programs. Title I personnel will, on an on-going basis, work with the appropriate staff to increase program effectiveness of the instructional program. Representatives from these agencies will meet as necessary to coordinate various services for families and children to increase student achievement. Additionally, the school receives funding under the School Improvement Grant Fund/School Improvement Grant Initiate in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as Differentiated Instruction/Intervention, classroom libraries, and Project CRISS.

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	Joyce R. Jones	BS-Health Care Management, Florida A & M University; Master of Science – Elementary Education, Florida International University; Educational Specialist- Leadership, NOVA University, Assistant Principal Certification- State of Florida	6	9	AP of GKE Sabal Palm EL in 2008-2009: Grade: A, Reading Mastery: 67%, Math Mastery: 78%, Science Mastery: 39%. AYP: 92%, Black, Eco Dis, and ELL students did not make AYP in reading. 2007-2008: Grade: A, Reading Mastery: 67%, Math Mastery: 66%, Science Mastery: 41%. AYP: 95%, ELL students did not make AYP in math. 2006-2007: Grade: A, Reading Mastery: 70%, Math Mastery: 67%, Science Mastery: 48%. AYP: 100% 2005-2006: Grade: A, Reading Mastery: 77%, Math Mastery: 74%, AYP: 100% 2004-2005: Grade: A, Reading Mastery: 76%, Math Mastery: 71%, AYP: 100%

| Assis Principal | Ana Alvarez-Arimon | Master of Science, Educational Leadership and Administration Nova Southeastern University, Ft. Lauderdale, FL Bachelors in Architecture, University of Miami, Coral Gables,FL Certification: ED Leadership, Art K-12 | 1 | 4 | AP at Design and Architecture Senior High 2008-2009: Grade: A, Reading Mastery: 90%, Math Mastery 98%, Writing Mastery: 98%, Science Mastery: 70%. AYP: 100% all subgroups 2007-2008: Grade: A, Reading Mastery: 89%, Math Mastery 97%, Writing Mastery: 98%, Science Mastery: 72%. AYP: 100%, all subgroups met AYP criteria. 2006-2007: Grade: A, Reading Mastery: 82%, Math Mastery 94%, Writing Mastery: 100%, Science Mastery: 73%. AYP: 100%, all subgroups met AYP criteria. |

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 Coach	Nancy Kaplan	BS-Elementary Ed., University of South Florida Professional Educator's: Certified in Elementary Ed. 1-6, Currently working towards Reading Endorsement which will be completed by 2010.	1	13	Reading Coach of GKE Sabal Palm EL in 2008-2009: Grade: A, Reading Mastery: 67%, AYP: 92%, Black, Eco Dis, and ELL students did not make AYP in reading. Reading Coach of Parkview EL in 2007-2008: Grade: A, Reading Mastery: 62%, AYP: 100% 2006-2007: Grade: C, Reading Mastery: 58%, AYP: 87%, Black, Economically Disadvantaged, and SWD did not make AYP in math. SWD did not make AYP in Reading. 2005-2006: Grade: B, Reading Mastery: 58%, AYP: 92%, SWD did not make AYP in math or reading. 2004-2005: Grade: B, Reading Mastery: 53%, AYP: 100%

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. Regular meetings of new teachers with Principal	Principal	On-going	
2. Partnering new teachers with veteran staff	Assistant Principal	On-going	
3. College campus Job Fairs and e-recruiting at Universities	Principal	April 2010	
4. Soliciting referrals from current employees	Principal	N/A	Announcements will be made at September, December, and March faculty meetings.

Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Theresa Simmons	Temporary Educator's	2nd Grade	Ms. Simmons has just recently taken and passed the General Knowledge English Language Skills Test. She has also completed two of the ESOL Endorsement classes.
Liliana Ruiz	Temporary Educator's	Kindergarten	Ms. Ruiz just received her professional certificate for Elementary Ed. She has completed three of the ESOL Endorsement classes and will register for the two remaining classes in the fall.
Sandra Raines	Elem Ed	4th Grade	Ms. Raines has completed four of the ESOL Endorsement classes. She is registered to take the

			last ESOL Endorsement class this summer.
Iracema D. Trindade	PK/Primary	English Second Language	Ms. Trindade has completed four of the ESOL Endorsement classes. She is registered for her last ESOL course to become ESOL Endorsed.
Cecilia M. Vickers	Elem Ed	2nd Grade	Ms. Vickers has completed one of the ESOL Endorsement classes and is registered for additional classes in the summer and fall.
Fanny Mateo	Elem Ed	2nd Grade	Ms. Mateo has completed two of the ESOL Endorsement classes and is registered for additional classes this fall.
Albis R. Rodriguez	ESOL	English Second Language	Mr. Rodriguez is preparing to take additional tests for certification in Elementary Ed.
Hugo A. Vila	Temporary Educator's	English Second Language	Mr. Vila has completed three of the ESOL Endorsement classes and is registered for additional classes in the fall.

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
66	1.5	47.6	21.2	30.1	39.6	81.6	1.5	1.5	58.7

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Myra Goldapple	Liliana Ruiz (Kindergarten)	Ms. Ruiz's students have shown below average performance levels in Reading on the DIBELS Assessment. Ms. Goldapple's students have shown improvements in Reading on the DIBELS Assessment.	The mentor and mentee are meeting biweekly in a professional learning community to discuss evidence-based strategies for Reading. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching, and planning.

ADDITIONAL REQUIREMENTS

Coordination and Integration

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

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through after-school programs. The district coordinates with Title II and Title III in ensuring staff development needs are provided. They identify systematic patterns of students needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk," assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

Title I, Part C- Migrant

Title I, Part C- Migrant

Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.

Title I, Part D

Title I, Part D

N/A

Title II

Title II

The District uses supplemental funds for improving basic education as follows:
- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III

Title III

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

Title IV

Safe and Drug Free Schools: District receives funds for programs (Red Ribbon Week, etc.) that support prevention of violence in and around the school. These programs prevent the use of alcohol, tobacco, drugs and foster a safe, drug free learning environment supporting student achievement.

Title X- Homeless

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.

Supplemental Academic Instruction (SAI)

Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers. SAI funds will be used to expand the summer program to all Level 2 students.

Violence Prevention Programs

Violence Prevention Programs

The school offers a non-violence and anti-drug program to students that incorporate field trips, community service, drug tests and counseling.

Nutrition Programs

Nutrition Programs

1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2) Nutrition education, as per state statue, is taught through physical education.
3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs

Housing Programs

N/A

Head Start

Head Start

Head Start programs are co-located in several Title I schools and/or communities. Joint activities, including professional development and transition processes are shared. Through affiliating agreements, the Summer VPK program is provided at Head Start sites.

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

Parental Involvement Program Description

Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.

Increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements.

Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement.

School Improve Grant Fund/School Improvement Grant initiative

The Voluntary Public School Choice Program (I Choose!) a federally funded grant, is a district wide initiative designed to assist in achieving the Miami-Dade County Public School's District's Strategic Plan goal to expand the availability of the access to high quality public school choice options for all parents in Miami-Dade County. Voluntary Public School Choice Grant funds are used to evaluate programs, inform parents of educational options, and reculture teaching practices to establish quality school environments.

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

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RtI is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well being, and prevention of student failure through early intervention. It is anticipated that this will be a 3-year process of building the foundation and incorporating RtI into the culture of each school.

1. RtI leadership is vital, therefore, in building our team we have considered the following:
• Administrator(s) who will ensure commitment and allocate resources;
• Teacher(s) and Coaches who share the common goal of improving instruction for all students; and
• Team members who will work to build staff support, internal capacity, and sustainability over time.

2. The school's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:
• School reading, math, science, and behavior specialists
• Special education personnel
• School guidance counselor

- School psychologist
- School social worker
- Member of advisory group
- Community stakeholders

3. RtI is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. RtI uses increasingly more intense instruction and interventions.
- The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.
- The second level of support consists of supplemental instruction and interventions that are provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support.
- The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally.
There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data.

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

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The following steps will be considered by the school's Leadership Team to address how we can utilize the RtI process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.
The Leadership Team will:
1. Monitor academic and behavior data evaluating progress by addressing the following important questions:
- What will all students learn? (curriculum based on standards)
- How will we determine if the students have learned? (common assessments)
- How will we respond when students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
- How will we respond when students have learned or already know? (enrichment opportunities)

2. Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.
3. Hold regular team meetings.
4. Maintain communication with staff for input and feedback, and updating them on procedures and progress.
5. Support a process and structure within the school to design, implement, and evaluate daily instruction and specific interventions.
6. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
7. Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.

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

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

1. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.
3. The Leadership Team will provide levels of support and interventions to students based on data.

┌─ RtI Implementation ───

Describe the data management system used to summarize tiered data.

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1. Data will be used to guide instructional decisions and system procedures for all students to:
- Adjust the delivery of curriculum and instruction to meet the specific needs of students
- Adjust the delivery of behavior management system
- Drive decisions regarding targeted professional development
- Create student growth in order to identify and develop interventions

2. Managed data will include:
Academic
- FAIR assessment

- Interim assessments
- State/Local Math and Science assessments
- FCAT
- Student grades
- School site specific assessments
Behavior
- Student Case Management System
- Detentions
- Suspensions/Expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Team climate surveys
- Attendance
Referrals to special education programs

Describe the plan to train staff on RtI.

Describe the plan to train staff on RtI.

The district professional development and support will include:
1. training for all administrators in the RtI problem solving, data analysis process;
2. providing support for school staff to understand basic RtI principles and procedures; and
3. providing a network of ongoing support for RtI organized through feeder patterns.

School Wide Florida's Continuous Improvement Model

Plan

Data Disaggregation 2008-2009 FCAT Data

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

Strengths: Students in grades 3, 4, and 5 increased their performance in Reading in the content clusters of Comparisons and Reference/Research. 96% of students meet standards in writing, an increase of 10% from last year. Students in grades 3, 4, and 5 increased their performance in Math in all content clusters, an increase of 12% from last year.
Weaknesses: Grades 3 and 4 scored well in Words/Phrases, while grade 5 scores dropped by 13%. Grade 4 maintained the same average in Main Idea/Purpose, while grades 3 and 5 scores dropped. Science scores dropped 2% for grade 5. Fifth grade student scores in scientific thinking content dropped 4% from last year.

Instructional Calendar Development

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

The Instructional Focus Calendars (IFC) were created in July 2009. The IFC will be updated in October 2009 as determined by disaggregated data results from the September Pre-Test, and again in January 2010 as determined by the disaggregated data results from the December Mid-Term Test.

The 2009 FCAT results were utilized to develop the IFCs. Data results from the September Pre-Test and December Mid-Term Test will also be utilized.

Teachers will be responsible for determining the instructional focus of whole group lessons, and small group/differentiated instruction.

Benchmarks were selected as indicated by students' strengths and weaknesses, which were measured by progress on class work assignments, assessments, and data results.

The duration of instruction for each Benchmark was determined by the amount of time allotted in the IFC to ensure that students are exposed to all Benchmarks prior to FCAT testing. Within the amount of time allotted in the IFC, teachers will provide instruction on each Benchmark, allow the students an opportunity to practice, assess the students' knowledge, and then re-teach the Benchmark as indicated by student progress, either in a whole group or small group setting.

Administration will implement a continuous cycle of making classroom visitations, monitoring teacher data, and conducting meetings with teachers to ensure that the IFC is being utilized and implemented effectively. Coaches will also be assigned to teachers who are demonstrating signs of struggling with IFC implementation.

Teachers who are struggling with implementing the IFC will be provided additional opportunities to attend professional development sessions, have a mentor assigned to them, and participate in the process of observing other teachers who are successful. The grade level chair and/or department chairperson will provide additional assistance to the teacher. The teacher will participate in Professional Learning Communities, and utilize the support of their colleagues during weekly team meetings.

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

Reading: Words/Phrases were the least proficient strand and will be given priority focus.
Writing: Organization was the least proficient strand and will be given priority focus.
Mathematics: Algebraic Thinking was the least proficient strand and will be given priority focus.
Science: Scientific Thinking was the least proficient strand and will be given priority focus.

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

Once FCAT scores were released, the administration determined student learning gains by teacher and adjusted the master schedule to prevent low-performing teachers from teaching the same class again.

An analysis of learning gains allowed the strongest teachers to be paired with the weakest students.

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

The school offers students special courses in world languages, art, music, and physical education.

A daily focus of the school is for teachers and students to ask each other, "why are we learning this?" to ensure that instruction is always relevant. Teachers are also provided reading materials that are based on current events.

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

N/A

DO

Direct the Instructional Focus

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

Grade level teachers will meet weekly during common planning time to determine the areas of students' strengths and weaknesses as demonstrated by class work assignments and assessment results. Lesson plans will be created for differentiated instruction, which provides lessons for all levels of students, below mastery, at mastery, and above mastery.

Teachers will meet weekly during common planning time for grade level meetings.

How are instructional focus lessons developed and delivered?

Focus lessons were provided by the Reading Coach and Grade Level Chairperson for each subject area based on a review of previous assessments where students were struggling.

The focus lessons selected by the Reading Coach and Grade Level Chairperson are aligned to the Benchmarks and standards for each subject area and cover those Benchmarks that are annually assessed on the FCAT.

The 5 to 10-minute focus lessons will be taught at the beginning of each subject.

General Ed. And ESE Teachers will teach the focus lesson that correlates with their subject area. In the future, depending on need, elective/special area teachers may also teach focus lessons.

How will instructional focus lessons be revised and monitored?

Student mastery on District and mini-assessments based on the focus lessons will determine if the focus lessons need to be revised and/or re-taught.

Teachers and administrators will ensure the effectiveness of the focus lessons by analyzing data results from focus lessons as they are re-assessed intermittently throughout the year. Proficiency of skills and benchmarks should also be evident in skills and Benchmarks that are taught as part of the whole group instruction.

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.

District assessments and school created mini-assessments based on the focus lessons will be administered.

Ten questions, minimum, per Benchmark will be utilized for assessment purposes.

The assessments will be on a monthly basis and the District assessments will be administered in the fall and winter.

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

Mastery will be set at 80%. Mastery is set at higher than the traditional score of 70% to ensure student proficiency of each benchmark.

The assessment results will be used to determine the instructional focus of whole group lessons. An Item-Analysis of the assessment will be utilized to re-teach the questions that students missed most frequently.

Teachers will differentiate their instruction as indicated by assessment results to provide intensive instruction to those students earning less than 50%, additional instruction and practice opportunities for those students earning between 50-70%, and enrichment/advanced instruction to students earning 80-100%.

Maintenance

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

Students at and above mastery level will receive opportunities to enhance or enrich current skills by participating in project activities, hands-on activities, or other supplemental lessons which will reinforce the skill and maintain the level of mastery/proficiency.

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

The Florida Continuous Improvement Model (FCIM) will be used. Teachers will meet weekly during common planning time.

The meeting will be facilitated by the grade level chairperson. A teacher will be designated to record notes from the meeting, and the notes will be submitted along with the weekly agenda to the administrative staff. Members of the administrative staff will divide the grade levels and attend meetings on a rotating basis.

Monitoring

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

The Principal and Leadership Team will meet with teachers either during weekly meetings, or one-on-one to discuss assessment results and student progress. During these meetings, lesson plans, data binders, and student portfolios will be utilized to provide evidence of instruction, assessment, and differentiation to address individual student needs. Progress Monitoring logs will also be utilized to document the process of teaching, assessing, re-teaching, and re-assessing. These logs will be kept by the teachers in FCIM binders which will always be available on their desks. Special attention will be given to special needs populations such as migrant, homeless, neglected and delinquent students.

The Reading coach will assist teachers with providing instruction on the focus lessons either by modeling whole group instruction or assisting the teacher in providing small group instruction. The Reading coach will also assist with the process of grading, recording, and charting student scores.

ACT

Supplemental and Intensive Instruction/Interventions

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

Reading
• Houghton Mifflin Reading Series
• Quick Reads
• Voyager Passport
• Voyager: Ticket to Read
• STAR
• Accelerated Reader
• Passageways
• FCAT Explorer
• Buckle Down Publications
• SuccessMaker

Math
• Scott Foresman-Addison Wesley
• Riverdeep
• Manipulatives
• SuccessMaker
• FCAT Explorer
• Buckle Down Publications

Science
• Scott Foresman
• Scott Foresman Science Kits
• Student Discovery DVD
• FCAT Explorer
• Buckle Down Publications
• Gizmo

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

Resources from the state adopted textbooks which are designed for intensive instruction will be utilized. Computerized programs of instructional software (e.g. Learning Today, Gizmo, etc.), in addition to Internet Instructional Web sites such as Ticket to Read, Accelerated Reading, Reading Plus, etc. will be utilized. Teachers will utilize instructional strategies or best practices discussed in Professional Learning Communities to provide different methods of providing instruction to students in non-mastered areas. For example, small groups of students will be established using tutorial materials such as Voyager and Quick Reads. Resources and strategies provided at professional development workshops will also be utilized. Students consistently demonstrating non-mastery may be required to participate in tutorial sessions before of after school.

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

Common areas of concern in the areas of instructional delivery, classroom management, etc., as evidenced by administrators' observations, teacher surveys, and student performance/data analysis, will determine the need for professional development sessions.

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

As a result of progress monitoring (class work assignments and assessment results) and observations (classroom teacher, reading coach, administrators, counselor, etc.) students who consistently demonstrate academic difficulty will receive supplemental and intensive instruction/interventions.

Students not making mastery may be offered after-school assistance, as well as assistance during the regular school day from the reading coach, and personnel hired to provide tutorial services.

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

All personnel providing services to a student not making mastery will meet to discuss their evidence and/or documentation of strategies and interventions that have previously been utilized. Factors hindering implementation of a strategy (attendance, behavior, etc.) will be addressed and resolved. Strategies that are unsuccessful will be discontinued and replaced with alternative interventions. Focus assessments through FCAT Explorer will also be utilized to determine the effectiveness of supplemental instruction.

Enrichment

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

Students who typically exceed mastery levels participate in the school's gifted program. Students also enroll in elective classes that include Extended Foreign Language (EFL).

Describe how students are identified for enrichment strategies.

FCAT results, in addition to student progress in a specific course, as well as assessment results that demonstrate consistent proficiency/mastery are used to determine placement in higher academic programs. Teacher recommendation is also taken into consideration.

Educational Plan Conferences are held with the parent, recommending teacher, guidance counselor, and other required members of the Educational Plan Team. The parents are counseled on the expectations for the student in the higher level course, as well as their continued parental involvement.

Professional Learning Communities

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (include Lesson Study and Data Analysis)
3rd, 4th, and 5th grade teachers, reading coach, SPED teachers and ESOL teachers.	Reading Coach	Weekly	Common Planning Time	Analyze the effectiveness of the Reading FCIM calendars, mini-lessons, mini-assessments, maintenance, tutorials, and enrichments to determine any necessary revisions.
3rd, 4th, and 5th grade teachers, gifted teacher and technology tech.	Grade Level Chair	Weekly	Common Planning Time	Analyze the effectiveness of the Math FCIM calendars, mini-lessons, mini-assessments, maintenance, tutorials, and enrichments to determine any necessary revisions.
4th and 5th grade teachers and gifted teacher.	Grade Level Chair	Weekly	Common Planning Time	Analyze the effectiveness of the Science FCIM calendars, focus lessons, mini-assessments, maintenance, tutorials and enrichments to determine any necessary revisions.

NCLB Public School Choice

Note: For Title I schools only

- Notification of (School in Need of Improvement) SINI Status
  Show Attached Notification of (School in Need of Improvement) SINI Status

- Public School Choice with Transportation (CWT) Notification
  Show 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

Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. In selected communities, the Title I Program further provides assistance for preschool transition trough the Home Instruction for Parents of Preschool Youngsters (HIPPY) Program. HIPPY provides in-home training for parents to become more involved in the educational process of their three-and four-year old children.

1. Establish or expand the "Welcome to Kindergarten" program to build partnership with local early education programs, including the in-school prekindergarten program. Through this joint venture, parents and children will gain familiarity with kindergarten as well as receive information relative to the matriculation of students at the school. The principal will also meet with the center directors of neighborhood centers.

2. Utilize the services of the Family Learning Advocates to develop a school-based Ready Children, Ready School partnership. The partnership will identify school-specific strategies from the "Transition Toolkit" (developed by PK/Elementary and community partners) to meet the needs of the local community.

3. Direct the office staff to distribute "Smooth Sailing" kindergarten preparation brochures and other documents to interested parents throughout the year.

Postsecondary Transition

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goal

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

Did the total percent proficient increase or decrease? What is the percent change?

What clusters/strands, by grade level, showed decrease in proficiency?

Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?

Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?

Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement	
Results at the 2009 FCAT Reading Assessment indicate that 67% of students achieved mastery level. This represents an increase of 5% compared to 62% of students achieved mastery on the 2008 FCAT Reading Assessment. The content cluster analysis indicates main idea/purpose showed increase in proficiency.		Given instruction using the Sunshine State Standards, 72% of the students in grades 3-5 will achieve mastery for reading on the 2010 FCAT Reading Test.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. The school will implement the new FAIR assessments to monitor student progress.	1. Reading Coach	1. Review FAIR Data reports to ensure teachers are assessing students according to the created schedule.	1. Printout of FAIR assessments.
2	2. Develop an Instructional Focus Calendar for Reading classes by grade level.	2. Reading Coach	2. Administration will be aware of the IFC's upcoming focus and monitor implementation through comparing classroom walkthroughs with information / data from the Florida Continuous Improvement Model.	2. Effectiveness will be determined through FAIR assessments.
3	3. Provide grade 3-5 students who scored Level 1 or 2 with daily tutoring utilizing the Reading Plus Program.	3. Principal and Assistant Principal	3. Administration will review log for Student Achievement Chats during walkthroughs	3. Printout of the Reading Plus Progress Monitoring data.

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement	
Results at the 2009 FCAT Reading Assessment indicate that 59% of students achieved mastery level. This represents a decrease of 1% compared to 60% of students achieved mastery on the 2008 FCAT Reading Assessment, The content cluster analysis indicates main idea/purpose showed increase in proficiency.		Given instruction using the Sunshine State Standards, 72% of black students in grades 3-5 will achieve mastery on the 2010 FCAT Reading Test.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Black students in grades 3-5 will attend reading tutoring using Voyager and/or Reading Plus remedial programs	1. Reading Coach	1. Data from the District Reading Interim Assessments will be charted for all black students in grades 3-5 classes to assess proficiency in understanding main idea.	1. District Reading Interim Assessments and monthly school assessments.
2	2. Incorporate the after school tutoring for black students in need of remediation.	2. Tutoring Teachers	2. Weekly update for students' achievement.	2. Weekly Assessments provided by Tutoring Teachers.

3	3. For black students in grades 3-5 the school will use the FAIR mini-assessment tests to determine individual student needs.	3. Reading Coach	3. Review of monthly FAIR mini-assessment tests by the Reading Coach with Administration.	3. Printout of FAIR monthly assessments with individual student charted results.

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement
Results at the 2009 FCAT Reading Assessment indicate that 60% of students achieved mastery level. This represents an increase of 1% compared to 59% of students achieved mastery on the 2008 FCAT Reading Assessment, The content cluster analysis indicates main idea/purpose showed increase in proficiency.	Given instruction using the Sunshine State Standards, 72% of economically disadvantaged students in grades 3-5 will achieve mastery on the 2010 FCAT Reading Test.

	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Economically disadvantaged students in grades 3-5 will attend reading tutoring using Voyager and/or Reading Plus remedial programs.	1. Reading Coach	1. Data from the District Reading Interim Assessments will be charted for all economically disadvantaged students in grades 3-5 classes to assess proficiency in understanding main idea.	1. District Reading Interim Assessments and monthly school assessments.
2	2. Incorporate the after school tutoring for economically disadvantaged students in need of remediation.	2. Tutorial Teachers	2. Weekly update for students' achievement.	2. Weekly Assessments provided by Tutoring Teachers.
3	3. For economically disadvantaged students in grades 3-5 the school will use the FAIR mini-assessment tests to determine individual student needs.	3. Reading Coach	3. Review of monthly FAIR mini-assessment tests by the Reading Coach with Administration.	3. Printout of FAIR monthly assessments with individual student charted results.

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement
Results at the 2009 FCAT Reading Assessment indicate that 60% of students achieved mastery level. This represents a decrease of 5% compared to 65% of students achieved mastery on the 2008 FCAT Reading Assessment, This represents a 5% decrease in the 65% required mastery achievement in reading for this subgroup to make Annual Yearly Progress (AYP).	Given instruction using the Sunshine State Standards, 72% of ELL students in grades 3-5 will achieve mastery on the 2010 FCAT Reading Test.

	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. For ELL students in grades 3-5 the school will use the computer program Learning Today to increase students' reading strategies to determine meaning of words and increase vocabulary for reading, including the use of prefixes, suffixes, root words, multiple meanings, antonyms, synonyms, and word relationships.	1. Reading Coach	1. Review of monthly FAIR mini-assessment tests by the Reading Coach with Administration and ESOL teachers will be charted for all ELL students to assess proficiency in understanding words, word meanings, word relationships, vocabulary and proficiency in understanding cognitive language as it relates to vocabulary and printed text.	1. Printout of FAIR monthly assessments with individual student charted results.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
In grades 3-5, 72% of the students will achieve mastery for reading on the 2010 FCAT Reading Test.	Implementation of FAIRS testing protocol.	Reading Coach	August 2009	Through FAIR assessments.	Reading Coach

In grades 3-5, 72% of the students will achieve mastery for reading on the 2010 FCAT Reading Test.	Continuation of Reading Plus	Reading Coach	September 2009	Reading Plus Assessments	Reading Coach

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

N/A

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
District Interim Reading Test	School Budget	$250.00
		Total: $250.00
Technology		
Description of Resources	Funding Source	Available Amount
A new computer for each classroom teacher.	District Funds	$43,000.00
		Total: $43,000.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Stipend for FAIR summer workshop	District Funds	$400.00
		Total: $400.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	$0.00
		Total: $0.00
		Final Total: $43,650.00

End of Reading Goal

Mathematics Goal

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

Did the total percent proficient increase or decrease? What is the percent change?

What clusters/strands, by grade level, showed decrease in proficiency?

Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?

Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?

Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 3-5, 78% of students achieved mastery on the 2009 administration of the FCAT Mathematics Test. This represents an increase of 12% compared to 66% who achieved mastery in 2008.		Given instruction using the Sunshine State Standards, 79% of students in grades 3-5 will achieve mastery on the 2010 administration of the FCAT Mathematics Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. The school will utilize the Sunshine State Standard benchmarks and develop Grade Level Math Focus Calendars.	1. Grade Level Chair	1. District Interim Assessment	1. Edusoft Charted Results
2	2. Utilize the Florida Continuous Improvement Model (FCIM) to identify	2. Grade Level Chair	2. Math grade level benchmark assessments as designated by grade level	2. Results monitored and discussed in grade level Learning Communities

	students in the core curriculum needing intervention and enrichment.		Math Focus Calendars.	
3	3. Increase the use of manipulative and hands-on activities to reinforce mathematics concepts.	3. Principal and Assistant Principal	3. Administration will do classroom walkthroughs to ensure activities are implemented.	3. District Math Interim Assessments and monthly school assessments.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
In grades 3-5, 79% of the students will achieve mastery for reading on the 2010 FCAT Reading Test.	Improving students in all the strands	Grade Level Chair	September 2009	Lesson Plans, Classroom Visits, Interim Assessments	Principal Assistant Principal Grade Level Chair

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
District Interim Mathematics Test	School Budget	$250.00
		Total: $250.00
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: $250.00

End of Mathematics Goal

Science Goal

Needs Assessment: Based on School Grade Data:

Did the total percent proficient increase or was the percent proficient maintained?

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement		
Based on 2009 FCAT Science data, 54% of fifth grade students achieved mastery in the Scientific Thinking cluster which is a 4 percentage points decrease from 2008.	Given instruction based on the Sunshine State Standards, 50% of students will score at level three or above on the 2010 FCAT Science Assessment.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Implement hands-on laboratory experiments once per week using based inquiry activities and Gizmo.	1. Assistant Principal	1. Experiments in scheduled science labs will be developed and implemented with fidelity to the District Pacing Guide and Fifth	1. Completed bi-weekly lab report write-up and Gizmo reports.

			Grade Science Focus Calendar.	
2	2. Provide opportunities for students to experience the scientific method by participating in the annual school Science Fair.	2. Principal, Assistant Principal and Teacher	2. Students will work in small groups and complete at least 4 science projects to enter in the Science Fair.	2. Judging rubrics for Science Project
3	3. Implement grade level time-lines following District Pacing Guide that includes Smart Boards, lesson plans and walkthrough identification of skills to be taught based on the Sunshine State Standards emphasizing the Scientific Thinking clusters.	3. Principal, Assistant Principal and Teacher	3. Grade-level teams will review results of common assessments data every six weeks to determine progress toward benchmarks.	3. Common assessments tied to Florida Science Standards administered bi-weekly and District Science Interim Assessments.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
In grade 5, 50% of students will score at level three or above on the 2010 FCAT Science Assessment.	Develop experiments for the first nine weeks of school utilizing classroom science kits.	Grade Level Chair and Science Coach	September2009	Assistant Principal will observe weekly science experiments the first nine weeks of school.	Assistant Principal

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Science lab materials.	Title I	$1,000.00
		Total: $1,000.00
Technology		
Description of Resources	Funding Source	Available Amount
Smartboard Senteo Clickers	Title I	$8,000.00
Gizmo	Title I	$425.00
		Total: $8,425.00
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: $9,425.00

End of Science Goal

Writing Goal

Needs Assessment: Based on School Grade Data:

Did the total percent proficient increase or was the percent proficient maintained?

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement
On the 2009 administration of the FCAT Writing Test, 96% of students in 4th grade scored level 3.5 or above	Given instruction based on the Sunshine State Standards, on the 2010 administration of the FCAT

in writing. This represents an increase of 10% compared to 86% of the 4th grade students who scored 3.5 or above in 2008.

Writing Test, 96% of the 4th grade students will achieve a 4 or above.

	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Students will use the writing process daily; all writing prompts will be graded, dated and recorded.	1. Reading Coach	1. Bi-weekly writing prompts graded and charted. Bi-weekly Data Chats held to discuss results with students continuously moved into ability groups according to the data.	1. Compare Pre-Test results to Mid-Year Test results.
2	2. Students will use the Four Square Writing Process; all writing will be kept in a work folder for monitoring of growth across time.	2. Principal, Assistant Principal, Teacher and Reading Coach	2. Students' Writing samples will be reviewed and scored bi-weekly by teacher.	2. Scored Writing samples will be used to determine progress between the Pre-test, Mid-year and Post Test.
3	3. Build vocabulary skills curriculum into 2-5 grades.	3. Principal, Assistant Principal, Teacher and Reading Coach	3. Data filed in the Florida CIM book and discussed in Weekly Learning Community Meetings.	3. Classroom Walkthrough Log

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
In grade 4, 96% of students will score a level four or above on the 2010 FCAT Writing Assessment.	Writing Process	Reading Coach	August 2009	Data filed in the Florida CIM book and discussed in Weekly Learning Community Meetings.	Reading Coach

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Writing Supplies	General School Budget	$1,000.00
		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
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	$0.00
		Total: $0.00
		Final Total: $1,000.00

End of Science Goal

Parent Involvement Goal

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

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

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

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

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

	Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement	
	Based on the 2008-2009 Title 1 Parental Involvement Monthly School Report, 26% of parents participated in school events (Open House, Parent Center, Assemblies, etc.).		Increase parent participation in school events from 26% in 2008-2009 to 28% in 2009-2010.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Offer meetings before and after school.	1. Principal	1. Review parent telephone logs.	1. Parent Attendance sign-in sheets.
2	2. Use Connect Ed messaging system.	2. Selected School Staff	2. Collect participation data.	2. Title I Administration Parental Involvement Monthly School Report.
3	3. Maintain parental telephone logs and activity reports.	3. Community Involvement Specialist	3. Tally Parental Involvement Monthly School and Activity Reports.	3. Title I Administration Parental Involvement Monthly Activity Report.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
The school will increase the number of parental contacts by 1% by June 2010.	A Practioners Perspective!	District's Summer Heat Training for Principals	Ongoing throughout the 2009-2010 school year.	Effectiveness will be determined by the completion of parent surveys.	Selected school staff identified by the Principal; Office of Community Services and the Office of Program Evaluation.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
1% of Title I Part A Schoolwide allocation and District parental set-aside.	Title I Part A	$24,192.00
		Total: $24,192.00
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
Travel Reimbursement	Title I	$500.00
		Total: $500.00
		Final Total: $24,692.00

End of Parent Involvement Goal

Other Goals

No Other Goals were submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	District Interim Reading Test	School Budget	$250.00
Mathematics	District Interim Mathematics Test	School Budget	$250.00
Writing	Writing Supplies	General School Budget	$1,000.00
Science	Science lab materials.	Title I	$1,000.00
Parental Involvement	1% of Title I Part A Schoolwide allocation and District parental set-aside.	Title I Part A	$24,192.00
			Total: $26,692.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	A new computer for each classroom teacher.	District Funds	$43,000.00
Science	Smartboard Senteo Clickers	Title I	$8,000.00
Science	Gizmo	Title I	$425.00
			Total: $51,425.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Stipend for FAIR summer workshop	District Funds	$400.00
			Total: $400.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Parental Involvement	Travel Reimbursement	Title I	$500.00
			Total: $500.00
			Final Total: $79,017.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

ɟ Intervene   ɟ Correct II   ɟ Prevent II   ɟ Correct I   **ɟ Prevent I**   ɟ NA

Show Attached school's Differentiated Accountability Checklist of Compliance

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

✔ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Purchase of students' incentives	2000
Principal's discretionary fund	2000

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

Monthly meetings to inform parents of school activities. Review of the Budget and School Improvement Plans.

SAC Members

Members

1) Joyce R. Jones,   Principal

2) Christopher Roberts,   Student

3) Sunita Chin,   Student

4) Nancy Kaplan,   Teacher

5) Martha Perez-Tamayo,   Teacher

6) Mariolga Lebredo,   Teacher

7) Theresa Simmons,   Teacher

8) Sandra Raines,   Teacher

9) Cheryl Cohen,   Teacher

10) Kathie Alexander,   Parent

11) Nathalie Louis-Fils,   Parent

12) Carmen Taramona,   Parent

13) Natassia Baltodano,   Parent

14) Sonja Roberts,   Parent

15) Leona Minto-Strouse,   Parent

16) Murlaine Datis,   Parent

17) Marilyn Maloy,   Parent

18) Helene St.Ange,   Parent

19) Daphne Dominque,   Parent

20) Jeffrey Berson,   Community Member

21) Ruth Froom,   School Support Personnel

22) Sandra Teramo,   School Support Personnel

23) Marie Auguste,   School Support Personnel

24) Jenny Alvarado,   School Support Personnel

25) Diane Vernon,   Union Steward

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2 — Dade GERTRUDE K. EDLEMAN/SABAL PALM ELEMENTARY SCHOOL 4801

Number of students enrolled in the grades tested: **Click here to see Number of students in each group** — Read: 432 Math: 432 — 2008-2009 School Grade[1]: A — Did the School make Adequate Yearly Progress? **NO**

This section shows the percent tested and performance for each group used to determine AYP (Parts a and c[2]). | This section shows the improvement for each group used to determine AYP via safe harbor (Part b[2]). | This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.

Group	Reading Tested 95%? 2009	Y/N	Math Tested 95%? 2009	Y/N	65% scoring Reading 2009	Y/N	68% scoring Math 2009	Y/N	Writing 2008	Writing 2009	Y/N	Grad 2007	Grad 2008	Y/N	Below Reading 2008	Below Reading 2009	Y/N	Safe Harbor Reading	Below Math 2008	Below Math 2009	Y/N	Safe Harbor Math	On track reading 2009	Growth model reading Y/N	On track math 2009	Growth model math Y/N
TOTAL[4]	100	Y	100	Y	62	N	75	Y			Y			NA	38	38	N		39	25	NA		66	Y	71	NA
WHITE		NA		NA		NA		NA			NA			NA			NA				NA					
BLACK	100	Y	100	Y	59	N	72	Y			Y			NA	40	41	N		41	28	NA		64	N	70	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	100	Y	100	Y	60	N	74	Y			Y			NA	41	40	N		42	26	NA		64	N	72	NA
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	60	N	71	Y			Y			NA	37	40	N		42	29	NA		63	N	73	NA
STUDENTS WITH DISABILITIES	100	Y	100	Y		NA		NA			NA			NA			NA				NA					

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2 — Dade GERTRUDE K. EDLEMAN/SABAL PALM ELEMENTARY SCHOOL 4801

Number of students enrolled in the grades tested: **Click here to see Number of students in each group** — Read: 435 Math: 435 — 2007-2008 School Grade[1]: A — Did the School make Adequate Yearly Progress? **NO**

This section shows the percent tested and performance for each group used to determine AYP (Parts a and c[2]). | This section shows the improvement for each group used to determine AYP via safe harbor (Part b[2]). | This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.

Group	Reading Tested 95%? 2008	Y/N	Math Tested 95%? 2008	Y/N	58% scoring Reading 2008	Y/N	62% scoring Math 2008	Y/N	Writing 2007	Writing 2008	Y/N	Grad 2006	Grad 2007	Y/N	Below Reading 2007	Below Reading 2008	Y/N	Safe Harbor Reading	Below Math 2007	Below Math 2008	Y/N	Safe Harbor Math	On track reading 2008	Growth model reading Y/N	On track math 2008	Growth model math Y/N
TOTAL[4]	100	Y	100	Y	62	Y	61	N			Y			NA	35	38	NA		36	39	N		64	NA	63	Y
WHITE		NA		NA		NA		NA			NA			NA			NA				NA					
BLACK	100	Y	100	Y	60	Y	59	N			Y			NA	36	40	NA		39	41	N		63	NA	62	Y
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	100	Y	100	Y	59	Y	58	N			Y			NA	37	41	NA		39	42	N		61	NA	59	N
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	63	Y	58	N			Y			NA	34	37	NA		36	42	N		66	NA	59	N
STUDENTS WITH DISABILITIES	100	Y	100	Y		NA		NA			NA			NA			NA				NA					

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2 — Dade GERTRUDE K. EDLEMAN/SABAL PALM ELEMENTARY SCHOOL 4801

Number of students enrolled in the grades tested: **Click here to see Number of students in each group** — Read: 438 Math: 438 — 2006-2007 School Grade[1]: A — Did the School make Adequate Yearly Progress? **YES**

This section shows the percent tested and performance for each group used to determine AYP (Parts a and c[2]). | This section shows the improvement for each group used to determine AYP via safe harbor (Part b[2]). | This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.

Group	Reading Tested 95%? 2007	Y/N	Math Tested 95%? 2007	Y/N	51% scoring Reading 2007	Y/N	56% scoring Math 2007	Y/N	Writing 2006	Writing 2007	Y/N	Grad 2005	Grad 2006	Y/N	Below Reading 2006	Below Reading 2007	Y/N	Safe Harbor Reading	Below Math 2006	Below Math 2007	Y/N	Safe Harbor Math	On track reading 2007	Growth model reading Y/N	On track math 2007	Growth model math Y/N
TOTAL[4]	100	Y	100	Y	65	Y	64	Y			Y			NA	31	34	NA		30	36	NA		63	NA	64	NA
WHITE		NA		NA		NA		NA			NA			NA			NA				NA					
BLACK	100	Y	100	Y	64	Y	61	Y			Y			NA	35	34	NA		33	39	NA		62	NA	62	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	100	Y	100	Y	63	Y	61	Y	94		Y			NA	30	35	NA		29	39	NA		61	NA	62	NA
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	66	Y	64	Y	94		Y			NA	37	34	NA		30	36	NA		67	NA	63	NA
STUDENTS WITH DISABILITIES	100	Y	100	Y		NA		NA			NA			NA			NA				NA					

SCHOOL GRADE DATA

Dade School District
GERTRUDE K. EDLEMAN/SABAL PALM ELEMENTARY SCHOOL
2008-2009

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	67%	78%	97%	39%	281	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
						3 ways to make gains:

% of Students Making Learning Gains	63%	72%			135	• 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?	63% (YES)	82% (YES)			145	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					561	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

Dade School District
GERTRUDE K. EDLEMAN/SABAL PALM ELEMENTARY SCHOOL
2007-2008

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	67%	66%	91%	41%	265	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	65%	62%			127	3 ways to make gains: • 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?	71% (YES)	73% (YES)			144	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					536	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

Dade School District
GERTRUDE K. EDLEMAN/SABAL PALM ELEMENTARY SCHOOL
2006-2007

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	70%	67%	90%	48%	275	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	70%	65%			135	3 ways to make gains: • 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?	53% (YES)	73% (YES)			126	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					536	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested