

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: PANTHER RUN ELEMENTARY SCHOOL

District Name: Broward

Principal: Elaine L. Saef

SAC Chair: Emanuel Hunter

Superintendent: James Notter

Date of School Board Approval: December 1, 2009

Last Modified on: 09-10-2009

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VISION and MISSION STATEMENTS

"The vision/mission of Panther Run Elementary School is to work collaboratively with the students, staff, parents, community and business partners to provide a positive, stimulating, nurturing, technology-rich environment that will enable our students to reach their maximum potential in all areas of the curriculum and prepare them to become effective members of society in the future. Students, parents, staff and community - "A Carousel of Commitment!" Panther Run connecting children to the future by "Changing the World One Child At A Time", while inspiring a culture of PIF-WIAMAD: Paying It Forward!" & "Who I Am Makes A Difference!".

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

- Panther Run is a "Five Star", technology rich school located in southwest Broward County. The school provides each child the opportunity to develop intellectually in a safe and nurturing environment.
- Panther Run is an NCLB/AYP receiving school.
- The number of students receiving Free/Reduced Lunch has increased due to the state of the economy

Unique School Strengths for Next Year

- The unique school strength at Panther Run is the school culture, PIF-WIAMAD: "Pay It Forward-Who I Am Makes A Difference".
- The teacher turn around rate is nonexistent. Teachers are very dedicated and a true sense of family exists within the building in every sense of the word. This is evident in how the teachers work with all students and families to educate the "whole child".
- Increase achievement and meet AYP with students with disabilities (SWD) each year.

Unique School Weaknesses for Next Year

- Due to the declining economy many of our families have lost their jobs and are moving away from the area, which has resulted in a drop in FTE. As a result, the school has dropped a range and lost funding. In addition funding has also been decreased due to state and District budget cuts.

Student Demographics

Total Students: 670 (287 Girls & 383 Boys)
American Indian or Alaskan .15%
Asian or Pacific Islander 4.33%
Black Non Hispanic 16.12%
White Non Hispanic 28.36%
Multiracial 4.63%
Hispanic 46.42%
ELL 12.3%
ESE 19.2%
Free/Reduced 19.5%

Student Attendance Rates

95.90

Student Mobility

10.20

Student Suspension Rates

1.80

Student Retention Rates

Class Size

PK-3 Average 16.71
4-5 Average 18.87

Academic Performance of Feeder Pattern

NA

Partnerships and Grants

Panther Run has 36 Partners in Education within the community. Partners volunteer, mentor and provide educational opportunities for students and families in the community and at school.

Century Village- Retired Educator Grant will assist with implementing a character Education Program, "Pay It Forward – Who I Am Makes A Difference." (PIF-WIAMAD)

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	Elaine Saef	<ul style="list-style-type: none"> •BS in Business Administration/Marketing •BA in Elementary Ed •MS in Educational Leadership • ESOL Endorsement • Certified in: Elementary Ed. 1-6 and School Principal 	12	12	2008-2009 <ul style="list-style-type: none"> • Grade: A • Reading Mastery: 88% • Math Mastery: 89% • Writing Mastery: 92% • Science Mastery: 68% • Maintained AYP status in all subgroups 2007-08 <ul style="list-style-type: none"> • Grade: A • Reading Mastery: 84% • Math Mastery: 88% • Writing Mastery: 91% • Science Mastery: 52% • Maintained AYP status in all subgroups
Assis Principal	Raquel Perez	<ul style="list-style-type: none"> • BS in Childhood Ed. • MS in Elementary Ed • Ed. D. in Early & Middle Childhood Ed. • ESOL Endorsement • Certified in: Ed. Leadership, Early Childhood Pre-K – 1, Elementary Ed. 1-6 	2	5	Panther Run Elementary 2008-2009 <ul style="list-style-type: none"> • Grade: A • Maintained AYP status in all subgroups • Reading Mastery: 88% • Math Mastery: 89% • Writing Mastery: 92% • Science Mastery: 68% Lakeside Elementary 2007-08 <ul style="list-style-type: none"> • Grade: A • Reading Mastery: 89% • Math Mastery: 89% • Writing Mastery: 96% • Science Mastery: 57% • Maintained AYP status in all subgroups

* 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	Veronica Johnson-Roberts	<ul style="list-style-type: none"> • BS in Elementary Ed • MS in Reading Education • ESOL Endorsement • Certified in Educational Leadership • Certified in: Elementary Ed., Reading, Ed. Leadership 	4	4	2008-2009 <ul style="list-style-type: none"> • Grade: A • Reading Mastery: 88% • Math Mastery: 89% • Writing Mastery: 92% • Science Mastery: 68% • Maintained AYP status in all subgroups 2007-08 <ul style="list-style-type: none"> • Grade: A • Reading Mastery: 84% • Math Mastery: 88% • Writing Mastery: 91% • Science Mastery: 52% • Maintained AYP status in all subgroups

* 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. Induction	Elaine Saef, Raquel Perez & Lara Smith	Ongoing	
2. Showcase Best Practices	Elaine Saef, Raquel Perez, Veronica Johnson-Roberts & LeadershipTeam	Ongoing	
3. Professional Development	Elaine Saef, Raquel Perez, Lisa Vullo & LeadershipTeam	Ongoing	
4. Administration Open Door Policy	Elaine Saef & Raquel Perez	Ongoing	
5. PIF-WIAMAD: Pay It Forward & Who I Am Makes A Difference Culture	Elaine Saef & Raquel Perez	Ongoing	
Professional Learning Communities	Elaine Saef, Raquel Perez & LeadershipTeam	Ongoing	

Non-Highly Qualified Instructors

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

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
40	0	20	52	28	40	100	7	5	85

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Beth Birdsong	Martha Garrison (ESE)	Second year teacher	Working collaboratively
Allison Hennessy	April Metott (Speech)	Second year speech pathologist	Working collaboratively
Brenda Okyn & Romeyn Foy	Amy Carrabba (Guidance)	New to Elementary level Guidance form High School Guidance	Peer Mediation, Elementary Guidance lessons

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

NA

Title I, Part C- Migrant

NA

Title I, Part D

NA

Title II

NA

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

NA

Violence Prevention Programs

NA

Nutrition Programs

NA

Housing Programs

NA

Head Start

NA

Adult Education

NA

Career and Technical Education

NA

Job Training

NA

Other

NA

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

Administration, Grade Chairs and Support Staff (Guidance, Reading, ESE, & Autism Coach). The Collaborative Problem Solving Team also participates in the decision making process in order to provide the best educational decisions for all students.

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

The RtI Leadership team meets monthly (more often if needed) to discuss curriculum updates, data analysis,

program/instructional focus adjustments based on data analysis, and determine progress of current programs and look to future programs. Support Staff meets weekly with administration and Grade Chairs to act as liaison to admin for questions and concerns. Grade level teams meet weekly with support staff and specials area teachers to monitor, maintain, and develop small group support programs for students in all AYP subgroups. RTI Team Members: Principal, Assistant Principal, ESE Specialist, Reading Coach, Autism Coach, Grade Chairs, Speech/Language Pathologist, Guidance Counselor, and Area Office Personnel (School Psychologist & Social Worker.)

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

The RTI Leadership Team assisted in the development of the school improvement plan and progress monitors the action steps. The RTI Leadership Team works collaboratively with the SAC and SAF members to ensure that the school improvement plan is implemented with fidelity. Regular meetings among administrators, school leadership team members, support personnel, grade chairs, & SAC committees are held to review data to determine effectiveness of related instruction and academic plans. Whenever, it appears something is not working appropriate adjustments are made. SAC team is provided an update at monthly Curriculum Committee and SAC Meetings. Data is monitored and necessary adjustments and program modifications are made.

RtI Implementation

Describe the data management system used to summarize tiered data.

Panther Run has created its own comprehensive FileMaker Pro database to monitor our tiered data students which can be easily accessed by instructional personnel for the purpose of making academic and curriculum decisions for the school as a whole, by grade levels and in individual classrooms. We also use the Above the Clouds database made available by the District for the same purpose. Teachers and staff are all well versed in usage of the Data Warehouse and virtual counselor. We use FCAT/SAT 10/BAT data to make decisions regarding the formulation of classes, proper placement of students, determine professional development needs, use of school resources (materials, supplies, technology, supplemental texts, etc.). In addition to the FCAT/SAT 10/BAT data, FAIR and AYP data is used to identify students in tier 2, the at-risk sub groups, in order to provide tutorials and/or additional support and instruction during the school day. Finally, We use mini-assessment, PMRN, FCAT Simulation, chapter tests and reading assessments data to monitor students' progress in each class and in each subject: reading, math & science, to determine mastery of the skills that must be taught as part of the content areas' Sunshine State Standards.

Describe the plan to train staff on RtI.

Professional development will be provided during teachers' common planning time and other sessions will occur throughout the year.

- Staff taught to disaggregate data at beginning of every year and review end of each year with electronic Articulation Cards & DWH.
- Staff Development Committee, SAC Team and RTI Leadership Team analyze data to determine trainings for the school year.
- Classroom Walkthrough Data Analyzed to determine areas in need of growth during grade chair meetings
- SIP Committees, Grade Level Meetings, NESS Learning Community, Articulation Chats, Data Chats, RTI Leadership Team Meetings are reviewed monthly.
- SREB Trainings & Effective Schools District Trainings
- Instructional Focus Calendars & BEEP Lessons
- FCIM – Florida Continuous Improvement Model will be offered to the staff for professional development.
- Non-Negotiables from District are shared and training provided
- Test Specs training- Reading, Math & Science
- ESOL & Reading plan training
- A Framework For Understanding Poverty – Ruby Paine Training - during Pre-Planning and first ER Day
- Last year select teachers from all levels 3-5 & ESE were CRISS trained. This year these staff members will coordinate monthly CRISS workshops to provide leadership and support for all teachers 3-5 to implement CRISS strategies into instruction.
- Also, K, 1 & 2 teachers attended training on centers, small group strategies and vocabulary. This year these staff members will coordinate monthly workshops to provide leadership and support for all teachers K-2 to implement these strategies into instruction.

The RtI team will also evaluate additional staff PD needs during the monthly RTI Leadership Team meetings.

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:

- The students scoring in achievement levels 3 and above in reading and math increased significantly.
- The number of students scoring achievement level 3 and above in Science has increased significantly by 15%.

Weaknesses:

- The area of Reference/Research decreased in grade 3.
- The number of students in grades 3-5 in the lowest 25th percentile demonstrating gains in math decreased

Instructional Calendar Development

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

The RTI Leadership Team meets regularly to assist and support the classroom teacher. The following process is used in developing, implementing and monitoring Instructional Focus Calendar for reading, writing, mathematics and science.

- Principal and staff review/analyze 08/09 Successmaker reports & trend data from 1998-2009 FCAT/SAT 10/BAT, Primary Reading Assessments, QBATs, SAT & FCAT test data using Virtual Counselor. Administrative & Support Staff analyze data from Trophies & Treasures Theme Skills Tests, Benchmark Assessments, Stanford Diagnostic, portfolios and practice reading assessments to identify instructional focus and to target students for acceleration and/or remediation.
- In August, all grade levels write an FCIM Academic Plan annually to explain how they will meet the needs of all students at, above & below grade level in reading, writing, mathematics and science.
- Pre –screen all new students K-5 to assign proper academic placement and match teaching and learning styles.
- Math, Reading, Writing & Science Skills are targeted based on data analysis for double dose, extra support, & re-teaching.
- Classes K-5 setup with no more than 3 reading levels per teacher. Group students homogeneously & skill/strategy development reading ability.
- Support Staff and Specials assigned to grade levels/classes to provide double dose support.
- A variety of instructional materials is used at all grade levels in all subject areas to increase student achievement and meet individual educational needs.
- Implement all goals, objectives & action steps outlined in SIP for reading, writing, mathematics and science.
- On-Going Staff Development on curriculum used in the areas of reading, writing, mathematics and science.
- K-5 School wide 2-Hour Reading Block and 1-Hour Math Block.
- Common Planning time for grade levels to develop, implement and monitor the Instructional Focus Calendars (IFCs) and BEEP lessons for reading, writing, mathematics, science and social studies.
- Non-classroom staff (support staff and special area teachers) provide resources and provides support to students during reading, writing, mathematics, science and social studies. during daily Strategy/double dose block.
- Data from curriculum assessments, chapter/theme tests, DARs, and daily classroom assessments are monitored and curriculum is modified for re-teach, enrich activities as needed.
- Strategy development/double dose time daily

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

READING

Reference/research was the least proficient strand and will be given priority focus.

WRITING

Expository and Narrative writing were the least proficient strands and will be given priority focus.

MATHEMATICS

Algebraic Thinking and Data Analysis was the least proficient strand and will be given priority focus.

SCIENCE

Scientific Thinking increased this year but will be given priority focus due low proficiency in prior years.

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

Data is analyzed:

- Mini BATs (reading, math & science) are utilized and 1st & 2nd Grade quarterly assessment results are analyzed and instruction is adjusted accordingly.
- Monthly writing prompts "Panther Writes" are given, scored with a rubric and analyzed in all grade levels 2 – 5.
- www.WRITENITE homework K- 5 weekly writing assignment on Wednesday nights
- Daily strategy development/double dose time

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

The school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future by exposing the students to various activities, community service projects and programs throughout the school year. Panther Run Elementary works diligently to maintain a School to Home to Career Connection.

- Career Day
- Edu Quest at The Shops At Pembroke Gardens
- G.R.A.D.E. Program
- Energizers Team
- PIF-WIAMAD: Pay It Forward-Who I Am Makes A Difference Culture
- Community Service Projects (MDA Walkathon, NAAR Walk, Jump Rope for Heart, Just Say No To Drugs, Food Drive, Book Drive, Humaine Society Drive, and PIF-WIAMAD Projects)

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

NA

DO

Direct the Instructional Focus

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

All grade levels work together to write an FCIM Achievement plan. Plans must outline grade level expectations for all learners (on-level, struggling, high achieving, gifted, ESE, ESOL, SWD, Autistic and all other AYP subgroups) to increase achievement while meeting or exceeding all goals and activities outline in the SIP and Comprehensive Planning Tool. Academic plans are discussed in detail at RTI Leadership meetings. Plans are modified based on BAT, mini BAT, and other assessment data constantly. All grade levels share plans and have an articulation component included to develop vertical alignment.

How are instructional focus lessons developed and delivered?

- Grade levels have common planning times for collegial planning, developing iInstructional Focus Calendars & BEEP lesson, and grade level data chats.
- Teams meet weekly to discuss curriculum planning, develop Instructional Focus Calendars & BEEP lessons, and provide support for each other.
- Bi-monthly cross grade level articulation chats are held to discuss needs and weaknesses to move children forward and prepare them for the next grade level. Articulation Vertical Alignment Chats will be grouped: K-1; 1-2; 2-3; 3-4; 4-5; and 5th grade meets with reps from feeder middle schools via e-mail and occasional face to face meetings.

How will instructional focus lessons be revised and monitored?

All grade levels work together to write an FCIM Achievement plan. Plans must outline grade level expectations for all learners (on-level, struggling, high achieving, gifted, ESE, ESOL, SWD, Autistic and all other AYP subgroups) to increase achievement while meeting or exceeding all goals and activities outline in the SIP and CSPT. Academic plans are due to administration at the end of September and are discussed in detail at RTI Leadership meetings. Instructional focus lesson plans are modified based on BAT, mini BAT, and other assessment data constantly. All grade levels share plans and have an articulation component included in order to revise and monitor the Instructional Focus Calendars & BEEP lessons.

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.

The assessments administered are the Mini BATs , RIGBY PM Benchmarks, DRAs, DIBELS, FLKRS, IRIs, STAR, chapter/theme tests, FCAT/SAT assessments from reading, math and science series etc. as indicated, Teachers are required to do PMPs for all identified students in all subgroups by mid September annually and to constantly update, modify and redesign PMPs in Reading, Mathematics, Writing and Science throughout the year.

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

RTI Leadership Team and Administration are responsible for the maintenance of this FCIM & conduct classroom walkthroughs,

Team Meetings and Data Review Sessions with teachers to monitor the instructional focus progress of students. Analyze test scores to form goals/objectives, adjust instructional focus calendar as needed. Monitor throughout year and adjust accordingly.

Maintenance

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

Students who are identified as needing a PMP as the year progresses are placed on one. The RTI Leadership Team and Administration are responsible for the maintenance of this FCIM instructional process & conduct classroom walkthroughs, Team Meetings and Data Review Sessions with teachers to monitor the instructional progress and maintenance of Benchmark mastery for each grade level. Analyze data from BATs and Mini-BATs and other formative assessment instruments to maintain benchmark goals/objectives, and adjust instructional focus calendar as needed.

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.

Progress monitor is done throughout the year and adjusted accordingly. On-Going Staff Development on curriculum used. RTI Leadership Team and Administration are responsible for the maintenance of the FCIM Instructional Process & conduct classroom walkthroughs, Team Meetings and Data Review Sessions with teachers to monitor the instructional progress of students and identify the required instructional modifications that are needed to increase student achievement.

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.

On-Going Staff Development on curriculum used. Leadership Team and Administration are responsible for the maintenance of the learning process & conduct classroom walkthroughs, Team Meetings and Data Review Sessions with teachers to monitor the instructional progress of students in the areas of reading, writing, mathematics, and science.

ACT

Supplemental and Intensive Instruction/Interventions

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

CORE

Reading

- McMillan/McGraw Hill Treasures K-3
- Harcourt Trophies grades 4-5

Math

- Harcourt Math Kits and Manipulatives
- Calendar Math

Science

- Harcourt Science Series
- Delta Science Kits
- Science Special Area Teacher K-5
- Science Dailies

Writing

- Effective writing strategies from 6-Traits Writing
- Peer Teaching Writing Model -4th
- Third Grade Shadow Fourth Program-Grade 3 & 4
- All grade levels teach the writing process

SUPPLEMENTAL

Reading

- Treasures & Trophies Series On-Line eTextbooks
- Harcourt software for reading & On-Line eTextbooks
- Pearson CCC SuccessMaker
- FCAT Explorer
- Elements of Vocabulary Kits K – 5
- Scholastic
- Time For Kids,
- Accelerated Reader

- Reading Across Broward
- Riverdeep
- QAR
- Quick Reads
- Differentiated Literacy Centers
- Word Walls
- Novels
- Graphic Organizers
- Literature Circles
- Family Literacy Night
- Buckle Down

Math

- Buckle Down
- Riverdeep
- Pearson CCC SuccessMaker
- FCAT Explorer
- Math Dailies
- Family Math Nights
- Acaletics
- Math Manipulatives
- Math On-Line eTextbooks

Writing

- Effective writing strategies from 6-Traits Writing
- Kidspiration software
- Inspiration software
- Creative Writing K- 5
- South Florida Writing Project
- Handwriting Without Tears
- Multi-media software

Science

- Science Alive Program
- Science & Me Program
- Molecular Mike Program
- Family Science Night
- Hands-On Science Special weekly

INTENSIVE INSTRUCTION

Reading

- Wilson 3-5
- Foundations 1-2
- Read Naturally Fluency Program
- Great Leaps
- Triumphs
- Strategy development time
- Double/triple dose
- FCAT Camp

Writing

- Effective writing strategies from 6-Traits Writing
- Students in all grade levels receive individualized instruction & conferencing using writing assessments to guide remediation/tutorial sessions
- Strategy development time

Math

- Differentiated Math Centers
- Moving with Math
- Strategy development time
- Double dose
- FCAT Camp

Science

- Students in all grade levels receive individualized instruction & conferencing using science assessments to guide remediation/tutorial sessions
- Strategy development time

INTERVENTIONS

Reading

- Wilson 3-5
- Foundations 1-2
- Read Naturally Fluency Program
- Great Leaps

- Triumphs
- Strategy development time
- Double dose
- Triple dose
- FCAT Camp

Writing

- Effective writing strategies from 6-Traits Writing
- Students in all grade levels receive individualized instruction & conferencing using writing assessments to guide remediation/tutorial sessions
- Individualized intervention techniques in Language Arts

Math

- Differentiated Math Centers
- Moving with Math
- Strategy development time
- Double dose
- FCAT Camp

Science

- Students in all grade levels receive individualized instruction & conferencing using science assessments to guide remediation/tutorial sessions
- Strategy development time

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

We have built into the schedule a 20-30 minutes block for "Strategy Development" time. During this time students will be grouped to meet with teachers, support staff and specials to work on core academic skills and test prep strategies as a triple dose support system. AYP subgroup, lower level & struggling students will receive additional support to build skills, remediate and also move forward to increase achievement and mastery. Writing prompts will be used with 4th & 3rd graders to assist with intensive/interventions and tutorials structured to re-teach non-mastered literacy skills. FCAT Camp is also available to increase student achievement.

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

Data Analysis and benchmark analysis, Professional Learning Communities (PLCs), Staff Development Committee works with RTI Leadership Team, SAC & Staff to determine topics based on data.

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

FCAT/SAT, lowest 30% struggling students in all subjects, and ESE& ESOL students are targeted. To meet the needs of our AYP subgroups in ESOL & ESE students we use a variety of delivery models including: Consultation, Resource Room, Support facilitation, Full time self-contained specialized ESE classrooms (Autistic Cluster), Collaboration between disciplines so that an SLP or OT have input regarding effective strategies. General education teachers have been trained to implement many of the programs that were once thought of as only the ESE teacher's domain. We are very flexible in using more than one model to meet individual student needs. services are individualized from student to student. Student progress is frequently reviewed and appropriate changes made to the delivery models in between IEP staffings, Small group, one-on-one, visual prompts, double/triple dose in a subject/skill/strategy, mentoring. Successful collaborative problem solving team meetings to implement strategies based on individual needs and referrals for further evaluation as needed. Overall climate of "it takes a village to raise a child" more than your student vs. my student. Teachers are willing to do whatever it takes so that all students in the school can make meaningful progress. General Education teachers have been very open to having even very involved ESE students receive some instruction within their classrooms.

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

- Individual and small group data chats/conferences are conducted periodically throughout school year with support staff, grade chairs, faculty, students, SAC Team, and parents.
- Data Chats – cross grade level articulation/vertical alignment chats with teachers
- Classroom Walkthrough Data Analyzed to determine areas in need of growth. Leadership team members are all CWT 2.0 trained and utilize tool regularly. Administration & RTI Leadership team conduct CWTs regularly.

Enrichment

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

We use literature based novels, Junior Great Books, project based learning, Everyday Math, First in Math, Quia online quizzes and activities, Multimedia Software and devices, Promethean Boards, Digital Classroom items, Successmaker, AR, webquests/online research & enrichment lessons in all subjects to support acceleration and enrichment activities.

Describe how students are identified for enrichment strategies.

- Data Analysis of FCAT, SAT, NNAT, BAT
- Teacher observation and evaluation
- Formative assessments to monitor acquisition of skills in core subject 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)
Differentiated Centers & Reading Best Practices	Reading Coach	Bi-Monthly	Ongoing	Comprehension Strategies & Centers Best Practices
CRISS Chats	Leadership Development Team	Bi-Monthly	Ongoing	Sharing Best Practices, Strategy Usage
Interpreting / Analyzing Data To Drive Instruction	Administration	Bi-Monthly	Ongoing	Data Disaggregation, Monitoring BATS, SAT, FCAT & Trends in Learning Gains.
Science Mini-Boards	Science Resource Teacher	Quarterly	Ongoing	Science Process Skills
Math Skills & Strategies	Leadership Development Team	Bi-Monthly	Ongoing	Math Benchmarks
FCIM	Leadership Development Team	Bi-Monthly	Ongoing	FCIM process and strategies
Instructional Focus Calendars & BEEP Lessons	Grade Chairs	Weekly	Ongoing	Instructional Focus Calendars & BEEP Lessons

NCLB Public School Choice

Note: For Title I schools only

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

Pre-School Transition

- Informational Flyers
- Kindergarten Round-Up for transitioning preschool students/parents
- Sunday Orientation before school year begins
- Open House
- Pre-screening assessment of all new students K-5

Postsecondary Transition

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

NA

PART II: EXPECTED IMPROVEMENTS

Reading Goal

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

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

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

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

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

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

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
2009: 64% of the lowest 25th percentile of 4th, 5th, & retained 3rd graders demonstrated annual learning gains in Reading on the FCAT Reading Test.		By June 2010, 72% of the lowest 25th percentile of fourth, fifth and retained third graders will demonstrate annual learning gains in Reading on the FCAT Reading Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students identified as struggling learners in this subject will receive additional assistance via CAI programs, double/triple dose small group support, FCAT camp, etc. (pending funds), Strategy Development Time for enrichment	Reading Coach/Administration	FCIM Process	BAT, Mini BAT, Formative assessments
2	Teachers, Support Staff and Administration will identify the students in grades 1 - 5 performing at the lowest 40th percentile (struggling readers) in reading for skills grouping information using two or more of the following STAR, IRI, FCAT, SAT, Treasures & Trophies Placement Test, READ Naturally for Kids, and DAR.	Reading Coach/Administration	FCIM Process	Two or more of the following STAR, IRI, FCAT, SAT, Treasures & Trophies Placement Test, READ Naturally software for Kids, and DAR.
3	Students (in all AYP sub groups), identified as substantially deficient (struggling readers), will receive additional support through supplemental materials in small group delivery in intervention reading programs and intensive reading skills remediation.	Reading Coach/Administration	FCIM Process	BAT, Mini BAT, Formative assessments
4	All students in grades 1-5 (including all AYP subgroups) will receive training and instruction on FCAT Test taking preparation strategies and skills.	Reading Coach/Administration	FCIM Process	BAT, Mini BAT, Formative assessments
5	Students, parents, community and Partners in Education will participate in "Edu-Quest" a learning experience. Each subject area curriculum committee will provide 2 - 4 questions	Reading Coach/Administration	FCIM Process	Edu-Quest passport questions

	in the Edu-Quest Passport for a total of four questions per subject. Students will travel to the Shops at Pembroke Gardens community Partner member locations to solve the problem presented in "Edu-Quest Passport" and bring their Passport back to school. Students who solve the problems correctly will receive a prize from the Partner in Education. All students who take part receive a participation award.			
6	Utilize District resources such as BEEP, IFCs and Data Chats to assist with driving instruction for students in all sub groups (ESE, ESOL, etc)	Administration, Teachers, Support Staff	FCIM Process	Formative Assessments

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
2009: 76% of the fourth, fifth and retained third graders demonstrated annual learning gains in Reading on the FCAT Reading Test.		By June 2010, 78% of the fourth, fifth and retained third graders will demonstrate annual learning gains in Reading on the FCAT Reading Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students will utilize newspapers and news-type magazines such as Time For Kids, Weekly Reader, Science Weekly, Ranger Rick etc. to enhance reading skills, research skills and comprehension skills.	Reading Coach/Administration	FCIM Process	BAT, Mini BAT, Formative assessments
2	All teachers will utilize the FCIM Process by infusing the District Instructional Focus Calendars & BEEP Lessons for reading into weekly lessons. Individual benchmarks will be concentrated on each week in reading lessons with their students. Assessments will be used to determine student mastery of skills after each benchmark.	Reading Coach/Administration	FCIM Process	BAT, Mini BAT, Formative assessments
3	Students in all AYP subgroups who are performing below grade level on a DAR Oral Reading Fluency Assessment will be able to participate in the READ Naturally Fluency Lab to increase their oral reading fluency skills.	Reading Coach/Administration	FCIM Process	BAT, Mini BAT, Formative assessments
4	Utilize District resources such as BEEP, IFCs and Data Chats to assist with driving instruction for students in all sub groups (ESE, ESOL, etc)	Administration, Teachers, Support Staff	FCIM Process	Formative Assessments

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
By June 2010, 78% of the fourth, fifth and retained third graders will demonstrate annual learning gains in Reading on the FCAT Reading Test.	FCIM Process	Administration	August 18, 2009	CWT	Reading Coach/Administration

By June 2010, 72% of the lowest 25th percentile of fourth, fifth and retained third graders will demonstrate annual learning gains in Reading on the FCAT Reading Test.	CRISS Chats & CRISS Strategy Development	Leadership Team, School based CRISS Trainers	On Going	CWT	Reading Coach/Administration
By June 2010, 72% of the lowest 25th percentile of fourth, fifth and retained third graders will demonstrate annual learning gains in Reading on the FCAT Reading Test.	Interpreting / Analyzing Data To Drive Instruction	Administration	On Going	•CWT •Formative Assessments •BAT/Mini BATs	Reading Coach/Administration
By June 2010, 78% of the fourth, fifth and retained third graders will demonstrate annual learning gains in Reading on the FCAT Reading Test.	Reading FCAT Item Test Specifications	Administration & Leadership Team	On Going	CWT Lesson Plans	Administration & Leadership

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

NA

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Buckle-Down	Internal Accounts, Accountability & Partner doantions	\$700.00
Elements of Reading (Vocabulary)	School Internal Accounts, Accountability Funds	\$400.00
		Total: \$1,100.00
Technology		
Description of Resources	Funding Source	Available Amount
FCAT Explorer	NA	\$0.00
Read Naturally – Computer based fluency program	Accountability Funds	\$0.00
Pearson CCC SuccessMaker	NA	\$0.00
Accelerated Reader	Accountability Funds	\$700.00
		Total: \$700.00
Professional Development		
Description of Resources	Funding Source	Available Amount
CRISS Strategies teacher training manual/handbook	Inservice & Staff Development Funds	\$0.00
FCIM District Training Materials	School Internal Accounts – Inservice & Staff Development Funds	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
Weekly Readers Time For Kids	A+ Funds	\$1,830.00
FCAT Camp	A+ (Pending funding)	\$3,000.00
		Total: \$4,830.00
		Final Total: \$6,630.00

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		
2009: 59% of the lowest 25th percentile of 4th, 5th, & retained 3rd graders demonstrated annual learning gains in Math on the FCAT Math Test.		By June 2010, 74% of the lowest 25th percentile of fourth, fifth and retained third graders will demonstrate annual learning gains in Math on the FCAT Math Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students identified as struggling learners in this subject will receive additional assistance via CAI programs, double/triple dose small group support, FCAT camp, etc.	Leadership Team	FCIM Process	BAT, Mini BAT, Formative assessments
2	Students in grades K - 5 will participate in a supplemental math programs (such as Acaletics, Buckle Down, FCAT Dailies, etc.) to increase math application skills.	Leadership Team	FCIM Process	BAT, Mini BAT, Formative assessments
3	A 20-30 minutes block for "Strategy Development" time. During this time students will be grouped to meet with teachers, support staff and specials to work on core academic skills and test prep strategies as a triple dose support system.	Leadership Team	FCIM Process	BAT, Mini BAT, Formative assessments
4	Utilize District resources such as BEEP, IFCs and Data Chats to assist with driving instruction for students in all sub groups (ESE, ESOL, etc)	Administration, Teachers, Support Staff	FCIM Process	Formative Assessments

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
2009: 76% of the fourth, fifth and retained third graders demonstrated annual learning gains in Math on the FCAT Math Test.		By June 2010, 78% of the fourth, fifth and retained third graders will demonstrate annual learning gains in Math on the FCAT Math Test		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students will use technology programs, including but not limited to wireless carts, online textbooks and resources, presentation software, and multimedia tools to enhance classroom instruction and provide guided practice and application of skills.	Leadership Team	FCIM Process	BAT, Mini BAT, Formative assessments
2	All teachers will utilize the FCIM Process by infusing the District instructional focus calendar for math into weekly lessons. Individual benchmarks will be concentrated on each week in math lessons with their students. Assessments will be used to determine student mastery of skills after each benchmark.	Leadership Team	FCIM Process	BAT, Mini BAT, Formative assessments
3	Parents will be trained in a variety of strategies to integrate the Sunshine State Standards in real life	Leadership Team	FCIM Process	BAT, Mini BAT, Formative assessments

	situations during Family Math Night at a partner. Business partners and other community members will be involved in the planning and implementation of Family Math Night.			
4	Utilize District resources such as BEEP, IFCs and Data Chats to assist with driving instruction for students in all sub groups (ESE, ESOL, etc)	Administration, Teachers, Support Staff	FCIM Process	Formative Assessments

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
By June 2010, 78% of the fourth, fifth and retained third graders will demonstrate annual learning gains in Mathematics on the FCAT Math Test.	FCIM Process	Administration	August 18, 2009	CWT	Reading Coach/Administration
By June 2010, 74% of the lowest 25th percentile of fourth, fifth and retained third graders will demonstrate annual learning gains in Math on the FCAT Math Test.	Moving With Math First In Math	ESE Specialist	On going	CWT Lesson Plans	ESE Specialist/Adminisytation
By June 2010, 78% of the fourth, fifth and retained third graders will demonstrate annual learning gains in Mathematics on the FCAT Math Test.	Mathematics FCAT Item Test Specifications	Administration	On Going	CWT Lesson Plans	Administration

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Acaletics	Internal Accounts, Accountability & Partner doantions	\$2,000.00
Moving With Math	NA	\$0.00
Buckle Down	Internal Accounts, Accountability & Partner doantions	\$700.00
		Total: \$2,700.00
Technology		
Description of Resources	Funding Source	Available Amount
Harcourt Websites FCAT Explorer	NA	\$0.00
Pearson CCC SuccessMaker	NA Accountability	\$0.00
First In Math	Accountability Funds	\$2,856.00
		Total: \$2,856.00
Professional Development		
Description of Resources	Funding Source	Available Amount
FCIM Process	Inservice & Staff Development Funds	\$0.00
Moving With Math	Inservice & Staff Development Funds	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
FCAT Camp	A+ (Pending Funds)	\$3,000.00
		Total: \$3,000.00
		Final Total: \$8,556.00

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		
2009: 68% of 5th graders scored Level 3 and above on the FCAT Science Test.		By June 2010, 70% of fifth graders will score level 3 or above on the FCAT Science Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students in grades K-5 will participate in at least 1 hands on science related activity a month.	Science Committee	FCIM Process	CWT
2	Teachers will utilize District benchmark plan for K-5 grade science lessons. Use K-5 curriculum maps, which identify specific grade level skills with accompanying lessons for daily instruction. Teachers will analyze assessment results to determine which skills need remediation.	Science Committee	FCIM Process	CWT
3	Students in grades K-5 will share class science projects during a Family Science Night.	Science Committee	FCIM Process	Observation and student participation
4	Students in grades 3-5 will share Science Mini-Boards	Science Committee	FCIM Process	Observation and student participation
5	Utilize District resources such as BEEP, IFCs and Data Chats to assist with driving instruction for students in all sub groups (ESE, ESOL, etc)	Administration, Teachers, Support Staff	FCIM Process	Formative Assessments

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
By June 2010, 70% of fifth graders will score level 3 or above on the FCAT Science Test.	Science FCAT Item Test Specifications	Administration	On Going	CWT Lesson Plans	Administration
By June 2010, 70% of fifth graders will score level 3 or above on the FCAT Science Test.	Science Mini Boards	Science Committee	On Going	CWT Lesson Plans	Science Committee

Budget:

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

No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$0.00

End of Science Goal

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		
2009: 92% of the fourth graders scored 4.0 in Writing on the FCAT Writes! test.		By June 2010, 94% of the fourth graders will score 4.0 in Writing on the FCAT Writes! test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students identified as struggling learners in this subject will receive additional assistance via CAI programs, double/triple dose small group support, FCAT camp, etc.	Writing Committee	FCIM Process	Writing Prompts
2	Parents will be trained at a "Family Literacy Night" focusing on rubrics for FL Writes, the Six Traits - in conjunction with the 4 elements of effective writing- and writing with your child. Workshop will assist parents to help develop students' writing skills at home.	Writing Committee	FCIM Process	Attendance
3	School wide Writing Instructional Focus; Utilizing the effective writing strategies from 6 Traits K-5; Peer Teaching Writing Model -4th Grade; Third Grade Shadow Fourth Program-Grade 3 & 4; Writing Tutorials; www.WRITENITE homework K-5 weekly writing assignment on Wednesday nights, monthly writing prompts, Journal Writing,	Writing Committee	FCIM Process	Weekly writing assignments

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
By June 2010, 94% of the fourth graders will score 4.0 in Writing on the FCAT Writes! test.	Six Traits Using "Color" words	Writing Committee	On Going	Six Traits	Writing Committee

Budget:

Evidence-based Program(s) /Material(s)		
Description of Resources	Funding Source	Available Amount
Six Traits	N/A	\$0.00
		Total: \$0.00

Technology		
Description of Resources	Funding Source	Available Amount
Microsoft Office Software Kidspiration/Inspiration	N/A – Site license	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Six Traits Using Vivid words “Color” words	N/A	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Final Total: \$0.00		

End of Science Goal

Parent Involvement Goal

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

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

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

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

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

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
2009: 60% of parents attended a family night event at Panther Run Elementary.		By June 2010, 62% of parents will attend a family night event at Panther Run.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students, parents, community and Partners in Education will participate in a variety of family nights including: "Edu-Quest" a learning experience incorporating core subject application skills and family relationships.	Writing, Reading, Math, and Science Committees	FCIM Process	Attendance
2	Target Family Math Night grades K - 5 to increase math application skills & family relationships.	Math Committee	FCIM Process	Attendance
3	Science and Art Extravaganza for grades K – 5 to increase science applications and art appreciation for the Panther Run Community.	Science Committee	FCIM Process	Attendance
4	Student planners/agendas will be used as a communication tool to promote home/school communication & attendance in family nights.	Writing, Reading, Math, and Science Committees	FCIM Process	Teacher Observation, Parental Observation/communication and attendance at PRE Family Nights
5	Family Literacy Night for grades K – 5 to increase Reading and writing applications for the Panther Run Community.	Writing and Reading Committees	FCIM Process	Attendance
6	SAC/SAF Meetings	Writing, Reading, Math, and Science Committees	FCIM Process	Attendance

7	Parenting Nights	Writing, Reading, Math, and Science Committees	FCIM Process	Attendance
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Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
By June 2010, 62% of parental attendance at family nights will increase at Panther Run.	FCIM Process	Administration	August 18, 2009	FCIM Process Observation Attendance Numbers	Reading Coach/Administration

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Student agendas/planners utilized as organizational & communication tool	School accountability funds	\$2,231.85
		Total: \$2,231.85
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
FCIM Process	NA	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$2,231.85

End of Parent Involvement Goal

Other Goals

No Other Goals were submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Buckle-Down	Internal Accounts, Accountability & Partner doantions	\$700.00
Reading	Elements of Reading (Vocabulary)	School Internal Accounts, Accountability Funds	\$400.00
Mathematics	Acaletics	Internal Accounts, Accountability & Partner doantions	\$2,000.00
Mathematics	Moving With Math	NA	\$0.00
Mathematics	Buckle Down	Internal Accounts, Accountability & Partner doantions	\$700.00
Writing	Six Traits	N/A	\$0.00
Parental Involvement	Student agendas/planners utilized as organizational & communication tool	School accountability funds	\$2,231.85
			Total: \$6,031.85
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	FCAT Explorer	NA	\$0.00
Reading	Read Naturally – Computer based fluency program	Accountability Funds	\$0.00
Reading	Pearson CCC SuccessMaker	NA	\$0.00
Reading	Accelerated Reader	Accountability Funds	\$700.00
Mathematics	Harcourt Websites FCAT Explorer	NA	\$0.00
Mathematics	Pearson CCC SuccessMaker	NA Accountability	\$0.00
Mathematics	First In Math	Accountability Funds	\$2,856.00
Writing	Microsoft Office Software Kidspiration/Inspiration	N/A – Site license	\$0.00
			Total: \$3,556.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	CRISS Strategies teacher training manual/handbook	Inservice & Staff Development Funds	\$0.00
Reading	FCIM District Training Materials	School Internal Accounts – Inservice & Staff Development Funds	\$0.00
Mathematics	FCIM Process	Inservice & Staff Development Funds	\$0.00
Mathematics	Moving With Math	Inservice & Staff Development Funds	\$0.00
Writing	Six Traits Using Vivid words “Color” words	N/A	\$0.00
Parental Involvement	FCIM Process	NA	\$0.00
			Total: \$0.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Weekly Readers Time For Kids	A+ Funds	\$1,830.00
Reading	FCAT Camp	A+ (Pending funding)	\$3,000.00
Mathematics	FCAT Camp	A+ (Pending Funds)	\$3,000.00
			Total: \$7,830.00
			Final Total: \$17,417.85

Differentiated Accountability

School-level Differentiated Accountability Compliance

Intervene
 Correct II
 Prevent II
 Correct I
 Prevent I
 NA

No Attached school's Differentiated Accountability Checklist of Compliance

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
First In Math	2856
Student agendas/planners utilized as organizational & communication tool	2232

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

- SAC meets monthly on the third or fourth Wednesday of the month at 6:15 p.m.
- SAC Curriculum Committees meet monthly on the third or fourth Tuesday of the Month at 2:15 p.m.
- SAC coordinates academic strategies to be implemented for students.
- SAC writes the SIP each year based on FCAT, School Grade, AYP and academic performance.
- The School Advisory Council (SAC) is comprised of parents, community members, as well as faculty and staff. Procedure for election and appointment of advisory council members are: peer groups elect their representatives, with Principal, and BTU representative and business partners are appointed. This committee develops School Improvement objectives, including strategies and the school's website after Board Approval.
- During the year the SAC curriculum committees oversee the implementation of the action steps and monitor data during the year.
- Focus groups/committees at the school report directly to the SAC for ongoing monitoring of action steps, progress, and data to develop SIP.
- The SAC is the sole body responsible for final decision-making at the school relating to implementation of provisions of Sections 1001.42(16) and 1008.345, F.S.
- Recommendations for staff development and budget.
- Once the plan is approved it is shared with all members of the faculty and staff as well as parents and community members. The plan is posted on our website.

SAC Members

Members

- 1) Saef, Elaine, Principal
- 2) Linero-Llanos, Lien, SAC Chair
- 3) Foster, Kathleen, SAC Chair
- 4) Birdsong, Beth, Teacher
- 5) Cohen, Dale, Teacher
- 6) Johnson, Veronica, Teacher
- 7) Sakowitz, Amy, Teacher
- 8) Doughty, Janice, Business Member
- 9) Estevez, Carla, Business Member
- 10) Dooley, Bonnie, Parent
- 11) Andrews, Deidre (Rackley), Parent

- 12) Lombardo, Christina, Parent
- 13) Mahendran, Meera, Parent
- 14) Mehringer, Pamela, Parent
- 15) Parris, Rhonda, Parent
- 16) Pernas, Candy, Parent
- 17) Tobin, James, Parent
- 18) Verrier, Maria, Parent
- 19) Vogel, Barry, Parent
- 20) Ziegler, Pamela, Parent
- 21) Alvarez, Maria , School Support Personnel
- 22) Johnson, Courtney, Union Steward

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2													Broward PANTHER RUN ELEMENTARY SCHOOL 3571													
Number of students enrolled in the grades tested: Click here to see Number of students in each group													Read: 386 Math: 386			2008-2009 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% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	2008	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N
TOTAL ⁴	100	Y	100	Y	82	Y	84	Y			94	Y			NA	22	18	NA	19	16	NA	83	NA	81	NA	
WHITE	100	Y	100	Y	86	Y	87	Y			Y				NA	19	14	NA	16	13	NA	87	NA	82	NA	
BLACK	100	Y	100	Y		NA		NA				NA			NA						NA					
HISPANIC	100	Y	100	Y	81	Y	87	Y			92	Y			NA	20	19	NA	15	13	NA	84	NA	85	NA	
ASIAN		NA		NA		NA		NA				NA			NA						NA					
AMERICAN INDIAN		NA		NA		NA		NA				NA			NA						NA					
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	72	Y	78	Y				NA			NA		28			22	NA	77	NA	73	NA	
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y		NA		NA				NA			NA						NA					
STUDENTS WITH DISABILITIES	100	Y	100	Y	64	N	67	N				NA			NA	45	36	Y	37	33	Y	69	NA	66	NA	

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2													Broward PANTHER RUN ELEMENTARY SCHOOL 3571													
Number of students enrolled in the grades tested: Click here to see Number of students in each group													Read: 424 Math: 424			2007-2008 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% 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	2008	Y/N	2008	Y/N	2008
TOTAL ⁴	100	Y	100	Y	78	Y	81	Y			Y				NA	20	22	NA	15	19	NA	72	NA	75	NA	
WHITE	100	Y	100	Y	81	Y	84	Y			Y				NA	14	19	NA	11	16	NA	71	NA	79	NA	
BLACK	100	Y	99	Y	65	Y	65	Y				NA			NA	37	35	NA	27	35	NA	66	NA	67	NA	
HISPANIC	100	Y	100	Y	80	Y	85	Y			Y				NA	19	20	NA	15	15	NA	74	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		NA		NA				NA			NA						NA					
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y		NA		NA				NA			NA						NA					
STUDENTS WITH DISABILITIES	100	Y	100	Y	55	Y	63	Y	86	87	Y				NA	35	45	N	32	37	NA	56	N	57	NA	

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2													Broward PANTHER RUN ELEMENTARY SCHOOL 3571													
Number of students enrolled in the grades tested: Click here to see Number of students in each group													Read: 432 Math: 432			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% 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	2006	2007	Y/N	2007	Y/N	2007
TOTAL ⁴	97	Y	99	Y	80	Y	85	Y			Y				NA	18	23	NA	14	15	NA	77	NA	81	NA	
WHITE	96	Y	99	Y	86	Y	89	Y			Y				NA	11	17	NA	12	11	NA	82	NA	79	NA	
BLACK	100	Y	100	Y	63	Y	73	Y				NA			NA		46	NA	25	27	NA	63	NA	71	NA	
HISPANIC	98	Y	99	Y	81	Y	85	Y	94		Y				NA	23	18	NA	13	15	NA	78	NA	85	NA	
ASIAN		NA		NA		NA		NA				NA			NA						NA					
AMERICAN INDIAN		NA		NA		NA		NA				NA			NA						NA					
ECONOMICALLY DISADVANTAGED	98	Y	99	Y		NA		NA				NA			NA						NA					
ENGLISH LANGUAGE LEARNERS	97	Y	97	Y		NA		NA				NA			NA						NA					
STUDENTS WITH DISABILITIES	96	Y	97	Y	65	Y	68	Y				NA			NA		45	NA	39	32	NA	62	NA	69	NA	

SCHOOL GRADE DATA

Broward School District PANTHER RUN ELEMENTARY SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	88%	89%	92%	68%	337	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	76%	76%			152	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?	64% (YES)	59% (YES)			123	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					612	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

Broward School District PANTHER RUN ELEMENTARY SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	84%	88%	91%	52%	315	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%	68%			137	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?	59% (YES)	65% (YES)			124	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					576	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

Broward School District PANTHER RUN ELEMENTARY SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	86%	91%	91%	48%	316	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	78%	73%			151	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?	74% (YES)	68% (YES)			142	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					609	
Percent Tested = 98%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested