

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: PORT SALERNO ELEMENTARY SCHOOL

District Name: Martin

Principal: Dr. Tracey Miller

SAC Chair: Diane Wardle

Superintendent: Nancy Kline

Date of School Board Approval:

Last Modified on: 09-01-2009

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VISION and MISSION STATEMENTS

Port Salerno Elementary School is committed to the development of each child's maximum potential in an engaging, secure, nurturing environment of mutual respect. Our goal is to make every child a winner and to prepare them academically and socially for tomorrow's world.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

Brief History and Background of the School

Port Salerno Elementary School formerly existed on 5th Street and St. Lucie Street, now known as Ebbtide and South Salerno Road. The school was relocated to Jack Avenue in 1963 and included six classrooms and a cafeteria. By 1988, Port Salerno had thirty-nine classrooms, a media center, art room, multi-purpose room, and an office complex. A track and a play field addition were dedicated to retired principal Marian Carpenter in 1993, and the Family Learning Center (FLC), which provides instruction to prepare for the GED as well as English to parents, was founded in 1996. This major Parent Involvement project is supported by Title I. In 1998, the school was renovated to provide more classroom space and another computer lab. Three wings were dedicated as the Frank and Mary Brogan Learning Center in honor of two former teachers at PSE, who championed the "teachable moment." In 2004, a replacement school was opened, with the capacity of serving 770 students. This state of the art, two-story school has two computer labs, six student computers in every classroom, an art room with outdoor art patio, a covered PE area, and multipurpose room. Port Salerno Elementary School provides instruction for students from kindergarten through grade five.

PSE became a Title I School Wide Project in 1995; some of the programs offered include: ESE, Gifted, Extended Day, and numerous parent programs. Two computer labs are in use at PSE; one is dedicated to instructing students who are struggling to meet Florida's rigorous reading standards. During the 2008-2009 school year, PSE employed 42 instructional staff, 2 administrators, and 32 cafeteria, custodial, office, and educational paraprofessional staff, totaling 76 employees. Our staff is committed to meeting the needs of our students and community.

Unique School Strengths for Next Year

Writing is clearly a strength at PSE. A fully-implemented writing program with professional development for teachers is in place. The results of the program are evident with FCAT test results at the top of the district and student portfolios showing tremendous growth throughout the year.

Unique School Weaknesses for Next Year

Learning gains in mathematics is an area that will receive focus for next year. Gains are at 59% and clearly not at the level we expect for our students. Professional development and additional progress monitoring will be implemented next school year.

Student Demographics

White 37%
Black 11%
Hispanic 42%
Asian 1%
American Indian 0%
Multiracial 9%

Student Attendance Rates

92.5% daily average attendance

Student Mobility

16.2%

Student Suspension Rates

1.2% (8 suspensions during the 2008-2009 school year)
1.1% in 07-08
1.5% in 06-07

Student Retention Rates

4.1% of students were retained in 08-09
4.3% in 07-08
5% in 06-07

Class Size

Average 17:1
Primary class size average was 16.9 and intermediate class size average was 17.3 in 2008-2009

Academic Performance of Feeder Pattern

All middle schools that receive PSE students are A rated.
Murray Middle School is a Correct 1 School
Anderson Middle School is a Prevent 1 School
Stuart Middle School is a Correct 1 School

Partnerships and Grants

Partnerships and Grants
PSE is fortunate to have many partnerships and receive many grants:
Partnerships:
Toyota of Stuart
Peace Presbyterian Church
Mariner Sands Chapel
Mariner Sands Foundation
The Four C's
Martin County Sherriff's Department
University of Florida Extension Office
Martin County Health Department
Grants:
Hewlett-Packard Technology Grant
General Mills Grant
Mary and Robert Pew Public Education Fund- several grants and mini grants
Education Foundation of Martin County Grants
US Department of Agriculture Grant

*The school will not spend less than 10% of its Title I, Part A funds for high quality professional development that directly addresses the academic issues at the school that caused the school to be identified for improvement.

SEA and LEA Responsibilities

SEA:

- Adopted challenging academic content and standards and a strategy to ensure standards are taught
- Established an accountability system that includes yearly student academic assessments

LEA:

- Provides technical support and assistance to school-wide programs
- Works in consultation with schools in the development and implementation of School Improvement Plans
- Reviews (annually) the progress of schools using the state academic results

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 *
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Principal	Tracey Miller	Doctor of Education, Specialist Degree in Educational Leadership, Master's Degree in Educational Leadership, Bachelor of Arts Degree in Elementary Education Certifications: Elementary Ed, School Principal, ESOL	12	12	2009 A No AYP- Met 97% SWD did not meet in reading 2008 A No AYP- Met 95% SWD did not meet in math 2007 A Yes AYP 2006 A No AYP- Met 95% Did not meet writing goal 2005 A Yes AYP 2004 B No AYP- Met 97% Did not meet writing goal 2003 A 2002 B 2001 C 2000 C 1999 D
Assis Principal	Christopher Jones	Master of Education, Exceptional Student Education; Bachelor of Arts Psychology Educational Leadership K-12, Elementary Education K-6, Exceptional Student Education K-12, ESOL, Reading		1	2008 B Total No AYP- 79% Subgroup specific data: White: Yes AYP Hisp: No AYP ED: No AYP ELL: No AYP SWD: No AYP Black: N/A Asian: N/A Am Ind.: N/A

* 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	Teresa Salvatore-Fuller	Degrees: Master of Science: Education 6th Year Degree: Reading /Lang Arts Consultancy Certifications: Elem Ed K-6 Reading K-12	4	4	2009 A No AYP- Met 97% SWD did not meet in reading 2008 A No AYP- Met 95% SWD did not meet in math 2007 A Yes AYP 2006 A No AYP- Met 95% Did not meet writing goal
Writing	Abbie Buntin	Degrees: Bachelors in Liberal Arts Certifications: Elementary Ed Pre K-6, ESOL	5		2009 A No AYP- Met 97% SWD did not meet in reading 2008 A No AYP- Met 95% SWD did not meet in math 2007 A Yes AYP 2006 A No AYP- Met 95% Did not meet writing goal

* 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. Determine job openings, if any, and review resumes of applicants who are highly qualified, experienced teachers of Title One students. 2. Review all applications received by the district and forward to principals 3. Offer a Master's Degree Cohort at the school for Title One teachers to earn their degree from FAU by taking reading classes at our school.	Tracey Miller Cindy Smith Cathy Tedesco	June 2009 Ongoing Ongoing	

Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
No data submitted			

Staff Demographics

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed
42	2	21	36	41	46	100	20	3	90

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
John Bolen	Brooke Bullock	Brooke is not new to teaching but new to the related arts team at our school and John has been on the team for many years	Assistance with Pinnacle, Outlook, and other required technology, lesson planning, preparation and implementation of lessons
Margo Nubelo	Gail Keeler	Margo was Gail's cooperating teacher when Gail was an intern	Assistance with Pinnacle, Outlook, and other required technology, lesson planning, preparation and implementation of lessons
Gail Keeler	Margo Nubelo	Margo was Gail's cooperating teacher through her internship at PSE	Assistance with Pinnacle, Outlook and other required technology, lesson planning, behavior management, and implementing effective lessons

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

Port Salerno Elementary School coordinates and integrates all federal, state, and local programs that impact the school. :

- Implements research-based resources funded by local and federal funds
- The Comprehensive Needs Assessment considers student academic needs as well as staff development data that addresses the priorities established for Title III, Migrant and Title I programs
- School improvement plan objectives reflect the research-based strategies with a focus on achieving state and district priorities
- Input from the Pre K programs is obtained by the school and district and is included in the transition plan
- Parent survey are conducted annually and developed with input from parents who represent Title I Part A, Migrant and ELL programs
- Partnerships are established (i.e. with FDLERS)
- Coordination and scheduling of instructional programs (i.e. DARE)
- Implementation of parent information programs
- Brochures and referrals for parent and student support from the guidance department, school nurse and other school personnel

Title I, Part C- Migrant

The Comprehensive Needs Assessment considers student academic needs as well as staff development data that addresses the priorities established for Title III, Migrant and Title I programs.

Title I, Part D

The Comprehensive Needs Assessment considers student academic needs as well as staff development data that addresses the priorities established for Title I Part D.

Title II

Professional development is directly tied to the SIP and trainings funded with Title II funds are related to the strategies in the School Improvement Plan.

Title III

The Comprehensive Needs Assessment considers student academic needs as well as staff development data that addresses the priorities established for Title III.

Title X- Homeless

Brochures and referrals for parent and student support from the guidance department, school nurse and other school personnel support the effort of Title X.

Supplemental Academic Instruction (SAI)

SAI funds are used to fund certified teachers to use research based intervention programs with struggling students in grades k-5.

Violence Prevention Programs

The Drug Abuse Resistance Education Program (DARE) is implemented in 5th grade and is provided with a partnership between the Martin County School District and the Martin County Sheriff's Department. Additionally, the guidance counselor provides interventions and assistance as requested.

Nutrition Programs

Cooperation between the University of Florida Extension Office and The Martin County Health Department provides nutrition education to our primary grades students. Additionally, a US Department of Agriculture grant provides fresh fruits and vegetables daily for students in grades K-5. The school also hosts a 30 minute (daily) physical activity program (in addition to regular physical education classes) to allow students to participate in an activity of choice.

Housing Programs

N/A

Head Start

Head Start collaborates and coordinates with elementary schools to provide quality services for its students through the transition plan, Head Start Self Assessment, and recruitment of students. Shared services for facilities and maintenance are provided by the elementary schools where programs are co-located.

Adult Education

Parents seeking adult education program will be referred to the nearest campus providing resources and classes. An Adult Education program is available on the campus adjacent to our campus and parents are able to receive training next door.

Career and Technical Education

Career awareness and exploration is integrated in Guidance classroom lessons thorough out the year.

Job Training

Other

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

Tracey Miller- Principal
Chris Jones- Assistant Principal
Diane Wardle- Mainstream Consultant
Diane Gumbinner- Guidance Counselor
Andrea Ascuitto- ESE Teacher
Kathy Ahern- Regular Ed Teacher/Math Support
Jade Cheramie- RTI Coach
Teresa Salvatore-Fuller- Reading Coach
Abbie Buntin- Writing Coach
Lisa Bullington- SLP
Shannon Grazi- SLP
Sally Curtis- School Psychologist

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

The team meets once each week to review student data. The basic function of the team is to ensure that interventions are being implemented with fidelity, that teachers have the support necessary to implement the interventions and collect accurate data and to meet the individual needs of the students.

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

Each member of the RtI team is also a member of a school improvement committee. These committees help develop the goals and strategies for the School Improvement Plan. Team members also attend the monthly SIP meetings and monitor progress of the SIP initiatives.

RtI Implementation

Describe the data management system used to summarize tiered data.

This year we will be using Excel and the FAIR reporting system that has charts and graphs.

Describe the plan to train staff on RtI.

All staff members will receive training on RtI on the first pre school day in August 2009. An introduction to RtI has already taken place, but indepth training will take place in August.

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?

Using data gathered from FCAT, SAT 10, benchmark assessments and reading inventories, the following strengths and weaknesses were identified:

Strengths: Writing and reading were identified as strengths. All grade levels showed gains in reading and the fourth grade showed a real strength in writing with 99% of the students earning a passing score. Third and fourth grade mathematics scores were strengths with 88% and 82% scoring at or above the proficiency level. We were also pleased to have decreased our percent of students scoring level one in reading to 10% in grade 3, 8% in grade 4 and 11% in grade 5.

Weaknesses: In reading, the weakest areas were:

- Grade 3: Reference/Research
- Grade 4: Main Idea/Author's Purpose
- Grade 5: Words and Phrases and Reference/Research

Science is an area of little growth; the students in fifth grade increased one percentage point in science. Another area of concern is mathematics learning gains. Students in grade five had just 60% of the students proficient in mathematics. The weakest areas in mathematics were:

- Grade 3: Number Sense and Measurement
- Grade 4: Number Sense
- Grade 5: Number Sense and Geometry

Instructional Calendar Development

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

Based on an analysis of data, teachers at each grade level identify areas of strength and concern and develop the academic calendar for each subject and each grade level. Skills are aligned to course descriptions and based on FCAT item specifications. The scope and sequence of skills follow the District Curriculum Map and the approximate times needed to teach specific skills vary depending on the previous year data. Calendars are developed by grade level teams, adjusted by individual teachers based on student needs and implemented. These calendars are monitored and modified based on the results of benchmark assessment data as well as Independent Reading Levels and work samples.

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

Reading: The main areas of focus based on an assessment of the data will be author's purpose, plot and conflict, and cause and effect. Additional focus will be directed toward:

- Grade 3: Reference/Research
- Grade 4: Main Idea/Author's Purpose
- Grade 5: Words and Phrases and Reference/Research

Writing: The area of focus for writing will be to increase students' ability to expand thoughts and make connections to themselves, their world and other text, thereby increasing overall FCAT rubric scores.

Mathematics: The strands of focus include measurement, fractions, solving equations and inequalities, using models and diagrams and solving real-world problems involving length, weight, perimeter, area, capacity, volume, time, temperature, and angles. Additional focus will surround:

- Grade 3: Number Sense and Measurement
- Grade 4: Number Sense

• Grade 5: Number Sense and Geometry

Science: Earth/Space Science, systems of the human body, the changing states of matter, and the use of scientific processes will receive additional attention.

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

Team meetings take place with an administrator, team leader, coach or district support staff to review progress monitoring data for each student as well as the instructional calendar to determine where changes should be made. Teachers have access to student data in a variety of ways and use it to define differentiated instruction needs for individual students.

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

Content area instruction takes place within reading instruction to allow students to see the relationship between subjects. All teachers post their instructional focus strategy for students and explain the purpose for learning the skill.

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?

All students in the elementary school participate in the required curriculum courses and are taught the skills outlined in the Sunshine State Standards and Next Generation Standards.

DO

Direct the Instructional Focus

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

Teachers use the Sunshine State Standards and Next Generation Standards, the student assessment results, the curriculum map and the curriculum calendar to guide lesson planning and lesson delivery. Grade level articulation meetings take place and much planning is done as a team during team planning meetings which are facilitated by a lead teacher.

How are instructional focus lessons developed and delivered?

The focus of each lesson is posted on the board so that the students know what they are learning. These focus lessons are determined based on the curriculum map, curriculum calendar, and assessment data and posting them also keeps the teacher focused on the content being delivered. Lessons are developed based on data, SSS and student needs. Teachers develop a teaching point which is their main focus and base their lesson on that point.

How will instructional focus lessons be revised and monitored?

Focus lessons are monitored by the teachers using informal as well as formal assessments. Monitoring takes place in the form of reflection and is also done at team meetings and also by administrators during classroom walk throughs (CWT).

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.

Most teachers use informal assessments such as stop and jots, quick reads, graphic organizers, fluency probes and daily assignments to determine a student's progress. Students whose needs are not met with the core reading series receive supplemental instructional and materials and also can receive intensive instruction or intervention if supplemental activities and lessons do not meet their needs.

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

An item analysis helps determine areas of the curriculum that need to be re-taught to all students, areas that need to be worked on in small groups or areas that a few need as a focus of intervention. Teachers use informal assessments, stop and jot notes, benchmark data, and daily assignments to identify students who need additional assistance or re-teaching of a skill.

Maintenance

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

At the end of a unit of study (as defined in the instructional focus calendar), teachers use formal assessments to measure the progress and understanding of each child. The instructional focus calendar is modified if there is a need to change pacing or to add a component of remediation. Calendars can be modified at any time based on student or class needs identified through benchmark assessments, informal inventories, or classroom assessments.

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.

Teams meet weekly to review student work, plan lessons and teaching points, share materials and strategies and also discuss needs of the students. Coaches, administrators, lead teachers and others are available to support teacher and student needs.

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 is involved in analyzing the data from benchmark assessments, inventories and other assessments. Information is discussed at team meetings so that lessons and strategies can be prepared to be delivered in each classroom based on student needs. A data collection room is organized to increase discussions about student achievement and to track student needs for intervention and remediation. The principal is responsible for organizing intervention opportunities before and after school as well as during the school day. She is also responsible for meeting the teachers' professional development needs and providing necessary materials. Other instructional leaders include the assistant principal, literacy coaches and team leaders who are responsible for organizing agendas and preparing discussions and talking points for each team meeting.

ACT

Supplemental and Intensive Instruction/Interventions

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

Core: The Core reading series is Harcourt Storytown.
Supplemental: Supplemental materials include the units of study approach in reading and writing.
Interventions: Interventions include the Leveled Literacy Intervention Kit, Wilson Reading, SRA Reading Mastery, and Great Leaps.

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

Based on data, teachers identify non-mastered skills and re-teach in a variety of methods including:

- the use of alternate strategies
- small group instruction
- the use of alternate materials
- the use of hands-on materials and manipulatives
- the use of multiple intelligences

Thirty minutes of intervention time is provided in each teacher's daily schedule (in addition to the 90 minute reading block).

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

A survey is completed by each teacher to help determine professional development needs. Additionally, Individual Professional Development Plans (IPDPs) identify needed resources and training. A review of Classroom WalkThrough data also reveals needs.

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

Students are identified for supplemental and intensive interventions based on teacher observation, data collection and the recommendation of the school intervention team.

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

Interventions are measured frequently through formative assessments including running records, benchmark assessments, reading inventories and curriculum based measures.

Enrichment

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

Opportunities are generally focused around more in-depth learning as opposed to a broader scope of learning. Project based learning and reading on independent reading levels with opportunities to respond in writing or verbally are available for all students who excel in areas of the curriculum. Computer programs and activities are also available in each classroom for students who need more in-depth discovery of a concept.

Describe how students are identified for enrichment strategies.

Students are identified based on assessment data, discussion and interviews with the teacher and through parent communication. All students are eligible for enrichment opportunities in curriculum areas.

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)
Kindergarten	Tiffany Johnson	Typically weekly; sometimes bi-weekly	Wednesdays for 45 minutes	Literacy focused data analysis with lesson review, development and study of best practices in the delivery of reading and writing instruction
First Grade	Margo Nubelo	Typically weekly; sometimes bi-weekly	Wednesdays for 45 minutes	Literacy focused data analysis with lesson review, development and study of best practices in the delivery of reading and writing instruction
First Grade	Teresa Soliman	Monthly	after school	Technology and science integration with a marine biology focus
Second Grade	Andrea Trempe	Typically weekly; sometimes bi-weekly	Wednesdays for 45 minutes	Literacy focused data analysis with lesson review, development and study of best practices in the delivery of reading and writing instruction
Third Grade	Dianne Hagerich	Typically weekly; sometimes bi-weekly	Wednesdays for 45 minutes	Literacy focused data analysis with lesson review, development and study of best practices in the delivery of reading and writing instruction
Fourth Grade	Wanda Tallman	Typically weekly; sometimes bi-weekly	Wednesdays for 45 minutes	Literacy focused data analysis with lesson review, development and study of best practices in the delivery of reading and writing instruction
Fifth Grade	Tara Zilly	Typically weekly; sometimes bi-weekly	Wednesdays for 45 minutes	Literacy focused data analysis with lesson review, development and study of best practices in the delivery of reading and writing instruction
Representatives from each grade level (at least one from each team)	Tracey Miller	Monthly	Typically the first Monday of each month	Literacy focused data analysis with lesson review, development and study of best practices in the delivery of reading and writing instruction, focus on professional development and researching best practices
Literacy Administrative Leadership	Tracey Miller	Weekly	11:00 on Thursdays if time permits, otherwise after school	Literacy focused data analysis with lesson review, development and study of best practices in the delivery of reading and writing instruction, focus on professional development and researching best practices
Related Arts Teachers	John Bolen	Weekly	Wednesdays for 45 minutes	Subject area focused with lesson review, development and study of best practices in the delivery of content in each area, with a focus on professional development and researching best practices

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
[Show Attached Supplemental Educational Services \(SES\) Notification](#)

Pre-School Transition

PSE hosts a Kindergarten Round up. Local pre schools and Headstart providers are noticed of the event and flyers are sent to invite parents and children of kindergarten age to the school for a morning program. A discussion of kindergarten activities,

what it is like in a day in the life of a kindergartener and what every parent needs to know about starting school is shared. Families are given a tour of the school (in small groups lead by various staff members) and students and parents spend some time in a kindergarten classroom. Every child goes home with a book to jumpstart our literacy program. Parents are also assisted with completing school paperwork and a bilingual translator is available to help families throughout the event. A newsletter is later sent home to all families with a brochure: What every kindergarten student needs to know. A kindergarten open house takes place before school starts and children and families meet their teacher before the first day of school.

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, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Increase percent of ELL students mastering the FCAT Reading Assessment		Increase percent of ELL students passing the FCAT to 72%		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Analyze current ELL student data to determine skill deficit areas using performance matters	1. Classroom teachers	1. Chart student names and areas of concern from performance matters; Names and areas of deficiency will be included in lesson plans with remediation strategies	1. Benchmark assessments and FCAT
2	2. Provide before/after school tutorial in reading	2. Tracey Miller, Principal	2. Student enrollment and participation in program	2. Post test results from tutorials
3	3. Provide Imagine Learning Program for ELLs	3. Chris Jones, AP	3. Reports from Imagine Learning software will be monitored	3. Reports from Imagine Learning

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Increase percent of SWD students mastering the FCAT or Alternate Assessment		Increase percent of SWD students passing the FCAT or Alternate Assessment to 72%		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Analyze current SWD student data to determine skill deficit areas using performance matters	1. Classroom teachers	1. Chart student names and areas of concern from performance matters; Names and areas of deficiency will be included in lesson plans with remediation strategies	1. Benchmark assessments, Alternate Assessments and FCAT
2	2. Provide independent reading time for all SWD on independent reading levels with conferring	2. Classroom Teachers and Literacy Coaches	2. Growth of independent reading skills as measured by reading assessments	2. Fountas-Pinnell assessment or Brigance
3	3. Students in the InD class (taking the alternate assessment) will be provided access to the Reading Milestones materials to assist with meeting the Access points	3. InD Teachers and Assistant Principal	3. Lesson plans will include specific skills taught to individuals in the InD class where students will take the Alternate Assessment. Lessons will be aligned to Access points	3. Alternate Assessment data
4	Students in the InD program will use the Imagine Learning software to enhance skills	InD Teachers	Review of reports from Imagine Learning	Alternate Assessment Data

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
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Increase the percent of students making learning gains			Increase the percent of students making learning gains	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Provide independent reading time for all students on their independent reading levels with conferring	1. Classroom Teachers and Literacy Coaches	1. Growth of independent reading skills as measured by reading assessments	1. Fountas-Pinnell assessment
2	2. Provide a Family Literacy Event to provide strategies as well as materials	2. Literacy Coaches	2. Survey of families who attended event	2. Attendance and participation of families
3	3. Provide a Family Advocate to assist families with materials and teaching resources	3. Family School Advocate	3. Referrals to the Family Resource Center	3. Climate Survey results

Based on the Needs Assessment, I identify Area(s) for Improvement			Objective Linked to Area of Improvement	
Increase student proficiency in reference/research, main idea, author's purpose, and words and phrases			Increase average score on FCAT reference/research, main idea, author's purpose, and words and phrases by 1	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Use of nonfiction materials for instruction in reference and research content	1. Classroom Teachers and Administrators	1. Benchmark assessment tests and periodic assessments in reference/research will be given to determine students who need remediation	1. Benchmark assessments, CWT and FCAT
2	2. Focus on reference and research content in the media center	2. Mary Batey, Media Specialist	2. Lesson plans will include content for reference/research strand	2. Benchmark assessments, CWT and FCAT
3	Focus on strands of weakness using SuccessMaker	Classroom Teachers	SuccessMaker will be used to target areas of weakness for individual students	FCAT assessment scores in designated areas of cous

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Increase percent of ELL students passing the FCAT to 72% and increase the percent of students making learning gains to 75% and increase percent of SWD students mastering the FCAT or Alternate Assessment to 72%	Literacy Teaching strategies	Dana House and Enid Martinez, Staff Developers	10 days of training each beginning in September and stretching through the year	Weekly follow up including use of strategies, writing of teaching points, use of conferring and reading and writing workshop through team meetings as well as CWT	Team leaders, literacy coaches and administrators
Increase percent of ELL students passing the FCAT to 72%	Imagine Learning Training	Staff from Imagine Learning	September 15, 2009	The assistant principal will monitor usage and progress through reports available from Imagine Learning	Chris Jones, AP
Increase student proficiency in reference/research, main idea, author's purpose, and words and phrases	SuccessMaker Training	Staff from SuccessMaker	January 2010	Teachers will utilize reports to track student progress	Classroom Teachers

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

Budget:

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

Description of Resources	Funding Source	Available Amount
Literature for classrooms based on student independent reading level	Title One	\$30,000.00
		Total: \$30,000.00
Technology		
Description of Resources	Funding Source	Available Amount
Software from Imagine Learning and headsets for all ELLs	Title I and III	\$20,000.00
		Total: \$20,000.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Staff development from Teachers College	Pew Education Fund Grant	\$44,000.00
Training from Imagine Learning	Title I and Title III	\$23,750.00
Training from SuccessMaker	Title I	\$2,500.00
		Total: \$70,250.00
Other		
Description of Resources	Funding Source	Available Amount
Family Literacy Night Supplies	Title One	\$1,500.00
Supplies and cost of tutors	Title One	\$7,000.00
		Total: \$8,500.00
		Final Total: \$128,750.00

End of Reading Goal

Mathematics Goal

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

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

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

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

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

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

Based on the Needs Assessment, I identify Area(s) for Improvement			Objective Linked to Area of Improvement	
Increase percent of SWD students mastering the FCAT or Alternate Assessment			Increase percent of SWD students passing the FCAT or Alternate Assessment to 74%	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Implement SRA Number Worlds program in classrooms preparing students for Alternate Assessment	1. InD Teachers and Assistant Principal	1. Lesson plans will include specific skills taught to individuals in the InD class where students will take the alternate assessment.	1. Students will meet IEP goals and meet Access Point requirements according to the Alternate Assessment.
2	2. Implement Ron Large strategies and materials for progress monitoring	2. Classroom Teachers, Principal	2. Chart student names and areas of concern from performance matters; Names and areas of deficiency will be included in lesson plans with remediation strategies	2. Benchmark assessments, Alternate Assessments and FCAT
3	3. Provide before/after school tutorial in mathematics	3. Principal	3. Student enrollment and participation in program	3. Post test results from tutorials

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement
Increase the percent of students making learning gains		Increase the percent of students making learning gains to 65% and students in the lowest quartile making learning gains to 65%

	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Implement Ron Large strategies and materials for progress monitoring	1. Classroom Teachers, Principal	1. Chart student names and areas of concern from performance matters; Names and areas of deficiency will be included in lesson plans with remediation strategies	1. Benchmark assessments, Alternate Assessments and FCAT
2	2. Analyze current student data to determine skill deficit areas using performance matters	2. Classroom teachers	2. Chart student names and areas of concern from performance matters; Names and areas of deficiency will be included in lesson plans with remediation strategies	2. Benchmark assessments, Alternate Assessments and FCAT
3	3. Provide a Family Mathematics Event to provide strategies as well as materials	3. Math SIP Team	3. Survey of families who attended event	3 Attendance and participation of families
4	4. Provide a Family Advocate to assist families with materials and teaching resources	4. Family School Advocate	4. Referrals to the Family Resource Center	4. Climate Survey results
5	5. Provide before/after school tutorial in mathematics	5. Tracey Miller	5. Student enrollment and participation in program	5. Post test results from tutorials
6	6. Analyze data from a variety of sources including benchmark data to drive instruction	6. Steve Layson and Classroom teachers	6. Meetings with Steve and teachers to analyze student data and make changes in instructional calendars	6. Instructional calendars and benchmark data

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Increase the focus on Number Sense, Measurement and Geometry		Increase average score on FCAT Number Sense, Measurement and Geometry by 1		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Analyze current student data to determine skill deficit areas using Performance Matters	1. Classroom teachers	1. Chart student names and areas of concern from Performance Matters; Names and areas of deficiency will be included in lesson plans with remediation strategies	1. Benchmark assessments, Alternate Assessments and FCAT
2	2. Increase time spent on the instructional calendar in number sense, measurement and geometry	2. Classroom teachers	2. Lesson plans will include content for number sense, measurement and geometry strands	2. Benchmark assessments, CWT and FCAT
3	3. Use Success Maker to focus on Number Sense, Measurement and Geometry	3. Classroom Teachers	3. Reports from Success Maker software will be monitored	3. Reports from Success Maker

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
Increase the focus on Number Sense, Measurement and Geometry	Increase the focus on Number Sense, Measurement and Geometry	Santos Flores, Staff Developer	January 2010	Santos will be back in the Spring for follow up or teachers will share report data at team meetings to facilitate use of the program data to make instructional decisions for students	Classroom teachers and Tracey Miller
Increase percent of SWD students passing the FCAT or Alternate Assessment to 74% and Increase the percent of students making learning gains to 65% and students in the lowest quartile making learning gains to	Research based teaching strategies for mathematics content	Ron Large	October 5 and 6	Ron Large will be back in the Spring for follow up and/or teachers will share data at teach meetings to facilitate changes to the instructional calendar to meet student needs	Classroom Teachers

65%	Increase percent of SWD students passing the FCAT or Alternate Assessment to 74% and Increase the percent of students making learning gains to 65% and students in the lowest quartile making learning gains to 65%	Research based teaching strategies for mathematics content	Steve Layson	October 5 and 6	Steve Layson will be back in the Spring for follow up and teachers will share data at teach meetings to facilitate changes to the instructional calendar to meet student needs	Classroom Teachers and Tracey Miller
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Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Assessment materials	Title One	\$3,000.00
SRA Number Words	ESE	\$1,000.00
		Total: \$4,000.00
Technology		
Description of Resources	Funding Source	Available Amount
Success Maker Training	Title One	\$2,500.00
		Total: \$2,500.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Professional Development from Ron Large	Title One	\$3,000.00
Professional Development from Steve Layson	Title One	\$2,000.00
		Total: \$5,000.00
Other		
Description of Resources	Funding Source	Available Amount
Family Math Night Supplies	Title One	\$1,500.00
Supplies and cost of tutors	Title One	\$7,000.00
		Total: \$8,500.00
		Final Total: \$20,000.00

End of Mathematics Goal

Science Goal

Needs Assessment: Based on School Grade Data:

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

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Increase percent of students mastering the FCAT Science Assessment		Increase percent of students passing the FCAT to 60%		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Provide hands on science activities in a science lab setting	1. Brooke Bullock	1. Science benchmark scores will be compared from 2009 to 2010	1. Science benchmark results and FCAT results
2	2. Provide field trips for students based on science content	2. Classroom Teachers	2. Teachers plan trips to address science standards and document in lesson plans	2. Feedback from trips and science standards documented
3	3. Analyze FCAT and Benchmark assessment scores to determine instructional calendar in science	3. Brooke Bullock and Science SIP Team	3. Skill deficit areas will be identified using benchmark assessments and used to make adjustments to the science instructional calendar	3. Instructional calendar for science

4	Provide a Family Science Event to provide strategies and materials	Science SIP Team	Survey of families who attended event	Attendance and participation of families
5	Provide United Streaming Program for all classrooms	Amy Merrill	Use of United Streaming Software	Usage report

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
Increase percent of students passing the FCAT to 60%	United Streaming Training	Amy Merrill	September 2009	Amy will be available for individual assistance and to model use of the program	Amy Merrill
Increase percent of students passing the FCAT to 60%	Use of Non-Fiction text	Dana House and Enid Martinez	September 2009	Follow up will be with the Reading Coach and during team meetings for sharing strategies and teaching points	Teresa Salvatore-Fuller

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Science Lab Resources	Science Lab	\$1,200.00
Non-fiction text	Title One (previously described in Reading Goal) and Pew Grant	\$2,500.00
		Total: \$3,700.00
Technology		
Description of Resources	Funding Source	Available Amount
United Streaming Technology	Title One	\$2,000.00
		Total: \$2,000.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Use of non-fiction text	Pew Grant- previously listed in Reading PD above	\$0.00
Use of United Streaming	N/A	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
Field Trips	Pew Education Fund	\$32,200.00
Science Family Night Supplies	Title One	\$1,500.00
		Total: \$33,700.00
		Final Total: \$39,400.00

End of Science Goal

Writing Goal

Needs Assessment: Based on School Grade Data:

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

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Increase student proficiency in writing		Increase to 90% the percent of 4th graders who score 4.0 or higher on the FCAT Writing test or pass the Alternate assessment in writing		
Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool	
1. Provide professional development in writing	1. Abbie Buntin, Writing Coach	1. Student writing samples will be shared at team	1. FCAT and Alternate assessment scores in	

			meetings and progress will be tracked for each student	Writing
2	2. Provide a Family Literacy Event to provide strategies and materials	2. Literacy Coaches	3. Survey of parents who attend	1. FCAT and Alternate assessment scores in Writing 2. Attendance and participation of families
3	3. Provide a Writing Coach to assist with ongoing professional development	3. Writing Coach	3. Coach's training in classrooms	3. CWT, team meeting discussions
4	4. CWT, team meeting discussions	4. Writing Coach and Classroom Teachers	4. Use of academic calendar and teaching of units of study	4. Student work posted during units of study and CWT
5	5. Use "Smart Pens" (technology) for Writer's Workshop	5. Tracey Miller, Principal	5. Use of technology for editing and conferring	5. CWT, samples of use

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Increase to 90% the percent of 4th graders who score 4.0 or higher on the FCAT Writing test or pass the Alternate assessment in writing	Pew Foundation Grant	Dana House and Enid Martinez, Staff Developers	September 2009, January 2010	Coach will provide on-going professional development in the classroom through modeling lessons and assisting with the academic calendar and the crafting of teaching points	Abbie Buntin and Tracey Miller
Increase to 90% the percent of 4th graders who score 4.0 or higher on the FCAT Writing test or pass the Alternate assessment in writing	Smart Pen Training	Tracey Miller	September 2009	Modeling use of the technology at team meetings and in the classroom	Tracey Miller

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Professional Books, materials and texts for units of study	Title One	\$5,000.00
		Total: \$5,000.00
Technology		
Description of Resources	Funding Source	Available Amount
Smart Pens	Technology Funds	\$4,000.00
		Total: \$4,000.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$9,000.00

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, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Provide a variety of ways for parents to get involved at school		Contact 100% of families during the 2009-2010 school year		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Provide a planner to inform parents of daily events and progress	1. Classroom teachers	1. Use of the planner	1. Climate Survey
2	2. Provide information to families using the Alert Now Messaging Service	2. Principal	2. Use the service to inform families of school events and activities	2. Use of Alert Now
3	3. Invite parents to attend the Family Involvement Workshop and District Title One Parent Meetings	3. Family Advocate	3. Use of flyers, calls and notices to give parents advanced notice of events	3. Attendance at the workshops

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Provide a variety of ways for parents to get involved at school		Provide at least two Family Nights /events each semester		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Provide: Family Literacy Night, Family Mathematics Night, Family Science Night, Fine Arts Night, Conference Nights, "Second Cup of Coffee" morning program, Open House, Lunchbox Special (lunchtime literacy program), volunteer training and appreciation, Pre K transition through the Kindergarten Round Up, and fine arts programs	1. Suzie Whitten and Family Involvement SIP Committee	1. Use of flyers, calls and notices to give parents advanced notice of events	1. Attendance at the programs
2	2. Provide "prescriptions" for the Family Resource Center	2. Suzie Whitten and Classroom Teachers	2. Use of the Parent Resource Center	2. Use of the center

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Contact 100% of families during the 2009-2010 school year and Provide at least two Family Nights /events each semester	Parent Resource Center Training	Staff from the Resource Center	October 2009	Use of the center	Family Advocate

Budget:

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

Train staff on use of the Parent Resource Center	Title One	\$100.00
		Total: \$100.00
Other		
Description of Resources	Funding Source	Available Amount
Materials for parent nights, events and meetings including flyers, stickers for planners and reminders	Title One	\$4,000.00
Family Advocate	Title One	\$18,000.00
		Total: \$22,000.00
		Final Total: \$22,100.00

End of Parent Involvement Goal

Other Goals

Increase Average Daily Attendance Goal:

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Increase average daily attendance		Increase average daily attendance by 3%		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Form attendance committee to monitor attendance	1. Chris Jones	1. Review progress of the committee and attendance rates	1. Average daily attendance
2	2. Develop and implement procedures to follow for absenteeism	2. Diane Gumbinner	2. Review process and attendance	2. Average daily attendance
3	3. Use Alert Now Messaging System to notify parents of attendance issues	3. Dorothy Dinsdale, Data Entry	3. Team reviews student attendance	3. Average daily attendance

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Increase average daily attendance	Student absenteeism	Bill Connolly	August 2009	Develop committee and procedures	Chris Jones

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Postage for letters to parents	Basic	\$500.00
		Total: \$500.00
Technology		
Description of Resources	Funding Source	Available Amount
Use of Alert Now to notify parents of absenteeism	District	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Bill Connolly		\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$500.00

End of Increase Average Daily Attendance Goal

FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Literature for classrooms based on student independent reading level	Title One	\$30,000.00
Mathematics	Assessment materials	Title One	\$3,000.00
Mathematics	SRA Number Words	ESE	\$1,000.00
Writing	Professional Books, materials and texts for units of study	Title One	\$5,000.00
Science	Science Lab Resources	Science Lab	\$1,200.00
Science	Non-fiction text	Title One (previously described in Reading Goal) and Pew Grant	\$2,500.00
Increase Average Daily Attendance	Postage for letters to parents	Basic	\$500.00
			Total: \$43,200.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Software from Imagine Learning and headsets for all ELLs	Title I and III	\$20,000.00
Mathematics	Success Maker Training	Title One	\$2,500.00
Writing	Smart Pens	Technology Funds	\$4,000.00
Science	United Streaming Technology	Title One	\$2,000.00
Increase Average Daily Attendance	Use of Alert Now to notify parents of absenteeism	District	\$0.00
			Total: \$28,500.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Staff development from Teachers College	Pew Education Fund Grant	\$44,000.00
Reading	Training from Imagine Learning	Title I and Title III	\$23,750.00
Reading	Training from SuccessMaker	Title I	\$2,500.00
Mathematics	Professional Development from Ron Large	Title One	\$3,000.00
Mathematics	Professional Development from Steve Layson	Title One	\$2,000.00
Science	Use of non-fiction text	Pew Grant- previously listed in Reading PD above	\$0.00
Science	Use of United Streaming	N/A	\$0.00
Parental Involvement	Train staff on use of the Parent Resource Center	Title One	\$100.00
Increase Average Daily Attendance	Bill Connolly		\$0.00
			Total: \$75,350.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Family Literacy Night Supplies	Title One	\$1,500.00
Reading	Supplies and cost of tutors	Title One	\$7,000.00
Mathematics	Family Math Night Supplies	Title One	\$1,500.00
Mathematics	Supplies and cost of tutors	Title One	\$7,000.00
Science	Field Trips	Pew Education Fund	\$32,200.00
Science	Science Family Night Supplies	Title One	\$1,500.00
Parental Involvement	Materials for parent nights, events and meetings including flyers, stickers for planners and reminders	Title One	\$4,000.00
Parental Involvement	Family Advocate	Title One	\$18,000.00
			Total: \$72,700.00
			Final Total: \$219,750.00

Differentiated Accountability

School-level Differentiated Accountability 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
Funds rolled forward from last year will be used to send teachers to professional development on book clubs	700

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

The School Advisory Council meets monthly to review priorities, data and progress and make plans for changes or programming needs. Activities include:

- review of the school budget, accountability reports, assessment data and climate survey data
- review of goals and strategies set by each subcommittee; monitor progress
- provide for parent and community input into decisions, strategies, and programs offered during the school year
- subcommittees are responsible for organizing, planning, preparing and delivering family night events, analyzing data to make decisions about school improvement strategies and the implementation of those strategies (listed above in objectives and goals).

SAC Members

Members

- 1) Tracey Miller, Principal
- 2) Diane Wardle, SAC Chair
- 3) Shontanu Jakhete, Student
- 4) Kathy Ahern, Teacher
- 5) Alexandra Davenport, Parent
- 6) Beverly Knapp, Parent
- 7) Kristin Polinski, Parent
- 8) Portia Preston, Parent
- 9) Shalini Jakhete, Parent
- 10) Amy Price, Community Member
- 11) Martha Williams, Community Member
- 12) Jennifer Abreu, School Support Personnel

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Martin PORT SALERNO ELEMENTARY SCHOOL 0101											
Number of students enrolled in the grades tested:														Read: 297		Math: 297		2008-2009 School Grade ¹ :		A		Did the School make Adequate Yearly Progress?		NO	
Click here to see Number of students in each group																									
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.					
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading	Growth model reading	% of students on track to be proficient in math	Growth model math	
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	2008	2009	Y/N	2009	Y/N	2009	Y/N	
TOTAL ⁴	100	Y	100	Y	77	Y	79	Y			Y			NA	30	23	NA	25	21	NA	75	NA	75	NA	
WHITE	100	Y	100	Y	88	Y	88	Y			Y			NA	16	12	NA	16	12	NA	82	NA	77	NA	
BLACK	100	Y	100	Y			NA	NA			NA			NA			NA			NA					
HISPANIC	100	Y	100	Y	66	Y	76	Y			90	Y		NA	41	34	NA	28	24	NA	70	NA	74	NA	
ASIAN			NA		NA		NA				NA			NA			NA			NA					
AMERICAN INDIAN			NA		NA		NA				NA			NA			NA			NA					
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	70	Y	73	Y			94	Y		NA	39	30	NA	31	27	NA	69	NA	74	NA	
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	63	N	77	Y			NA			NA	45	37	Y	30	23	NA	66	NA	75	NA	
STUDENTS WITH DISABILITIES	100	Y	100	Y	42	N	54	N			NA			NA	49	58	N	53	46	Y	45	N	64	NA	

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Martin PORT SALERNO ELEMENTARY SCHOOL 0101											
Number of students enrolled in the grades tested:														Read: 279		Math: 279		2007-2008 School Grade ¹ :		A		Did the School make Adequate Yearly Progress?		NO	
Click here to see Number of students in each group																									
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.					
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading	Growth model reading	% of students on track to be proficient in math	Growth model math	
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2007	Y/N	2008	Y/N	
TOTAL ⁴	100	Y	100	Y	70	Y	75	Y			Y			NA	30	30	NA	26	25	NA	68	NA	71	NA	
WHITE	100	Y	100	Y	84	Y	84	Y			NA			NA	21	16	NA	16	16	NA	76	NA	76	NA	
BLACK	100	Y	100	Y	55	N	53	N			NA			NA		45	NA		47	NA	62	Y	47	N	
HISPANIC	100	Y	100	Y	59	Y	72	Y			Y			NA	34	41	NA	36	28	NA	63	NA	75	NA	
ASIAN			NA		NA		NA				NA			NA			NA			NA					
AMERICAN INDIAN			NA		NA		NA				NA			NA			NA			NA					
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	61	Y	69	Y			Y			NA	36	39	NA	32	31	NA	63	NA	68	NA	
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	55	N	70	Y			Y			NA	37	45	N	37	30	NA	60	Y	72	NA	
STUDENTS WITH DISABILITIES	99	Y	98	Y	51	N	47	N			NA			NA	47	49	N	38	53	N	63	Y	52	N	

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Martin PORT SALERNO ELEMENTARY SCHOOL 0101											
Number of students enrolled in the grades tested:														Read: 283		Math: 283		2006-2007 School Grade ¹ :		A		Did the School make Adequate Yearly Progress?		YES	
Click here to see Number of students in each group																									
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.					
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading	Growth model reading	% of students on track to be proficient in math	Growth model math	
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N	
TOTAL ⁴	100	Y	99	Y	70	Y	74	Y	86		Y			NA	36	28	NA	32	26	NA	67	NA	68	NA	
WHITE	100	Y	97	Y	79	Y	84	Y			NA			NA	29	16	NA	24	16	NA	78	NA	75	NA	
BLACK	100	Y	98	Y			NA	NA			NA			NA			NA			NA					
HISPANIC	100	Y	100	Y	66	Y	64	Y	88		Y			NA	35	35	NA	32	36	NA	64	NA	64	NA	
ASIAN			NA		NA		NA				NA			NA			NA			NA					
AMERICAN INDIAN			NA		NA		NA				NA			NA			NA			NA					
ECONOMICALLY DISADVANTAGED	100	Y	99	Y	64	Y	68	Y	88		Y			NA	41	34	NA	34	32	NA	62	NA	67	NA	
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	63	Y	63	Y	86		NA			NA	39	38	NA	38	37	NA	63	NA	64	NA	
STUDENTS WITH DISABILITIES	100	Y	98	Y	53	Y	62	Y			NA			NA	55	37	NA	46	38	NA	56	NA	63	NA	

SCHOOL GRADE DATA

Martin School District PORT SALERNO ELEMENTARY SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	85%	85%	99%	57%	326	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	69%	60%			129	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)	54% (YES)			114	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					569	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

Martin School District PORT SALERNO ELEMENTARY SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	75%	82%	97%	56%	310	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	63%	65%			128	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?	51% (YES)	56% (YES)			107	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					545	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

Martin School District PORT SALERNO ELEMENTARY SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	76%	78%	96%	53%	303	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	62%	60%			122	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	56% (YES)	54% (YES)			110	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					535	
Percent Tested = 99%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested